



An Analysis on the Students' Mastery in Using Preposition in, on, at

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Abstrak

Reposisi (in, on dan at). Penelitian ini menggunakan penelitian kualitatif. Penulis memilih siswa kelas XI SMKN 1 Bangkinang kota. Respondennya adalah 36 siswa. Berdasarkan hasil tes, penulis menyimpulkan bahwa profil penguasaan siswa seperti: 3 siswa dari 36 siswa tingkat penguasaan preposisi "baik" dan persentasenya 8,3%, 11 siswa atau di luar kategori tersebut. 36 siswa "cukup" dan persentasenya 30,5%, 21 siswa atau dari 36 siswa "kurang" dan persentasenya 58,3%, dan 1 siswa atau dari 36 siswa "Gagal" dan persentasenya adalah 2,7%". Permasalahan yang dihadapi dalam penguasaan siswa adalah: siswa bingung menjawab pertanyaan penggunaan preposisi (in, on, dan at). Mereka belum memahami perbedaan masing-masing preposisi. Karena mempunyai arti serupa. Yang menjelaskan waktu dan tempat. Siswa kurang begitu peduli ketika menggunakan in, on atau at karena mereka menganggap kurang perhatian ketika berbicara secara langsung. Masalah yang disebabkan oleh transfer bahasa. Sebaliknya, penelitian ini berkaitan dengan aturan tersebut. Dan mereka biasanya menggunakan generalisasi atau penggunaan biasa tanpa melihat konteks kalimatnya.

Kata Kunci: Analisis, Tata Bahasa, Penguasaan Siswa, Preposisi.

Abstract

The purpose of this research to analyze of students' mastery in using preposition (in, on and at) and also concerned the problems faced for students' mastery on using preposition (in, on and at). This research used qualitative research. The writer chose the Eleventh Grade students of SMKN 1 Bangkinang kota. The respondents are 36 students. Based on the result of the test, the writer conclude that the profile of students' mastery such as: 3 students out of 36 students the level of preposition mastery is "good" and the percentage is 8,3%, 11 students or out of 36 students is "enough" and the percentage 30,5%, 21 students or out of 36 students is "poor" and the percentage is 58,3%, and 1 students or out of 36 students is "Failed" and the percentage is 2,7%". The problems faced of students' mastery are: the students confused to answer the question on using preposition (in, on, and at). They do not understand the differences of each preposition. Because it has similar meaning. Which explain the time and place. Students are less concerned when they to use in, on or at because they think it is less attention when talking directly. The problem that is caused by the language transfer. In contrary, this study concern with that rules. And they usually used generalization or ordinary usage without saw the context of sentence.

Keywords: *Analysis, Grammar, Students' Mastery, Preposition.*

Introduction

English is different from Indonesian language, even in grammatical patterns, vocabulary etc. Therefore, to use it accurately and meaningfully, the English language learners have to understand and need to know the grammatical rules of the language, either active or passive language. The different sentences structures in Indonesia and English. This problem makes the students fell difficulty in studying the structure of English as a foreign language.

Language has important role in human life, since it is a tool which humans use to interact with other people. There fire, mastering several foreign language. Languages are considerably necessary, especially English. Status of English as universe language has made people in the world to mastering English. (Rianti, 2017) Learning English should be concentrate to language structure of language included within grammar.

Grammar is central to the teaching and learning of language that also becomes one of the most difficult aspects of language to teach as well as to learn well. According to (Harmer, 2001) cites in (Imani & Marleni, 2019), grammar is the description of how words can change shape and combine into sentences in the language. Grammar is very important aspects in language learning because grammar will help students to write words and sentences correctly.

(Hewings & Rodesma, 2020) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. According to (Apriliani, 2017) grammar is a theory of a language, how language put together and how it works. In addition grammar is important, especially when the learners communicate with others.

In addition, by mastering English grammar, learners will understand how to transfer and receive messages in both written and oral communication without misunderstanding. Grammar has an important part, called speech. Part of the speech has several kinds, one of which is preposition. So, that this research aims to know mastery in using preposition for students.

Preposition as we have learned in our earlier English studies are very important to the writing and to the speaking in good English. The preposition has the function of connecting a noun or pronoun to another word, usually a noun, verb, or adjective. It means that prepositions are connective words that show the relationship between the nouns following them and one of the basic elements; subject, verb, object, or complement.

Prepositions are so difficult to be learn. They are short, simple but these are very tricky. Sometimes the selection of one over another

during a particular seem arbitrary. Prepositions are limited but they need to serve a number of relational meanings. Therefore, it is not surprising that the learners encounter problems in mastering prepositions.

