AN ERROR ANALYSIS OF PREPOSITION ON STUDENTS’ WRITING DESCRIPTIVE TEXT AT SMA SERIRAMA YLPI PEKANBARU

Intended to Fulfill one of the Requirements for the Award of Sarjana Degree in English Language Teaching Education

A THESIS

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ABSTRACT

Debby Anjayu Putri, 2018. “An Error Analysis of Preposition on Students’ Writing Descriptive Text at SMA Serirama YLPI Pekanbaru”.

Key Words: Error Analysis, Descriptive Text, Preposition

This research was conducted based on the phenomena happened in the school. The objective of this research was to find out the errors done by students at the first semester of the tenth grade of SMA Serirama YLPI Pekanbaru in the academic year of 2018/2019. The researcher wants to know what types of preposition errors were done by students the first semester of the tenth grade of SMA Serirama YLPI Pekanbaru based on the surface strategy taxonomy by Dullay's theory.

This research used qualitative method. The population of this research is the tenth grade students of SMA Serirama YLPI Pekanbaru. The researcher used purposive sampling technique to took the sample. The sample taken was one class, Xscience2 which consisted of 25 students. In collecting data, the researcher used students’ task as the research instrument. The researcher took one assignment to know the students’ error in using preposition based on surface strategy taxonomy by Dullay.

Thus, it be concluded that there were 51 items error made by students based on surface strategy taxonomy. The students made error in each type of them. They were omission, addition, misformation and misordering. The proportion (frequency and percentage) of each the error types, they were; 10 items error of omission with the percentage 19%, there were 8 items error of addition with the percentage 15%. There were 33 items of misformation with percentage 64% and 1 item error of misordering with the percentage is 2%. In this research, the researcher found that misformation error was the highest.
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The Researcher

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CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Language is a social tool of communication that used to send information, ideas, and feeling from one person to other people. There are two forms of language to communication, spoken and written. English is an international language used to communicate in the world. Based on the importance of language, Indonesian students learn English as a subject at schools. The students should master four English skills; listening, speaking, reading and writing.

Writing is one of important skills in learning English. It is crucial skill for academic or occupational success. Further, through writing they can share their thinking to the reader. It means that they can deliver their ideas as the important information. In addition, writing needs hard thinking to produce idea, vocabulary, sentence, paragraph and composition. According to Harmer (2004), through writing, students be able to develop their ideas and though. It means that, writing need rules to develop the ideas in order to the reader can understand the meaning of the text that they write.

In line of the statement above, writing is a one of English skills that should be mastered by the students. Furthermore, the main purpose of writing in the school is the learners should be able to express their ideas of feeling in spoken or written forms effectively. There are many texts that should be learnt by students at senior high school. They are narrative, recount, analytical exposition, report, hortatory
exposition and descriptive text. Based on the explanation above, the researcher used descriptive text as the object of the research.

Descriptive text is text that says about person, animals and thing. It purposes is to describe and reveal a particular person, place or thing. Gerot et al. states that descriptive text is a text to describe a particular person, place or thing. Then, the students should know the rule or the generic structure of the descriptive text. Thus, the researcher analyzed the error of students writing in descriptive text.

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. It means that, error analysis in writing is the mistakes that the learner make when writing some texts. Based on the researcher’s observation about the student’s error of writing, there are many mistakes that the students make when they are in writing process. One of the students’ mistakes is the preposition. Thus, the researcher analyzed the frequency of preposition that the students make.

Preposition is important in writing, because when different preposition then the sentence have different meaning. Preposition is a word to connect noun and pronoun to other word. According to Frank, preposition is a part of speech in traditional grammar. Students often encounter in translating Indonesia preposition into English, for instance students often say “the bag is at cupboard” instead of saying “the book is on the cupboard” to show that the book is located on surface of
the cupboard. Based on the researcher interview, the students are confused to use the correct preposition and they do not know the function of the preposition. Those preposition found while they are composing a sentence or story that use preposition.

This research conducted at SMA SERIRAMA YLPI Pekanbaru. It is the one of privat school in Pekanbaru. The researcher chose this SMA because the researcher thinks this school constitutes one of favorite school in Pekanbaru. From on the researcher’s observation, this school uses curriculum 2013 (K13). Moreover, the students at SMA SERIRAMA YLPI Pekanbaru are expected to be able to develop their writing in descriptive text.

The researcher chooses this title, because researcher’s experience in PPL found that there are many errors in students writing. Thus, the researcher analyzed the preposition to know what type of errors preposition made by students at SMA SERIRAMA YLPI Pekanbaru. From the explanation above, the researcher is interesting to conduct the researcher entitle “Error Analysis on Preposition of Students Writing In Descriptive Text At SMA SERIRAMA YLPI Pekanbaru.

1.2 Identification of the Problem

Based on the background above, writing is important to improve students’ competence in English. In fact the students at SMA SERIRAMA YLPI Pekanbaru still have problem in writing text especially on using preposition. According to
researcher’s interview, there are some problems of using preposition in their writing. First, the students have difficult to use part of speech in writing especially preposition. Second, the students do not understand deeply the concept of using preposition. Third, the students are lack of preposition mastery. And last, the students are still confused in using the correct preposition in writing.

1.3 Focus of the Problem

This research focused on preposition errors in writing descriptive text made by first year students’ of SMA SERIRAMA YLPI Pekanbaru in academic year 2018/2019 based on surface strategy taxonomy by Dullays’ theory.

1.3 Formulation of the Problem

The problems of the research can be formulated as follow “what type of errors made by the first year students on using preposition in writing descriptive text based on surface strategy taxonomy? “

1.5 Objective of the Research

The objective of this research is “to find the out types of error made by the first year students on using preposition in writing descriptive text based on surface strategy taxonomy”.
1.6 Significance of the Research

1. For teachers

Teachers are expected to know what kind of preposition errors the students do the most and it can be an input in their teaching. Teachers can teach that preposition to the students to prevent any further confusion.

2. For students

Students are expected to improve their understanding in using prepositions in their writing composition by reading the result of this study. Students also can realize which preposition errors they usually make and avoid making those errors. They can learn from doing grammar exercises about prepositions.

3. For the reader

This research is expected to give readers in generally reference of grammar especially in preposition and more information about preposition and the problem that faced by the students in choosing preposition.

