A DESCRIPTIVE STUDY ON ERROR ANALYSIS ON THE STUDENTS’ ABILITY IN USING PREPOSITION ON CERDAS CERIA COURSE

SRAGEN

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

YULIYANTO
A 320 040 214

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2009
CHAPTER I
INTRODUCTION

A. Background of the Study.

Everybody always uses language everyday. Language is a means of communication that is used by individual in order to establish a relationship or cooperation with other people in society. English is very useful not only for communication but also for observing science and technology. Without mastering English, the growth of science and technology became slowly.

In order to improve our science and technology, the students have to study hard and read a lot of books that deal with science and technology. Unfortunately, most of those books are written in foreign language. On the other side, the understanding of English is not easy for the students in Indonesia because it is foreign language. English is different from our native language. Indonesian one of the differences is grammar, especially preposition.

A preposition expresses relation between two entities, one being that represented by the preposition complement, the other by another part of the sentence (Quirk, Greenbaum, Leech, Starvik, 2000: 665). But, sometimes the students get some difficulties in using preposition in the sentences which finally leads some errors. Error may be influenced by the differences between Indonesian preposition and English preposition. Indonesian consists of limited preposition, on the contrary English has big number of preposition that make the students of Cerdas Ceria courses do some errors in using preposition. Cerdas Ceria as one the
courses in Sragen build the mission to reach some goals that create smart student and having good ability in solving the school problems. Here, the researcher tries to specify the English suspension to make the students easy in learning English.

One of the English suspensions is preposition.

The writer find error preposition that is made by some students on Cerdas Ceria courses in the sentence.

Example:

1. I go to school with motorcycle.
   The correct form of sentence is:
   I go to school by motorcycle.

2. My office is in Jl. Dahlia
   The correct form of sentence is:
   My office is on Jl. Dahlia.

3. The book is in the table
   The correct sentence should be:
   The book is on the table.

From the sentences above, the writer want to analysis the error preposition:

- I go to school with motorcycle

It is error because usually the preposition of with is used for identical. So, with should be by, because preposition of by expresses instrument, so that the correct sentence is I go to school by motorcycle

- My office is in Jl. Dahlia
It is error because *in* following name of city, country. So, *in* should be *on*, because *on* is used with the name of street. The correct sentence is *my office is on* Jl. Dahlia.

- The book is in the table

It is error because *in* expresses position of time, place and following by name of city and country. So, *in* should be *on*, because *on* indicate contact with a surface. The correct sentence is *The book is on the table.*

Based on the explanation above, it is interesting to analyze the error in using preposition by the students of the sixth grade of elementary school of *Cerdas Ceria* courses.

*Cerdas Ceria* as the course that supports the students to learn English is being the subject of the research. In this research, the researcher gets the data to be analyzed. The data are taken from the test result of Cerdas Ceria Courses in using prepositions in the sentences.

**B. Previous Study**

Dealing with the topic of the study, such researcher has ever been done by the other researchers. But the writer finds that the previous researcher uses the different object study to be analyzed. For the instance, the research that has been done by Sunaryati (2004) UNS, *An analysis of Grammatical Error Spoken by the callers of the English Program Broadcast in PTPN Rasitania FM Surakarta*. The previous researcher found 47 errors sentence done by the students. The highest percentage of the error focused is the omission in the use of linking verb (29.79 %) and there are some causes of error made by the callers.
Another research has been done by Sardiyanto (1998) UNS, Grammatical Errors in English Writing made by the second Semester Students of English Department of Teacher Training and Education Faculty of Sebelas Maret University 2002 / 2003 Academic Year. It is found that there are 288 errors that are divided into four categories of errors. They are omission errors 106 or 36.75%, addition errors 35 or 12.14%, misformation 138 errors or 47.86%, and misordering errors 9 or 3.06%. Related to the study above, the previous researcher also analyzes the grammatical errors.

In this research, the writer wants to Analyzes the Errors on the Ability in Using Preposition on CERDAS CERIA Course. From the references about, the writer found that there is no research about error analysis of using preposition by the students of Cerdas Ceria Course.

C. Problem Statement

In line the identification of the problem and the limitation of the problem, the problem of this study is formulated as follows:

1. What kinds of error are made by the students in using preposition?
2. What preposition has the highest percentage of error?

D. Objective of the Study

The objectives of the study are as follows:

1. Classifying the types of errors made by the students in using preposition.
2. To identify the dominant percentage of errors made by the students in using preposition
E. Benefit of the Study

There are some expected advantages that could be acquired from this study, such advantages can be perceived as follows:

1. The students can use preposition correctly.
2. The result of this study could provide feedback information or evaluation for the students, so they will avoid the errors in using preposition
3. The result of the study will help English teachers design the English teaching and learning process, especially on preposition and shows him what parts of the syllabus needs further attention.
4. The result of the study will show how far the learners understand preposition.

F. Research Paper Organization

In order to be understood easily, the writer arranges this research paper into five chapters as follows:

Chapter I is introduction that involved the background of the study, previous study, problem statement, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related theories. It consists of the notion of error that include the definition of error, differences of errors and mistake, errors analysis, the source of error. And the notion of preposition which include of preposition, kind of preposition, function of preposition, classification and the use of preposition.
Chapter III is the research method. Here the writer discusses the research method covering the type of research, object of the study, data and data sources, method of collection data and technique for analysis data.

Chapter IV discusses the analyzing of the students error in using the preposition taken from the data.

Chapter IV presents the conclusions of the research result and suggestion.