Using of preposition often makes students confused, they are using preposition since child, but they still confused. Using of preposition always a part of human communication. Although they make mistakes, it may be different based on how that preposition is used. Prepositions have always been widely used in English, even though the number of them is quite limited. Prepositions belong to functional parts of speech and are rather active.

Vocational High Schools (SMK) are units of education level that have different characteristics from other secondary schools. Vocational high schools are prepared to meet the needs of the business world or the industrial world. Vocational high school students enjoy practical learning, in contrast to high school students who learn by theory. For senior high school students learning theory has become the basis of learning in schools, while vocational students do not like learning in the form of theory.

Based on the researcher experience in teaching such a topic in his PPL (teaching practice), many students found difficulties in using preposition of time and place correctly in their writing task. The problems as follows as face by the students. First, The students sometimes inverted in using the preposition in, on, at. Second, The students could not distinguish when to use the correct preposition in, on, at. Third some of the students did not know the function of the preposition.

Based on the phenomenon above, the researcher intends to analyze the mastery in using preposition might become the triggers for the students who is in their difficulties in using preposition. In this case, prepositions often become a serious problem for English language learners.

Considering how large the material of preposition to be discussed, therefore the researcher intends to limit the item of discussion focused on preposition in, on at. The researcher interested to take this research entitled "An Analysis On The Students' Mastery in using

Preposition (In, On, At) at SMKN 1 Bangkinang Kota"

Metode(15%)

This study uses descriptive qualitative method. Descriptive qualitative method is used to describe the student's point from the tables to some sentences. (maleong, 2013) cites in (Aminah, 2016) states that descriptive qualitative method is a procedure that generates the data in the form of descriptive words in written or spoken from people and observed behavior.

This is a qualitative analytical analysis that refers to the problems of mistakes frequently found in students' writing. A study can be defined as a descriptive study, according to (Training, 2020) since the data is defined using terms that indicate its state.

The research will be conducted at eleventh grade at SMKN 1 Bangkinang Kota. It is located on jln. Tuamku Tambusai Kampar Regency. Before doing the research, the researcher observe the location and population of the research carried out. Then, the researcher observed the learning activities and watched the method that used by English teacher.

Result and Discussion

A. REVIEW OF LITERATURE

1. Definition of grammar

According to (Harmer, 2001) cites in (Imani & Marleni, 2019), grammar is the description of how words can change shape and combine into sentences in the language. Grammar is very important aspects in language learning because grammar will help students to write words and sentences correctly.

(Nurdin & Si, 2019) defines grammar as a science that studies how to properly structure words to become sentences. Grammar guides people how to speak and write correctly. Grammar is also the rules of the language that make up sentences and is one of the language components students must learn.

(Sihombing, 2013) states that grammar often taught isolate, unconnected sentences that give a fragmented,

unrealistic picture of English and make it difficult for students to apply what they learned in actual situations. (Hewings & Rodesma, 2020) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. According to (Apriliani, 2017) grammar is a theory of a language, how language put together and how it works. In addition grammar is important, especially when the learners communicate with others.

According to the expert's statement on the above grammar definition, it can be concluded that the grammar definition is a system of rules governing the organized and accurate structure of word organization.

2. Kinds of Grammar

In general, the writing process can be divided into several types. Cook (2008: 19-24) cites in Lutviana (2020) divides grammar into five categories:

- a. Language descriptions: An explanation of what a person should say, not a description of what a person says.
- b. Structural grammar: a system for defining sentences in a language based on preparing smaller structures into larger structures.
- c. Linguistic/grammatical competence: From this angle, grammar is a person's (speaker's) knowledge of common language structures. Proficient speakers use unverified grammar.
- d. Typical grammar: a system of using sentence patterns in schools by language.
- e. EFL Grammar: People who are not native speakers can learn to understand the grammar of a certain language. Therefore, this type of native concept and grammatical process are combined.

On the other hand, Chomsky (2002) cites in Sholihatun (2017) divides grammar into four types, they are: 1) Prescriptiveness defines the common rules of language. 2) Descriptive attempts

to describe actual use rather than the application of illegal rules. 3) A clearly defined grammatical form, for example, free from the site. 4) The correct syntax pattern for "creating" an expression.

3. The Importance of Learning Grammar

Grammar is one of the most important elements of language, because grammar plays an important role in the use of language. Johnson (2017) pointed out that there are many reasons why you should improve your understanding of grammar. With a good grammar, it is possible to say something clearly.

Good grammar can prevent you from being misunderstood and express your thoughts and ideas. Writing and speaking correctly will give a credible impression. This is very important if you want to build a reputation in the professional field. Good grammar is regarded by others as a sign of intelligence and education. Do not let strangers make a negative impression of you because of your poor communication skills.

