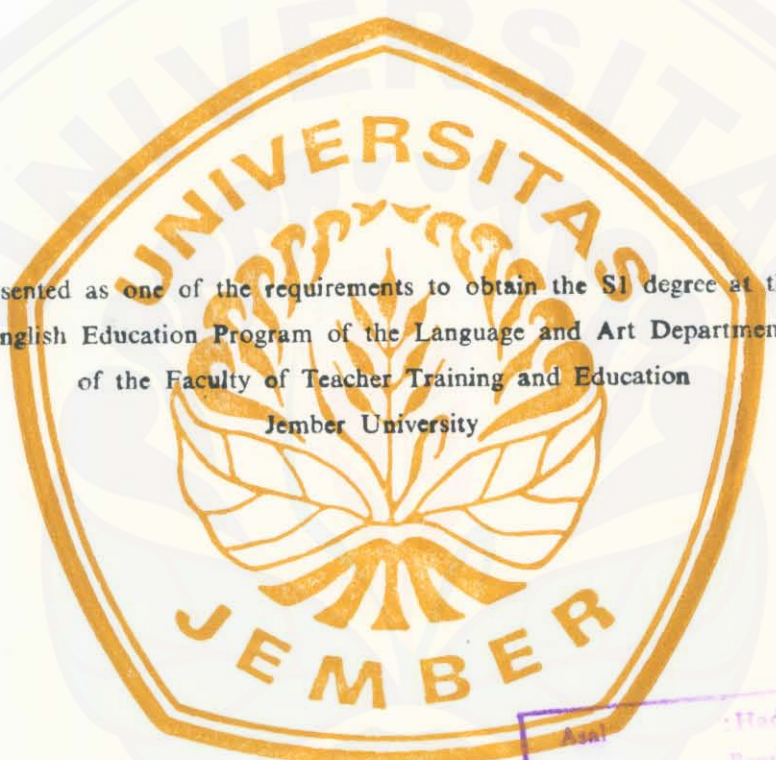




**THE ANALYSIS OF PREPOSITION ERRORS IN THE SECOND
YEAR STUDENTS' WRITING AT SMUK SANTO PAULUS
JEMBER IN THE 1999/2000 ACADEMIC YEAR**

THESIS

Presented as one of the requirements to obtain the S1 degree at the
English Education Program of the Language and Art Department
of the Faculty of Teacher Training and Education
Jember University



by

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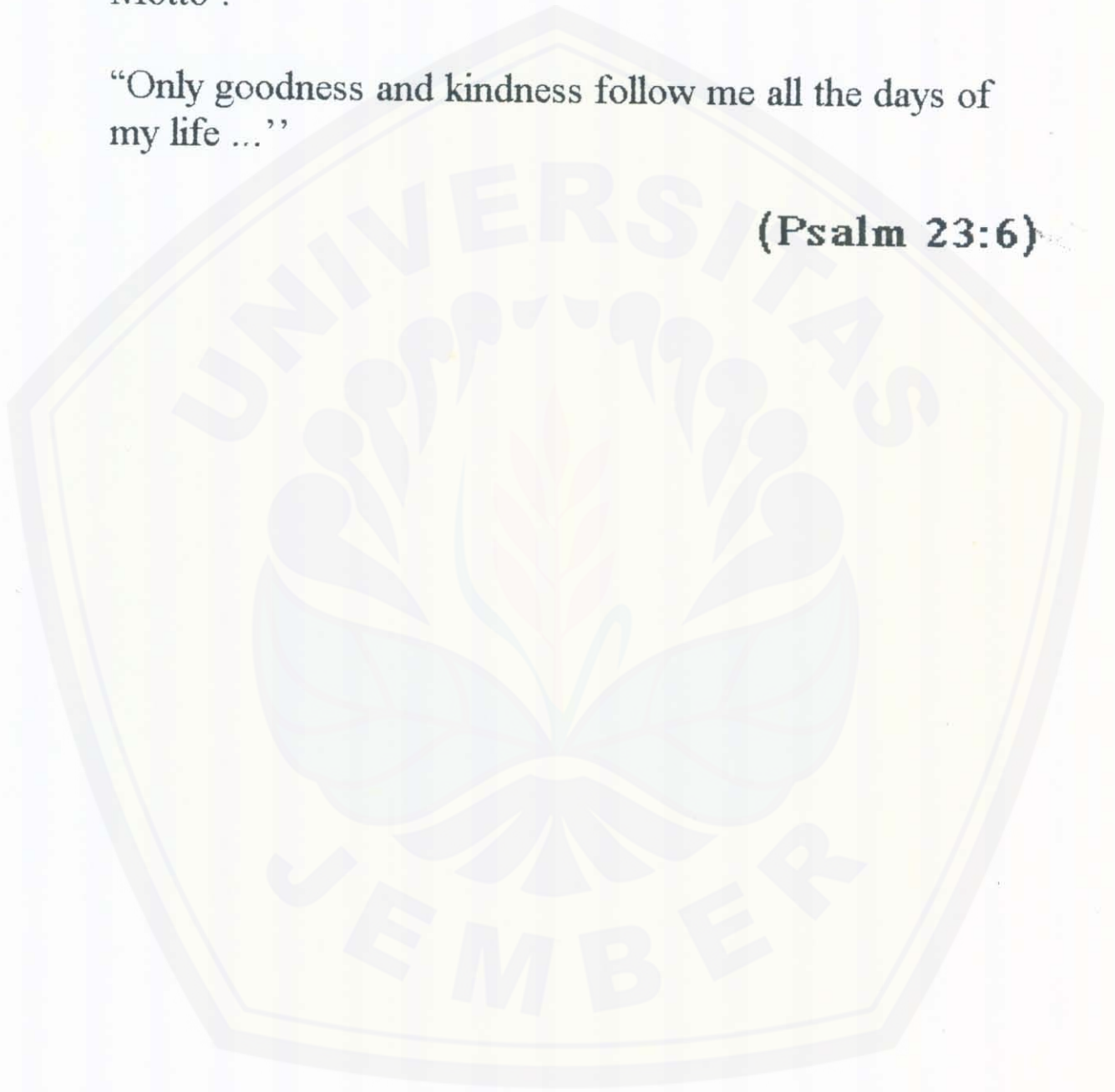
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**TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2000**

Motto :

“Only goodness and kindness follow me all the days of my life ...”

(Psalm 23:6)



Dedication :

This thesis is honourable dedicated to:

- My father, **Stephanus Suryanto**. I am proud of you. There is no word to describe your sacrifice to your daughters. Thank you very much for your affection. I do love you.
- My mother, **Yuliana Kasmiati**. I can't mention anything you have done for me. I love you so much. I'm grateful for your support.
- My sisters : **Saturnina Rini** and **Cornelia Dyah**. You are my great sisters. You make my life full of happiness. Thank you for your spirit.
- My brother, **Yohanes Mujiyanto** and **Taufik Effrianto**. Thank you for your kindness.
- My good friends, **Yus Rianti**, **Mimik**, **Hasta**, **Lasmi**, **Rofiq'ah**, **Tutus**, and **Sri Wahyuni**. Thank you for your friendship.
- My almamater, **English Program**, **Teacher Training** and **Education Faculty**, **Jember University**.

Approval

The Analysis of Preposition Errors in the Second Year Students' Writing
at SMUK Santo Paulus Jember in the 1999/2000 Academic Year

THESIS


Proposed for being defended to examiner team as one of the requirements
to obtain the degree of S-1 at English Program, Language and Art
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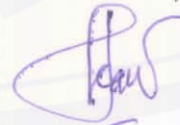
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Approval of Examiners' Team

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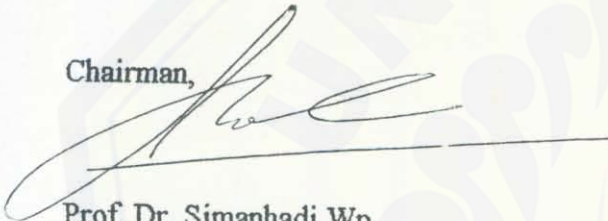
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Finally, the writer expects that this thesis will be useful for herself and the readers.

Jember, May 2000

The writer

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ABSTRACT

Valleria Vivi Ekayanti, 2000, THE ANALYSIS OF PREPOSITIONS ERRORS IN THE SECOND YEAR STUDENTS' WRITING AT SMUK SANTO PAULUS JEMBER IN THE 1999/2000 ACADEMIC YEAR. Faculty of Teacher Training and Education, English Education Program, Jember University.

The consultants: (1) Drs. Hery Sutantoyo
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Learners of a foreign language often make errors in the process of language acquisition. The errors are generally caused by the interference of the first language to the second one, and the difference of linguistics system between the native language and the foreign language. The objective of this research was to know the percentage of students' errors on the use of prepositions in the second year students' writing at SMUK Santo Paulus Jember in the 1999/2000 academic year. The problem is what is the percentage of errors on prepositions of place, prepositions of time, and prepositional phrasal made by the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year. The research was conducted at SMUK Santo Paulus Jember. The population was the second year students of SMUK which consisted of 6 classes . The sample who became the respondents of this research were taken by proportional random sampling by lottery. The methods of collecting data were test, interview, and documentation. The data which was used to get the students' prepositions errors on the use of prepositions was analyzed by applying this formula: $E = \frac{n}{N} \times 100\%$

The results of the data analysis showed that: the percentage of the students' errors on the use of prepositions place was 29,65%, while the percentage of the students' errors on the use of prepositions time was 45,35%, and the percentage of the students' errors on the use of prepositional phrasal was 25%.

