AN ANALYSIS OF STUDENTS' ERRORS IN USING PREPOSITION OF TIME IN WRITING RECOUNT TEXT AT THE ELEVEN GRADE OF SMA PERINTIS 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

A Thesis
Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

This research deal with the analysis of error in using preposition of time done by students in the eleventh grade of SMA Perintis 2 Bandar Lampung. Since the students in foreign language class still do the errors in using preposition of time, this research aimed to find out the types of errors and measure the frequency of errors that the students commit when composing their writing in recount text. This research focus on the analysis of errors in using preposition of time made by students in the eleventh grade at SMA Perintis 2 Bandar Lampung.

This research included in descriptive qualitative research. The data in this research were obtained through documentation and task collecting. The samples of this research were 26 students in XI IPA 2 at SMA Perintis 2 Bandar Lampung in the academic year of 2020/2021. The samples were chosen by purposive sampling method. The data in this research were analyzed through some steps proposed by McCharty. The steps were: collecting the data from students, identifying the errors, classifying the error, and calculating the percentage of the error.

The finding of the research showed the error committed by the students in XI IPA 2 at SMA Perintis 2 Bandar Lampung consisted of three types, those were: omission, addition, and misformation. The most frequent error occurred in this research was the error in omission that reached 12 occurrences or 52,17% , this types reached the highest percentage among the others, followed by 9 occurrence of misformation error that contributed 39,13% percentage and 2 occurrences of error in addition or equally 8,7% from the total error.

Keywords*: Error Analysis, Preposition of Time, Recount Text,Surface Strategy Taxonomy, Writing.*

DECLARATION

The researcher is a student with the following identity:

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Certify that this thesis is definitely made by my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings in this thesis are cited or quoted in accordance with ethical standard.

Bandar Lampung, June 2022
The Researcher,

Vey Eyendi Marsolian

APPROVAL

Title : AN ANALYSIS OF STUDENTS ERRORS IN USING PREPOSITION OF TIME IN RECOUNT TEXT AT ELEVEN GRADE IN SMA PERINTIS 2 BANDAR LAMPUNG IN ACADEMIC YEAR 2020.2021

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A thesis entitled: **"AN ANALYSIS OF STUDENTS ERRORS IN USING PREPOSITION OF TIME IN RECOUNT TEXT AT ELEVEN GRADE IN SMA PERINTIS 2 BANDAR LAMPUNG IN ACADEMIC YEAR 2020.2021"**, by: **VEY EYENDI MARSOLIAN, NPM: 1411040392, Study Program: English Education**, was tested and defended in the examination session held on: Thursday, July 08th 2021.

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MOTTO

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وَلَوْ أَنَّا كَتَبْنَا عَلَيْهِمْ أَنِ ٱقْتُلُوٓاْ أَنفُسَكُمْ أَوِ ٱخْرُجُواْ مِن دِيَٰرِكُم مَّا فَعَلُوهُ إِلَّا قَلِيلٌ مِّنْهُمْ وَلَوْ أَنَّهُمْ فَعَلُواْ مَا يُوعَظُونَ بِهِۦ لَكَانَ خَيْرًا لَّهُمْ وَأَشَدَّ تَثْبِيتًا ۝

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"And verily, if We command them: Kill yourself or come out of your village, surely they will not do it, except for a small part of them, And indeed if they carry out the lesson given to them, surely this thing is better for them and stronger (their faith). (Surah 4:66)".

DEDICATION

This thesis is proudly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, who always educate me to do good deed and give me their best prayer. They are my hero, thanks for all generosity and encouragement, thanks for your love, kindness, trust and your everlasting praying for me.
2. My beloved brothers and sisters, thank for all kindness, support and prayer.
3. My dearest friend, thanks for all of loves, cares and supports.
4. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Vey Eyendi Marsolian. He was born on March 1st, 1996, in Tangerang. He is the son of the couple Mr. Rizalmi and Mrs. Kasbaniah. He lives in Way Kandis, Bandar Lampung.

