

**PREPOSITION ERRORS FOUND IN THE DESCRIPTIVE
WRITINGS OF THE THIRD SEMESTER ENGLISH
DEPARTMENT STUDENTS OF WIDYA MANDALA
CATHOLIC UNIVERSITY SURABAYA**

A THESIS

As a Partial Fulfillment of the Requirement

For the Sarjana Pendidikan Degree in

English Language Teaching



By:

FUNGKY MARAMIS

1213009026

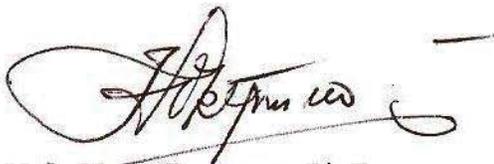
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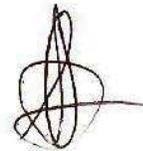
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Y.G. Harto Pramono, Ph.D.

First Advisor



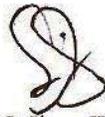
P. Hady Sutris Winarlim, M.Sc.

Second Advisor

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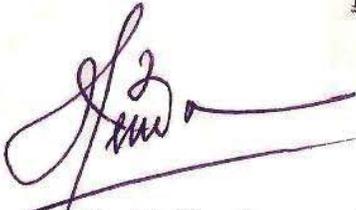
(2)

This thesis has been examined by the Committee of Oral Examination with the grade of _____ on May 21st, 2013.



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Chairperson



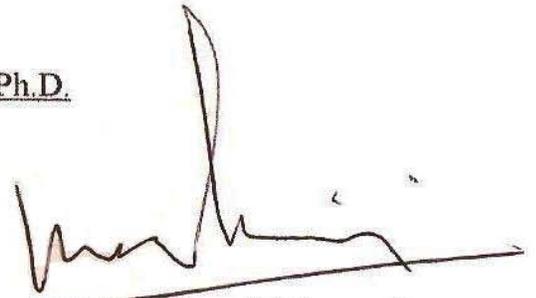
Dr. Hendra Tedjasuksmana, M.Hum.

Secretary



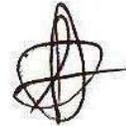
Y.G. Harto Pramono, Ph.D.

Member



Drs. M.P. Soetrisno, M.A.

Member



P. Hady Sutris Winarlim, M.Sc.

Member



Dean of the Faculty of
Teacher Training and Education



Head of the English Department

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Nama Mahasiswa : **FUNGKY MARAMIS**

Nomor Pokok : **1213009026**

Program Studi : Pendidikan Bahasa Inggris – Jurusan Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Perguruan Tinggi : Universitas Katolik Widya Mandala Surabaya

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NRP.: **1213009026**

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ABSTRACT

Maramis, Funky. 2013. *Preposition errors found in the descriptive writings of the third semester English Department students of Widya Mandala Catholic University Surabaya*. S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2013. Advisors: (1) Y.G. Harto Pramono, Ph.D. (2) P. Hady Sutris Winarlim, M.Sc.

Key terms: prepositions errors, error analysis, descriptive writings

Language is a means of communication. With language, people can express their ideas, thoughts, and feelings. English, in this case, has become an international language that is used in many countries. In Indonesia, English is a foreign language. When learning a foreign language, people often face interference.

There are many kinds of English grammatical item the students learn. One of them is prepositions. Although prepositions have been taught since the junior high, or even in some schools it is taught at the elementary level, errors in prepositions are still often made. Descriptive, one of the genres in writing, has been taught in the senior high school. One of the significant lexicogrammatical features of descriptive writings is the use of adverbials (prepositions). Therefore, the writer would like to find out the students' learning problems of prepositions in descriptive writings and kinds of error that they make. The purpose of this study is to find out the types of preposition errors made by the third semester English Department students of Widya Mandala Catholic University Surabaya in their descriptive writings, the types of prepositions on which the students often made errors, and their sources.

This study is descriptive in nature. The data used in this study are prepositions and prepositional phrases; the types of error on the use of prepositions, the types of prepositions on which the errors occurred, and the sources of the errors. To get the data, the writer borrowed the students' midterm examination from the lecturers who taught Writing Course II in the academic year of 2012/2013. Next, the writer selected and picked up data which are relevant to the problems of the study. After that, the writer analyzed and classified the errors on the use of prepositions in descriptive writings. At the same time, the writer asked two of his triangulators (a lecturer and a teacher) to analyze and classify them. Next, the writer

compared the identification from each evaluator. Then, the writer calculated and tabulated the percentage of each error. The result of the research shows that the most frequent errors made by the third semester English Department students of Widya Mandala Catholic University in their descriptive writings are errors of substitution (72.44%), followed by errors of addition at the second place (19.68%) and errors of omission at the last place (7.88%). The writer found that those errors occurred in the four types of prepositions with prepositions of other semantic relationship as the most problematic prepositions (71.65%), followed by prepositions of position (18.11%), prepositions of time (7.88%), and prepositions of direction as the least problematic prepositions (2.36%).

Next, the writer interviewed all of the writers of the selected writings to find out the sources of errors. After that, the writer asked two lecturers as the triangulators to analyze the result of the interviews to classify the sources of errors. The result of the interviews shows that the most frequent sources of errors are L1 interference (48.51%), followed by ignorance of the rule restrictions (29.10%), false concepts hypothesized (20.90%), and overgeneralization (1.49%).

The implication of the research finding in the teaching of descriptive writing is that the teaching approach is expected to anticipate the making of the errors by emphasizing the differences between the native language and the target language to overcome the L1 interference problem. In explaining the prepositions that are confusing, especially prepositions of position, the teaching approach should emphasize the relation between the two things. Still regarding the prepositions that are confusing, especially prepositions of time, the students should be explained about the rules of using a certain preposition of time. Last but not least, the students should be explained about idiomatic expressions.