Key words: Errors on prepositions of place, prepositions of time, and prepositional phrasal

I. INTRODUCTION

1.1 The Background of the Study

English is considered as an international language, since people use it all over the world. In Indonesia, English is stated as one of the compulsory subjects to the students who are taking formal education, especially in Junior High School and Senior High School. It is taught from the first year up to the third year. Even, nowadays English is also given to the elementary students since they are in the fourth grade. Besides, it also becomes one of the compulsory subjects given to the students of a university. In conclusion, the government wants to give English to all students in Indonesia.

The aim of teaching English to any grade of education is to encourage students to learn English. It is hoped that they, at least, can read texts written in English, especially the knowledge deals with the subjects they are taking. It is necessary for the students to find any new information from the books they are reading. Finally, they can keep up with any progress of science and technology.

Teaching English is mainly aimed at making the students master the four English skills, i.e., listening, speaking, reading and writing. Depdikbud (1993 b:11) in the Basic Course Outline of the Teaching Program stated that mastering the English skills, whether they are receptive or productive, needs a long time. In this case, it is regarded that the government wants the students to learn all the English skills whether the receptive or the productive ones.

In learning English, students usually have problems and the problems can cover any English skill. The second year students of SMU are categorized as the students who have weaknesses in writing. They still make grammatical errors in writing a composition. They make errors dealing with subject, verb agreement, tenses, prepositions, etc. One of the possible causes is that writing skill involves language components such as structure, vocabulary, spelling, and mechanics. Besides, writing needs a greater degree of structural accuracy, lexical acceptability and idiomatic quality. Moreover, written communication is not facilitated by the presence of

intonation, gesture, and all the like which may significantly support the effectiveness of the communication being carried out. In writing, those things will be represented by punctuation and mechanics. For these reasons accuracy is paramount.

The learners of English, in which English is completely a foreign language like Indonesia, will of course face a new language structure which is different from the language system they have mastered. The learners tend to transfer set of habits of the grammatical structures of their native language to the foreign language. The similarities of those patterns will make them easy to learn, while the difference will give them some troubles. The interference of the first language to their second language might cause errors. Dulay et al. (1982:138) note errors as the noticeable deviation from the adult grammar of the native speaker, reflecting the interlanguage competence of the learners. It can be said that errors are deviation of the interlanguage competence of the learners. Otherwise, errors are not always caused by the interference of the first language to the second one. The other cause of error is the lack of mastering English rules. It can be stated that writing in English is not easy for the Indonesian students. One must know the rules of English deeply. It includes the system of vocabulary, grammar, spelling ect.

Writing competence is regarded as an important element in language learning and analyzing errors is regarded as an attempt to improve and develop the students' writing ability. This research wanted to improve the students' writing skill by analyzing the errors of prepositions used in writing such as, errors of prepositions of place, time, and prepositional phrasal. The title of the research is "The Analysis of Prepositions Errors in the Second Year Students' Writing at SMUK Santo Paulus Jember in the 1999/2000 Academic Year".

1.2 The Problem Formulation

In order to avoid having the broad area, identifying the problem of the research is very important. Based on the background, the problems are formulated as follows:

- a. What is the percentage of errors of prepositions of place made by the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year?

- b. What is the percentage of errors of prepositions of time made by the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year?
- c. What is the percentage of errors of prepositional phrasal made by the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year?

1.3 Operational Definitions of the Terms Used in the Title

The terms that will be defined operationally are:

1.3.1 Prepositions Errors

Brown (1987:170) defines errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learners. In Webster International Dictionary (1966:334), errors are deviation from accuracy or correctness, as in action or procedure, which usually happens in speaking or writing. It can be said that errors are deviation of system of the language made by the learner.

This study uses the term 'errors' to refer to any deviation from the English rule system found in the students' writing. In the process of learning a foreign language, making considerable errors cannot be avoided. Foreign language learning is a process, which always involves a trial and errors nature in which, unavoidingly, the learners will make errors in learning the target language.

This study analyzed the preposition errors. So, 'The preposition errors' here meant the use of prepositions which grammatically deviated from the English rule system found in the students' writing. The prepositions errors which were analyzed were errors of prepositions of place, time, and prepositional phrasal found in the students' writing of the second year students of SMUK Santo Paulus Jember .

1.3.2 English Writing

In this research, English writing meant that the students wrote composition in English based on the series of picture given by the writer. The composition was made by the second year students of SMUK Santo Paulus Jember.

1.4 The Objective of the Study

The objective of this research is to know the percentage of the errors of prepositions of place, time, and prepositional phrasal made by the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year.

1.5 The Advantages of the Study

This research will hopefully gave valuable contributions to:

a. The English Teacher

1. The teacher knew the percentage of errors of prepositions made by the students.
2. The teacher knew the area of difficulties of the prepositions use made by the students by analyzing the students' writing.
3. This study provided the teacher feedback, which is very useful for the development of teaching planning.

b. The Students

The result of the test were useful for the students to know their abilities in applying prepositions in English compositions, so that they might be motivated to improve their grammar mastery

c. Other Researchers

It is hoped that this study will give some contribution to other researchers who want to conduct further research in this field of study. They may conduct a research on the influence of using prepositions in students' writing.

II. REVIEW OF RELATED LITERATURE

2.1 The Meaning of Errors and Mistakes

Talking about errors and mistake, it was very essential for the writer to discuss the difference between error and mistake. People often got confused with what was meant by error and mistake. They could not differentiate which one was an error and which one was a mistake.

Brown (1987:170) defines that errors are noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learners. Interlanguage competence means the interference of the first language to the second language. It can be concluded that errors are the interference of the first language to the second one.

Dulay et al.(1982:138) state that errors are flawed side of the learners' speech or writing. He adds that flawed side is a part of conversation or composition that deviates from some selected norm of mature language performance. It can be said that errors are the condition that deviates as a part of conversation or composition. He also gives opinion that making errors is an unavoidable part of learning. It means that it is natural for learners if they make errors in the process of learning a language.

Kelompok Study Bahasa dan Sastra Indonesia (1992:3) notes that errors come from someone's competence, so that he does not know errors that he has made and automatically he cannot correct them; while mistakes come from someone's performance so he knows the mistakes that he has made and he can correct automatically. Dealing with the term of errors and mistake Corder (in Richards, 1980:24) says that errors and mistake are different. Mistake is generally caused by performance factor. The memory limitations (e.g. mistake in sequence of tenses and agreement in a long sentence), have caused the mistakes in pronunciation, spelling, vocabulary, the order of words, etc. In contrast, errors are caused by competence factor. The competence factor is systematic deviations that are caused by the developing of learners' knowledge concerning with the target language system. It can be said that the learners do not understand about the linguistics system which is

used. Errors occur consistently and systematically. The errors will increase if the degree of understanding diminishes.

Table 1. The Difference between Errors and Mistakes

No	Point of View	Error	Mistake
1.	Source	Competence	Performance
2.	Character	Systematic	Non-systematic
3.	Linguistics system	Has not mastered	Has been mastered
4.	Result	Deviation	Deviation
5.	Improvement	Assisted by a teacher by remedial teaching	Students' concentration
6.	Duration	Rather long	Temporary

Adapted from Tarigan (1988:76)

2.2 Kinds of Errors

Brown (1987:177-181) notes that classification of errors in comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of construction. It means that comparative taxonomy is used to compare the structure of second language errors with errors made by the learners' that acquire English as the first language. He also states about three types of errors related with comparative taxonomy, namely: interlanguage errors, intralanguage errors, and developmental errors

2.2.1 Interlanguage Errors

Dulay et al. (1982:171) state that interlanguage errors are similar in structure to a semantically equivalent phrases or sentences in the learners' native language. In line with this Tarigan (1990:85) defines "Kesalahan antarbahasa (interlanguage error) yaitu kesalahan yang disebabkan oleh interferensi bahasa ibu sang siswa terhadap B2 yang dipelajari". It can be said that interlanguage errors are errors that are caused by

the interference of the first language to the second language of the learners. Actually this case often occurs in the process of the foreign language learning like English. It is stated in the previous chapter that English is considered as foreign language in Indonesia, so the interference of the Indonesian usage of the learners to the foreign language often occurs.

For examples:

- a. The omission of 's' or 'es' in the plural form.

For examples: - I have three book.

It should be : I have three books.

- There are ten box.

It should be : There are ten boxes.

It happens because 's' or 'es' does not occur in Indonesian to show plural form as it does in English.

- b. The omission of the second form of verb to show past activity.

For examples: - I go to the movie last night.

It should be : I *went* to the movie last night.

- She *clean* the blackboard yesterday.

It should be : She *cleaned* the blackboard yesterday.

This case occurs because Indonesian does not have the second form of the verb to show the past activity.

2.2.2 Intralanguage and Developmental Errors

Richards (in Tarigan,1990:85) notes that intralanguage errors are errors that reflect the general characteristics which are learned as over generalization, incomplete application of rules, ignorance of rule restrictions, false concept hypothesized. Besides, Lo Coco (in Tarigan,1988:304) states that intralanguage errors will occur if the first language does not have a rule as it is in the second language so the learners apply the rules of the first language and as a result errors occur. It can be concluded

that intralanguage errors are errors that reflect that the first language does not have a rule as it is in the second language.

Richards (in Tarigan,1988:306) defines developmental errors as errors which show the learners' effort to construct the target language hypothesis. Here, to construct means the learners' attempting to build up hypotheses about the English language from the learners' limited experience of it in the classroom or textbook.

