

Error Analysis on Preposition in Recount Text of Writing I

English Department Students

A THESIS

**As Partial Fulfillment of the requirements for the
Sarjana Pendidikan Degree in English Language Teaching
Faculty**



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ABSTRACT

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English has become one of the most important languages in the world. It has also become an international language which is used in many countries, especially in this globalization era. Grammar is one of the most important components of language which has to be learned by students. One of the grammatical items that are difficult to be mastered is preposition. Therefore, the writer conducted a qualitative study about error analysis on preposition in recount text of Writing I English Department students.

The writer conducted the research based on two research problems. The first research problem is "What types of preposition errors are made by the students from Writing I class of the English Department in their recount text?". The second research problem is "What are the types of preposition on which the Writing I students of the English Department often made errors?".

Based on the first research problem, the result of the research has shown that there are four kinds of error on the use of prepositions in the recount text compositions made by the Writing I students of the English Department of Widya Mandala Catholic University Surabaya. They are errors of addition, errors of omission, errors of misordering, and errors of substitution. The writer finds that the most frequent errors made by students are errors of substitution with 40 occurrences (67,8%), followed by errors of omission as the second with 10 occurrences (16,9%) and errors of addition as the

third with 9 occurrences (15.3%), and errors of misordering as the last with no errors (0%).

Based on the second research problem, the The students made the most errors in prepositions of place with 20 errors (33,9%), followed by prepositions of time with 18 errors (30,5%) in the second place, prepositions of agent with 15 errors (25,4%) in the third place, prepositions of direction with 6 errors (10,16%) in the fourth place, and prepositions of instrument with no errors (0%) in the last place.

With these findings, the result of this study is intended to be an input both for teachers and for students.