

AN ANALYSIS OF USE THE PREPOSITION IN WRITING ENGLISH AT THE FIRST YEARS STUDENTS OF JHS NU KRAMATWATU SERANG BANTEN

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ABSTRAK

As international language, English is extremely important, more over a lot of text books written in English. In the process of learning English language, writing is considered as the most difficulties in writing because it needs integrated abilities that involve many aspects such as vocabulary, grammar and soon.

The objective of the research is to analyze the student's errors in English writing especially in prepositional writing. This research applies descriptive method, to calculate the preposition errors by the students. This research applies descriptive method. The data was gained by giving the student test. The test is about the preposition of time and the preposition of place or location. The test is consists of 20 items, which are divided into 10 items of preposition of time, and 10 items of preposition of place or location.

The result of the research shows that: The students were still confused in using preposition in their writing and they didn't know the function of some preposition, the teacher didn't teach the preposition in detail, the most errors occurred in the preposition of place or location than in the preposition of time.

Key Word : Preposition Writing English,

BACKGROUND

English as an international language, has an important role to develop sciences and technologies. Many countries in the world use English as a medium of communication among people in different countries, and also of writing many kinds of books in which spread in different countries. In Indonesia there are many kinds of foreign books written in English.

Writing is one of four language skills. In writing, people learn how to communicate when the other persons are not around them, listening the words they said, and looking at the gesture and facial expression. In English writing learning, the students should know how to write a letter, write a story or article, express their idea in written, and so on. Ability to write grows based on previous experience in listening, speaking, and reading. It takes a long time to study a language especially to reach writing skill.

Writing skill is very complex and difficult to teach. The writing skill is complex and difficult to teach, requiring mastery is not only grammatical and rhetorical devices but also have conceptual and judgment element (1975 : 138). Teaching writing is

different from teaching other language skills because writing is a thinking process. Not many students can write English well as they speak. Writing is much more than an orthographic symbolization of speech to writing curriculum devices exercise (Allen and Campbell : 200).

Some problems in learning English writing are the students commonly makes mistakes in their learning, but it is logically acceptable. The expert considered that doing some mistakes or errors are parts of learning process itself, because students who are learning a foreign language often use unacceptable and inappropriate forms.

The writer want to analyze the errors made by the student is their writing which are focused on prepositions. Preposition is part as speech used in communication and it is a problem for the most English learners which often confuse them. The student has two main problems with preposition. He has to know whether in any construction a preposition is required or not, and which preposition to use when one is required (.J Thompson and A.V Martinet, 1985:91). Preposition is usually short and insignificant looking, but they have very important function. It is difficult to learn to use preposition

correctly. Most of them have very similar use (in the morning, on Monday

at night), so that it easy to make mistakes in using preposition.

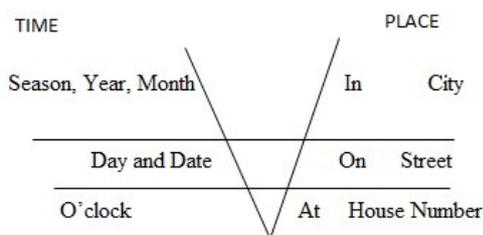
FORMULATION OF PROBLEM

To make more effective and efficient of this study, the writer limits the discussion on preposition errors commonly made by the students in their writing. In this case preposition of time and preposition of place or location. The explanation will serve in the highest frequency of error only, are

- How far are the students able to analyze errors of preposition uses in writing English?
- How to know the student s to use preposition in writing English?
- How to know the quality/ability of the students in using of preposition in writing English?

THEORITICAL FOUNDATION

Preposition is one of the language components which connecting English words. They are connecting words that show the relationship between the nouns following them and one the sentence elements, such as subject, verb, object and so on. Preposition are words normally placed before nouns or pronouns and can also be followed by verbs (A.J Thomson & A.V Martinet, 1985 : 91). A preposition connects a noun or a pronoun to some other word in the sentence (Donald & Thomas L. Minnick, 1997 : 25). A failure to recognize the meaning of prepositions is failure to recognize the subtle differences they are capable of expressing (William F. Irmsher). According to Marjorie farmer et al, "A preposition is a word that introduces a phrase modifying another word or part of a sentence". Preposition have been called the biggest little word in English. They are usually quiet and insignificant looking, but they have very important function. Most of them have several different functions. Sometimes, different prepositions can have very similar use (in the morning, on Monday, at night).



