# CHAPTER IV

## FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data cited from the students' narrative text. The data analyzed was divided into some types. First, the researcher classified the errors into three types of errors. Then the researcher calculated the frequent of each type of errors in sentences and analyzed them.

## 4.1 Findings

The findings of the study were (1) identification and classification of preposition errors, (2) the percentage of preposition errors

### 4.1.1 Identification and Classification of Preposition Errors

This study found at finding the error on the use of preposition in writing narrative text produced by the eleventh grade students of MAN Sidoarjo. The step was done by the reseracher, the first step was the researcher were collected the students task from the teacher, the task was the students were asked to fill in the blank a narrative composition which the blank preposition using the proper preposition. The students had forty five minutes to completed this and rewrite on the paper. The students chose of the topics given by the teacher. The topics were: (1)Sangkuriang, (2) Bawang Merah and Bawang Putih, (3) Malin Kundang, (4) Toba Lake, (5) The Legend of Surabaya, (6) The Rabbit and The Turtle, (7) The Legend of Prambanan Temple, and (8) Cinderella. The second step were analyzed the task, the third step was underlined and identified student's sentence that contained preposition errors.

There were 123 preposition errors found in the student's narrative text. The researcher provides all of those sentences and phrases in the table 4.1 completed with the error types of each preposition. The preposition errors were classified based on Jha's classifiation (1991), they were omission, insertion, and selection. There were 36 errors were found in omission, 7 errors were found in insertion, and 80 errors were found in selection. The identified sentences and phrase were figured out in following table.

**Table 4.1 Identification and Classification of Errors**

| No | Identified Sentence and phrase | Classification of Errors | | |
|---|---|---|---|---|
| | | Omission | Insertion | Selection |
| 1 | ... she was thirsting to a husband. | | | √ |
| 2 | ..., her quilt fell off * her house | √ | | |
| 3 | Then male dog picks it * | √ | | |
| 4 | ..., Dayang Sumbi gave a birth of a baby,.. | | | √ |
| 5 | He blamed Tumang to the failure and killed him | | | √ |
| 6 | ... Sangkuriang found a house at the forest,... | | | √ |
| 7 | ... and an old beautiful woman was at the house. | | | √ |
| 8 | In the night, Sangkuriang with his friends... | | | √ |
| 9 | To make noise for disturbed the Sangkuriang... | | | √ |

| No | Sentence | | | |
|---|---|---|---|---|
| 10 | Sangkuriang angry and kicked <u>at</u> the boat. | | | √ |
| 11 | After that the boat turned * a mountain... | √ | | |
| 12 | He felt in love with Roro Jonggrang and wanted <u>for</u> marry her. | | | √ |
| 13 | She did not want * marry with Bondowoso. | √ | | |
| 14 | ... temples in one night <u>to</u> a wedding gift. | | | √ |
| 15 | <u>In</u> Midnight, the project almost done. | | | √ |
| 16 | She asked to all women <u>for</u> make the noisy | | | √ |
| 17 | He wanted <u>for</u> marry this beautiful princess. | | | √ |
| 18 | ..., because he killed **to** her father <u>to</u> a war. | | √ | √ |
| 19 | Then, Roro Jonggrang asked him <u>for</u> build a thousand temples <u>in</u> one night. | | | √ |
| 20 | He agreed and started <u>for</u> build. | | | √ |
| 21 | She asked * all women in her village <u>for</u> hit rice so rooster crowed | √ | | √ |
| 22 | All friends <u>from</u> Bondowoso left their project because morning was coming. | | | √ |