The researcher began his study in kindergarten at TK Cendrawasih, then he continued the Elementary School at SDN Pasar Kemis 3 in 2002 and graduated in 2008. He continued his study in Junior High School at SMP AI Al Amanah and graduated in 2011. After graduated, he continued his study in SMA Al Amanah and graduated in 2014. In the same year, he registered as the college student at Mathematic Education Major, but then moved to English Education Study Program in Faculty of Tarbiyah and Teacher Training, State Islamic University of Raden Intan Lampung.
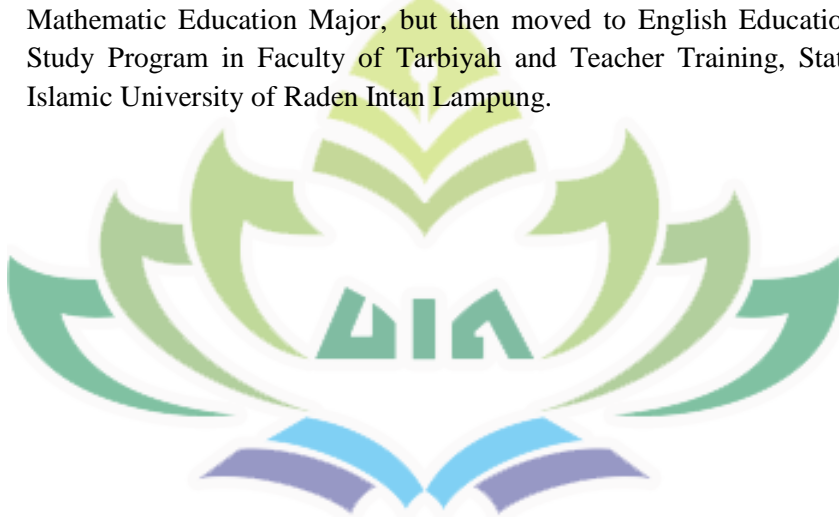
ACKNOWLEDGEMENT

Bismillaahirrohmaanirrohiim

Alhamdulillah, all praise to Allah, the Almighty, who has given His mercies and blessing, therefore the researcher can finish this thesis entitled "An Analysis of Students' Errors in Using Preposition of Time in Writing Recount Text at the Eleven Grade of SMA Perintis 2 Bandar Lampung in the Academic Year of 2020/2021" as the fulfillment of requirements for S-1 Degree in Faculty of Tarbiyah and Teacher Training at State University of Raden Intan Lampung. Shalawat and salutation may always be given to our Prophet Muhammad Saw.

The researcher realizes that he cannot complete this thesis without help from others. The researcher has received a lot of helps and encouragement from many people during finishing this thesis and it would be impposible to mention all of them. Therefore, the researcher would like to extend gratitude and appreciation to :

1. Prof. Dr. Hj. Nirva Diana, M. Pd. as the Dean of Faculty of Tarbiyah and Teacher Training Faculty and all staff that had given the opportunity and help for the researcher from conducted this study until accomplished this thesis.

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7. The students in XI IPA 2 at SMA Perintis 2 Bandar Lampung in 2020/2021 academic year, thanks for the nice participation in this research.
8. The researcher's friends in English Education Study Program, thanks for all support and kindness.

   Finally, the researcher is fully aware that there is still a lot of weaknesses in this thesis. Hence, the researcher expects for criticism and suggestion from the reader.

Bandar Lampung, Juni 2021
The researcher,

Vey Eyendi Marsolian

TABLE OF CONTENTS

CHAPTER III : RESEARCH METHODOLOGY

CHAPTER IV

CHAPTER V

APPENDICT
REFERENCE
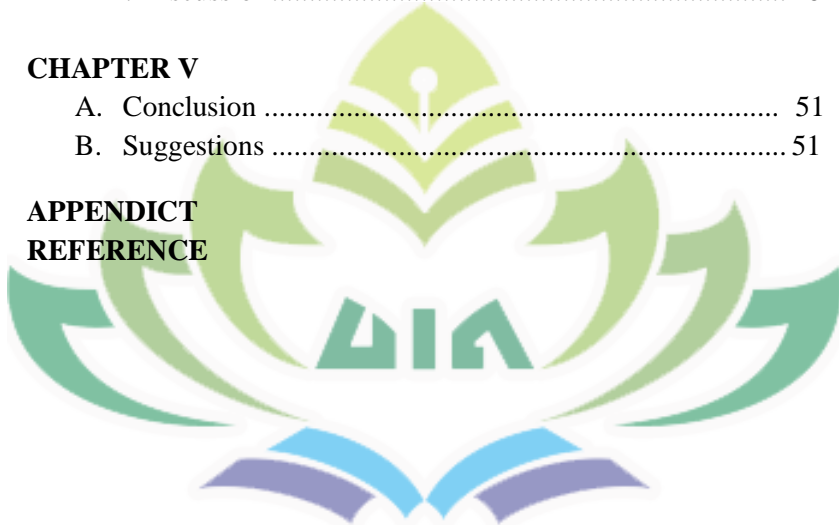
CHAPTER I
INTRODUCTION

A. Background of the Problem

Preposition is a part of speech which denotes the relations between objects and phenomena. It shows relationships in time and space and relationships between ideas (logical relationships). Many words that can be used as prepositions can also be used as adverbs, but not all of them, a preposition in a prepositional phrase always followed by a noun, a pronoun, or another word that can replace a noun, such as verb *-ing* form of Gerund, an object form of a personal pronoun after a preposition is used. As their morphological structure prepositions fall under the following group simple (in, on, at, for, with, etc.);derivative (behind, below, across, along, etc.);compound (inside, outside, within, without, etc.);composite (because of, in front of, in accordance with, etc.).