4. For the researcher

Researcher hopes this research can be one reference by the other researcher to conduct better research at the same topics. In other hand, to know type error of using preposition on Students Writing descriptive Text At SMA SERIRAMA YLPI Pekanbaru.
1.7 **Definition of Key Terms**

“To avoid misunderstanding and gain the same perception, the researcher provides the following key terms as follows”:

a. Writing is one of the most difficult skills for second-language (L2) learners to master (Richard and Renandya :2013).

b. Preposition is preposition are always followed by nouns or pronouns (Wishon and burks 2017).

c. Error analysis is the process to observe, analyze and classify the deviation of the rules of the second language and then to reveal the systems operated by learners (Brown 2007).

d. Descriptive text is text to describe a particular person, place or thing (Gerot :2004)
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of Writing

In this chapter, the researcher mentions some theories to support the research. The researcher explains the key terms related to the research.

2.1.1 Definition of Writing

Writing is one of important skill in learning English. It is crucial skill for academic or occupational success. Further, through writing they can share their thinking to the reader. Richard and Renandya cited in Mubarak (2013:23) Writing is one of the most difficult skills for second-language (L2) learners to master. It can be described that writing is the activity to share the thinking and the people should master the writing competence.

Meanwhile, According to Fulwiler (2002: 15-16) writing is the thinker’s way of exploring the world. Through writing, people can share their feeling and get some ideas and combine it into a good writing and the reader gets something from their writing. It can be described that writing is the people’s ways to share their feeling and the ideas. They can explore their ideas to give any information. Thus, it can help the reader to get the knowledge or information.

From the some points above, it can be summarized that writing is the activity to deliver the thought. Moreover, to deliver the thought, they should require the good skill in writing. They should know and master the components of writing. Then, they
should choose the ideas that will send to the reader. It means that they should have the critical thinking to give the information, if they does not have the critical thinking, the reader cannot get the meaning about what that they writes.

Moreover, according to Byrne cited in khasanaweh (2014:88) defined writing as encoding of a certain message or idea through writing it in a shape of a sequence of sentences put together in a systematic way. Meanwhile, O’Malley and Lorraine cited in Mubarak (2013) state that writing is a personal act in which the writer expresses the idea through written form. It means that writing is a way to express ideas or opinion through paper. It means that writing is a tool for communication. By writing, people can connect the idea and to share informations to other people in daily life. So that the writing is the act communication that is important for human life.

From the ideas above, it can be concluded that writing is the ways of writer to give informations or idea to the readers. It is an important means of communication and skill to master. To master the skill, the writers should develop their skill in writing. The development of the writing skill needs the accurate use of grammar and a good vocabulary or linking the written word. Then, the writers should have a good critical thinking to put on all of their aspirations into a paragraph or essay. By having good critical thinking in writing skill, the writers will be confident to put the ideas into the paper and write their papers easily. In brief, the writers should pay more attention in writing and on how to express the ideas, thoughts, and opinions in the written form.
2.1.2 The Characteristics of Writing

The Characteristic of Good Writing Edelstein and Pival cited in Nurfitri (2013:11) state that there are some characteristics of good writing as follows:

a. Good writing shows the ability of researcher to use appropriate voice even though all good writing convey the sound of some one of talking to someone else, the voice heard though the writing must also suit the purpose and audience of occasion.

b. Good writing describes the ability of researcher in the first draft and revises it. Revising is the key of the effective writing.

c. Good writing tells the pride of researcher in the willingness to spell and punctuate accurately and check word meaning and grammatical relationship within the sentence before, submitting the finish product to the audience.

d. Good writing reflects the ability of researcher to organize the material into coherent whole so that it moves logically from a central, dominant idea to the supporting point and finally to coincident ending conveying to the needs a sense of well though our plan.

e. Good writing reflects the ability of researcher to write clearly and unambiguously, to see sentence structure, language, and example so that the one possible meaning is the researchers in intended one.
2.1.3 The Importance of Writing

According to Byrne cited in Hermini (2015) explains that there are some reasons why teach writing. They are:

a. The introduction and practice of some form of writing enables us to arrange for different learning style and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid retention, if only because they feel more at ease and relaxed.

b. Written work serves to afford the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need. Exposure to the foreign language through more than one medium is likely to be more effective than relying on a single medium alone. Writing also provides variety in classroom activities, serving as a break from oral work, and increases the amount of language contact through work that can be set out of class.

c. Writing is often require for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to
use some form of written test. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.

Mubarak (2013:23) added that there are some reasons relating to the importance of writing skill for students. The first is to lead the students to the academic success in the school. By developing the writing skill, students will gain benefit in writing their paper or essay assignments from a single paragraph and building multi-paragraphs essay.

The other reason for students is to develop their critical thinking so that they will have confidence in writing academic papers. By having good critical thinking in writing skill, they will be confident to put the ideas into the paper and write their papers easily in several pages long. It can researcher summarize that writing is important aspect for students to give their idea or thinking through writing in the paper.

### 2.1.4 Component of Writing

Writing is the process to send idea from writer to the reader. Haris cited by Najemi et al. (2014) there are five general components of writing.

They are:

1. **Grammar**: the use of grammar.
2. **Vocabulary**: the choosing of proper vocabulary in writing.
3. **Mechanics**: the use of good graphic convention of the language such as punctuations, quotations mark, full stop, etc.
4. **Fluency**: the ability of the students in arranging the students in arranging the students smoothly and easily.
5. Organization: the way how the writer organizes their idea so that it can function as good means of communication.

However, Mather, et al cited by Wiyanti (2013) state that there are some major components of written language, including; handwriting, spelling, usage, vocabulary and text structure. Based on the explanation above, components are important aspect in writing. The writers should master all of components to write text as well. They should pay attention on each of components.

2.1.5 The Purpose of Writing

In general, the author has a purpose in their writing. They all have the basic purpose of getting ideas from one mind into another. Based on Grenville (2001), they are:

1. Writing to entertain

Entertain doesn’t necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it’s like to be a reader, you can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect.
2. Writing to inform

Inform tells the reader about something. 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. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and University.

