

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language is a system communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. It is used by people to communicate, to interact and to transfer his idea with the other people. It means that language has an important role for human life because the people suppose that it is important in the politic, economic, social, and culture aspect. English is a language spoken by people in English speaking countries or International events among countries around the world. In Indonesia, English is one of the foreign language learned and used. Nowadays, most people in our country have realized that only Indonesia language acquisition is not sufficient to face globalization era, where globalization era is universal phenomenon in the world, that has implication in many aspects especially education, politics, economy, and culture. To win this competition we should be able to communicate in English, the most important language for global communication.

There are four skills in learning English language, there are; listening, speaking, writing and reading. Other elements of four skills are grammar, vocabulary, and pronunciation. These are expected to enable students to master the language quickly. Writing is a process of expressing the ideas by putting words into good arrangement in the written form. Writing is also an action or a process of discovering and organizing the ideas, putting them on paper and reshaping and revising them. This mean that when she first write and she will going to write it. Then after she has finished writing, she read over what she has written and make changes and

corrections. Writing is the expression of language in the form of letters, symbols, or words. Writing belongs to the productive skill that should be mastered by the student in order to communicate their ideas and feelings with others in written form. Raimes in Imelda Wardani et al (2014:2) states “Writing is a skill in which we express the ideas, feelings and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.”

In English grammar, there are many materials to be discussed, one of them is preposition. Preposition are one of the most difficult aspects of English grammar. They are called the biggest little word in English. They are usually quite short and insignificant looking but have very important functions. Preposition 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.

Therefore, it is not surprising that the learners encounter problems in mastering prepositions. When the written did teaching practice at SMK N 5 Medan, the writer found that using correct prepositional in writing is very difficult. The students experience many difficulties that they face to written correct preposition. They cannot use correct preposition. The students should be tried to write in content that they use correct prepositional rules as taught by the teacher. It can be seen in the descriptive text (Error Misinformation and Ordering).

Melons

Melons grow in the garden, and they are very kind: Cold and refreshing with the taste. On a hot summer day, and melons grow on the vine it crept on the ground: Amidst the green and silk leavers, rich and ripe fruit found.

Truly, when someone want to write, prepositional rules cannot be ignored and students should always consciously be aware of preposition. Based on the problem above the writing

analyzed the types of error in using preposition in writing descriptive text. The writer chose one of the genre that is the descriptive text. Descriptive text is a kind of writing that consists of description, characteristics, definition of something, objective of something. Descriptive writing also involves putting across feelings, describing place, things and object. In this case the researcher is going to describe the students' skill in writing description text based on their writing test result. Descriptive text is the text that describes something in other the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. In writing descriptive text the students have to fulfill the five components of writing, they are developing ideas, organizing ideas, grammar, vocabulary and mechanics.

Developing ideas is the most important thing to the students in writing descriptive text. By developing the ideas, the students can make a good writing text and develop their ideas clearly in each paragraph. In organizing ideas, students have to identify the name of place and describe the detail of the place in the supporting paragraph. In writing descriptive text the students have to use an appropriate grammar, in this case simple present tense. In composing the text, students have to choose the appropriate and accurate words to express the ideas. In mechanics component, students have to use the good punctuation, spelling and capitalization. By analyzing the five components of the student descriptive text, the researcher can see the students' skill in writing descriptive text.

To solve the problem, the teacher must know the accurate information about the students' error in studying descriptive text and the cause of errors that they did. In this case, the teacher should know the technique to analyze the errors and classify what kinds of errors in order to help them made clear in explain her material in teaching learning process in the class. In the research,

the researcher focused on the students. From the explanation above, the writer will interest in analyzing the errors made by the students. Thus, this study will entitled “An analysis of Students’ Error to Use Preposition in Writing Descriptive Text at the Tenth Grade SMK N 5 Medan”.