As one parts of speech, preposition is used in communication and preposition is a problem for most English learners that often get confused due to what Martinet Said : "The students have two main problems with preposition. They have to know whether in any construction a preposition is required or not, and which preposition to use when one is required."[1]

Preposition has two functions the first is to connect the noun (all type of noun) to the rest of sentence. The second is to specify the position of the noun (persons or object). It

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[1] A.J.Thomson and A.V.Martinet, *A Practical English Grammar*, (London: Oxford University Press,1985), p.9

means that preposition is the link that connects the words and also preposition that show relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement.

Based on the preliminary research conducted by the researcher, the finding showed that many students in SMA Perintis 2 Bandar Lampung still do errors in writing recount text especially in preposition of time. Since the preposition plays essential role in connecting the words to show its relationship, the analysis is needed to take the solution to solve the problems of error occurences. Analysis is needed by teacher to correct the student's essay. According to Corder in Putri Mega Susanti "Errors tell teachers how far toward the goal learners have progressed and consequently, what remains for learners to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures learners are employing in their discovery of the language. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity in learners"[2]

Analysis is very important for the teacher to correct students essay so that something can be found the wrong answer. Besides, this research has a relation with Islamic studies. Islam has taught that learning is a must. Moslems may learn everything (e.g. learning English) as long as it will lead them to be the pious. However, after learning it, they have to practice it properly. "Practice makes perfect", a popular expression said. Practicing the knowledge in Islamic

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[2]Putri Mega Susanti, *An Error Analysis On The Use Of Past Tense In Narrative Text*, Skripsi:English Education Study Program, Universitas Muhammadiyah Sidoarjo, 2017), p 5

values should be based on the purpose namely to be closer to the God that is Allah SWT

وَلَوۡ أَنَّا كَتَبۡنَا عَلَيۡهِمۡ أَنِ ٱقۡتُلُوٓاْ أَنفُسَكُمۡ أَوِ ٱخۡرُجُواْ مِن دِيَٰرِكُم مَّا فَعَلُوهُ إِلَّا قَلِيلٞ مِّنۡهُمۡۖ وَلَوۡ أَنَّهُمۡ فَعَلُواْ مَا يُوعَظُونَ بِهِۦ لَكَانَ خَيۡرٗا لَّهُمۡ وَأَشَدَّ تَثۡبِيتٗا ۝

"And verily, if We command them: Kill yourself or come out of your village, surely they will not do it, except for a small part of them, And indeed if they carry out the lesson given to them, surely this thing is better for them and stronger (their faith). (Surah 4:66)".

It means, if we do it something we must analyze before we do it, the purpose it will make our self can dodge the mistake.

There are some previous research studies about error analysis:

Firstly, study conducted by Helling Giatik discusses about the grammatical errors of preposition in descriptive text made by students of MAN Mejayan Ponorogo.[3] It is found that there are 215 errors on students' task writing in using preposition. She is classified the errors into three types, omission errors, insertion errors, and selection errors. There are 215 errors in 258 sentences that consisted of 67 omission errors, 25 insertion errors, 123 selection errors. The most dominant error is selection, and it is followed by omission, insertion.

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[3] Helling Giatik, "Preposition Error Analysis on the Students ' Descriptive Text on June 2016 Edition, Bachelor Thesis in English Education Departement Faculty of Education" State Islamic College of Ponogoro,p. 52

Secondly, Fungky Maramis discusses about preposition errors found in the descriptive writing.[4] In this research, the researcher is found the types of error on the use of prepositions, the types of prepositions on which the errors occurred, and the sources of the errors. The result of this research showed that errors in descriptive writings are errors of substitution (72.44%), followed by errors of addition at the second place (19.68%) and errors of omission at the last place (7.88%). The writer found that those errors occurred in the four types of prepositions with prepositions of other semantic relationship as the most problematic prepositions (71.65%), followed by prepositions of position (18.11%), prepositions of time (7.88%), and prepositions of direction as the least problematic prepositions (2.36%). Then, the result of source of errors found by the writer showed that the most frequent sources of errors are L1 interference (48.51%), followed by ignorance of the rule restrictions (29.10%), false concepts hypothesized (20.90%), and over generation (1.49%).

