

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language was one of the most important things in communication and it was used as a tool of communication among the nations all over the world. Language, a system of conventional speak, manuals, or written symbols by means of which human beings, as members of a social group and participant in its culture, express themselves. Language was taken as important role in the world's communication. Without language, humans cannot communicate with the others. The world always change from time to time. There were some languages that used in the world, one of them is English.

English was one of the most common languages used by people to communicate with other people whose native languages were different. English was not only used as a communication tool but also use as a language of science, technology, and information. Finally, there was a great demand in the workforce that requires job seekers in a certain position to be able to speak and write English fluently and correctly. As an international language that a very big influence, English was very important at present to learn especially for the students as the Indonesian coming generation so that they would be able to face this globalization era well.

In teaching English, the students were intended to master four language skills. There were listening, speaking, reading, and writing. As one of the four language skills, writing holds an important role in learning. Writing requires a lot of attention to doing it. It requires

much concentration, practice in composing and it should be comprehended well by the students. Students were expected to be able to write the types of writing such as recount, narrative, descriptive, etc. As one of the basic language skills and productive skills, writing has a very complex process.

It is a comprehensive ability that consists of grammar, vocabulary, punctuation, appropriate content, word selection, topic, occasion, and punctuation. Before people write, people need to follow a series of processes. Therefore, in a process, there must be some errors made by the students.

Based on the writer's observation in HKBP Nommensen University, the errors also made by the college students. In addition to these errors usually, it happens in choosing prepositions and conjunctions, especially writing procedure. The college students make errors inputting the wrong prepositions and conjunctions so it will change the meaning. Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, leading to a surge of study of learner's error (Douglas Brown, 2007:35).

Relate to the problems, some researchers analyze errors in student's writing. All analyses were expected to know the most dominant error by college students in the writing genre. But, the fact was not all errors will specifically analyzed.

The writer chooses to analyze errors in prepositions and conjunctions usage of college student's writing procedures because it was specific and according to the previous study, not only senior highschool students made errors in prepositions and conjunctions but also college students in University.

Before this research title got confirmed, the writer had made observations using James (2001:40) theory about prepositions and conjunctions in fourth semester students of Nommensen HKBP University on 9 January 2020 in group B. During observation, the writer conducted several tests to analyze students by giving several oral questions about prepositions and conjunctions. From these observations, the writer found some errors made by the students in forming sentences that have a preposition and conjunction. And Finally, the writer assumed that research need to be done about preposition and conjunction in fourth semester student in Nommensen HKBP University, Medan.

1.2 Problems of the Study

- 1) What types of preposition and conjunction errors found in the fourth semester students of English Department HKBP Nommensen University in writing procedure text?
- 2) What is the dominant error of preposition and conjunction found in the fourth semester students of English Department HKBP Nommensen University in writing procedure text?

1.3 The Objectives of the Study

Based on the statement of the problems above, the writer had some purposes.

- a) To find out the types of preposition and conjunction error usage in writing procedure in the fourth Semester FKIP English Nommensen HKBP University.
- b) To find out the dominant types error in preposition and conjunction usage in writing procedure in the fourth Semester FKIP English Nommensen HKBP University.

1.4 The Scope of the Study

The Study deals with error analysis. There were many kinds of part of speech, they are : (1) Noun (2) Pronoun (3) Verb (4) Adjective (5) Adverb (6) Article (7) Preposition (8) Conjunction (9) Interjection. The writer focuses on preposition and conjunction, the study focuses on the identification and classification to know the types of errors and to know the most dominant error that college students commit in writing procedures at fourth-semester FKIP English HKBP Nommensen University.

1.5 The Significances of the Study

The study expected to have both theoretical and practical perspectives.

1. Theoretical Perspectives

The writer hopes that this research will be inspiring English teachers and lecturers to give correction and more exercises about prepositions and conjunctions clearly.

2. Practical Perspectives

a. For Teachers

The result of this research can be useful for teaching prepositions and conjunctions in writing procedure text.

b. For Students of English Department

The students can use prepositions and conjunctions better, in writing out of procedure text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting research, theories have to explain some concepts in the research concern. The concepts which were used must be clarified in order to have some perspective of implementation in the field. In other words, the following was considered important to discuss clarifying the concept used or discussing so the reader can get the point clearly.

2.2 Errors and Mistakes

Researcher differentiates between errors and mistakes. As James (2001:40) states that if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected is not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner was unable or in any way disinclined to make the correction, people assume that the form the learner used is intended, and that is an error.

