CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher will present the collected data and discuss the findings to interpret the preposition errors found in students' writings. This chapter will analyze the collected data.

4.1. Data Description

This research aimed at profiling students' error in using preposition in students' writings of UNJ. The data collected were the 43 students' writings that are taken from 2 classes of academic year 2012 and 2014 students who are taking Grammar class. The data were analyzed in order to find the error of preposition made by students and it is used as the data of this study.

4.2. Data Analysis

After all data were collected, the writer started by analyzing the errors of preposition found in their writings. The data were categorized into four types of error (Corder, 1981) which are addition, omission, miselection, and misordering. To assure in analyzing the data, the writer also used (http://www.reverso.net: accessed on June, 2015) web-based application, and Oxford Advanced Learner's Dictionary (OALD) 8th Edition application (2013). Next, all the errors were counted to find the percentages of each type of error in preposition. And the last, to find the possible causes of error, the writer read the errors once again and put them on the table based on their types.

4.3. Research Findings

4.3.1. Types of error

This section will discus the answer of the first question, as follo: "What types of undergraduate students' error frequently made in using preposition?" The answer will be explained by putting the errors into the table. The table itself is separated into six types of preposition and the error was put on each type. The errors are addition, omission, misselection and misordering.

As show in the data, the writer found variety types of error in preposition. The writer was just found out three of four types of error, which are error in addition, omission, and misselection. Error in misordering was not found in the students' writings. To make it clear, the writer only put it into three columns of type of error. The result of the data analysis will be discussed on this following table.

4.3.1.1.Addition

The following table shows the preposition error in addition type and categorized them by the types of preposition.

TYPES OF ERROR	TYPES OF PREPOSITION					
	TIME	PLACE	DIRECTION	AGENT	INSTRUMENT	PHRASE
ADDITION	-	In (2)	Like (3)	By	with	For (2)
		at	For (2)	As		Of (2)
			To			Up
						To (3)
						About
SUM		3 errors	6 errors	2 errors	1 error	9 errors
TOTAL	21 errors					

Table 4.1 Error of Addition in the use of Preposition

The following is a chart to illustrate the number of the error in addition:
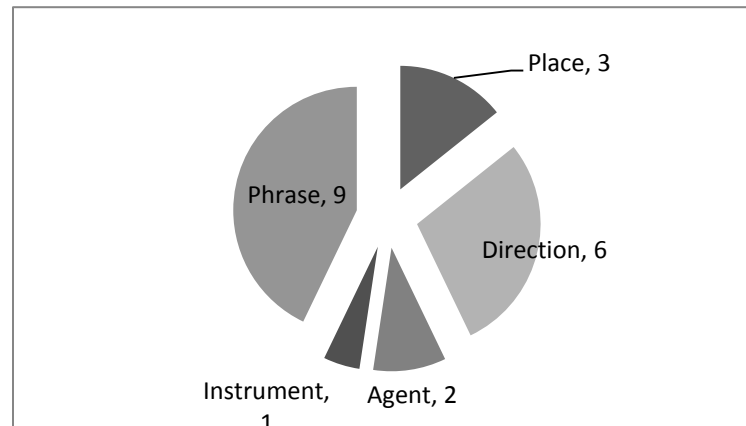

Chart 4.1

As the result shows that the errors in addition type made by students are categorized into five types of preposition which are preposition place, direction, agent, instrument, and prepositional phrase. The error in addition of preposition of time was not found in data. And the most difficult one among types of preposition is prepositional phrase. It can be assumed that students are considerably not precise on the use of preposition. Totally, there are 21 errors made by students that mostly happened in prepositional phrase type with the total of 9 errors. The prepositions for, of, like, and to are highest error made by student. To illustrate in the sentence:

*"They prefer **for** working than studying in university".*

It shows that the writer failed to apply the use of preposition "for". The verb "prefer" is never followed by preposition "for". If it is followed by noun/gerund, the preposition "for" is not used in this case. It should be "*They prefer working than studying in university*". Another preposition of failing to apply is preposition "like".

*"For example is **like** students have to have GPA in 3.00 minimum".*

It shows that the writer failed to apply the preposition "like' in the sentence. The preposition "like" there is a kind of repetition that has the same meaning with the word "for example". The error in addition also can be found in preposition "of". For example:

> *"Besides the problem of giving **of** scholarship is needed for every student in university"*

The preposition "of" is not proper since the writer has put preposition "of" previously so it is considered as an unnecessary adding. The noun in this sentence is "giving scholarship" so the writer don't need to repeat the preposition that had been put in the previous. The writer should have written "giving scholarship" instead of "giving of scholarship". Another preposition is "to". For example:

> *"First, a good advertisement have **to** good attitude"*

The preposition "to" in the sentence is a phrase of "have to" that means a must. And it becomes inappropriate since "have to" in this sentence is not followed by verb. "Good attitude" can be defined as noun. Besides "to" is used as a preposition, in some cases, "to" is also used as an infinitive marker.