From those statements it can be concluded that intralanguage and developmental errors can be caused by over generalization, incomplete application of rules, ignorance of rule restrictions, and false concept hypothesized.

a. Over - generalization

Richards (in Tarigan,1988:301) states that over-generalization is an error caused by the spreading of the target language rule on incorrect contexts. Over-generalization covers some examples that the learner creates deviant structure based on his experience about the other structures in target language. It often happens to the Indonesian learners when they learn a foreign language (in this case English). It can be said that over-generalization is an error shows deviant structure based on the learner's experience about the target language rule on incorrect contexts.

For example: a student makes this sentence: *She can sings*. From the sentence it is clear that he makes an error in the use of the letter 's'. This error occurs because the students has learnt simple present tense (*She sings*). At the same time , when he is asked to make a sentence using modal 'can' he produces a sentence *She can sings*. It occurs because he over generalizes the use of each tense and creates a deviant structure based on his experience in learning simple present tense.

b. Ignorance of Rule Restriction

This source of error is still related to the over-generalization. It is the application of rule to contexts where the learners do not apply. Analogy and rote learning of rules are also common sources of errors of rule restriction type.

The examples of the misuse of prepositions can be seen in the following sentences:

- 1) Alvin explains me the story.
- 2) We discussed about it.

In those the two sentences the learner makes an errors on the use of prepositions *to* and *about*.

The result is he makes the wrong sentences above. Those sentences should be:

- 1) Alvin explains the story to me.
- 2) We discussed it.

It happens because of ignorance of the use of prepositions *to* and *about*.

c. Incomplete Application of the Rules

Richards (in Tarigan,1990:87) says in this category the occurrence of deviant structure describes the degree of needed rule development to produce an acceptable utterance. Further he explains that these types of error can be in the form of:

1) Statement forms used as question

For example: a) You need a pen?

b) She gives you a bag or pen?

In the two sentences above, the learner uses statement form to procedure an interrogative sentence. In this case he applies incomplete rule of the structure so that an error occurs. From the first sentence error is indicated by the absence of the word 'do' in the beginning of the sentence. The result is incorrect form of interrogative sentence is produced (*You need a pen ?*). The correct form of this sentence is *Do you need a pen?* In the second sentence error also occurs because the student applies incomplete rule of the structure in making interrogative sentence. He does not use the word *what* in the beginning of the sentence and also auxiliary *does*. As a result, statement form is used as a question (*She gives you a bag or a pen?*). This sentence should be *What does she give you, a bag or a pen?*



2) One of combined transformations may be omitted

For examples:

Teacher's questions

Student's responses

a) What is she writing?

She writing a letter.

b) What does he read?

He read a novel.

In the two sentences above, the student's responses are influenced by the teacher's questions. In this case the students apply incomplete structure rule so he omits some words and as a result he produced uncomplete sentences as they are stated above. The first sentence *She writing a letter* should be *She is writing a letter*; while the second one *He read a novel* should be *He reads a novel*.

3) Question word added to the statement form.

For examples: a) I know *where* his address.

b) She tells me *how* your father condition.

The student often makes this type of error when he produces the affirmative sentence. He adds a question word to each sentence. Here the two sentences are influenced by the Indonesian rule (*Saya tahu dimana alamatnya - Dia menceritakan padaku bagaimana keadaan ayahmu*). Because of this, he adds words *where* means *dimana* and *how* means *bagaimana* to produce affirmative sentences. The question words *how* and *where* are not necessary to be added to the two sentences. So the affirmative sentences should be *I know his address*; *She tells me your father condition*.

d. False Concept Hypothesized

According to Richards (in Tarigan, 1990:88), there is still another error which is the same kind as developmental error which is descended from false comprehension about the distinction of target language. Further, he explains the misinterpretation about the use of the word *was* and *is* by giving some examples. The use of *was* in English can be interpreted as time signal of past activity and the *is* form may be interpreted as

time signal of present activity. As a result, because of these interpretation the learner makes sentences as follows:

- 1) One day it *was* happened.
- 2) He *is* speaks Dutch.

The correct form of the sentences above are:

- 1) One day it happened.
- 2) He speaks Dutch.

The words *was* and *is* are not necessary added to those sentences.

2.3 The Procedures of Errors Analysis

It is essential to point out the procedures of error analysis before coming to the research further. Tarigan (1988:70) states that the procedure of error analysis are as follows: collecting error data, identifying error data, classifying error data, evaluating error data. These steps will be discussed as follows:

2.3.1 Collecting Errors Data

There are two kinds of linguistics data that can be elicited namely oral data and written data. In a common communication of student's writing or written data, it is necessary to analyze the sample. In this study, the writer only observes the written data in the form of writing composition. To get the student's written work, they are asked to write a short composition based on a series of picture provided by using correct prepositions.

2.3.2 Identifying Errors Data

The identification of error data is done by checking the errors prepositions in the students' writing. The errors counted are those prepositions uses that deviate from the English rule system.

2.3.3 Classifying Errors Data

Shoukanov (Ed.1996:353) notes that, to classify means to arrange or organize according to class or category. In this research the writer categorizes the examples of the errors produced by the students based on categorizing errors data on prepositions of place, time, and prepositional phrasal. This study is to know the percentage of the errors of prepositions made by the students.

2.3.4 Evaluating Errors Data

The data analysis method in this research is quantitative statistical method. This method is used to analyze quantitative data, that is to calculate the percentage of errors on prepositions of place, time, and prepositional phrasal.

The formula is:

$$E = \frac{n}{N} \times 100\%$$

Explanation:

E = the percentage of each prepositions errors made by the students

n = the number of error of each errors component gained by the students

N = the number of whole prepositions errors

Adapted from Ali (1987:186)

2.4 Prepositions

Hornby (1986:658) notes that a preposition is a word or a group of words which are often placed before a noun or a pronoun to indicate place, time, direction etc. They are also used to show how a noun is related to the rest of the sentences. It means that a preposition is a word or a group of words which is placed before a noun or pronoun that indicates place, time, etc.

Examples:

- Judy is **in** the car.

The car is the noun and the preposition 'in' shows Judy's position - he is in the car.

- The man arrives **at** ten o'clock.

Ten o'clock is the time and the preposition 'at' shows the exact time for the man to arrive - the man arrives at ten o'clock.

Adapted from Quirk (1980:148)

2.4.1 Types of Prepositions

According to Quirk (1980:144) the prepositions may be in the form of one word (at, by, in, on, etc.) or in the form of a phrase that functions as a unit (in front of, on top of, etc.). Some of the relationship that prepositions express are place, time, manner, etc. It can be said that prepositions may be in the form of one word or in the form of phrase as a unit that express are place, time, manner, etc.

a. Prepositions of Place

Prepositions of place is used to:

- 1) The point itself, it means that the preposition is used to show the object itself.

in: in general, **in** refers to the area of something enclosed a container, draw, room, and building. It is also used to indicate continents, cities, countries, provinces, and state area.

Example: Sherina is preparing dinner in the kitchen.

Sherina is noun, and the preposition 'in' shows Sherina's position in preparing dinner- she is in the kitchen.

on: on is used in referring the surface of something such as floor, wall, and street.

Example: He put the book on the table.

The table is noun, and the preposition 'on' shows the book's position - the book is on the table.

at: in referring to location, at indicates a specific location.

Example: You can find the book at the library.

The library is noun, and the preposition 'at' shows the book placed - the book is at the library.

2) Higher or lower than the point, it means that the preposition is used to show the object's position. The object's position can be in high position or in low position.

a) Higher than the point.

over: in or to a position higher than but not touching something.

Example: The sky was blue over our head.

Our head is pronoun, and the preposition 'over' shows the sky's position - the sky is over our head.

above: refers to place higher than a certain point, overhead.

Example: Put the biscuits on the shelf above.

The shelf is noun, and the preposition 'above' shows the biscuits' placed - the biscuits is on the shelf above.

b) Lower than point.

under: in, to or through a position directly below something.

Example: Teddy sits under the tree.

The tree is noun, and the preposition 'under' shows Teddy's position - he sits under the tree.

below: refers to a place lower than a certain point or to a lower position than something.

Example: Please do not write below this line.

This line is noun, and the preposition 'below' shows someone's writing position - he do not write below this line.

3) Neighbor the point, it means the preposition is used to show that the object aimed is not far from the point.

near: near means not far away from.

Example: He lives near the university.

The university is noun, and the preposition 'near' shows his living area - he lives near the university.

beside: refers to the position on one side of person or thing that has two sides.

Example: Mr. Pitt walks beside his wife.

His wife is pronoun, and the preposition 'beside' shows his position - he walks beside his wife.

behind: expresses the idea of direction back of something.

Example: The car is behind the bus.

The bus is noun, and the preposition 'behind' shows the car's position - it is behind the bus.

among: expresses for more than two person or things, surrounded by.

Example: My sister stands among the audiences.

The audiences are noun, and the preposition 'among' shows my sister's position - she is among the audiences.

between: expresses in or into the space separating.

Example: Jane is sitting between Ray and Ellen.

Ray and Ellen are nouns, and the preposition 'between' shows Jane's position - she is between Ray and Ellen.

from: is used to express the origin of person or something.

Example: Mark Ruffollo comes from the United States of America.

The United States of America is noun, and the preposition 'from' shows his origin area - he comes from the United States of America.

b. Prepositions of Time

Prepositions of time is used to show:

1) Pointing of time, it means that the preposition is used to show the time.

on: in expressing time, 'on' is usually used with a day of week and a date of month. It is used before a day of week and before a date of month.

Example: Ana met Henny on Saturday.

Saturday is time, and the preposition 'on' shows the exact time of their meeting - they met on Saturday.

at: is used to indicate the part of the day and an hour of day as point.

Example: The baseball game will start at 2.30 p.m.

