

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country. Languages have developed and are constituted in their present forms in order to meet the needs of communication in all its aspects. Language as a means of communication holds the greater role for exchanging information in the interaction with among people. Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country. According to Siahaan (2015) Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. There are many languages in this world. One of them in English language.

Among many languages that are available in the world, English has been used as the language of the global communication. It is used as an international language which is spoken by many countries around the world. It is absolutely as a language it has its system of communication. The system of communication consists of sounds, words, and grammar. Any language with no exception of English has a system of sound and meaning. This thesis focus on writing skill because, in this thesis the writer must be able to make Hortatory text.

Writing skill is one of the four language skills that plays a very important role in a process of communication. In communication, writing can bring to a deeper understanding. Many people, especially students can express their opinion, idea, feeling and thought through writing. Simply it can share others widely information. Writing is language skills by which students can express their ideas in written form. It means that they have to be able to write correct sentences and arrange them into a good and relevant paragraph. In writing activity, students are expected to be able to enrich their views about the topic that they want to write as well to improve their technique in the writing task. "Writing is not a mysterious activity at which only a few people can succeed; rather it is a craft that can be learned by almost anyone willing to invest the necessary time and energy.

Learning writing is different from other skills. Writing is a thinking process and needs longer time than another skill. It helps to deepen explanation and make the sense of information. Without writing students cannot explore widely what they really have in their mind. To be a good writer needs effort to keep practicing. Students cannot be good writers without effort and practicing. Students cannot be good at writing spontaneously. It takes time to get the progress in a process of writing.

Based on the writer's experience when the writer did observation at SMA Swasta Imelda Medan. The writer found some problems where that are some students got difficulties in writing skill.

**Table 1.1 The table of Rubric Score of Preliminary Data at SMA Swasta
Imelda Medan**

No	Nama	R	N	S
1	AAP	3	10	30
2	AS	3	10	30
3	ARN	7	10	70
4	BNH	7	10	70
5	BFH	4	10	40
6	CRS	4	10	40
7	CAL	6	10	60
8	CAB	3	10	30
9	CC	4	10	40
10	EL	7	10	70
11	FHP	5	10	50
12	FS	6	10	60
13	HM	4	10	40
14	JM	6	10	60
15	NAA	2	10	20
16	NCG	5	10	50
17	N	4	10	40
18	NAP	4	10	40
19	NO	2	10	20
20	PM	2	10	20
21	RA	6	10	60
22	RR	2	10	20
23	RS	3	10	30
24	RPS	6	10	60
25	RAP	2	10	20
26	RMN	7	10	70
27	SI	4	10	40
28	WRA	3	10	30

$$S = \frac{R}{N} \times 100$$

Where:

S= Score number of test

R= Number of the correct answer

N=Number of question

Based on the table of list of preliminary data writing hortatory exposition text at SMA Swasta Imelda Medan at the eleventh grade above, the writer got the mean score of the students. The writer gave writing test to the students with the number of students are 20 students and the total is 1,170. So, the mean of the students score is 41,78. It proves that the students ability in writing hortatory exposition text is still low.

Based on the problem above, students' ability of such skill was quite low in any kinds of writing particularly in genre based writing. Some of students failed in writing because they faced some difficulties, such as lack of vocabulary, poor structure, not appropriate technique. When the writer gave students the writing task, most of them admitted that it was already thought by their teacher, but when the writer asked them to write, still found many errors on it. In this research, The writer collected the data by giving test to the students. That is writing test. Writing test is used to find out the kinds of errors and cause of errors. The test instrument is to write hortatory exposition text. He gives a topic for a hortatory exposition text. The writer chooses the topic because he believed that the students would be easier to share the steps. So, by analyze it, the teacher can give some proper feedback, try to fix the error and help students to develop their writing, because by repairing the errors, it can carry students to be more effective learning.

The writer is interested in error analysis in writing hortatory exposition text. The title of this Thesis is **”Error Analysis In Writing Hortatory Exposition Text Of Eleventh Grade Students At Sma Swasta Imelda Medan.”**

1.2 The Problems of the Study

Concerning about the theories and background of the study above, the problem of the study is formulated as follows:

1. What types of errors are made by the students in using preposition in writing Hortatory exposition text?
2. What types of dominant error are made by the students in using preposition in writing Hortatory exposition text?