From the data, the errors in addition made by students were varied. Most of problem is the addition of unnecessary preposition. The student mostly put the preposition without knowing the idiom and rules; they just put it by their intuition. The total number of error in addition is 21 errors. Error in addition type in prepositional phrase is the most occurred with 9 errors, direction with 6 errors, place with 3 errors, agent with 2 errors, and instrument with 1 error.

4.3.1.2. Omission

The following table shows the preposition error in omission type and categorized them by the types of preposition.

TYPES OF ERROR	TYPES OF PREPOSITION					
	TIME	PLACE	DIRECTION	AGENT	INSTRUMENT	PHRASE
OMISSION			To (5)	By (3)	With	On
			For		Because of (2)	To (2)
			About		Of	
SUM			7 errors	3 errors	4 error	3 errors
TOTAL	17 Errors					

Table 4.2 Error of Omission in the use of Preposition

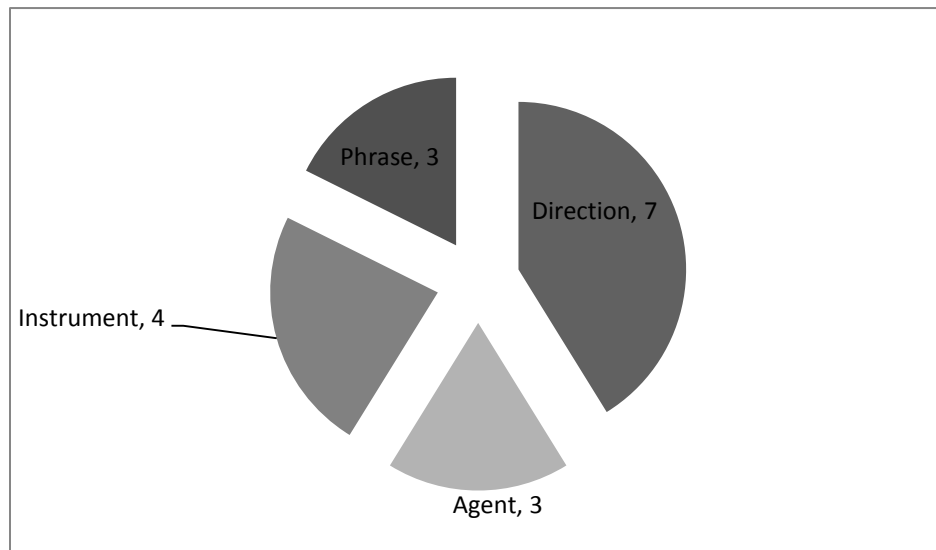The following chart is to illustrate the percentages of the omission error:

Chart 4.2

From the table above, it can be inferred that preposition of direction is the most difficult one among all types of preposition. There are seven occurrences of omitting error in preposition of direction.

Error of omission also occurs in the use of preposition "for". In the sentence:

"*Because the scholarship can be a **tool the students** to see their rank in the university*".

From the illustration above, we can see that there is no preposition used to link between two noun "tool" and "the students". The appropriate preposition that should be put in the sentence is for. The preposition "for" is used in order to help something or someone. It should be "Because the scholarship can be a tool for students to see their rank in the university". Another preposition is "of". In sentence:

"*With the **use good picture** help the people interesting to the advertisement*".

From the sentence above, there is no preposition to link word "use" and "good picture". The possible preposition that should be used to link those words is of. it because "of" means belonging to something. So it will be "With the use **of** good picture help the people interesting to the advertisement". The error in omission also can be found in the use of preposition "beside".

"*Beside making a tagline you have to pay attention to your advertisement design*".

The preposition beside here means next to or at the side of something. Student mostly done this kind of error by omitting -'s instead of besides that means in addition. But since this is a kind of error in conjunction, the writer did not put it as data.

In addition, the error of preposition "to" can still be found but since these cases "to" be used as an infinitive marker, the writer did not put it as a data on the table., for example:

*"Scholarship can helped students who **need learn** but do not have money".*

From the sentence above, it can be seen that the writer failed to make well-formed sentence. The word "need" in the sentence means that you should or have to do something, and it should be followed by preposition "to" becomes "Scholarship can helped students who need **to** learn but do not have money". In short, "to" should be put after the word "need" as an infinitive marker.

As show in the data, 17 errors occurred in omission type. The errors in omission were also varied. Error in omission frequently made is in preposition of direction with 7 errors, preposition of instrument with 4 errors, preposition of agent with 3 errors, and prepositional of phrase with 3 errors.

