

**AN ERROR ANALYSIS OF PREPOSITION OF PLACE IN
STUDENTS' DESCRIPTIVE TEXT WRITING AT THE FIRST SEMESTER OF
THE EIGHTH GRADE OF MTs YAPENBAYA KATIBUNG SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

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LAMPUNG
2017**

ABSTRACT

AN ERROR ANALYSIS OF PREPOSITION OF PLACE IN STUDENTS' DESCRIPTIVE TEXT WRITING AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs YAPENBAYA KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

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This research was conducted based on the phenomena happened in the school. Even though descriptive text is not easy for students, and they have ever written or read some descriptive text, but they do some errors, especially in using preposition of place. Therefore, this thesis discussed the errors analysis in using preposition of place in descriptive text writing. The objective of this research to find out the errors done by students in using preposition of place, and to know the proportion (frequency and percentage) of errors made by students at the first semester of the eighth grade of MTs YAPENBAYA Katibung South Lampung in the Academic Year of 2017/2018.

This research is descriptive qualitative research. The writer sees the phenomenon of the research of the moment at the certain time. In this case, the writer identified and described the errors made by students in descriptive text writing especially in using preposition of place, and finally, classified the errors based on Surface Strategy Taxonomy. After that, the writer calculated the frequency and percentage. The population of this research was the eighth grade students of MTs YAPENBAYA Katibung South Lampung. The writer used purposive sampling technique to take the sample. The sample taken was one class, VIII B which consisted of 26 students. In collecting the data, the writer used students' task as the research instrument, the researcher took one assignment to know the students' errors in using preposition of place based on surface strategy taxonomy.

The result of the research, the writer found that there are 120 items errors made by the students based on Surface Strategy Taxonomy. The students made errors in each type of them. They are omission, addition, misformation, and misordering error. The proportion (frequency and percentage) of each the error types are 27 items of omission, the percentage is (22.50 %), 32 items of addition, the percentage is (26.66 %), 54 items of misformation, the percentage is (45.00 %), and 7 items of misordering, the percentage is (5.83%). So in this writer found that misformation an error was the highest.

Keywords: Error Analysis, Descriptive Text, Preposition of Place



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DECLARATION

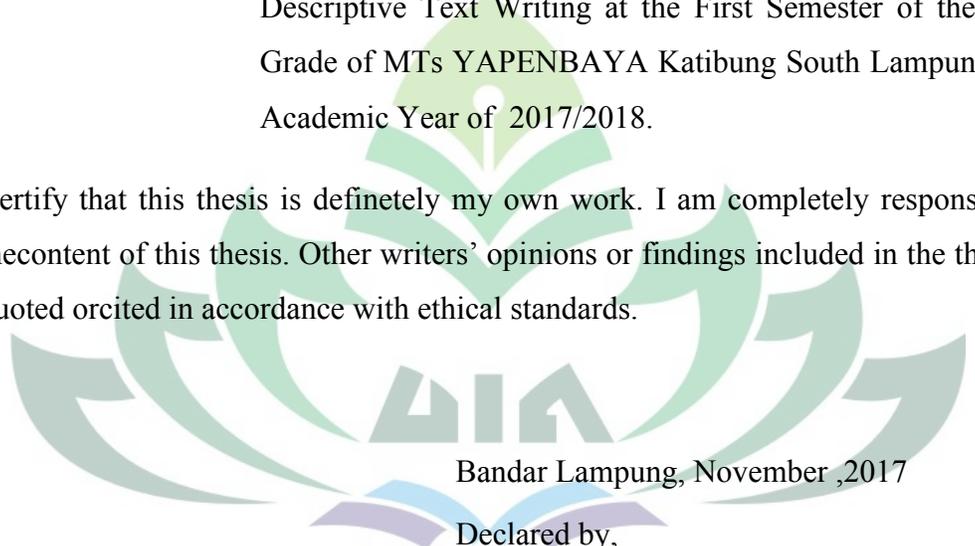
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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.



Bandar Lampung, November ,2017

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DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me.

I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Amsir and Mrs. Nazollawati who always love me and keep on praying for my life and succes. Thanks for all the motivation.
3. My beloved grandma, Sayuha Hatta who always care for my study and motivate me to be success.
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MOTTO

وَقَدْ كَفَرَ يَكْفُرُونَ إِنَّ رَبَّكَ لَآتِيهِمْ بِخَبْرٍ عَظِيمٍ

وَقَدْ كَفَرَ يَكْفُرُونَ

Say: if the ocean were ink for (writing) words of my Lord, the sea was extranguished before it runs out (written) words of my Lord, though we bring that much extra “

(AL- Kahfi : 109)¹

¹ Ibnu Abdul Aziz, *The Holy Qur'an English of the Meaning*, (King Fald Holy Qur'an, Saudi Arabiya, 1410 H),p.5323

CURRICULUM VITAE

The name of the researcher is Tiara Lembayung. She is called by Tiara. She was born on July 8th , 1995 in the Katibung South Lampung. She is the first girl of Mr. Amsir and Mrs. Nazollawati. She has one sister and two brother, their name are Berry Deanova, Mochammad Aldino Akbar and Mochammad Rahyaan Shakiel Riffai.

She accomplished her formal education at kindergarten at TK Kurnia Darma Wanita and finished in 2001. Then the researcher entered Elementary School at SD N 2 Tanjung Ratu South Lampung and finished in 2007. After that she continued her school at Junior High School at SMP N 1 Katibung South Lampung from 2007 and finished in 2010. After that, she went to Senior High School at SMAN 1 Katibung and graduated 2013. After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.

The Researcher

Tiara Lembayung

ACKNOWLEDGMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers. This thesis entitled *“An Error Analysis of Preposition of Place in Students’ Descriptive Text Writing at the First Semester of the Eighth Grade of MTs YAPENBAYA Katibung South Lampung in the Academic Year of 2017/2018”*. Is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The researcher realizes that she cannot complete this thesis without help from others. The writer has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, November ,2017
The Researcher

Tiara Lembayung
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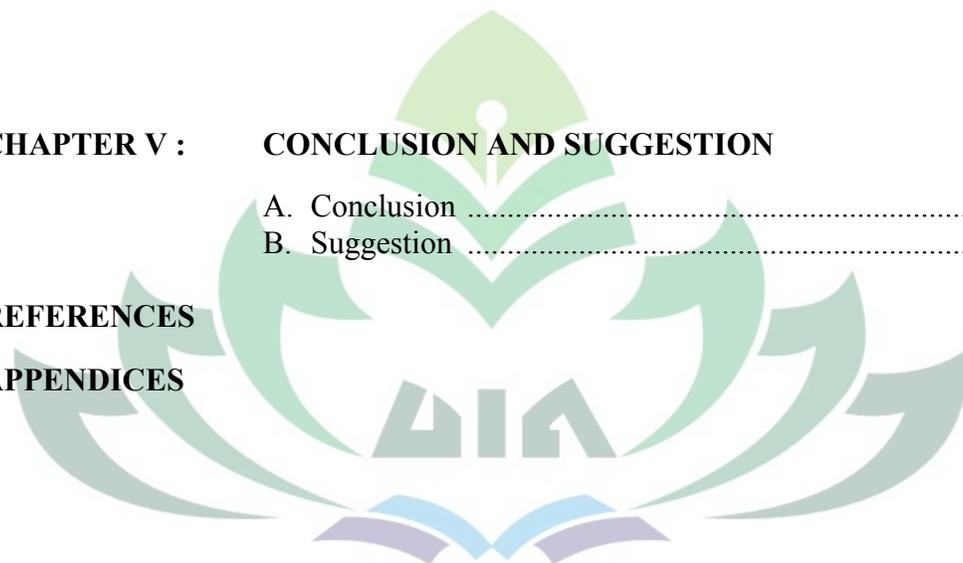
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is very important in human life because it is as tool of communication. Language is a means of communication used by people to interact one another. With language they are able to express their feelings, thought, opinion and ideas. Setiyadi states language is a group of sounds with specific meanings and organized by grammatical rules.¹ Brown also defines language as a system of communication by sound, spreading through the organ of speech and hearing, among members of a given community, and using vocal symbols posing arbitrary conventional meaning.² As Allah SWT says in Al-Qur'an (QS.Ar-Ruum: 22)

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلَافَ
اللِّسَانِ وَالْوَاوِيكُفَّ إِنَّ فِي ذَلِكَ لآيَاتٍ
لِّتْلَاهِيَيْنِ ﴿٢٢﴾

“ And among his signs is the creation of the heaven and the earth, and the variations in your language and your colours, verily in that are sign for those who know”.³ It means that all of people in this world have different languages as evidence the power

¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu,2006),p.10

² H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey : Prentice-Hall,1980),p.77

³ Yusuf Ali Abdullah, *The Meaning of The Holly Al-Qur'an*,(Maryland:Amana Publication,2004),p.1013

of the God and we needed and communication each other. The definition implies that human need language as a mean of communication to express their ideas, feelings, and desires to other.

English is a language spoken by people in English speaking countries or International events among countries around the world. According to Broughton, learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.⁴ In Indonesia, English is one of the foreign languages learned and used. Nowadays, most people in our country have realized that only second language learners.⁵ In Indonesia, English is one of the foreign languages learned and used. Nowadays, most people in our country have realized that only Indonesian language acquisition is not sufficient to face globalization era, where globalization era is universal phenomenon in the world, that has implication in many aspects aspecially education, politics, economy, and culture. To win this competition we should be able to communicate in English, the most important language for global communication.

In learning English, have four skills need to be mastered by students. They are listening, speaking, reading and writing. Listening and reading are receptive skills and speaking and writing are productive skill. However, the students do not master four skills very well, especially in writing skill. This stands to reason because writing

⁴ Geoffrey Broughton et.al, *Teaching English as a Foreign Language*,(Paris: Routdelge Education Books,2003),p.7

⁵ Jack C. Richard et.al, *Approaches and Methods in Language Teaching*,(New York: Cambridge University,2001),p.147

skill is the most complex language skill to master because writing skills involved knowledge of sentence structure, diction, organization of ideas, etc.⁶

Writing is one the main skills which plays an important role. Writing is language skill that language producing and therefore often referred to as skill.⁷ Writing is an ability that is still difficult to master by the people. In writing activities, the student can communicate their ideas and thought to other through written form such as a letter, message, or invitation for communication. Based on the previous explanation it can be concluded that writing is important because students can express his/her ideas, thought, and argument through sentence. In fact, many students have difficulty in writing. There are some errors done by students in writing. It is because of inaccuracy of students in their writing and it is also because incompetence of the students. The errors done by students are mainly about preposition.

According to Frank, preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech. Preposition range in meaning from such definite semantic notions as time, place and direction, to such purely to structure meanings are those shaped by the subject,verb, complement relationship.⁸ According to Foley and Hall, Preposition is a common cause of confusion for learners often because each preposition as a number

⁶ Jeremy Harmer, *How to Teach Writing*,(New York : Longman Publishing,2004),p.1

⁷Jeremy Harmer, *The Practice of Language Teaching* (New York: Longman Publishing,2000) p.16

⁸Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice-Hall ,1972), p.163

of different uses. A preposition describes the relationship between two or more things. It can link nouns, verbs, or adjectives before the preposition with a noun or pronoun after it.⁹ According to the statement above, it can be concluded that preposition is a word expressing relationship between two words (such as: noun or noun equivalent) which is placed in front of pronoun or noun.

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).¹⁰ It 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.

The preposition of place “*in*” is used to indicate the position of object in a place or space. “*At*” is used to show right position or particular place where you to do something typical (watch a film, study, work). “*On*” is used to show that something in a position above something else and touching it. “*Under*” is used to show position under/lower/in the ground. “*Over*” is used to indicate the position of object on top, which is now significantly higher than the others, more than. “*In front of*” is used to indicate the position of object is in front of an object or person, etc. “*Behind*” is used to indicate the position of object is behind other object. “*Next to / beside*” is used to indicate the position of the object on the side. “*Between*” is used to show two people

⁹Foley and Hall, *Prepositions Sentence*, (London :Longman,1997),p. 280

¹⁰Marcella Frank. *Opcit*,p.171

or object. "Near" is used to indicate position near object that have a distance. "Above" is used to indicate something else, but not directly over not. "Across" is used to show one side to the other of something. The last, "From" is used to show the place where someone or something.¹¹ It is the function about preposition of place is used to show the relationship of place.

Language learners, especially the students of junior high school probably will make error in using preposition of place. It happens probably because language learners do not yet have full understanding about the concept of prepositions of place. The students sometimes are wrong in applying preposition of place since language system between Bahasa Indonesia and English are different.

For example:

1. My sister likes studying on the room
2. A pen over my bed

The sentences are definitely wrong. The first sentence is wrong because the sentence uses prepositions "On" which is not suitable. The right preposition is "In" because "On" is used to indicate the object located in places which is a flat plane or a straight line, and "On" is also used to indicate the objects attached to or hung on another object or depart of the human body. The second sentence is wrong because the students do not know about the function of "Over" and "Above". "Above" is used to

¹¹Marcella Frank. *Ibid*,p.165

indicate higher than something else, but directly over it. While the “over” is felt to be generally higher than a point.

The correct sentences should be:

1. My sister likes studying in the room
2. A pen above my bed

Based on the explanation above, the students experience difficulty in writing, especially in using prepositions of place.

One of genres taught in junior high school is descriptive text. Gerot et.al states Descriptive text is a text to describe a particular person, place or thing.¹² According to Wyrick, the writer of description creates of words picture of persons, places, object, and emotions using a careful selection of detail to make an impression on the reader.¹³ From the explanation above it can be concluded that descriptive text is a kind of writing that consists of description, characteristic, definition of place, object or person.

Based on the preliminary research by interviewing Mrs. Lilis Rantasari, S.Pd, as the English teacher of eighth grade students of MTs YAPENBAYA Katibung South Lampung about the students' capability in mastering English, the teacher said that the students' skill in grammatical especially about preposition of place was still low.

¹²Linda Gerot, et.al, *Making Sense of Funtional Grammar* (Cammeray: Antipodean Educational Enterprises, 1995), p.192

¹³Wyrick Jean, *Steps to Writing well* (New york: Rineheart and Winston. Inc, 1987), p.55

Because the students usually still confuse in using the preposition of place, they did not know about meaning of the words. They had difficulty in putting the position of them. It caused language system between Indonesia and English are different.

In preliminary research, the writer got some data of students' score. As a result, most of students got low scores in using preposition of place in descriptive writing. There are more students who got lower scores below the criteria of minimum mastery (KKM) at the school, which are 70. There are 58 students or 48% out of 120 students get the scores above the criteria of minimum mastery (70). In other words, there are 62 students or 52% of 120 students who are able to have good achievement in English subject. Here the data in detail.

Table. 1

The Students' Descriptive Text Writing Score at the Eighth Grade of MTs YAPENBAYA Katibung South Lampung in the Academic Year of 2017/2018.

