CHAPTER I
INTRODUCTION

1.1 Background of The Study

Language is universal, all human being in community understand and speak well enough to carry out every activity of human life. According Wibowo (2001:3) language is a system of symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a means of communication by group of men to give birth to feelings and thoughts. By using language, someone can communicate with others easily. Language is a means to communicate between each other. All human have their own languages understood by them, as well as humans.

As a foreign language, English is different from Indonesian language, even in grammatical patterns, vocabulary etc. Therefore to use 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. However, it is not an easy step to be programmed in a short time.

In Indonesia, English is taught as a foreign language. English generally has been learned by the students since they were in the elementary school. When students learn English, they are focus on mastering four language skills: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are improved in the process of teaching and learning English.The writer focuses on

the last skill, writing because writing is viewed as the most complex and hardest language skills among the others. According to Harmer (2007:112) writing gives them more „thinking time‟ than they get when they attempt spontaneous conversation. The students need to think everything at once. They should produce words, sentences, paragraph, and extending compositions at the same time. Writing is also the important skill in English, because it is kind of productive skills. Every student can make a good written text inEnglish. The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element

In learning English, students learn many texts. According to Gerot and Macken, as quoted by Hartono (2005:6-9), the genre can be divided into story genre and factual genre. Story genre includes narrative, anecdote, recount, spoof. Meanwhile, the factual genre includes procedure, explanation, report, exposition, descriptive, review, and news item. In this study, the writer focus on procedure text. According to Gerot and Macken as quoted by Hartono (2005:6-9) Procedure text has a social function to describe how something is accomplished through a sequence of activities or steps. A procedure text is a text designed to describe how something is accomplished through a sequence of actions or steps. Here, the procedure text is not only a text learned at school but also the one found in the daily life.

There are eight parts of speech in English grammar, namely, noun, pronoun, adverb, verb, preposition, adjective, conjunction and interjection. Wren and martin (1995:109) states that preposition is a word placed   before a noun or pronoun to show in what relation the person or thing denoted by it stands in

regard to something else. The noun or pronoun which is used with a preposition is called objects. Preposition is classified as a part of speech in traditional grammar. Prepositions as well as conjunctions differ from other parts of speech in that is each composed of a small class of words that have no formal characteristic endings and for these reasons modern linguistic prefer to classify prepositions as structure words rather than as parts of speech. Prepositions are so difficult to be learnt. They are short, simple but these are very tricky. Sometimes the choice of one over another in a particular seems arbitrary. Prepositions are limited but they have to serve a number of relational meanings. Therefore, it is not surprising that the learners encounter problems in mastering prepositions

Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.

Preposition *in, on*, and *at*, are commonly used by language learners. In Indonesian language, the three preposition forms mean "di." In Indonesian, there are four basic prepositions, namely *di, dari, ke*, and *pada. Di* is used to place the position of something, such as *di rumah, di sekolah, di dalam*, etc. While, in English, *at* is used to say *at home, in* is used to say *in schools*, and *inside* is used to say *inside theroom*, etc. The examples given indicate that English prepositions are more variousthan Indonesian. No wonder that

Indonesian students often get confused in using the appropriate preposition in English because in their own language, the same form can be used for various situations.

The errors that the students make in the use of *in, on*, and *at* are caused by interference of the learners" L1 or mother tongue. The writer assumes that when the learners use English for communication, they cannot separate themselves from the use of Indonesian. That is why there are some students say *in page* instead of *onpage*, *in home* instead of *at home*. The errors occur because in their first language,three prepositions *on, in* and *at* can be represented by just one preposition "di." It is proved by a research done by Kırkgöz (2010: 4352) who shows in her study that according to the cognitive view learner errors should be viewed as a sign of progress in learners" interlanguage system.

Based on statements above error is bad thing in learning English, and understanding error analysis is very important for teachers and students and other hand it is not easy to learn language, and it is not easy to teach language as well. Every language especially English has itsownrulesanditsownskills,andgrammarhasagreatroleononeacquisitioninEnglish which is different from Indonesian language. In this study, the writer would like to take the title "An Error Analysis in using Preposition of Place in writing by Second Semester English Department Students at HKBP Nommensen University in the Academic Year 2019/2020"

1.2 The Problem of The Study

In this study the writer tries to limit the discussion by presenting the following problem: What types of error made in using Preposition of Place by the second semester English of Department students at HKBP Nommensen University in the academic year 2019/2020?