A mistake was made by a learner when writing or speaking which is caused by a lack of attention, fatigue, carelessness, or other aspects of performance. Therefore mistakes are not necessarily a product of one's ignorance of language rules. According to Erdogan (2005:263), mistakes can be self-corrected when attention was called. Whereas, an error can not be self-corrected that the use of linguistics items in a way that a fluent or native speaker of the language regards it as showing faculty or incomplete learning.

Hourani (2008:11) makes a clear distinction between errors and mistakes. She stated that errors are "systematic deviation when a learner has not learned something and consistently gets it wrong". When a learner of English as a second or a foreign language makes an error systematically, it was because he has not learned the correct form.

From the explanation above, the writer concludes that mistake was something natural, something that human or learners may correct and identify, while errors were systematic that can not be self-correct by learners because they have not learned the correct form or do not know what was correct.

2.2.1 Error Analysis

Errors found in the active or expressive language. James (2001:40) defines error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. According to Brown (2000:76), error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language of foreign language and then to reveal the systems operated by the learner. Error analysis was a type of linguistic analysis that focuses on the errors learners made. It consists of a comparison between the errors made in the target language and the target language itself (Khansir, 2012:1029). The writer concludes that error analysis was the process of determining the incidence of unacceptable forms produced by learners and finding out the sources of errors.

2.2.2 The Causes of Error

According to Richards (1973:32), the sources of errors are classified into six points :

- 1) Interference is an error resulting from assumed that if source language did not have a certain rule, target language did not have it either, such as –s for countable plural nouns (regular forms)
- 2) Overgeneralization is an error caused by extending the use of a form to an inappropriate context by analogy. This is a normal and natural process and both learners of English as a second language as well as children learning it as a first language often extended the use of grammatical rules to a context where they do not occur, as in boil five minutes.

- 3) Performances error is an unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion.
- 4) Markers of transitional competence is an error that results from a natural and perhaps development sequence in the second language learning process (by analogy with first language acquisition).
- 5) The strategy of communication and assimilation is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so.
- 6) Teachers-induced error is an error resulting from pedagogical producers contained in the text or employed by the teachers.

2.2.3 Types of Error

Fang (2007:21) argues that learners' errors are usually classified in different categories. There are "global" and "local" errors. Global errors hinder communication and they prevent the learner from comprehending some aspects of the message. Global errors need not be correct and they are generally held true. Local errors only affect a single element of a sentence, but do not prevent a message from being heard.

James (2001:40) states that the kinds of errors are divided into four categories: omission, addition, selection, and miss-ordering which will be explained as follows.

- a) Omission

These types of errors are characterized by the absence of an item that must appear in a well-formed utterance. The error, in this case, is the omission of prepositions and conjunctions.

Example : *I can see you ten o'clock to two o'clock.

Should be : -I can see you from ten o'clock to two o'clock.

From the example above, it can be seen that the omission seems so fine to the second language learner since the element omitted will not give many changes if they are translated literally. The elements of the sentence should be present, but the learners do not present them. This omission makes the sentence ungrammatical. In other words, the sentence is wrong.

b) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item that must not appear in a well-formed utterance. Learners are not only committed elements that they regard as redundant but they also add the redundant element.

Example : *Crack eggs into a bowl and or beat until fluffy.

Should be : * Crack eggs into a bowl and beat until fluffy.

From that example, the conjunction "or" is the item that should not be present because in that sentence there is the conjunction "and".

c) Selection

Learners commit errors in pronunciation, morphology, syntax, and vocabulary due to the selection of the wrong phoneme, morpheme, structure, or vocabulary items. Selection is an error inputting the wrong prepositions and conjunctions, but the location of the item that is right.

Example : *I saw him in September 16th.

Should be : -I saw him on September 16th.

From that example, the preposition "in" is the wrong preposition, the right one is "on" because "on" used with a day of the month. We can conclude the selection occurs when the wrong items have been chosen in the place of the right one.

d) Miss-ordering

Miss-ordering is often the result of learners relying on carrying out 'word-for-word translation of native language surface structures'. In English certain word classes seem to be especially sensitive to misordering.

Example : *I was born 5th March on 1994

Should be : -I was born on March 5th, 1994.

From that example, error miss-ordering occurs when the prepositions “on” present or correct but incorrect sequence in the sentence.

