AN ERROR ANALYSIS OF PREPOSITIONS AS FOUND IN STUDENTS' WRITINGS AT STATE SENIOR HIGH SCHOOL 1 LUBUK SIKAPING

A Thesis

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ABSTRAK

Kesalahan penggunaan kata depan (*preposition*) oleh siswa sekolah menengah atas dikaji dalam skripsi ini. Para siswa sering melakukan kesalahan, terutama dalam penggunaan kata depan dalam bahasa Inggris yang memang sangat banyak jumlahnya dengan fungsi yang sangat mirip. Penelitian ini dilakukan untuk mengetahui jenis kesalahan dalam penggunaan kata depan, penyebab kesalahan tersebut, dan frekuensi kemunculannya.

Dalam penelitian ini penulis menggunakan metode observasi dengan menggunakan instrumen berupa tes kepada siswa untuk menulis sebuah karangan berbahasa Inggris. Dalam menganalisis data, penulis menggunakan teori SP. Corder dan H Doughlas Brown. Adapun data yang dianalisis diambil dari karangan berbahasa Inggris yang ditulis siswa SMU Negeri I Lubuk Sikaping, kelas XI IPA 1.

Hasil penelitian ini menunjukkan bahwa beberapa jenis kesalahan dalam penggunaan kata depan, yaitu: (1) kesalahan menambahkan kata depan yang seharusnya tidak ada, (2) kesalahan menghilangkan kata depan yang seharusnya ada, dan (3) kesalahan memilih kata depan. Disamping itu, ditemukan dua penyebab terjadinya kesalahan tersebut, yaitu: (1) kesalahan yang disebabkan oleh pengaruh bahasa ibu dalam berpikir dan mentransfer ide ke dalam bahasa Inggris, (2) kesalahan yang disebabkan oleh kurangnya penguasaan bahasa Inggris.

Adapun frekuensi kemunculan masing-masing jenis kesalahan di atas adalah (1) 50 % kesalahan memilih kata depan; (2) 34.4% kesalahan menambahkan kata depan yang seharusnya tidak ada; dan (3) 15.6 % kesalahan menghilangkan kata depan yang seharusnya ada. Penyebab kesalahan tersebut adalah 64.7% pengaruh bahasa ibu dalam berpikir dan mentransfer ide kedalam bahasa Inggris dan 35.3% kurangnya penguasaan bahasa Inggris.

CHAPTER 1
INTRODUCTION

1.1 Background of the Study

English is a foreign language that is learned by Indonesian people. In the process of second language learning, people can not be separated from errors. Brown (1980) states that human process of learning is not free from making error in its trial and error nature. Writing is one of language skill that the students find difficult to master. Actually, learners have limited experience to write in their native language. Furthermore, it is difficult for them to write in English because English language has different grammar from Indonesian such as prepositions, tenses, inflectional adjective, and so on.

An element of English grammar which is quite hard to be mastered is preposition. Sometimes, when a preposition combined with certain nouns, verbs, or adjectives may produce new meaning or expression. Learners sometimes get confuse in using prepositions which is some of it have similar in function. This may cause an error in writing their ideas. The example of errors in using English preposition, such as second language learners tend to use 'different *with*' instead of 'different *from*', 'suggest at' instead of 'suggest ø', *'met with her'* instead of *'met her'*, etc.

The errors can be categorized as interlingual, intralingual and developmental errors (Richard, 1974). Interference/interlingual error is the error caused by the influence of first language habit (mother tongue) from acquiring the patterns and rules of target languages. This error is also known as interference, for example: Indonesian learners tend to make error in dealing with Subject-Verb Agreement

such as saying *She walk* instead of *She walks*. Meanwhile, intralingual error is the error that caused by the low mastering of rules of target language itself due to the language being learned. Moreover, developmental error is the error that caused by the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Most of Indonesian who learn foreign language, especially English, just learn it as informal setting (such at school and course). In other word, English is just as an object to study and is not involved in social functions. So no wonder that many Indonesian people face difficulties that lead them to errors in their second language learning process, written or orally.

Having considered this factor, it is interesting to analyze the grammatical error, especially the use of prepositions in English writing. In this case, the writer analyzes the errors made by the students at State Senior High School 1 Lubuk Sikaping in order to observe more about errors in using prepositions, the causes of errors, and the frequency of occurrences of the errors.

1.2 Identification of the problem

In this study, the writer analyzes the grammatical error, especially the use of prepositions produced by students at State Senior High School 1 Lubuk Sikaping. The errors analyzed are derived from the students' writings.

The research questions of the study are:

1. What are the types of error in using prepositions found in the students' writings?

2. What are the frequencies of the error?

3. What are the causes of error?

CHAPTER IV

CONCLUSION

After analyzing the data, the writer finds out that there are three types of error in using prepositions appear in senior high school student's writing. Then, there are two causes of error found in the data. In addition, the writer also finds out the frequency of the types of error and the frequency of the causes of error.

Based on the types of error in using preposition, the number of errors of selection is 16, the percentage is 50%, the number of errors of addition is 11, the percentage is 34,4%, the number of errors of omission is 5, and the percentage is 15,6%. Nevertheless, the type of error of ordering is not found in the data.

Based on the causes of errors, the writer finds out the number of interlingual error is 11, percentage is 64.7%. Meanwhile, the number of intralingual error is 21, percentage is 35.3%.

After analyzing the frequency of the types of error, the writer finds out that errors of selection is more dominant than other types of error. This is because there are so many choices of preposition that offered by English language, this makes the learners confused to choose the right one. So, the learners tend to make errors. Moreover, intralingual error is more dominant than the interlingual error. The reason is that the learners overgeneralize the rules of target language; they ignore the rules of target language or incomplete application of the target language. In addition, they are still in the process of learning second language.

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