In contrast to the previous studies, there are similarities in topic about error analysis. Yet, the differences from the previous research discussed, in this research the writer only discusses and analyzes the type of error in using preposition of place in descriptive based on surface strategy taxonomy. Realizing the fact mentioned above, the researcher interested to conduct a research entitled "An Analysis of Students Errors in Using Preposition of Time in Writing Recount Text at Eleven Grade of SMA Perintis 2 Bandar Lampung".

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[4]Fungki Maramis, "Preposition Errors Found in the Descriptive Text Writings" on Mei 2013 Edition, Bachelor Thesis in English Education Study Program Faculty of Teacher Training and Education Widya Mandala Catholic University of Surabaya,p. VIII

B. Identification of the problem

According to the background of the problem above, the identification of the problems were:

1. The students do not understand deeply the concept of using preposition of Time.

2. The students are lack of preposition mastery.

3. The students are still confused in using the correct preposition in writing.

C. Limitation of the problem

Based on the identification of problem above, the researcher focus on the error analysis of preposition of time in students recount text writing based on Surface Strategy Taxonomy done by the eleventh grade students of SMA Perintis 2 Bandar Lampung .

D. Formulation of the problem

Based on the background above, the problems were formulated as follows:

1. What errors are committed by students in using prepositions of Time based on Surface Strategy Taxonomy?

2. What are the proportion (frequency and percentage) of errors committed by students based on Surface Strategy Taxonomy?

E. Objectives of research

The objectives of this research were:

1. To find out the errors done by students in using preposition of Time based on Surface Strategy Taxonomy

2. To know and describe the proportions of errors made by students that most dominant in using preposition of Time in Recount text writing based on Surface Strategy Taxonomy.

F. Significance of the research

It is expected that the result of the research can be used as:

1. Information about the student errors in using prepositions of Time

2. For the English teacher,it can be used to improve a technique used in teaching preposition, especially in preposition of Time

G. Scope of the research

1. Subject of the Research

   Subject of the research was the students of SMA Perintis 2 Bandar Lampung

2. Object of the Research

   Object of the Research was the students' grammatical error in using preposition of Time in writing Recount Text.

3. Time of the Research

   The research will be conducted in the academic year of 2020/2021.

4. Place of the Research

   The research will be conducted in SMA Perintis 2 Bandar Lampung

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Error and Error Analysis

1. The Definition of Error

According to Dulay, error is flawed side of learner speech or writing. Those are part of conversation or composition that deviates form some selected norm of nature language performance.[5] Brown has different opinion. He gives more attention on the Interlingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker of reflecting the interlingual competence of the learner. [6]

2. The Understanding of Error Analysis

In the middle of the twentieth century, one of the most pursuits of applied linguistic branches was the study of two languages in contrast. Eventually, the backlog of comparative and contrastive data on a myriad of pairs of languages yielded Contrastive Analysis Hypothesis (CAH).[7]The main focus of Contrastive Analysis (CA) was on comparing the mother tongue (MT) and the target language (TL) in order to predict or explain the errors made by learners.[8]CA lasted untillate 60's affected by behaviorist theory which considered second languageacquisition as

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[5]Heidi S, Dulay, Marina Burt, StenhenKreshen, Languange Two(New York Oxford UniversityPress 1982),139

[6]H. Douglas, Brown, Principle of Languange Learning and Teaching 4[th]ed(New York Longman,2000),215

[7]H. Douglas Brown, *Principles of Language Learning and Teaching 5th Edition,* (NewYork: Pearson Education, Inc., 2007), p. 248

[8]NamikoSakoda, Error Analysis within Newspaper Reporting Written by JapaneseSecondary School Students, 広島経済大学研究論集*Departmental Bulletin Paper,* 27, 2004, p.42

learning new sets of habits and transferring the learner's nativelanguage as the basic process of second language learning. Therefore errors wereconsidered as being the result of the persistence of existing mother tongue habits in the new language.[9]

3. The Distinction between Error and Mistake

Some people have overlapping perception between Error and Mistake, so do some teachers. Then further dealing with Error and Mistake becomes inappropriate treated and negative impact to the students to know and to measure their competence in language learning process. Therefore, a systematic elaboration of the distinction between Error and Mistake is necessary in order to have sound explanation.

Inevitably the learner will make Mistakes and Errors in the languageacquisition process. As Dulay hints that, Making error is an inevitable part of learning. People cannot learn language without first systematically committing errors.[10]Brown also that, Learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgements, miscalculation, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information.[11]It means that making Mistakes and Error is naturally happened for learner because it is a part of learning in language acquisition process.

Further Brown distinguishes between Mistake and Error. He explains that:

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[9]VecideErdogan, Contribution of Error Analysis to Foreign Language Teaching, *Mersin University Journal of the Faculty of Education,* Vol. 1, Issue 2, December 2005, p. 262

[10]Dulay, *Op. Cit.*, p. 138

[11]Brown, *Op. Cit.,* p. 257.

