

## Preposition Use on Students' Writing Recount Text at Grade XI MAS Baharuddin, BatangAngkola Tapanuli Selatan

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**Abstract:** *The research focuses on students' preposition use on writing recount text. The problems of this research are students misuse preposition and confuse of using preposition in writing recount text. The reasons are students are lack of vocabulary, comprehension and preposition understanding in use on writing recount text. It is qualitative research which uses descriptive method. Source of data of this research is students of MAS Baharuddin - Batang Angkola - Tapanuli Selatan in class XI IPA, and there are 29 students. The instrument of this research is essay writing. Finally, the result of this research is students did the error on preposition use in writing recount text, were in omission, addition, misformation and misordering. The number of omission error was 7 items error. The number of addition error was 16 items error. The number of misformation error was 27 items error. The number of disordering error was 6 items error. Total all of the error were 56 item error. Researcher concluded that dominant error made by students in using preposition in writing recount text was in misformation category with the percentage 48, 2%.*

**Key Words** : Preposition, Writing, Recount Text

**Abstrak:** Penelitian ini berfokus pada penggunaan Preposition bagi siswa dalam menulis recount text. Masalah pada penelitian ini adalah kesalahan dalam penggunaan Preposition dan kebingungan dalam penggunaan Preposition dalam penulisan recount text. Dengan alasan bahwa siswa kurang menguasai kosakata, pemahaman, dan pengetahuan tentang penggunaan Preposition dalam menulis recount text. Ini adalah penelitian kualitatif yang menggunakan metode deskriptif. Sumber data penelitian ini adalah siswa MAS Baharuddin-BatangAngkola - Tapanuli Selatan di kelas XI IPA, dan ada terdapat 29 siswa. Instrumen penelitian ini adalah essay writing. Akhirnya, hasil penelitian ini adalah siswa melakukan kesalahan penggunaan Preposition dalam penulisan recount text, diantaranya adalah pada omission, addition, misformation dan misordering. Jumlah kesalahan omission adalah 7 item. Jumlah kesalahan addition adalah 16 item. Jumlah kesalahan misformation adalah 27 item. Jumlah kesalahan disordering adalah 6 item. Total seluruh kesalahan adalah 56 item. Peneliti menyimpulkan bahwa kesalahan yang dominan yang dilakukan siswa pada penggunaan Preposition dalam penulisan recount text adalah misformation dengan presentase 48, 2%.

**Kata Kunci** : Kata Depan, Menulis, Teks Recount

## I. INTRODUCTION

English is one of the most famous languages which is used in many countries, especially in this globalization era. Many people, especially in Indonesia, learn English in order to be able to communicate with other people from another country. English has also become an important language in Indonesia.

Language is not only for communicating ideas to another but also for thinking and writing ideas. There are four skills that must be learned by all language learners if they want to master the language. They are listening, speaking, reading and writing. The primary aim of learning English is the students can make some writing to communicate each other not only in spoken language but also in written language. In the context of English language teaching as a foreign language in Indonesia, the teaching and learning English especially recount writing paragraph, and for understanding how to write paragraph in one of particular important.

Writing is one among several skills of English which requires greater efforts in producing a perfect outcome because it will be printed or got published. It differs from the speaking activity where it is a direct and rapid activity. Therefore, all writing components i.e.

contents, organization, vocabulary, language use, and mechanic, should hindrance any type of mistakes.

Preposition is very important, especially in writing. Students may frequently be confused in the use of preposition in their writing because of the complexity of the use of prepositions. Preposition has a lot of variations and alot of rules. Those confusions led into errors and those errors are very natural when it comes to learning a new language.

The students first time learnt about preposition in junior high school at grade VII. By learning preposition, Students will understand what other people say or write. Many students made errors, especially while they are using preposition. Those preposition errors can be found while they are composing a story, letter, their thoughts in their blogs o other social networking website, and chatting with others through social networking website. Therefore, errors in their preposition must be analyzed and the students can see the result of the analysis so the students can improve their writing skill.