3. Writing to persuade

Persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

2.2 Concept of Error

2.2.1 Definition of Error Analysis

Hubbard in Salatta (2017) stated that error is caused by lack of knowledge. According to Corder cited by Phuket and normah (2015:99) explained the errors made by the ESL/EFL learners are significant because “they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language”. Porte cited in suzanne (2017) added that errors tend to occur again and again until someone masters the language he learned well. Because of that, the errors made by the students should be decreased by
conducting systematic analysis. It means that error is flawed side of language learner because they do not understand well the use of linguistic system. It will influence the students make errors consistently.

According to Brown cited in Hasyim (2002) error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the system operated by learners. Fauziati (2016:82) error analysis is on learner and evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition. James cited in fridayanthi (2017:214) added Error analysis is the process of determining the incidence, nature, cause, and the consequences unsuccessful the language.

From the explanation above, the researcher can summarize error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable form produced by someone in learning foreign language.

2.2.2 Differences Error and Mistake

Talking about error, it also talks about mistakes. Both error and mistake are slightly similar, but they are actually two different things. According to brown in Sundari (2016) mistakes refer to “a failure to utilize a known system correctly, whereas error concern “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Ellis cited in Novita (2014) adds error reflects gaps in learners’ knowledge, it occur because learner does not know the
correct while Mistakes reflect occasional lapses in performance, they occur because in particular instance, the learner is unable what he or she knows.

From those definitions above, it means that a mistake is just a slip that the learner forgets the right form and can be corrected by learner. While, an error is a deviation which is made by the learner because he does not know the rule and he/she will make it repetitively.

2.2.3 Cause of Error

According to Richard cited by Suzanne (2017, p; 15), there are two causes of errors, they are 1) inter-lingual errors (a cause of errors by interference of the learners’ L1 or mother tongue), and 2) intra-lingual and developmental errors (reflect the learners’ competence at a particular stage, and illustrate some of the general characteristics of language acquisition).

Brown cited by Anjayani (2016:4) explained the sources which influence second language learner in making error, they are : 1. Interlingual transfer In this stage, the system of the second language is familiar and the native language is the only previous linguistic system upon which the learner can draw. In the other word, the error is the result of transfer from the native language. The second language learners try to combine their information from their native language and second language they are learning. 2. Intralingual transfer In this stage, the second language learners have learned target language. They overgeneralized the information from target language in every structure of language the find. 3. Context of learning It refers to the situation in the case
of untutored second language learning. The learners find different information from what they learn in class and the situation outside the class. It also can happen because of the incorrect information from the teacher.

Loarch cited in Hermini (2015:95-96) divides error into two categories. They are global and local error. Global errors are those which affect the over all sentences organization significantly, while local errors are those affect single element (constituent) in a sentence.

2.2.4 Classification of Error Analysis

Dullay cited in Novita (2014) classifies errors into four categories based on the descriptive classification of errors, as described below:

1. Linguistic category taxonomy

This category deals with errors based on the language components, such as phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), discourse (style), and the particular linguistic constituents of each language component that the errors affect.

2. Surface strategy taxonomy

This category highlights the ways surface structures are altered in systematic and specific ways. Learner’s errors in this type are based on some logic as the result of their use of interim principles to produce a new language. This category includes some types of errors, such as omission, addition, misformation and misordering.
3. Comparative taxonomy

The classification of errors in comparative taxonomy is based on comparison between the structure of L2 errors and certain other types of constructions. This is used as a major predictor of learner’s errors and of the knowledge of developmental processes in L2 acquisition. Three major categories in comparative analysis taxonomy include 1) developmental errors or errors similar to those made by children learning the target language as their first language, 2) interlingual errors or errors similar in structure to a semantically equivalent phrase or sentence in the learner’s native language, and 3) ambiguous errors or errors that could be classified equally as developmental or interlingual.

4. Communicative effect

This category considers errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don’t. Such errors are categorized into two domains: local and global errors. Local errors are those that slightly hinder the communication, while global errors are those that may cause a total communication breakdown.
Based on the types of error above, the research analyzed students’ errors on the basis of surface strategy taxonomy by Dulay’s theory. The theory consists of addition, omission, misformation, and misordering.

2.3 Surface Strategy Taxonomy

Surface strategy taxonomy is one of the most common taxonomies used in analyzing language error. According to Dulay (1982: 150) surface strategy taxonomy highlights the way surface structure is altered: students may omit necessary items or add unnecessary ones; they may misformation items or misorder items. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the student’s reconstruction of the new language. It also makes us aware that the student’s errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the student’s use of interim principle to produce a new language.

There are four types of errors based on the surface taxonomy according to Dulay at al cited in Novita (2014). They are:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

For example: I want to go Korea. In the sentence, there is an omission of preposition ‘to’. Therefore, the correct sentence should be I want to go to Korea.

2. Addition
Addition errors are the opposite of omission. They are characterized by the sentence of an item, which must not appear in a well-formed utterance.

For example: My mother shop in over there (Incorrect). Unnecessary preposition happens in this sentence. Preposition in should be omitted. The sentence should be my mother shop over there.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme of the structure.

For example: The book is at the table. In the sample, the use of preposition above is inappropriate. The preposition above should be change by preposition on. The preposition on is used to indicate the surface of something. While above is used when something is felt to be directly higher than a point. The correct sentence should be: The book is on the table.

4. Misordering

Misordering error characterized by the use incorrect placement of morpheme or group of morpheme. In this case the students makes sentences incorrect order.

For example My friend my beside is kind. Misordering of preposition beside occurs in this sentence. The correct sentence should be: My friend beside me is kind.
2.4 Text

2.4.1 Definition of text

Text is a type of essay or writing that contains the exposure of events in accordance with the context and objectives to be discussed in the writing. According Richard (2017) Text is the original words of something written, printer, or spoken in contrast to a summary or paraphrase.

