**AN ERROR ANALYSIS OF PREPOSITIONS**

**IN DESCRIPTIVE TEXTS**

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**Abstract**

This research viewed the error analysis of prepositions in dscriptive texts by students of SMKS Karya Utama. It was carried out descriptive’s analysis. Aarts and Aarts’ (1982) concept is used to explain the types of prepositions. The research found out the kinds of error in prepositions made by the students. The concept of the theory is used to explain the types errors in prepositiosn made by the students. The data of the research were taken from the students’ writing assignment. The results of this research showed that there ware three kinds of preposition errors made by the students. First, the omission of preposition-the students drop a preposition in a sentence where it is obligatory. Second, the insertion of preposition-the students add a preposition in a sentence where it is not necessary. Third, the selection of incorrect preposition ended in a sentence.

Keywords: error analysis, prepositions, omission, insertion, selection

**INRODUCTION**

Language is part of life. As a living being language used by humans to communicate in all things. We can know and understand a meaning by understanding language. Language is a role most important in human social life. Trudgill (1974) states that language is not just a means of communicating information about the weather or problems others, but language is also a very important means of building and maintain relationships with others. Language is a symbol system sounds used by community members to work together, interact, and self-development (Kridalaksana, 2008).

According to Kachru (1985), English in the world can be divided into three circle. First, the "inner circle" ; included in this circle users of English as a mother tongue such as the United States, Britain, Canada, Australia, New Zealand. The second is the "outer circle" which involves the States former British colonies such as Singapore, India, Malawi and more than fifty other areas included in this circle. The third is the "expansion circle" including countries that recognize the importance of English as a language International. Historically, they are not included in the group of countries that are colonialists by members of the inner circle, and English has no function special. Indonesia is one of them. In teaching English there are three circles known as first language or native speaker (L1), second language (L2) and a third language (L3) or English as an international language.

In the current era of globalization, English has become an important language for developing countries like Indonesia. To interact with citizens of other countries Indonesian people are required to master English. That is why the Indonesian government added English as one of the subjects in schools ranging from elementary, middle, high school and university. in Indonesian language English is used as a means of communication in spoken and written texts including the ability to listen, read, speak and write.

Communicating means that people must be able to understand and express their information, think, and creatively using English, so as to be able to interact internationally with other countries. At the moment teachers, instructors, and students can get good international sources of information directly from sources and communication media and have more opportunity to keep abreast of information developments. (Susanto, 2013).

In addition, learning English in Indonesia provides other goals, including being able to develop science, technology and culture. With knowing English Indonesian people can understand the technology designed for use by all users around the world. English very important role for the State of Indonesia, the government provides attention as shown in government regulation number 32 of 2013 regarding national education standards, namely the national exam for senior high schools involving Indonesian, English, mathematics, and learning subjects which characterizes the educational program.

Researchers assume that by identifying errors prepositions that occur when writing descriptive texts can help students in school to understand how to use the proper prepositions. Reasons for choosing this topic because based on student observations it is difficult to understand how to use the right prepositions in the texts they wrote.

Words like at, in, of, on and to are examples of prepositions. Preposition is a word that is placed before a noun or pronoun to indicate relationship with other parts of the sentence. Prepositions function to connect object with the next sentence, for example the preposition on shows the word angle has a meaning that refers to the location of the house. (Melinda, Hilma, and Pratama, 2013).

In English, prepositions are a field of study in science language that is difficult to understand when making a sentence. Students who use English as a second or foreign language frequently times experiencing problems in determining the right prepositions in English. According to Parrott (2000) prepositions are the "big deal". The most preposition Common examples, for example, in, from, and for, are also among the most frequent words used in language. Therefore, prepositional errors are ideal targets as a study that focuses on the possibility of identifying and correct errors in writing the second language (L2).

**METHODOLOGY**

In this research, the researcher analyzes the usage errors prepositions in the descriptive text using the descriptive method, which is implemented with the following steps:

1. Preparation

The author has read several books and other related references with this research, namely error analysis, especially on errors prepositional use.

1. Collect data

Data is collected by giving assignments or exercises to students class X at SMKS Karya Utama with a total population all students of SMKS Karya Utama from class X1, X2, X3 as many as 65 students and took a sample of 30 students. test models given and collected as data, namely giving homework make a descriptive essay of at least 3 paragraphs with a free theme according to the wishes and creativity of students and use prepositions in writing description text.

1. Data Analysis

The data collected is identified and classified as misuse prepositions in descriptive texts made by students using theory Aarts and Aarts (1982) is then analyzed based on theory and Jha (1991).