No	Class	Students' Score		Total
		<70	≥70	
1.	VIII A	15	16	31
2.	VIII B	20	6	26
3.	VIII C	11	20	31
4.	VIII D	16	16	32
	Total	58	62	120
	Percentage	48%	52%	100%

Source: The English Teacher of MTs Yapenbaya Katibung South Lampung in the Academic year of 2017/ 2018.

To solve the problem, the teacher must know the accurate information about the students' trouble in studying descriptive text writing and the cause of error that they do. In this case, the teacher should know the technique to analyze the errors and

classify what kinds of errors in order to help her make clear in explaining her material in teaching learning process in the class. In this research, the writer focused on the students errors in using preposition of place in descriptive text writing, because according to Wishon and Burks preposition have been called the biggest little words in English.¹⁴ They are usually quite short and significant looking but they have very important functions. Problems might come up when the students try to use them in writing because of their lack of grammatical knowledge about the different between Bahasa Indonesia and English preposition.

There are some previous research studies about error analysis as follows: the first study conducted by Helling Giatik discusses about the grammatical errors of preposition in descriptive text made by students of MAN Mejayan Ponorogo¹⁵. It was found that there were 215 errors on students' task writing in using preposition. She was 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 was selection, and it was followed by omission, insertion.

¹⁴ George E. Wishon and Julia M. Burks, *Let's Write English (Revised Edition)*, (copyright by Litton Education Publishing, 1980), p.288

¹⁵Helling Giatik, *Preposition Error Analysis on the Students ' Descriptive Text on June 2016 Edition*, Bachelor Thesis in English Education Departement Faculty of Education, at State Islamic College of Ponorogo, p. 52

Secondly, Fungky Maramis discusses about preposition errors found in the descriptive writing.¹⁶ In this research, the researcher was 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 were 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 overgeneration (1.49%).

In contrast to previous studies, there are similarities in topic about error analysis. Well, the writer do not find the research that have a title “An Error Analysis of Preposition of Place in Students’ Descriptive Text Writing”. Different from the previous research discussed, here the writer only discussed and analyzed the type of error in using preposition of place in descriptive based on surface strategy taxonomy.

¹⁶ Fungky 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

Realizing the fact mentioned above, the writer was interested to conduct a research entitled “An Error Analysis Of Preposition Of Place in Students’ Descriptive Text Writing At the First Semester of the Eighth Grade of MTs YAPENBAYA Katibung South Lampung in the Academic Year of 2017/2018”. Because there are many differences between Indonesia and English sentences in general. It makes Indonesian students’ had problem in leaning English especially in using preposition of place.

B. Identification of the Problem

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

1. The students did not understand deeply the concept of using preposition of place.
2. The students were lack of preposition mastery.
3. The students were still confused in using the correct preposition in writing.

C. Limitation of the Problem

Based on the identification of problem above, the writer focused on the error analysis of preposition of place in students descriptive text writing based on Surface Strategy Taxonomy done by students of MTs YAPENBAYA Katibung in the first semester at the eighth grade in the academic year of 2017/2018.

D. Formulation of the Problem

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

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

E. Objective of the Research

The objectives of this research are:

1. To find out the errors done by students in using preposition of place based on Surface Strategy Taxonomy
2. To know and describe the proportions of errors made by students that most dominant in using preposition of place in descriptive text writing based on Surface Strategy Taxonomy.

F. Use 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 place.
2. For the English teacher, it can be used to improve a technique used in teaching preposition, especially in preposition of place.
3. Contribution for the next research about error analysis.

G. Scope of the Research

1. Subject of the Research

Subject of the research was students of the first semester of MTs YAPENBAYA Katibung South Lampung

2. Object of the Research

Object of the Research was the students' grammatical error in using preposition of place in descriptive text writing.

3. Time of the Research

The research was conducted in the academic year of 2017/2018.

4. Place of the Research

The research was conducted in MTs YAPENBAYA Katibung



CHAPTER II

FRAME OF THEORIES

A. Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is one of text types or genre. Anderson states that, a factual description, describes a particular person, place or thing. In other words, a particular person, place or thing is described in details in this composition.¹⁷It means that descriptive text is a text which says what a thing, animal, or a person is like. Its purpose is to describe and reveal a particular thing, person, or place.

Futhermore, Corder states that descriptive text is a strategy for presenting of a verbal potrait of person, a place or thing. It can be used as a technique to enrich other from of writing or as dominant strategy for developing a picture of “what is looks like”.¹⁸ It means that it can be concluded that descriptive text is a kind of writing that consist of description, characteristic, definition of place, object or person. Moreover Wishon states that, descriptive writing as the form of writing that is used to deccribe the story, acts or events. It will be used to create a visual imagination of people, place and event of unit of time, day and reason. It might be used also to describe more that the out or

¹⁷Mark Anderson, *Text Types In English*, (New York :Macmillan Education,2003),p.26

¹⁸S.P.Corder, *Error Analysis Interlanguage*, (London: Oxford University Press,1990),p.163

appearance of people. It may tell about their traits of characters or personality.¹⁹ It means that writing descriptive text is a process of writing text that describe people, place, object, or thing. Descriptive is a text which says what a person thing is like. Its purpose to described and reveals a particular person, place or thing.²⁰ The purpose of writing is to give a picture or to describe about something.

In description, the writer takes a scene or an object captures it in language. That is, he or she organizes the details of the object or scene they wish to describe in the way that will most effectively convey the sensual image.²¹ A descriptive text creates a clear and vivid impression of person, place, or thing.²² Language features of descriptive writing are; it focuses on specific participant as animal, place, or people, it uses attributive and identifying process, and it uses the simple present tense.²³ It menas that descriptive text is a text that describes an object, a person,or an event in detail. In descriptive text also has two components.When need to observe and find characteristic of the subject when they are about to write descriptive text.

From the statement above it can be concluded that the descriptive text is a text which describes the characteristic of something, it can be person, a place or a thing in such a way that a picture is formed in the reader's mind. Furthermore, students' descriptive

¹⁹Wishon, *Writing for Teacher*, (Oxford : Oxford University Press,1980),p.33

²⁰BoardmanCynthia A and JiaFrydenberg,*Writing to Communicate*,(New York:Prantice-Hall,2001),p.19

²¹RobertScholes and Nancy R.Comley,*The Practice of Writing 2ndEdition*,(New York: St.Martin Press,p.11

²²Harvey S. Wiener, *Creating Composition*, (Singapore: McGraw-Hill,2001),p.25

²³Anderson, Mark and Kathy Anderson, *Text Type In English*, (Melbourne:Macmilan,1998),p.60

text writing ability is the ability of the students to produce or compose a descriptive text correctly that can be shown by the descriptive text made by them that fulfills such criteria of a good descriptive text as the correct use of generic structure and correct use of language features.

2. Generic Structure of Descriptive Text

Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is identification and description.²⁴ The generic structure in descriptive text includes:

a. Identification

Identification is to identify the phenomena that to be described. It identifies who or what to be describe.²⁵ The identification usually stated in the first paragraph to introduce reader what to be described in the next paragraph. It is also can be form or definition.

b. Description

The function of description is to describe part, qualities and characteristics. In this part, the writer explains about the subject in detail. It uses to support the identification.²⁶ Description is a series of paragraph about the subject where

²⁴Ibid,62

²⁵SarieD,*Journal of English Language Teaching*, Vol. 1 no 2, Maret 2013.

²⁶Ibid,2

each paragraph usually begins with a topic sentence. Topic sentence previews the details that will be contained in the remainder of the paragraph

3. Language Features

Beside the generic structure, genre also has language features as the guideline in writing very part of the generic structure of the text. It deals with the grammatical features.

- a. Focus on specific participants, for example: my English teacher, Andini's cat, my favorite place.
- b. Use of simple present tense
- c. Verbs of being and having 'relational processes' for example: my mom is really cool, she has long black hair.
- d. Use of descriptive adjective, functioning to provide more information to a noun by describing or modifying it. Forexample: strong legs, white fangs.
- e. Use of detailed noun phrase to give information about the subject, for example: very beautiful scenery, a sweet young lady, very thick fur.
- f. Use of action verbs 'material processes', for example; it eats grass, it runs fast.
- g. Use of adverbials phrase to give additional information about the characteristic of the subject. An adverbial phrase is a phrase with preposition as the head, which is that followed by another phrase, showing place, time, purpose, etc. For example: fast at tree house

- h. Use of figurative language, for example: John is as white as chalk.²⁷

Here is example of Descriptive Text.

My Favorite Cafe

My favorite cafe to relax is a small cafe down the street from where I live. This cafe is on the small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small table all around the room. Even though it is not a big place, its size makes it cozy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favorite cafe.

*Source: Dorothy E. Zemach, & Lisa A Rumisek, Academic Writing From Paragraph to Essay.*²⁸

From the statement above it can be concluded that the descriptive text is a text which describes the characteristic of something, it can be person, a place or a thing in such a way that a picture is formed in the reader's mind. Furthermore, students' descriptive text correctly that can be shown by the descriptive text made by them that fulfills

²⁷Peter Knap, Megan Watkins, *Genre, Text, and Grammar: Technologies and teaching Assessing*, (Australia: University of New Wales Press, 2005), p.98

²⁸ Dorothy E Zemach, & Lisa A Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford : Macmillan Publisher, 2005), p.26

such criteria of a good descriptive text as the correct use of rhetorical structures and correct use of grammatical pattern.

B. Concept of Preposition

The preposition is one part of the language features in descriptive text. Learning preposition is difficult because almost every definition for a preposition has exception.²⁹ Preposition are always followed by nouns or pronoun. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence.

Preposition as we have learned in our earlier English studies are very important to the writing and to the speaking of good English. The preposition is the link that connects the words and phrases of the sentence in various special relationships.³⁰ The preposition has the function of connecting a noun or pronoun to another word, usually a noun, verb or adjective.³¹ It means that prepositions are connective words that show the relationship between the nouns following them and one of the basic elements: subject, verb, object, or complement. They usually indicate relationship, such as

²⁹Amar Khant Jha, *Errors in the Use of Preposition* by Mainthili Learners of English their Remedies. Tribhuvan University Journal .Vol XIX.1991

³⁰George. E. Wishon and Julia M. Burks, *Let's Write English (Revised Edition)*,(Canada: Litton Education Publishing,1980),p.288

³¹Marcella Frank, *Modern English : A Practical Reference Guide*, (New York : Prantice Hall, 1972),p.171

position, time, place, direction, time, manner, and condition between their object and other parts of the sentences.

The preposition is the link which connects the words phrases of a sentence in various special relationships.³² It means that preposition is very important to the writing and to the speaking of good English. It is difficult to learn to use preposition correctly. Most of them have several functions; for example, the dictionaries listed eighteen main uses of *at*. At the same time, different preposition can have similar uses (*in the morning, on Monday, at night*), so that it is easy to make mistake.

According to Knapp, a preposition locate noun, pronoun and noun group in time, space or circumstance.³³ Furthermore, Frank indicates that modern linguistic prefer to classify prepositions as structure of function words in contrast to content words like noun or verb. They have little or no intrinsic meaning, as one will discover when he tries to define them outside of the contexts.³⁴ It means that, preposition is a words expressing relationship between two words (such as: noun or noun equivalent) which is placed in front of pronoun or noun. For example: *My brother is in the school*. In this sentence the preposition *in* is used to relate the pronoun *my brother* and the word *the school*. If we omit this preposition, the meaning of this sentence will be ungrammatical.

³²George E. Wishon and Julia M. Burks, *Lets Write English (Revised Edition)*, (Canada: Litton Education Publishing, 1980), p.285

³³Peter Knapp, et.al. *Genre, Text, Grammar: Technologies For Teaching And Assessing Writing*, (Australia : University of New Wales Press, 2005), p.60

³⁴Marcella Frank, *Modern English: A Practical Reference Guide. Op.Cit*, p.164

From the definition above, it can be said that a preposition is a word placed before a noun or pronoun to show its relationship, for example: *I put my pencil in the box*. This sentence is complete, but if the word *in* is omitted, there is no sense of the sentence. The pencil might be placed under the box, on the box, or behind the box, etc. Until some preposition has been inserted, the relation between the pencil and the box is unknown. In other uses, however, the choice of preposition is determined by a preceding verb (to look at the evidence, to listen to it, to believe in it), or noun (the investigation of a problem, the remedy for it, the solution to it) or adjective (different from the others, similar for them, identical with them).³⁵

According to the example, prepositions have very important functions. For some students it is difficult to learn to use prepositions because most of them have several different functions, and different prepositions can have similar uses. So, the students are easily to make mistakes in the placement of prepositions. It is clear that the function of prepositions is very important, but some students do not pay attention very much to the importance of prepositions. Actually, prepositions are very important in a sentence. By omitting prepositions in certain sentences, it can break the meaning of the sentence and the sentence will be ungrammatical.

³⁵Charles W. Kreidler, *English Preposition*, (New York: ELT Forum Oxford University Press, 1980), p. 119

C. 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.³⁶

Lingga states that there are types of relationships three are expressed by the preposition.³⁷

1. 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.*

2. 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.

³⁶Marcella Frank, *Modern English a Practical Reference Guide*,(New Jersey : Prentice-Hall,Inc,Englewood Cliffs,1972),p.163

³⁷Hotben D. Lingga, *Advance English Grammar for TOEFL Preparation*, (Jakarta:Puspa swara,2007),p.104

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 island.*

3. Preposition of Time

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

At, on, after, before, behind, 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 you during the week.*

4. 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.*

While according to Frank there are some types of preposition, they are:³⁸

1. Preposition of Time

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

a. One point of time

On - I saw him *on* Saturday. (*on* used with a day of the week)

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

³⁸ Marcella Frank, *Modern English: A Practical Reference Guide*, (New York: Prantice Hall, 1975), p. 164-166

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* o'clock. (*at* used with 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 month)

- I saw him *in* 1986. (*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, autumn, winter). (*in* used with a season)

b. Extended Time

Starting at one point and ending at another (duration)

Since - I have not seen him *since* Monday. (*since* gives the beginning point if it is used with the present perfect tense, the end point is now)

By - I can see you *by* Monday. (By implies no later than, at any time up to this point)

From-to: - I can see you *from* ten o'clock to two o'clock. (a beginning point with *from* generally requires and point with *to*)

For - I can see you *for* one hour. (*Four* give a quantity of time). It is usually accompanied by a number 9 I waited for two hours)

or by an adjective of definite quantity (I haven't seen him for sometime; he has been working very hard for many weeks).

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

c. Sequence of Time (event that follow one another)

Before - I will see you *before* Wednesday. (The event precedes the time given in the before phrase

After - I will see you *after* Wednesday. (The event follows the time given in the after phrase).³⁹

2. Preposition of Place (Position)

a. Position

➤ The point it self

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.

On:

- Put the dishes on the table. (*On* indicates the surface of something – a floor, a wall, a table, a desk)

³⁹ Marcella Frank, *Op.Cit*,p. 164

At :

- He is at school (at church, at the store). (At refers to general vicinity). At also used for address with street numbers, for example: He lives at Katibung road.

b. Higher or lower than a point

➤ Higher than point

Over :

- The plane flew over the mountains. (Over is felt to be generally higher than a point).