A mistake refers to a performance error that is either a random guess or a ‗slip', in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses‖ or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner.[12]

It means that Error reveals the learner's knowledge of the target language, while Mistake is the learner's temporary impediment or imperfection in process of utilizing the language.

Corder in Larsen-Freeman and Long give more explanation about Error and Mistake. Corder made a distinction between a mistake and an error, i.e.: Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules.[13]

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[12]*Ibid.,* pp. 257—258

[13]Diane Larsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research,* (London & New York: Longman Group UK, 1991), pp. 58—59.

It can be concluded that Mistake is related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on. Error is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can not be self-corrected.

4. The causes of error

John Norrish exposes three causes of errors:

a. Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.

b. First language interference: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually _shaped' towards those of the language he was learning.

c. Translation: Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.[14]

It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method.

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[14]John Norrish, *Language Learners and Their Errors,* (London: Macmillan Press, 1983),pp. 21—26.

5. The Types of Error

Some experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguishes three types of error according to their systematicity:

a. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.

b. Systematic errors occur when the learner has discovered a rule but it is the wrong one.

c. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).[15]

The other type of errors is elaborated by Dulay et.al. who classify error into four descriptive classifications of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

a. 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.

- Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

- 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

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[15]Rod Ellis, *Op. Cit.,* p. 51.

constituent is affected, e.g. the noun phrase, theauxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.[16]

b. Surface Strategy Taxonomy

Learner may omit necessary any morphemes or words, add unnecessary ones, misform items, or misorder them. Therefore, Dulay et al divide the error based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Misorder.

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs.[17]Language learners omit grammatical morphemes much more frequently than content words.[18] For example:

- Mary is the president of the new company.
  - ✓ Mary, president, new, company. (Content Morpheme)
  - ✓ Is, the, of, the. (Grammatical Morpheme)
- Marry the president of the new company. (Omission of Grammatical Morpheme 'is')
- Marry is the president of the new. (Omission of Content Morpheme 'Company')

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[16]Dulay, *Op.Cit.,* pp. 146—147
[17]*Ibid.*, p. 154.
[18]*Ibid.*, p. 155.

2) Addition

Addition errors are the presence of an item which must not appear in a well-formed utterance.[19]

There are three types of addition errors, namely: double marking, regularization, and simple addition.

a) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others.[20]

Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in;[21]

- He doesn't knowsmy name.

- We didn't wentthere.

Which the correction of the sentence above is;

- He doesn't know my name.

- We didn't go there

b) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.[22]

It means that regularization error occurs when learners add morpheme to the exceptional word.

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[19]*Ibid.*, p. 156.
[20] Ibid.
[21]*Ibid.*
[22]*Ibid.*, p. 157.

c) Simple Addition

No particular features characterize simple additions other than those that characterize all addition errors the use of an item which should not appear in a wellformed utterance.[23]

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect.[24]For example:

- The dog eated the chicken.

There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms. The explanation is elaborated as follows:

❖ Regularization Errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in runnedfor ran or gooses for geese.[25]

❖ Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.[26] For example;

o Give me that.

o Me hungry.

o That dog.

o That dogs.

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[23]*Ibid.*, p. 158
[24]Ibid.
[25]*Ibid*
[26]*Ibid.,*p. 160.

❖ Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other.[27] For example;

o Those dog.

o I seenher yesterday.

4) Misorder

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance:[28]

✓ He is all the time late.

✓ What Daddy is doing?

✓ I don't know what is that.

The correct utterances are:

✓ He is late **all the time**.

✓ What **is Daddy** doing?

✓ I don't know what **that is**

6. The Procedure of Error Analysis

It needs some steps or stages of procedure in conducting Error Analysis. Theo Van Els, et al., states that there are some procedures in Error Analysis, namely:

a. Identification of errors. The first step in the process of analysis is recognition/identification of errors. In this step, teachers recognize the students' errors from the task given by the teachers.

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[27]*Ibid.,*p. 161.
[28]*Ibid.,*p. 156.

b. Description of errors. The next step is describing errors; it begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the students.

c. Explanation of errors. The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' error occurs.

d. Evaluation of errors. In this step, the teacher gives evaluation from the task done by the students depends on the task that the teacher will be giving to the students.

e. Preventing/correcting of errors. The last step is correction of errors; the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to prevent the students make the same errors later.[29]

7. The Goal of Error Analysis

Some experts reveal their opinions of the goal of EA. According to Norrish, Error Analysis can give a picture of the type of difficulty learners are experiencing. If carried out on a large scale such a survey, it can be helpful in drawing up a curriculum. It means that EA has significant to check the students' difficulty in learning. Then the teacher can rearrange the curriculum that suits for the students. While Corder has parallel opinion with Norrish, he divides the significant of EA in three aspects:

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[29]Theo Van Els, *et al.*, *Applied Linguistics and the Learning and Teaching of ForeignLanguages*, (London: A Division of Hodder& Stoughton, 1983), p. 74

1) The teacher. EA gives information of the learners'
   progress in acquiring the language, and it tells him what
   remain for him to teach.