4.3.1.3.Miselection

The following table shows the preposition error in misselection type and categorized them by the types of preposition.

TYPES OF ERROR	TYPES OF PREPOSITION					
	TIME	PLACE	DIRECTION	AGENT	INSTRUMENT	PHRASE
Misselection		In (3)	From (4)	To (2)	Of (2)	Of
		Of	To (5)	By	For (3)	For (6)
		On (3)	For	For	With	On (3)
			With	With	About	With
			In		On to	
			Like			
SUM		7 errors	13 errors	5 errors	8 errors	11 errors
TOTAL	44 errors					

Table 4.3 Error of Selection in the use of Preposition

The following is a chart to illustrate the percentages of error in misselection:
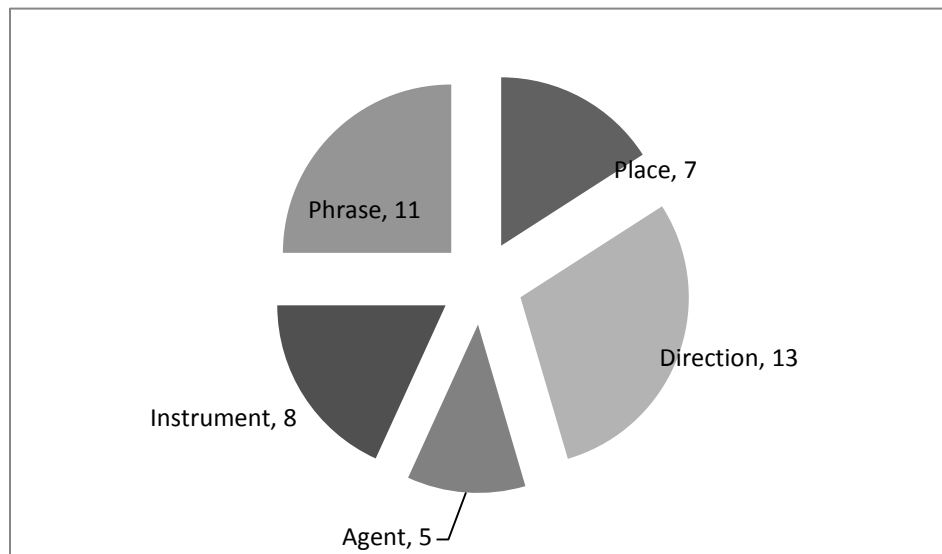

Chart 4.3

From the table above and chart, it can be concluded that preposition of direcrion is still the most difficult one among all type of preposition. There are thirteen occurrences of misselection error in preposition of direction from the total forty-four errors made by students in their writings.

The highest errors happened in the use of preposition for. In the example:

*"The university scholarship should be addressed **for** students………."*

It can be seen from the example above that the writer misselects the correct preposition. As the idiomatic or preposition verb, the word "address" should be followed by "to" in every condition. It should be "The university scholarship should be addressed to students…………" Another preposition is "on". In the sentence:

*"**On** the advertisement, it is not recommended to put many texts"*

It can be seen from the sentence above that the writer used a wrong preposition, whereas the preposition "on" means in a covering, touching, or forming position part of a

surface. The appropriate preposition that should be use is in, because it means within something and the advertisement is still abstract and not specifically mentioned what advertisement the writer meant. Another preposition is from. In the sentence:

*"This scholarship could be another way **from** students".*

As the sentence above shows that the writer made error in selecting preposition "from". Whereas preposition from is used to show who sent or gave something. And with inappropriate preposition used, it changed the meaning of the sentence. The appropriate preposition that should be used is for. So, the sentence should be "This scholarship could be another way for students".

In addition, student mostly committed error in misselection by using adjective clause instead of using preposition but the researcher did not put it as data. To illustrate the sentence is in

*"I think that scholarship should be given for student **who has** the low economic".*

From the sentence above, it can be seen that the error is committed by using adjective clause who. Meanwhile the pronoun "student" should be linked by preposition "with" with the following noun. The sentence should be *I think that scholarship should be given for student **with** the low economic.*

From the data, the errors in misselection were also varied. Error in misselection frequently made is preposition of direction with 13 errors, prepositional phrase with 11 errors, preposition of instrument with 8 errors, preposition of place with 7 errors, and preposition of agent with 5 errors. There are 44 errors occurred in misselection.

From all results of types of error, missselection stands at the first rank of the most error occurred with 44 errors, followed by addition with 21 errors and omission in the

third with 17 errors. Misordering type was not found, it can be assumed that students have no difficulties in order and could deal with it.