1.3 The Objectives of the Study

The Study analysis has focuses of intention in doing the research, it is stated as follows:

1. To find the type of errors that show the biggest interferences in using preposition in writing Hortatory exposition of SMA Swasta Imelda Medan.
2. To find the types of dominant error that usually found on students in SMA Swasta Imelda Medan in using preposition in writing Hortatory exposition.

1.4 The Scope of the Study

There are many kinds of genre in writing namely narrative, argumentative, descriptive, exposition, recount, procedure, etc. This study will be limited on Hortatory exposition, the writer focused on the error analysis of preposition (time, place, direction) in writing Hortatory exposition with the eleventh grade students of

SMA Swasta Imelda Medan as the subject. There are 4 types of error based on the surface strategy taxonomy, namely: Omission, Addition, Misformation and Misordering. This study will be conducted of the eleventh grade of SMA Swasta Imelda Medan.

1.5 The Significances of the Study

The finding of the study was intended to give contribution in the teaching English both theoretically and practically.

1. Theoretically

- 1) The result of the study can be used as another alternatives research in analysis of student's error in using preposition in writing hortatory exposition text.
- 2) The result of the study can be used to add another perspective in analysis of student's error in writing hortatory exposition text, especially preposition.

2. Practically

- 1) Teachers : to know easier way to teach preposition in writing skill.
- 2) The students : to get more understanding about prepositional error and it can help them to know the correct preposition when students want to write.
- 3) The readers :to get more knowladge about correct preposition in writing.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting the research, the basic theories are needed to avoid misunderstanding between writer and reader. To strengthen the study, the following terms are necessary to discuss, so the writer and readers have same topic perceptions. The following terms use some basic theories in relation to the study.

2.1.1 Writing

Writing is thinking process and need to longer time than another skill. Learning to write has process and stages to produce a composition as the result. Writing is psychology activity of the language user to put information in the written text (Siahaan,2008:215). According to Hammer (2004), writing process is the stages a writer goes through in order to produce something in it is final written form. It is a process in communication, which requires entirely different set of competencies and used rhetorical conventions. Moreover, Knapp & Watkins (2005) emphasize that learning to write is a difficult and complex series of process that require a range of explicit teaching methodologies throughout all the stages of learning. Writing is a process of communication, which uses a conventional graphic system to convey a message to readers. In order to get the message to the reader, writer has to follow the step in writing process. The writing process is intended to provide step by step model for writing so that the finished piece is the best it can be (Glass,2004:181). Thus, the

writer concludes that writing is a skill of language that has a role important in education part, and writing also language skills by which students can express their ideas in written form.

Writing skill is one of the four language skills that plays a very important role in a process of communication. In communication, writing can bring to a deeper understanding. Many people, especially students can express their opinion, idea, feeling and thought through writing. Simply it can share others widely information.

2.1.2 The Types of Writing

The types of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing:

1. Practical Writing

This types deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2. Creative or Imaginary Writing

This types usually exists in literature. Such as novel, romance, poem, short, story, science, fiction, etc

2.1.3 The Purpose of Writing

In writing, the writer has purposes to convey messages to the reader. The matter what kind of writing the writer does, he/she should has a specific and clear purpose. The main purpose of writing is so others will read what you have written. The secondary reason we write is for ourselves. The reason why a person composes a

particular piece of writing. Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organize the writing.

According to Grenville A (2001), there are three purposes of writing:

1) To Entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2) To Inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) To Persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

2.1.4. The Writing Process

According to Richards, Renandya (2002) mention the four stages of the process of writing: prewriting, drafting, revising, and editing. Tribble argues that the process of writing is not as a fixed sequence but as a dynamic and unpredictable process.

1. Planning (Prewriting)

The first step in the writing process is to plan what kind of theme or topic of the paper. First, the writer needs to select a subject and then narrow the subject to a topic. At the same time, the writer thinks about the purpose of the theme of the paper, who it is reader will be, and there search that the writer do to gather information. It can be stated that a careful planning is very important step in the writing process. It is a very crucial step which can determine whether the writing is good or not. In a good writing, the writer should analyze the purpose of the paper as well as the readers' knowledge and their interest about the paper.

Prewriting in Richard's opinion is any activity in the classroom that encourages students to write. Group brainstorming, clustering, rapid free writing, and wh-questions are several variety activities provide the learning experiences for students. It is not only stimulates thoughts for getting started, but also motivates the students to write for gathering information during prewriting.