Above :

- He lives on the floor above us. (Above is felt to be generally higher than a point) This distinction between over and above is not always carefully observed.

➤ Lower than a point

Under :

- A subway runs under this street. (Under is felt to be generally lower than a point)

Below :

- He lives on the floor below us. (Below is felt to be generally lower than a point).

c. Neighboring the point

Near :

- He lives near the university. (Near has the most general meaning of neighboring the point)

Next to :

- The theater is right next to the post office. (with nothing else between them)

Beside :

- He sat beside his wife during the party. (on one side of persons or thing that has two side)

Between :

- He sat bewteen his two sons. (one each side of a person or thing that has two sides) if more than two persons or thing are positioned around a point, among is used, for example: He sat among all his grandchildren. ⁴⁰

3. Preposition of Direction (Movement in regard to a point)

To – From :

- He always walks to school from his home.

Toward :

- The pilgrims headed toward Mecca

⁴⁰ Marcella Frank, *Op.Cit*,p.165

Away From:

- They move away from their old neighborhood.

In (to) – out of:

- He ran into the house quickly. After a few minutes he runs out of the house with an umbrella under his arm.

Up – down :

- He climbed up (or down) the stairs.

Around :

- The ship sailed around the island.

Through :

- You can drive through that town in an hour.⁴¹

Based on the description of preposition above, it can be said that there are various types of preposition in English. This research the writer will focus on investigating in preposition of place.

D. Concept of Prepositions of Place

In English grammar a preposition is a word (one of the part of speech and a member of a closed word class). That show relationship between a noun or prnoun and other words in a sentence. In preposition there are three usage of preposition; to indicate, direction, time, and place.

⁴¹ Marcella Frank,*Op.Cit*,p.166

1. Definition of Preposition of Place

According to Wren and Martin states that preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard to something else.⁴² It means the preposition of place is a word use to indicate a place description in a clause or sentence, explaining the position of an object and also preposition of place is a preposition which is used to refer to a place where something or someone is located.

2. Function of Preposition of Place

Preposition of place have two functions the first is the connect the noun (all type of noun) to the rest of the sentence. The second is to specify the preposition of the noun (persons or object).⁴³ It means that the preposition has the function of connecting a noun or a pronoun to another word, usually a noun, verb or adjective.

3. Types of Preposition of Place.

Preposition of place indicates the relationships of place or position. Frank divides them into three indicator. They are the point itself, higher or lower than point, and neighboring the point.⁴⁴

⁴²Wren and Martin, *High School Grammar and Composition*, (New Delhi: S. Chand and Company, 1995), p.128

⁴³Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice-Hall, 1972), p.171

⁴⁴Marcella Frank, *Op. Cit*, p.165

a. The Point Itself

The point itself to express notions of place, English uses the following prepositions, *in, on, and at*.

- *In* is used to explain about a position within a larger area, or something within a larger space. *In* as shown above normally indicates position and indicates movement, and when use verb put can used both of them in or into.⁴⁵ The function in and on almost same used to before the name of the road. *In* is used to show with the name of countries seas towns cities and villages.

Examples:

- **In** front of a city or country name : **In** Jakarta, **In** Bambu Kuning.
 - **In** front of the name refers to a specific area of the room : **In** the garden, **in** the meeting room.
 - **In** front of the noun: **In** hospital, **in** campus, **in** mosque.
- **On** is used to explain about a position tauching a flat surface of something, such as : a floor, a desk, a street, or as a line such as a road or river. *On* top of emphasizes the uppermost horizontal surface, it is an

⁴⁵A.J Thomsom and A.V Martinet, *A Practical English Grammar*, (New York: Oxford University Press,1986),p.98

object that has some height.⁴⁶ **On** also can be used for both position and movement involving a change of level.⁴⁷

Examples:

- **On** the table
- **On** the floor

➤ **At** it used to explain about a place as a point rather than area and about event.⁴⁸ **At** also used to explain about the small area such as: a square, a village, a room, a viled. **At** also refers to general vicinity, more presence at a place is indicated. **At** more specific scope and focused on what is mean. Usually **at** also before an addressed with street number.

Examples:

- **At** my house, at katibung road.
- **At** kedamaian street number 08.

b. Higher or lower than a point

Higher or lower than a point to express notions of an object being heigher or lower than a point. There for items of higher or lower than a point. They are *over, above, under, and below*.

➤ **Over** is used to explain about position on the other side of and tell about large area, or getting to the other side of a brifge, road, border, river,etc.

⁴⁶Marcella Frank, *Modern English a Practical Prefence Guide*, (New York: Prentice-Hall,1972),p.166

⁴⁷A. J Thomsom and A.V Martinet, *Ibid*,p.99

⁴⁸Marcella Frank, *Op.Cit*,p.163

Over rather than across talk about reaching the other side of something that is high or higher than it is wide and if talk about country or sea use across rather than over.⁴⁹

Examples:

- I saw a helicopter flying **over** the lake.
 - There was blue cloud **over** the top of the mountain.
- **Above** to talk about an object that has moved higher than another object and also above it is felt to be directly higher than a point. This distinction between over and above is not always carefully observed.

Example:

- The castle sat in the mountain **above** the town.
- **Under** is felt to be generally lower than a point and sometimes either can be used. **Underneath** express the idea of close under, especially so as to be hidden.⁵⁰

Examples:

- I found the key **under** the table.
 - He put keys **under** the book.
- **Below** is the opposite of above, under is a opposite of over. The difference in the uses of the below and under are similar to those between above and over. The distinction between under and below is

⁴⁹Martin Hewings, *Advance Grammar in Use (a self study refernce and practice book for advance learners of English)*, (New York: Cambridge University Press,1999),p.207

⁵⁰Marcella Frank, *Ibid*,p.167

not always carefully maintained. Below also opposite of above and we can use it in a place.⁵¹ So below used when something that has been put in a place that clear.

Examples:

- The lamp hangs **below** the wall.
- He lives on the floor **below** us.

c. Neighboring the point

Neighboring the point to express notions being close to a point. English uses the following *Near*, *Next to*, *Beside*, and *Between*.

- **Near** has the most general meaning of neighboring a point. By is a synonym for near. Close to means very near.

Example:

- He lives **near** the university.

- **Next to** explain that one something or person is at the side of another.⁵²

Example:

- The next police station is **next to** the bank.

- **Beside** used to one side of person or thing that has two sides.

Example:

- Titi sat **beside** her mother at the party last night.

⁵¹L.G Alexander. Longman *English Grammar Practice for Intermediate Students*, (New York: Longman Group,1990),p.114

⁵²Marcella Frank, *Ibid*, p.167

- **Between** usually use two or more people or things that we see as individuals or separate and among when to talk about the people or things as part of a group. Between and among not only used as preposition of place. To describe about something done to or by group or groups of things or people, we can used either between or among. That emphasized of between also explain to show a division between two people, things, or time, between to refers to more than two whereas among used to plural noun to refers to a mass of, among to refer can be viewed separately.⁵³

Example:

- He sat **between** his two sons.

From the description above, we can see that there are various kinds of preposition of place. In this research use 15 preposition of place as the focus material. The fifteenth preposition of place took from the concept of preposition of place above. They are in, on, at, over, above, under, below, near, next to, beside, inside, between, among, in front of, and from.

E. Concept of Error

In learning English, the students may often do error and mistake. Error and mistake are being wrong idea about something. Error is the students wrong utterance or sentence in writing or speaking because they have lack knowledge of English structure in language rule.

⁵³L.G Alexander, *Ibid*, p.112

According to Corder states that errors will characteristically the errors of competence are systematic. Error is called systematic error that refers to the competence error. It is caused by the low of the students ability in language systemcorrectly in native speaker and second language. ⁵⁴

Moreover, Ellis states that an error can be defined as deviation from the norms of the target language.⁵⁵ In addition Ellis gives devinition of error, if someone always uses the incorrect form and unable to try to correct his own deviations are errors.⁵⁶ Furthermore, James defines error as an instance of language that is unitentionally deviant and is not self-correctible by its author.⁵⁷ It means that if the students cannot self-corrected it is error.

Meanwhile, Chomsky quoted by Dulay, errors are resulting from lack of knowledge of rules of language . ⁵⁸ Therefore, the students who learn a foreign language will make any errors if they are lackof structure. While quoted by James stated that errors are wrong from that the pupil could not correct even if their wrongness were to be pointed out. ⁵⁹ As the result, the students unable to correct their wrongness by themselves. In the Holy Qur'an, Allah says as follows:

⁵⁴S.P Corder, *Error Analysis and Interlanguage*, (New York:Oxford University Press,1981),p.35

⁵⁵Rod Ellis, *Second Language Acquisition* (New York : Oxford University Press,1997),p.51

⁵⁶ *Ibid*,p. 51

⁵⁷ Carl James, *Error In Language Learning and Use : Exploring Error Analysiss*, (London and New York : Adition Wesley Longman Limited,1998),p.1

⁵⁸ Heidi, S Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York : Oxford University Press, 1982),p.138

⁵⁹ Carl James, *Op.Cit*,p.80

الْآيَاتُ لَهُمُ الْمُنْذِرُونَ وَلَكِنَّ لَا
يَشْعُرُونَ ﴿١٢﴾

“Remember, actually they made a flaw, but they did not realize it.” (Al-Qur’an: Al-Baqarah: 12).⁶⁰ It is like an error, people cannot identify their errors by themselves. An error can be identified by other. People need the explanation about their errors. Thus, their errors may not happen again.

From the theories above, it can be concluded that error is students’ wrong utterance or sentence. It is caused by lack of knowledge of rules of language and the low of the students’ ability in language system correctly in native speaker and second language as a result they are unable to try to correct his own deviations by themselves.

F. Concept of Error Analysis

Inevitably, the students can make errors in the process of language learning. The students’ errors is very important to be analyzed and corrected. Analysis is needed to know students’ error, and error analysis is the way to know the students’ error by identifying, analyzing, and classifying the error into kinds of error. Naturally, students make errors in learning a foreign language. It is because their native language or mother tongue is very different from foreign language in term of grammar, vocabulary, and pronunciation.

⁶⁰ The Holy Qur’an and Translation, (Bandung: PT Sygma Examedia Arkanleema,2010),p.3

Error analysis is study or an effort to observe, analyze and classify the students' errors. It also expresses that the teacher will guide the students' to avoid errors, both the students the teacher need to study hard. So, it will be very useful for the language teacher to have an error analysis. This is emphasize that error analysis is the fact that leraners do make errors, and those errors can be observed, describing, and analyzed to reveal something of the system operating within the learners, led to surge of learners' error.⁶¹ It means that error analysis is very usefull to observe,describe, analyze, clasify the learners error. Meanwhile, Richard states error analysis an activity to reveal error found in writing and speaking. Error analysis also is a study of errors made by the second and foreign language learners. Error analysis may be carried out in to find out how well someone knows a language, find out how a person learners a language and obtain information on common difficulties in language learning, as an aid in teaching or the preparation of teaching materials. This definition stresses the function of error analysis.⁶² It means that error can be found in writing and speaking. Error analysis is used to know the learners' language ability.

In teaching learning process of language as mention above, studying students' error is very important, because it can increase their language proficiency. Students' error should be analyzed carefully because these errors show the process of learning a language. The students' errors are very important providing insight into how far a

⁶¹H. Doulgas Brown, *Principles of Language Learning and Teaching*, (New York: Oxford University Press,2000),p.218

⁶²Jack C.Richard, *Error Analysis: Prespective on Second Language Acquisition*,(London: Longman,1984),p.190

learner has progress in acquiring a language and showing how much more the learner needs to learn.

According to Corder states that error analysis has two main functions: theoretical aspect and practical aspect. The theoretical aspect of error analysis is part of methodology of investigating the language learning process while the practical aspect of error analysis is function in guiding the remedial action we must be take to correct an unsatisfactory state of affairs for learners or teacher.⁶³ There are two main functions of error analysis. Firstly, it is used to investigate aspect of error analysis, it is called theoretical aspect. Secondly, it is used to guiding the remedial action, it is called practical aspect.

Based on the those theories, it can be inferred that error analysis is to investigate the language learning process and to judge whether it is necessary or not for teacher to have remedial teaching. The result of error analysis can give benefit not only for the teachers, but also for students. For the teacher, it can be used as information about students' progress in reaching the goal of learning and considerable whether the teacher needs to have remedial teaching or not. And for students, it can be used as references to learn in language learning process.

There are some procedure to analyze the error according to Ellis: identifying errors, describing errors, evaluation errors, and error explanation.

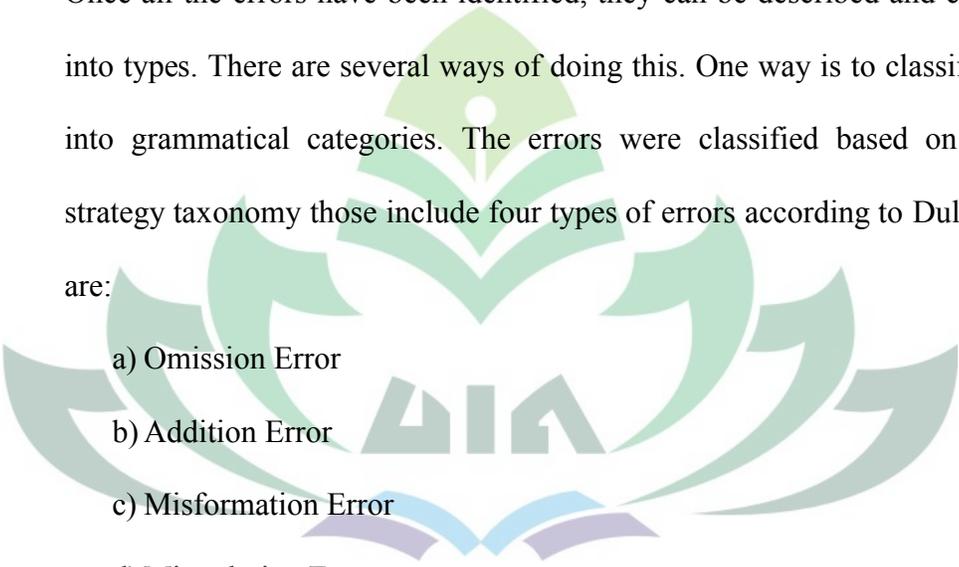
⁶³S.P.Corder, *Error Analysis and Interlanguage*, (New York: Oxford University Press, 1981), p.45

1. Identifying errors

The first step in analyzing learner errors is to identify them. To identify errors we have to select the wrong sentence. After we know the errors sentences then compare the sentences learners produce with what seem to be the normal or correct sentences in the target language which correspond with them.

2. Describing errors

Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. The errors were classified based on surface strategy taxonomy those include four types of errors according to Dulay those are:

- 
- a) Omission Error
 - b) Addition Error
 - c) Misformation Error
 - d) Misordering Error

3. Evaluation errors

Where the purpose of the error analysis is to help learners learn an second language, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Teachers will want to focus their attention on these.