1.2 The Problem of the Study

In relation to the background of the study, the problem of this study is formulated as the following :

“ What types of errors are mostly made by the student in using preposition in writing descriptive text?”

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, time, and direction) by the students of SMK N 5 Medan in writing descriptive text.

1.4 The Scope of the Study

Preposition are words used with noun in phrases providing information about times, place, and other connections involving actions and things. According to Howard Sargeant (2007:102), there are five types of direction, preposition with special uses, and preposition with (adjective, verbs and noun). This study will focus on preposition of time, place and direction in writing descriptive text. The writer focused on the error analysis of preposition at the tenth grade of SMK N 5 Medan.

1.5 The Significance of the Study

The significances of the study are expected to be useful for:

1. Theoretical Significance

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

2. Practical Significance

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 proposition when students want to write.
3. The readers : to get more knowledge about correct preposition in writing.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some related concepts or terms applied in the research concern. This study also use some concern and terms that are needed to the theoretical explained. The terms which are used have to be clarified in order to have the same perspective of implementation in the research. The term functions to achieve the objective of the research. It is important to explain the following terms for the aim of the research.

2.2 Writing

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skill for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002).

Based on the opinions above, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written from. It can begin from a simple piece of writing to more advanced level.

2.2.1 The Purpose of Writing

In the written form of the language, the writer has to give the time to express the idea, opinion and message. The purposes can be specific and clear purpose. The purpose can be done by selecting right words and suitable sentences structure to convey the intended meaning.

According to Grenville (2001:1-2) in (MEGAWATI PURBA, 2017) there are three purposes of writing: to entertain, to inform and to persuade.

1. To entertain

Think what it's like to be a reader-you can be entertained (emotionally gripped) by something very serious, even sad, as well as by something funny. An exciting plot can involve your emotions, too, by creating feelings of suspense. Writing that involves emotions can also be reflective and contemplative. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Example of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2. To inform

These kinds of writing can also be 'entertaining' in the sense that they're a good read. But entertaining the reader isn't their main purpose-that's just a bonus. Example of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include opinion, but as part of a logical case backed up with evidence, rather than just as an expression of feelings. I mentioned above that imaginative writing

occasionally pretends to be a true story, but if you writing to inform or persuade, you shouldn't make things up.

2.2.2 The Types of Writing

Siahaan and Shinoda in their book "Generic Text Structure" (2008:15) describe that there are some types of writing, namely narrative, recount, descriptive, new item (headlines), expository, anecdote, procedure. Etc.

1. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

2. Recount

Recount is also a Narration text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

3. Descriptive

Descriptive is a text which can be written English text which the writer describes an object. It describes an object to the readers. The length of the text depends on specific details of the object being described.

4. News Item (headline)

News item (headline) is neither paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important.

5. Expository

It is about the truth of fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object.

6. Anecdote

It is any written English text which the writer shares with the others an account of an unusual or amusing incident.

7. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step.

2.3 Genre

Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. According to Pardiyono (2007 : 2) genre is text type which function as the frame of references so a text can made effectively; effective from the purpose, chosen and arrange text element, and using of grammar.

2.4 Text

Text is always produced in context. While texts are produced by individuals, individuals always produce those texts as social subjects; in particular, social environments. In other words, texts are never completely individual or original; they always relate to a social environment and

to other texts. According to Pardiyono (2013:17) text is the various forms of communication expression, such as written, utterance, sketch or symbol which to deliver the message to other.

2.4.1 Descriptive Text

A descriptive text is containing an object, either living or unloving thing including human and animal (Pardiyono. 2006:165). Pardiyono (2007:33) states that descriptive text has three rhetorical structures. They are communicative purpose, grammatical pattern, and generic structure.

Further explanations of those three rhetorical structures by Pardiyono (2007:33) are as bellow:

A. Communicative Purpose

Descriptive is a type of written text, which has the specific function to give description about an object (human or non human)

B. Grammatical Pattern

- a. Use of simple present or past tense.
- b. Use of predicate 'be', 'has/have', or linking verbs such as look, seem, sound, taste, ect.
- c. Use of adjective to imaging an object quality or condition.