2. Drafting

Drafting is the stage where the writer focused on the fluency of writing and not worries yet about grammar, punctuation, or spelling. The writer's goal is just to state the main idea clearly and develop the content of the paper with plenty of specific details.

At this stage, the writer just writes down the information on the paper. Moreover, Hedge said that the drafting process focuses primarily on what the writer wants to say. It means that the content that is important for a draft to produce the final writing.

3. Revising

After drafting the paper, the next step in the writing process is revising. Revising means rewrite the paper, building upon what has already been done, in order to make it stronger. Stronger means the paper needs to be successful not only in the grammatical structure, but also in the content of the writing, so the writer's purpose fulfills the reader's expectation. So, it can be stated that revising a paper to correct any weaknesses is an important part of the writing process.

4. Editing

The last major stage in the writing process is editing. At this stage, the writer checking a paper for mistakes in grammar, punctuation, usage, and spelling. Richards also states that in the editing stage, the students engaged in tidying up their texts as they prepare the final draft for evaluations by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, and sentence structure.

Based on the definition above, editing within process writing is meaningful because the students can see their ideas on the paper during the writing process has been written as clear as possible to the reader.

2.2 Types of Genre

According to Dirgeyasa (2014), there are fourteen types of writing (genre) as the follow:

- 1) Description which purpose to describe a thing in detail.
- 2) Recount which purpose to inform the retelling or recounting of past events.
- 3) Narrative which purpose to amuse or entertain the reder about a story that has conflict, climax, resolution, and good lesson form it.
- 4) Procedure which purpose to give instruction of the process.
- 5) Report which purpose to inform something phenomenon to give knowladge for the readers.
- 6) Explanation which purpose to give detail explanation of process of a nature or social phenomenon.
- 7) Discussion which purpose to give argument about phenomenon.
- 8) Analytical exposition which purpose to argue that something is the case.
- 9) News item which purpose to give information of events of the day that are cosidered newsworthy or important in inform of news.
- 10) Spoof which purpose to mock someone and to satirize gently.
- 11) Anecdote which purpose to cheer audience and give information about ridiculous event.
- 12) Commentary which purpose to gives reader a way to make sense of them.
- 13) Review which purpose to give such suggestion or critics or evaluation of something, like movie, books or article.

14) Hortatory exposition which purpose to argue that something should be or ought to be.

2.3 Hortatory Exposition

Hortatory exposition is a type of english text that belongs to the class of argumentation. Hortatory exposition is a written English text in which the writer persuades people that something should or should not be the case (Elvita, Baser and Merry 2016:42). Hortatory exposition is a text which represent the attempt of the writer to have the addresse do something or act in certain way. According to Dirgeyasa (2004), hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To streng then the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. It is purpose is to persuade the reader to follow the writer's act and opinion, point forward that certain thing should or should not be done. The purpose of hortatory exposition is to persuade the reader or listener that something should be or should not be the case (Sudarwati & Grace, 2007:204).

1 Social Function

This type of english text influences the reader to do something or act in a certain way. In Hortatory exposition, there are some opinions about certain things to reinforce the main ideas of the text. By doing so, the main communicative purpose of the Hortatory exposition is to persuade the reader or listener that something should or should not be the case.

2 Generic Structure and Textual Elements

1. Thesis : Statement or announcement of issue concern
2. Arguments : Reasons for concern that will lead to recommendation
3. Recommendation : Statement of what should or should not happen or be done based the given arguments.

3 The Generic Structure and Textual Elements

Text Element	Functions
Thesis	It introduces topics. It indicates the writer's position
Arguments	It consists of a point and elaboration sequence.
Recommendation	Statement of what ought or ought not to happen.

4 The Linguistic Feature

1. The Related Grammatical Patterns

Exposition has its own typical linguistic features and style in writing. In common, the significant grammatical features of exposition writing include:

- (1) It uses the words that qualify statements such as: usual probably
- (2) It usually uses present tense
- (3) It tends to use compound and complex sentence.
- (4) The materials process: to state what happen.e.g. is polluting, drive, travel, spend, should be treated.
- (5) It uses relational process: to state what is or should be. E.g. doesn;t seem to have

(6) It uses internal conjunction to stage argument.

(7) Reasoning through casual conjunction or nominalization is usually used too.

2. The Related Vocabulary Usages

Generally, the related vocabulary usages of the hortatory exposition text are as follows:

(1) It uses emotive word such as: alarmed, worried.

(2) It uses the words that link arguments such as: firstly, however, on the other hand, therefore.