B. Preposition

1. Definition of Preposition

Seaton and Y.H. Mew, (2007:132) cites in (Pardede, 2016) define preposition as a word that connects one thing with another, showing how they are related. It is usually followed by a noun or pronoun. Prepositions are phrase connectors. They are followed by noun phrases, and relate the noun phrase to another word, or to the sentences as a whole (Herdi & Andriana, 2017).

Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentences elements: subject, verb, object, or complement. They usually indicate relationship, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and

other parts of the sentence (Nurdawati, 2018).

Based on explanation above preposition is a word that can connect one word with another that never change the shape. Preposition is one of function words in English. Preposition is one of the important things in grammar aspects. But some of the students were confused to use the right preposition of place in the sentences. A preposition is classified as a part of speech in grammar. It denotes the relationship to some other words in a sentence which are placed before a noun or a pronoun.

2. Types of Preposition

The most of English preposition have several different and these may correspond to several different prepositions in another language. It is difficult to use preposition correctly in a foreign language. Whison and Burks cites in (Sari, 2019b) states that preposition can be classified in to some categories as follow: preposition of place, direction, time, purpose or reason, possession, manner, or instrument, identification, distance, agent, material, and quality. From description above, we can understand that there are various types of preposition. In this research the researcher focus on preposition (In, On, At).

3. The Usage of Preposition

a. Preposition of place

1) At

At is used for a place when the exact position is not very important:

- He was standing **at** the gate.
- We were waiting **at** the station

2) In

In is used when the place is seen as having volume or area:

- The dog was **in** the car.
- My keys are **in** my bag.

3) On

On is used when the place is seen as a line or surface:

- The cat sat **on** the table.

- There was a picture **on** the wall

b. Preposition of Time

1) On

On is used to a day of week or to a day of the month:

- I saw him **on** Saturday.
- I saw him **on** September.

2) At

I saw him **at** noon (or night, midnight). (**At** is used to part of the day considered as a point). But: he heard strange noises **in** (or **during**) the night. (**In** or **during** here imply duration rather than a point)

- I saw him **at** five o'clock. (**At** is used to an hour of the day) Occasionally, in informally usage **at** may be omitted: I saw him five o'clock.

3) In

- I saw him **in** September. (**In** is used to a month)
- I saw him **in** 1968. (**In** used with year)
- I saw him **in** the morning. (or afternoon, evening). (**in** is used to part of day)
- I saw him **in** the spring. (or summer, winter, autumn). (**in** is used to season).

C. Students' Mastery

The mastery learning theory is based on the Bloom's idea (Sari, 2019) that cognitive introduction behaviors or students' characteristics emotional introduction features and the quality of teaching activity are the basic indicators of learning output. From the idea, it can be concluded that if the related introduction features of the students and the teaching activities are positive, the learning output will reach a high level and, in respect to these outputs, the differentiation between the students will be at the minimum level.

According to (Aristya, 2017), grammar mastery refers to the students' competence and

performance in using the correct rules of English by changing the form of words correctly and joining them into sentences. The result that before the students' to learn about translation, they must to mastery grammar both languages Indonesia and English.

Wong is also in line with Bloom's idea on the variables of mastery learning. Wong uses different terms in the explanation. According to (Sari, 2019a) to achieve student learning, some variables are needed. They are cognitive entry behavior, affective entry characteristics, and quality of instruction. Those variables are going to create good learning outcomes, which include level and type of achievement, rate of learning, and affective outcomes.

Based on explanation above so the students' mastery is an instructional strategy that results in comprehensive grasp of curriculum as demonstrated through performance based evaluations. Teachers support student mastery of material by providing guidance and assistance. The student builds upon each success and then moves on to another level of understanding.

1. How to instruct for mastery
 - a) Clearly state the objectives representing the purposes of the course.
 - b) The curriculum is divided into relatively small learning units, each with their own objectives and assessment.
 - c) Learning materials and instructional strategies are identified; teaching, modeling, practice, formative evaluation, re-teaching, reinforcement, and summative evaluation are included.
 - d) Each unit is preceded by brief diagnostic tests, or formative assessments.
 - e) The results of formative tests are used to provide supplementary instruction, or corrective activities to help the learner overcome problems.

As a matter of curriculum development, mastery learning does not focus on content, but on the process of

mastering it. Curriculum materials can be designed by in-house instructional designers or via a team approach by various professionals in a given setting either in a school or industry. Instructional materials can also be obtained as prepared materials from an outside commercial source. A combination of these is also possible however, the instructional materials are developed or obtained; the teachers must evaluate the materials they plan to use in order to ensure that they match the instructional objectives set up for a given course of instruction.

The great advantage of a mastery approach for catch-up or accelerated work is that, as teachers, we start by finding out what our students know, and then help them learn the things they will need to know in order to demonstrate mastery. Using a mastery approach also provides flexibility for accommodating instruction to individual learning styles, needs and interest.

