

## AN ANALYSIS OF PREPOSITIONAL ERRORS IN NARRATIVE TEXTS WRITTEN BY ELEVENTH-GRADE STUDENTS OF SMA NEGERI 4 KUPANG

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KEYWORDS	ABSTRACT
Error Analysis Prepositions Narrative Text	This research aimed at describing the types of error in using prepositions and to find out the most frequent error made by the Eleventh-grade students of SMAN 4 Kupang. The method of this research was descriptive qualitative. The data-collecting method used documentation, interviews and observation. This study analyzed the students' narrative handwriting based on the classification of preposition errors by Dulay, Burt, and Krashen (1982). Meanwhile, the frequencies of errors were calculated in percentage. The findings of this research indicates that there were 21 total errors that students made which were classified into four categories based on the surface strategy taxonomy. Those were error of omission with 1 error, error of addition with 6 errors, misformation with 14 errors and no misordering errors were found. It can be seen from the percentage result where misformation was 66.67%, followed by error of addition with 28.57%, error of omission with 4.76% and 0% of misordering. Based on the findings, it can be concluded that the Eleventh-grade students of SMAN 4 Kupang had many errors in writing narrative text especially in using prepositions.

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### INTRODUCTION

Communication is one of the ways to interact with other people in this world. Language is a medium for communication. Without language, we cannot interact with each other wherever we are because language plays a role where human life plays its role too. In general, all human activities require the tools of the community to interact with the surrounding environment. Language communicates experiences, thoughts, and feelings to others. Through language, humans give and receive information.

English is an international language that is studied in many countries around the world, including Indonesia. In the era of globalization, learning English has become a necessity in communication because English is used in various fields, including economics, technology, entertainment, and tourism. The four core language skills are listening, speaking, reading, and writing, where writing is the most difficult skill for second and foreign-language learners to master. Writing skills are an important aspect and form the basis for students to master various subjects. Writing is not one of the talents but is an activity that is accustomed and cultivated.

Six types of writing are usually used, namely: recount, procedure, report, explanation, argument, and narrative text (Rakhmi, 2012). Every type of text has a different purpose in its writing and can be inserted into

more than one type in a single text. In language learning, one way to train students in writing is by free writing or writing essays in the form of narrative text. Narration is an essay that tells or conveys a series of events or chronology.

One of the problems in writing is the difficulty in using correct grammar. However, grammar is one of the important components. Students tend to use prepositions improperly in writing. A preposition is one of the parts of speech that apply in a sentence and is followed by a noun or pronoun. Prepositions are very significant in writing English texts, including narrative text. In general, we can classify prepositions into three groups: prepositions of time, prepositions of place, and prepositions of manner.

Based on this background, the research questions for this study are: “What are the types of prepositional errors in narrative text written by the eleventh-grade students of SMA Negeri 4 Kupang?” and “2. Which type is the most dominant type of prepositional errors in narrative text written by the eleventh-grade students of SMA Negeri 4 Kupang?” The objectives of this study are: to describe the types of prepositional errors in narrative text written by the eleventh-grade students of SMA Negeri 4 Kupang and to find out the most dominant types of prepositional errors in narrative text written by the eleventh-grade students of SMA Negeri 4 Kupang.

## METHOD

This research used a descriptive qualitative method to analyze and identify the data. This research was conducted for two months from the time when the data were collected to the data analysis. The research took place in SMAN 4 Kupang which is located on Jl. Adisucipto, Oesapa, Kelapa Lima, Kota Kupang. The subjects of this research were the eleventh-grade students of SMAN 4 Kupang. The number of eleventh-grade students is 424, distributed in 12 classes: class A-L. For this research, the writer only took class E as the sample of this research with 29 students. To collect the data, the researcher used several techniques: observation, interviews, and documentation. To gather data, the researcher presented 3 topics to the students. Then, the students were asked to choose one of the topics and write a narrative text of at least 300 words. To analyze the data, the researcher used six steps of analyzing data proposed by Creswell (2003), which are:

- 1) Organizing and preparing qualitative data for analysis.
- 2) Gathering and collecting the data.
- 3) Coding the qualitative data for analysis.
- 4) Analyze the data by interpreting the meaning of the data for insights.
- 5) Analyzing the qualitative data for insight.
- 6) Reporting on the insights derived from the analysis