2.4.2 Kinds of Text

Text can be classified into several types. Some of the text should be mastered in senior high school, they are:

a. Hortatory exposition text

Hortatory Exposition text is text to persuade the readers or listener that something should or shouldn’t be the case. (Hartono :2014).

b. Narrative text

Narrative text is a kind of text to retell the story that past tense which have complication or problematic events and it tries to find the resolution of the problem. (Joyce and Prezz :2002)

c. Discussion text

Discussion text is text which present a problematic discourse.(Wikipedia)
d. News item text

News item text is text which informs readers about events of the day. The events are considered newsworthy even, background even, and source (Eltis in Saun:2014)

e. Analytical exposition text

Analytical exposition is a text that elaborates the writer’s idea about the phenomenon surrounding. (Wahidi: 2013)

f. Procedure text

Procedure text is text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series. Wadirman cited in Mutmainah (2015)

g. Report text

Report text is text which present information about something as it is. It is as a result of systematic observation and analysis. (Gerot and Wignell cited in Tristy:2010)

h. Recount text

Recount text is a text which retell the events or experiences in the past. The purpose is to inform or to entertain the readers. (Hyland:2004)

i. Descriptive text

Descriptive text is text to describe a particular person, things, or place. (Gerot et.al:2014)
2.5 Descriptive text

2.5.1 Definition of Descriptive Text

One of the text genres that the students learn is descriptive text. Descriptive text is text that says about person, animals and thing. It purposes is to describe and reveal a particular person, place or thing. Gerot et.al cited in Noprianto (2017:67) states that descriptive text is a text to describe a particular person, place or thing. From explanation above it can be concluded that descriptive text is kind of writing that consist of description characteristic, definition of place, object and person. The purpose of descriptive text is to give the information.

2.5.2 Generic Structure of Descriptive Text

In descriptive text, the students also learn about generic structure, because without generic structure the students cannot write about descriptive paragraph correctly. Gerot et.al in Noprianto (2017) Descriptive text has structure as bellow:

1. Identification: identifying the phenomenon to be described. Beside, identification is the part of paragraph that introduces the paragraph.

2. Description: describing the phenomenon in parts, qualities, and characteristic.

2.5.3 The Language Feature of Descriptive Text

Besides generic structure, descriptive text has also has the language feature. According to Gerot et.al cited in Noprianto (2017). They are:

a. using specific participant (example: my aunty, Debby)

b. using simple present
c. verb of being and having (example: my sister is very, she has curly hair)

d. use descriptive adjective

e. use action verbs (she eats apple)

f. use adverbial phrase to give additional information (place, time, purpose)

2.6 Concept of Preposition

2.6.1 Definition of Preposition

The preposition is one of part of language in descriptive text. Preposition are always followed by noun and pronoun. The preposition has the function to connecting a noun or pronoun with another word, usually a noun, verb and adjective. Djuharie (2008:357) defined preposition is a word to connect noun, pronoun, and gerund with other word. According to Gucker in Sallata (2017:1523) preposition connects a noun or pronoun to some other word in a sentence. Wishon and burks cited by napitupulu (2017:187) added preposition are always followed by nouns or pronouns. It means preposition is word to connect with other words.

Pasakarnis in sallata (2017:1523) described that a preposition is a word that shows the relationship of a noun or pronoun to some other word in the sentence. Ali (2011:149) said that preposition are words that placed before noun and pronoun. Hamadallah and Tushyh in Akhtar added (2017:28) pointed out that prepositions are basically measured as functional words which establish a link between phrases, clauses
or words in sentences. Based on the definition above the researcher concludes that prepositions are words that usually come in front of nouns or pronouns and express a relation to another word in sentences.

Preposition is a word to expressing relationship between two words which is placed in front of pronoun and noun. Example: my brother is in school. In this sentence the preposition in is used to relate the pronoun my mother and the word the school, omit the preposition the meaning of sentence will be ungrammatical.

There are several prepositions in English. Hooper in Suzanne (2017;14) explains several prepositions, they are: 1) preposition of time – (a) one point in time (at), (b) period of time (on, in), and (c) extended time/duration (since, for, by); 2) preposition of place – (a) the point itself (in, inside, on, at), (b) toward the point (to, into), (c) neighboring the point (by, beside, next, between, near), and (d) away from the point (away, off, across, out of) and some others.

2.6.2 Kinds of Preposition

According to Lindstromberg cited by Saravan (2014:159) prepositions are traditionally classified into three categories: prepositions of place, preposition of direction (or motion or movement) and of time.

a. Preposition of place or position

It is the kind of preposition, which is used to indicate the relationships of place or position.
For example: The clock is on the wall.

The students are in the classroom.

b. Preposition of direction

It is the kind of preposition, which is used to show the relationship of direction.

For example: The bird flew through the open window.

They went into the office.

c. Preposition of time

It is a kind of preposition which is used to indicate the relationship of the time. For example: the house was built in 1980.

While according to Frank (1972: 164-166), there are some types of preposition, they are:

1. **Preposition of time**

Preposition of time is divided into three types, they are: one point of time, extended time and sequence of time.

   a. One point of time

      On : I saw jacka on Saturday. (on used for a day of the week)

      I saw him on September 16. (used with a day of the month)

      At : I saw him at noon (or night, midnight). (At used with a part of the day considered as a point).
I saw him at five o’clock. (At used with an hour of the day)

Occasionally, in informal usage, at may be omitted (I saw him five o’clock).

In : I saw him in September. (In used with a month)

I saw him in 1968. (In used with a year)

I saw him in the morning (or afternoon, evening). (In used with a part of the day)

I saw him in the spring (or summer, winter). (In used with a season)

b. Extended Time

Starting at one point and ending at another (duration).

Since : Since gives the beginning point if it is used with the present perfect tense, the end point is now

Example: I have not seen him since Monday

By : By implies no later than, at any time up to this point.

Example: I can see you by Monday.

From – to : A beginning point with from generally requires and point with to)

Example: I can see you from ten o’clock to two o’clock.

For : It is for gives quantity of time. It usually accompanied by a number or adjective of indefinite quantity and in formal use.

Example: for hours, for three months, for seven years.

I can see you for one hour. (For gives a quantity of time).
During: used to explain about something that happens within a particular period of time.

I can see you during the week. (During give a block of time, usually thought of as undivided)

c. Sequence of time (Events that follow one another)

Before: the event proceeds the time to given in the before phrases.

I will see you before Wednesday.

After: The event follows the time given in the after phrase

I will see you after Wednesday.

2. Preposition of Place (position and direction)

a. Position

1) The point itself

In or inside: Hang your coat in the closet. (In gives the area of something enclosed – a container, a drawer, a room, a building, the world)

Example: 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, a ceiling, a desk).

At: He’s at school (at church, at the store). (At refers to general
vicinity. Mere presence at a place is indicated).

2) Higher or lower than a point

a) Higher than a point

Over: is felt to be generally higher than a point

The plane flew over the mountains.

Above: is felt to be generally higher than a point

He lives on the floor above us.