1.3 The Objective of the Study

The objective of the study is that the writer wants to analyze errors in using Preposition of Place by the second semester English of Department students at HKBP Nommensen University in the academic year 2019/2020.

1.4 The Scope of the Study

This study limits on the use of preposition of place for the point itself categories (in, on, at) and function. The writer also limits the factors that cause the interferences in learning it, and the writer focus on the procedure text.

1.5 The Significances of The Study

This study focuses on in using Preposition of Place by the second semester students and the significances of the study can be theoretically and practically.

1. Theoretically

    a. The result of the study can be used as a reference for those who want to conduct a research

2. Practically

    a. The teacher

    This study expected to help the teachers know the errors made by the students on the use of preposition of place in writing.

b. The students

Hopefully, the students can get information for generating their awareness of their errors about the used preposition of place in writing from this study.

c. The other researchers

This study can give benefit for researcher as experiment to analyze an errors in using preposition of place in writing.

CHAPTER II
LITERATURE OF REVIEW

2.1 Theoretical Framework

The theoretical framework is aimed at giving some concepts in analyzing the study in study. This chapter presents a review of related literature and an explanation of the related materials. The writer presents this chapter in order to strengthen this study. This terms will be classified in the following:

2.2 Writing

Writing is one of the parts of language skills besides listening, speaking and reading. Writing is more difficult than other language skills because it needs well knowledge and hard thinking to produce words, sentences, and paragraphs well. Writing is an efficient tool to reinforce other language skills. There are four language skills. They are listening, speaking, reading and writing. From those four skills, writing might be the most difficult skill for the foreign language learner to be learned. Harmer (2004:33) says that writing is used to help students perform a different kind of activity (in this case speaking and listening).Hyland (2003:9) states that writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her own views on a topic.

So, from the statement above it is clear that writing is the way for someone to developing an idea to express in the form written using his or her own mind. Writing in a second language is more difficult than in the native one. Many students still have difficulties in writing especially related to vocabulary and

language functions, style, sociolinguistics, grammar, especially for joining sentences of the foreign language. All those components cannot be ignored in learning English, particularly in writing skills.

2.2.1 The Purpose of Writing

Purpose is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary work. There are four purposes writers use for writing. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to inform or to persuade the audience. According to Grenville (2001:2), there are three common general writing purposes. The three common general writing purposes are:

a) To Inform

Presenting information is one of the most common writing purposes. The information you provide shows how well you have mastered the course material. Example of writing to inform are newspaper, articles, scientific or business report, instruction or procedures and essays for school and university.

b) To Persuade

Some strong views on many issues and feelings may sometimes impel you to try swaying the reader. This includes advertisements, some newspaper and some types of essay. This type might include opinion, but as part of logical case backed up with evidence, rather than just an expression of your   feelings.

c) To Entertain

Some writing is meant just to entertain; other writing couples entertainment with a more serious purpose. Writing to entertain generally and all writing require some imagination and creativity. Examples of imaginative writing are novels, stories, poems and song lyrics.

2.2.2 Component of Writing

In order to make good writing; understandable by readers, a writer should notice for mechanical components in writing. Thus, the writer will make their writing easy to read. Harmer (2004:44) states that mechanical components of writing included handwriting, spelling, punctuation, and constructions of well-formed sentences, paragraphs, and text. Besides, there are also grammar and vocabulary included.

a) Vocabulary

Vocabulary is one of the language components and no language exists without word or vocabulary. Words are signs or symbols for ideas. Writing is a representation of ideas through written language. The students should have a great vocabulary in order to combine it as a sentence. Words are basic components in writing, so the value of the paragraph depends on the vocabulary used.

b) Punctuation

Punctuation is any of the marks used to punctuate in writing. Using correct punctuation is indispensable to careful writing. Mis-used punctuation at the end of the sentence may convey a different meaning and message.

c) Grammar

A description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It is important for writing since arranging correct sentences depends on students" grammar ability.

d) Paragraph

A paragraph is a group of sentences that develop the topic. The paragraph may be complete in itself or it may be a part of a longer piece of writing. The first line of the paragraph is indented from the margin of the text.