(3) The mental process: to state what writer thinks or feel about the issue are commonly used: realize, feel and appreciate.

(4) It commonly uses the words such as should, should not, ought to, ought not to.

(5) The use evaluative words such as importantly, valuably, trustworthily, etc.

(6) The use temporal connectives such as: firstly, secondly, thirdly, etc

Example:

The importance of Vehicle in Our Life

Thesis:

Vehicle is mean of transportation, the things that can carry you from one place into another.

Argument 1

There are many kinds of vehicle, form the simple one into the complex one.

Simple vehicle is vehicle thst don't need fuel in it such as bicycle, pedicab, cart.

Complex vehicle need fuel in using it, such as car, van, motorcycle, truck. We can find such these vehicles everywhere, especially in big city like jakarta.

Contrary, we cannot find anymore cart and pedicab in town, like in Medan, but they are still often be found in countryside.

Argument 2

There are many functions of vehicle. It can delivery somebody from one place into another in short time. It doesn't need so much time anymore when you want to go to any place, from your house to the beach, or even to go abroad. It is easy to be done nowadays.

Argument 3

Beside the usage of vehicle, man can do his job easier. Imagine, long time ago all the work to pick up goods is done by using man or animals like horse, elephant, and donkey, but it needed too much time. Nowadays, when you want you want to send goods from Medan to Berastagi only takes two or three hours.

Argument 4

Beside the usage of vehicle in human life, there are also some lose of vehicle, especially the one that need fuel. It can result smog from its burning, and cause air and land pollution. Moreover, it ca cause disease when we inhale or see the smoke, such as eye irritation, cough, bronkhitis and so forth. Also, the usage oh vechicle too much caused people depend on it in doing everything. It leads people become lazier. Many people don't like walking in the street nowadays but using their motorcycle. If someday in different era, there will be no more people don't use vehicle anymore, this life could be colorless and full of disease.

Recommendation

Things in our life can be useful or useless for us. When we are facing the choice of life, easy or difficult, of course everybody choose the first one. Vehicle has its

roles in our life, but we have to consider its loss too, so we can be wise in using it as we need.

2.4 Errors

Errors is normal and making error is unavoidable during the learning process it will always occur although best been done.

2.4.1 Errors and Mistake

Errors and mistakes during the learning process of a language are both representing an incorrect grammatical usage. Corder (In Husein 2013) distinguishes error and mistake as competence versus performance. He maintains that mistakes do not hold any significance to the process of language learning since their appearance do not reflect a defect in our knowledge' but are performance failure, such as memory lapses, spelling pronunciations, tiredness, strong emotion, etc.

Meanwhile, Corder (In Husein et al 2013), states that an error is a breach of the code. In addition, Carl James states that an error arises only when there is no intention to commit one. He also draws a distinction between error and mistake, he says, error that is created by a student. Error is natural for students to do. Error is some kinds of mistakes made by students without realizing it. Studying the errors made by learners needs no justification. It is something that teacher is always done for purely practical reasons. The errors get from the result of test or examinations, and it becomes a major element in the feedback of the process of learning.

From the variation of definition of error provided above, we can conclude that an error is an unintended incorrectness where the learner who did this incorrect from is

creating it because he or she has not fully understood the correct usage of the language code. Mistakes on the other hand is more of an incorrectness that happens not because the learners who did the mistake does not know the right form of the sentence(s), but because he or she is not in the perfect condition that then creates a failure in his or her performance.

2.4.2 Types of Error

This study is concerned with the systematic errors rather than lapses occurring due to wrong usage or non-systematic mistakes occurring due to bad performance. Applied linguistics distinguish between competence and performance errors, the former are caused due to lack of knowledge of grammar, vocabulary and misunderstanding of the appropriate structure of the, whereas the latter reflect other aspects such as tiredness, nervousness, or laziness (Corder). The writer also distinguishes between global and local errors: the former can hinder understanding of the message and include such things as wrong word order, overgeneralising a rule to exceptions, and wrong sentence connectors. The latter, on the other hand, do not affect the overall understanding but involve single constituents (Dulay, Burth and Krashen 1982:176).

2.4.2.1 Error Types Based on Linguistic Category

These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

Example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

2.4.2.2 Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are related: Learners may “omit” necessary items or “add” unnecessary ones; they may “misform” items or “misorder” them. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned that identifying cognitive processes that underlie the learner’s reconstruction of the new language. It also makes us aware that learner’s errors are based on same logic. They are not the result of laziness or sloppy thinking, but of the learner’s use of interim principles to produce a new language.