4. Explaining errors

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur.⁶⁴

Because the purpose of this research are to find kinds and proportions of errors made by students, then the writer only took two steps of the five steps suggested by Ellis, identifying errors and describing errors.

G. Types of Taxonomies in Error Analysis

Error actually cannot be separated from language learning. It happens in speech as well as writing. Therefore, some linguistics are encouraged to study about errors made by the language students.

In accordance with error classification, there are four most useful and commonly used bases for the descriptive classification of the error, those are

1. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language component (phonology, syntax and morphology, semantic and lexicon, discourse) and the particular linguistic constituent that the error affects.⁶⁵This linguistic category taxonomy classifies errors in respect to language component the errors affect. The language component include

⁶⁴Rod Ellis , *Second Language Acquisition* (New York: Oxford University Press,1997), p.15-

⁶⁵Heidi Dulay, Marina Burt and Stephen Krashen, *Op.Cit*, p.146-150

phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style)

2. Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language and certain other types of contraction.⁶⁶ In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learner's mother tongue. When learning a target language and the learner have already mastered his native language, so that its feature interfere to the process of learning the target.

3. Communicative Effect Taxonomy

The communicative effect taxonomy, this taxonomy focuses on the effect the errors have on the listener or reader. This taxonomy focuses on errors that caused of miscommunication.⁶⁷ Communicative effect taxonomy deals with errors from the perspective if their effect on the listener and reader. Therefore, the focuses on distinguishing between errors that seems to cause communication focuses on aspect errors themselves.

4. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structure are altered: learners may omit necessary items or add unnecessary ones, that may misfrom

⁶⁶*Ibid*,pp.150-163

⁶⁷*Ibid*, pp.163-172

item or misorder them.⁶⁸The surface elements of language are altered in specific and systematic ways. It shows the cognitive process that underlined the learners' reconstruction of the language learned. It also makes aware that learners' errors are some logic. Furthermore, James states under this category, errors can be classified into five subtypes, omission, addition, misformation, misordering, blends.⁶⁹It means that viable of this taxonomy can operate with four of their categories plus a fifth (Blends) by James.

Based on theories some experts above, the writer focused on the Surface Strategy Taxonomy by Dulays' theory that consists of omission, addition, misformation, and misordering error. Analyzing errors from surface strategy taxonomy perspective holds much promise for researcher concern with identifying cognitive process that underlie the students' reconstruction of the new language. It also makes us aware that the students' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of students' use of interim principle to produce a new language.

H. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones;

⁶⁸*Ibid*, pp.189-193

⁶⁹Carl James, *Error in Language Learning and Use: Exploring Error Analysis*, (London and New York: Addison Wesley Longman Limited, 1998), p.1

they may misform items or misorder them. Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.⁷⁰

1. Omission

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

For example : *Mary the presiden of the new company*(incorrect)

Reviewing the sentence above, it can be seen that the sentence lost morpheme 'is'. Should be *Mary is the presiden of the new company*.

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:

She didn't studied yesterday (incorrect).

She didn't study yesterday (correct).

From the sentence above, it can be seen in the first sentence there is the addition 'ed' in the word 'study' and it is incorrect because based on rules after auxiliary 'didn't', the verb is without addition 'd/ed'.

There are three terms of addition as the following:

a. Double Marking

An error in which a concept is expressed twice then the language requires its expression only once

⁷⁰*Ibid*,p.150

Example : He doesn't knows my name (incorrect)

The sentence above is incorrect because the word 'know' added (s). In simple present tense, the verb in negatif sentence may not add(s/es).

The correct sentence is He doesn't know my name.

b. Regularization

An item, which requires rules is indicated by the application of a regular rule or an error.

Example : The verb: 'eat' does not become *eated* but *ate*. The noun: *sheep* is also *sheep* in the plural *not sheeps*.

c. Simple addition

Simple addition error is another subtype of addition error. If an addition error is not double marking or regularization, it is called the simple addition.

Example : “*The Pink House building was in over there*” (incorrect)

The correct one is “*The Pink House building was over there*”.

3. Misformation

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

The dog eated the chicken (incorrect)

The dog ate the chicken (correct)

From the sentence above, it can be seen the word 'eated' in the first sentence should be change into 'ate' for the verb 'eat'. The past from of 'eat' is 'ate' not 'eated'.

There are three types of misformation error :

a. Regularization error

Error that belong to this category are in which a regular marker is use in place of an irregular one and commonly in comprehension of grammar.

Examples:

My friend has two geeses (incorrect)

My friend has two geese (correct)

b. Archi- forms

Archi-forms, which they call 'misselection', is the selection of one member of a class of forms to represent others in the class.

Examples:

That dogs (incorrect)

That dog (correct)

c. Alternating forms

As the learner's vocabulary and grammar grow, they have known the various member of a class. Nevertheless, they still fail to select and use the member appropriately.

Examples:

This cats (incorrect)

Those dog (correct)

4. Misordering

Misordering errors characterized by the use incorrect placement of morpheme or group of morpheme. In this case the student makes sentence incorrect order. For examples:

What daddy is doing? (incorrect)

What is daddy doing? (correct)

From the sentence above, we can see that the first sentence is incorrect. For the of 'is' in the interrogative form should be placed before subject not after subject.

I. Concept of Error Analysis of Prepositions of Place in Descriptive Text Writing Based on Surface Strategy Taxonomy

As mention above, in learning English the students usually make errors. Therefore, it becomes a very good input and will be useful for this research, because can help the researcher to solve the problems which will be faced students of junior high school in using preposition of place in descriptive text. Before discussing about the students' errors, the researcher will describe the concept of error analysis, preposition of place, descriptive text and surface strategy taxonomy, first: Error analysis is study of identifying, describing and classifying the noticeable errors that is made by the students in learning process. In this research, the writer analyze an error analysis of

preposition place in descriptive text writing. To this idea Brown states, “The fact the learners do make errors and these errors can be observed, analyze and classify to several something to the system operating within the learners, led to a surge of study of learner’s errors, called error analysis”.⁷¹

The second, preposition of place is a preposition which is used to refer to a place where something or someone is located.⁷² Language learners especially the students of junior high school will possibly make error in using preposition of place. It happens probably because language learners do not yet have full understanding about the of prepositions of place.

Based on explanation above, the students experience difficulty in writing, especially in using preposition of place. One of genres taught in junior high school is descriptive text. A text genre is a type of written or spoken discourse. Each of these text types are used for different purpose and follow a different style or structure when you write, but here the writer focuses on descriptive text.

The third: According to Anderson states that, a factual description, describes a particular person, place or thing. In other words, a particular person, place or thing is described in details in this composition.⁷³ It means that descriptive text is a text which

⁷¹H. Douglas Brown, *Op, Cit*, p.206

⁷²Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prantice-Hall,1972),p.165

⁷³ Mark Anderson, *Text Types In English*,(Australia;Macmillan Education,2003),p.26

says what a thing, animal, or a thing is like. Its purpose is to describe and reveal a particular thing, person, or place.

In general, there are four most useful and common used bases to descriptively classify the errors, namely Linguistic Category, Comparative Taxonomy, Communicative Effect, and Surface Strategy Taxonomy. Each taxonomy has its own unique feature and way classification. But, the writer analyzed the errors only based on Surface Strategy Taxonomy. The last: Dulay it as the Taxonomy that high light the ways surface structure are altered: learners may omit necessary items or add unnecessary ones, they may misfrom items or misorder them.⁷⁴ Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.

⁷⁴Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York : Oxford University Press,1984),p.146s

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this reserach, the writer considers that descriptive qualitative research is the appropriate way to be used. This considerations derived by Schreiber that qualitative researchers tend to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.⁷⁵ The qualitative research is descriptive. It means that type of qualitative research in this research focused on description.

This research produced descriptive data in form of written words the subject and its behaviour can be observed. The types of qualitative reserach focused on description. Schreiber states that descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual.⁷⁶It means that descriptive studies are methods for explain the phenomena of a group. This research the writer observed the data in form of written words.

⁷⁵ James Schrieber and Kimberly Asner-self, *Educational Research*, (New York: John Wiley & Sons, Inc, 201), p.10

⁷⁶*Ibid*, p.15

Considering the statement above, the writer sees the phenomenon of the research of the moment at the certain time. In this case, the writer identified and described the errors made by the students in using preposition of place in descriptive text writing. This study aimed to describe the errors of students' ability in using preposition of place in descriptive text writing at the first semester of the eighth grade of MTs Yapenbaya Katibung South Lampung in the Academic Year of 2017/2018.

B. Research Subject

1. Population

Population is the whole subject of the research. Population is generalization area which consist of object or subject that has certain qualities or characteristics that set by the writer to learn and then draw the conclusion.⁷⁷ In this research the researcher used the eighth grade of MTs YAPENBAYA Katibung South Lampung. There are 120 students at the eighth grade of MTs YAPENBAYA.

Table 2
Number of the Students at the Eighth Grade of MTs YAPENBAYA Katibung South Lampung in the Academic Year of 2017/2018.

NO	CLASS	TOTAL
1.	VIII A	31
2.	VIII B	26
3.	VIII C	31
4.	VIII D	32
TOTAL		120

Source: The English Teacher of MTs YAPENBAYA Katibung South Lampung in the academic year 2017/2018

⁷⁷ Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, cetakan ke-2,2007),p.61

2. Sample and the Sampling Technique

McMillan states that the sample can be selected from a larger number group of persons, identified as the population, or it can simply refer to the group of subjects from data are collected.⁷⁸ The sample of this research is one of four classes of MTs YAPENBAYA Katibung South Lampung. In this research, the researcher used purposive sampling technique. According to Arikunto, Purposive Sampling Technique is a sampling technique which is done because some cause. In this research, the researcher chose VIII B as a research subject because from the data in Table. 1 in Chapter 1 that researcher got in preliminary shows that clas VIII B have under standard score at most and the chance to make error in this class is greater than other class.

C. Data Collecting Technique

Data collecting 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 four kinds to collect the data, such as observation, interview, documentation, and tringulation/composite.⁷⁹ In order to get the data, the researcher used documentation. Document is the transcript of phenomenon. Document can be writing shape, picture, or monumental works from someone.⁸⁰ The researcher used document analysis as a

⁷⁸ James H. McMillan and Sally Schumacher, *Research in Education*, (New York: Wesley Longman Inc,2001),p.169

⁷⁹*Ibid*,p.224

⁸⁰*Ibid*,p.240

technique in collecting the data. The researcher took the students' last task in descriptive text in using preposition of place.

D. Research Instrument

In qualitative research, the researcher is as human instrument which determines the research focus, chooses the informant as source of data, does the collecting of data, analyzes the data, makes the conclusion of his/her finding.⁸¹

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

E. Research Procedure

The researcher done the research by following procedures:

1. Formulating the research problem or question or determining the focus of the research. This research focused on An Error Analysis of Preposition of Place in Descriptive Text Writing.
2. Determining the subject of the research was students of the first semester of the at eighth grade of MTs Yapenbaya Katibung South Lampung.

⁸¹ Sugiyono, *Metode Penelitian Kualitatif dan R & D* (Bandung : Alfabeta,2015),p.222

3. Students' task

The researcher took the last assignment of writing descriptive text in using preposition of place given by the teacher to be analyzed.

4. Collecting the data

The writer collected the data from students' task.

5. Identifying and Classifying the data

The writer categorized the students' grammatical errors in using preposition of place in descriptive text writing based on surface strategy taxonomy.

6. Evaluating, analyzing and calculating the percentage of the error

The writer analyzed the students' error and calculated the proportions made by students

7. Result of the research

The writer made report of the result from the research in the form of a thesis.

F. Data Analysis

According to McCharty, to analyze the data containing the students' errors, the step of data analysis are follows:⁸²

1. Collecting the data from the students' work

To get the data that were needed, the writer collected the last assignment of students task.

⁸²M. McCharty, *Discourse Analysis For Language Teachers*, (New York: Cambridge University Press, 1995),p.25

2. Identifying the students' errors

To find the error done by students in using preposition of place in descriptive text writing. The writer used codes (numerical number and underline mark). The error determined when students omitted necessary items or added unnecessary ones, misformation items, or misordering items. After coding the error item by using underline and certain numerical number, the writer provided the correction of the errors. There are used as follows:

OM : Stands for omission errors

ADD : Stands for addition errors

MF : Stands for misformation errors

MO : Stands for misordering errors

3. Classifying the error based on Surface Strategy Taxonomy

After the writer identified and divided the data, the writer classified the error based on surface strategy taxonomy and the errors were committed by the students was put into the table to find out the number of errors of each student did.

4. Calculating the Percentage

After classifying the data, the writer calculated the percentage of each error type. To do the last step which is quantifying each percentage of error, the formula was used :

$$P = F/N \times 100\%$$

Note :

P : The total percentage of errors

F : The total number of students' errors

N : The total number of students' subject.⁸³



⁸³Allan G Bluman, *Elementary Statistics: A Step by Step Approach*, (New York: McGraw-Hill, 2004), p.68

CHAPTER IV

RESULT AND DISCUSSION

A. The Description of MTs YAPENBAYA Katibung South Lampung

This research was conducted in MTs YAPENBAYA Katibung South Lampung which is located on Jl. Katibung Raya. II RT.03/04 RK 02 Desa Tj.Agung Kecamatan Katibung Kabupaten Lampung Selatan Zip code 35452.

1. The Brief Story of MTs YAPENBAYA Katibung South Lampung

This school was built in 1995. The history of the school started when people in Katibung gathered and decided to build a school for people. Then, H. AgusMarzuki offered his land to use by people. They decided that the land was used to be a school in 19 March 1997 with three kinds of buildings, classroom, one office room, and two toilets. In these days, the school has some better facilities, like classrooms, headmaster room, teachers' room, computer room, library, bathrooms, etc.

2. Circumtance and Education Facilities

MTs YAPENBAYA Katibung South Lampung has had a permanent building condition. The details can be seen in the table below:

Table 2

**The Building of MTs YAPENBAYA Katibung South Lampung
In the Academic Year of 2017/2018**

1. Rooms

No	The Name of room	Total	Broad	Condition
1.	The Headmaster room	1	64m ²	Very Good
2.	The Co-Headmaster room (Curriculum, Students, and Equipment)	3	52m ²	Good
3.	Administration room	1	97m ²	Good
4.	Conseling room	1	45m ²	Good
5.	Classes	11	180m ²	Good
6.	Teachers room	1	180m ²	Good
7.	Library	1	96m ²	Good
8.	Computer Lab	1	180m ²	Good
9.	Language Lab	1	96m ²	Good
10.	UKS room	1	45m ²	Good
11.	Pramuka room	1	45m ²	Good
12.	Mosque	1	180m ²	Good
13.	Security room	1	45m ²	Good
14.	Office staff room	1	96m ²	Good
15.	Bathroom	4	24m ²	Good

Source: Documentation of MTs YAPENBAYA Katibung South Lampung

Based on table above, it can be concluded that MTs YapenbayaKatibung South Lampung has some facilities to support teaching and learning.