C. Generic Structure

a. Identification

The identification of a descriptive text contains statements of a certain topic which is going to be described.

b. Description

The second structure is description. In the description the writer gives the detail description about the object.

D. The Example of Descriptive Text

The Eiffel Tower

The Eiffel Tower is an iron tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most visited paid monument in the world; millions of people ascend it every year. Named for its designer, Gustave Eiffel engineer, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 meters (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of the tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevators. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

2.5 Errors

In learning English, the students may often do error and mistake. Error and mistake are being wrong ideal about something. Error is normal and making error is unavoidable during the

learning process. It will always occur although best effort has been done. According to Brown in Siti Yuliani (2015:170) defines errors reflect the interlanguage competence of the learner as a noticeable deviation from the adult grammar of a native speaker. According to Crystal in Ratnah (2013:159) error is a term used in psycholinguistics referring to mistake in spontaneous speaking or writing attributable to a malfunctioning new muscular command from brain. From these opinion about errors, it can be concluded that errors are something that the students do in their learning by using unacceptable and inappropriate forms of the grammar of the target language and the competence of a second language.

2.5.1 Sources of Errors

As there are many description for different kind of errors, it is inevitable to move further and ask for the sources of errors. It has been indicate in the first part of the study that errors were assumed as being the only result of interference of the first language habits to the learning of second language. However, with the field of error analysis, it has been understood that the nature of errors implicates the existence of other reasons for errors to occur. Then, the sources of errors can be categorized within two domains: (i) interlingual transfer, and (ii) intralingual transfer.

1. Interlingual Transfer

Interlingual transfer is a significant source for language learners. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexicosemantic elements of the native language into the target language.

2. Intralingual Transfer

Intralingual errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say: “He is comes here”, it is because the singularity of the third person requires “is” in presents continuous, and “-s” at the end of a verb in simple present tense. In short, intralingual errors occur as a result of learners’ attempt to build up concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways as in the following examples:

1. He made me to smile.
2. The meat smells freshly.
3. I don’t know why did he go.
4. I want learning English.
5. Doctors always give us good advices.

2.5.2 Causes of Errors

There are some causes of errors. According to Richards in Ratnah (2013:161) subdivides the intralingual or developmental errors as the causes of errors into:

1. Overgeneralization.

In second language learning some of these strategies will prove helpful in organizing the about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable – overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

Based on the above statements, she can say that the cause of error in this case is not the influence of the learners' mother tongue but it is the influence of the target language which they have already learnt, for example: "He runs fastly". In this sentence, the learner produces an error because he/she generalizes that adverbs of manner must always be formed adding 'ly' to the adjectives.

2. Ignorance of Rule Restriction.

This kind of error is closely related to overgeneralization. That is the learners fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where actually it is not necessary, e. g: The man whom I saw him yesterday. The student does not know that is impossible to mention the person referred to by the relative pronoun by another pronoun as well.

3. Incomplete Application of Rule.

This mean that the learners apply a rule in the context of a sentence, although the rule is not yet complete. The students may use a statement for a question by adding a question by adding a question mark at the end of the sentence, for example: "He goes to school?"

4. False Concepts Hypothesized.

False concepts hypothesized refers to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinction in the target language. These are sometimes due to poor gradation of teaching item some students get confused cannot differentiate between go and come, bring and take, too and very, etc. they use the present tense instead of the present continuous tense or the other way round. This might be caused by learners not paying much attention to the difference between items. They consider too and very are the same as well as go and come, etc.

2.5.3 Types of Error

Error has some types that is used to analyze writing text. Type of errors is elaborated by Dulay *et al* (1982 : 146) who classify error into four descriptive classifications of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy.

In this study the writer uses the surface strategy taxonomy (omission, addition, misinformation, misordering).