Error is classified into four classification based on surface taxonomy, namely:

1. Omission

Omission is when the sentence or phrase lack of element (s) such as the object in sentence “I [am] tired”. The example above is omission of couple “be” in the utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morpheme carry the bulk of the referential meaning of a sentence: noun, verbs, adjectives, adverbs.

- Example: 1) The man feet (ommission of 's)
 Should be: The man's feet
 2) He was call (ommission of -ed)
 Should be: He was called

2. Addition

Erdogan (2005), state that addition errors are characterized by the presence of an item which must not appear in a well-formed zutterance. The Addition is a form that does not appear in a well-form utterance. This classification is categorized into:

(1) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most language, however, some members of a class are exceptions to the rule.

(2) Double-Marking

Many addition errors are more accurately scribed as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example, "I didn't go" although "go" takes a past tense market when there is no auxiliary (such as do) on which to mark the tense.

(3) Simple additions.

Errors are the 'grab bag' subcategory of addtions. If an addition error is not a double marking nor a regularization, it is called a simple addition.

3. Misformation

A stucture that used in wrong form. This classification is categorized into:

- (1) Regularization (for example; “Do they happy”) The dog eated the chicken
- (2) Archi-form (for example, the learner user me as both a subject and object pronoun)I see her yesterday. Her dance with my brother
- (3) Alternating forms (for example,Don’t+v and No+v) I see her yesterday

4. Misordering

A structure which appears incorrect placement of a morpheme or group of morphemes. The example is in the phrase “Beautiful house”. Sometimes, indonesian learner makes error such “House Beautiful”. It is definitely an error. The error should be “beautiful house”.

2.4.2.3 Comparative Taxonomy

The classification of errors in a comperative taxonomy is based “on comparisons between the structure of errors and certain other types of constructions”. For Example, if one were to use a comperative taxonomy to classify the errors of a korean student learning English, one might compare the structure of the student’s errors to thst of errors reported for children acquiring English as a first language.

2.4.2.4 Communicative Effect Taxonomy

While the surface strategy and comperative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of their effect on the listener or resder. Errors that affect the overall organization of the sentence hinder successful communication, while errors that

affect a single element of the sentence usually so not hinder communication. In order to determine the relative importance of various error types to the communicative effect of a sentence, they selected from their collection of ungrammatical sentences those containing “two or more errors”.

2.4.3 The Causes of Error

Errors can occur for many reasons. One of the strategies to prevent students from making the same error is by looking at the cause of the error itself.

Corder (In Husein 2002), claims that there are major causes of error, which he labels “transfer error”, ‘analogical error’, and teaching-induced errors’. On the other hand, Hubbard proposes the same categories of error with different names they are: mother-tongue interference, overgeneralization and errors encouraged by teaching materials or method.

1 Mother-tongue interference

Although young children appear to be able to learn a foreign language quite easily, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language lead to different pronunciation, faulty grammar patterns, and occasionally, the wrong diction.

2 Overgeneralization

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produces rules for its production. By

which the data is inadequate, or the evidence only partial, such rules may produce incorrect pattern.

2.5 Error Analysis

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid.

2.5.1 Definition of Error Analysis

Error is a common occurrence during learning process. Despite it is negative image of being incorrect, producing errors can be perceived as an important part of learning, particularly, foreign language. It is not possible, as Heidi said, to learn something without making any error and mistake. These errors can help to understand how far the learners have mastered the language. According to James, error analysis is the process of determining the incidence, nature, cause, and consequences of unsuccessful language.

Learners' errors give measurement do not only on the students' part, but on the teacher's teaching method as well. Corder as mentioned in Brown states that the production of errors by the students is important that it provided the researcher with a trace of how language is learned or acquired by the students, and also the type of strategies or procedures the learner is employing in the discovery of the language.

2.5.2 The purpose of Error Analysis

During the process of learning second language, error are unavoidable. These errors for a long time had been seen as a faulty in learning the language. However, this errors are actually has its own function. The errors appeared can be analyzed and

classified into groups based on the similarity they have within them. The classification, later, will show the proficiency level of learners that create the errors.

Heidi Dulay, et al serve two major purposes in studying learners' errors; they are:

- 1) It provides data from which we can make inferences about the nature of language learning process.
- 2) It indicates to language teachers and curriculum developers are required to conduct the research correctly. Here , Carl James provides us with five steps in analyzing the learners' errors.