The paragraph is a distinct division of written or printed matter that begins on a new usually indented line, consists of one or more sentences, a typically deals with a single thought or topic or quote of one speaker"s continuous words. The characteristic of a good paragraph is as follow:

1. The topic sentence states the main idea of the paragraph. It limits the topic to one specific area that can be discussed completely in the space of a single paragraph.

2. Body sentence states the main parts of the paragraph. This is explaining the topic by giving more information including specific details.

3. Concluding sentence states at the end of the paragraph and leaves the reader with an important point to remember.

It is necessary that the writer should write their sentence to paragraph well. So they have to understand the characteristic paragraph because each paragraph has a different function and role. Besides, it must be organized well.

2.2.3 Process of Writing

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. According to Harmer (2004:5), the writing process consists of some stages. They are planning, drafting, editing, and final draft. The description of each term are :

1) Planning

   In planning, there are four issues. They are the purpose of their writing, the audience, they are writing for and the content structure.

2) Drafting

   It is the first version of a piece writing. It will be edited after the process of editing.

3) Editing

   This stage consists of reflecting and revising. The purpose is to get reflection about the writing and then the writer can make appropriate revision.

4) Final Draft

   The Final draft is an edited draft. The writer is ready to send the written text to the audience.

In writing, the writer must follow the stages. They approach the process, try and plan to write, check and revise it so that the writing will be well written.

2.3 Genre of Text

Writing is done for a number of various goals and for different addressees. These distinctive forms of writing are often known as text types or genre. Genre

as a goal-oriented, staged social process. Genres are social processes because members of a culture interact to achieve them; they are goal-oriented because they have evolved to achieve things; and staged because meanings are made in steps and it usually takes writers more than one step to reach their goals.

The word genre comes from the French and originally Latin word for „kind‟ or „class‟. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text. Texts are classified into genres on the basis of the communicator. The meaning of genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students‟ will have to write.

In the learning process, writing focuses on expressing ideas through text based on genre. Knapp &Watkins (2005: 21) explained that first, "genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to a variety of parameters; third, genre is place occasion, function, behaviour and interactional structures: it is very rarely useful to think of it as a kind of „text‟; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift".

According to Gerot and Macken, as quoted by Hartono (2005:6-9), the genre can be divided into story genre and factual genre. Story genre includes narrative, anecdote, recount, spoof. Meanwhile, the factual genre includes procedure, explanation, report, exposition, descriptive, review, and news item.

Each genre has different social functions, schematic structure, and language features. The classified genre of text as follows:

A. Narrative

The narrative text has social function to entertain and to deal with actual or various experience in different ways.

B. News Item

A news item or factual text has social function to informs readers events of the day which are considered newsworthy or important.

C. Recount

Recount text has social function to retell events for the purpose of informing or entertaining.

D. Spoof Text

Spoof text has a function to retell an event with a humorous twist.

E. Procedure

Procedure text has a social function to describe how something is accomplished through a sequence of activities or steps.

F. Explanation

Explanation text has a social function to explain the process involved in the formation or workings of natural or socio-cultural phenomena.

G. Report

Report text has social function to describe the way things are, with reference to arranging or natural, manmade and social phenomena in our environment.

H. Analytical Exposition

The analytical exposition has a social function to persuade the reader or listener that something is the case.

I. Hortatory Exposition

The hortatory exposition has a social function to persuade the reader or listener that something should or not be the case.

J. Discussion

Discussion text has social function to present (at least) two points of view about an issue.

K. Description

Description text has social function to describe a particular person, place or thing.

L. Review

Review text has a social function to critique an artwork or event for a public audience.

M. Commentary Text

Commentary has social function to explain the processes involved in the formation (evaluation) of a socio-cultural phenomenon, as though a natural phenomenon.

2.4 Procedure Text

Procedure textis a text that is designed to describe how something is achieved through a sequence of actions or steps. According to Pardiyono (2007: 93-98), procedure text gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to do something or how to make something. According to Anderson and Katty (2003: 50) procedure is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. Some examples of procedure text are recipe instruction manual, directions, rule of game, etc.According to Gerot and Macken as quoted by Hartono (2005:6-9) Procedure text has a social function to describe how something is accomplished through a sequence of activities or steps. Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each

of which focuses on specific tasks. Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our choice of words will depend on our purpose and our surroundings (context). As procedure, therefore, is a piece of text that gives us instructions for doing something. Thus, from the explanation above, the writer concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

2.5 Preposition

Preposition is very important to the writing and to the speaking of good English. Wren and martin (1995:109) states that preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard to something else. The noun or pronoun which is used with a preposition is called objects. Crystal (2007:232) mentions that prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence.