In learning language in English, there are many kinds of text that must be mastered by the students. The kinds of text are descriptive text, narrative text, recount text, report text, procedure text, discussion text, hortatory and analytical exposition text, spoof text, and

anecdote. By understanding the kinds of text itself, the students will be easier to learn language in English.

One kinds of text that should be mastered by students in learning English is recount text. Recount text is a kind of text which has function to tell an event or something in the past, specifically in telling an experience which occurred in the past time. Recount text has generic structure, they are: orientation, event, and the last is re-orientation. In every generic structure that contains from the text also has function.

## **II. METHODOLOGY OF THE RESEARCH**

The researcher used qualitative research, which used descriptive method. The researcher chooses qualitative research because error analysis need deep comprehension. So, the researcher must be use qualitative research. The researcher used some numeric in this thesis it is just only to know the dominant error that made by students and it just only to support the data and is not main source.

The type of this research was descriptive qualitative research. In this research the researcher used test to find out the data. The researcher gave essay writing test for students. The researcher analyzed the students' error used descriptive method based on the surface strategy taxonomy which have four types, they were: omission, addition, misformation and misordering.

### III.RESULT

The result of this research showed there were four kinds of error. They were: omission, addition, misinformation, and disordering that made by students using preposition in writing recount text. Researcher found the total all of error were 56 items errors. Where, the number of omission error were 7 items. The number of addition error 16 items. The number misinformation error were 27 items and the number of disordering error was 6 items.

The researcher found that students made error in using preposition of time in writing recount text was 19 items with the total percentage were 34% and errors in using preposition of place in writing recount text were 37 items error with total percentage were 66%. So the researcher found the highest error which include into dominant errors was in misinformation category which has 27 or 48,2%. The lowest was in disordering category which the number of error was 6 or 10,7%. The researcher had written the findings of other studies also came from WI Puspita Sari, ViviZuniarti and IkaNur Islamic.

In DwiPuspita Sari's research found that 6 errors in using preposition time and 20 errors in using preposition of place. The total errors in percentage there were 23% errors made by tenth students on the usage preposition of time and 77% errors made by tenth students on the usage preposition of place. So, from result above that preposition of place was dominant error that made by students. It pro with the researcher analyzed 2 types of preposition, but the result it was different with this research. In this research and also the preposition of place was dominant error.

In ViviZurniati's research, ViviZuniarti analyzed four kinds of error. They were omission, addition, miss election and redundancy,

from research found that The types of error in using preposition are 26 numbers of features of L1 are transferred to the target language, 13 omissions, 27 numbers of miss election, 23 additions, and 4 numbers of redundancies. from the data above it can be conclude that the most frequent type of error in using preposition was the intralingua that hold the highest percentage. It was different in this research which analyzed four types error.

In IkaNur Islamic and Witri Octavia's research, found the result from IkaNur Islamic and Witri Octavia's research there were 32 or 22.22% omission error, 33 or 22,91% addition, 78 or 54,16% misformation error and 1 or 1% disordering error made by students. The total all of the error were 144 items error. It means that misformation error was the dominant error that made by students. It is pro with the researcher was analyzed four types of error and the result misformation was dominant error also made by students but different in the percentage of error.

### ***1. Student's Error Use Preposition in Writing Recount Text***

After knowing the result of test or student's sheet. So, the researcher found there were 4 categories of errors done by students XI IPA MAS Baharuddin in writing recount text especially in using preposition they were, omission, addition, misformation and addition.

#### ***a. Omission***

The first error that researcher found was omission. Omission error is categorized by absence of an item that must emerge in well-formed utterance. After the researcher analyzed the students' writing, the researcher found there were six students' made error that categorized

in omission. They committed the error of omission 7 times on their writing.

The first, there was an item of omission error found in the ACP writing. "We playing the mosque Islamic Center".it should be "We played in the mosque Islamic center". That is caused by omit omission of preposition of place "in". So, the students' made one item of error caused by omission of preposition place"in".

The second, there were two items found in the AWS writing. First, "I stayed the my friend's house" it should be "I stayed at my friend's house". Second, "..my friend's house Sorkam East Sibolga " it should be my friend's house in Sorkam East Sibolga. So, the students' made two item of error by caused omission preposition of place "at" and omission of preposition of place "in".