2.30 p.m. is time, and the preposition 'at' shows the exact time for the baseball game to start - the game will start at 2.30 p.m..

in: to express the relation of time. It is usually used with month, year, a part of date as point. It is used before month which is not followed by the date and before number indicating the year.

Example: They took trip in June.

June is time, and the preposition 'in' shows the exact time for their trip - they took trip in June.

around and about: they are used to indicate approximately time. Sometimes they are preceded by at in the usage.

Example: We will reach the country around 8 o'clock.

8 o'clock is time, and the preposition 'around' shows the time for us to reach the country.

We will be returning back to the village at about 07.00 p.m.

07.00 p.m. is time, and the preposition 'about' shows the time for us to return back to the village.

2) Period of time, it means the preposition is used to show the duration of time.

for: in many cases, for refers to something continuously. It gives a quantity of time that is usually followed by number or by an adjective of indefinite quantity. It is stated in form of the number of hours, days, weeks, months, year and seasons.

Example: Kevin has worked in Steel Company for two years.

Two years are time, and the preposition 'for' shows Kevin's duration for working - he has worked for two years.

until: it means the end of the point.

Example: My father will be here until 5 o'clock.

5 o'clock is time, and the preposition 'until' shows my father's duration here - he will be here until 5 o'clock.

through: means from the beginning point to the end point.

Example: The fireman worked through the night to control the fire.

The fire is noun, and the preposition 'through' shows the duration of fireman working to control the fire.

by: implies no later than, at any time up to the point.

We hope to finish painting the house by tomorrow.

Tomorrow is time, and the preposition 'by' shows the duration of us to finish painting the house.

3) Sequence of time, it means the preposition is used to show the time limitation of the object to do the activities.

before: means earlier than the time of. It is used to indicate that event precedes the given time.

Example: I will meet you again before Wednesday.

Wednesday is time, and the preposition 'before' shows my time limitation to meet you again.

after: means later than the time. It indicates that the event follows the given time.

Her family relaxes after working all day.

Working all day is noun, and the preposition 'after' shows her family's time to relax

c. Prepositional Phrasal

Many of prepositions appear in various phrasal pattern. They are used idiomatically and therefore these prepositions must be learned as fixed phrases. The following examples will give us a clear description about prepositional phrase.

look for : search for or try to find.

Anita is looking for her books.

look after : watch or take care of.

He has looked after his dog for two months.

get on : enter an airplane, a bus, train, a subway.

Get on the bus at the station.

get off : leave an airplane, a bus, a train, a subway.

Get off the bus at Jalan Surabaya.

Adapted from Schramfer (1989:27 appendix 2)

Here, the word 'look for' and 'look after' are considered as phrases and the prepositions 'for' and 'after' will determine the meaning of those phrases. Likewise, the words 'get on' and 'get off' are considered as phrases and of course the meaning will be different as they use different prepositions.

2.5 Common Errors on the Prepositions Use

According to Hendrickson (1981:36) common errors on the prepositions use can be in the form of omission, addition, and misuse error type. Omission errors are characterized by the absence of an item that must occur in a well-formed utterance. It can be said that omission errors are errors caused by the absence of prepositions in a well-formed sentence. Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. It means that addition errors are errors caused by the presence of the prepositions that must not appear in a well-formed sentence. Misuse errors are characterized by the use of wrong items. It can be concluded that misuse errors are errors that are caused by the use of wrong items in the sentence.

Here are the examples of common errors happened in the form of omission, addition, and misuse error type:

2.5.1 Prepositions of Place

a. Omission

Errors example

Who is knocking the door?

It should be

Who is knocking **at** the door?

From two sentences above, it can be analyzed that the students do not use prepositions "at" when they use their first language. They omit prepositions 'at', and prepositions 'at' must appear in the sentence. So, they do omission errors in the usage of prepositions 'at'.

b. Addition

Errors example:

Susi entered **in** the room.

It should be:

Susi entered the room.

From two sentences above, it can be analyzed that, the students add prepositions 'in' when they use their first language. Because 'in' means 'ke' in their first language. The presence of prepositions 'in' must not appear in the sentence. So, they do addition errors in the usage of prepositions.

c. Misuse

Errors example:

We arrive **to** Jakarta at night.

It should be:

We arrive **in** Jakarta at night.

It can be analyzed that, the students use prepositions 'to' when they use their first language. Because 'to' means 'ke' in their first language. They do not use prepositions 'in', so they use the wrong prepositions in this sentence. In short, they do misuse errors in the usage of prepositions.

2.5.2 Prepositions of Time

a. Omission

Errors example:

Mila will stay in Malang two weeks.

It should be:

Mila will stay in Malang **for** two weeks.

From the sentence above, it can be analyzed that the students do not use prepositions 'for' when they use their first language. They omit prepositions 'for', which must appear in the sentence. So, they do omission errors in the usage of prepositions 'for'.

b. Addition

Errors example:

Rio went to Bandung in last year.

It should be:

Rio went to Bandung last year.

It can be analyzed that, the students add prepositions 'in' when they use their first language. Because 'in' means 'pada' in their first language. The presence of the prepositions 'in' must not appear in the sentence. In short, they do addition errors in the usage of prepositions.

c. Misuse

Errors example:

He has been ill **from** last Friday.

It should be:

He has been ill **since** last Friday.

From the sentences above, it can be analyzed that the students use prepositions 'from' when they use their first language. Because in their first language, 'from' means 'dari'. They do not use prepositions 'since', so they use wrong prepositions. In short, they do misuse errors in the usage of prepositions.

2.5.3 Prepositional Phrasal

a. Omission

Errors example:

My sister is afraid the dog.

It should be:

My sister is afraid **of** the dog.

It can be analyzed that, the students do not use prepositions 'of' when they use their first language. They omit prepositions 'of', which must appear in the sentence. On the other hand, they do omission errors in the usage of prepositional phrase.

b. Addition

Errors example:

Jeany married **with** her old friend last year.

It should be:

Jeany married her old friend last year.

From the two sentences, it can be analyzed that, the students add prepositions 'with' when they use their first language. Because 'with' means 'dengan' in their first language. The presence of prepositions 'with' must not appear in the sentence. So, they do addition errors in the usage of prepositional phrase.

c. Misuse

Errors example:

This table is made **from** wood.

It should be:.

This table is made **of** wood.

It can be analyzed that, the students use prepositions 'from' when they use their first language. Because 'from' means 'dari' in their first language. They do not use prepositions 'of', so they use wrong prepositions. In short, they do misuse error in the usage of prepositional phrase.

III. RESEARCH METHODS

3.1 Research Design

The research design of this research was descriptive quantitative. The descriptive research is aimed to solve the problem in recent time. It means that it is directed towards determining the situation happens at the time of the study. So, based on that opinion, this study was only used to describe the prepositions errors in students' writing. The data was analyzed by the percentage formula. Then, it was consulted with the qualification of the interpretation of students' errors.

3.2 Area Determination Method

In this study, purposive method was used to determine the place to conduct the research. SMUK Santo Paulus Jember was chosen as the research area for some reasons. First, the researcher had enough information about the school. Second, it was also based on the consideration of the technical reasons such as time, energy, school permission, and fund.

3.3 Respondent Determination Method

The respondents of the research were the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year. The population consisted of 6 classes. However, the researcher did not take all of them as the respondents, so this research was a sample research. The technique used to determine the sample was proportional random sampling. Hadi (1992:82) says that in proportional random sampling, the sample is comprised of the subset population that follows the balance of each subset of the population. It means that, the sample can be taken by the proportion of each subset. Then, Arikunto (1996:120) explains that if the respondents are less than 100 persons we can take them all. However, the sample can be 10%-15% or 20%-25% of the population if the number of the population is more than 100. Since the number of students in this research was more than 100, the researcher determined to take 20% of the number of population by using proportional random sampling. Every

member of respondents had exactly the same chance of being selected as the sample as the others, and in this study the random sampling was accomplished by lottery. Therefore, the sample of this research was 20% of 262 students. Thus, the researcher got 52 students from the 6 classes proportionally, and it also considered the proportion of sex.

3.4 Data Collection Method

In this research test was used to get the primary data, while, interview, and documentation were used to get the supporting data.

3.4.1 Test.

In this research, writing test was used to get the primary data. In relation to this study, achievement test was used. Hughes (1996:10) says that achievement tests were directly related to language courses. In this study, the test given was achievement test, because the test was intended to measure the students' achievement in English writing based on the material stated in 1994 English curriculum. Objective test was the format chosen to assess the students' errors on prepositions that were expressed in students' writing. In this test, the students were asked to write a short composition, which consisted of 10 sentences based on a series of picture given.

Dealing with the test, it was stated that the test must be valid and reliable. Hughes (1996:22-23) notes that a test was said to be valid if it measured accurately what was intended to measure. Besides, the test was said to be reliable if it consistently gave a similar result whenever it was tested to the same subject.

This research focused on the content validity. Hughes (1996:22) describes that test was said to have content validity if its content constituted a representative sample of the language skill measured. In this case, the validity of the research was made by constructing the test items based on the indicators of the research. Therefore, the test items covered all the indicators of the research. It also represented the content of the material found in the basic course outline 1994 (GBPP) used in SMUK Santo Paulus Jember. The test involved 3 prepositions namely; prepositions of place, time, and

prepositional phrasal. Those materials are stated in the GBPP especially in the functional skill!

Dealing with reliability, Arikunto (1993:81) says that if the test was valid, it must be reliable. In this thesis, the test was valid because it measured accurately what was intended to measure. This research wanted to analyze the students' errors on prepositions and the writer gave them items on writing. In this case, the test was said to be valid. As the test was valid, automatically it was reliable.