**FINDING AND DISCUSSION**

The data are identified based on the type of prepositional errors based on the concept put forward by Jha (1991) is:

1. Prepositional Omission Error

According to Jha (1991) In the omission of prepositions the students did not using prepositions in sentences when they should use the prepositions. Mistakes in omission of prepositions made by students can be classified as follows:

1. The prepositional omission error *of*
2. Error omitting the preposition *for*
3. Error omitting the preposition *to*
4. Mistake of omitting the preposition *with*
5. Mistake of omitting the preposition *by*
6. Prepositional omission error *in*
7. Error omitting the preposition *on*
8. Error omitting the preposition *about*

**Mistakes omitting the preposition *of***

The mistake of omitting the preposition of can be seen from the example “The mistake of omitting the preposition of can be seen from the example “The house Handicraft” The phrase should use the preposition *of* after the word house which has meaning “bernama” if combined with proper nouns so that the sentence becomes : “the house of handicraft” in Indonesia have meaning (rumah kerajinan).

**Mistakes omitting the preposition *for***

The error in omitting the *for* preposition can be seen from the example sentence "*he waits a long time".* This sentence should use the preposition *for* after the word *waits* which means "for" so that the sentence becomes "he waits for a long time" (dia menunggu untuk waktu yang lama).

**Omission of preposition *to***

The mistake of omitting the preposition to can be seen in the "announcement his" example. This phrase is wrong because it doesn't use the preposition to after the word "announcement" which means 'untuk' so the sentence becomes "announcement to him" (pengumuman untuknya).

**Omission of Preposition *with***

The mistake of omitting the preposition with can be seen from the example sentence "*communicate their family*". this sentence should use the preposition *with* after the word *communicate* which has meaning ‘dengan’ so that the sentence becomes "*communicate with their family*" (Berkomunikasi dengan keluarga mereka).

**Mistakes omitting the preposition *by***

The error in omitting the preposition by can be seen from the example sentence *"supported donation of government".* This sentence is wrong because it should use the preposition *by* after the word *supported* which means 'oleh' so that the sentence becomes *"supported by donation of government"* (Didukung oleh sumbangan dari pemerintah).

**Prepositional Omission Error *in***

The error in omitting the preposition *in* can be seen from the example sentence *"There are about 24 teachers my school".* This sentence is wrong because it doesn't use the preposition *in* after the word teachers which means 'in' so it becomes *"there are about 24 teachers in my school"* (Ada sekitar 24 guru di sekolah ku).

**Error omitting the preposition *on***

The mistake of omitting the preposition on can be seen from the example sentence *"Hanging the wall".* The sentence should use the preposition *on* after the hanging word which means "pada" so that the sentence becomes "*Hanging on the wall*” (Menggantung pada dinding).

**Mistakes omitting the preposition *about***

The error in omitting the preposition about can be seen from the example sentence *"They only thought how to save themselves".* This example sentence is wrong because it does not use the preposition *about* after the word *thought* which will form the meaning of 'tentang', so the sentence becomes *"They only thought about how to save themselves."*

1. **Preposition Insertion Error**

As explained by Jha’ (1991) on insertion error in this preposition, students mistakenly use prepositions in sentences that they shouldn't prepositions are used. The following is the classification of prepositional insertion errors that were made by students:

1. Insertion of the preposition *from*
2. Error in the insertion of the preposition *of*
3. Preposition Insertion Error *to*
4. Preposition Insertion Error *at*
5. Preposition Insertion Error *in*
6. Insertion error with the preposition *on*
7. **Preposition Insertion Error *from***

The error in inserting the preposition *from* can be seen in the example “Two problems after from Tsunami” This phrase is wrong because it uses two prepositions at once namely *after* and *from* so that the preposition from is not needed in this sentence. Should this phrase becomes “Two problems after Tsunami” (Dua masalah setelah Tsunami).

1. **Preposition Insertion Error *of***

The error in inserting the preposition *of* can be seen from the example sentence “He puts some pots of indoor”. This sentence is wrong because it shouldn't be necessary use the preposition *of* so the sentence becomes *“He puts some pots indoor.* (Dia menempatkan beberapa pot dalam ruangan).

1. **Preposition Insertion Error *to***

The mistake in inserting the preposition *to* can be seen in the example sentence *"five minute walk from to school".* This sentence is wrong because it should not need to use the preposition *to* because it will interfere with the meaning of the sentence. So it becomes *a five minute walk from school*. (5 menit berjalan kaki dari sekolah).

1. **Preposition Insertion Error *at***

The error in inserting the preposition at can be seen from the example “Besides at faculty building”. The phrase Besides at *faculty building* already uses two prepositions namely *besides* and *at* so that the preposition *at* does not need to be used in this sentence. This sentence should be “*Besides faculty building”* (Disamping bangunan fakultas).