D. Language Transfer

1. Interference

The problem causes errors in mastering certain language is interference. Interference, according to Krashen (1981: 64) cites in (Wibowo, 2012) is the first language influence on second language performance. He further states that the first language influence may therefore be an indication of low acquisition. In learning English as a second language, interference becomes a problem on language acquisition for Indonesian learners since the first language, which is Indonesian, may affect them.

Another opinion comes from David, in his article entitled David's English Teaching World, that language transfer, which is also known as interference, can occur in any situation when someone does not have a native-level command of a language, as when translating into a second language (David, 2012).

According to the explanation above, it is obvious that the language

transfer may give a positive and negative result to the L1. When the transfer is acceptable for native speakers' of the second language, it means that this language transfer gives a positive result. Meanwhile, when the language transfer is unacceptable, this means that this language transfer gives a negative result to the L1.

2. Inter-Language

Inter-language or inter-lingual transfer is defined by Brown (1987: 177) cites in (Hasyim, 2002) as the beginning or the early stages, before the system of the second language is familiar; the native language is the only linguistic system in previous experience upon which the learner can draw. The examples of inter-lingual transfer or inter-language can be found when some English students tend to say 'hill' for 'heal' or 'the book of Rani' rather than 'Rani's book'. Those sentences lead to the negative inter-lingual transfer in learning English as a second language. Brown (1987: 177) cites in (Hasyim, 2002) says that the negative inter-lingual transfer or errors in language transfer are detectable in learner speech.

3. Intra-Language

Intra-language or intra-lingual transfer according to Brown (1987: 178) is a major factor in second language learning. The negative counterpart of intra-lingual transfer is overgeneralization. Brown (1987: 82) further explains that to generalize means to infer or derive a law, rule, or conclusion, usually from the observation of particular instances. The overgeneralization often occurs in second language learning as the process to acquire the target language.

E. Review of Related Finding

In this study, the researcher took some of relevant researches from several researchers who have done the study before, where all of those relevant researcher are related to this research.

First, This research related to NurIkhwahGultom the title of research was "The correlation between of Preposition mastery and building sentences mastery at SMP Negeri 3 Padangsidempuan .The result of this research said that there is correlation between preposition and building sentences mastery.

If the research mentioned above research about students mastery in forming or building sentences, the research in this research just focused to do a research about An analysis students mastery in using preposition in, on, at grade SMKN 1 Bangkinang Kota.

Then, (Queen Victoria, 2016) Entitled Preposition Error Analysis On The Students Descriptive Text Of MAN Mejayan In Academic Year 2015/2016 the research considered to use literacy approach to teach descriptive text. The research focuses in analyzing preposition error analysis of students' descriptive text. The differences of this research with my research was in my research I used preposition of place and time while this research focused on error preposition of place, and the differences of the grade students. In my research I used eleventh-grade but in this research the researcher used seventh-grade.

Third, An undergraduate thesis written by PuguhAlfathTegar (2009) entitled A Study on the Mastery of Preposition of Place at, in, and on Among the First Semester Students of English Language Education Study Program of Sanata Dharma University. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Tegar, in his thesis, analyzed the mastery of preposition of place at, in, and on among the first semester students of English Education Study Program of Sanata Dharma University. His objectives were to find out the learners' achievement in using preposition of place at, in, and on, to find out the learners' difficulties in mastering the prepositions of place at, in, and on and to find out the possible causes of their difficulties in their attempt to master those prepositions. Tegar used a test

(survey study) as the instrument of the study to collect the data. The technique that was used as the representative sample was Random Sampling. In this technique, the writer chose the students as the data randomly. He found out that the difficulty in mastering preposition of place at, in, and on was on the application of preposition of place at.

From the above studies related to the mastery in using English Prepositions at, in, and on indicating place that have been done by the previous researchers before, the writer finds that there are several differences between those studies and the research that the writer is going to conduct in this study. The questionnaire, test and interview were used in the previous studies but this research only focuses on the test or the documentations.

There are some differences between the two previous researches with this research of which the researcher is going to conduct. My research brings the newest research by combine the topic from the previous study above and the result also different from another research. The aim of this research is to analyze about the error analysis by using preposition of time and place in SMKN 1 Bangkinang Kota.

F. Conceptual Framework

The researcher propose a conceptual framework entitle “An Analysis The Student’s mastery using preposition of time and place”.

Simpulan(5%)

Based on the data about the student’s mastery in using preposition in, on, at can be concluded that the factors cause the student’s confused to answer the question on using preposition in, on, at and at where the students have not really understand yet, incomplete of the rule restriction. It happens because the students are still influenced by their mother tongue. They do not think about the form, just think about the meaning. For this case the students should understand deeply the different of using preposition in, on, at in English.

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