3.4.2 Interview

Arikunto (1996:144) stated that there were three kinds of interview methods. They were:

- a. Unguided interview, the interviewer carried out the interview without any systematic plan of questions in the interview.
- b. Guided interview, the interviewer carried out the interview by preparing a set of questions in the interview.
- c. Free guided interview, the interviewer used a set of question and then the questions were developed to gain detailed information.

The interview method used in this study was free guided interview. In this study, the interviewer used a framework of questions as the outline about the things asked. In this study, the English teacher was interviewed by the researcher to get information about the material given to the students, the students' participation, the books used by the teacher in teaching English.

3.4.3 Documentation

In this study, documentation method was used to get the supporting data about the location of SMUK Santo Paulus Jember, total number of the students, the personnel of SMUK Santo Paulus Jember, the school facilities, and the list of respondents. The researcher got the document from the administration staff.

3.5 Data Analysis Method

Quantitative-statistical method was used to analyze the data. Here, the collected data was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of each prepositions errors made by the students.

n = the number of errors of each errors component gained by the students.

N= the number of whole prepositions errors

Adapted from Ali (1987:186)

The steps in analyzing the data were as follows:

- a. Identifying the prepositions errors made by the students.
- b. Classifying the prepositions errors into each errors component.
- c. Analyzing the prepositions errors of each errors component by using the percentage formula.
- d. Classifying the students' errors qualitatively based on the classification of the students' errors

The following table shows the interpretation of prepositions errors made by the students in writing

Table 2. The Classification of Students' Errors

Grade of Errors	Interpretation
0% - 25%	good
26% - 50%	fair
51% - 75%	poor
76% - 100%	very poor

Adapted from Mardiaty (1989:15)

IV. RESULT AND ANALYSIS

4.1 Result of Interview

The interview was conducted to the English teacher. The teacher was interviewed about the method and the students' activities in English teaching learning.

When interviewing the English teacher, the researcher got the information about the English teaching learning process in the class. The teacher applied meaningful approach or communicative approach. According to this approach, the students should be given much chance in using English as a means of communication. In teaching learning process activities were centered on the students. It meant that the students were active in learning English. They were asked to do the task from the book in the classroom. Besides, they were given homework. The teacher developed the material according to the objective of teaching. The material of teaching learning English was based on curriculum 1994. The source book used for English subject at SMUK Santo Paulus Jember was "English for the Senior High School" written by Dr. Ali Saukah, published by Educational and Culture Department of Indonesia.

4.2 Result of Documentation

a. The Location of SMUK Santo Paulus Jember

SMUK Santo Paulus lies at Jl. Trunojoyo 22C. It has two floors and many buildings. The detailed description about the location and the parts of building of SMUK Santo Paulus Jember can be seen in the sketch enclosed. The rooms of the school can be seen in appendix 8.

b. The personnel of SMUK Santo Paulus Jember

The personnel of SMUK Santo Paulus in the 1999/2000 academic year were the principal, the teachers, the administrative staff, and the workers. There were 43 teachers, 8 persons of administrative staff, and 7 workers. So, there was 15 staff in SMUK Santo Paulus Jember. The detailed information can be seen in appendix 5.

c. The Respondents of the Research

The population of the research was 262 students of the second year students of SMUK Santo Paulus Jember. The students were divided into 6 classes. The sample was 20% of total population or 52 out of 262 students consisting of 24 male and 28 females. The way of selecting sample was done by lottery, and the calculation of sample was identified in the following computation.

1) Class II-1

The total population was 42. Therefore, the computation was: $\frac{42}{262} \times 52 = 8,3$ it became 8 samples.

a) Male was: $\frac{19}{42} \times 8 = 3,6$ it became 4

b) Female was: $\frac{23}{42} \times 8 = 4,38$ it became 4

2) Class II-2

The total population was 44. Therefore, the computation was: $\frac{44}{262} \times 52 = 8,73$ it became 9 samples.

a) Male was: $\frac{21}{44} \times 9 = 4,29$ it became 4

b) Female was: $\frac{23}{44} \times 9 = 4,70$ it became 5

3) Class II-3

The total population was 44. Therefore, the computation was: $\frac{44}{262} \times 52 = 8,73$ it became 9 samples.

a) Male was: $\frac{20}{44} \times 9 = 4,09$ it became 4

b) Female was: $\frac{24}{44} \times 9 = 4,91$ it became 5

4) Class II-4

The total population was 44. Therefore, the computation was: $\frac{44}{262} \times 52 = 8,73$ it became 9 samples.

a) Male was: $\frac{19}{44} \times 9 = 3,87$ it became 4

b) Female was: $\frac{25}{44} \times 9 = 5,11$ it became 5

5) Class II-5

The total population was 45. Therefore, the computation was: $\frac{45}{262} \times 52 = 8,93$ it

became 9 samples.

a) Male was: $\frac{20}{45} \times 9 = 4$

b) Female was: $\frac{25}{45} \times 9 = 5$

6) Class II-6

The total population was 43. Therefore, the computation was: $\frac{43}{262} \times 52 = 8,34$ it

became 8 samples.

a) Male was: $\frac{19}{43} \times 8 = 3,53$ it became 4

b) Female was: $\frac{24}{43} \times 8 = 4,47$ it became 4

Table 3. The Amount of Sample and the Proportion of each Class

No.	Class	Population			Sample		
		Male	Female	Total	Male	Female	Total
1.	II-1	19	23	42	4	4	8
2.	II-2	21	23	44	4	5	9
3.	II-3	20	24	44	4	5	9
4.	II-4	19	25	44	4	5	9
5.	II-5	20	25	45	4	5	9
6.	II-6	19	24	43	4	4	8
	Total	118	144	262	24	28	52

4.3 Result of Test

Test was intended to measure the students' errors on prepositions. The test was given to 52 students of the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year. The test consisted of 3 prepositions. Moreover, the students were asked to make a short composition in 10 sentences. Then to interpret the students' errors, the researcher used the following formula :

$$E = \frac{n}{N} \rightarrow 100\%$$

Notes:

E = The percentage of each errors component made by the students

n = The number of errors of each errors component gained by the students

N = The number of whole prepositions errors

Adapted from Ali (1987:186)

The result of the test that showed the students' errors on the use of prepositions could be presented in the following table:

Table 4. The Result of the Students' Errors of the Use of Prepositions

No	Errors on the use of prepositions of place	Errors on the use of prepositions of time	Errors on the use of prepositional phrasal
1	2	2	0
2	0	1	1
3	0	1	0
4	1	3	0
5	1	1	1
6	0	1	1
7	1	2	1
8	2	2	0
9	0	5	1
10	1	2	1
11	0	1	2
12	0	1	0
13	2	1	0
14	2	2	0
15	0	0	1
16	1	1	0
17	0	3	2
18	2	2	1
19	2	1	2
20	0	0	1
21	0	1	3
22	0	4	3

No	Errors on the use of prepositions of place	Errors on the use of prepositions of time	Errors on the use of prepositional phrasal
23	3	0	2
24	1	1	0
25	0	1	1
26	0	2	1
27	3	1	2
28	0	1	0
29	0	1	0
30	1	1	1
31	3	2	1
32	1	1	0
33	1	1	2
34	1	1	1
35	0	0	0
36	3	2	1
37	0	2	1
38	0	1	1
39	0	3	0
40	2	4	2
41	0	1	1
42	1	1	1
43	0	1	1
44	0	1	0
45	1	1	1
46	1	1	1
47	0	2	1
48	4	2	0
49	3	1	0
50	1	3	1
51	2	2	1
52	2	3	0
Total	51	78	43

To make it clearer, the total of prepositions errors made by the students was shown below :

Table 5. The Total of Prepositions Errors Made by the Students

Components	Total
Prepositions of Place	51
Prepositions of Time	78
Prepositional Phrasal	43
TOTAL	172

4.4 Data Analysis

Having acquired the main data that showed the students' errors on the use of prepositions, the researcher intended to analyze them. The data analysis in this study was quantitative. It was done to know the percentage of the preposition errors made by the students in their writing.

In order to know the percentage of the errors on the use of prepositions made by the students, the researcher used the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of each errors component made by the students

n = the number of errors of each errors component gained by the students

N = the number of whole prepositions errors

Adapted from Ali (1987:186)

The calculation of the percentage of each component was described as follows:

a. Prepositions of Place

$$E = \frac{n}{N} \times 100\%$$

$$= \frac{51}{172} \times 100\%$$

$$= 29,65\%$$

b. Prepositions of Time

$$E = \frac{n}{N} \times 100\%$$

$$= \frac{78}{172} \times 100\%$$

$$= 45,35\%$$

c. Prepositional Phrasal

$$E = \frac{n}{N} \times 100\%$$

$$= \frac{43}{172} \times 100\%$$

$$= 25\%$$

To make it clearer, the result of the calculation of the percentage of the students prepositions errors can be seen in the following table:

Table 6. The Percentage of Prepositions Errors Made by the students

Components	Total	Percentage
Prepositions of time	51	45,35%
Prepositions of place	78	29,65%
Prepositional phrasal	43	25%
Total	172	100%

Concerning with the table above , it could be explained that the percentage of preposition errors in students' writing was the errors on the use of prepositions of time

(it was 45,35% of the whole errors). Then, the percentage of errors on prepositions place made by the students in their writing was 29,65% of the whole errors. While, the percentage of prepositions errors on the use of prepositional place made by the students in their writing was 25% of the whole errors.

After consulting the errors interpretation table, it was known that the percentage of the students' errors on the use of prepositions of time was categorized as 'fair' because the percentage of the preposition errors lied in interval 26%-50%. The students' errors on the use of prepositions of place was also categorized as 'fair'. Then, the students' errors on the use of prepositional phrasal was categorized as 'good' because the percentage of the prepositions errors lied in interval 0%-25%.