Types of preposition are preposition of time and preposition of place or location. The preposition which are commonly used in expression of time are in, on, at, before, after, during, since, for, about, around. In (use for the past, the present, in the future, use the morning, the afternoon, the evening, used for a month, a year and a season), on (used for date, a weekday, a weekday morning(s) etc.), At (use for noon, night, midnight , and so on. The common prepositions used to indicated place or location, are in, on, and at. In (used to indicate the area of something), on (used to indicate contact with a surface) and at (used to indicate something around, used for addresses with street numbers).

Writing is the language use to express and communicate with others. It must be difficult without regular practice. Ann Brown (1993:4): Writing is important in our lives and as a communicative act that transmit information and link people together. Accordingly, students are expected to convey their idea, feelings, and knowledge in written language. Unfortunately, it seems hard for teacher to train their students writing because generally the students don't know how to write. Gorrell and Laird (1964): Writing is more complicated. It needs ideas. Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writers need to study everything at once. Rise B. Axelrod and Charles R. Cooper (1985 : 3) Writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage. Then Barnet and Subb's (1983): Writing as physical act, it requires material and energy. Like most physical

acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. In fact, writing is more complicated rather than speech because writing requires some aspects, not only grammatical, rhetorical devices, vocabulary but also other elements as mentioned above.

METHODOLOGY OF RESEARCH

Population in this study is the first year of the students in JHS NU KramatwatuSerangBanten. Sample of this study are 40 students to do the test. The research of this study took place at JHS NU KramatwatuSerangBanten, the first doing observation to the school, the second doing interview to the teacher, and last gives the test to the students.

This research use unit analysis is individual. The technique of data analysis in this research is used to descriptive analysis technique (percentage), which is described in the table percentage and used formula:

$$P = \frac{F}{N} \times 100\%$$

Note: P = Percentage

F = Frequency of wrong answer

N = Number of sample or student

The purpose of research in this paper is to find out the errors are commonly made by the students in writing focused on preposition. Preposition is a problem for most English learners that always confused them, and so many students are confuse in using preposition. The writer use descriptive method to calculate the preposition errors made by the students.

Variable X (independent variable): use the preposition

Variable Y (dependent variable) : writing English

The technique of data collecting is the writer visited the school to do the research. Then, the give the test to the student to be analyzed. The test is about the preposition of time and preposition of place or location. The test consist 10 items of prepositional of time, and 10 items of prepositional of place or

location. And then, calculates the preposition's errors made by the students as a result their learning of English.

RESEARCH ACHIEVEMENT

This paper discussed about the preposition errors, which have done by the first year students of JHS KramatwatuSerangBanten. The writer gave the tests, which focused on preposition. The test consists of 20 items, which are divided into 10 item of preposition of time and 10 items of place or location. The following tables the classification of preposition area into each item.

Table Preposition Area and Each Item

NO	Preposition Area	Number of Items
1	Preposition of Time	A. 1-10
2	Preposition of Place	B. 1-10

After classifying the items into preposition area, the data was analyzed. The data analysis will be described as follows.

a. Preposition of Time

Table Frequency of Error in Preposition of Time
The samples to do the test : 40 Students

No	Preposition Are	Number of Items	Frequency of Errors (%)
1	Preposition of Time	1	37 (92%)
		2	12 (30 %)
		3	16 (40%)
		4	36 (87%)
		5	4 (10%)
		6	7 (17.5%)
		7	34 (85%)
		8	9
		9	(22.55%)
		10	38 (95%)
TOTAL		10 items	37 (92.5%)
			225 (56.25%)

The table above is about the preposition of time. The explanation about each item will be described as follows:

Number 1: The item is *at*. There were 92% student choose wrong answer.

This number the students were still confused to use *at* as apresentation.

Number 2: The item is *at*. There were 30% students choose wrong answer.

Number 3: The item is *in*. There were 40%students made error in this item.Number 4: The item is *on*. There students were confused in using on as a preposition. There were 87% students made error in this item.

Number 5: The item is *at*. The students who made error in this item are only 10%.

Number 6: The item is *at*. The were 17.5% students choose wrong answer.

Number 7: The item is *in*. There were 85% students choose the wrong answer. The students were still confused in using *in* as a preposition.