4.3.2. Frequency of Error

This section will discus the answer of the second question, as follow: "How is the frequency of undergraduate students' error frequently made in using preposition?" The result will be discussed by defining the most frequent errors made by the student and the least errors made by the student in their writings. The writer used the table to show the amount frequency of error in each type (addition, omission, misselection, minus misordering) include types of prepositions (preposition for time, place, direction, agent, instrument, phrase). The preposition for time and missordering will not be shown since there is no result for both.

Type of Error	Types of Preposition					TOTAL
	Place	Direction	Agent	Instrument	Phrase	
Addition	3	6	2	1	9	21
Omission	-	7	3	4	3	17
Misselection	7	13	5	8	11	44
SUM	10	26	10	13	23	
TOTAL	82 errors					

Table 4.4Table of frequency in Preposition Error

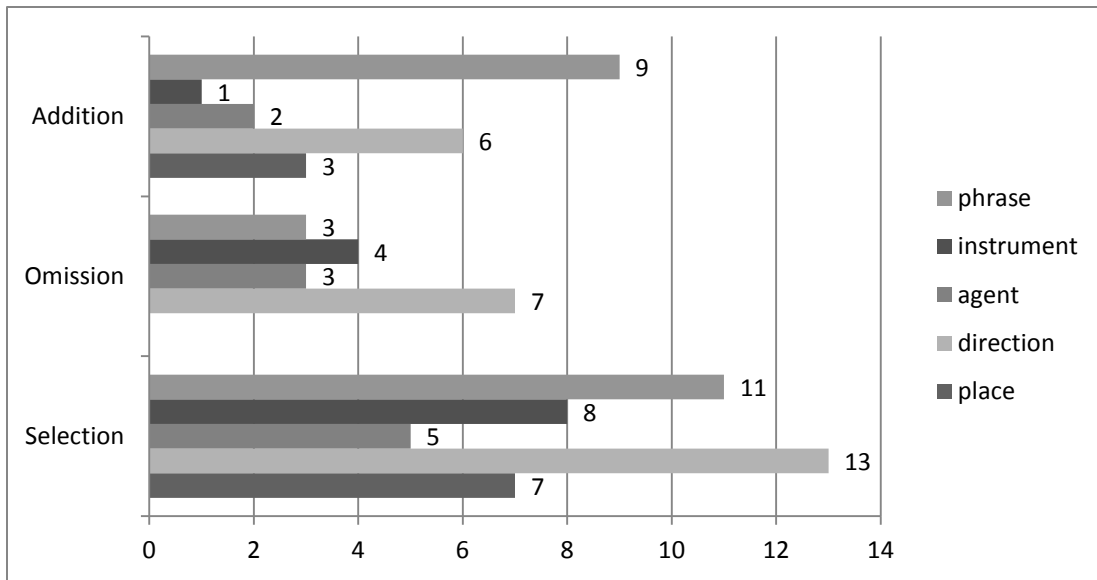The following chart is used to illustrate the numbers of the table above:

Chart 4.4

The writer found 82 errors in total. For the preposition of place, there are 10 errors, consists of 3 addition errors, and 7 selection errors. For the preposition of direction, there are 26 errors, consist of 6 error in addition, 7 omission error and 13 selection errors. For the preposition of agent, there are total 10 error, consist of 2 errors in addition, 3 errors in omission, and 5 errors in miselection. For the preposition of instrument, there are total 14 errors, consist of 1 error in addition, 4 error in omission, and 8 errors in misselection. Last, for preposition of phrase, there are total 23 errors, consists of 9 errors in addition, 3 errors in omission, and 11 errors in misselection.

The following table is used to show the percentages of data:

Types of Error	Number	Percentage
Addition	21 errors	25 %
Omission	17 errors	20.2 %
Misselection	44 errors	54.8 %
TOTAL	82 errors	100 %

11

Table 4.5 Percentages of error in preposition

The writer uses chart to illustrate the table.

Errors Found

- Addition 25%
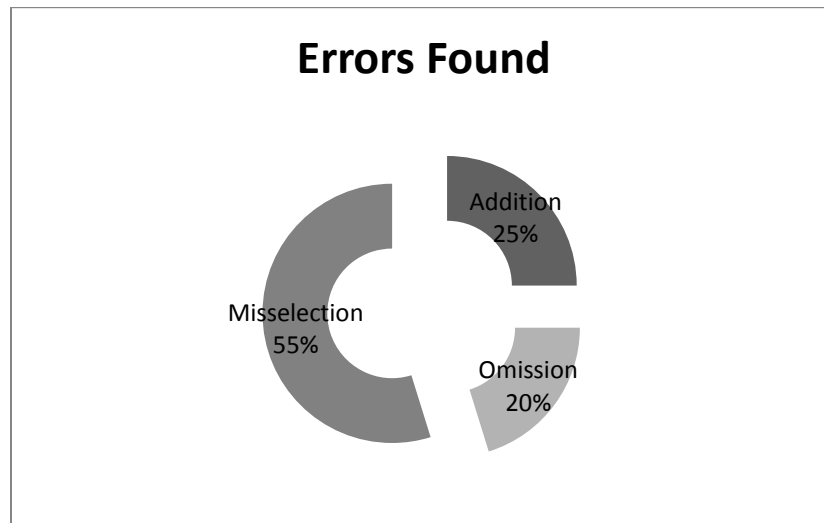- Omission 20%
- Misselection 55%

