

AN ERROR ANALYSIS OF THE USE OF PREPOSITION OF TIME (IN, ON, AT)

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ABSTRACT

This study aimed to describe the analysis of error of the use of preposition of time: in, on, at, at the second grade students of SMA PASUNDAN MAJALAYA. The writer took one class which consist of 20 students as the sample. The data were collected through test and questionnaire. The students were asked to translate 15 sentences into English and choose one of three statements from the questionnaire. The data were collected and were analyzed by using statistical analysis to find out the students' outcome percentage and applied descriptive research as a method. It was to analyze and present the fact systematically. The results of this research showed that 45.22% students made some errors in using preposition of time "on", and the dominant type of error made by the students was "wrong selection error" with percentage about 82.6%. While the dominant source of error in using preposition of time: in, on, at, was because an incomplete knowledge of the target language about 65%, so the students should increase their interest on it. Based on findings above, it can be concluded that the teacher should give motivation and pay more attention on teaching English grammar especially in preposition of time: in, on, at. Because it has correlation with students' ability in writing recount text, so the writer hope the students could increase their motivation in learning preposition of time: in, on, at, in order that they could make a recount text well.