1. **Preposition Insertion Error *in***

The mistake *in* inserting the preposition in can be seen in the example *“They moved* ***in*** *about six years ago*”. This sentence is incorrect because the prepositions *in* and *about* should not be need to use the preposition in at this sentence so it becomes *“They moved about six years ago”* (Mereka telah pindah sekitar enam tahun yang lalu).

1. **Insertion error with the preposition on**

The error in inserting the preposition *on* can be seen from the example sentence *"There is* ***on*** *shortage of options".* This sentence is wrong because using the preposition *on* after to be should not use the preposition on unnecessary, so the sentence becomes *"There is a shortage of options"*(Ada kekurangan pilihan).

**3. Preposition Selection Error**

In the prepositional selection errors students use prepositions in sentences in appropriate according to Jha’ (1991). The following is a classification of errors the wrong choice of prepositions was made by students:

1. Preposition Selection Error *in*
2. Error in choosing the preposition *on*
3. Error in choosing the preposition *of*
4. Preposition Selection Error *at*
5. Error in choosing the preposition *from*
6. **Preposition Selection Error *in***

The mistake in choosing the preposition *in* can be seen from the example sentence *"Many useful books for students* ***in*** *help their academics".*This sentence uses the preposition *in* wrong should be replaced with the preposition *to* which means for, so this sentence be “*Many useful books for students to help their academic*” (Banyak buku-buku yang bermanfaat bagi para siswa untuk membantu pendidikan mereka).

1. **Errors in choosing the preposition *on***

The mistake in choosing the preposition *on* can be seen from the example of *“The culture museum* ***on*** *Remban”.* Judging from this example sentence, the use of the preposition on should be wrong replaced with the preposition *in*, because at the end of the three sentences above there is a place name for the use of prepositional place names to be used *in*, so that the sentence “The culture museum in Remban” (Museum kebudayaan di Remban).

1. **Preposition Selection Error of**

The error in choosing the preposition *of* can be seen from the example sentence *"He had worked for the Ministry of Education* ***of*** *twenty years*". This sentence is wrong because this sentence should use the preposition *for* to express the time span so that it becomes *“He had worked for the Ministry of Education for twenty Years”* (Dia telah bekerja untuk Menteri Pendidikan selama 2 tahun).

1. **preposition selection error at**

Errors in the insertion of the preposition *at* can be seen from the three examples of the phrase *“The best university at Sumatra Utara”* The first phrase *The best university* ***at*** *Sumatra* preposition here wrong is supposed to use the preposition *in* which has a meaning around the place certain that refers to the word Sumatra. So this sentence becomes *“The best university in sumatra”* (Universitas terbaik di Sumatera).

1. **Prepositional Selection errors from**

Errors in choosing the preposition *from* can be seen from the example of the phrase “*Big causes* ***from*** *the problem*”. This phrase should use the preposition *of* which explains the meaning of "tentang" so that the sentence becomes *Big causes of the problem* (Penyebab besar dari masalah).

**CONCLUSION AND SUGGESTION**

**Conclusion**

Based on the analysis of data about the types of prepositional errors that have been described, the researcher found errors in the use of simple prepositions and not found an error in the use of complex prepositions in descriptive essay by student. These errors have been classified according to their type as following :

**1. Prepositional Omission Error**

1. Error omitting the preposition of (8 errors)
2. Omission Errors with the Preposition for (2 errors)
3. Error omitting the preposition to (2 errors)
4. Omission Error with Preposition (1 error)
5. Error Omission Preposition by (1 error)
6. Mistakes omitting the preposition in (2 mistakes)
7. Error omitting the preposition on (1 error)
8. Omission of preposition about (1 mistake)

**2. Preposition Insertion Error**

1. Preposition Insertion Error from (3 errors)
2. Error Insertion of the preposition of (2 errors)
3. Error Insertion of Preposition to (3 errors)
4. Preposition Insertion Error at (1 mistake)
5. Error Insertion of Preposition in (2 errors)
6. Error Insertion of preposition on (1 mistake)

**3. Preposition Selection Error**

1. Preposition Selection Error in (1 error)
2. Errors in choosing the preposition on (2 mistakes)
3. Mistakes in Choosing the Preposition of (1 mistake)
4. Preposition Selection Error at (3 errors)
5. Errors in choosing the preposition from (2 mistakes)

**Suggestion**

After doing this research the researcher found several types of errors in addition to prepositional errors made by students, namely the use of pronouns the wrong person, for that the researcher suggests to other researchers so that they can conduct research on the type of error in the use of the personal pronoun.

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