2) The researcher. EA give evidence to the research of how
   the learner learn and acquire the language, what
   strategies or procedures they use in discovering the
   language.

3) The learner. Making error can be used for the learner as
   device to learn.[30]

He further explains that EA as branch of applied
linguistic activity has two functions, they are: theoretical and
practical.

a. The theoretical aspect of error analysis is part of the
   methodology of investigating the language learning
   process.

b. The practical aspect of error analysis is its function in
   guiding the remedial action we must take to correct an
   unsatisfactory state of affairs for learner or teacher.[31]

Based on the explanation above, the writer sums up that
the goal of EA in theoretical aspect is as a tool to investigate
the language learning process and it also gives information
of the learners' progress in the process of acquiring language
in the practical area. It can be a very useful feedback for the
teacher, the researcher, the learner and the curriculum in
how to overcome the students' difficulty and how to deal
against the error.

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[30]Jack C. Richards (*ed*), *Error Analysis: Perspective on Second Language
Acquisition*, (London: Longman, 1973), p. 25.
[31]Corder, *Op. Cit.,* p. 45

B. Types of Preposition

A highly detailed explanation of all prepositions would be fruitless in a text on grammar, since such a explanation would have to include many items that more properly belong in the vocabulary of the language than in the grammar of the language. The following list will therefore give only the more common meanings that preposition can have many of these meanings correspond to the adverbial meanings already given in the chapter on adverbs. some meanings however are common only to preposition.[32]Lingga states that there are types of relationships three are expressed by the preposition.[33]

C. Preposition of place or position

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

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

a. Preposition of Direction

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

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

[32]Marcella Frank, *Modern English a Practical Reference Guide*,(New Jersey : Prentice- Hall,Inc,Englewood Cliffs,1972),p.163

[33][37]Hotben D. Lingga, *Advance English Grammar for TOEFL Preparation*, (Jakarta:Puspaswar07),p.104

b. Preposition of Time

It is kind of preposition which is used to indicate the relationship of the time.

At, on, after, before, since, from, during, until, with, pending,etc.

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

c. Preposition of Manner

It is the kind of preposition which used to indicate the relationship of manner.

Example: He goes to school by bus. He writes with a pen.

B. Writing

1. The Understanding of Writing

Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information. As Ann Brown states that "Writing is important in our lives and as a communicative act that transmit information and link people together". [34] Related to the opinion, Raymond points out that, "Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library". [35] It can be summed up that writing

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[34]Ann Brown, Helping Children's Write, (New York: Paul Chapman Publishing Ltd.,1993), p. 2.

[35] James C. Raymond, *Writing: Is an Unnatural Act,* (New York: Harper & Row Publisher Inc., 1980), p. 2.

develops human's lives by informing the knowledge and the idea. People can forget spoken information in second but writing makes it permanent.

Writing skill for foreign learners is the most challenging activity because it is a complex skill that involves knowledge, concepts and writing's rules. Moreover, for second language (L2) or foreign language (FL) learners, the difficulty in writing does not only lie in creating and organizing ideas but also translating the ideas into readable writing.

It can be concluded that through writing many information and knowledge can be shared, therefore writing can develop human's life. While, writing in the sense of learning English is a challenging activity for foreign language learners because the FL learners not only have to interpret the idea into comprehended text but also they have to pay attention to the writing's rules. However, writing reflects the FL learners competency because it can be such a tool that gives feedback in the learning process.

2. The Purpose of Writing

There are some purposes of writing that many experts have explained,according to Penny Ur the "The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader"[36].Diestch states that "The general purpose of writing may be primary to inform, to persuade, to express and to entertain. The specific purpose involves responding to a certain need for writing"[37]. It can be summed up that the purpose of writing is to express the idea or entertaining the audience.

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[36]Penny Ur, *A Course in Language Teaching,* (UK: Cambridge University Press, 1991),163.

[37] Betty MatixDiestch, *Reasoning and Writing Well 3rd Edition,* (New York: McGraw- Hill Companies, Inc., 2003), pp. 4—5.

Based on the explanation above the main purpose of writing is to express the idea. The idea of writing can be delivered in different ways depended on the author's intention.