Number 8: The item is *in*. There were 22% students made error in this item.

Number 9: The item is *on*. There were 95% students choose the wrong answer. As in number 4, the students were still confused to use *on* in this item.

Number 10: The item is *in*. The students were still confused in using in as a preposition. There was 92.5% students made error in this item.

From the explanation above, it can be concluded that the students were confuse in using preposition of their writing. It can be seen from the frequency of error. There were 56.25% students made error in preposition of time.

b. Preposition of Place or Location

*Table*Frequency of Error in Preposition of Place or Location

The sample to do test: 40 students

N o	Prepositio n Area	Numbe r of Item	Frequency of Error
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2	Prepositio n of Place or Location	1	17 (42.5%)
		2	1 (2.5%)
		3	5 (12.5%)
		4	18 (45%)
		5	17 (42.5%)
		6	21 (52.5%)
		7	37 (92.5)
		8	29 (72.5%)
		9	36 (90%)
		10	16 (40%)
TOTAL		10 items	197 (49.25%)

The table above is about the preposition of place or location. The Explanation about each item will be described as follows:

Number 1: The item is *in*. The students who made error in this item were 42.5%

Number 2: The item is *at*. The students who made error in this item are only 2.5%

Number 3: The item is *in*. In this item, there were 12.5% students choose the wrong answer.

Number 4: The item is *in*. There were 45% students could not use it correctly.

Number 5: The item is *on*. The frequency of error in this item was 17.5%.

Number 6: The item is *on*. The students who made error in this item were 52.5%

Number 7: The item is *in*. The students were still confused in using on as a preposition. There were 92.5% students made error *in* this item.

Number 8: The item is *at*. The table shows that the students were still confused in this item, there were 72.5%.

Number 9: The item is *on*. In this number there were 90% students made error. It means the students were still confused to use this item in the right place.

Number 10: The item is *at*. There were 40% students choose wrong answers.

From the explanation about preposition of place or location above, it can be confused that the students were still confused in using preposition of

place or location in their writing as same as in preposition of time. Most of the students could not use the correct preposition in the right place in sentences, because they did not know the meaning of preposition itself. The frequency of errors in preposition of place or location was 49.25%.

The analysis of data are after classifying the items into each preposition area and analyzing the frequency of error in each item, the following table describes the sequence of preposition based on the highest to the lowest frequency of error.

Table The Sequence of Preposition of Time Area

Based On Its High Frequency of Errors No	Preposition of time Area	Frequency of Error
1	At	37
2	On	(92.5%)
3	In	38 (95%) 34 (85%)

The table above shows that in the preposition of time, most of students made error in the item *at*. It can be seen from the highest frequency of errors, there were 92.5% students who were confused whit this item. The second is *on*, there were 95% students made error in this item. The last is *in*, whit 85% students made error.

Table The Sequence of Preposition of Place Area
Based on Its High Frequency of Error

No	Preposition of Place Area	Frequency of Error
1	In	37 (92.5%)
2	On	36 (90%)
3	At	21 (52.5%)

In the preposition of place or location, most of the students made error in the item *in*. It was approved by the high frequency of errors. There were 92.5% students cannot use this item correctly. The second is the item *on*, with frequency error 90%. The last is the item *at*, there were 52.5%.

CONCLUSION AND SUGGESTION

Based on the discussion and the analysis of data in previous chapter, the writer would like to conclude that most errors occurred in the preposition of time than in the preposition of place or location. It means, using preposition of time is more difficult than using preposition of place or location for the students of JHS NU KramatwatuSerangBanten.

According to the English teacher of JHS NU KramatwatuSerangBanten, he did not teach the preposition in detail and the preposition first to learn for first class at JHS NU KramatwatuSerangBanten. The students were confused in using preposition because they did not know the function of some prepositions, so when a preposition is required, they were confused which preposition to use. It is difficult to learn to use preposition correctly. Most of them have very similar use (in the morning, on Monday, at night).

After analyzing the data, the writer would like to say that many students have problems with preposition. They are still confused to use a correct preposition in the right place in their writing or in a sentence. It's important for English teachers and the students pay attention in preposition. The teacher should help the students to get a better habit in writing, especially recognizing the preposition. The students need to do more exercises in preposition in order that they will not be confused in using preposition anymore and can improve their English capability.

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