| | | √ | | |
|---|---|---|---|---|
| 23 | He was very angry and he cursed Roro Jonggrang * a rock statue. | √ | | |
| 24 | Roro Jonggrang became a statue inside Candi Prambanan to complete * a thousand temples. | √ | | |
| 25 | <u>On</u> the past era, there was a beautiful girl named cinderella. | | | √ |
| 26 | Cinderella should do all jobs in home, <u>for</u> cleaning floor, preparing food for all family, ... | | | √ |
| 27 | ... king's son would give at the palace <u>of</u> his the birthday party. | | | √ |
| 28 | The stepsister * cinderella were excited about this. | √ | | |
| 29 | They spent so much time <u>for</u> preparing this event. | | | √ |
| 30 | they made cinderella cannot prepared herself <u>to</u> party. | | | √ |
| 31 | Now, cinderella already <u>for</u> go to the party. | | | √ |
| 32 | <u>At</u> palace, cinderella had a marvelous time either. | | | √ |
| 33 | But one * her glass slipper behind. | √ | | |
| 34 | They were a father <u>of</u> form of dog, ... | | | √ |
| 35 | Dayang Sumbi asked her son <u>for</u> hunting with his father. | | | √ |
| 36 | <u>On</u> several years later, ... | | | √ |

| 37 | ..., the woman looked <u>to</u> the head of Sangkuriang. | | | √ |
|----|---|---|---|---|
| 38 | Then,she made the cock crowed <u>to</u> a new day. | | | √ |
| 39 | He was very angry and kicked * the boat. | √ | | |
| 40 | He was laughing <u>to</u> the turtle because the turle was so slow. | | | √ |
| 41 | Surprisingly, the turtle challenged the rabbit * a race. | √ | | |
| 42 | The rabbit got * the halfway point ... | √ | | |
| 43 | However, the rabbit slept longer <u>as</u> he had thought and wake up. | | | √ |
| 44 | The widow and Bawang Merah was jealous <u>of</u> the family. | | | √ |
| 45 | Bawang Putih come back <u>of</u> the river and see her mother faint on the floor. | | | √ |
| 46 | Then, he married <u>to</u> the widow. | | | √ |
| 47 | Every day Bawang Putih abused <u>of</u> her. | | | √ |
| 48 | She lived * the stepmother and two step sisters. | √ | | |
| 49 | They asked cinderella <u>for</u> clean their house everyday. | | | √ |
| 50 | Cinderella was preparing the food <u>of</u> them in every time. | | | √ |

| 51 | The step sisters from cinderella were very excited to join this party. | | | √ |
|---|---|---|---|---|
| 52 | Cinderella just can cry because she can not joined * them. | √ | | |
| 53 | She made cinderella can going at the party with her magic. | | | √ |
| 54 | ... cinderella should back from the party in midnight. | | | √ |
| 55 | ... because she remember if she should go back in the midnight. | | | √ |
| 56 | But, she left one * her glass shoes. | √ | | |
| 57 | Just cinderella who fitted * the glass shoes, because that was her shoes. | √ | | |
| 58 | They were friends and lived together in the deep blue sea in East Java. | | | √ |
| 59 | One day, in the same time, Sura and Baya looking for some food. | | | √ |
| 60 | Then, Sura fought to with Baya. | | √ | |
| 61 | After tired fought * several hours, ... | √ | | |
| 62 | ... looking for some food at the different places. | | | √ |
| 63 | Sura at sea and Baya at land. | | | √ |
| 64 | They both to agreed. | | √ | |

| | | | | |
|---|---|---|---|---|
| 65 | He did not found some food <u>at</u> sea | | | √ |
| 66 | He went <u>from</u> land. | | | √ |
| 67 | At last, people name the places which they did fought <u>to</u> Surabaya and put their fight <u>to</u> the symbol of Surabaya City. | | | √ |
| 68 | They would fight <u>to</u> food and never stop fighting until one <u>from</u> them gave up. | | | √ |
| 69 | In a very hot day, Sura and Baya were looking * some food. | √ | | |
| 70 | Sura had a plan * stop their fight. | √ | | |
| 71 | They both lived <u>with</u> the different places. | | | √ |
| 72 | Sura in the sea and Baya <u>on</u> the land. | | | √ |
| 73 | He was very hungry because there was no food <u>at</u> the sea. | | | √ |
| 74 | Baya was very angry knew that Sura broke **for** the promise. | | √ | |
| 75 | Two days * her father passed away. | √ | | |
| 76 | Bawang Putih * more beautiful <u>from</u> her although she always got dresses every time. | √ | | √ |
| 77 | Its mouth was involved <u>of</u> an angler. | | | √ |