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 errors effects.

- 1) Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).
- 2) Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a 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. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures which are altered in specific and systematic ways (Dulay, Burt, and Krashen, 1982: 150). From the surface strategy, analyzing errors can underlie the students reconstruction of the new language. Thus, among the common errors are :

1) Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language students omit grammatical morphemes much more frequently than content words, for example: English use many countries (English is used by many countries)

2) Addition Errors

Corder (1981 : 36); Dulay, Burt, and Krashen (1982 : 154-162); Erdogan (2005: 264); state that addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are :

1. Double marking: she didn't went back
2. Regularization: eated for ate, childs for children
3. Simple additions: the fishes doesn't live in the water

3) Misinformation Errors

Corder (1981 : 36); Dulay, Burt, and Krashen (1982: 154-162); Erdogan (2005: 264); state that misinformation errors are characterized by the use of the wrong form of the morphemes or structure, The types of errors are:

1. Regularization errors: The dog eated the chicken
2. Arch-forms: I see her yesterday. Her dance with my brother
3. Alternating forms: I seen her yesterday.

4) Miss-ordering Errors

Miss-ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance, e.g. *I don't know what is that*. In addition to creative miss-ordering errors, students have made written miss-ordering errors that are influenced by

word-for-word translation of narrative language surface structures (Corder, 1981: 36; Dulay, Burt, and Krashen, 1982: 154-162; Erdogan, 2005: 264).

3,Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and inter-lingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or inter-lingual; and of course, the grab bag category, other, which are neither.

1) Developmental Errors

Developmental errors are errors similar to those made by children learning that target language as their first language, take for example: Dog *eat* it.

2) Inter-lingual Errors

Inter-lingual errors are similar in structure to a semantically equivalent phrase the learner's native language. Inter-lingual errors simply refer to L2 errors that reflect native language structure regardless of the internal processes or external conditions that spawned them. For example the word order of Spanish adjectival phrase :

(*e.g el hombre flaco*) which converted in English to be: The man skinny.

1. Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or inter-lingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language.

For example, in the utterance: I no have a car.

2. Other Errors Few taxonomies are complete without a grab bag for items that don't fit into any other category. For example, in the utterance : She do hungry.

4. Communicative Effect Taxonomy

The communicative affect classification deals with errors from the perspective of their on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that effect the overall organization of the sentence hinder successful communication ,while errors that effect a single element of the sentence usually do not hinder communication. It means that the errors of communication effect taxonomy can lead to be misunderstood by the listener or reader to get the words can be used either as prepositions or as adverbs. If the word is followed by a noun or a pronoun, it is a preposition.

2.6. Parts of Speech

Base on the research, there is no teaching methodology which is superior to the others methodology since the art of teaching is conduct perfect environment and atmosphere for the students in studying actively. Many researchers recommended teaching nine parts of speech from junior school level up to the higher level. One of them is Jordan (2015) which stated that understanding the usage of nine parts of speech is vital for students as they move toward more complex writing skills. When children learn to speak, they immediately begin using nine parts of speech without realizing it. Soon, children learn to identify each of the nine parts of speech. Learning does not have to be boring and active learning is excellent for engaging students and

for memory retention therefore nine parts of speech can be taught through four skills of English it depends on the lectures to create their own method in teaching interactively.

Nine part of speech are commonly referred to lexical categories, grammatical categories or word classes. The following terms comprise the most basic grammar terminology every English user must be familiar with in order to understand how language works to create meaning. Specific description of Nine part of speech based on Got Grammar book by Umstatter in Naely Muchtar (2017) consist of:

1. Noun is the name of a person, place, thing, or idea.
2. Pronoun is a word used in place of one or more noun. Pronoun are used to refer to a noun that usually comes before the pronoun and make writing clearer, smoother, and less awkward.
3. Ajective modifies (qualifies or limits the meaning of) a noun or a pronoun. It answers to the questions.
4. Verb there are several types of verbs namely the action verb, the linking verb, and the helping verb.
5. Adverb is a word that modifies or qualifies a verb, an adjective, or another adverb.
6. Conjunction connects words or group of word. Coordinating conjunction is a single Connecting word. These seven words consists of: for, and, nor, but, or, yet, and so.
7. Article help determine whether a word refers to something of a specific type (with definite articles) or something of a general type (with indefinite articles). There are only three kinds of articles (the, an, or a) in the English language, so it is very easy to find in a sentence.