However preposition as well as conjunction is different from other part of speech in that:

a. Each is composed of small class of words that have no formal characteristic endings.

b. Each signal syntactic structures function as one of the other part of speech.

Preposition have basically two function:

1. Preposition is to connect the noun (all type of nouns) to the rest of sentence.

2. Preposition is specify the position of the nouns (persons or objects)

2.5.1 Types of Preposition

A highly detailed explanation of all prepositions would be fruitless in a text on grammar, since such an explanation would have to include many items that more properly belong in the vocabulary of the language than in the grammar of the language. The following list will therefore give only the more common meanings that preposition can have many of these meanings correspond to the adverbial meanings already given in the chapter on adverbs. Some meanings however are common only to preposition. Lingga states that there are types of relationships three are expressed by the preposition.

1. Preposition of place or position

   It is the kind of preposition, which is used to indicate the relationship of place about, above, across, among, under, beside, between, by, near, from,on,at,in, to, through, towards, etc.

   Example:The clock is on the wall. They are in the classroom. She sat beside son during the party.

2. Preposition of Direction

   It is the kind of preposition which is used to show the relationship of direction movement in regard to a point, to-from, toward, around, through,   to-from,   etc.

Example: The bird flew through the open window. He always walks to school from his home. The pilgrims headed toward Mecca. The ship sailed around the islan

3. Preposition of Time

It is kind of preposition which is used to indicate the relationship of the time. At, on,after, before, behind, since, from, during, until, with, pending,etc.

Example: You can call me at ten o'clock. I like to drink coffe in the morning. I can you during the week.

4. Preposition of Manner

It is the kind of preposition which used to indicate the relationship of manner. Example: He goes to school by bus. He writes with a pen

2.5.2 Preposition of Place

In English grammar a preposition is a word that show relationship between a noun or pronoun and other words in a sentence. In preposition there are three usage of preposition, one of the usage is preposition of place. According to Wren and Martin (1995:128) preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard to something else. It means the preposition of place is a word use to indicate a place description in a clause or sentence, explaining the position of an object and also preposition of place is a preposition which is used to refer to a place where something or someone is located.

Dignen et al. (2007:151) state that preposition of place is used to tell someone where someone else or something is. They state that there are some

prepositions that can be used to talk about location; they are in, on, at, near, under, between, beside, among, above, and below. When we refer to place prepositions, we usually refer to in, at and on.

1. Preposition of place in

   In is usually used to state that someone or something is in a (the boundaries can be physical or virtual place). In general, we use in for an enclosed space: in the garden, a country, a town, a building, a room. It means inside only. According to Yates (1999:146), the functions of preposition of place in are:

   a. A continent, a country, a state, a city, a town.

   Examples: She lives in California.

   She lives in San Francisco.

   b. A room, an area of a room

   Examples: She is in the kitchen, in the corner.

   Our theater seats are in the balcony.

   c. A comfortable chair

   Example: He sat in the chair and watched television.

   d. The water, the air, the environment

   Examples: They are swimming in the water.

   There is pollution in the air.

   e. The center, the middle

   Example: Our house is in the center of the town.

   f. The north/south/east/west.

   Example: New England is in the north of the United States.

g. A bodily attack

Example: The stone hit me in the face.

h. A vehicle one cannot walk around in it

Example: Ride in the car with us.

i. Print medium

Example: Read the articles in the newspaper.

2. Preposition of place On

On is usually used to state someone or something is on top of a surface. In general on for a surface: on the wall, on the floor, onthe door, on the cover, a street, a desk, a ceiling. According toYates (1999:146), the functions of preposition of place on are:

a. A street, a floor

Examples: She lives on Oak Street.

She live on the fourth floor.

b. An outside area

Examples: He is standing on the corner.

He has an outdoor grill on the balcony.

c. A straight chair, a sofa, a couch

Examples: He sat on the chair and ate the dinner.

