

AN ERROR ANALYSIS OF THE USE OF PREPOSITION OF TIME (IN, ON, AT)

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ABSTRACT

This study aimed to describe the analysis of error of the use of preposition of time: in, on, at, at the second grade students of SMA PASUNDAN MAJALAYA. The writer took one class which consist of 20 students as the sample. The data were collected through test and questionnaire. The students were asked to translate 15 sentences into English and choose one of three statements from the questionnaire. The data were collected and were analyzed by using statistical analysis to find out the students' outcome percentage and applied descriptive research as a method. It was to analyze and present the fact systematically. The results of this research showed that 45.22% students made some errors in using preposition of time "on", and the dominant type of error made by the students was "wrong selection error" with percentage about 82.6%. While the dominant source of error in using preposition of time: in, on, at, was because an incomplete knowledge of the target language about 65%, so the students should increase their interest on it. Based on findings above, it can be concluded that the teacher should give motivation and pay more attention on teaching English grammar especially in preposition of time: in, on, at. Because it has correlation with students' ability in writing recount text, so the writer hope the students could increase their motivation in learning preposition of time: in, on, at, in order that they could make a recount text well.

A. Background

Language has an important role in human life. According Wibowo (2001:3) language is a system of symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a means of communication by group of men to give birth to feelings and thoughts. By language people are able to communicate with the other. There are some languages called English, Indonesian, Portuguese, Chinese, German, and others.

One of them is English has become an international language which used by people to communicate with other people in the world.

In the era globalization, English has become the dominant language in many fields of activity such as sports, business, tourism, industry, entertainment, and certainly education. In education field in Indonesia, English is taught from the level of elementary school up to the senior high school and university as a foreign language.

Learning English as a foreign language has different structure with Indonesian. English has own rules and its own skills. Grammar has a great role in English. As they know there are eight parts of speech in English grammar. They are noun, pronoun, adverb, verb, adjective, conjunction, preposition, and interjection. As one of parts of speech, preposition is used in communication. Preposition are words normally placed before nouns or pronouns and can also be followed by verbs but, except after **but** and **except**, the verb must be in the gerund form (Thomson and Martinet, 1986: 91). According to A.J Thomson and A.V Martinet (1986: 91) the student has two main problems with preposition. They have to know whether in any construction a preposition is required or not and which preposition to use when one is required.

Although English is taught in every level of school, many students feel confused and make some errors in using preposition, especially preposition of time. Prepositions of time are used to indicate time of an action or time relationship between nouns in the sentence. According to Murphy (1994) there are kinds of preposition of time: in, on, at.

Table 1
The Table of kinds of preposition of time

Preposition of Time	The Usage	Example
IN used for larger periods of time (greater than a day).	Months/ Years/ Seasons/ Period of time during the day.	<ul style="list-style-type: none"> - in October - in 1968, in the 1970s, - in the 18th century.
ON used for smaller amount of time (approximately a day).	Days/ Special days/ Dates	<ul style="list-style-type: none"> - on Friday - on my birthday, - on Valentine's day,
AT used for a precise time (approximately a moment).	Clock time/ Specific time of day/ Mealtimes.	<ul style="list-style-type: none"> - at 5 o'clock, - at 11.45 - at night, at midnight, at sunset - at lunchtime

According to Brown (2001) error as noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learners. In order to study the students' errors, it is necessary to classify their error. There are three types of errors in relation to the use of preposition as in the study of Jha, A. K, 1991; Bram.Barli, 2005; Chodorow, M., Tetreault, J. R., & Han, N. R, 2007.

B. Theoretical Foundation

In learning a foreign language, making error is common problem for the students. The cause is the different system of the learner's mother tongue. In this case, it will be helpful to distinguish between error and mistake. An error is different from mistake. An error is a noticeable deviation from adult grammar of native speaker, reflecting the interlanguage competence of the learning. Otherwise, a mistake refers to a performance error that is random guess or a "slip," in that it is a failure to utilize a known system correct (Brown, 2001). In line with this Yulianti (2007) stated that there are difference between mistake and error. Mistake is a slip that a learner can self-correct. While error is what a learner can not self-correct.

Adapting from James (1998), there are five types of error, they are:

- 1) Grammatical Error covers articles, pronouns, nouns, verbs, possessives case, adjectives, adverbs and prepositions.
- 2) Substance Error covers capitalization, punctuations, spelling.
- 3) Lexical Error covers word selection, word formation.
- 4) Syntactic Error cover sentence structure, coordination/subordination, ordering.
- 5) Semantic Error covers miscommunication, ambiguous communication.

The examples of error can be seen below, but the research focuses on grammatical error especially on preposition of time: in, on, at. There are three types of errors in relation to the use of preposition as in the study of Jha, A. K, 1991; Bram.Barli, 2005; Chodorow, M., Tetreault, J. R., & Han, N. R, 2007.

- 1) Omission of Preposition – learners fail to use a preposition in a sentence where it is obligatory, for example:

Incorrect : We may discuss it at* next time.

Correct : We may discuss it next time

- 2) Insertion of Preposition – learners add on preposition in a sentence where it is not needed, for example:

Incorrect : She was born on 12 March in* 1991.

Correct : She was born on 12 March 1991.

- 3) Selections of Incorrect Preposition – learners use the wrong preposition in a sentence, for example:

Incorrect : I woke up in* midnight.

Correct : I woke up at midnight.

Grammar

Coghill and Magendanz (2003) states that the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. In grammar, a part of speech (also called lexical categories, grammatical categories or word classes) is a linguistic category of words. In English there are eight parts of speech, they are: verb, noun, adjective, adverb, pronoun, preposition, conjunction, interjection.