4.5 Discussion

Quantitative statistical analysis was used in this case to calculate the prepositions errors made by the students in their writing. The prepositions errors in this study covered 3 components namely the prepositions errors on the use of prepositions of place, prepositions of time, and prepositional phrasal. These components were calculated by using percentage formula. Based on the results of the data analysis, the percentage of students' errors on the use of prepositions of place in their writing was 29,65%. It was categorized as 'fair' because it was consulted with the grade of errors, it belonged to 26%-50%. Then, the percentage of students' errors on the use of prepositions of time was 45,35%. It was categorized as 'fair' which belonged to 26% - 50% grade of errors. Based on the students' errors on the use of prepositions of place and prepositions of time, it was known that the students still got difficulties in using the prepositions. Besides, they were confused to put/give the correct prepositions. Moreover, they made a lot of errors in their writing dealing with prepositions. Finally, the percentage of students' errors on the use of prepositional phrasal in their writing was 25%. It was categorized as 'good' which belonged to 26% - 50%. It was known that the students had good knowledge about the prepositional phrasal. They also knew the use of prepositional phrasal well so that they made few errors.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Considering the result and discussion in chapter IV it can be concluded that the students' errors on the use of prepositions made by the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year were as follows:

1. The percentage of students' errors on the use of prepositions of place was 29,65%.
2. The percentage of students' errors on the use of prepositions of time was 45,35%.
3. The percentage of students' errors on the use of prepositional phrasal was 25%.

5.2 Suggestions

Based on the results of analysis and the fact that prepositions were very important in learning English, especially in expressing idea in writing, the writer wanted to give some suggestions to the English teacher and the students.

1. For the English Teacher

The English teacher should improve the students' mastery in writing especially on the use of prepositions.

2. For the students

It is recommended that students be able to study English especially on prepositions so that they can use prepositions in writing correctly.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
THE ANALYSIS OF PREPOSITIONS ERRORS IN THE SECOND YEAR STUDENTS' WRITING AT SANTO PAULUS JEMBER IN THE 1999/2000 ACADEMIC YEAR	<p>1. What is the percentage of errors of prepositions of place made by the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year?</p> <p>2. What is the percentage of errors of prepositions of time made by the second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year?</p> <p>3. What is the percentage of errors of prepositional phrasal made by the second year of SMUK Santo Paulus Jember in the 1999/2000 academic year?</p>	Prepositions errors	Prepositions of place Prepositions of time Prepositional phrasal	<p>1) Respondents The second year students of SMUK Santo Paulus Jember in the 1999/2000 academic year</p> <p>2) Informant English teacher</p> <p>3) Documents</p>	<p>1) Research Design Descriptive Quantitative</p> <p>2) Area Determination Purposive Method</p> <p>3) Respondents Determination Proportional Random Sampling</p> <p>4) Data Collection Methods a) Document b) Interview c) Test</p> <p>5) Data Analysis Percentage Formula $E = \frac{n}{N} \times 100 \%$</p> <p>notes: E = the percentage of each error component made by the students n = the number of errors of each errors component gained by the students N = the whole of prepositions errors</p> <p>Adapted from Ali (1987:186)</p>

Appendix 2

Writing Test

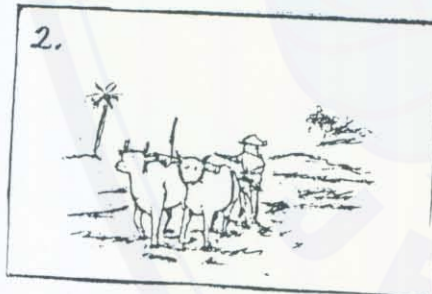
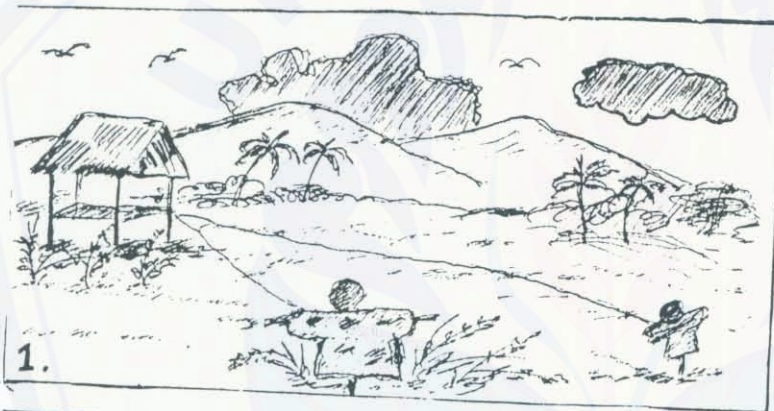
Level: II SMU

Time : 45 minutes

INSTRUCTION:

PLEASE WRITE A SHORT COMPOSITION BASED ON A SERIES OF PICTURE BELOW IN 10 SENTENCES.

Do not forget to give the title!



Appendix 3

Guide of Interview

No.	Interview Question	Interviewee
1	The compulsory books	The English teacher
2	The method used in teaching English	The English teacher

Guide of Documentation

No.	The Supporting Data Needed	Data Resources
1	The number and the names of the respondents	Document
2	The personnel of SMUK Santo Paulus Jember	Document
3	The school location	Document
4	The facilities of the school	Document

THE SKETCH of SMUK

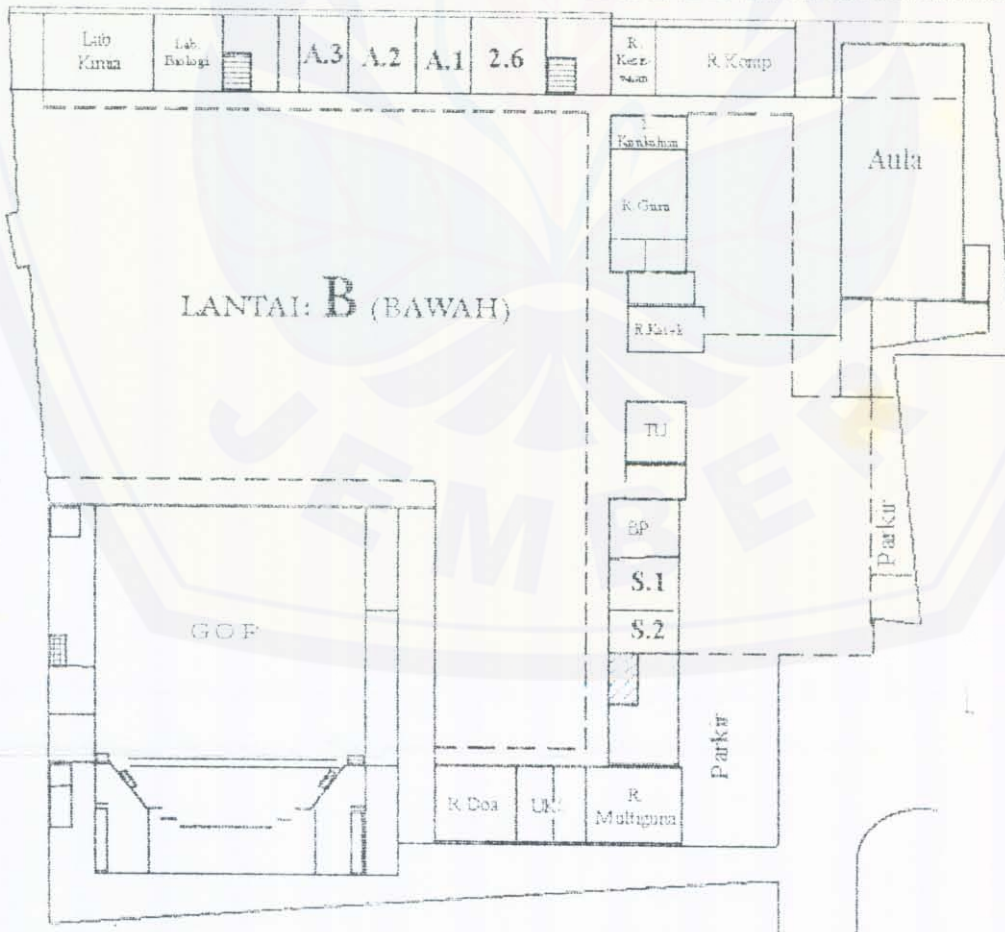
SANTO PAULUS

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SKALA 1 : 500

LANTAI: **A** (ATAS)



LANTAI: **B** (BAWAH)

Appendix 5

**THE PERSONNEL OF SMUK SANTO PAULUS JEMBER IN THE 1999/2000
ACADEMIC YEAR**

I. The Teachers of SMUK Santo Paulus Jember

No.	Name	Subject
1.	Rm. Albertus Herwanta	Principal/Sociology
2.	Rm. A.A. Djono Moi	Sociology/Antropology
3.	F.X. Sardjito	Biology
4.	F.X. Subijakto	Religions
5.	F.X. Suwardono	Sports
6.	Lukas	Sports
7.	J. Hendrarto Wijono	Mathematics
8.	Chrys Heriyanto	Mathematics
9.	Br. A. Mardi	Religions/Indonesians
10.	Sri Warih Puji Astuti	Geography
11.	Imam Warsono	Indonesians
12.	Immaculata Sri K.	BP/Accounting
13.	Francisca Dinamica	Economics
14.	Sudarta Darmohardjono	Chemistry
15.	Retno Wahjuti Sukotjo	Chemistry
16.	Th. Eny Widiastuti	Physics/Computer
17.	H.J. Soebijanto	Biology
18.	Sutrisno As.	Physics
19.	A.C. Eka Wahyono	English
20.	Ign. Suhanto	PPKn/Tata Negara
21.	Lanny Tirtoadji	Mathematics
22.	Elizabeth Sri Nawanti	Indonesians
23.	Paulus Suwardi	BP
24.	Suhartuti	Economics
25.	Albertus Eko Dumadi	History/Antropology
26.	Th. M. Hartuti Lestari	BP
27.	Yohanes Joko Prabowo	History/Tata Negara
28.	Hedwig Maria B.D.	English
29.	Y. Leonardus Joni	Physics/Computer
30.	Ign. Arman H.	BP/Economics
31.	Iswanto	Indonesians
32.	Agatha Lilik S.	English
33.	Yustina Ira Lestari	Biology
34.	Ign. Yoseph Eko Sunaryo	Physics/Computer

continued...