The third, there was one item of omission error in the FS writing. "Sit the chair" it should be "Sit on the chair". That is caused by omit omission of preposition of place "on". So, the students made one item of error caused by omission of preposition of place "on".

The fourth, there was one item of omission error in the NSS writing. "12 last week." it should be "on 12 last week". That is caused by omit omission of preposition of time "on". So, the students' made one item of error caused by omission of preposition of place "on".

The fifth, there was an item of omission error found in the SHFL writing. "...at 08.00 a.m morning it should be "..at 08.00 a.m in the morning". That caused by omit omission of preposition of time "in". So, the students' made one item of error caused omission of preposition of time "in".

The sixth, there was an item of omission error found in the UL writing. "We went home it the afternoon" it should be "We went home in the

afternoon". That caused by omit omission of preposition of time "in". So, the students' made one item of error caused omission of preposition of time "in".

So, there were 7 items of error caused by omission error, 3 items of error caused by omission of preposition of time. Students' made error two items in preposition of time "in" and one item in preposition of time "on". 4 items of error caused by omission of preposition of place. Students' made error two items in preposition of place "in, one item in preposition of place "at" and one item in preposition of place "at". So the total of omission error were 7 items.

### ***b. Addition***

The second types of error that the researcher found was addition. Addition were categorized by presence of items. There were eleven students made error in addition. This error were caused add preposition of time and preposition of place.

The first, there were two items of omission error found in the AKN writing. First, "...in the Pasirputih very beautiful" it should be "The Pasirputih was very beautiful. Second, "we are played at volley" it should be "we played volley". So, the researcher found students' made two items error by addition of preposition of place "in" and preposition of place "at".

The second, there was an item of addition error found in the AS writing. "...in there we are told it should be "over there we told". So the researcher found students' made one item of error caused by addition of preposition of place "in".

The third, there was an item of addition error found in the FR writing. "on there my mother to bought doll" it should be "Over there my

mother to bought doll". So, the researcher found students' made one item of error caused by addition of preposition of place "on".

The fourth, there was an item of addition error found in the LH writing. "in there I see city beautiful city" it should be "over there I saw beautiful city". So, the researcher found students' made one item of error caused by addition of preposition of place "on".

The sixth, there was an item of addition error found in the NSS writing. " In house has a big room" it should be "The house has a big room". So, the researcher found students' made one item of error caused by addition of preposition of place "in".

The seventh, there were three items of addition error found in the RD writing. First, "in there.." it should be "over there". Second, "in there we took picture" it should be "we took picture". Third, "we took picture in above big stone" it should be " we took picture above big stone. So, the researcher found students' made three items of error caused by addition of preposition of place "in".

The eighth, there were three items of addition error found in the SHFL writing. "in there" it should be "over there". The researcher found students' made three times error in the same sentence. So, the researcher found students' made three items of error caused by addition of preposition of place "in".

The ninth, there was an item of addition error found in the SS writing. "at wonokromo" it should be " inwonokromo" So, the researcher found students' made one item of error caused by addition of preposition of place "at".

The tenth, there was an item of addition error found in the WN writing. "in there" it should be "over there". So, the researcher found

students' made one item of error caused by addition of preposition of place "in".

The eleventh, there was an item of addition error found in the YSN writing. "I think at this moment" it should be "I think this moment". So, the researcher found students' made one item of error caused by addition of preposition of time "at".

So, there were 16 items of error caused by addition error, 1 item of error caused by addition of preposition of time "at". 15 items of error caused by addition of preposition of place. Students' made error eleven items in preposition of place "in" , two items in preposition of place "at" and two items in preposition of place "at". So the total of addition error were 16 items.

### ***c. Misformation***

The third types of error that the researcher found was misformation. Misformation are characterized by use of incorrect form of morpheme or structure in an utterance. There were fourteen students made misformation error.

The First, there was an item of misformation error found in the AHS writing. "We went to the zoo on Sinabung" it should be "We went to the zoo on Sinabung". So, the researcher found students' made one item of error caused by misformation of preposition of place "on".