| 78 | Seeing the condition Bawang Putih said **to** sorry and helped **for** it. | | √ | |
| 79 | She took the bones * a ground. | √ | | |
| 80 | Every body tried * pull it but they could not. | √ | | |
| 81 | Once upon a time, that a poor family lived <u>at</u> near beach of Sumatra | | | √ |
| 82 | His father was left **from** him. | | √ | |
| 83 | So, his mother must work hard to be able <u>for</u> raise a family. | | | √ |
| 84 | One day, Malin Kundang ask permission * going about looking * a job <u>at</u> the big city. | √ | | √ |
| 85 | The next day, Malin Kundang went to a big city with the use * ship | √ | | |
| 86 | She always waiting <u>to</u> Malin Kundang back <u>at</u> village. | | | √ |
| 87 | Eventually the matter came <u>at</u> his village. | | | √ |
| 88 | He had good ability <u>with</u> term of fishing | | | √ |
| 89 | He moved the fish <u>in</u> creel to the tub filled <u>to</u> water. | | | √ |
| 90 | The beautiful told * Toba that she as a fish which arrested <u>to</u> him. | √ | | √ |

| | | | | |
|---|---|---|---|---|
| 91 | there are task which should delivering food <u>to</u> his field | | | √ |
| 92 | One time, his child felt very lazy to deliver food <u>in</u> the field, | | | √ |
| 93 | Finally, the child ate most * the food <u>on</u> the trip, then bring it <u>in</u> the field with just a little food. | √ | | √ |
| 94 | His child came * home | √ | | |
| 95 | The wife and his child turned <u>to</u> a fish again | | | √ |
| 96 | Instanly, the great rain came and flushed Toba <u>of</u> sink. | | | √ |
| 97 | he left his mother alone <u>at</u> village. | | | √ |
| 98 | One day when he was sailing, his ship landed * a his village | √ | | |
| 99 | She wanted * hug him, released her sadness * being lonely after so long time. | √ | | |
| 100 | She cursed Malin turn <u>to</u> a stone. | | | √ |
| 101 | Surprisingly, this fish turned * a beautiful princess. | √ | | |
| 102 | he marry * the golden fish | √ | | |
| 103 | But the fish said that the man should promise * not tell anymore about who she is * real. | √ | | |

| 104 | Her father said that she was a daughter <u>from</u> a fish | | | √ |
|---|---|---|---|---|
| 105 | Then she told her daughter <u>for</u> run up the hills | | | √ |
| 106 | Soon, there was a big earthquake followed <u>with</u> pouring rain | | | √ |

Note :

 * means the omission error

**bold** means the insertion error

    From the table, it could be concluded that some students did not only contribute one preposition errors in a sentece. For example: One day, Malin Kundang ask permission * going about looking * a job <u>at</u> the big city. It indicated that the student contribute triple preposition errors based on Jha classification error. First, the student contributed omission error of prepostion "for". The second, student contributed omission error of preposition "for". And the last, the student also contributed selection error "in" using "at".

    Furthermore, there were found double preposition errors in a sentence. For example: Then, Roro Jonggrang asked him <u>for</u> build a thousand temples <u>at</u> one night. It indicated that the student contributed double selection error of preposition "to" using "for" and preposition "in" using "at". Moreover, there were found also double insertion errors in a sentence. For example: Seeing the condition Bawang Putih said <u>to</u> sorry and helped <u>for</u> it. The correct sentence was *Seeing the condition Bawang Putih said sorry and helped it*.

**4.1.2   The Percentage of Preposition Errors**

From the table 4.1, it could be seen that 123 preposition errors found in students' narrative compositions. Those 123 preposition errors contributed in each classification of errors and the percentages could be seen on the table 4.2:

The percentage of each type of errors was calculated by using the formula:

$$\frac{Frequency}{Number\ of\ case} \times 100\%$$

Omission      : $\frac{36}{123}$ X 100% = 29, 27 %

Insertion      : $\frac{7}{123}$ X 100% = 5,69 %

Selection      : $\frac{80}{123}$ X 100% = 65,04 %

**Table 4.2  Frequency and Percentage of Errors**

| The Type of Preposition | The Number of Occurences | Percentages |
|---|---|---|
| **Omission** | 36 | **29,27 %** |
| **Insertion** | 7 | **5,69 %** |
| **Selection** | 80 | **65,04 %** |
| **TOTAL** | 123 | **100%** |

From the table above,it can be said that the highest type of preposition errors produced by the students is selection. Looking the percentage of this errors, selection is the highest other type.