This distinction between over and above is not always carefully observed.

b) Lower than a point

Under: is felt to be generally lower than a point

A subway runs under this street.

Underneath: expresses the idea of close under, especially so as to be hidden.

He swept the dirt underneath the rug.

Beneath: Beneath expresses the idea of directly under, with some space

Beneath a tree lay a dog fast asleep.

Below: used when something that has been put in a place that is clear.

He lives on the floor below us.

The distinction between under and below is not always carefully maintained.

3) Neighboring the point

Near: Near has the most general meaning of neighboring the point.

He lives near the university.
Next to : with nothing else between them

The theater is right next to the post office.

Alongside : adjoining persons or things considered as lined up, or side by side.

The tug pulled up alongside the tanker.

Beside : to explain that one something or person is at the side of another.

He sat beside his wife during the party.

Between : usually to explain a division between two people, thing or time.

He sat between his two sons.

Among : if more than two persons or things are positioned around a point.

He sat among all his grandchildren.

Opposite : directly facing someone or something else

The museum is just opposite the post office.

b. Direction (Movement in regard to a point)

To – from:

He always walks to school from his home.

Toward:

The pilgrims headed toward Mecca.

Away from:

They moved away from their old neighborhood.

In (to) – 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 : can be used often suggests movement from one side or end of the space to the other.

You can drive through that town in an hour.

Based on the description of prepositions above, it can be said that there are various types of prepositions in English. This research focused on investigating all of preposition errors produced by the students in their writing.

According Nurholis (2009: 134) there are kinds of preposition:

a. In (There is a child in the room, She lives in Surabaya, In September)
b. On (your book is on your table, on ponorogo street(without number), I go to school on foot)
c. At (the man knows at door, he is at home now)
d. By (he is sitting by fire, I want to Jakarta by semarang)
e. From (he come from amerika)
f. Of (the son of my sister, a work of art)
g. Under (the cat is sleeping under the chair)
h. Into (the girl walked into the house)
i. For (this meal is for my baby, she will stay here for six months)

j. Above (the bird flew above my house)

k. After (he will leave after breakfast)

l. Between (cyntia is sitting between mother and father)

m. About (what about you?)

n. With (they have meeting with parents, I go to school with my brother)

o. Without (I cannot live without you)

p. Within (they are talking within doors)

q. To (they walk to the hospital)

r. Over (the lamp is over the table)

s. Against (the rain beat against the window)

t. Up (he did not want to climb up a tree)

u. Through (he looked through the window)

Preposition with multiple meaning according to Wishon and Burks (1980:291)

. They are:

1. Around:

   “at approximately”

   The police believe that man died around six o’clock.

   “in the vicinity of”

   People have reported seeing a stranger around the store..
2. At

“with the street number given”

She lives at 18 magnolia street. “with points in time”

He arrived at 08.30. “with prices”

They are on sale at two dollars a dozen.

3. By

“alone” (with reflective pronoun)

He lives by himself. “past” (with verbs of motion”

Several buses go by our house. “at the latest” (with a maximum time limit)

He will be here by five five o’clock.

4. For

“to indicate duration of time”

She played the piano for two hours. “in exchange for”

I bought this books for two dollars. “with the beneficiary of an action”

He baked a cake for me.
When he was away, his neighbor did the work for him.

5. In

“with cities, states, countries, continents”

He lives in Cairo.

“with periods of time”

I saw him in January.

“with length of time”

He will come in an hour.

“with languages”

That opera was originally written in Italian.

6. On

“to indicate contact with surface.

The book is on the table.

“with days of the week and dates”

Summer begins on June 21.

“with the name of a street”

I live on McKinley Street.

7. With

“to indicate association”

She is with a consulting form.
8. Without
   “to indicate the absence of something”

   Nothing can live without water.

2.7 Relevance Studies

The researcher finds out some previous studies which are related to the present study. First, “preposition error analysis on the students descriptive text of the MAN Mejayana in academic year 2015/2016” written by Giatik (2016). The purpose of this research was to find out the types of error and to find out the most frequent error types made by first grade students in using preposition. This research used Jha’s theory to find the error that students made in using preposition. Jha said there are three types of error, they are: omission (67 errors), insertion (25 errors), selection (123 errors). Then, the total percentage was 52.7%. The similarity of previous study and this study, they both focused on error of using preposition in students’ writing text. The difference of previous and present study is the indicator that used.

Second, “An Error Analysis on the Use Preposition in Narrative Composition Made by the Eleventh Grade students of SMAN 1 Babat Toman MUBA” by Melisa Utari. The purpose of this research was to find the types of errors and the most frequency in using preposition are made by the eleventh grade students of SMAN 1 Babat Toman MUBA. This research found incorrect preposition, they were: 1) omission (23.47%). 2) insertion (26.08%). 3) Selection (50.43%). The most frequent type of error on the use preposition is selection. The difference of the previous study and present
study, they are 1) the previous study analyzes students writing preposition of eleventh grade while present study use the tenth grade of SMA. 2) the previous study analyzes students writing preposition based on Jha’s theory while present study used Dulay’s theory.

Third, Error Analysis on The Use of Preposition in Students Writing (A Case Study of The Eleventh Grade Students of SMS Negeri 9 Semarang In The Academic Year Of 2014/2015) written by Anjani (2016). The aim of this study was to know error and explain the most dominant error made by the eleventh grade students writing focus on preposition. This research found 117 incorrect preposition usage. The most dominant error was the use of preposition of place which was 78 errors or 66.67%. the difference of the previous study and present study, they are 1) the previous study analyzes students writing preposition of eleventh grade while present study use the tenth grade of SMA. 2) the previous analyzed free writing while present study analyze students writing of descriptive text.
2.8 Conceptual Framework

Figure 1: Conceptual framework

2.9 Assumption

The researcher assumes that the first year students’ at SMA Serirama YLPI Pekanbaru made highest error in misformation error.
CHAPTER III
RESEARCH METHODOLOGY

1.1 Research Design

In this study, the researcher used descriptive qualitative. It means the researcher takes place in the real situation about social phenomena. Descriptive qualitative is method which explain and verify in the real situation Rugaiyah (2016:6). The qualitative is descriptive. It means that type of qualitative in this research focus on description. The aim of this study to described the Error analysis on preposition of Students Writing in descriptive text at SMA Serirama YLPI Pekanbaru.