The second, there were two items of misformation error found in the AS writing. First, "swam on the sea" it should be "Swam in the sea". Second, "in day" it should be "On day". So, the researcher found students' made two items of error caused by misformation of preposition of place "on" and preposition of time "in".

The third, there were two items of misinformation error found in the DR writing. First, "Last day I'm going to Borobudur temple on Jogja" it should be "Last day I'm going to Borobudur temple on Jogja". Second, "in a Hotel" it should be "in a hotel". So, the researcher found students' made two items of error caused by misinformation of preposition of place "on" and preposition of time "in".

The fourth, there were five items of misinformation error found in the FS writing. "at 13 August" it should be "on August", "we went to there on 07.00 a.m" it should be "we went to there at 07.00 a.m", "we arrived on 10.00 a.m" it should be "we arrived at 10.00 a.m. "at the morning" it should be "in the morning", "I was very happy at my birthday" it should be "I was very happy on my birthday". So, the researcher found students' made five items of error caused by misinformation of preposition of time. 2 preposition of time "on" and 3 preposition of time "at".

The fifth, there were two items of misinformation error found in the MT writing. "In the night" it should be "at the night" and "in my uncle's house" it should be "at my uncle's house". So, the researcher found students' made two items of error caused by misinformation of preposition of time "in" and preposition of place "in".

The sixth, there was an item of misinformation error found in the MK writing.

"in the goodnight" it should be "at the goodnight". So, the researcher found students' made an items of error caused by misinformation of preposition of time "in".

The seventh, there were two items of misinformation error found in the MDS writing. First, "in the night" it should be "at the night". Second, "in our grandmother's house" it should be grandmother's house". So, the

researcher found students' made an items of error caused by misformation of preposition of time "in" and preposition of place "in".

The eighth, there were three items of misformation error found in the NAD writing. "My friend's in the zoo" it should be "My friend's at the zoo". The researcher found students' made three times error in the same sentence. So, the researcher found students' made three items of error caused by misformation of preposition of place "in"

The ninth, there was an item of misformation error found in the NFR writing. "we went to the at seribu beach" it should be "we went to the at seribu beach". So, the researcher found students' made three items of error caused by misformation of preposition of place "at".

The tenth, there were two items of misformation error found in the NW writing. "in Sunday" it should be "on Sunday" and " on the afternoon" it should be "in the afternoon". So, the researcher found students' made two items of error caused by misformation of preposition of time "in" and "on".

The eleventh, there were two items of misformation error found in the RAS writing. "on the morning" it should be "in the morning" and "on the night" it should be "in the night". So, the researcher found students' made two items of error caused by misformation of preposition of time "on". The twelfth, there were two items of misformation error found in the WN writing. "in day" it should be "on day". So, the researcher found students' made an item of error caused by misformation of preposition of time "in".

The thirteen, there were two items of misformation error found in the UL writing. "I stayed at my friend's house" it should be "I stayed at my friend's house" and "at Bondowoso" it should be "in Bondowoso". So,

the researcher found students' made two items of error caused by misformation of preposition of place "at".

The last was YSN's writing. there were an items of misformation error. "in the night" it should be "at the night". So, the researcher found students' made an item of error caused by misformation of preposition of time "in".

So, there were 27 items of error caused by misformation error, 15 items of error caused by misformation of preposition of time. Students made error 7 items in preposition of time "in", 3 items in preposition of time "at" and 5 items in preposition of time "on". 12 items of error caused by misformation of preposition of place. Students' made error six items in preposition of place "in", three items in preposition of place "at" and three items in preposition of place "on". So the total of misformation error were 27 items.

#### ***d. Misordering***

The fourth types of error that researcher found was misordering. Misordering error was characterized by the false placement of a morpheme in an utterance. There were five students made misordering error. The first, there were two items of misformation error found in the MT writing. "My aunt cook in a cake the kitchen" it should be "my aunt cooked a cake in the kitchen" and My aunt on put table a cake. "my aunt put a cake on the table". So, the researcher found students' made two items of error caused by misordering of preposition of place "in" and "on".