3. The Types of Writing Text

Students of Secondary School need to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive and Report Text. In order to understand each of the type of writing texts easily, the explanation is drawn up into a table as follows:

Table 2.7

The Types of Writing Texts93[38]

Text Type	Example of Text	Explanation
Narrative	**1) Orientation** Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework. **2) Complication** One day an invitation to the ball came to the family. Her stepsister didn't let her go, so Cinderella was very sad. The stepsister went to the ball	Narrative text is text type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.

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[38]Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: MacMillan education Australia PTY LTD, 2003), pp. 3—5.

	without her.	
	3) Resolution	
	Fortunately, the fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her.	
	4) Coda	
	They lived happily ever after.	
Recount	Earthquake	Recount text is a piece of text that retells past events, usually in the order in which they happened.
	1) Orientation	
	I was driving along the coast when the car suddenly lunched to one side.	The purpose is to give the audience a description of what occurred and when it occurred.
	2) Sequence of Events	
	At first I thought a tire had gone but then I saw telegraphpoles collapsing like matchsticks. The rocks came tumbling	
	across the road and I had to abandon the	
	car.	
	3) Reorientation	
	When I got back to town, well, as I	
	said, there wasn't much left.	

Procedure	How to Make Jelly	Procedure text is a piece of text that gives instruction for doing something.
	1) Goal	
	Jelly can be very simply by following these directions.	
	2) Materials	The purpose is to explain how something can be done.
	You will need one packet of jelly crystals, a 500 ml jug, 250 ml boiling water, 200 ml of cold water, a bowl.	
	3) Steps	
	1. Empty contents of a packet of jelly crystals into the jug.	
	2. Add boiling water.	
	3. Stir well until crystals dissolve.	
	4. Add the cold water and stir.	
	5. Pour mixture into a bowl.	
	6. Refrigerate until firm.	
Descriptive	My Pet	Descriptive text is a piece of text that describes living things or non-living things.
	1) Identification	
	I have a pet. It is a dog and I call it Brownie.	
	2) **Description**	Its purpose is to describe to audience the characteristics of
	Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur.	

	When I cuddle it, the fur feels soft. Brownie doesn't like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not like bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.	people, things, animals, or places.[39]
Report (Information Report)	**1) General Classification** For many years people believed that the cleverest animals after man were the chimpanzees. Now, however there is proof that dolphins may be even cleverer than these big apes. **2) Description** Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, like a human being. Dolphins	An information report text is a piece of text that presents information about a subject. The text usually contains facts about the subject, a description and information on its parts, behavior and qualities.

[39]Pradiyono, *PastiBisa! Teaching Genre-Based Writing: MetodeMengajar Writing Berbasis Genre SecaraEfektif*, (Yogyakarta: C.V. Andi Offset., 2007), p. 33.

	have a simple language. They are able to talk to another. It may be possible for man to learn how to talk to dolphins. But this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language with both he and the dolphins can understand. Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.	Its purpose is to classify, describe or to present information about a subject.

4. The Stage of Writing Process

According to Oshima and Hogue there are roughly four steps in writing process, namely:

Step 1: Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the

topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops.

In prewriting step, the student start to write by gaining the ideas, there are several tips to get ideas, one of them suggested by Oshima and Hogue is listing technique.

Step 2: Organizing

The next step in writing process is to organize the ideas into a simple outline.

In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

Step 3: Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably makes many errors.

Step 4: Polishing

In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the

smaller issues of grammar, punctuation, and mechanics (editing).[40]

5. The Principles of Writing

Idea within a paragraph should flow smoothly from one to the text and subordinate ideas should be related to the main idea presented in the topic sentence. Based on Dietsch's book there are distinctive features of principles writing in order the paragraph to be effective, those are:

a. Interest

To write an effective paragraph that is worth reading, choose a topic you know and care about. Consider how you might arouse interest. Scan your prewriting; you may find an overlooked gem that will be just the hook for your opening. Can you approach the topic in an unusual way? What might readers like to know? A secret of good essay writing is to remember that readers like to be entertained; include anecdotes and offbeat examples. Supply action verbs and concrete ouns that enable the reader to share your vivid impression.[41]

It means that the writer should choose a good topic to read. An interesting title or topic can encourage the reader to know the whole of paragraphs. Try to make interest topic sentence. So, the reader will be eager to continue their reading. The readers like to be entertained. The way to catch readers' attention of the paragraph is to stimulate curiosity by choosing an interesting topic.

b. Unity

To unify a paragraph, focus on one major idea in the topic sentence. The relate all of the support sentences in the paragraph to the topicsentence. Support sentences may amplify the major

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[40]Oshima and Hogue, *Op. Cit.*, pp. 15—18.
[41]Dietsch, *Op. Cit.,* p. 78.