3.2 Source of Data

Participant is the total subject that the researcher uses to get the data. The Participant of this research is the X Science class. There is five classes in X class. The total of the participant can be seen in the table below:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Total of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Science 1</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
</tr>
</tbody>
</table>

The researcher choose x science 2 as the participants. Participant is the specific subject that the researcher selected from the total students. In this research, the researcher used purposive sampling technique in conduct the research. It is a non-probability sample that is selected based on characteristics of population and
the objective of the study. Thus, the researcher chooses the X Science 1 (25 students) as a research subject because that class have under standard score at most and the chance to make error in this class in greater than other class.

In this research, the researcher used students’ writing task as research students. The researcher took one assignment to know the students’ error of using preposition in descriptive text. It is the assignment of writing descriptive text given by the teacher. The researcher analyzed students’ error of using preposition in descriptive text based on surface strategy taxonomy.

3.3 Data Collection Technique

Data collection technique is the first main step in the research, because the main purpose of the research is to get the data. In qualitative research, there are some kinds to collect the data. They are observation, interview, documentation. In order to get data, the researcher used documentation.

1. Documentation

Document is the transcript of phenomenon. Document can be writing shape, pictures, or monumental works from someone. The researcher used document analysis as a technique in collecting the data. The researcher took the students’ task of descriptive text.

3.4 Data Analysis Technique

Data analysis is the researcher’s ways to analyze the data, according to Lunn, Dona et al. (2009:6). Qualitative data analysis is the mass of words generated by interviews or observational data needs to be describes and summarize. In this
research, the researcher analyzed the students’ preposition in writing descriptive text. The steps of data analysis are follows:

1. Collecting data from the students’ task.
   To get the data are needed, the researcher collected the data from the last assignment students of the first year students at SMA SERIRAMA YLPI Pekanbaru.

2. Identifying of the students preposition errors
   To find the preposition error in students writing descriptive text, the researcher used code (underline mark and numberical). There are used as follow:
   - Omission: OM
   - Addition: AD
   - Misformation: MF
   - Misordering: MS

3. Classifying the students’ preposition error
   After the researcher identify, the researcher classified the error preposition in students writing descriptive text based on the surface strategy taxonomy. The aim is to find the frequency of error.

4. Calculating of percentage
   This calculation, researcher analysis to see common pattern of error in the
After giving the percentage in each type of errors based on surface strategy taxonomy, the researcher put the result in the table of frequency.

Table 3.2 The Frequency and Percentage of Students’ Errors in Using Preposition Based on Surface Strategy Taxonomy cited in Utari (2017)

<table>
<thead>
<tr>
<th>No</th>
<th>Type of error</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Erros</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher would present the research finding dealing with the data analyzed and interpreted which have been taken from students’ sheet in writing descriptive text. The researcher analysed the students writing which focused on using preposition. The researcher analysed the students’ error based on surface strategy taxonomy. There were omission, addition, misinformation, and misordering. Then, the researcher found the percentage of the students’ preposition error in writing descriptive text.

Before the researcher conducted the research, the first thing that the researcher did was observation. The researcher did the observation with the teacher and see the students’ work sheet of writing in the classroom to know the students’ ability in writing. After that, in the next meeting the researcher followed the teaching and learning process in the classroom. The researcher asked the students to write descriptive text based on the topic that the researcher gave to the students.

1.1 Data Description

The researcher presented the result of the students’ writing that the researcher got from the students. The researcher analysed the students’ error in preposition. This research analyzed based on surface strategy taxonomy by Dullay’s theory. There are four types of errors based on the surface taxonomy according to Dulay at al cited in Novita (2014). They are: omission, addition, misinformation and misordering.
Types of students’ error in using preposition in descriptive text based on surface strategy taxonomy. The result of each component can be seen in the table below;

**a. Omission Error**

Ommision error is characterized by the absence of an item in a well formed utterance. The following data are presented the samples of the error performed by the students when they used preposition in descriptive text.

<table>
<thead>
<tr>
<th>The students’ error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We can see the kinds of prasasty into the box</td>
<td>We can see the kinds of prasasty in the box</td>
</tr>
<tr>
<td>2. You can also up the hill gili laba</td>
<td>You can also up to the gili laba</td>
</tr>
<tr>
<td>3. The island offer one of a kinds view of the flores sea form the top of its hill</td>
<td>The island offer one of kinds view in florest sea form on the top of the hill.</td>
</tr>
<tr>
<td>4. We can communicate my family.</td>
<td>We can communicate with my family</td>
</tr>
<tr>
<td>5. There are some chairs and table having breakfast, lunch, and dinner my family.</td>
<td>There are some chairs and table for having breakfast, lunch, and dinner with my family</td>
</tr>
<tr>
<td>6. She need five minute walk from garden to the river.</td>
<td>She needs five minute to walk from garden to the river.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>My school forbid the students’ mobile phone in the school.</td>
</tr>
<tr>
<td>8</td>
<td>Living room is the place to the meeting family before they come back to them work</td>
</tr>
<tr>
<td>9</td>
<td>To the first time July 20, 1969, astronauts Neil Armstrong and Edwin Aldine landed the lunar module of Apollo 11 in the surface the moon</td>
</tr>
<tr>
<td>10</td>
<td>Television is parts of technology; this is tools information at the other district, city even at countries.</td>
</tr>
</tbody>
</table>

From the sentence stated before, in sentence (1) the student omitted preposition “of” to relating before the word prasasty. In sentence (2,3) the student 2 do not put preposition “to” to connect the next word, student 3 student do not put preposition “on” to show the surface place. In sentence (4) and (5) there is no preposition to connect the word my family.

In sentence (5) the students need put preposition “for” to indicate the use of something. In sentence (6) and (7) the students should put “to” before the word “walk and bring”, because preposition “to” for the show place, person or
something that move to other place or to tell purpose. The preposition should appear because it showed relationship between the next words. Then, sentence (8) do not put preposition ”to” to connect them work.

In sentence (9) the students need preposition “on” to explain specific time. The sentence (10) the student should put preposition “to” to get the clear meaning. The students made omission error because the students think without the preposition the sentence is correct. From the table before, the Researcher found 9 items of omission error made by students.

b. Addition error

Addition error is characterized by the presence of an item must not appear in a well-formed utterance. The following data are presented the samples of the error commit by the students when they using preposition in descriptive text.