**Figure 4.1 The percentages of Errors**
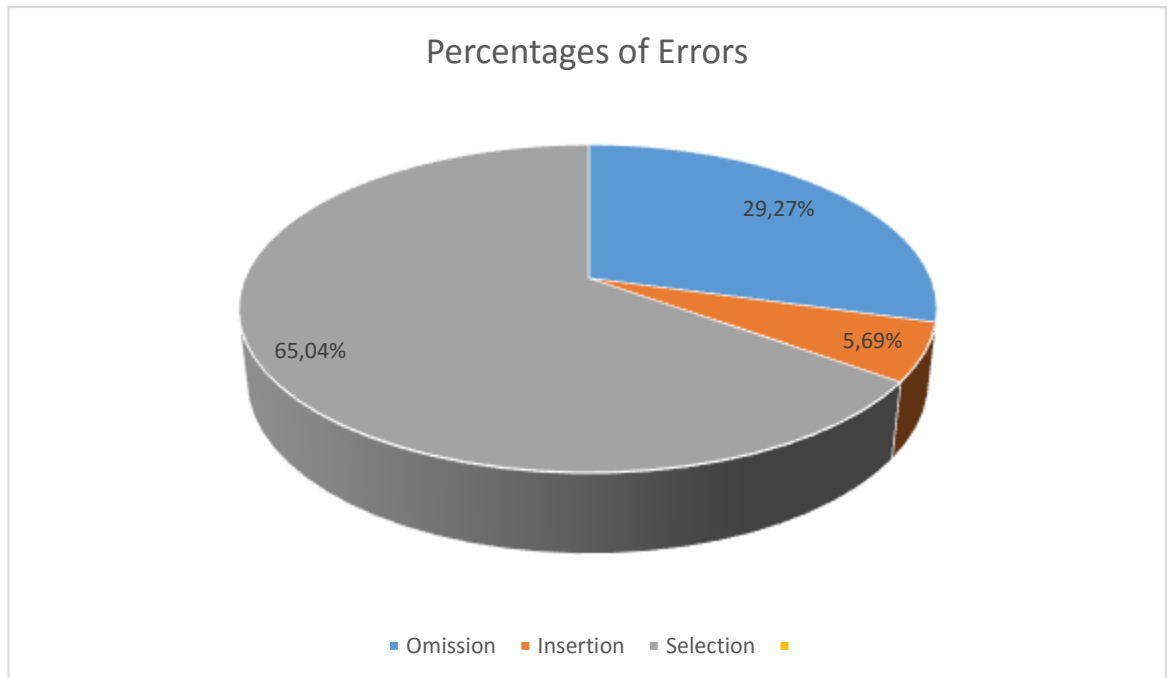


### 4.2 Discussion

The discussion of the study presented the data description about the types of errors, the researcher had found there were 123 errors on students writing task in using preposition. The errors were classified into 3 types.

In this part these errors will be analyzed using Jha's theory about the errors of preposition. There are 123 errors that consisted of 36 omission erros, 7 insertion errors, and 80 selection errors.

### 4.2.1 Omission Errors

There were 36 errors found in Omission. 10 errors were found on the use of "to", 6 errors were found the use of "of", 3 errors were found on the use of "for", 4 errors were found on the use of "with", 5 errors were found the

use of "into", and 2 errors were found on the use of "in". Furthermore, 1 error was found on the use of "from", 1 error was found on the use of "up", 1 error was found on the use of "away", 1 error was found on the use of "by", 1 error was found on the use of "after", and 1 error was found on the use of "as".