The second, there were an items of misformation error found in the MK writing. "I player in mount sinabung" it should be " I played in Sinabung mount". So, the researcher found students' made an items

of error caused by misordering of preposition of place “in”. The third, there were an items of misinformation error found in the MDS writing. “We ate at a party together” it should be “we ate together at a party”. So, the researcher found students’ made an items of error caused by misordering of preposition of place “at”.

The fourth, there were an items of misinformation error found in the NW writing. “I woke at up 05.00 o’clock” it should be “I woke up at 05.00 o’clock. So, the researcher found students’ made an items of error caused by misordering of preposition of place “at”. The last was YSN”s writing. There were an items of misorderingerror.”thein market” it should be “in the market” So, the researcher found students’ made an items of error caused by misordering of preposition of place “in”.

So, there were 6 items of error caused by misordering error, the researcher wasn’t found items of error caused by omission of preposition of time in students answer sheet. Students made error 3 items in preposition of place “in”, 2 items in preposition of place “at” and 1 items in preposition of place “on”. So the total of omission error were 27 items.

## ***2. Students’ Dominant Error in Using Preposition on writing recount text***

This section answer the second issue dealing with finding of the students’ dominant error in using preposition in writing recount text. After the researcher analyzed the student’s errors in using preposition in writing recount text then researcher analyzed the students’ error in using preposition in writing recount text.

**Table 2****Classification of Students' Error**

| No     | Preposition               | Kinds of Error |          |              |             |
|--------|---------------------------|----------------|----------|--------------|-------------|
|        |                           | Omission       | Addition | Misformation | Misordering |
| 1.     | Preposition of time "at"  | 0              | 1        | 3            | 0           |
| 2.     | Preposition of time "in"  | 2              | 0        | 7            | 0           |
| 3.     | Preposition of time "on"  | 1              | 0        | 5            | 0           |
| 4.     | Preposition of place "at" | 1              | 2        | 3            | 2           |
| 5.     | Preposition of place "in" | 2              | 11       | 6            | 3           |
| 6.     | Preposition of place "on" | 1              | 2        | 3            | 1           |
| Jumlah |                           | 7              | 16       | 27           | 6           |
| Total  |                           | 56             |          |              |             |

Based on table 2 above, the researcher found that students made error in using preposition of time in writing recount text was 19 items with the total percentage were 34% and errors in using preposition of place in writing recount text were 37 items error with total percentage were 66%. So the researcher found the dominant error in preposition was preposition of place.

***a. Omission***

After analyzed the data the researcher found that the total of omission error made by students were 7 items error with the total percentage 12,5%. This error occurred because of the students omitted an item that must emerge in utterance or writing.

***b. Addition***

In addition the researcher found that the total of addition error made by students were 16 items error with total percentage 28,6%. This error occurred because students add morpheme that should not emerge in utterance or writing.

***c. Misformation***

The researcher found the total of misformation error made by students were 27 items error with total percentage 48,2%. This error occurred because the students using incorrect of the wrong form of the structure or morpheme.

***d. Misordering***

The last was misordering the researcher found error made by students were 6 items error with total percentage 10,7%. This error occurred because the students done wrong placement in their writing text.

From the explanation above, the researcher concluded misformation error was the dominant error in using preposition in writing recount text made by students at grade XI MAS Baharuddin Batang Angkola.

**Table 6*****Recapitulation of Dominant Error Made by Students***

| No    | Error        | Total of Error | Percentage |
|-------|--------------|----------------|------------|
| 1.    | Omission     | 7              | 12,5 %     |
| 2.    | Addition     | 16             | 28,6 %     |
| 3.    | Misformation | 27             | 48,2 %     |
| 4.    | Misordering  | 6              | 10,7 %     |
| Total |              | 56             | 100 %      |

Based on the table 6 above, the researcher was found the total of the students' error in omission was 7 or 12,5%. Addition error was 16 or 28, 6%. Misformation error was 27 or 48, 2% and the last was misordering error was 6 or 10,7%. So, the total all of error were 56 or 100%. The researcher counted the data with formula:

$$P = F/N \times 100$$

Where: P = Percentage

F = Frequency

N = total of Frequency

$$\text{Omission} = 7/56 \times 100 = 12,5 \%$$

$$\text{Addition} = 16/56 \times 100 = 28,6 \%$$

$$\text{Misformation} = 27/56 \times 100 = 48,2\%$$

$$\text{Misordering} = 6/56 \times 100 = 10,7\%$$

$$\text{Total all of errors} = 56/56 \times 100 = 100$$

After analyzing the students' errors by the following table recapitulation of students' error in using preposition in writing recount text, the researcher put it into pie chart below.