2.6 Preposition

Preposition have been always widely used in English, even though the number of them is quite limited. Preposition belong to functional parts of speech and rather active. According to Xiangyue Yu (2014: 4), a preposition is a word which is used to show the way in which other words are connected. According to Howard Sargean (2007: 101), preposition are words that show a connection between other words. Most prepositions are little words like at, in and on. Some words can be used other as preposition or as adverbs. If the word is followed by a noun or a pronoun, it is a preposition.

2.6.1 Types of Preposition

Generally, preposition has 7 types, namely: preposition of time, preposition of place, preposition of agent, preposition of direction, preposition of instrument,

compound preposition and prepositional phrase. According to Howard Sargeant (2007 : 102), the types of preposition are :

1. Preposition of Place

Some prepositions show where something happens. They are called prepositions of place.

Example :

- 1) Sally was sitting **under** a tree.
- 2) Some geese flew **over** their house.
- 3) John and Lisna were hiding **inside** the wardrobe.
- 4) There was a tree **beside** the river.
- 5) I have a friend who lives **in** Wyoming.

Preposition of Place: at, in, on

- In general, we use :
1. **at** for a POINT
 2. **In** for an ENCLOSED SPACE
 3. **On** for a SURFACE

At POINT	In ENCLOSED SPACE	On SURFACE
at the comer	In the garden	On the wall
At the bus stop	In london	On the ceiling
At the door	In france	On the door
At the top of the page	In a box	On the cover
At the end of the road	In my poket	On the floor
At the entrance	In my wallet	On the carpet
At the crossroads	In a building	On the menu
At the front desk	In a car	On a page

2 Prepositions of Time

Some prepositions show when something happens. They are called prepositions of time.

Example :

- 1) School starts **at** nine o'clock.
- 2) I brush my teeth **in** the morning and at night.
- 3) We're going to the zoo **on** Saturday.
- 4) I visited my grandparents **during** the summer.
- 5) I'll do my homework **before** dinner.

At PRECISE TIME	In MONTHS, YEARS,CENTURIES and LONG PERIODS	On DAYS and DATE
At 3 o'clock	In May	On Sunday
At 10.30am	In summer	On Tuesdays
At noon	In the summer	On 6 March
At dinner time	In 1990	On 25 Dec. 2010
At bed time	In the 1990	On Independence
At sun rise	In the next century	Day
At sunset	In the Ice Age	On my birthday
At the moment	In the past/future	On New Year's Eve

3 Proposition of Direction

Some prepositions show where something is going. They are called prepositions of direction.

Example:

- 1) The boys chased **after** each other.

- 2) The football rolled **down** the hill.
- 3) A man was walking his dog **along** the riverbank.
- 4) The freeway goes right **through** the city.
- 5) We were traveling **towards** Miami.
- 6) A girl went **past** them on a bike.

The basic preposition of a direction is “to”

To: signifies orientation toward a goal

Example: - She was driven **to** restaurant

- We flew from New York **to** paris. (OR) We flew to Paris`

The other two prepositions of direction are compounds formed by adding “to” to the corresponding prepositions of location.

On + to= onto: signifies movement toward a surface

In + to =into: signifies movement toward the interior of a volume.

Example : they went into the garden.

2.7 Previous Research

In doing this thesis, the writer also write that also related to this topic Lisnawati Sihaloho (2011) in her thesis entitled “Improving students’ achievement on writing hortatory exposition through taba model”. The research conducted classroom Action research consisted of two cycles, where there were three meetings in each cycle. Before the strategy called taba model was implemented, there was an orientation test conducted in the first meeting. The test was purpose to get the students ability before conducting the strategy. The test also was needed to find out students’ problem on writing hortatory exposition.

Hidayat (2015) in his research entitled “an analysis of students’ errors in writing introduction thesis of English Department students of IAIN Raden Intan Lampung” found that although grammar lessons have been thought of English Education Study program since the very beginning of their education there, still grammatical errors can be found in most of their language activities, in this case writing. Basically, the grammatical errors that the students usually make are related to their negligence of basic writing mechanic and grammatical rules. The errors might seem small and insignificant, but they may have big influences on the quality of writing. In Hidayat’s research there are table of error and correct sentence in writing, this research help the writer useful information especially to support the writer’s thesis.