Chart 4.5

The writer found 55% of misselection errors which dominates the data and then, followed by addition with 25% and omission error with 20%. Misordering and preposition of time were not listed since the writer didn't found in the data. And from the data, it can be concluded that the most frequent error occurred is in misselection type (44 errors) and the least occurred is in the omission type (17 errors).

4.3.3. Possible Cause of Error

For this part, the researcher will show the findings of third question: "What is possible cause of undergraduate students' error made in using preposition?" In order to find out the possible cause of error, the writer used source of errors from Richard (1971) which are Interlingual and Intralingual. Intralingual is sourced from mother tongue interference. And intralingual is sourced by incorrect generalization of the

rules within the target language. The following chart shows the possible causes of error made by student in general.
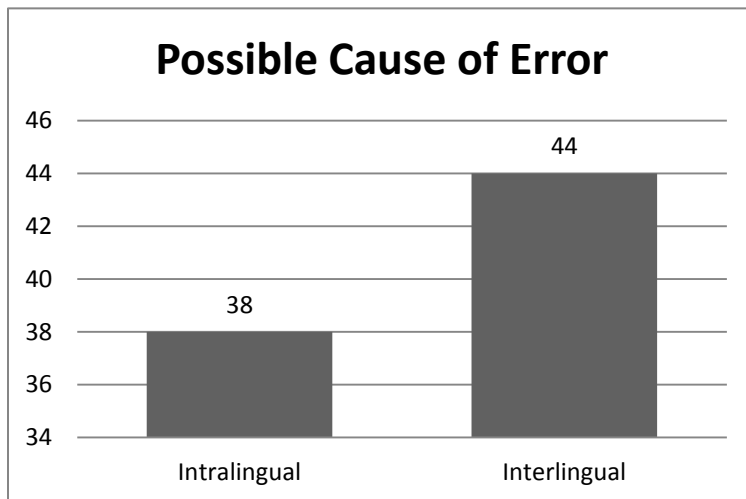
Possible Cause of Error

Chart 4.6

The interlingual type dominates the chart with the amount of 44 errors were categorized as the interlingual error, meanwhile there are 38 errors were categorized as the intralingual error.

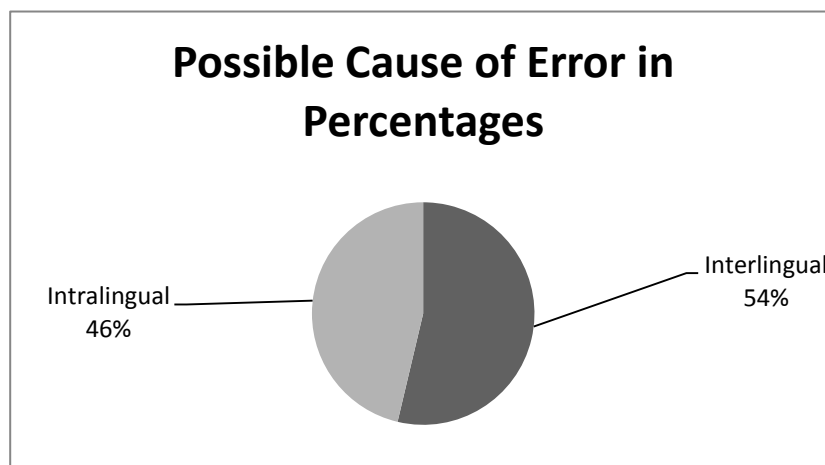The following chart shows the percentage of the possible cause of errors.