8. Interjection is a word that expresses strong feeling of emotion, usually comes at the beginning of the sentence, often followed by an exclamation point (!) when the emotion is strong or a comma (,) when the emotion is mild.
9. Preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

2.6.1 Preposition

Preposition is to indicate the relationship between words in a sentence. It made us easier to understand the meaning of the sentence. And the proposition of preposition is always before the object of the preposition. The combination of preposition and the object of preposition called a proposition phrase. It means that preposition never stands alone, and preposition only has a meaning when it combined. The researcher summarizes that preposition connects one part of speech with other. Preposition are words used with noun in phrases providing information about time, place and other connections involving actions and things. (Yule, 2006). Generally, preposition has 7 types, namely: preposition of direction, preposition of instrument, compound preposition and prepositional phrase. According to Howard Sargeant (2007: 102), the types of preposition are :

1. Prepositions 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 Sarah were hiding **inside** the wardrobe.
- 4) There was a tree **beside** the river.
- 5) I have a friend who lives **in** Wyoming.

Prepositions of Place: at, in, on

In general, we use:

1. **at** for a POINT
2. **in** for an ENCLOSED SPACE

at POINT	in ENCLOSEDSPACE	on SURFACE
at the corner	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 pocket	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 MONTH, YEARS, CENTURIES	on DAYS
	and LONG PERIODS	and DATES
at 3 o'clock	in May	on Sunday
at 10.30am	in Summer	on Tuesday
at noon	in the summer	on 18 March
at dinnertime	in 1996	on 25 Dec.2014
at bedtime	in the 1990s	on Christmas Day
at sunrise	in the next century	on Independence Day
at sunset	in the Ice Age	on my birthday
at the moment	in the past/future	on New Year's Eve

3 Preposition of Direction

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

- 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 travelling **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 preposition 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

The writer took the review of relate literature from other graduating paper as the principles and the comparison with this research. The first one was taken from thesis by Stanley Wang (2015) entitled error Analysis on preposition in Recount text of Writing I English Department Students. Based on the first research problem, the result of the research has shown that there are four kind of error on the use of prepositions in the recount text compositions made by the Writing I Students of the English Department of Widya Mandala Catholic University Surabaya. They are errors of addition, errors omission, errors of misordering, and errors of substitution. The writer finds that the most frequent errors made by students are errors of substitution with 40 occurrences (67.8%), followed by errors of omission as the second with 10

occurrences (16,9%) and errors of addition as the third with occurrences (15,3%), and errors of misordering as the last with no errors (0%). Based on the second research problem, the students made the most errors in prepositions of place with 20 errors (33,9%), followed by propositions of agent with 15 errors (25,4%) in the third place, prepositions of direction with 6 errors (10,16%) in the fourth place, and prepositions of instrument with no errors (0%) in the last place.

The second was according to Dulay, misformation errors occur because the learner uses the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect. It can be concluded that the student made misformation errors in preposition of place because they lack of knowledge, they did not master the use of preposition well. So they failed to use the appropriate preposition in their sentences. In the Holy Qur'an, Allah says "Remember, actually they made a flaw, but they did not realize it." (Al-Qur'an: Al-Baqarah:12.)

In this research, the students committed many errors not only in misformation but also addition errors 32 items (26.66%). As we know that addition error are characterized by the percent of an item which must not appear in well formed utterance.