From the pie chart above, it could be seen that the most students' error in using preposition in writing recount text was misformation (48,2%).

#### **IV. DISCUSSION**

The research was conducted at the MAS Baharuddin at Jl. Mandailing Km. 15 Janjimauli-Muaratais, Kec. Angkola Muaratais, Kab. Tapanuli Selatan, Prov. Sumatra Utara. Kind and Method of the Research

The researcher used qualitative research, which used descriptive method. The researcher chooses qualitative research because error analysis need deep comprehension. So, the researcher must be use qualitative research. The researcher used some numeric in this thesis it is just only to know the dominant error that made by students and it just only to support the data and is not main source.

The type of this research was descriptive qualitative research. In this research the researcher used test to find out the data. The researcher gave essay writing test for students. The researcher analyzed the students' error used descriptive method based on the surface strategy taxonomy which have four types, they were: omission, addition, misformation and disordering.

Whereas the Participants of Research consists of two sources, they were: primary source and secondary source. Primary source data are collected from the students at grade XI of MAS Baharuddin. They were divided into two classes. Class XI IPA consists 29 students, XI Agama consists 26 students. the researcher did with purposive sampling. The researcher took one class to do the research.

Researcher choose XI IPA because it could be representative to take the result of the research. Researcher researched on XI IPA which consist of 29 but only 23 students who did the test because of 6 students were absent. Secondary source of data, was information from Mrs. Donna Khairani. as an English Teacher of XI Aliyah Baharuddin Batang Angkola.

For collecting the data, the researcher used test as the instrument of this research. Test is a method to measure the students' knowledge, especially in writing ability. In this research, researcher gave essay writing to test the student, in writing recount text the students use preposition of time and preposition of place, there were three types of preposition that focused, they were: in, at, and on. In this test, the students were asked to write a recount text about their experience/holiday.

Steps to collect the data of this research are:

1. Collecting the data
2. Identifying errors
3. Classifying errors
4. Tabulating data into percentage.
5. Calculating the percentage, the researcher used the formula below:

$$P = f/N \times 100 \%$$

Where: P = Percentage

F = Frequency of type error

N = Sum of all type error.

Description of data, it will be done to describe or to interpret data that have been collected systematically.

Taking conclusion, it will be done to conclude the discussion solidly and briefly.

### **Technique of Trustworthiness the Data**

There are nine techniques to determine trustworthiness the data that stated by Lexy J. Moleong as follow:

The extension of participation is the extension not only done at the short time, but need the long time.

The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.

Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

Checking with friends through discussion is done with expose the interim result or the final result that gotten in discussion with friends.

Analyze the negative casus is the research collects the example and an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.

The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected. Checking the member is the most important in checking the credibility.

Detail description is a technique to demand the researcher to repot the result his/her research, so description is done carefully and accurately to draw the content of the research.

Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extent.

For the all of technique to determine the data trustworthiness, the researcher used the point four that is checking with friends, the researcher was checking with English teacher of MAS Baharuddin Batang Angkola Tapanuli Selatan.

## CONCLUSION

The conclusion of this research as follow:

The error made by students at grade XI MAS Baharuddin Batang Angkola of preposition use (preposition of time and preposition of place) on writing recount text based on Surface Strategy Taxonomy. There are four items error. They were: omission, addition, misformation and disordering. The researcher found the number of omission error was seven items error. The number of addition error was sixteen items error. The number of misformation error was twenty-seven items error. The number of disordering error was six items error.

Based on the result of the test, the dominant errors made by students in using preposition in writing recount text at grade IX IPA MAS Baharuddin Batang Angkola was in misformation category with the percentage 48, 2 %.

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