- a) Verb is used to show an action or state of being.
e.g: go, write, read, eat, etc.
- b) Noun is a word used to refer to people, animals, objects, substances, states, events, ideas and feeling. A noun functions as a subject or object of a verb and can be modified by an adjective.
e.g: john, lion, table, love, etc.
- c) Adjective is used to describe or specify a noun or pronoun.
e.g: good, beautiful, smart, nice, etc.
- d) Adverb is used to modify a verb, adjective and other adverb.
e.g: clearly, carefully, fluently, completely, etc.
- e) Pronoun is used in the place of a noun or phrase.

- e.g: I, you, she, he, it, etc.
- f) Preposition is used before noun to form a phrase that shows where, when, how and why.
e.g: in, above, to, on, at, for, etc.
- g) Conjunction join clauses or sentences or words.
e.g: and, but, after, before, since, etc.
- h) Interjection is used to show surprise or emotion.
e.g: oh!, hi!, hello!, dear!, etc.

In this research only focuses on preposition, especially preposition of time: in, on, at.

The Research Method

The design in this study is descriptive research. According to Azwar (2003:6) descriptive research is doing an analysis on description standart, it analyzes and presents the fact systematically, so it can be understood and concluded easily, and most of the processing data is based on the percentage and trend analysis.

The writer collects the data from the second grade students of SMAN PASUNDAN MAJALAYA as the population. In this research the writer took one class which consist of 20 students as the sample.

In collecting the data, the writer used a test and questionnaire. The writer asked the students to translate sentences. The test is aimed to know the students' error in using preposition of time: in, on, at, and the questionnaire was given to know the dominant source of error made by students. After giving the test, the writer collects the students' work and classifies the errors in using preposition of time into three categories:

1. Error in using preposition of time in.
2. Error in using preposition of time on.
3. Error in using preposition of time at.

In analyzing the data, the writer uses some steps in order to analyze the data easily. There are as follow:

1. Identifying Error

The writer reads and detects the error intensively by analyzing students' work for finding the errors that are produced by students in using preposition of time: in, on, at.

2. Classifying Error

After finding the errors in using preposition of time: in, on, at, the writer classifies the errors into three categories:

1. Error in using preposition of time in.
2. Error in using preposition of time on.
3. Error in using preposition of time at.

For example the category of the error in using preposition of time "in" on the sentence: "My father was born on 1970 in Bandung". That sentence should be "My father was born in 1970 in Bandung". The preposition in that sentence use the preposition "in", and the fault is on the preposition "on". So the kind of error on the sentence is named by error in using preposition of time in. Then the writer arranges and classifies the errors finding based on some categories above into some types of error based on surface strategy taxonomy.

3. Calculating Error

Calculate the frequency and the percentage the error in using preposition of time: in, on, at.

4. Explaining Error

The writer make a description of analyzing result on the types of error and the causes of the error in the form of a brief description and explanation.

5. Drawing a Conclusion

The writer makes a valid conclusion based on the result of analyzing in the form of a brief description of the types and the causes of errors.

C. Finding and Discussion

The test was given to students on Wednesday, August 10, 2016 in SMA PASUNDAN MAJALAYA and took one class which consisted of 20 students. The aim of this study is to know the students' error in using preposition of time: in, on, at, and to discuss them in this paper and to know why they face such difficulties until they make errors.

To get the percentage of the dominant type of error made by the students in using preposition of time: in, on, at, the writer analyzes by using the formula as follows:

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

The Table of Errors Made by Student

No.	Sentence	
	Students' work	The correct sentence
1.	My Father wash born in 1970 in Bandung	My father was born in 1970 in Bandung
2.	Jessica came to my hous at naigh	Jessica came to my house at night
3.	Mr. Budi started English class at a clock 8	Mr. Budi started English class at 8 o'clock
4.	My brother went Japan last month in winter	My brother went to Japan last month in winter
5.	I got a latter <u>on of</u> my birthday	I got a letter on my birthday
6.	He swam his uncle on Sunday	He swam with his uncle on Sunday
7.	Liz and Taylor arrived in	Liz and Taylor arrived in

	Jerman at <u>to</u> the same time	Germany at the same time
8.	I met my cause on lebaran day	I met my cousin on Lebaran day
9.	In summer I joined English class	In summer I joined English class
10.	Tiffany graduated <u>at</u> October month	Tiffany graduated in October
11.	My mother woke me up at night	My mother woke me up at night
12.	Kevin proposed Krystal <u>in</u> dinner time	Kevin proposed Krystal at dinner time
13.	Maroon 5 performed their concert on 13 <u>in</u> mei	Maroon 5 performed their concert on 13 May
14.	My aunt went to market <u>at</u> morning	My aunt went to market in the morning
15.	Jeremy invited his girlfriend for dinner <u>at</u> satnight	Jeremy invited his girlfriend for dinner on Saturday night

The aim of this study is to know the students' errors in using Preposition of Time: In, On, At, at second grade students of SMAN PASUNDAN MAJALAYA and to discuss them in this paper and to know why they face such difficulties until they make errors.

What is the dominant type of error made by students of second grade of SMA PASUNDAN MAJALAYA in using preposition of time? From the data presentation and data analysis of the instrument, wrong selection error is the first dominant type of error in using preposition of time: in, on, at. Many students used the wrong preposition in their work. There are 82.6% error in wrong selection error. It consist of 24% preposition of time "*in*", 35.65% preposition of time "*on*", and 26.08% preposition of time "*at*". The data presentation shows

that preposition of time “on” has the greatest number in wrong selection error.

The second question is about what are sources that dominantly cause the students’ error in using preposition of time? From the interview result based on the theory explained above, the writer got the answer that the cause of students’ errors in using them was an incomplete knowledge of the target language. Where the students just guess what it should be there when they used the preposition of time: in, on, at, that they did not know.

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