2. The Facilities of MTs YAPENBAYA Katibung South Lampung

To know the facilities of MTs YAPENBAYA Katibung South Lampung see the table below:

Table 3

The Facilities of MTs YAPENBAYA Katibung South Lampung

No	The name of room	Total	Broad	Condition
1.	Headmaster Toilet	1	6m2	Good
2.	Teacher's Toilet	2	12m2	Good
3.	Footsal field	1	260m2	Good
4.	Basket ball field	1	180m2	Good
5.	Warehouse	1	60m2	Good

Source: Documentation of MTs YAPENBAYA Katibung South Lampung

3. Situation of the Teacher and Staffs of MTs YAPENBAYA Katibung South Lampung

MTs YAPENBAYAKatibung South Lampung has 24 teacher and 7 staff. See in table below:

Table.4

The Data of Teacher and Staff in MTs YAPENBAYA Katibung South Lampung in the Academic year of 2017/2018

No.	Position	Total
1.	The Headmaster	1 persons
2.	The Co-Headmaster	1 persons
3.	The Teacher	23 persons
4.	The administration staff	3 persons
5.	Librarian	1 persons
6.	Treasurer	1 persons
7.	Security	2 persons

Source: Documentation of MTs YAPENBAYA Katibung South Lampung

Based on the table above, it can be said that the teachers and staff in MTs YAPENBAYA Katibung South Lampung are supported with good facilities and classroom. It means possible to hold the learning process to reach the goal of MTs YAPENBAYA Katibung South Lampung according to the curriculum.

B. Result of the Research

The instrument of this research was students' task. The writer took students' task in using preposition of place. It is the last assignment of writing descriptive text given by the teacher. The researcher analyzed students' error in descriptive text in using preposition of place based on Surface Strategy Taxonomy. As previously informed that there were four types of errors according Surface Strategy Taxonomy, they were omission, addition, misformation, and misordering.

In collecting the data, the writer used documentation. Document is the transcript of phenomenon. After checking the students' result of writing, it was found that there were 27 items of omission error, 32 items of addition errors, 54 items of misformation errors and 7 items of misordering errors.

There are several examples of errors made by students in using preposition of place in descriptive text writing.

1. Types of Students' Errors in Using Preposition of Place in Descriptive Text Writing Based on Surface Strategy Taxonomy.

a. Omission Error

Omission error is characterized by the absence of an item in a well formed utterance. The following data are presented the samples of the errors committ by the students when they using preposition of place in descriptive text writing.

- a) Next the living room.
- b) The color my classroom is white.
- c) She sometime sits her living room.
- d) Eight class junior high school.
- e) There are table the teacher in front class.

The sentence in example (a) above the students omitted a preposition of place *to* before the word *the living room*. In example (b and c) the students also omitted preposition of place *in* before the noun *my classroom* and *living room*. The preposition must appear because it showed the place. In example (d) the students omitted preposition of place *in* before the word *junior high school*, the preposition must appear because it showed the position of the place. In the last example (e) the students omitted preposition of place *of* before the word *class*. All of the data can be seen in (Appendix 3).

The preposition of place also must appear because it showed the relationship of place.

The revisions of omission error are as follows:

- a) Next to the living room.
- b) The color in my classroom is white.
- c) She sometime sits her in living room.
- d) Eight class in junior high school.
- e) There are table the teacher in front of class.

b. Addition Errors

Addition error is characterized by the presence of an item must not appear in a well-formed utterance. The following data are presented as example of the errors when they using preposition of place in descriptive text writing.

- a) My school is in near the market.
- b) My house is near from the beach.
- c) In beside teacher table are bookrack.
- d) Not far at from aloevera.
- e) I play inside in my house

For the example: (a, b, and c) the students added two preposition before the phrase.

The use of two prepositions in that sentence are not correct, preposition *in*, *from*, and *in* should be omitted. For the example (d) the students add preposition *at*, it was also not correct. The preposition *at* should be omitted. For the last example the students

add preposition *in* before word *my house*, while the preposition was also be omitted. All of the data can be seen in (Appendix 3).

The revisions of additional errors are as follows:

- a) My school is near market.
- b) My house is near the beach.
- c) Beside teacher table are bookrack
- d) Not far from aloe vera.
- e) I play inside my house.

c. Misformation Errors

Misformation error is characterized by the use of the wrong form of the morpheme or structure. The following data are the sample of the errors:

- a) There is picket schedule between whiteboard and the picture.
- b) There are three painting on the windows.
- c) At my terrace house there are chairs and one table.
- d) I learn at eight B class.
- e) I feel comfortable on there.

The sentence in example (a, and b) are wrong use of preposition of place *between* and *on*. The preposition *between* should be changed by *among*, the things around the noun are more than two. The preposition *on* should be changed by *over*. The sentence (c) is used wrong preposition place *at* should be change *in*. In example (d) the students uses

preposition place *at* it should be *in*. In the last sentence (e) the students use preposition *on*, it should be changed by *in*. All of the data can be seen in (Appendix 3).

Here the revisions of misformation errors are as follows:

- a) There is a picket schedule among whiteboard and the picture
- b) There are three painting over the window.
- c) In my terrace house there are chairs and one table.
- d) I learn in eight B class.
- e) I feel comfortable in there.

d. Misordering Errors

Misordering error is characteristic by incorrect placement of a morpheme or a group of morpheme or word utterance. The following are the sample of the errors:

- a) Five windows the right inside.
- b) My house and his house is near
- c) I put my table on the left side
- d) The letter side on dining room.
- e) I put a colorful cover it on bed.

From the example (a) are wrong placement at the preposition *in*. For the example (b) the wrong placement preposition *near*. The sentence in the example (c) the wrong placement preposition *on*. The sentence in the example (d) the wrong placement preposition *on*. In the last sentence (e) also the wrong placement preposition *on*. It

will be true if each of them replace their preposition. All of the data can be seen in (Appendix 3).

Here the revisions of the misordering errors are as follows:

- a) Five windows in the right side
- b) My house is near his house
- c) I put on the left side my table
- d) The letter on side dining room.
- e) I put a colorful on bed cover it.

2. Proportion (Frequency and Percentage) Students' Errors in Preposition of Place in Descriptive Text Writing

After obtaining the data from the students' task, then the writer identified the errors and classified them based on Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering. Then, classifying the types of errors and determined the frequency of them. The total numbers of errors are 120 items.

Based on the result of the research above, the highest error made by the students is misformation error the following table is the frequency of the students' errors based on the writing task.

Table.5
The Proportion of Students' Errors in Using Preposition of Place
in Descriptive Text Writing

No	Kind of Errors	Frequency	Percentage
1.	Misformation	54 Items	45.00 %
2.	Addition	32 Items	26.66 %
3.	Omission	27 Items	22.50 %
4.	Misordering	7 Items	5.83 %
Total		120 Items	100 %

B. Discussion of Finding.

After collecting the data from the students, the researcher analyzed 26 data from eighth grade students at MTs YAPENBAYA Katibung South Lampung which contain error in preposition of place. Based on the finding of this research, it could be concluded that the students produced four types of error, there are: omission, addition, misformation, and misordering. It supported by Dulay, who classifies error into omission, addition, misformation and misordering.⁸⁴ Furthermore, James states that error divided into five types based on Surface Strategy Taxonomy, there are omission, addition, misformation, misordering and blends.⁸⁵ Based on some theories above, it can be concluded that it is possible for students to make some errors. In this research the researcher analyzed the students' errors based on Surface Strategy Taxonomy that consist four subtypes, they are omission, addition, misformation, and misordering by Dulays' theory.

⁸⁴Heidi Dulay, Marina Burt and Stephen Krashen. *Language Two*, (New York: Oxford University Press),p.146

⁸⁵Carl James, *Error in Language Learning and Use; Exploring Error Analysis*, (London and New York: Addition Wesley Longman Limited, 1998,p.1

Based on result of the research, the writer found that the students produced some types of error, there were: omission (22.50%), addition (26.66%), misformation (45.00%), misordering (5.83%). It can be concluded that the highest error made by the students based on surface strategy taxonomy is misformation with 54 items (45,00 %) and the lowest error happened in misordering (5.83%). This finding in line with Pura, who analyzed students' Error in Using Preposition in Writing at the First Grade of SMA 3 Unggulan Martapura OKU Timur.⁸⁶ She found that the highest percentage in misformation errors (40.80 %) and the lowest percentage in misordering (0%). It means that the most errors happened in Misformation.

It is also similar with Wang's finding in her research entitled "Error Analysis on Preposition in Recount Text of Writing I English Department Student", she said that the the most frequency errors made by students is misformation with 40 occurrences (67.8%), followed by errors of omission as the second with 10 occurrences (16.9%), errors of addition as the third with 9 occurrences (15.3%), and errors of misordering as the last with no errors (0%).⁸⁷

It also supported by Maramis's finding in his reseach, he found that the students made some errors in misformation with 72.44%, addition with 19.68%, and omission with

⁸⁶ Novi Willia Pura, 2011, *An Analysis Of Students' Error In Using Preposition In Writing At The First Grade Of Sman 3 Unggulan Martapura Oku Timur*. Lampung University. Bandar Lampung

⁸⁷ Stanley Wang, 2015, *Error Analysis on Preposition in Recount Text of Writing I English Departement Students'*, Bachelor Thesis in English Education Study Program Faculty of Teacher Training and Education Widya Mandala Catholic University of Surabaya, p. ix

7.88%.⁸⁸It could be seen by the findings that misinformation was the most frequent type of errors which was made by students. It can be said that the finding in this research is similar with some previous research.

According to Dulay, misinformation errors occur because the learner uses the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect.⁸⁹ It can be concluded that the student made misinformation errors in preposition of place because they lack of knowledge, they did not master the use of preposition well. So, they failed to use the appropriate preposition in their sentences. In the Holy Qur'an, Allah says "Remember, actually they made a flaw, but they did not realize it." (Al-Qur'an: Al-Baqarah:12).⁹⁰

In this research, the students committed many errors not only in misinformation but also addition errors 32 items (26.66%). As we know that addition error are characterized by the percent of an item which must not appear in well-formed utterance. The students made addition errors because they might think that those items were not preposition. That is why, they supplied a form of been in front of item which should not appear in well-formed utterance. The researcher also found omission error in this research, the students committed omission errors 27 items (22.50%). As we know that Omission error is characterized by the absence of an item

⁸⁸Fungsi Maramis, *Preposition Error 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

⁸⁹*Ibid*, p.150

⁹⁰ The Holy Qur'an and Translation, (Bandung: PT Sygma Examedia Arkanleema, 2010), p.3

in a well-formed utterance. In this case, the students still face problem in the preposition of place.

The last errors made by students are misordering error. Misordering error is characteristic by incorrect placement of a morpheme or a group morpheme or word utterance. In this type the students made error 7 items (5.83%). In this case the students made errors because they do not understand how to place preposition.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this research were to find out the kinds of errors, frequency and precentage of errors made by students in using preposition of place in descriptive text writing based on Surface Strategy Taxonomy at the first semester of the eighth grade of MTs YAPENBAYA Katibung South Lampung in the academic year of 2017/2018.

Based on the data analysis the writer has made out the conclusion about the students' errors in using preposition of place in descriptive text writing as follows:

1. The types of errors that the students made are omission, addition, misformation, and misordering.
2. The total numbers of errors committed by the students were 120. Here the proportion (frequency and percentage) based on surface strategy taxonomy.
 - a. The number of omission error were 27items, and the percentage is 22.50%.
 - b. The number of addition error were 32items, and the percentage is 26.66 %.
 - c. The number of misformation error were 54 items, and the percentage is 45.00 %.
 - d. The number of misordering error were 7 items, and the percentage is 5.83%

B. Suggestion

Based on the findings of this research, the writer would like to give some suggestion for:

1. For the Students

The writer hope the students increase their effort in learning grammar and they have to be accustomed to learn English writing skill when they are in the classroom or in their house. Another suggestion for the students is they may read English articles because it can improve the students' knowledge in understanding about grammar especially in using English preposition of place in order to solve the students' problems and students' errors.

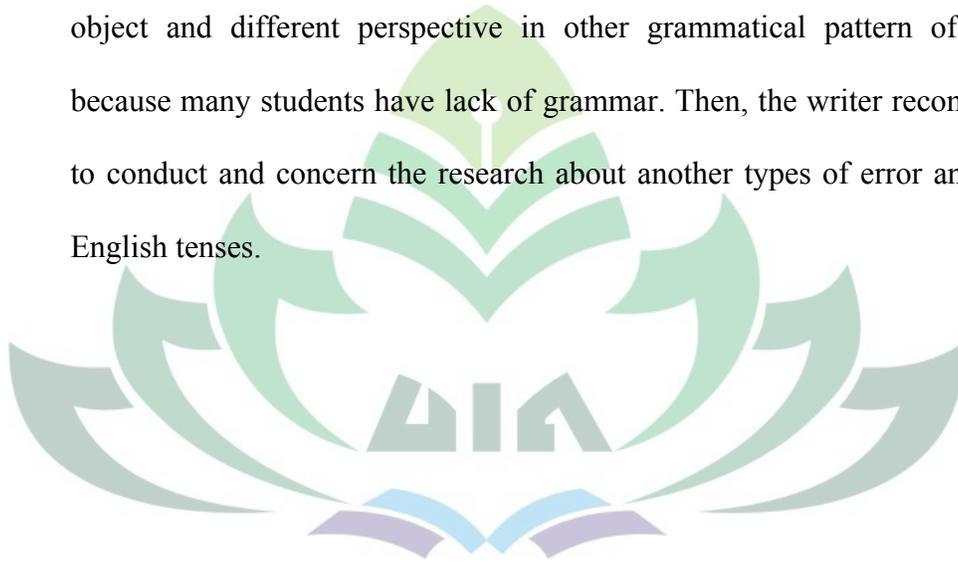
2. For the Teacher

By knowing, the students' errors can give benefit as feedback in teaching learning process in the classroom because through the error analysis they can know the students' progress in learning English. So it can be used to evaluate and as consideration to choose the suitable technique to teaching grammar and writing in future. The teacher should inform types of the errors which made by the students and explain the part of the errors based on Surface Strategy Taxonomy. These are: omission error, addition error, misformation error, and misordering error and other errors so that the students may realize what kind

of errors they commit. It may give them motivation in learning English mastering more. Another thing that the English teacher may do is giving remedial session to teaching writing. Especially the writing errors that most students make.

3. For the Researcher

It is necessary to other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar. Then, the writer recommended to conduct and concern the research about another types of error analysis in English tenses.