These errors showed that the students were not able put preposition of direction. This preposition was showed where something is going. As an example in the sentence "*Then male dog picks it \*"* instead of "*Then male dog picks it up"*, then "*He was very angry and kicked \* the boat.*" instead of "*He was very angry and kicked away the boat.*". In other sentence "*The rabbit got \* the halfway point ...*" instead of "*The rabbit got to the halfway point ...*". The last example of omission preposition direction is in the sentence "*She took the bones \* a ground.*" instead of "*She took the bones into a ground.*" All the sentences above need to put a preposition of direction to showed where something is going.

Moreover, the students were not able put some preposition in other way, like for agent, instrument, device, or machine. This preposition called preposition with special uses. It should be noticed and reflected that most of the students made the errors in the sentence "*Roro Jonggrang became a statue inside Candi Prambanan to complete \* a thousand temples.*" instead of "*Roro Jonggrang became a statue inside Candi Prambanan to complete of a thousand temples.*", then "*She lived \* the stepmother and two step sisters.*" instead of "*She lived with the stepmother and two step sisters.*". In

other sentence, the students eliminate preposition "by", for example "*The next day, Malin Kundang went to a big city with the use \* ship.*" instead of "*The next day, Malin Kundang went to a big city with the use <u>by</u> ship.*"

Then the students were not able to put some preposition where something happens. They are called preposition of place. For example in sentence "..., *her quilt fell off \* her house*" instead of *"..., her quilt fell off <u>from</u> her house"*. Then, some of the students elimimated the preposition of time in their sentence. For example in sentence "*After tired fought \* several hours, ...*" instead of "*After tired fought <u>for</u> several hours, ...*", then in sentence "*Two days \* her father passed away.*" instead of "*Two days <u>after</u> her father passed away.*".

**4.2.2    Insertion Errors**

There were 7 errors found in insertion. From all 7 errors, 4 errors were found on the use of "to", 2 errors were found on the use of "for", and 1 error was found on the use of "from". These errors showed that the students were put some preposition were not needed.

For example, in the sentence *"..., because he killed <u>to</u> her father for a war."* instead of *"..., because he killed her father for a war."*. It showed the special uses and preposition "to" not needed. Because "to" shows the plan, but this content is her father was died. Furthermore, in sentence "*Baya was very angry knew that Sura broke <u>for</u> the promise.*" instead of "*Baya was very angry knew that Sura broke the promise.*" It shows the where

something is goingor called preposition in direction. It not needed to use "for" in this sentence.

The insertion of errors in other sentence is "*His father was left from him.*" instead of "*His father was left him.*". The students not needed to use preposition "from", because it is the preposition of special uses. It use to indicate a pronoun in the sentence.

### 4.2.3 Selection Errors

There were 80 errors found in selection. From all 80 errors were consisting 16 errors were found on the use of "at", 14 errors were found on the use of "for", 18 errors were found on the use of "to", 9 errors were found on the use of "of", 6 errors were found on the use of "from", 9 errors were found on the use "in", 4 errors was found on the use of "on", 1 error was found on the use of "as", and 3 error was found on the use of "with".

The students indicated choosing of incorrect prepositions. They confused put the appropriate preposition in their sentences. For example, in sentence "... *Sangkuriang found a house at the forest,...*" instead of "... *Sangkuriang found a house in the forest,...*". It was wrong to use "at" because preposition "at" used for a certain point. The students should used "in", because this preposition used for an enclosed space.

In other sentence, "*He felt in love with Roro Jonggrang and wanted for marry her.*" instead of "*He felt in love with Roro Jonggrang and wanted to marry her.*". In this sentence, preposition "for" had the similar function with preposition "to", it can be used for a motive or reason. But it was wrong

because preposition "to" is always  with a verb, and preposition "for" is always with a noun. Then, the students should used "to" in this sentence.

Furthemore, the students confused choosing the right preposition when something happens or they called preposition of time. For example, in sentence "*In Midnight, the project almost done*." instead of "*At Midnight, the project almost done.*". It was wrong because the students put preposition "in" in this sentence. Preposition "in" for months, years, centuries, and long periods. Then, preposition "at" for  a precise time. In this sentence, "midnight" is precise time, so the students should put preposition "at" in this sentence.