Possible Cause of Error in Percentages

Chart 4.7

From the chart above, it can be concluded that most of students have difficulties especially on their influence of mother tongue interference. Furthermore, the writer showed the possible cause of error in each type of error (addition, omission, and misselection).
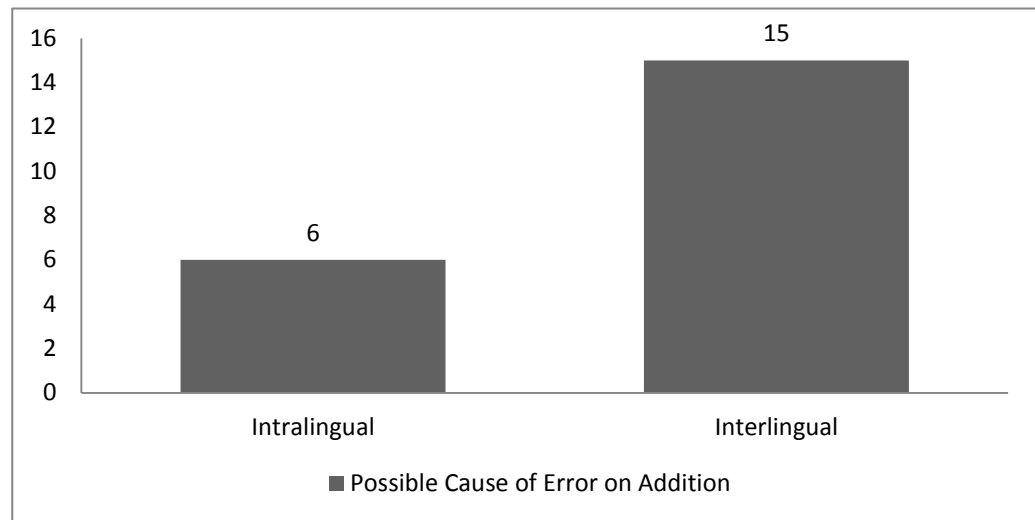
4.3.3.1.   Addition

Table 4.6 Possible cause of Error on Addition

The following chart shows the possible cause of error in the addition type of error in percentage.

Possible Cause of Error on Addition in Percentages

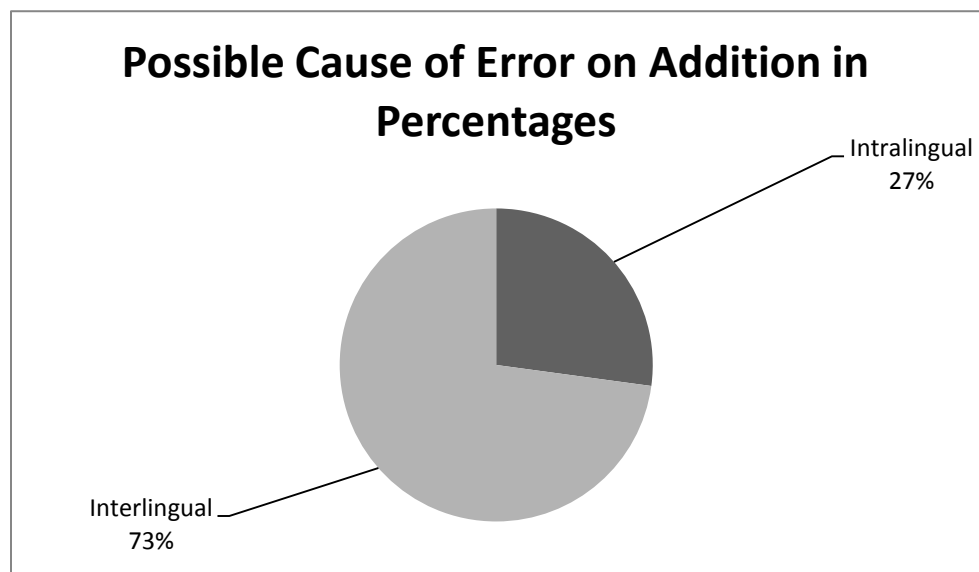Intralingual 27%

Interlingual 73%

Chart 4.8

To illustrate the possible cause of errors made by student is in the sentence as follow:

*"Then, I think **about** the picture, the package, or something   else…".*

It can be inferred from the sentence above that the writer used his own mother tongue interference by adding preposition "about" which shouldn't be added. Verb "think" is to have a particular idea or opinion about something. So, it can be concluded that this sentence is interlingual error. The correct sentence would be "Then, I think the picture, the package, or something else….."

Another error of interlingual in addition type is in the sentence:

*"For example is **like** McDonalds, 'Im lovin it'."*

It can be inferred from the sentence above that the writer used his own mother tongue interference by adding preposition "like" which shouldn't be added. For example has same meaning with like which is similar. So, it can be concluded that this sentence is interlingual error. The correct sentence would be *"For example is McDonalds, 'Im lovin it'"*

As shown in the data, it can be assumed that from the total 21 errors in addition, the possible cause of error mostly occurred by interlingual error with 15 errors (73%) and followed by 6 error in intralingual error (27%).