In this research, the writer would like to error analyze in writing hortatory exposition text. To make sure this research is original; the writer would like to present the other researches that have close relation with the study. In this graduating paper, the writer reviews a related research to support this paper. The writer wants to present the previous research that deals especially with hortatory exposition error analysis in general. First, the teacher prepares the lesson plan. It is used as guidance for teacher to make the teaching learning teacher selects the material. That is appropriate with syllabus and curriculum, and than the teacher prepares the media that will be us learning process, like pictures, videos or advertisements. It can help students more understand about the lesson. The students have several times to make plans to select a topic that will be written with their team. By making plans, the

students who have low writing proficiency will be helped. It also develops the students' own thinking to give and share their opinion or argument. By implementing this technique, the students are motivated to participate more actively. In other words, using Advertisement is a good technique to improve senior high school students' ability in writing a hortatory exposition text. Teaching writing a hortatory exposition alternative way to be implemented in the classroom steps depend on the need or situation. Also, the teacher that he or she needs in teaching and implemenentering the classroom. Then, the teacher should control the students during they work in pairs. It will help the students discussion.

2.8 Conceptual Framework

Writing is an important skill in language learning. Writing is defined as a psychology activity of the language user to put information in the written text (Siahaan, 2008: 215). To have competence in writing, students need to train themselves in doing writing activity as continually activity. It self actually has necessary role in improving student's skill about the error analysis from the text.

Error is some kinds of mistakes made by students without realizing it. Error is natural for students to do. Studying the errors made by learners needs no justification. It is something that teacher is always done for purely practical reasons. The errors get from the result of test or examinations, and it becomes a major element in the feedback of the process of learning. When the writer asked them to write, still found errors in it. So, by analyzing it, teacher can give some proper feedback, try to fix the error and help students to develop their writing. Because by repairing the errors, it

can carry students to be more effective learning. Therefore the error analysis will discuss in conducting the thesis.

Preposition is a word which is used to show the way in which other words are connected. The writer focuses on preposition of time, place and direction.