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Appendix 1

Table 6
Data of Sample (Sample of the Research) Class : VIII B

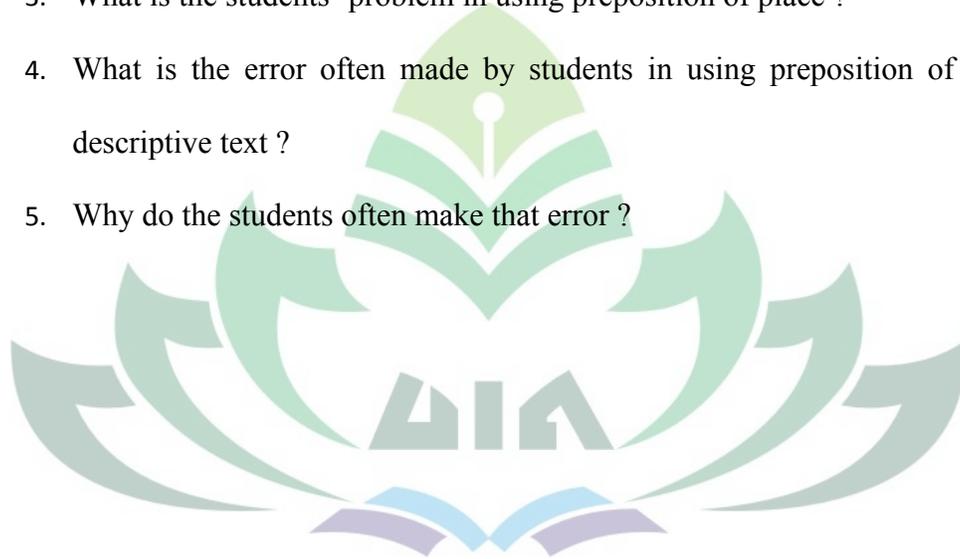
No.	Name	Score	Class	Description
1.	A O	50	VIII B	Female
2.	A	50	VIII B	Male
3.	A F	65	VIII B	Male
4.	A S	75	VIII B	Male
5.	A N	65	VIII B	Male
6.	A	50	VIII B	Female
7.	A F F	50	VIII B	Male
8.	A H S	50	VIII B	Female
9.	B S	70	VIII B	Female
10.	D A	70	VIII B	Female
11.	E R M	60	VIII B	Female
12.	E P S	50	VIII B	Female
13.	F F Y	50	VIII B	Female
14.	I P H Y	65	VIII B	Female
15.	I D P	70	VIII B	Male
16.	L S	50	VIII B	Male
17.	M	50	VIII B	Male
18.	M	65	VIII B	Male
19.	M. A A	50	VIII B	Male
20.	M. F	75	VIII B	Male
21.	M. T	65	VIII B	Male
22.	P R	60	VIII B	Male
23.	R F	50	VIII B	Female
24.	R D A	70	VIII B	Female
25.	S W	50	VIII B	Female
26.	T A	50	VIII B	Male

Appendix 2

Interview Guideline for the Teacher

The following are the interviewing guidelines in the pre-liminary research :

1. How is the students writing skill ?
2. What is the students' problem in writing descriptive text ?
3. What is the students' problem in using preposition of place ?
4. What is the error often made by students in using preposition of place in descriptive text ?
5. Why do the students often make that error ?



Appendix 3

The result of the interview for the English Teacher

The followings are the result of the interview for the English teacher in the Preliminary research :

No	Question	Answer
1.	How is the students writing skill ?	Very low, many students cannot writing English well. It caused they have lack knowladge about English. So that, they cannot make a good writing.
2.	What is the students' problem in writing descriptive text ?	When the students make a descriptive text, they usually make it without rules. They don't know about grammatical patterns and rhetorical structure is used in descriptive text.
3.	What is the students' problem in using preposition of place ?	The students usually still confuse in using the preposition of place. The first, they don't know about the meaning of the words. The second, they confuse to use preposition of place.
4.	What is the error often made by students in using preposition of place in descriptive text ?	The students sometime are wrong in applying preposition of place (at,in,on). They have difficulty in putting the position ofthem. It caused language system between Indonesia and English are different.
5.	Why do the students often make that error ?	Because, the students don't get have full understanding about preposition of place. They don't know the function of in,at,on. As we know, in preposition of place, in, at,on have the

		same meaning but different function. So, the students cannot we it rightly.
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Appendix 4

The Classification of Types of Error Based on Surface Strategy Taxonomy

The sample of student number I

No	The students' errors	Correction	Types of error
1.	I'am from in Tanjung agung.	I'am from Tanjung agung	Addition
2.	My house is very far my school	My house is very far from my school	Omission
3.	Eighth class junior high school	Eighth class in junior high school	Omission
4.	There are table the teacher in front class	There are table the teacher in front of class	Omission
5.	Five windows the right in side	Five windows in the right side	Misordering
6.	Seven windows the left in side	Seven windows in the left side	Misordering
7.	I go to school in everyday	I go to school everyday	Addition
8.	In beside table are rackbook	Beside table are rackbook	Addition
9.	There are two photos in wall	There are two photos on wall	Misformation
10.	There are desk and white board in photos	There are desk and white board under photos	Misformation
11.	The picture are on the windows	The picture are over the windows	Misformation

The sample of student number II

No.	The students' errors	Corrections	Types of error
1.	My house in beside the street	My house beside the street	Addition
2.	At my terrace house there are three paintings	In my terrace house there are three paintings	Misformation
3.	There are three paintings on the windows	There are three paintings over the windows	Misformation

4.	In beside my house there is a car garage	In beside my house there is a car garage	Addition
5.	In front my house there is a few plants	In front of my house there is a few plants	Omission

The sample of student number III

No.	The students errors	Corrections	Types of error
1.	In front the teacher office	In front of the teacher office	Omission
2.	There is a table for the teacher in front the students	There is a table for the teacher in front of the students	Omission
3.	A big white board in front the class	A big white board in front of the class	Omission
4.	There is a book case in beside the table	There is a book case in beside the table	Addition
5.	There are paintings in beside the white board	There are paintings beside the whiteboard	Addition
6.	There is a teacher desk in near the white board	There is a teacher desk near the whiteboard	Addition
7.	The whiteboard in the clock	The whiteboard under the clock	Misformation
8.	The photos and a clock are on the whiteboard	The photos and a clock are over the whiteboard	Misformation
9.	The paintings are on the windows	The paintings are over the windows	Misformation

The sample of students number IV

No	The students' errors	Corrections	Types of error
1.	My classroom is next the library	My classroom in next to the library	Omission
2.	My classroom is painted in white	My classroom is painted white	Addition
3.	On my classroom there is a white board	In my classroom there is a white board	Misformation
4.	There is also an Indonesia flag on the corner	There is also an Indonesian flag in the corner	Misformation

5.	There are a lot table and chairs on my classroom	There are a lot table and chairs in my classroom	Misformation
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The sample of students number V

No	The students errors	Corrections	Types of error
1.	Arina she is very friendly at the class	Arina she is very friendly in the class	Misformation
2.	Her house and my house is beside	Her house is beside my house	Misordering

The sample of students number VI

No.	The students errors	Corrections	Types of error
1.	In beside my desk there is a bookshelf	Beside my desk there is a bookshelf	Addition
2.	The floor is black at my bedroom	The floor is black in my bedroom	Misformation
3.	Over the bed there is a place for my dolls	Above the bed there is a place for my dolls	Misformation

The sample of students number VII

No	The students errors	Corrections	Types of error
1.	I live at small house	I live in small house	Misformation
2.	Reading some books on this room	Reading some books in this room	Misformation
3.	The letter side on dinning room	The letter on side dinning room	Misordering

The sample of students number VIII

No.	The students errors	Corrections	Types of error
1.	My classroom is next the library	My classroom is next to the library	Omission
2.	My classroom is painted in white	My classroom is painted white	Addition
	On my classroom there is	In my classroom there is	Misformation

3.	a whitebiard	a whiteboard	
4.	There is also an Indonesian flag on the corner	There is also an Indonesian flag in the corner	Misformation
5.	There are table and chairs on my classroom	There are table and chairs in my classroom	Misformation

The sample of students number IX

No.	The students errors	Corrections	Types of error
1.	I learn at 8b class	I learn in 8b class	Misformation
2.	At my classroom there are about 28 chairs and tables	in my classroom there are about 28 chairs and tables	Misformation
3.	there is a picket sechedule in side whiteboard	there is a picket schedule beside whiteboard	Misformation
4.	In front table and chairs there are two large whiteboard	In front of table and chairs there are two large whiteboard	Omission
5.	In beside the photos of presiden there are also many hero picture	Beside the photos of presiden there are also many hero picture	Addition

The sample of students number X

No.	The students errors	Corrections	Types of error
1.	My house is far the school	My house is far from the school	Omission
2.	I am eighth class junior high school	I am eighth class in junior high school	Omission
3.	The whiteboard in front the students	The white board in front of the students	Omission
4.	In beside the whiteboard there are paintings	Beside the whiteboard there are painting	Addition
5.	On the windows there are three paintings	Over the windows there are three paintings	Misformation

The sample of students number XI

No.	The students errors	Corrections	Types of Error
1.	I learn at 8b class	I learnt in 8b class	Misformation
2.	At my classroom there are about 28 chairs	In my classroom there are about 28 chairs	Misformation
3.	In front table and chairs there are two whiteboard	In front of table and chairs there are two whiteboard	Omission
4.	On windows there are three paintings	Over the windows there are three paintings	Misformation
5.	In beside the photos of president	Beside the photos of president	Addition

The sample of number XII

No.	The students' errors	Corrections	Types of error
1.	I live at small house	I live in small house	Misformation
2.	I like in on here living room spending my spare time	I like in here living room spending my spare time	Addition
3.	The living room there is nothing special on this room	The living room there is nothing special in this room	Misformation

The sample of number XIII

No.	The students' error	Corrections	Types of error
1.	My birthday 15 july 13th it is holiday on kalianda	My birthday 15 july 13th it is holiday in kalianda	Misformation

The sample of number XIV

No.	The students' error	Corrections	Types of error
1.	My house near in the beach	My house near the beach	Addition
	In beside my house there	Beside my house there	Addition

2.	are kitchen	are kitchen	
3.	In from my room there is are bed	In front of my room there is are bedroom	Omission

The sample of number XV

No.	The students' error	Corrections	Types of error
1.	When Iam at my room I feel relax	When I am in my room I feel relax	Misformation
2.	I feel relax on the room	I feel relax in the room	Misformation
3.	At my room i love to read later for my family	In my room I love to read later for my family	Misformation

The sample of number XVI

No.	The students' error	Corrections	Types of error
1.	My house near in the beach	My house near the beach	Addition
2.	My bedroom in beside my parents room	My bedroom beside my parent room	Addition
3.	In beside the kitchen is bathroom	In beside the kithcen is bathroom	Addition
4.	In front my room there is too cupboard	In front of my bedroom there is too cupboard	Omission
5.	At the kitchen i can everything	In the kitchen i can everyting	Misformation

The samples of students number XVII

No	The students' Errors	Corrections	Types of error
1.	I always go to the beach with my friends in weekend	I always go to the beach with my friends on weekend	Misformation

The samples of students number XVIII

No.	The students errors	Corrections	Types of error
1.	I am from in suka agung	I am from suka agung	Addition
2.	I go to school in everyday	I go to school everyday	Addition
3.	In beside teacher table house rackbook	In beside teacher table house rackbook	Addition
4.	Eighth class junior high school	Eighth class in junior high school	Omission
5.	There is in front the class	There is in front of the class	Omission
6.	The colour my class is white	The colour of my class is white	Omission
7.	There are three paintings on windows	There are three paintings over windows	Misformation
8.	There are flower in table	There are flower on table	Misformation
9.	There are clock and whiteboard in photos	There are clock and whiteboard under photos	Misformation

The samples of students number XIX

No.	The students' errors	Corrections	Types of error
1.	Beside near the windows my lovely bed	Near the windows my lovely bed	Addition
2.	I put a tape player in beside my table	I put a tape player beside my table	Addition
3.	In front my bed there is a table	In front of my bed there is a table	Omission
4.	There are a lot of books in my table	There are a lot of books on table	Misformation
5.	I put my school books in the right side	I put my school books on the right side	Misformation
6.	On my bedroom I also put a tape player	In my bedroom I also put a tape player	Misformation

The samples of students number XX

No.	The students errors	Corrections	Types of errors
1.	My classroom is next the library	My classroom is next to the library	Omission
2.	I reading book on the library	I reading book in the library	Misformation
3.	One clock in front the students	One clock in front of the students	Omission
4.	At my classroom there are two photos	In my classroom there are two photos	Misformation
5.	there is whiteboard between the painting and picket schedule	there is whiteboard among the painting and picket schedule	Misformation
6.	There one painting at the right whiteboard	There one painting in the right whiteboard	Misformation
7.	The paintings are on the windows	The paintings are over the windows	Misformation
8.	My classroom is pained on white	My classroom is painted white	Addition
9.	The painting are on over the windows	The painting are over the windows	Addition

The sample of students number XXI

No.	The students errors	Corrections	Types of error
1.	There are many kinds of furniture at my bedroom	There are many kinds of furniture in my bedroom	Misformation
2.	The corner of my room there is my bed	In the corner of my room there is my bed	Omission
3.	I put a colourfull cover on it	I put a colourfull on cover it	Misordering

The sample of students number XXII

No	The students errors	Corrections	Types of errors
1.	I first meet her in the on the school	I first meet her in the school	Addition
2	She is got a fantastic sense in humor	She is got a fantastic sense humor	Addition

The sample of students number XXIII

No.	The students errors	Corrections	Types of error
1.	On the living room there is television	In the living room there is television	Misformation
2.	City even at contries	City even in contries	Misformation
3.	On the television i can see information	In the television i can see information	Misformation

The sample number XXIV

No.	The students error	Corrections	Types of error
1.	On summer there are a lot of flower make beautiful	In summer there are a lot of flower make beautifull	Misformation
2.	In beside the house there are kitchen	Beside the house there are kitchen	Addition
3.	Next the living room there are rooms	Next to the living room there are rooms	Omission

The sample number XXV

No.	The students error	Corrections	Types of error
1.	Beside near the windows my lovely bed	Near the windows my lovely bed	Addition
2.	I put a tape player in beside my table	I put a tape player beside my table	Addition
3.	In front my bed there is a table	In front of my bed there is a table	Omission
4.	The corner of my room there is my bed	In the corner of my room there is my bed	Omission
5.	There are alot of books in my table	There are a lot of books on my table	Misformation
6.	In the table I put my school books	On the table I put my school books	Misformation
7.	I put my table the left on side	I put my table on the left side	Misordering

The sample number XXVI

No	The students error	Corrections	Types of error
1.	She lives at umbul pabrik	She lives in umbul pabrik	Misformation
2.	She is the first rank at the classroom	She is the first rank in the classroom	Misformation
3.	Her house nor far my house	Her house not far from my house	Omission
4.	I first meet her in the on the school	I first meet her in the school	Addition



Appendix 5

Table 7
Classification of the Errors Comitted by Each Students'