Table 4.2 Addition errors made by students

<table>
<thead>
<tr>
<th>No</th>
<th>The students error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Construction of mosque on the land area of about 4 hectares</td>
<td>Construction of mosque on the land area of 4 hectares</td>
</tr>
<tr>
<td>2</td>
<td>There is the teacher desk in near the whiteboard</td>
<td>There is the teacher desk near the whiteboard</td>
</tr>
<tr>
<td>3</td>
<td>There is a book case in beside the table</td>
<td>There is a book case on the table</td>
</tr>
<tr>
<td>4</td>
<td>In beside my house there is a car garage</td>
<td>Beside my house there is a car garage</td>
</tr>
</tbody>
</table>
For the sentence (1) the student should be omit preposition “about”, because preposition has represented the meaning of word. For the sentences (2, 3, 4, and 7) the students added two preposition before the phrase. Double preposition in that sentence are not correct, because there is no function preposition “in” in that sentence. For the sentence (5) the students added preposition “to”, it was also not correct. The preposition “at” should be omitted.

In sentence (6) the students added preposition “on” after “beside” while the preposition “on” will be omitted, because it has two prepositions. For the last sentence, the student did not need to put preposition “of” before “human” to have the clear sentence. Error of omission occurred because students still use Indonesian style when they translated from bahasa Indonesia into English. From the Table as stated before, the Researcher found 7 items of addition error made by students.
c. Misformation Error

Misformation errors are characterized by the use of the wrong form of the morpheme of the structure. The following data are presented the samples of the error commit by the students when they using preposition in descriptive text.

Table 4.3 misformation error made by students

<table>
<thead>
<tr>
<th>No</th>
<th>Students error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school started at 1960.</td>
<td>The school started in 1960</td>
</tr>
<tr>
<td>2</td>
<td>Of the 1997 monetary crisis</td>
<td>In 1997 monetary crisis</td>
</tr>
<tr>
<td>3</td>
<td>Tajug roof is designed pyramid at the top</td>
<td>Tajug roof is designed pyramid on the top</td>
</tr>
<tr>
<td>4</td>
<td>We can see the kinds prasasty into the box</td>
<td>We can see the kind of prasasty in the box</td>
</tr>
<tr>
<td>5</td>
<td>The train usually arrives on three o’clock</td>
<td>The train usually arrives at three o’clock</td>
</tr>
<tr>
<td>6</td>
<td>We always celebrate on October</td>
<td>We always celebrate on October</td>
</tr>
<tr>
<td>7</td>
<td>Gili laba located at east nusa tenggara, flores</td>
<td>Gili laba located in east nusa tenggara, flores</td>
</tr>
<tr>
<td>8</td>
<td>A kinds view of the florest</td>
<td>A kinds view in the florest</td>
</tr>
<tr>
<td>9</td>
<td>when you arrive at the island</td>
<td>When you arrive in the island</td>
</tr>
<tr>
<td>10</td>
<td>Snorkeling is a favorite activity to the here</td>
<td>Snorkeling is a favorite activity in here</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>There are two air conditioner hang in the wall</td>
<td>There are two air conditioner hang on the wall</td>
</tr>
<tr>
<td>12</td>
<td>There are many patriots pictures in the wall</td>
<td>There are many patriots pictures on the wall</td>
</tr>
<tr>
<td>13</td>
<td>My class room is the next for the library</td>
<td>My class room is the next to the library</td>
</tr>
<tr>
<td>14</td>
<td>On my classroom ,there is white board</td>
<td>in my classroom ,there is white board</td>
</tr>
<tr>
<td>15</td>
<td>There is a book case in beside the table</td>
<td>There is a book case on the table</td>
</tr>
<tr>
<td>16</td>
<td>There is also an Indonesian flag on the corner</td>
<td>There is also an Indonesian flag at the corner</td>
</tr>
<tr>
<td>17</td>
<td>There are a lot from tables and chairs on my classroom</td>
<td>There are a lot of tables and chairs in my classroom</td>
</tr>
<tr>
<td>18</td>
<td>I live at small house</td>
<td>I live in small house</td>
</tr>
<tr>
<td>19</td>
<td>I often watch TV and reading some books on this room</td>
<td>I often watch TV and reading some books in this room</td>
</tr>
<tr>
<td>20</td>
<td>The culture museum on Pekanbaru</td>
<td>The culture museum in Pekanbaru</td>
</tr>
<tr>
<td>21</td>
<td>The children swing for low place to higher place</td>
<td>The children swing from low place to higher place</td>
</tr>
<tr>
<td>22</td>
<td>The best university at Pekanbaru</td>
<td>The best university in Pekanbaru</td>
</tr>
<tr>
<td></td>
<td>The students can see many information on internet</td>
<td>The students can see many information in internet</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>24</td>
<td>He was born at Surakarta</td>
<td>He was born in Surakarta</td>
</tr>
<tr>
<td>25</td>
<td>He complete studies on the faculty of forestry university of gajah mada</td>
<td>He complete studies in the faculty of forestry university of gajah mada</td>
</tr>
<tr>
<td>26</td>
<td>He is supported on many famous people</td>
<td>He is supported by many famous people</td>
</tr>
<tr>
<td>28</td>
<td>On the living room usually there are television, chair, table, curtain, radio, etc.</td>
<td>In the living room usually there are television, chair, table, curtain, radio, etc.</td>
</tr>
<tr>
<td>29</td>
<td>Television is parts of technology; this is tools information at the other district, city even at countries.</td>
<td>Television is parts of technology; this is tools to get information at the other district, city even in countries.</td>
</tr>
<tr>
<td>30</td>
<td>Television is technology very important for know about information.</td>
<td>Television is technology very important to know about information.</td>
</tr>
<tr>
<td>31</td>
<td>To the first time on July 20, 1969,</td>
<td>In the first time on July 20, 1969,</td>
</tr>
<tr>
<td>32</td>
<td>astronauts Neil Armstrong and Edwin Aldine landed the lunar module of Apollo 11 in the surface the moon</td>
<td>astronauts Neil Armstrong and Edwin Aldine landed the lunar module of Apollo 11 on the surface to the moon</td>
</tr>
</tbody>
</table>
Based on the sentences stated before, there were 33 misformation errors, because student used wrong form. The sentence (4) had error in putting the preposition to indicate the position. Actually the function of “into” is to indicate the position but any movement activity in the sentence situation. The sentences (3, 11, 12 and 15) the students made some error in using preposition “in”, the appropriate preposition is “on” because preposition “on” indicates the surface of something. The sentence (13) should use “to” after “next” to having the correct meaning.