We sat on the sofa and watched television.

d. Facing a coast, a beach

Example: The house is on the beach.

e. The side, left, right, surface

Example: the market is on the right side of the hospital.

f. The north side/south side/east side/west side

   Example: Our house is on the south side of town.

g. The surface of the body

   Example: He has a scratch on his arm.

h. A vehicle one can walk around on it

   Example: Ride on the bus with us.

i. An individual vehicle (horses, bicycle)

   Examples: He came over on his bike.

j. An electronics medium

   Examples: The file is save on the computer.

3. Preposition of place at

   At is usually used to state something or someone is at a specific place. In generally, use at for a point: at the corner, at the bus stop, at the station, at the top of page, at the end of the road. According to Yates (1999:146), the functions of preposition of place at are:

a. A building, a house or apartement number

   Example: She lives at the 1260 Oak street.

   At home: in one"s own house

   At work: at one"s job

   At school: attending school

   At church: attending church services

b. A work area inside

   Example: She is at the kitchen sink.

c. The coast, the beach

Example: The whole family is at the beach.

d. The beginning, start, end

Our house is at the end of the street.

2.6 Error

It is impossible that learners never make any errors in language learning process, it happens because the use of an incorrect system. The learners often make error in writing, reading, listening, and speaking, it cannot be avoidable for students. According to Els (1996:48) errors are the deviations from the second language norm produced by second language learners

According to Dulay et al (1982:138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

From the definition of the experts, the writer concludes that an error is a false form from speech and writing made by the students that can be recognized through the erros they made, the made the learners make errors, the less competence of target language they have. A learner"s error is important they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.

2.6.1 Source Of Error

In learning foreign language, learners often make several errors because of some factors. Error happens when the learner has not learnt the correct forms or has wrong assumption about target language system being learnt and consistently „gets it wrong". It will continue until they notice that they are wrong. And when

the learner has known the right forms and sometimes still gets it wrong, then, it called „mistake". According Brown (2007:263), there are four sources of error, they are:

1. Interlingual transfer

   Interlingual transfer is a significant source of error for all the learners. The beginning stages of learning a second language are especially vuinerable to inter lingual transfer from the native language, or inference. Before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learners can draw.

2. Intra-lingual Transfer

   Intralingual transfer is the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language. Intralingual transfer is a major factor in second language learning. It has been found that the early stages of language learning are characterized by a predominance of interlingual transfer, but once the learner has begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested.

3. Context of Learning

   Context of learning refers to the social situation, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to

make faulty hypotheses about the language. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or a word in a textbook, or even because of a pattern that was rotely memorized in a drill improperly contextualized.

4. Communication strategies

The category of communication strategies overlaps both inter- and intralingual transfer and context of learning; nevertheless, communication strategies form a separate and exceedingly significant source of error. A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.

2.6.2 Type of Error

Types of error are dealing with the surface characteristic error that is often called surface strategy taxonomy. The researcher uses the surface strategy taxonomy because by analysing the types of error based on the surface strategy taxonomy, some advantages can be obtained. There are four types of errors as stated by Dulay, Burt, and Krashen (1982:150) in Language Two, they are: Omission, Addition, Misformation, and Misordering.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. (Dulay, 1982:155). Omission is ungrammatical. In the other words, omission is error made by students who lack of grammar.

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors: double marking, regularization and simple addition.

a. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions.

b. Regularization

Regularization is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

c. Simple Addition

It is addition error that is double marking or regularization. No particular features characterize all addition errors, that is the use of an item should not appear in well-form utterances.

3. Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.

There are three types of misformation errors:

1.   Regularization errors

The regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in readed for read.

2.   Archi-forms

It is the form selected by the learner. A learner may temporally select just one of the English demonstrative such as, "this", "that", "these" and "those" to point out an object that should be in singular but the learner uses it in plural and vice versa, as in that cats or that dogs.

3.   Alternating Forms

As the learner"s vocabulary grows, the use of archi-form often gives way to the apparently free alternation of various members of class with each other. For example, in the case of pronouns, a learner alternates the use of he for she, they for it; in the case of tense, the learner use perfect form for the past, etc.

4.   Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. This type of error can be caused by the word-for word translation of native language surface structure.

