

AN ERROR ANALYSIS OF PREPOSITION USAGE IN WRITING PROCEDURE TEXT BY STUDENTS AT SMA HKBP SIDORAME

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Abstract

Writing is one of the important skills in studying English. Writing is an activity that is productive and expressive. The objectives of this research to identify the types of errors and most common errors made by the students' in writing procedural text at SMA HKBP Sidorame. The research designed this study with mix qualitative and quantitative method with the data from students' writing test. The findings show that: the dominant error were made by the tenth grade students of SMA Negeri 1 Barru was selection. The total incorrect error was 121. It consisted of three kinds of error, namely committed 54 errors or 47%, Then, error in omission consists of 38 errors or 31%, and the last insertion consisted of 26 errors or 22%.

Keywords: Writing, Procedure Text, Error Analysis

Abstrak

Menulis adalah salah satu keterampilan penting dalam belajar bahasa Inggris. Menulis adalah kegiatan yang produktif dan ekspresif. Tujuan dari penelitian ini untuk mengidentifikasi jenis kesalahan dan kesalahan yang paling sering dilakukan oleh siswa dalam menulis teks prosedur di SMA HKBP Sidorame. Penelitian ini merancang penelitian ini dengan metode campuran kualitatif dan kuantitatif dengan data dari tes menulis siswa. Hasil penelitian menunjukkan bahwa kesalahan dominan yang dilakukan siswa kelas X SMA Negeri 1 Barru adalah pemilihan. Total kesalahan salah adalah 121. Ini terdiri dari tiga jenis kesalahan, yaitu melakukan 54 kesalahan atau 47%, kemudian kesalahan dalam penghilangan terdiri dari 38 kesalahan atau 31%, dan penyisipan terakhir terdiri dari 26 kesalahan atau 22%.

Kata Kunci: Penulisan, Teks Prosedur, Analisis Kesalahan

INTRODUCTION

Language is the most important thing in people's life. Without language, people can not communicate and make interaction with other people. Language is a means to make self-expression, social adaption, and social control. In other words, language

can not be separated from every person's activities. Considering that language is a means of communication, English is one of the languages which is essential to be learned. It is important to learn English because it is an international language that is used in many countries over the world

and widely used in many sectors such as culture, trade, education, etc

In Indonesia, English has an important role, especially in education. Therefore, English is taught as the first foreign language in all levels of schools and language courses. In learning English, students are focused on mastering four language skills, namely: listening, speaking, reading, and writing. Writing is a productive skill that should be given much attention in the teaching and learning process. However, the writing skill is a complex and sometimes difficult to teach, it requires well knowledge and hard thinking when the students produce words, sentences, and paragraphs with good English grammatical.

In composing good writing, students should notice some aspects. Grammar is one important aspect that should be mastered. Grammar consists of learning how to arrange words into sentences. It is related to Swan in Putri (2014:1) that defines grammar as the rules that show how words are combined, arranged, or changed to show a certain kind of meaning. The use of grammar is very important because the students are not only supposed to know the grammar, they can use it well either in spoken or written communication. Unfortunately, we always find some students who are good at vocabulary but are not good at constructing sentences.

Commonly, students only know that tense is a part of grammar and do not pay attention to the other part of grammar like articles and parts of speech that can also affect their writing, even though intense matter there are many students is also still not correct. So teachers have important roles to make their students understand English lessons, especially in grammar. They have to teach part of grammar like prepositions in order for to students understand and use it correctly.

On February 2021, the researcher did obervation in SMA HKBP Sidorame and interviewed one of the English teacher.

She said that most of the students' ability in writing are good but some students cannot make a good and correct sentence and generally, they are wrong in grammar, such as tense, part of speech like verb, noun, adjective, preposition and etc". Talk about part of speech like preposition. The researcher also interviewed some students of tenth class and from some students that the researcher have interviewed, the researcher got that students did not know what is preposition even they were confused. The students will make some errors when they are applying preposition in sentence because some students have not understood about using preposition correctly. The correct use of preposition is one of the most difficult point in English grammar. The teacher must help the students through analyze their errors so that the teacher can correct the error, identify their own teaching method and choose good strategies to improve the students' comprehension in grammar specially preposition. Hasyim (2002:24) states that by doing the error analysis, a teacher can consenstrate on the materials in which most learners made error; a teacher can also evaluate himself/herself whether he succeeds in teaching or not; and finally he/she can improve his technique in teaching by preparing systematic materials.

METHOD

This research was a descriptive study and used a mixed method that analyzed the error of using prepositions in writing descriptive text. Mixed method research combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study to build on the strategy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone (Gay, 2006:481). This study was conducted on the nine-grade

students of SMA HKBP Sidorame. The instrument of this research was a writing test. It was done by giving Report text. The students were free to choose their topic. The students were given 60 minutes to finish their writing.

RESULT AND DISCUSSION

1. Kinds of Errors

To find out the students' errors, the items for collecting the data are used. The errors are based on the student's responses in writing the test.

Table 1. Number of Error Preposition in Report Text

No	Kinds of Error	Number of Error	Number of Students
1	Omission	38	26
2	Insertion	26	20
3	Selection	57	26
	Total	121	72

Based on Table 1 shows that there are three kinds of errors made by students, namely: Omission, Insertion, and Selection. Each kind has several errors; 38 errors of omission, 26 errors of insertion, and 57 errors of selection.

2. Dominant Error

Table 2 shows the items analysis of the most dominant error made by the students.

Table 2. Kinds and Number of Error

No	Kinds of Error	Number of Error	Percentage
1	Omission	38	31%
2	Insertion	26	22%
3	Selection	57	47%
	Total	121	100%

Based on Table 2 shows that the total of the kind of errors was 121 errors. And the table described that the errors in selection were the dominant errors when

using the preposition in writing descriptive text which the students committed 54 errors or 47%, Then, error in omission consists of 38 errors or 31%, and the last insertion consisted of 26 errors or 22%.

CONCLUSION

After conducting the research, doing the analysis, and presenting the results, the conclusion and suggestion of this research will be presented as follows:

1. There were three kinds of error made by students, namely: omission, insertion, and selection. Each kind had error percentage
2. The dominant error were made by the tenth grade students of SMA Negeri 1 Barru was selection. The total incorrect error was 121. It consisted of three kinds of error, namely committed 54 errors or 47%, Then, error in omission consists of 38 errors or 31%, and the last insertion consisted of 26 errors or 22%.

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