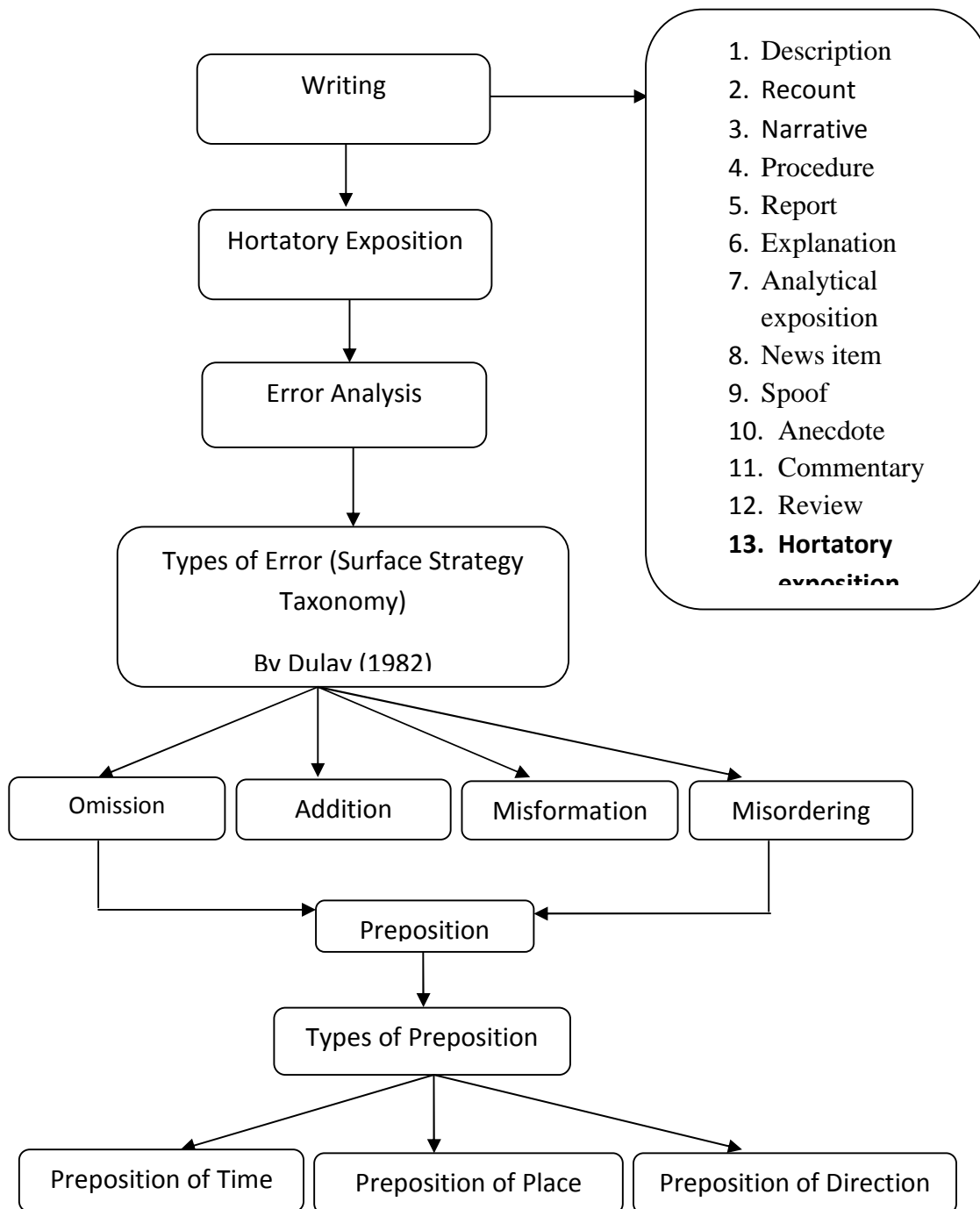


Figure 2.8 The Conceptual Framework of Error Analysis in Writing Hortatory exposition text (Magdalena Nainggolan : 2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study will apply descriptive qualitative method. According to Ary (2002), states that qualitative study seek to understand a phenomenon by focus on the total picture rather than break it down into variables. One of the characteristics of descriptive research is that there is no control of treatment as in experimental one. Since the study purely describes what kinds of errors on the used of error analyzed in students' writing hortatory exposition text and what kinds of errors that dominants. The writer concludes that descriptive qualitative research is appropriate in this study. The errors will classify into several categories based on the similarities they had. The classification use is Dulay error classification that classified the errors into 4 types of error in a detail grammar classification.

3.2 The Subject of the Research

The subject of the study will be the students of grade eleventh in the second academic year 2018/2019 of SMA Swasta Imelda Medan, because the writer still found that students made error in using ommision, addition, misinformation and misordering in using preposition in their writing hortatory exposition text when the writer was doing an observation there. The writer will take one class as the sample. The class is XI MIA 1. There are 20 students who take part in this research.

3.3 The Object of the Research

The object on this research is the students writing hortatory exposition text. The writer will be analyzed the paper of the students at eleventh grade on SMA Swasta Imelda Medan. The writer classified the errors in using preposition that made by students based on types of errors such as: omission, addition, misformation and misordering.

3.4 Technique of Collecting Data

In this research, the data are collected by qualitative data. The writer collected the data by giving actually the students error. That is writing test. Writing test is used to find out the kinds of errors and cause of errors. The test instrument is to write hortatory exposition text.

3.5 Technique of Analysing Data

To analyze the data, the writer took those following ways:

1. Check the students work to find out errors.
2. Identification

In this step, the acquired data will be studied to find out the errors analyzed by underlying the errors.

3. Classification

The writer would classify the students' types of error. According to Dulay et.al (1982: 146), there are four commonly used bases for the descriptive classification of errors. They are linguistic category surface strategy taxonomy, comparative analysis and communicative effect. In this study, the writer used the surface strategy taxonomy (omission, addition, misformation and misordering).

3.6 The Validity of the Test

Validity is assess or measure what is suppose to measure. The material of the test must same with the material which is give in teaching learning process. The data is collected on 17 May 2018 by using the paper. The data get from the second grade of SMA Swasta Imelda Medan. There were two data from this writer. The first, the writer will asked to the students to write hortatory exposition text which the topic. The students could choose one of the topics are given. In the students' paper sheet, the writer analyzed what types of error are made by students' in using preposition in writing Hortatory exposition text. The error could be addition, ommision, misformation and misordering. To collect the data of the second problem, the writer anlyzed what types of dominant error are made by students in using preposition in writing Hortatory exposition. The writer is a good text to measure the students' knowladge of the test and writer try to give the writing test to the students. The writer makes the test in students' writing Hortatory exposition text. After that, the students' score will become the result to conclude that the test was valid in testing the students' writing skill.