No.	Sample	Kind of Errors				Σ Errors
		Om	Add	Mf	Mo	
1.	I	3	3	3	2	11 Errors
2.	II	1	2	2	-	5 Errors
3.	III	3	3	3	-	9 Errors
4.	IV	1	1	3	-	5 Errors
5.	V	-	-	1	1	2 Errors
6.	VI	-	1	2	-	3 Errors
7.	VII	-	-	2	1	3 Errors
8.	VIII	1	1	3	-	5 Errors
9.	IX	1	1	3	-	5 Errors
10.	X	3	1	1	-	5 Errors
11.	XI	1	1	3	-	5 Errors
12.	XII	-	1	2	-	3 Errors
13.	XIII	-	-	1	-	1 Errors
14.	XIV	1	2	-	-	3 Errors
15.	XV	-	-	3	-	3 Errors
16.	XVI	1	3	1	-	5 Errors
17.	XVII	-	-	1	-	1 Errors
18.	XVIII	3	3	3	-	9 Errors
19.	XIX	1	2	4	-	7 Errors
20.	XX	2	2	5	-	9 Errors
21.	XXI	1	-	1	1	3Errors
22.	XXII	-	2	-	-	2 Errors
23.	XXIII	-		3	-	3 Errors
24.	XXIV	1	1	1	-	3Errors
25	XXV	2	2	2	2	8 Errors
26	XXVI	1	-	2	-	3 Errors
	Σ Errors	27	32	54	7	120

Source: Data Analysis

Explanation

O : Omission errors

MF : Misformation errors

A : Addition errors

MO : Misordering errors

Appendix 6

The Data of Errors

1. Omission Errors

The Data of the Students' Omission Errors

No.	The students' errors	Explanation	Correction
1.	My house is very far my school	Omission of "from"	My house is very far from my school
2.	Eighth class junior high school	Omission of "in"	Eighth class in junior high school
3.	There are table the teacher in front class	Omission of "of"	There are table the teacher in front of class
4.	In front my house there is a few plants	Omission of "of"	In front of my house there is a few plants
5.	In front the teacher office	Omission of "of"	In front of the teacher office
6.	There is a table for the teacher in front the students	Omission of "of"	There is a table for the teacher in front of the students
7.	A big white board in front the class	Omission of "of"	A big white board in front of the class
8.	There is a mini park in front the office	Omission of "of"	There is a mini park in front of the office
9.	My classroom is next the library	Omission of "to"	My classroom is next to the library
10.	My classroom is next the library	Omission of "to"	My classroom is next to the library
11.	In front table and chairs there are two large whiteboard	Omission of "of"	In front of table and chairs there are two large whiteboard
12.	My house is far the school	Omission of "from"	My house is far from the school

13.	I am eighth class junior high school	Omission of “in”	I am eighth class in junior high school
14.	The whiteboard in front the students	Omission of “of”	The whiteboard in front of the students
15.	In front table and chairs there are two whiteboard	Omission of “of”	In front of table and chairs there are two whiteboard
16.	In from my room there is are bed	Omission of “ of ”	In from of my room there is are bed
17.	In front my room there is too cupboard	Omission of “of”	In front of my room there is too cupboard
18.	Eighth class junior high school	Omission of “in ”	Eighth class in junior high school
19.	There is in front the class	Omission of “ of ”	There is in front of the class
20.	The colour my class is white	Omission of “ of “	The colour of my class is white
21.	In front my bed there is a table	Omission of “of”	In front of my bed there is a table
22.	My classroom is next the library	Omission of “to”	My classroom is next to the library
23.	One clock in front the students	Omission of “ of”	One clock in front of the students
24.	The corner of my room there is my bed	Omission of “in”	In the corner of my room there is my bed
25.	Next the living room there are rooms	Omission of “to”	Next to the living room there are rooms
26.	In front my bed there is a table	Omission of “ of “	In front of my bed there is a table

27	The corner of my room there is my bed	Omission of “ in “	In the corner of my room there is my bed
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2. Addition Errors

The Data of the Students' Addition Errors

No.	The students' Errors	Explanation	Corrections
1.	I am from in Tanjung agung.	Addition of “in”, it should be omitted	I am from Tanjung agung.
2.	I go to school in everyday	Addition of “in”, it should be omitted	I go to school everyday
3.	In beside table are rackbook	Addition of “in”, it should be omitted	Beside table are rackbook
4.	My house in beside the street	Addition of “in”, it should be omitted	My house beside the street
5.	In beside my house there is a car garage	Addition of “in”, it should be omitted	Beside my house there is a car garage
6.	There is a book case in beside the table	Addition of “in”, it should be omitted	There is a book case beside the table
7.	There are paintings in beside the white board	Addition of “in”, it should be omitted	There are paintings beside the white board
8.	There is a teacher desk in near the white board	Addition of “in”, it should be omitted	There is a teacher desk near the white board
9.	My classroom is painted in white	Addition of “in”, it should be omitted	My classroom is painted white
10.	In beside my desk there is a bookshelf	Addition of “in”, it should be the beach	Beside my desk there is a bookshelf
11.	My classroom is painted in white	Addition of “in”, it should be omitted	My classroom is painted white
12.	In beside the photos of presiden there are also many hero picture	Addition of “in”, it should be omitted	Beside the photos of presiden there are also many hero picture
	In beside the whiteboard	Addition of “in”, it	Beside the

13.	there are paintings	should be ommitted	whiteboard there are paintings
14.	In beside the photos of president	Addition of "in", it should be ommitted	Beside the photos of president
15.	My house near in the beach	Addition of "in",it should be ommitted	My house near the beach
16.	In beside my house there are kitchen	Addition of "in", it should be ommitted	Beside my house there are kitchen
17.	My house near in the beach	Addition of "in", it should be ommitted	My house near the beach
18.	My bedroom in beside my parents room	Addition of "in", it should be ommitted	My bedroom in beside my parents room
19.	In beside the kitchen is bathroom	Addition of "in", it should be ommitted	Beside the kitchen is bathroom
20.	I am from in suka agung	Addition of "in", it should be omitted	I am from suka agung
21.	I go to school in everyday	Addition of "in", it should be ommitted	I go to school everyday
22.	In beside teacher table house reackbook	Addition of "in", it should be ommitted	Beside teacher table house reackbook
23.	Beside near the windows my lovely bed	Addition of "beside", it should be ommitted	Near the windows my lovely bed
24.	I put a tape player in beside my table	Addition of "in", it should be ommitted	I put a tape player beside my table
25.	My classroom is pained on white	Addition of "on", it should be ommitted	My classroom is pained white
26.	The painting are on over the windows	Addition of "on", it should be ommitted	The painting are over the windows
27.	I first meet her in the on the school	Addition of "on", it should be ommitted	I first meet her in the school
28.	She is got a fantastic sense in humor	Addition of "in", it should be ommitted	She is got a fantastic of humor
29.	In beside the house there are kitchen	Addition of "in", it should be ommitted	Beside the house there are kitchen
30.	Beside near the windows my lovely bed	Addition of "beside", it should be omitted	Near the windows my lovely bed

31.	I put a tape player in beside my table	Addition of “in”, it should be ommitted	I put a tape player beside my table
32.	I first meet her in the on the school	Addition of “on”, it should be ommitted	I first meet her in the school

3. Misformation Error

The Data of Students Misordering Errors

No.	The Students Errors	Explanation	Correction
1.	There are two photos in wall	The word “in” should be replaced by “on”	There are two photos on wall
2.	There are desk and white board in photos	The word “ in ” should be replaced by “under”	There are desk and white board under photos
3.	The picture are on the windows	The word “on” should be replaced by “ over”	The picture are over the windows
4.	At my terrace house there are three paintings	The word “at” should be replaced by “ in”	In my terrace house there are three paintings
5.	There are three paintings on the windows	The word “on” should be replaced by “over”	There are three paintings over the windows
6.	The whiteboard in the clock	The word “in” should be replaced by “under”	The whiteboard under the clock
7.	The photos and a clock are on the whiteboard	The word “on” should be replaced by “ over”	The photos and a clock are over the whiteboard
8.	The paintings are on the windows	The word “on” should be replaced by “ over”	The paintings are over the windows
9.	On my classroom there is a white board	The word “on” should be replaced by “ in”	In my classroom there is a white board
10.	There is also an Indonesia flag on the corner	The word “on” should be replaced by “in”	There is also an Indonesia flag in the corner
11.	There are a lot table and chairs on my classroom	The word “on” should be replaced by “in”	There are a lot table and chairs in my classroom
	Arina she is very friendly	The word “at” should be	Arina she is very

12.	at the class	replaced by “in”	friendly in the class
13.	The floor is black at my bedroom	The word “at” should be replaced by “ in”	The floor is black in my bedroom
14.	Over the bed there is a place for my dolls	The word “over” should be replaced by “above”	Above the bed there is a place for my dolls
15.	I live at small house	The word “at” should be replaced by “ in”	I live in small house
16.	Reading some books on this room	The word “on” should be replaced by “in ”	Reading some books in this room
17.	On my classroom there is a whiteboard	The word “on” should be replaced by “ in”	In my classroom there is a whiteboard
18.	There is also an Indonesian flag on the corner	The word “on” should be replaced by “in”	There is also an Indonesian flag in the corner
19.	There are table and chairs on my classroom	The word “on ” should be replaced by “ in ”	There are table and chairs in my classroom
20.	I learn at 8b class	The word “at” should be replaced by “in”	I learn in 8b class
21.	At my classroom there are about 28 chairs and tables	The word “at” should be replaced by “in”	In my classroom there are about 28 chairs and tables
22.	there is a picket schedule inside whiteboard	The word “inside” should be replaced by “beside”	there is a picket schedule beside whiteboard
23.	On the windows there are three paintings	The word “on” should be replaced by “over”	Over the windows there are three paintings
24.	I learn at 8b class	The word “at” should be replaced by “ in”	I learn in 8b class
25.	At my classroom there are about 28 chairs	The word “at” should be replaced by “in”	In my classroom there are about 28 chairs
26.	On windows there are three paintings	The word “on” should be replaced by “over ”	Over the windows there are three paintings
27.	I live at small house	The word “at” should be replaced by “in”	I live in small house

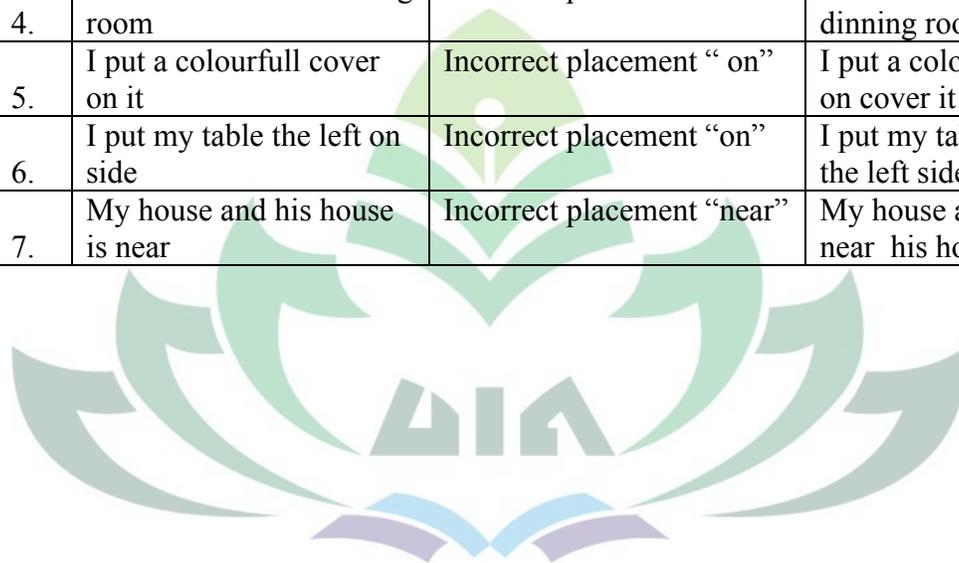
28.	The living room there is nothing special on this room	The word “on” should be replaced by “in”	The living room there is nothing special in this room
29.	My birthday 15 July 13th it is holiday on kalianda	The word “on” should be replaced by “in”	My birthday 15 July 13th it is holiday in kalianda
30.	I feel relax on the room	The word “on” should be replaced by “in”	I feel relax in the room
31.	At my room i love to read later for my family	The word “at” should be replaced by “in”	In my room I love to read later for my family
32.	At the kitchen i can everything	The word “at” should be replaced by “in”	In the kitchen i can everything
33.	I always go to the beach with my friends in weekend	The word “in” should be replaced by “on”	I always go to the beach with my friends on weekend
34.	There are three paintings on windows	The word “on” should be replaced by “over”	There are three paintings over windows
35.	There are flower in table	The word “in” should be replaced by “on”	There are flower on table
36.	There are clock and whiteboard in photos	The word “in” should be replaced by “under”	There are clock and whiteboard under photos
37.	There are a lot of books in my table	The word “in” should be replaced by “on”	There are a lot of books on my table
38.	I put my school books in the right side	The word “in” should be replaced by “on”	I put my school books on the right side
39.	On my bedroom I also put a tape player	The word “on” should be replaced by “in”	In my bedroom I also put a tape player
40.	I reading book on the library	The word “on” should be replaced by “in”	I reading book in the library
41.	At my classroom there are two photos	The word “at” should be replaced by “in”	In my classroom there are two photos
42.	there is whiteboard between the painting and	The word “between” should be replaced by “	there is whiteboard

	picket schedule	among”	among the painting and picket schedule
43.	There one painting at the right whiteboard	The word “ at” should be replaced by “in”	There one painting in the right whiteboard
44.	The paintings are on the windows	The word “on” should be replaced by “ over”	The paintings are over the windows
45.	There are many kinds of furniture at my bedroom	The word “at” should be replaced by “in”	There are many kinds of furniture in my bedroom
46.	On the living room there is television	The word “on” should be replaced by “in”	In the living room there is television
47.	City even at contries	The word “at” should be replaced by “in”	City even in contries
48.	On the televison i can see information	The word “on” should be replaced by “in”	In the televison i can see information
49.	On the televison i can see information	The word “on ” should be replaced by “ in ”	In the televison i can see information
50.	There are alot of books in my table	The word “in” should be replaced by “on”	There are alot of books on my table
51	In the table I put my school books	The word “in ” should be replaced by “ on”	On the table I put my school books
52.	She lives at umbul pabrik	The word “ at” should be replaced by “ in ”	She lives in umbul pabrik
53.	She is the first rank at the classroom	The word “at” should be replaced by “ in”	She is the first rank in the classroom
54.	Over the bed there is a place for my dolls	The word “over” should be replaced by “above”	Above the bed there is a place for my dolls

4. Misordering Errors

The Data of Students' Misordering Errors

No	The Students Errors	Explanation	Corrections
1.	Five windows the right in side	Incorrect placement "in"	Five windows in the right side
2.	Seven windows the left in side	Incorrect placement " in"	Seven windows in the left side
3.	Her house and my house is beside	Incorrect placement " beside"	Her house is beside my house
4.	The letter side on dinning room	Incorrect placement " on"	The letter on side dinning room
5.	I put a colourfull cover on it	Incorrect placement " on"	I put a colourfull on cover it
6.	I put my table the left on side	Incorrect placement "on"	I put my table on the left side
7.	My house and his house is near	Incorrect placement "near"	My house and near his house



Appendix 7

The Calculation Percentage Types of Errors

1. Omission Errors

$$p = \frac{27}{120} \times 100$$

$$= 0.225 \times 100$$

$$= 22.50\%$$

The percentage of omission errors are 22.50%

2. Additions Errors

$$p = \frac{32}{120} \times 100$$

$$= 0.266 \times 100 \%$$

$$= 26.66 \%$$

The percentage of omission errors are 26.66 %

3. Misformation Errors

$$p = \frac{54}{120} \times 100$$

$$= 0.4666 \times 100\%$$

$$= 46.66 \%$$

The percentage of misformation errors are 46.66%

4. Misordering Errors

$$p = \frac{7}{120} \times 100$$

$$= 0.583 \times 100 \%$$

$$= 5.83 \%$$

The percentage of misordering errors are 5.83 %



RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)****A. Identitas**

Nama Sekolah : MTs YAPENBAYA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/ 1

Skill : *Menulis (Writing)*

Alokasi Waktu : 2 x 40 menit

Tahun Pelajaran : 2017 / 2018

B. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk descriptive dan narrative untuk berinteraksi dengan lingkungan sekitar.