4.3.3.2.   Omission

The following charts show the possible cause of error in the omission type of error.
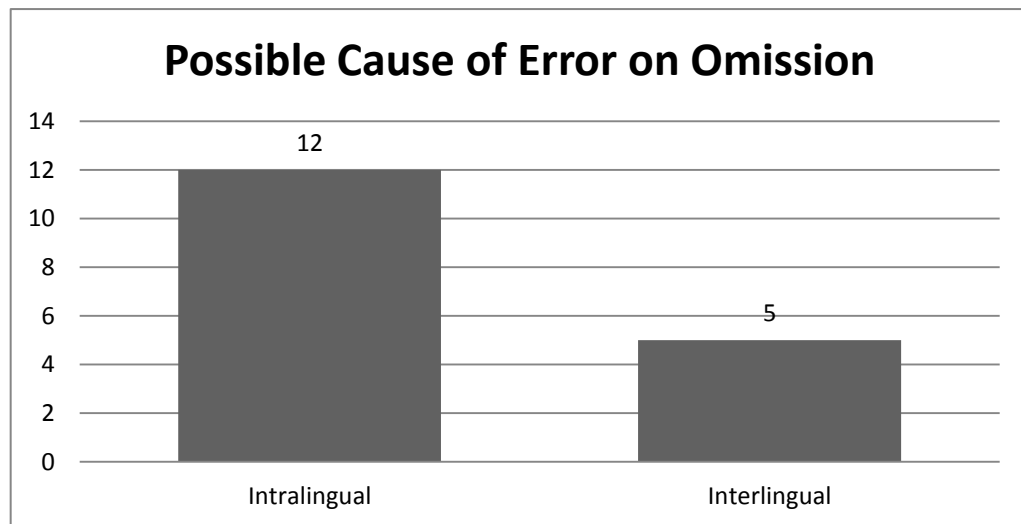
Possible Cause of Error on Omission

A bar chart titled "Possible Cause of Error on Omission" with two bars: "Intralingual" = 12 and "Interlingual" = 5. The vertical axis ranges from 0 to 14.

Table 4.7 Possible cause of Error on Omission

The following chart shows the possible cause of error in the omission type error in percentages:

Possible Cause of Error on Omission in Percentages

A pie chart titled "Possible Cause of Error on Omission in Percentages" showing Interlingual 29% and Intralingual 71%.
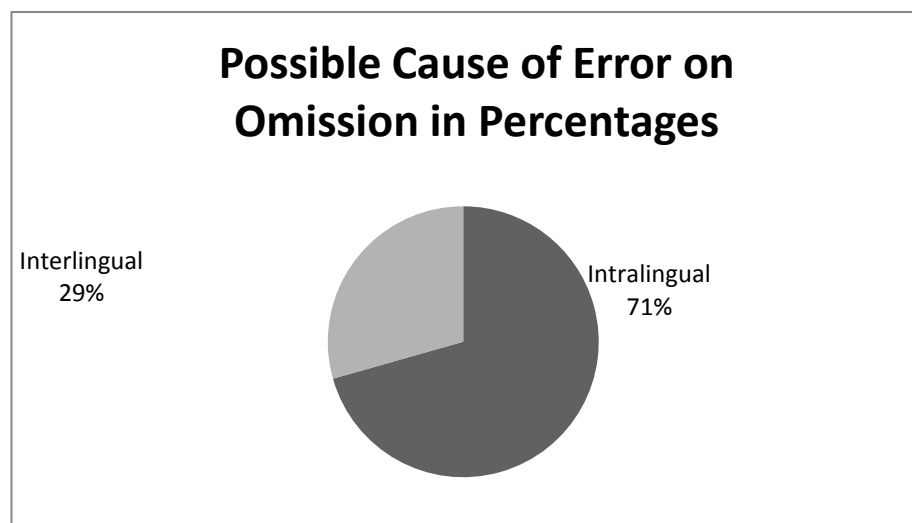
Chart 4.9

To illustrate the cause of errors made by students, the writer explains some of the data, as follow:

"...can prove that the company is success make a good advertisement."

For the sentence above, it can be seen that the writer didn't put preposition "to" whereas the use of preposition "to" is used for showing direction of something. It is possibly intralingual error. This case, the writer omits the necessary item and it is considered as grammatically incorrect.

Another illustration of intralingual error is in the sentence:

"The first thing that we want to convey is dividing class into to kinds"

As in the sentence above the intralingual error is detected because the writer didn't put preposition "by". The writer did not know or even care about some rules that the target language has. So it can be inferred that this sentence is kind of intralingual error.

As shown in the data, it can be assumed that from the total 17 errors in omission, the possible cause of error in omission mostly occurred because intralingual error (12 errors) which students do not pay attention more to correct form within the target language, and followed by interlingual error (5 errors).