2.7 Previous of Study

Many research had applied in different field of their research. The first research was done by Abdullah Nuri (2014) with the title " An Analysis on Student"s Error in Using Preposition of Time and Place". The researcher was done this resesrch in Jakarta. And the second research was done by Tiara (2017) with the title "An Error Analysis of Preposition of Place in Students" Descriptive Text

Writing at the First Semester of the Eight Grade of MTs YAPENBAYA KATIBUNG South Lampung in the Academic Year 2017/2018"

2.8 Conceptual Framework

Error Analysis has four types according to Dulay (1982:150), they are Omission, Addition, Misformation, and Misordering. According to Brown (2001:224), the Cause of Error can be divided into two categorize, they are Interlingual Transfer and Intralingual Transfer. In this case, the students" writing Procedure Text on Using Preposition of Place
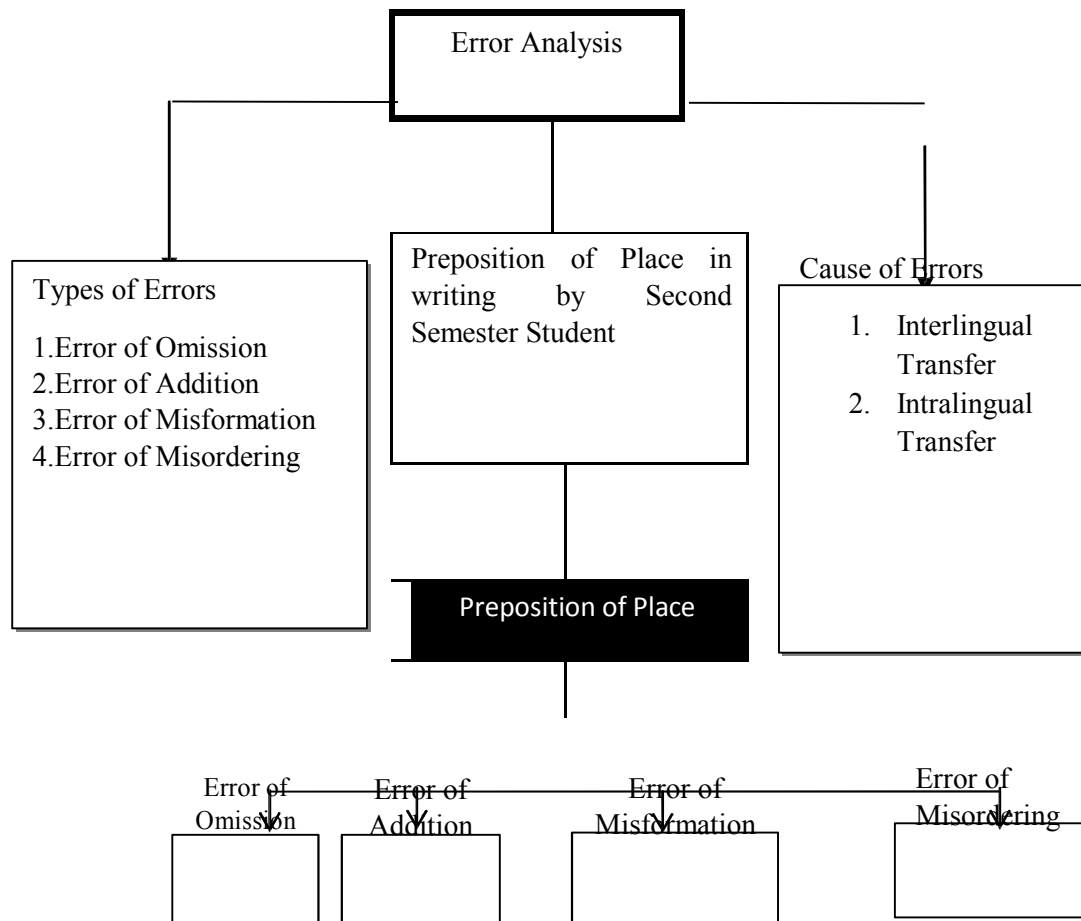

Figure 2.1 Describe the error analysis in Using Preposition of Place in writing Procedure Text (Situmorang, Ria. 2020)

CHAPTER III
RESEARCH METHODOLOGY

Methodology is the way that use to collect the data of researching. In this case, methodology of research discuss about technique and procedure that will answer the problem of this research, technique of collecting data, scoring of test, and technique of analyzing data.