## FINDINGS AND DISCUSSION

### Research Findings

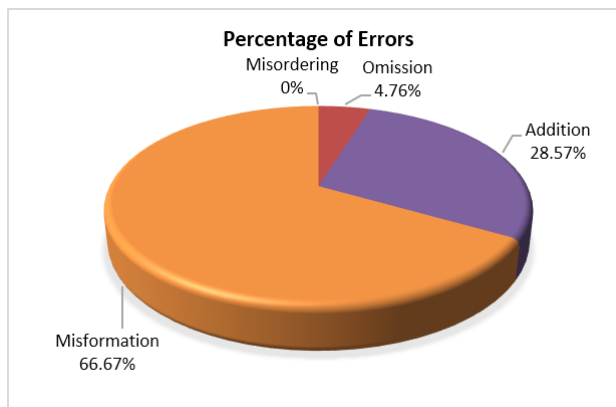
- a. This research was conducted in September, 2024 in SMAN 4 Kupang. The research subjects were 29 students in class XI E of SMA Negeri 4 Kupang. The objectives were to determine the errors on the use of prepositions in students' narrative writing in terms of the types of error and the most common errors made by the students. The writer analyzed their writing to find out any errors made and categorized the types of error in using prepositions in their writing as proposed by Dulay (1982). The errors identified were then presented in the table as shown below:

b.

Table: The Types of Prepositions Errors Found in the Narrative Texts Written by the Eleventh-Grade Students of SMAN 4 Kupang

Data	Error Identifications	Error Corrections	Types of Errors
1.	<i>But the wife didn't agree so she brought the jewelry <u>in</u> bamboo</i>	But the wife didn't agree so she brought the jewelry <u>inside the</u> bamboo	Misformation
2.	<i>She haven't back <u>to</u> home <u>in</u> 2 years</i>	she hasn't been back home <u>for</u> 2 years	Misformation
3.	<i>In the past, there lived a young orphan from <u>in</u> the northern part of the island of Sumatera</i>	In the past, there lived a young orphan <u>from</u> the northern part of the Island of Sumatera	Addition
4.	<i>He was promise for his mother to become success</i>	He <u>promised</u> his mother to become successful	Addition
5.	<i>They ended up <u>with</u> fighting</i>	They ended <u>up</u> fighting	Addition
6.	<i>until <u>almost in</u> the evening</i>	<u>Until evening</u>	Addition
7.	<i>And <u>at</u> in the thewent of two thousand twenty one my grandfather died</i>	And <u>in</u> the 2021, my grandfather died	Addition
8.	<i>On Sunday the fourteenth of February two thousand and sixteen at two <u>in</u> the night, my grandfather pained__and had convulsions</i>	On Sunday, February 14, 2016, at <u>2 in</u> the morning or at <u>2 a.m.</u> , my grandfather was in pain and had convulsions	Misformation
9.	<i>He was the most person I hated <u>on</u> that time</i>	He was the person I hated the most <u>at</u> that time	Misformation
10.	<i>I feel something fishy <u>bout</u> this boy, but I have to think positive</i>	I feel something fishy <u>about</u> this boy, but I have to think positively	Misformation
11.	<i>But surprisingly after that time, he asked me to be his girlfriend, and I rejected him, because I want to focus <u>at</u> my study</i>	But surprisingly after that time, he asked me to be his girlfriend, and I rejected him, because I want to focus <u>on</u> my study	Misformation
12.	<i>But this boy were not give up that easily <u>at</u> 13th of march he asked me again after 3 time I rejected him</i>	But this boy did not give up that easily <u>on</u> the 13th of March he asked me again after I had rejected him 3 times	Misformation
13.	<i>Sura should not <u>to</u> go to the river</i>	Sura should <u>not go to</u> the river	Addition
14.	<i>They fighting <u>about</u> food</i>	They are fighting <u>over</u> food	Misformation
15.	<i><u>In</u> the end of my sweetest experience is my family</i>	<u>At</u> the end of my sweetest experience is my family	Misformation
16.	<i><u>In</u> 8 July 2024 is a day.....</i>	<u>On</u> July 8, 2024	Misformation
17.	<i>They provided a lot of cakes <u>after so ate</u> together and laughed very happy until the evening and that day was a very precious and unforgettable moment</i>	They provided a lot of cakes, <u>then we ate</u> together and laughed very happy until the evening and that day was a very precious and unforgettable moment	Misformation
18.	<i>A long time ago <u>on</u> East Java</i>	A long time ago <u>in</u> East Java.	Misformation
19.	<i>Were <u>looking some</u> food</i>	We were looking <u>for</u> some food	Omission
20.	<i>Memories <u>with her</u> will not be forgotten</i>	Memories of her will not be forgotten	Misformation
21.	<i><u>Over last weekend</u> I went to the beach with my family</i>	<u>Last weekend</u> , I went to the beach with my family	Misformation