4.3.3.3. Misselection

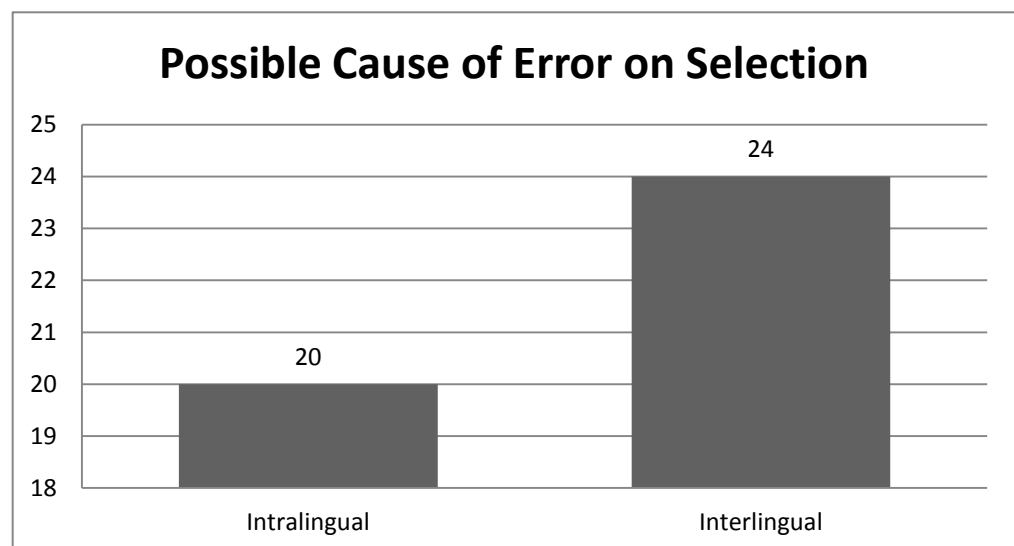The following chart shows the possible causes of error in selection type of error:

Possible Cause of Error on Selection

	Intralingual	Interlingual
Value	20	24

Table 4.8 Possible cause of Error on Selection

The following chart shows the possible cause of error in misselection error in percentages:

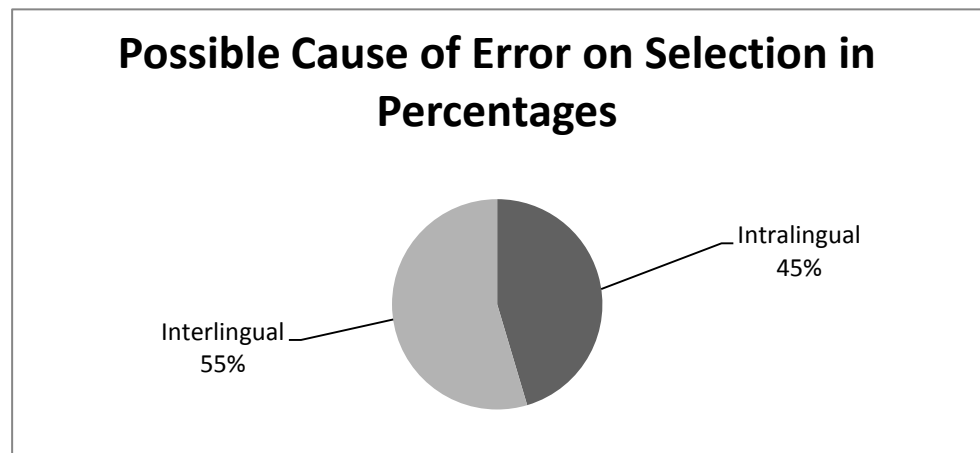**Possible Cause of Error on Selection in Percentages**

Chart 4.10

To illustrate the cause of errors made by students, the writer explains some of the data, as follow:

*"…..not only **of** their financial status, but also….."*

It can be seen that the writer used their mother tongue interference by using preposition "of" means in Bahasa "*dari*", whereas the word "financial status" refers to the place and preposition "in" is appropriate which means at a point within an area, space or condition. It can be concluded that the interlingual errors is detected in this sentence.

Another example of interlingual error is in the sentence:

*"….but also this students **from** low economic that have the abilities….."*

For this sentence, it can be inferred that the writer is influenced by his mother tongue interference. Whereas the word "low economic" refers to company of the pronoun "student". The appropriate preposition that should be used is with. It can be inferred that the error is interlingual error.

At the end of this chapter, the writer can concluded from the collected data that the types of error frequently made by students in undergraduate students writings at ED UNJ is misselection with 44 errors, followed by addition with 21 errors and last omission with 17 errors. The frequency of errors occurred is in misselection (54.8%) and the least is omission (20.2%). And the most possible cause of error is interlingual that most of student interferes by their mother tongue.

From all the explanation above, most of the errors occurred because most of students tend to use preposition as long as the meaning makes sense. This phenomenon unfortunately is brought to English writing in this case is students' writings made by ED student. English has restricted rules that some words collocate with other particular word. If a writer used any preposition without knowing the rules and idiom, it is considered as ungrammatical, especially in formal writing.