3.1 Research Design

The writer used descriptive qualitative research to analyze and describe the students" errors in this study. Descriptive method is used to present a board spectrum of research activities having a common purpose of describing situations events or phenomenon. It means that descriptive method is used in this study because the writer wanted to describe the analysis of negotiation meaning class use information gap task. This research will employe a focus description study in which the researcher uses some category of data which prepare by the researcher (Setiyadi: 2006)

Error analysis was not a new development. Many linguists studied this field of language research. They studied learner language which was useful for foreign language learning in the school classroom. The presence of the native language mixed with the new rules of target language brought out the obstacles in learning the language. Thus, error analysis was very useful in determining what the types of students had made where and how the errors came in their language production.

3.2 Instrument of Collecting Data

All research studies involve data collection. In collecting data, the research instrument plays an important role in a research project in which the validity and reliability of the instrument influence the validity and reliability of the data obtained.

In collecting the required data for the analysis in this final project, the writer will use a writing test as an instrument to measure the knowledge of the respondents in the grammatical structure at the level of writing procedure text. Based on the test, the analyzed the type of error of the writing test above.

3.3 Data

The data in this study is the result of an instrument of collecting data. The research talked about the learners" errors due to their practice in writing procedure text. In researching the types of errors, the cause of errors, and the sources of errors that learners made, the students" worksheet in the form of procedure text writing tasks is needed. Their writing task discussed and analyzed by the writer.

3.4 Research Procedure

The writer use procedures of collecting data as follow:

1. Determining the subject of the research. In this case, the subject is students of the English Department in the second semester at Nommensen HKBP University.

2. Determining the focus of the research. The focus of the research is students" error in using Preposition of Place (In, On, At).

3. Asking the students to write a Procedure Text using Preposition of Place (In, On, At).

4. Analyzing the error of misinformation the students' worksheets.

5. Categorizing the type of error on students" worksheets.

6. Determining the dominant type of error based on the students" worksheet.

3.5 Data Analysis

In analysing the students" errors in using Preposition on students" writing procedure text the writer used Miles and Huberman model (2013:246). Miles and Huberman model is an activity in qualitative data analysis is carried out interactively and lasts continuously until complete, so the data is saturated. Activities in qualitative data analysis are data reduction, data display, and conclusion drawing or verification. Based on the theory, the writer analysed as follows:

1. Data Reduction

    Collecting the data from the students test. Then the writer will mark the preposition of place that made by student. The writer just focused on student"s error in preposition of place in procedure text.

2. Data Display

    1) Identifying and classifying the data of students" error by numbering the items based on surface strategy taxonomy. In this steps, the writer use code MF (misformation).

    2) Calculating the table percentage.

    In this table percentage the formula:

$$P = \frac{F}{N} \times 100$$

P = percentage

F = frequency

N = number of sample which is observed.

3. Drawing conclusion or verification

Reporting the result by description the result of analysis

3.6 Validity (Triangulation)

Triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings. Triangulation relies on the idea of using two known points to locate the position of an unknown third point, thus forming a „triangle". Cohen and Manion (1986:254) define triangulation as an "attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint". Norman Denzim in Hales identify triangulation into four types, they were:

1. Data Triangulatiom

   Data Triangulation related to the use of a variety data or information including time, space, and person in research. Data triangulation is the process rechecking and comparing information by the writer compared observation data with and interview data.

2. Time Triangulation

Time Triangulation related to the use of time in getting more valid data. The writer needed to do the observation more than once to make sure the validity of the data.

3. Theory Triangulation

Theory triangulation related to the use of two or more theories which was combined when examining situations and phenomena. Some theories support both of way of collecting and data needed to be created more complete to give more comprehensive data.

4. Methodology Triangulation

Methodology triangulation related to the effort of checking the data or data result. The aim of methodology triangulation was to conduct a situation and phenomenon by using some methods. Methodology triangulation was similar to the mix of method approaches used in social science research, where the result from one method was used to enhance, argument, and clarify the results of others.

In this research, the writer focused with the data triangulation. The observation did not do once. Which was related to used of a variety of data or informationincluding time, space, and person in research.