35	Rosery Tritantina	PPKn
36.	E.Giri Handono	Mathematics
37.	Narno Nadias	Arts
38.	Wiwiek S.T.P. Ratsonko	Typing
39.	Vivien Ingard Aimee	English
40	I. Danar K.	Biology
41.	Surya Pribadi	Chemistry
42.	Toni Ginting	BP
43.	Sr. Miranda	Biology

Staff of SMUK Santo Paulus Jember

No	Name	Position
1.	J.B. Soeharno	The Chief
2.	St. Kresno Harimurti	Administrative Staff
3.	F.X. Sokidjan	Staff
4.	Edward Manuhutu	Staff
5.	M. Th. Titiek Satiti	Staff
6.	A. Suwito	Staff
7.	Suraji	Staff
8.	A. Basuki	Staff
9.	Al. Suwidji	Worker
10.	Asmuni	Worker
11.	Lukas Sastro Utomo	Worker
12.	Hendrikus Sukadi	Worker
13.	Yokiman	Worker
14.	Yacobus Thukul	Worker
15.	Heribertus Kliman	Worker

Source: Document

Appendix 6

THE NAME OF RESPONDENTS

No	NAME	M / F	Class
1.	Agus Setiawan	M	II-1
2.	Elizabeth Fransisca	F	II-1
3.	Fira MulianMargali	F	II-1
4.	Giok Ling	F	II-1
5.	Hendra Minarto	M	II-1
6.	Joseph Setiawan	M	II-1
7.	O'on Kurniawan	M	II-1
8.	Priska Nasari	F	II-1
9.	Eunike	F	II-2
10	Fifi Anggraeni	F	II-2
11	Herlina Kurniawati	F	II-2
12	Jenny Puspita Sari	F	II-2
13	Njoto Widjaja	M	II-2
14	Ronald Susanto	M	II-2
15	Welly Santoso	M	II-2
16	Yesi Fajar Rahayu	F	II-2
17	You Kwang	M	II-2
18	Ayub Sinung S. N.	M	II-3
19	Endy Putra A.	M	II-3
20	Feni Dewi Indah	F	II-3
21	Ivy Novenatha K.	F	II-3
22	Kong Franky Y.C.	M	II-3
23	Natascha Tjendana	F	II-3
24	Novita Sugiarto	F	II-3
25	Reny Octavia W.	F	II-3
26	Wiyono Rustam	M	II-3
27	Adi Setiawan	M	II-4
28	Cendrawati Lolita	F	II-4
29	Eli Irwan Yudianto	M	II-4
30	Gunawan Harianto	M	II-4
31	Halim Wijaksono	M	II-4
32	Ina Damayanti	F	II-4
33	Shirley Natalia	F	II-4
34	Veronika Ivonne S.	F	II-4
35	Vike Lychara A.	F	II-4
36	Agnes Heni Sofita	F	II-5
37	Bernardus Edi S	M	II-5
38	Edwin Natan N.	M	II-5
39	Jacky Leonard T.	M	II-5
40	Maya Khrisna S.	F	II-5
41	Ribka Kurniawati	F	II-5
42	Sugeng Santoso	M	II-5
43	Vincentia Irena	F	II-5
44	Yudi Hartono	M	II-5
45	Amherstia Pasca R.	F	II-6
46	Daniel Kristanto	M	II-6
47	Jeffree Perdana S.	M	II-6
48	Leny Raharjo	F	II-6
49	Peter Ronny	M	II-6
50	Robby Kurnianto	M	II-6
51	Wiwien Perdana	F	II-6
52	Yolanda Wahyudi	F	II-6

Note:
F: Female
M: Male

Source: Document

Appendix 7

The Data of the Prepositions Errors Made by the Respondents in Their Writing

A. The Students' Errors on the Use of Prepositions of Place.
(In the bracket is the correct sentence)

1. Farmers plant paddies in farmland.
(Farmers plant paddies on farmland).
2. They go the field everyday.
(They go to the field everyday).
3. The farmer uses a river besides the field.
(The farmer uses a river beside the field).
4. Farmers buy a sack of grain in the farming store.
(Farmers buy a sack of grain at the farming store).
5. They use UREA, so they must buy it to the KUD.
(They use UREA, so they must buy it in the KUD).
6. Some women go the field as workers.
(Some women go to the field as workers).
7. The woman is selecting good seeds at farmer's land.
(The woman is selecting good seeds on farmer's land).
8. There is a river to the farmland.
(There is a river near the farmland).
9. Usually, we can see the farmer plants rice to the village.
(Usually, we can see the farmer plants rice in the village).
10. He sits below the tree to take a rest.
(He sits under the tree to take a rest).
11. When the farmer feels sleepy, he sleeps above the bamboo shelter.
(When the farmer feels sleepy, he sleeps on the bamboo shelter).
12. The river is in the right side.
(The river is on the right side).
13. It happens to most villages.
(It happens in most villages).
14. The river lies at by the farmland.
(The river lies beside the farmland).
15. The sufficient water is in the river.
(The sufficient water is from the river).
16. They save their harvest to rice barn.
(They save their harvest in rice barn).
17. Most farmers live on the village.
(Most farmers live in the village).

18. All of in the world.
(All over the world).
19. To reduce weeds about the crops, people use herbicides.
(To reduce weeds among the crops, people use herbicides).

20. It is a river near with the field.
(It is a river near the field).
21. The river is lies on around right side.
(The river is lies on right side).

Note: The students made the same errors, so the writer does not write them twice.

B. The Students' Errors on the Use of Prepositions of Time. (In the bracket is correct sentence).

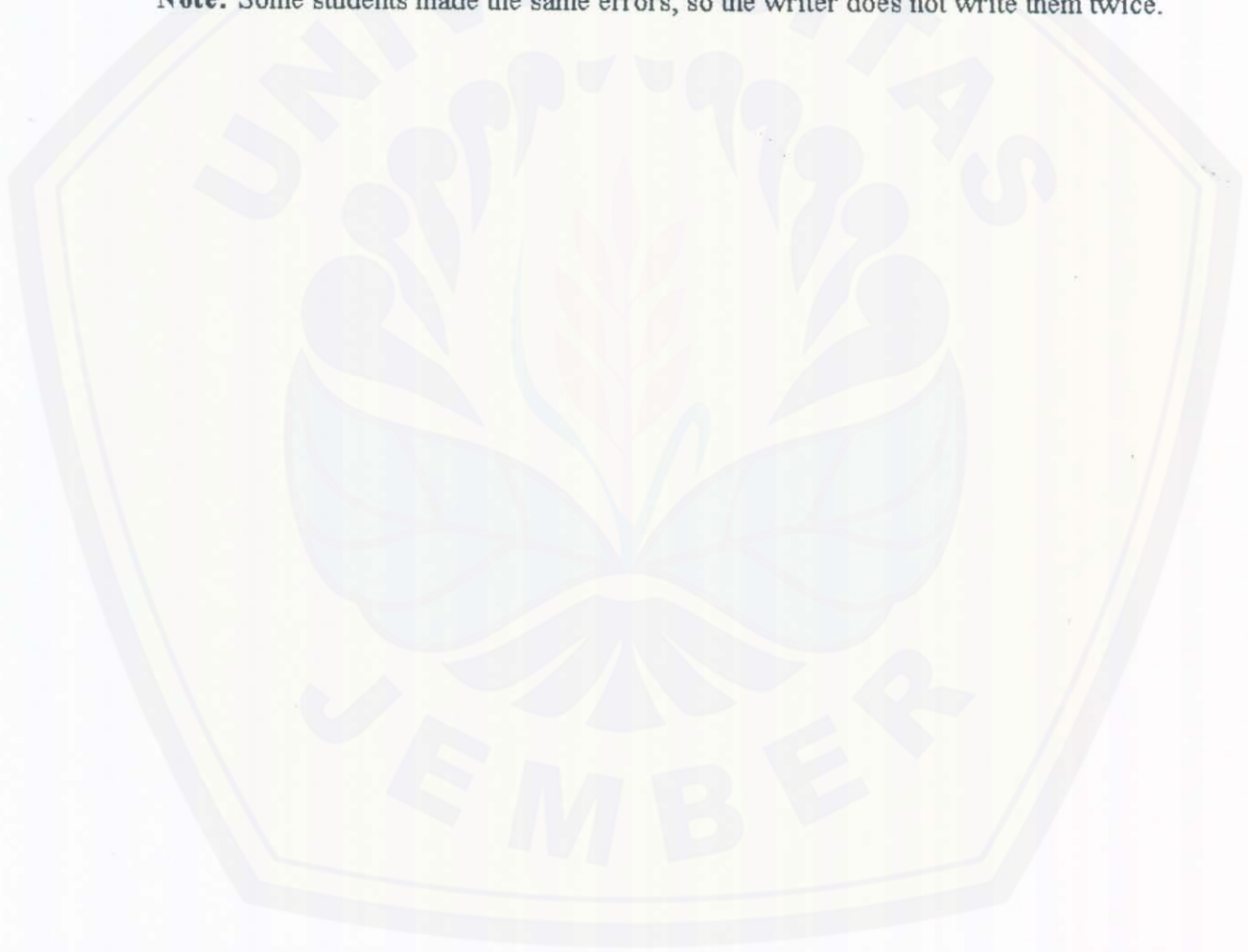
1. Generally the farmers plant paddies in the beginning of the rainy season.
(Generally the farmers plant paddies at the beginning of the rainy season).
2. They plant rice three times year.
(They plant rice three times in a year).
3. They can begin to plant paddies at January, May, and October.
(They can begin to plant paddies in January, May, and October).
4. They have enjoyed the harvest time in four months.
(They have enjoyed the harvest time for four months).
5. The farmer works at the morning.
(The farmer works in the morning).
6. They are working in the morning through noon.
(They are working in the morning until at noon).
7. Some women select good seeds from 7 o'clock up 12 o'clock.
(Some women select good seeds at 7 o'clock until 12 o'clock).
8. They spray insecticides and pesticides to kill harmful insects and pest twice at each month.
(They spray insecticides and pesticides to kill harmful insects and pests twice each month).
9. Put fertilizer at morning.
(Put fertilizer in the morning).
10. Sometimes, my father irrigates the field on the evening even in midnight.
(Sometimes, my father irrigates the field in the evening even at midnight).
11. The farmers are very busy in the harvest time.
(The farmers are very busy during the harvest time).
12. They are happy in that time.
(They are happy at that time).
13. They reduce wild weeds once at a while.
(They reduce wild weeds once in a while).
14. They use animal such as cows to drawn plough the soil three days.
(They use animal such as cows to drawn plough the soil for three days).
15. In this month the farmer will plant the rice.
(This month the farmer will plant the rice).
16. In everyday.
(Everyday).
17. On next three months.
(Next three months).