2.2.4 The Advantage of Error Analysis

According to Valero et.al (2008:25), there are some advantages of error analysis as follows,

- a) Reveals any general deficiencies and weaknesses that the students have.
- b) It highlights words, utterances, and structures that prove to be difficult at a particular stage of development.
- c) Highlights gaps in student knowledge.
- d) It helps the teacher to identify abstract fields where his teaching has not been effective.
- e) may lead towards a correction of the teaching method.
- f) Accumulates a wealth of data for the teacher's training and his teaching materials in the future.

Khansir (2012:1029) mentioned the study of error has some advantages:

- a) To identify strategies that learners use in language teaching.
- b) To identify the causes of the learner's error.
- c) To obtain information on common difficulties in language learning as an aid to teaching or in the development of teaching materials.

In addition, Fang (2007:21) states that the advantages of error analysis are :

- a) The teacher will get an overall knowledge of the student's errors.
- b) Errors can tell the teachers how far towards the goal the learner has progressed and consequently, what remains for him or her to learn.
- c) Errors are indispensable to the learners themselves, for we can regard making mistakes as a device to the learner employs in order to learn.
- d) The teacher should learn to tolerate some errors, especially some local errors.

It can be concluded that the advantages of error analysis were to show the students in what aspect was difficult for them in learning a foreign language, to know the sources of error

and how they can learn from their mistakes and teachers will get an overall knowledge about the student's error also they can evaluate themselves whether they were successful or not in teaching a foreign language.

2.3 Part of Speech

In every language, we find groups of words that share a grammatical characteristic. These groups are called "parts of speech". There are nine parts of speech according to Murphy (2012:13).

2.3.1 Verbs

A verb performs either of three kinds of tasks: it expresses action, a state of being, and the relationship between two things. There are two kinds of verbs:

Transitive verbs take objects. They tell us what the subject (agent) does to something else (object). For example, He bought a shirt.

Intransitive verbs do not take an object. They express an action that does not require the agent's doing something to something else. For example, Tom danced.

2.3.2 Nouns

A noun is any word which names a person, place, thing, idea, animal, quality, or activity. There are kinds of a noun:

Proper nouns are the names of specific things, people, or places, such as Christine. Common nouns are general names such as woman, wall, and lamp. They can be either concrete or abstract. Concrete nouns refer to things that you can see such as a book, table. Abstract nouns refer to ideas or qualities such as freedom, truth.

2.3.3 Pronouns

A pronoun is a word that takes the place of a noun or stands in an unknown noun. The noun which the pronoun replaces is called its antecedent. Kinds of pronouns:

Personal Pronouns are " I, You, We, They, She, He, It".

Possessive personal pronouns are "mine", "yours", "hers", "his", "its", "ours", and "theirs".

A demonstrative pronoun points to and identifies a noun or pronoun: "this", and "there", "that" and "those".

An interrogative pronoun is used to ask question "who", "whom", "which", "what".

Reflexive pronouns indicate that subject performs actions to or for itself: "myself", "yourself", "himself".

2.3.4 Adjectives

Adjectives describe a noun, Possessive adjectives "my, your, his, her, its, our and their", modify nouns by showing possession or ownership.

2.3.5 Article

Article is a word used to modify a noun, which is a person, place, object, or idea. [Articles](#) function like adjectives by modifying nouns, but they are different than adjectives in that they are necessary for a sentence to have proper syntax. Articles and determiners specify and identify nouns, and there are indefinite and definite articles. Examples: articles: *a, an, the*; determiners: *these, that, those, enough, much, few, which, what*.

2.3.6 Adverbs

Adverbs modify, limit, or qualify other words. They can modify verbs, adjectives, other adverbs. Many adverbs end in *-ly* such as *happily, loudly, tightly*. Some adverbs do not end in *-ly* such as *never, rather, here, everywhere*.

2.3.7 Prepositions

A preposition is a word that shows the relationship between a noun or pronoun and other words in a sentence. It links nouns, pronouns, and phrases to other words in a sentence. (Sawalmeh, 2013:13)

While Morley (2000:13) states that prepositions have the features of being accompanied, indeed normally followed, by a completive element in the form of a (single or multiple words) phrase or a clause. For example, in a phrase: *at home, between us, without delay, etc*. In clause: *from what I have heard, after visiting the museum*.