C. Kompetensi Dasar

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk descriptive dan narrative.

D. Indikator

1. Menggunakan ciri kebahasaan dalam membuat sebuah deskripsi/ descriptive text
2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive text
3. Menulis teks esai dalam bentuk descriptive text

E. Tujuan Pembelajaran

- Siswa dapat menggunakan ciri kebahasaan dalam membuat sebuah deskripsi/descriptive text
- Siswa dapat menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive text
- Siswa dapat menulis teks esai dalam bentuk descriptive text

F. Metode Pembelajaran

Note – Taking alone, Diskusi

G. Prosedur Pembelajaran**1. Pendahuluan**

- a. Memberi salam
- b. Berdoa (Optional)
- c. Mengecek kehadiran siswa
- d. Mereview pelajaran sebelumnya
- e. Mengetengahkan topik pelajaran
- f. Menjelaskan tujuan pelajaran
- g. Menjelaskan manfaat pelajaran

2. Kegiatan Inti

- a. Siswa membaca contoh teks descriptive
- b. Siswa mencari kata-kata yang sulit
- c. Siswa menemukan arti kata yang sulit
- d. Siswa mempelajari tujuan komunikatif dan langkah retorika teks descriptive

- e. Siswa menulis teks descriptive

3. Penutup

- a. Meringkas pelajaran
- b. Melakukan refleksi
- c. Menyiapkan pelajaran yang akan datang
- d. Memberi salam penutup

H. Media Pembelajaran

- 1. Buku yang relevan
- 2. Beberapa contoh esei pendek (descriptive text)

I. Sumber Belajar

Iragiliati, Emalia. Dkk. 2009. *Interactive English 2 Senior High School*. Jakarta Timur: Yudhistira.

<http://www.kuliahbahasainggris.com/contoh-descriptive-text-about-cat-beserta-artinya//>

<http://www.belajarbahasainggris.us/2014/02/descriptive-text-penjelasan-contoh-lengkap.html>

J. Penilaian

- 1. Jenis penilaian : Sumatif
- 2. Teknik penilaian : tertulis,
- 3. Materi pembelajaran : terlampir (lampiran 1)
- 4. Alat penilaian : terlampir (lampiran 2)
- 5. Rubrik penilaian : terlampir (lampiran 2)

Mengetahui,

Kepala MTs YAPENBAYA Katibung

Guru Bahasa Inggris

Hairul Saleh,S.Ag

Lilis Rantasari,S.Pd

LAMPIRAN 1: MATERI PEMBELAJARAN

A. Contoh teks deskriptif

MY BEDROOM

My bedroom is very enjoy place for me. It is like a place for me. My bedroom is not to large and not to small. If you become to my bedroom you will find a little ved in the left near the window. My lovely bed is not large. But it is very comfortable for me. In front of my bed there is a table. There are a lot of books on my table, I have kind of genre, novel, comics, and fiction story. I put my table on the left side. On the table I put my school books, and in the right side I put dictionary and all my paper task. In my bedroom I also put a tape player beside my table.

Source: <http://www.kuliahbahasainggris.com/contoh-descriptive-text-about-cat-beserta-artinya//>

B. Prosedur Penulisan Teks

Siswa akan belajar menulis teks *descriptive* dengan menggunakan teknik *collaborative writing*. Ada beberapa prosedur dalam penulisan teks yang dilakukan oleh siswa dalam kegiatan inti.

1. Menentukan konsep teks deskriptif

Untuk menentukan topik apa yang harus ditulis, hal pertama yang harus dilakukan adalah mengajarkan siswa menentukan topik. Karena tema yang dipelajari adalah tentang hewan, maka guru menampilkan salah satu contoh tempat yang sedang sangat familiar. Contohnya adalah *my favorite park*. Dengan menggunakan gambar-gambar dan beberapa pertanyaan yang diajukan dapat membantu siswa menuangkan gagasan tentang hewan yang akan dideskripsikan. Sehingga, siswa mampu mendeskripsikan objek yang dimaksud secara utuh dan tepat.

2. Pembentukan kelompok

Teknik yang digunakan dalam kegiatan pembelajaran ini adalah *collaborative writing*, hal ini menunjukkan siswa akan bekerja dalam bentuk pasangan atau kelompok. Jadi, terlebih dahulu guru membentuk pasangan/kelompok dari tiap-tiap siswa. Kelompok siswa bisa terdiri dari tiga orang. Kemudian mereka bekerja secara bersama-sama.

3. Penyusunan gagasan-gagasan

Dalam kegiatan ini siswa sudah berada dalam pasangan/kelompok, mereka menyusun gagasan-gagasan dari topik yang sudah mereka tentukan. Dalam teks deskriptif ada dua generic structure, yaitu **Identification** dan **Description**. Jadi, dalam penyusunan gagasan siswa sudah di arahkan ke generic structure tersebut. Mereka di bombing untuk membuat gagasan dari identification tentang *tempat*.

Sebagai contoh, di dalam **identification** siswa harus mendapatkan gagasan tentang gambaran umum tempat tersebut. Kemudian siswa memperkenalkan nama tempat itu

adalah park, yaitu objek yang akan dideskripsikan. Kemudian didalam **Description** siswa diarahkan untuk mendeskripsikan tentang jenis, ciri dan nama tempat tersebut.

4. Pengembangan gagasan

Setelah siswa menemukan gagasan-gagasan, kini saatnya mereka membuatnya menjadi sebuah teks. Mereka bekerja secara individual. Mereka mengeksplorasi gagasan tersebut menjadi sebuah paragraph yang padu dan bermakna.

5. Mendiskusikan Rancangan Teks

Setelah secara individu para siswa merancang teks deskriptif mereka, kemudian siswa saling mendiskusikan konten dan gaya signifikan. Apakah teks yang mereka buat sesuai dengan generic structure, yaitu identification dan description.

6. Pengumpulan dokumen dan Revisi

Teks yang telah di buat siswa secara individu kemudian di kumpulkan menjadi satu. Setelah itu teks di revisi komponennya seperti: (1) konten, (2) tata bahasa, (3) ejaan, (4) tanda baca. Analisis teksnya seperti berikut ini:

<i>My Bedroom</i>	<i>Title</i>
<p>My bedroom is very enjoy place for me. It is a like place for me. My bedroom is not too large and not too small. If you become to my bedroom you will find a little ved in the left near the window. My lovely bed is not too large.</p>	<p style="text-align: center;"><i>Identification</i></p>

<p>But it is very comfortable for me. In front of my bed there is a table. There are a lot of books on my table I have kind of genre, novel, comics, and fiction story books. I put my table on the left side. On the table I put my school books, and in the right side I put dictionary and all my papers task. In my bedroom I also put a tape player beside my table.</p>	 <p>Description</p>

1. **Content:** dianalisis apakah pengembangan ide nya runtun, dari identification hingga description
2. **Grammar:** dianalisis apakah tatabahasanya sudah benar. Teks deskriptif menggunakan ciri kebahasaan, jadi konsep ini sudah harus tertanam diawal.
3. **Ejaan dan tanda baca:** kedua aspek ini tercakup dalam mekanik. Jadi bisa dipastikan dalam diskusi dibahas secara jelas dan dianalisa satu per-satu.

7. Pengumpulan

Setelah pengeditan selesai semua, dokumen teks tersebut bisa dikumpulkan kepada guru.

C. Theoretical Review

1. The Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc in words. Similar to Wilbur (1966) said that descriptive writing is to create a clear picture or impression of person, place or object. White (1986) also said that descriptive text is drawing in words.

Descriptive text is also a text which describes that appeal directly to the sense like Warriner (1982) said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the reader interest.

Meanwhile, according to Barnet and Stubb's (1983), "Description represents in word our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates."

From the opinion about descriptive, so the writer concludes that the descriptive text is a text which is describes person, place, mood, situation, and etc., it also describes an objet that appeal to the sense.

2. The characteristics elements of Descriptive text.

Besides that, descriptive text has several elements like Lila Fink, Phyllis Levy, Charlotte Miller, and Gwen Brewer (1983) said that there are some elements of description. They are:

- a. Concrete details. A concrete detail is a specific description that support, reflect, or expands a writer's attitude or purpose.

- b. Images. An image is a concrete, literal (real, actual) description of person, physical object, or sensory experience that can be know through one of the five (sight, sound, taste, touch, and smell).
- c. Simile. A simile is a comparison, using like or as, between two object. The comparison is between two things essentially different yet similar in one aspect.

3. **Communicative purpose:**

Descriptive is a type of written text, which has the specific function to give description about an object.

4. **Rhetorical structure:**

As explained before, the rhetorical structure of descriptive text is identification and description. (1) **Identification** is a statement of topic or subject which wants to be described. (2) **Description** is the details of identification or object.

5. **Grammatical patterns:**

The declarative sentence usually is used in the descriptive text. The use of conjunction is also needed to make coherent devices. The present tense is used dominantly because in the descriptive text includes facts, general accepted-fact, or reality.

After knowing about the explanation above, when a writer wants to write descriptive text, he or she also knows the guides of writing descriptive text. There are some guides to write a descriptive text. According to Boer (1982), there are six guides for writing description.

- a. Observe carefully and record your sense impressions.
- b. Select significant details that convey a dominant impression of the subject.
- c. Organize your description according to a unifying principle; for example, the order of space for descriptions of places.
- d. Choose either stationary or a moving vantage point which to describe a scene.

- e. Use concrete, vivid language. Use figure of speech and connotative language.
- f. In characterizing people:
 - Give details of appearance and actions.
 - Use a person's own words where they serve to reveal character.
 - Describe feelings and attitude.

Lampiran 2: Alat Penilaian

A. Instrumen

Exercise!

Please make a descriptive text. Choose one of the 5 topics, the topics are my favorite place, my classroom, my best friend, my bedroom, and my house.

B. Scoring Rubric

Penilaian akan dilakukan dengan menggunakan scoring rubric dibawah ini:

No	Aspect	Score	Description
		5	No apparent organization of the content
		10	Very little organization of content. Underlying structure not sufficiently apparent
		15	Some organizational skills in evidence, but not adequately controlled
		20	Overall shape and internal pattern clear. Organizational skills adequately controlled.
		5	Bear almost no relation to the task
		10	Limited relevance to the task

		15	Mostly answer the task
		20	Relevant and adequate answer to the task
		5	Almost all grammatical patterns inaccurate
		10	Frequent grammatical inaccurate
		15	Some grammatical inaccurate
		20	Almost no grammatical inaccurate
		5	Vocabulary inadequate even for the most basic part of intended communication
		10	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.
		15	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.
		20	Almost no inadequacies in vocabulary for the task. Only rare lexical inappropriacies and/or circumlocution.
		5	Ignorance of conventions of punctuation. Almost all spelling inaccurate.
		10	Low standard of accuracy in punctuation and spelling.
		15	Some inaccuracy in punctuation and spelling.
		20	Almost no inaccuracy in punctuation.

Penerapan scoring rubric diatas berdasarkan tulisan yang ditulis siswa. Contoh:

Jika teks yang ditulis Fandi mendapatkan nilai 75.

Maka, Perhitungannya sebagai berikut:

1. Untuk organisasi teks Fandi mendapatkan nilai : 15
 2. Untuk content teks Fandi mendapatkan : 10
 3. Untuk grammar teks Fandi mendapatkan : 15
 4. Untuk vocabulary teks Fandi mendapatkan : 20
 5. Untuk Mechanics teks Fandi mendapatkan : 15
- Total** : 75

(Organization + content + grammar + vocabulary + mechanic)

Jadi, dari keseluruhan nya Fandi mendapatkan nilai **75**.



SILABUS PEMBELAJARAN

Sekolah : .MTs YAPENBAYA Katibung Lampung Selatan

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 1

Standar Kompetensi : Menulis

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison 3. Kosa kata	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan /	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis Product	Essay Completion Penugasan	1. <i>Write sentences based on the situation given.</i> 2. <i>Complete the text using suitable word/words.</i> 3. <i>Write notices related to certain places</i> 4. <i>Write an advertisement promoting a certain product.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>dengan lingkungan sekitar</p> <p>12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk</p>	<p>Kata terkait tema dan jenis teks</p> <p>4. Tanda baca, Spelling</p> <p>1. Teks Essai <i>descriptive/narrative</i></p> <p>2. Ciri kebahasaan teks <i>descriptive/narrative</i></p> <ul style="list-style-type: none"> • Prepositions : In, on, at, under, etc <p>3. Langkah retorika teks</p>	<p>peringatan - mengiklan-kan sesuatu</p> <p>3. Melengkapi teks fungsional pendek</p> <p>4. Menulis teks fungsional pendek</p> <p>1. Review ciri kebahasaan teks <i>descriptive / narrative</i></p> <p>2. Membuat kalimat sederhana terkait teks <i>descriptive/narrative</i></p> <p>3. Mengembangkan langkah retorika teks <i>descriptivedan</i></p>	<p>Menulis teks pendek dan sederhana dalam bentuk narrative / descriptive dengan langkah retorika yang benar</p>	<p>Tes tertulis</p> <p>Uraian</p> <p>Proyek</p>	<p>Penugasan</p>	<p>Write a short <i>recount/description</i> text based on:</p> <p>a. <i>Your experience happend to you</i></p> <p>b. <i>The story You have ever read</i></p> <p>c. <i>Series of pictures given</i></p> <p>d. <i>Complete the text in using preposition at,in,on,under,etc..</i></p> <p>Find 5 short texts of <i>recount or narratives</i></p>	<p>8 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Buku cerita bahasa Inggris</p> <p>3. Gambar - gambar terkait cerita</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<i>rnarrative dan descriptive</i>	<i>descriptive /narrative</i> 4. Tatabahasa - Simple past - Past continuous 5. Kosakata - Kata terkait tema dan jenis teks 6. Tandabaca, spelling	<i>narrative</i> 4. Membuat draft teks <i>descriptivedannarrative</i> 5. Menulis teks <i>descriptive dan narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding			<i>and expose them.</i>			
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengatahui,
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