Based on the table above, 21 prepositional errors were found when the writer directly analyzed and identified the errors. Then, the writer classified the errors into the types of errors. There are 1 error of omission, 6 errors of addition, 14 errors of misformation, and 0 errors of misordering. Based on the classification of errors that have been identified, the writer calculated the percentage of the 4 types of errors to find the most dominant error. The percentage of these errors can be seen in the diagram below:



Out of a total of 21 errors, the most frequent type was misformation, accounting for 66.67% of the errors, indicating that the majority of students struggled with incorrect word forms or structures. Addition errors followed with 28.57%, showing that some students included unnecessary elements in their sentences. Omission errors, where essential elements were left out, occurred the least at 4.76%. There were no instances of misordering errors, resulting in a 0% rate. These results suggest that instruction should focus more on helping students understand correct word forms and grammatical structures.

### Discussions

This section presents the results of this study with the answer to the problem statements about the types of error and the dominant error made by Eleventh-grade Students of SMAN 4 Kupang in their narrative text. In analyzing the data, the writer adopted the theory of error from Dulay, Burt, and Krashen (1982) to understand and classify the types of error in using prepositions in this research. The types of errors they proposed are omission, addition, misformation, and misordering.

a. Omission

Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. In this case, they are eliminating prepositions that are essentially there and making an incomplete sentence in their writing. There was 1 (4.76%) error of omission made by the students which have been classified.

- 1) *Were looking some food* (Data 20). In this sentence, the verb “look” when used to mean “search” or “seek” requires the preposition “for” before the object. So, the sentence should be: *We were looking for some food.*

b. Addition

This error occurred when students produced an item which must not appear in a well-formed utterance. Students added unnecessary elements in one or several parts in the sentence which must not appear. There are 6 (28.57%) errors of addition made by the students in their writing text which are:

- 1) *In the past, there lived a young orphan from in the northern part of the Island of Sumatera* (Data 3). This sentence proposes 2 prepositions. The preposition “from” is used to indicate the origin or starting point of a person or thing, which fits the context of the sentence that wants to express that the orphan comes from the northern part of

Sumatera Island. Meanwhile, "in" emphasizes the presence or location of someone inside a place, not their origin. So, the sentence should be: In the past, there lived a young orphan, from the northern part of the Island of Sumatera.

- 2) *He was promise for his mother to become success (Data 4).* In this sentence. Addition occurs because of the incorrect use of the preposition "for" after the word "promise." The correct preposition is "to," so the use of "for" is an incorrect addition in the sentence. The preposition "for" is usually used to indicate purpose, benefit, or the recipient of an action, but not to indicate to whom a promise is made. Then the sentence should be: He promised his mother to become successful.
- 3) *They ended up with fighting (Data 5)* The sentence "They ended up with fighting" contains a preposition error because the use of the preposition "with" is incorrect after the phrase "ended up." In English, the phrase "end up" is usually followed by a gerund form of the verb (verb+ing) without a preposition, so the correct form is "They ended up fighting"
- 4) *Until almost in the evening (Data 6).* The sentence should be: Until evening.
- 5) *And at in the thewent of two thousand twenty-one, my grandfather died (Data 7).* In English, the correct time preposition for a year is "in," so it should be "in 2021" or "in two thousand twenty-one my grandfather died.
- 6) *Sura should not to go to the river (Data 14),* the sentence should be Sura should not go to the river.

c. Misformation

This error occurred when the students used the wrong form of the morpheme or the structure. The students made errors by using inappropriate grammar in one or several parts of a sentence. There were 14 (66.67%) error of misformation made by the students which have been identified. Those are:

- 1) *But the wife didn't agree so she brought the jewelry in bamboo (Data 1).* The preposition "in" is usually used to indicate something that is inside a clear place or container, for example, "in a box" or "in a basket." Without a noun that specifies the container, the use of "in bamboo" becomes incorrect and confusing. Then the sentence should be: but the wife didn't agree so she brought the jewelry inside the bamboo box.
- 2) *She haven't back to home in 2 years (Data 2)* the sentence should be: she hasn't been back home for 2 years.
- 3) *On Sunday the fourteenth of February two thousand and sixteen at two in the night, my grandfather pained and had convulsions (Data 8)* The phrase "at two in the night" is not idiomatically correct in English. The preposition commonly used to indicate time is "at" followed by a specific time such as "2 a.m." or "2 in the morning." The expression "in the night" is usually used without a specific time, for example, "in the night" or "during the night." Then the sentence should be: On Sunday, February 14, 2016, at 2 in the morning or at 2 a.m., my grandfather was in pain and had convulsions.
- 4) *He was the most person I hated on that time. (Data 9)* The use of the preposition "on" in the sentence "He was the most person I hated on that time" makes the meaning of the sentence incorrect because the preposition "on" is usually used to indicate specific days or dates (for example, "on Monday," "on February 14th"), not to express a general time

or a particular moment in time like "that time." So, the sentence should be: He was the person I hated the most at that time.

- 5) *I feel something fishy bout this boy, but I have to think positive (Data 10)* The sentence "I feel something fishy bout this boy, but I have to think positive" contains a preposition error in the word "bout," which should be "about." The use of "bout" is a non-standard form that often appears in informal language or slang, so it is considered incorrect in standard grammar.
- 6) *But surprisingly after that time, he asked me to be his girlfriend, and I rejected him, because I want to focus at my study (Data 11).* The sentence should be: But surprisingly after that time, he asked me to be his girlfriend, and I rejected him, because I want to focus on my study.
- 7) *But this boy were not give up that easily at 13th of march he asked me again after 3 time I rejected him (Data 12).* The phrase "at 13th of March" is incorrect in the use of preposition and date format. The correct preposition to indicate a date is "on," not "at." Therefore, the correct form is "But this boy did not give up easily, on the 13th of March..."
- 8) *They fighting about food (Data 14).* It should be: they are fighting for food.
- 9) *In the end of my sweetest experiences is my family (Data 15).* The preposition "at" is used to indicate a specific point in time or place, such as in "at the end of," which means "at the end of." Meanwhile, "in" is generally used to indicate something within a broader space or time, so "in the end of" is grammatically incorrect. Then the sentence should be: At the end of my sweetest experience is my family.
- 10) *In 8 July 2024 is a day.. (Data 16).* The sentence should be: on 8 July 2024 is a day.....
- 11) *They provided a lot of cakes after so ate together and laughed very happy until the evening and that day was a very precious and unforgettable moment. (Data 17).* The sentence should be: They provided a lot of cakes then we ate together and laughed very happy until the evening and that day was a very precious and unforgettable moment.
- 12) *A long time ago on East Java (Data 18)* The sentence "A long time ago on East Java" contains a preposition error. The correct preposition to indicate a location on an island or region like Java is "in," not "on." Therefore, the correct sentence is "A long time ago in East Java."
- 13) *Memories with her will not be forgotten (Data 20).* The sentence should be: memories of her will not be forgotten.
- 14) *Over last weekend I went to the beach with my family (Data 21).* The preposition "over" is usually used to indicate a longer time span or during a certain period, for example, "over the summer," "over the past week." The sentence should be: During last weekend, I went to the beach with my family

d. Misordering

This error occurred when the students made incorrect placement of morphemes or a group of morphemes in the utterance. It means that the sentence can be right in presented

elements, but incorrectly sequenced. No misordering errors were found in the students' narrative texts.

Based on the percentage of kinds of error above, the dominant error in the use of prepositions in narrative text made by students was the error of misformation with the total 66.67% of errors. This indicates that most students tended to use incorrect forms of prepositions rather than omitting them or adding unnecessary ones. The high percentage of misformation errors suggests that students often confused which preposition should be used in a particular context, due to interference from their first language or a lack of understanding of English prepositional rules.

## CONCLUSION

Based on the findings and discussions in the previous chapter, the following conclusions can be drawn:

1. The kinds of preposition errors in narrative text written by the Eleventh-grade students of SMAN 4 Kupang are errors of omission with 1 error or 4.76%, errors of addition with 6 errors or 28.57%, errors of misformation with 14 errors or 66.67% and 0% misordering errors. Students made such errors because they did not understand the proper use of prepositions.
2. The dominant error made by the Eleventh-grade students of SMAN 4 Kupang is misformation with 14 errors or 66.67% of total errors. The high percentage of errors indicates that students' mastery of writing narrative text needs to be improved especially in using prepositions to prevent students from making errors.

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