According to Prasad et.al (2007:44), a preposition is a word that shows the relationship between two objects indicating their position.

a) Types of Preposition

Prepositions range in meaning from such definite semantic notions as time, place, position, and direction. For more details, the examples of prepositions for showing time are shown in the table below.

Table 2.1 Types of Preposition for Showing Time

On	I saw him on Sunday. (on used with a day of the week) I saw him on September 16. (on used with a day of the month) On as preposition of time may be omitted – I saw him Saturday
At	I saw him at five o'clock. (at used with an hour of the day)
In	I saw him in September. (in use with a month) I saw him in 2013. (in use with a year) I saw him in the morning. (in use with a part of the day) I saw him in the spring. (in use with a season)
b) Extended time. Starting at one point and ending at another (duration).	
Since	I have not seen him since Monday (since gives the beginning point)
By	I can see you by Monday (by implies no later than, at any time up to this point)
For	I can see you for one hour (for gives a quantity of time. It usually accompanied by a number)
During	I can see you during the week (during gives a block of time)
c) The sequence of time. Events that follow one another.	
Before	I will see you before Wednesday. (the event precedes the time given in before phrase)
After	I will see you after Wednesday (the event follows the time given the after phrase)

The second type of preposition is for showing place-position and direction. For more details, they are shown in the table below.

Table 2.2 Types of Prepositions for Showing Place – Position and Direction

Position	
a) the point itself	
In or Inside	Hang your coat in the closet. (in gives the area of something enclosed) There was no one inside the house. (inside emphasizes the containment)
On	Put the dishes on the table. (on indicates the surface of something – a floor, a wall, etc.)
At	He is at school (at refers to a general vicinity)
b) Higher or lower than a point	
Higher	
Over	The plane flew over the mountains (over is felt to be generally higher than a point)
Above	He lives on the floor above us (above is felt to be directly higher than a point)
Lower	
Under	A subway runs under this street (under is felt to be generally lower than a point)
Below	He lives on the floor below us
c) Neighboring the point	
Near	He lives near the University
Next to	The theater is right next to the post office (with nothing else between them)
Beside	He sat beside his wife during the party (on one side of a person that has two sides)
Between	He sat between his two sons (on each side of a person or thing that has two sides)
Direction	
To – From	He always walks to school from his home.
Toward(s)	The pilgrims headed toward Mecca.
Away From	They moved away from their old neighborhood.
Into – out of	He ran into the house quickly After a few minutes, he ran out of the house with an umbrella under his arm.
Up – down	He climbed up (or down) the stairs.
Around	The Ship sailed around the island.
Through	You can drive through that town in an hour.

2.3.8 Conjunctions

Conjunctions have been seen as grammatical connectors (Morley: 2000:13). Wisniewska (2013: 136) defines that conjunctions are used to join clauses into one sentence and show the relationship between them.

a) Types of Conjunctions

Wisniewska also classified conjunctions into :

a) Coordinating Conjunctions join two main (independent) clauses.

b) Subordinating Conjunctions join a main clause and a subordinate clause. The subordinate clause contains information that is less important than in the main clause.

For more details, the types of conjunction can be seen in the table below.

Table 2.3. Types and Example of Conjunctions

Conjunction	Explanation	Example
Coordinating Conjunctions		
And	Adds Information	Rainwater forms pools on the rock surface and is trapped within tiny cracks
But/yet	Contrasts Information	Rock erosion is caused by human activities, but it is also caused by wind, water, and ice.
Or	Shows two alternatives	Do you want a new bag or new shoes?
So	Links a cause and a result	They were late, so they missed the concert.
Subordinating conjunctions: Cause and result		
Because/since/as	Introduces a cause	The baby is crying because she is not feeling well.
So that	Introduces a result	Glaciers move very slowly so that it is impossible to detect their movement with the naked

		eye.
Subordinating conjunctions: Contrast		
Although/while	Introduces a contradictory idea	Although erosion is a natural process, it has been dramatically increased by the effects of human activities.
Subordinating Conjunctions: Time sequence		
As/when/while	Introduces something that happens at the same time as another event.	As the rocks cool down and contract, small pieces of rock break off.
When/as soon as/once/ after	Introduces the first in a sequence of two events.	After the ice has melted, the holes fill with water to make lakes.
Before/until	Introduces the second in a sequence of two events.	Glaciers transport rocks and ice downhill for many miles before they reach the ocean.
Subordinating Conjunctions: Condition		
When/Whenever/if	Introduces something that enables another event to happen	When a glacier moves at a fast place, it loses massive amounts of ice.