2.8 Conceptual Framework

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. There are three purposes of writing: to entertain, to inform and to persuade. There are many types of text in writing. They are narrative, recount, description, report, discussion, explanation, analytical exposition, procedure, anecdote, hortatory exposition, spoof, and news item. The writer chooses descriptive to analyze.

Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. In this case the topic of the writing text is about the place. In writing descriptive text the students have to fulfill the five components of writing, they are to answer the research questions. The students write the descriptive text. And the writer identified the students' error on the paper. The error can be found in proposition.

Error is normal and making error is unavoidable during the learning process. It will always occur although best effort has been done. The types of error are : linguistic category, surface strategy taxonomy. In this study, the writer uses the surface strategy taxonomy (omission, addition, misformation, misordering). Error analysis as the process to observe, analyze and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. 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.

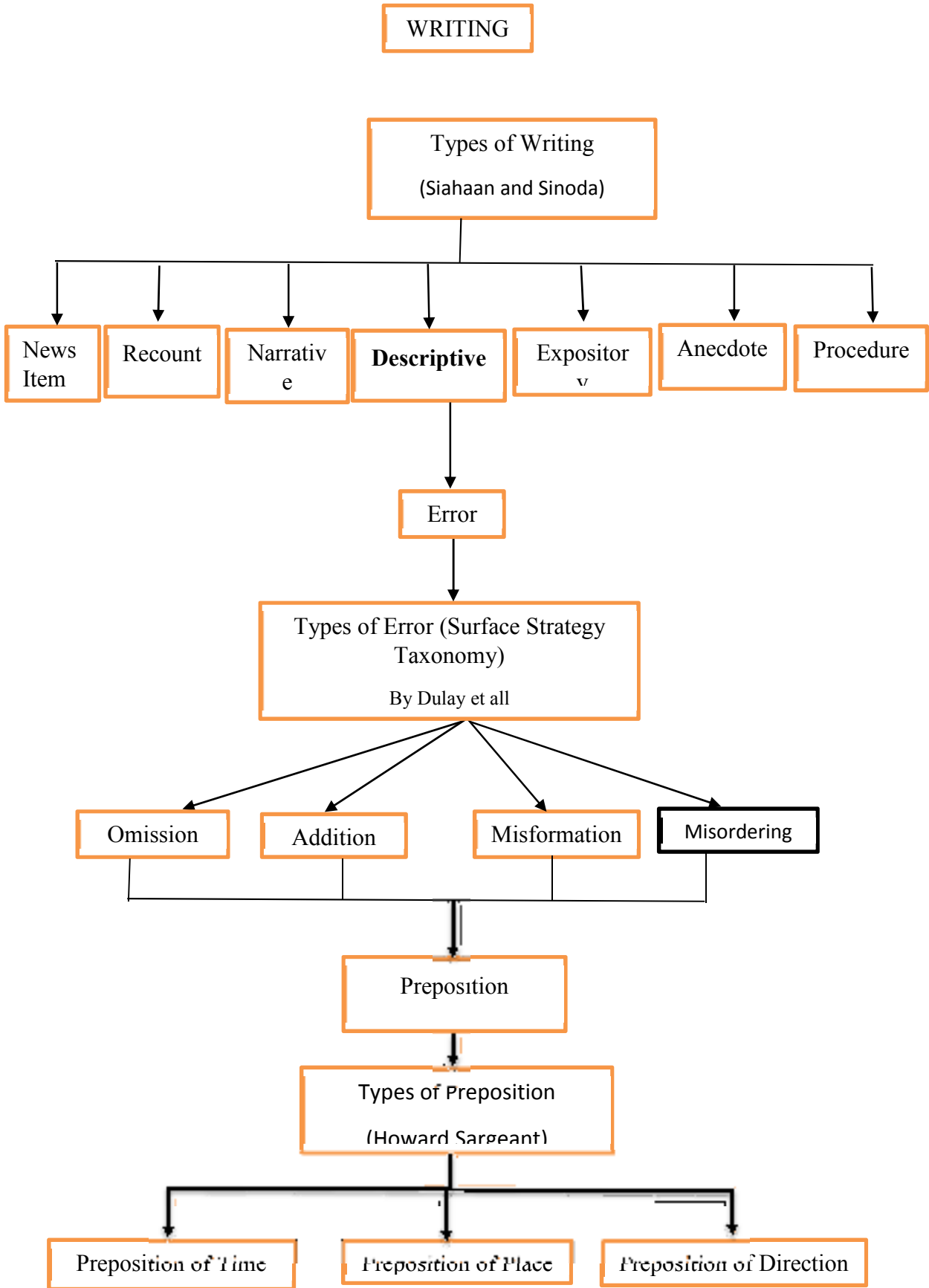


Figure 2.8 writing is an important skill in language learning. There are three purposes of writing: to entertain, to inform and to persuade. There are many types of text in writing. They are narrative, recount, description, report, discussion, explanation, analytical exposition, procedure, anecdote, hortatory exposition, spoof, and news item. The writer chooses descriptive to analyze. Error is normal and making error is unavoidable during the learning process. The types of error are : linguistic category, surface strategy taxonomy. In this study, the writer uses the surface strategy taxonomy (omission, addition, misformation, misordering). 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.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research is a process of formulating question, problems, or hypothesis, collecting data or evidence relating to this questions/hypothesis: and analyzing or interpreting these data. The design of this research is Descriptive Qualitative. Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore (Creswell, 2012:16). The goal is to describe types of preposition errors on students' writing descriptive text when write descriptive text at the tenth grade of SMK N 5 Medan.

3.2 The Subjects

The subject on the research was the tenth grade of SMK N 5 Medan. The writer took one class of two classes of that school with consists of seven (7) students in class.

3.3 The Object