idea with examples, facts, statistics, opinions, or reasons. If a sentence lacks a connection to the topic sentence, either establish one or discard the sentence.[42]

Unity is the paragraph explains one idea. It means that the supporting sentences/supporting details in the paragraph correlate to the major idea in the topic sentence, therefore the paragraph has unity.

c. Completeness

To be complete, a paragraph must supply adequate and appropriate information.[43]

A paragraph must have complete information. Lack ofinformation can cause to illogical analysis or gambling information. The audience will be bored and uninterested in reading the paragraph.

d. Coherence

You might think of a paragraph as a jigsaw puzzle—each piece must fit. If not, the paragraph lacks coherence; it does not flow smoothly. During revision, you rearrange any words, phrases, or sentences that are in the wrong places. If there are still gaps between details, you can add transitions, either signpost or embedded, to bridge the gaps, or you might devise parallel structure. Transitions are parallelism show relationships.[44]108

It can be summed up that coherence is to connect one paragraph to the next paragraphs smoothly. The writer can use transitions to cohere sentences in the paragraph.

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[42]Ibid.
[43]Ibid.
[44]*Ibid.,*p. 79.

e. Clarity

The main idea should be clear the first time. Clarity is the end result of knowing your purpose, correctly assessing the audience and occasion, selecting appropriate words, being completed, and connecting details to a central idea.[45]

Clarity prevents the audience to read the paragraph several times to get the purpose or intended information. An unclear paragraph will puzzle the audience therefore clarity in delivering information in a paragraph is needed to have.

C. Recount Text

D. The Definition of Recount Text

Based on School-Based Curriculum or KTSP, there are some kinds of text that Students of Junior High School need to learn, one of them is Recount Text The writer believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Anderson and Anderson "speaking or writing about past events is called recount."[46] They further explain that, "A recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred."[47]

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[45]*Ibid.,* p. 81
[46]Mark Anderson and Kathy Anderson, *Text Types in English 1*, (Malaysia: Macmillan,1997), p. 48.
[47]Mark Anderson and Kathy Anderson, *Text Types in English 3,* (South Yarra: Macmillan Education Australia PTY LTD., 1998), p. 24.

Furthermore according to Derewianka recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem.[48] It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

E. The Types of Recount Text

Derewianka explains that there are five types of recount text, namely:

1. Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.

2. Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is

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[48]Beverly Derewianka, *Exploring How Texts Work,* (Newtown: Primary English Teaching Association, 1990), p. 14.

precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.

3. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

4. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

5. A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography,

first person narration (I, We) is used.[49]

Hardy and Klarwein have a bit different type of recount text. There are two types of recount text according to them. They divided two kinds of recount text, namely; Personal Recount as in personal letters and excursion write-ups and Historical Recount which attempts to retell past experience in the objective view, such as report of science experiment and police reports."[50]

F. The Schematic Features of Recount Text

A recount text usually has three main sections: Orientation, Sequence of Events and Reorientation

- Step 1: Orientation

Orientation introduces the participants, place and time. It provides all the necessary background information to make

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[49]*Ibid.,*p. 10.
[50]Judy Hardy and Damien Klarwein, *Written Genres in the Secondary School,* (Brisbane: Department of Education Queensland, 1990), p. 12.

sense of the text. 5W questions (Who, What, Where, When and Why) are used in order to have systematic and thorough information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred

needed to write.

- Step 2: Sequence of Events

This step tells the sequence events that happened in the past based on the time and place when it occurred.

- Step 3: Reorientation

It consists of optional closure of events or it can be stating personal comment of the writer to the story.

G. The Language Features of Recount Text

Recounts usually include the following language features:

1. Proper nouns to identify those involved in the text.

2. Descriptive words to give details about who, what, when, where, and how.

3. The use of the past tense to retell the events.

4. Words that show the order of events (for example, first, next, then).[51]

The points above can be summed up in table below:

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[51]Anderson and Anderson, *Op. Cit., p. 24*

Table 2.10

The Language Feature of Recount Text

No.	Language Features of Recount Text	Example
1.	Proper Noun	Andy, Jakarta, The Statue of Liberty, etc.
2.	Descriptive Word	Walking, hairy, clever, etc.
3.	Past Tense	Went, ate, learned, etc.
4.	The word of order of events	First, second, last, etc.

The language features has significant role to help in getting the point of the story. The audience can identify those who involved in the story by finding the proper nouns. The descriptive words will give more details about the person, time, place, setting and the plot of the story. The kind of text easily can be identified by looking for the tense used, the use of past tense directly showed that the text is recount which retell past events always used past tense. The words that show the sequence of events will make the story read systematically. It can be concluded that language features convey the story to be more interesting, alive and systematic to read.

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