2.3.9 Interjections

Interjections are particles used in speech to indicate emotion or provide transition such as, eh, okay, oh, no, yuck. For example, It's great being a Tasmanian, **eh?**

2.4 Writing

Writing is a part of communication in our life. Writing is an ancient technological advance that lets people converse with one another even though they are separated. By writing, we can take part in the conversation going on among human beings throughout the world.

a) Definition of Writing

Hourani (2008:3) states that the writing skill involves many other sub-skills like the general knowledge about the subject in question and the ability to translate ideas into

grammatical sentences. While Hussain et.al (2013:831) state that writing skill is higher complex than listening, speaking and reading skill. It requires much concentration, a conscious effort, and practice in composing, developing and finalizing and need stages and steps of intensive revision to have a final draft in hand.

It can be concluded that writing is a complex and important skill that needs feeling, thinking, knowledge share opinion, and translating ideas into grammatical sentences.

2.5 Genre

According to Knapp (2005:82) genre are a place occasion, function, behavior, and interaction structures. A genre is defined as a staged, goal-oriented social process. This involves the interaction of participants using language in a conventional, stip – wise structure (Hyland, 2002:17).

According to Dirgeyasa (2015:43), genre-based writing is a matter of an approach to how writing is viewed and seen. It can be said that seeing writing through a genre approach will produce a typical writing work.

Genres are abstract, socially recognized ways of using language. When writing we follow certain conversations for organizing messages because we want our reader to recognize our special purpose (Hyland, 2002:52).

Hyland also states that there are several types of genre in writing, namely:

- a) Recount: to retell something that happened in the past and to tell a series of the past event.
- b) Description: to describe what something is like.

- c) Report: to describe the way things are, with reference to a range of natural, man – mode and social phenomena in our environment.
- d) Narrative: to amuse, entertain, and to deal with the actual or vicarious experience in different ways and certain morality in it.
- e) Procedure: to describe how something is accomplished through a sequence of actions or steps.
- f) Explanation: to explain the reason why judgment is made.
- g) Anecdote: to share with others an account of an unusual or amusing incident.
- h) Analytical Exposition: to persuade the reader or listener that something is the case
- i) Hortatory Exposition: to persuade the reader or listener that something should or should not be in the case.
- j) News Item: to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

From the various kinds of the genre in writing, this study only focuses on procedure text.

2.5.1 Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It is also defined as a set of instructions for performing a task (Dirgeyasa, 2015:122)

Dirgeyasa also stated that procedure text is the text which tells us about the process in making or doing something. By following the instructions, people can make and know the information.

1) Social Function of Procedure Text

The procedure has the purpose to tell someone what to do or how to do something (Knapp, 2005:153). This may include the resources or tools needed to make something and the steps on how to make it.

The main Communicative purpose of the procedure text according to Dirgeyasa (2015:43) is to show and describe the way how something is done or to describe something is accomplished through a sequence of actions or steps.

2) Generic Structure of Procedure Text

There are two types of generic structures in accordance with the types of procedure writing according to Dirgeyasa (2015:124).

a) How to make something :

- 1) Topic and statement of purpose
- 2) Materials and tools
- 3) The sequence of steps to accomplish the event or process
- 4) Closing (optional)

b) How to operate something or how something works :

- 1) Topic and statement of purpose

2) The sequence of steps to accomplish of event or process

3) Closing (optional)

3) Linguistic Features

a) It tends to use imperative sentence dominantly

b) Some sentences use the expression “should” or “must”

c) The passive sentences are also often used when writing procedure text

d) Most sentences start with verb

e) This text uses simple present tense

f) It uses mainly temporal conjunctions

2.5.2 The Example of Procedure Text

To make a good and effective writing procedure text, the writer shows an example of procedure text as table 2.1 which is taken from genre, text, grammar (Knapp, 2005:162).

Table 2.4 The Example of Procedure Text

Topic followed by a statement of purpose	How to Make a Salad Sandwich Here is how to make a delicious salad sandwich you will ever test.
Materials needed, followed by steps to accomplish	All you need for it are : 2 pieces of bread Butter Lettuce Tomato Beetroot Cucumber First, take 2 pieces of bread. Next spread butter on the bread. Don't miss to put in

	your lettuce, tomato, beetroot, and cucumber. Then put the other piece of bread on top. After everything is well, put on the plate soon.
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2.6 Relevant Studies

Several studies have been concluded in order to find out the errors of prepositions and conjunction usage. Some researchers have also proved that students make errors in their writing. This research had done previously by Khurriyanti (2013) in analyzing the prepositions of place errors in SMPN 3 Ampel. The result shows that students' mastery of preposition of the place were no one who got outstanding achievement and factors that influenced the errors were overgeneralization. The contribute is his research focus on place error and this research focuses on preposition and conjunction writing error.