18. They will wait the crops in long time.
(They will wait the crops for long time).
 19. They can plant rice on middle of March.
(They can plant rice in the middle of March).
 20. The amount of water needed in the right time.
(The amount of water needed at the right time).
 21. They have built dams to avoid flood since the rainy season.
(They have built dams to avoid flood during the rainy season).
 22. In the night the mice will come out to eat the grain.
(During the night the mice will come out to eat the grain).
 23. A mouse can dig a hole in the ground.
(A mouse can dig a hole on the ground).
 24. Those farmers stop working in at sunset.
(Those farmers stop working at sunset).
- Note:** Some students made the same errors, so the writer does not write them all.

**C. The Students' Errors on the Use of prepositional Phrasal.
(In the bracket is correct sentence).**

1. The farmer's wife helps her husband to pull out on the weeds.
(The farmer's wife helps her husband to pull out the weeds).
2. They take the paddies care carefully.
(They take care of the paddies carefully).
3. The women pick up good seeds hardly.
(The women pick out good seeds hardly).
4. The farmers use UREA and TSP to look at rice plants.
(The farmers use UREA and TSP to look after rice plants).
5. Planting paddies are different with planting vegetables.
(Planting paddies are different from planting vegetables).
6. The farmer is aware to well the insects and mouse.
(The farmer is well aware of insects and mouse).
7. The fertilizer consists from UREA, TSP, NPK.
(The fertilizer consists of UREA, TSP, NPK).
8. They spray poison depend to the weather.
(They spray poison depend on the weather).
9. My father plants paddies insteads from palawija.
(My father plants paddies instead of palawija).
10. He wakes early in the morning.
(He wakes up early in the morning).
11. The birds are afraid with scarecrow.
(The birds are afraid of scarecrow).
12. He puts a handkerchief to cover his nose.
(He puts on a handkerchief to cover his nose).
13. They are happy. Because they are succeed of planting.
(They are happy. Because they are succeed in planting).
14. They will be satisfied of good harvest.

- (They will be satisfied with good harvest).
15. The animals belong to pests like mouse and insects.
(The animals belong to pests like mouse and insects).
16. Most farmer are interest with planting paddies.
(Most farmer are interested in planting paddies).
17. The birds will clean to the insects.
(The birds will clean off the insects).
18. To frighten birds.
(To frighten birds away).
19. Birds eat the seeds that farmers spread out their field.
(Birds eat the seeds that farmers spread on their field).
20. They plant rice depend the right season.
(They plant rice depend on the right season).
- Note:** Some students made the same errors, so the writer does not write them twice.



Appendix 8

THE FACILITIES OF SMUK SANTO PAULUS JEMBER

NO	Kinds of facilities	Number
1.	Principal room	1
2.	Teachers room	1
3.	Guidance and counseling room	1
4.	Library room	1
5.	Physics laboratory	1
6.	Administrative staffs room	1
7.	The classroom	22
8.	OSIS room	1
9.	Hall	1
10.	Teachers' Toilet	2
11.	Students' Toilet	2
12.	Cafeteria	1
13.	Cooperation room	2
14.	Parking area	1
15.	Praying room	1
16.	Curriculum room	2
17.	UKS room	2
18.	Multifunction room	1
19.	GOR	1
20.	Biology laboratory	1
21.	Chemistry laboratory	1
22.	Computer room	1

Source: Document School

**Kepada Yth.
Kepala SMUK St. Paulus
di
Jember**

Dengan hormat,

Yang bertanda tangan di bawah ini:

Nama : Valleria Vivi Ekayanti

NIM : 9402107253

Mahasiswa : Pendidikan Bahasa Inggris FKIP Universitas Jember,

sehubungan dengan tugas akhir di FKIP Universitas Jember, dengan ini kami mengajukan permohonan kepada Romo untuk melaksanakan penelitian di sekolah yang Romo pimpin.


Adapun judul penelitian tersebut adalah;

“The Analysis of Prepositions Errors in the Second Year Students’ Writing at SMUK Santo Paulus Jember in the 1999/2000 Academic Year”

Demikian permohonan kami, atas perhatiannya kami ucapkan terima kasih.

Jember, 28 Februari 2000

Pemohon



Valleria Vivi Ekayanti

NIM 9402107253

**SURAT KETERANGAN**

No.: 031/I04.32/SMUK/Q/2000

Yang bertandatangan di bawah ini :

Nama : A. Herwanta, MA
 Jabatan : Kepala Sekolah
 Unit kerja : SMUK "Santo Paulus"
 Alamat : Jl. Trunojoyo Kotak Pos 172
 Jember 68101

menerangkan bahwa :

Nama : Valleria Vivi Ekayanti
 Tempat/tgl. lahir : Jember, 5 Juni 1975
 NIM : 9402107253
 Alamat : Jl. Basuki Rahmad III/53 Jember
 Pekerjaan : Mahasiswa Program Pendidikan Bahasa Inggris FKIP Universitas
 Jember,

telah mengadakan penelitian di SMUK Santo Paulus Jember mulai tanggal 6 Maret sampai dengan 11 Maret 2000 dengan judul :


"The Analysis of Prepositions Errors in the Students' Second Year Students' Writing at SMUK Santo Paulus Jember in the 1999/2000 Academic Year"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 11 Maret 2000

SMUK "St. Paulus" - Jember



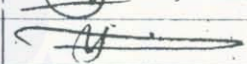





A. Herwanta, MA
 Kepala Sekolah.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : VALERIA VIVI PRAMANTI
 Nim / Jurusan / Angkatan : 9402107253 / Pgs. Inggris
 Judul Skripsi : A STUDY ON THE PREPOSITION ERRORS IN GUIDED COMPO
POSITION BY THE SECOND YEAR STUDENTS OF STUIM 4 JEMBER IN THE ACADEMIC
YEAR OF 1998 / 1999
 Pembimbing I : Drs. Hery Sutantojo
 Pembimbing II : _____

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Rabu, 22 - 12 - '99	Judul & Matrix	
2.	Senin, 24 - 1 - 2000	Bab I, II, III	
3.	Kamis, 3 - 2 - 2000	Revisi bab I, II, III	
4.	Sabtu, 26 - 2 - 2000	Proposal	
5.	Senin, 8 - 5 - 2000	Bab IV & V	
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : VALLERIA VIVI EKAYANTI
 Nim / Jurusan / Angkatan : 9402107253 / Pend. Bhs Inggris
 Judul Skripsi : THE ANALYSIS OF PREPOSITIONS ERRORS
IN THE STUDENTS' WRITING AT THE SECOND YEAR STUDENTS
OF SMUK ST. PAULUS JEMBER IN THE 1999 / 2000
ACADEMIC YEAR
 Pembimbing I : _____
 Pembimbing II : Eka Wahjuningsih, S.Pd.
 KEGIATAN KONSULTASI : _____

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Rabu, 22 - 12 - 99	Judul	<u>ka</u>
2.	Rabu, 22 - 12 - 99	Matrix	<u>ka</u>
3.	Senin, 24 - 1 - 2000	Bab I, II, III	<u>ka</u>
4.	Selasa, 8 - 2 - 2000	Revisi bab I, II, III	<u>ka</u>
5.	Sabtu, 26 - 2 - 2000	Proposal	<u>ka</u>
6.	Sabtu, 18 - 3 - 2000	Bab IV, V	<u>ka</u>
7.	Selasa, 21 - 3 - 2000	Revisi bab <u>IV</u>	<u>ka</u>
8.	Selasa, 28 - 3 - 2000	" " <u>V</u>	<u>ka</u>
9.	Selasa, 12 - 4 - 2000	" keseluruhan materi	<u>ka</u>
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.