Sentence number (20) the student should use “from” not “for” because it moved the place to another place. Sentence number (21) student should use preposition “for” to show the price. Sentence number (25) the student should use preposition “by” to connect the subject and object in passive sentence form. Other students above, there were also 22 error items made by students. They use wrong form of structures, The student used “at “ and “on” to show the general place and time. Actually, the student should used preposition “in” to show year, street, month, and country.

Sentences (31 and 33) the student should used preposition “to” not “for”, because preposition “to” are to explain about direction, time to time, preference, limit and reason of motivate. Then, preposition “to” is also to follow verb. misformation errors occur because the learner used the wrong form of the structure. The learner supplies something, although it is incorrect. It means that the students made misformation errors in preposition because they lack of knowledge, they did master the use of preposition well. So, they failed to use the appropriate preposition
in their sentence. From the table stated before, the Researcher found 32 items of misformation error made by students.

d. Misordering

Misordering error characterized by the use incorrect placement of morpheme or group of morpheme. in this case the students makes sentences incorrect order. The following data are presented the samples of the error performed by the students when they used preposition in descriptive text.

Table 4.4 Misordering errors by students

<table>
<thead>
<tr>
<th>No</th>
<th>Students error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Five windows the right in side</td>
<td>The five windows in the right side</td>
</tr>
</tbody>
</table>

There is an error in misordering error. It caused the students incorrect placement of preposition. It will be true if each of them replace their position. This alleged research is caused the student is not familiar with the more than two adjective composition. From table above, the Researcher found only one error in misordering made by student.

4.2 Data Analysis

After classifying data, the researcher calculated the percentage of each error type. To know the frequency and percentage made by students, the researcher put into table bellow:
Table 4.5 The Frequency and Percentage of Students’ Errors in Using Preposition Based on Surface Strategy Taxonomy

<table>
<thead>
<tr>
<th>No</th>
<th>Type of error</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>7</td>
<td>14.35%</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>7</td>
<td>14.35%</td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td>32</td>
<td>65.3%</td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td>3</td>
<td>6.1%</td>
</tr>
<tr>
<td></td>
<td><strong>Total Errors</strong></td>
<td><strong>49</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on type of error omission, addition, misformation and misordering, the researcher found the total of error 51 items, omission 10 errors, addition 8 error, misformation 33 errors and misordering 1 error. The researcher gave more explanation in pie diagram bellow:

Figure 4.1. The percentage of Students’ Error in Using Preposition

From figure stated before, there were four types of error; they were omission, addition, misformation, and misordering. Researcher put each type of error
in diagram pie with the different color. Researcher put omission in blue, addition in red, misformation in green, and misordering in red color. Researcher found that students produced some types of errors, there were omission 19%, addition 15%, misformation 64%, and misordering (2%). It can be concluded that the highest error made by students based on surface strategy taxonomy were misformation with 33 items 64% and lowest error happened in misordering with 1 item 2%

According to Dullay, misformation errors occur because the learner used the wrong form of the structure. The learner supplies something, although it is incorrect. It means that the students made misformation errors in preposition because they lack of knowledge, they did master the use of preposition well. So, they failed to use the appropriate preposition in their sentence.

Researcher concluded from interview of students that there many factors side, they are as follows: first, the students think all of preposition have the same meaning and will not influence the sentence meaning. Second, the students confuse in using preposition and they did not understand how to differentiate between the use of some preposition which have the same meaning in Indonesia language and English. For example “I put a pen in the table”, in this case preposition “on” substituted by “in”. “in” and “on” have the same same meaning, but actually different in using and function. And last, student still use Indonesian style when they translated from Indonesia language into English, for example “Joko stands in beside me”, they think it necessary to put “in” before beside but actually it is enough using beside.
Finally, to close this chapter the researcher suggest that the teacher should describe as clear as possible about preposition, not only meaning and the example but also the usage. So, the students will not misunderstand with the preposition students still use Indonesian style when they translated from bahasa Indonesia into English, for example “Joko stands in beside me”, they think it is necessary to put “in” before beside but actually it is enough using beside which has the same meaning in Indonesia language. The teacher should pay attention to the students’ error in order to prevent or to minimize those errors.
CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

This research was a qualitative descriptive research design. The researcher analyzed the students’ writing sheet that was directed by the teacher. Then, the researcher analysed the students’ writing that focused on preposition. The researcher analysed the paper of the students by using surface taxonomy strategy, they are omission, addition, misformation and misordering.

The researcher found fourth errors preposition made by the first year students in writing descriptive text at SMA Serirama YLPI Pekanbaru. They are omission, addition, misformation and misordering. Based on the research finding and the interpretation data in the previous chapter, the researcher concluded some conclusions as follows;

1. The researcher found errors in omission, there were 19% with total of error 10 items.
2. The researcher found errors in addition, there 15% with the total of error 8 items.
3. The researcher found error in misformation, there were 64% with total of error 33 items. It was caused the limited knowledge that the students have about the function of preposition and kinds of preposition
4. The researcher found errors in misordering, there were 2% with total of error 1 item. It was the low percentage of the preposition error.
5. Based on the points stated before, the researcher concluded that the students need more knowledge about preposition especially the function of preposition and how to put it in the sentences.

5.3. Suggestions

Dealing with the result of this research, the researcher would like gave some valuable suggestion to those who shown more concern and high attention to teaching English especially in writing. There was as followed:

1. For the students: the researcher hope the students increase their effort in learning grammar and they have to be accustomed to learn English writing when they are in the classroom. Another suggestion for the students, they should read English article, because it can improve students’ knowledge about grammar especially in using preposition.

2. To the English teacher: the English teacher who carried out teaching activities and interacted with the students had to know their students’ problem while teaching learning process. Teacher should be creative and innovative in teach the students to solve the students problem in learning English skill.

3. To the next researcher who will conduct the research in senior high school, it is better for the next researcher to find out the other errors that made by the students especially in writing skill. Many students did not focus about their structure in writing some English text. Then, the researcher hope the other researcher can solve the students’ problem by using any treatments.
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