Finally, the last previous study came from Sanjono (2007) in analyzing the preposition used in SMPN 9 Pekalongan. He focused on kinds of errors and the dominant error made by the student. The contribute is the writer research and his research have the same problem to analyze the kinds and the dominant of error.

Meanwhile, this thesis has the purpose to analyze the prepositions and conjunctions error in writing procedure text. This analysis focuses on the identification and classification to find out the types of error and the most dominant error found in the prepositions and conjunctions in writing procedure text.

2.7 Conceptual Framework

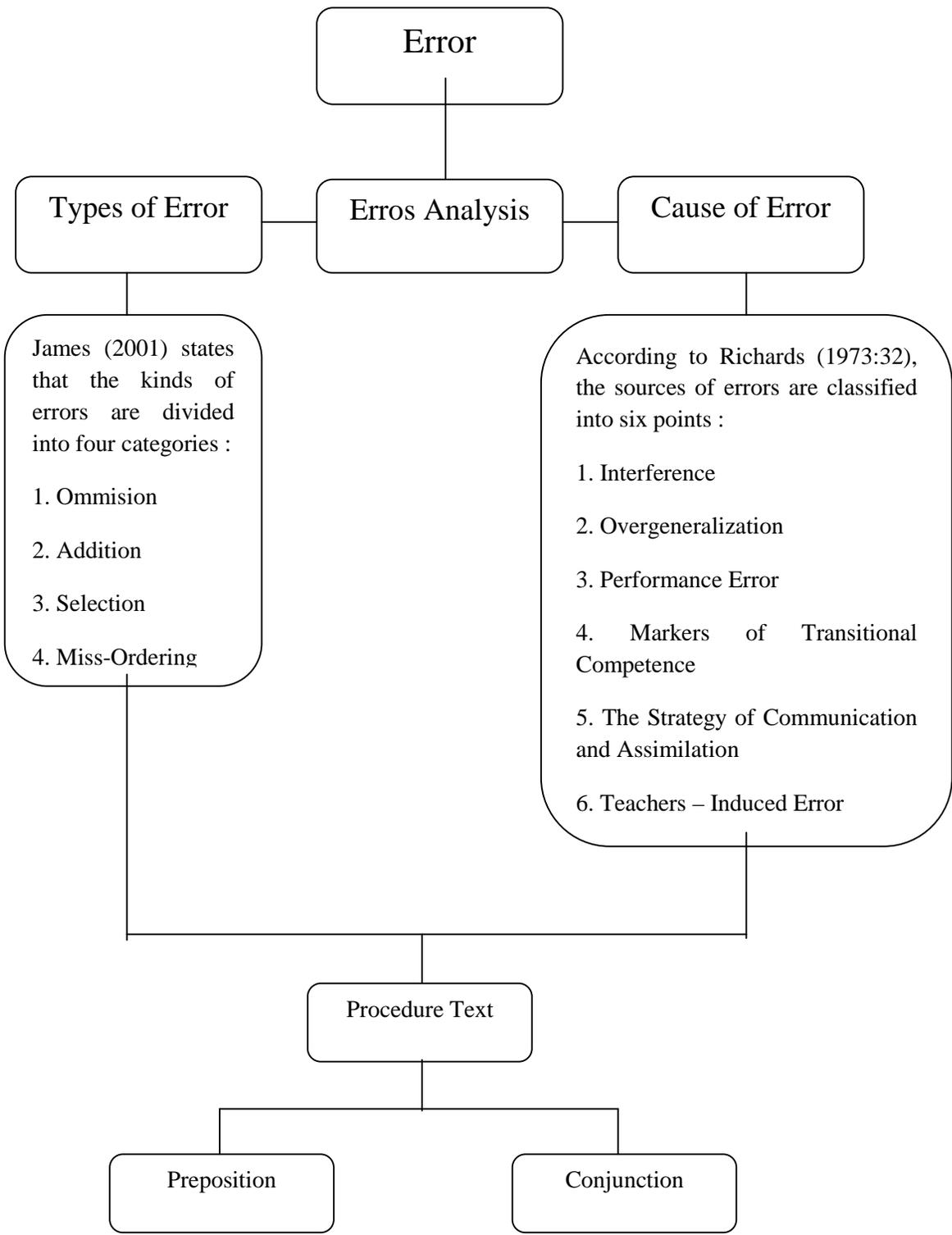
Writing is a complex process that needs feelings, thinking, concentration for composing some written. Most people feel that when they set out to put pen to paper, they