The objects on the research is the paper of the students. The first, the papers is task of the students in doing writing descriptive text. The writer was identify the student's prepositional by underlining every errors from students writing test. Next, classifying the student's prepositional error based on types of error.

3.4 The Instrument of Collecting the Data

Instrument is a tool that used for collecting the data in a research. To collect the data, the writer conducted writing test as the instrument to collect the data. Writing task was used to find out the types of errors on students' writing descriptive text. The writer asked the students to write a descriptive text with the title "My Cat". The task was used to collect the students' error in writing descriptive text that was analyzed by the writer.

3.5 The Procedure of Collecting the Data

Conducting the research need a process or some steps. The writer did some procedures to conduct her research as a process. The procedures were elaborated below:

1. After explain the material, the writer would gave instruction and guidelines how to do the writing test.
2. Next, the writer asked the students to write a descriptive text with the title is My Cat.
3. Then, the writer identified the student's prepositional error by underling every errors from the students writing test.
4. The writer, classified the types of error.
5. The last step, the writer concluding the types of errors mostly, will be made by the students in using preposition in writing descriptive text.

3.6 The Technique of Analyzing Data

After collecting the data, the writer shall analysis to achieve the intended objective. That techniques that were used to analyze the data of error analysis. Based on the descriptive method applied in this study, the writer analyzed the data of the study with the following steps:

To analyze the data, the writer will take these following ways:

1. Data collecting

In this step, the writer collected the result of the students' paper writing descriptive text as the data of this research.

2. Error

According to Brown (1980:167) there are two steps in the process of analysis of error, such as identifying errors and description errors.

3. Identifying

Overtly erroneous utterances are those that are unquestionably; covertly erroneous utterances are grammatically well formed but not interpretable within the normal context of communication. Here, the writer will identify the error refers to the identification of any deviations in preposition which possibly that will be found in the students' writing descriptive text.

4. Descriptive Errors

The writer classified the data of the writing based on the category of errors. According to Dulay at.al (1982:146) there 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).