work best alone. Through writing, people can converse with one another even though people are separate. The procedure is a kind of text that tells about the sequence of steps to accomplish the job that is purposed of telling the reader how to do something.

In procedure writing, the students should explain how something will be done in sequent steps, then so plenty use of part of speech but more detail is about prepositions and conjunctions. Prepositions have some types: for showing time, direction, and position. To show time especially in showing sequence of time, there are some prepositions that commonly used, e.g: before, after. For showing one point of time, e.g: on, at, etc. Conjunctions have some types, there are coordinating conjunctions, correlative conjunctions and subordinating conjunctions.

Most students commonly commit prepositions and conjunctions errors in their learning, especially in writing procedure text. But sometimes the teacher does not aware of these mistakes. Then the students commit their mistakes repeatedly because they do not have attention, and correction is called error.

Error analysis is an activity to identify, classify the deviations of the rules of the second language or foreign language, and then to reveal the systems operate by the learner. The advantages of error analysis for the students are to show the prepositions and conjunctions error made by college students, to know the source of error so that they will not make some errors repeatedly. For the teachers, it is required to evaluate themselves whether they are successful or not in teaching English. The teachers can provide their timely guide and help with students' errors.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The writer uses qualitative research in the study which the method will be conveyed in a descriptive analysis way to describe and to interpret the result of qualitative data. This study will be intended to find out the prepositions and conjunctions errors in writing procedure text. The research used descriptive text qualitative design to describe the prepositions and conjunctions errors made by the fourth-semester student. Ary (2002:50) states that qualitative study seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. One of the characteristics of descriptive research is that there was no control of treatment as an experimental one. Since the study purely describes what errors in the use of prepositions and conjunctions in students' writing procedure text and what causes of errors are. The writer concluded that descriptive qualitative research will appropriate in this study.

3.2 The Subject of Study

The source of data will be taken by the fourth-semester students at the University of Nommensen HKBP Medan because the writer finds the error in using prepositions and conjunctions by the fourth-semester students in their writing procedure text. There were 15 college students which consists of 4 classes of the fourth-semester students. The writer will be taken one class as the sample. There were 40 students who take part in the research. The writer will be collected the data by giving the test to the students. The test instrument will be

writing procedure text. The writer gives a topic for a procedure text how to made something and how to get to a place. The writer chooses the topic because the writer believes that the students will be easier to share the steps.

3.3 The Instrument of Collecting Data

The instrument of collecting data was done by doing observation, test and reading. And the test was about writing test. The test was the students' paper sheet in preposition and conjunction error. And the writer asked the students to make a procedure text.

3.4 The Technique of Collecting Data

Conducting research need a process or some steps. The writer did some procedures to conducted the research as a process. The techniques were as follows:

- 1) The material about the procedure text will be explained. After explaining the materials, the instruction and guidelines on how to do the writing text about Preposition and conjunction will be explained.
- 2) The students will have 60 minutes to write within a hundred words in their procedure writing. The researcher analyzed prepositions and conjunctions errors in their writing.
- 3) The students' writing collected and check by giving circle the wrong words or sentences. After that, the students corrected their writing by themselves.
- 4) Then, the students' writing will be collected again and the writer check it once more to found where the students could corrected the words or not, if students should correct it means that they do it but if they could not, she/he do an error then the errors will be identified.

3.5 The Technique of Analyzing the Data

The writer analyzed the students' writing to find the students' error procedure writing. Some steps to analyze the data :

- a) The most common preposition and conjunction errors made by students were analyzed based on the classification of errors.
- b) The writer analyzed the data inductively.
- c) The types of errors will be classified based on the object
- d) The writer will check the dominant types of error itself.
- e) The writer will make the conclusion of the students' result

The writer uses qualitative research in the study which the method will convey in a descriptive analysis way to describe and to interpret the result of qualitative data