AN ERROR ANALYSIS OF USING PREPOSITION IN WRITING NARRATIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 SEPUTIH AGUNG IN THE ACADEMIC YEAR OF 2017/2018

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

By
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Study Program : English Education

Advisor : Meisuri, M.Pd
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2018
Educational research especially in English writing is still highly being debated and explored since it is absolutely necessary to improve the quality of the students writing and academic writing in the modern era. This research was aimed to reveal the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

This research used descriptive qualitative method in analyzing the data. It has been conducted in Senior High School 1 Seputih Agung in the Academic Year of 2017/2018. The research participants were taken using purposive sampling technique which took the class whose students had the lowest score. Based on this technique, class X4 was taken as research participant. The data were taken by using documentation of the students writing and interview. The data were analyzed using data reduction, data display, and conclusion drawing.

The result of the research showed that the students produced four types of error, there are: omission, addition, misformation, and misordering. There were: omission (10 errors), addition (18 errors), misformation (29 errors) and misordering (4 errors). Therefore, it is important for the students to learn more and more especially in the use of preposition. Besides, the teacher should also emphasize more in reducing the possibility of the students errors by providing effective strategies and materials.

Key word: qualitative research, descriptive research, recount text
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Student's Name: Fetti Karalin
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The Dean of Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Chairul Anwar, M.Pd.
DECLARATION

I hereby stated that this thesis entitled “An error Analysis of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung in The Academic Year of 2017/2018” is definitely my own work. I am totally responsible for the content of this thesis. I am fully aware that I have quoted or cited some statements, references, and opinions from other experts and those are quoted or cited in agreement with ethical standards.

Bandar Lampung, November 2018
Declared by,

Fefti Karalin
NPM. 1311040056
DEDICATION

This Thesis is proudly dedicated to:

1. The greatest inspiration and motivation of my life my beloved parents, my father Sulam Arbiyanto and my mother Karsiaten who have given the best inspirations, pray, love and everything for me.

2. My beloved brother Nur Hadiyanto, who always support me and give his nice smile in all my age.

3. My beloved Almamater UIN Raden Intan Lampung.
MOTTO

Say: "If the sea were ink for [writing] the words of my Lord, the sea would be exhausted before the words of my Lord were exhausted, even if We brought the like of it as a supplement." (Al – Kahfi: 109)¹

¹Abdullah Yusuf Ali, the Holy Qur’an Text and Translation, (Milat Book Centre: New Delhi, 2006). P. 1067
CURRICULUM VITAE

Fefti Karalin was born in Endang Rejo, Seputih Agung, Central Lampung on June 12th, 1995. Fefti is the first child of the happy couple, Mr. Sulam Arbiyanto and Mrs. Karsiaten. Fefti has a little brother.

Fefti joined elementary school at SD Negeri 1 Endang Rejo, Seputih Agung, Central Lampung in 2002. Having graduated from elementary school in 2007, Fefti went to SMP Negeri 1 Seputih Agung and graduated in 2010. Three years later, Fefti completed her study at SMA Negeri 1 Seputih Agung in 2013. After that Fefti continued at UIN Raden Intan Lampung majoring in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State University Lampung. In the seventh semester, Fefti followed the practice of teaching in SMAN 3 Bandar Lampung. After that Fefti became an English tutor for 3 months and continued teaching in DUINA Camp and Course at Perum Korpri, Sukarame, Bandar Lampung.

The Researcher

Fefti Karalin
ACKNOWLEDGEMENT

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8. Lovely tutors of DUINA GROUP, Mr. Aziz Lukman Hakim M, S.Pd.I, Mr. Faiz Nur Hadi, M.Pd, Ust. Asep Budianto, S.Th.I who always guide and motivate the researcher in her life.

9. Lovely friends in her adventure, Mas Agung Aprianto, Kak Suhailah Sidek, Umi Nurmawati, Ngah Riska Desri Kartini, who always together for getting new experiences in the step of live.

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Bandar Lampung, November 2018
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ABSTRACT

AN ERROR ANALYSIS OF USING PREPOSITION IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 SEPUTIH AGUNG IN ACADEMIC YEAR OF 2017/2018

By
FEFTI KARALIN

Educational research especially in English writing is still highly being debated and explored since it is absolutely necessary to improve the quality of the students writing and academic writing in the modern era. It is because the difficulty level of teaching writing, although it uses a variety of teaching techniques and methods but still considered a fairly difficult skill by students in English. This research was aimed to reveal the types of error based on surface strategy taxononi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

This research used descriptive qualitative method in analyzing the data. It has been conducted in Senior High School 1 Seputih Agung in the Academic Year of 2017/2018. The research participants were taken using purposive sampling technique which took the class whose students had the lowest score. Based on this technique, class X4 was taken as research participant. The data were taken by using documentation of the students writing and interview. The data were analyzed using data reduction, data display, and conclusion drawing.

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**Study Program:** English Education

**Faculty:** Tarbiyah and Teacher Training

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**APPROVED**

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**Advisor,**

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The Chairperson of English Educational Program
ADMISSION

A thesis entitled: THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENTS’ SPEAKING ABILITY AT MA’HAD AL JAMI’AH UIN RADEN INTAN LAMPUNG, by: Nurmawati, NPM: 1311040284, Study Program: English Education was tested and defended in the examination session held on: Thursday, April 12th, 2018.

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The Secretary : Dian Reftya Wati, M.Pd. ( )
The Primary Examiner : Satria Adi Pradana, M.Pd. ( )
The First Co-Examiner : Bambang Irfani, M.Pd. ( )
The Second Co-Examiner : Agus Hidayat, M.Pd. ( )

The Dean of Tarbiyah and Teacher Training Faculty
I hereby stated that this thesis entitled “An error Analysis of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung in The Academic Year of 2017/2018” is definitely my own work. I am totally responsible for the content of this thesis. I am fully aware that I have quoted or cited some statements, references, and opinions from other experts and those are quoted or cited in agreement with ethical standards.

Bandar Lampung, August 2018
Declared by,

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After 3 years studied English, Fefti followed the field practice experience for 2 months at SMAN 3 Bandar Lampung. After that Fefti tried to become an English private tutor for 8 months. Then, Fefti became a teacher at one of the course institutions in Bandar Lampung, namely DUINA Camp and Course.
ACKNOWLEDGEMENT

Praise to Allah SWT for merciful and blessing that this thesis can be finally completed entitled “An Error Analysis of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung”. This thesis discussed about the error analysis of using preposition in writing Recount Text. This research is written as a part of the requirement of S-1 Degree in the English Education department UIN Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistance, aid, support and many valuable things from various sides.

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Bandar Lampung, August 2018
The Researcher,

Fefti Karalin
NPM. 1311040056
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is very important for our life. Language is a tool of communication to communicate between one to another. All people need language to communicate. Brown 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

Allah SWT says in Al-Qur’an (QS. Ar-Ruum: 22)

وَمِن آيَاتِهِْ خَل ق ْ السَّمَاوَاتِْ وَالْ َر ضِْ وَاخ تِلََف ْ أَل سِنَتِك م ْ وَأَل وَانِك م ْ ۚ إِنَّْ فِ ذََٰلِكَْ لََيَات ْ لِل عَالِمِيَْ

“And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know.”³

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It means that all of people in this world have different languages as evidence of the power of the God. The definition implies that all of people need language to communicate between one to another. They need language to express their ideas, feelings and thoughts.

In the modern world, English has very important role in a nation’s development. English is a language that has been widely used to transfer science, technology and art, and to engage human relationships among countries around the world. Therefore, English is important language in the international relationship either formally or informally. Considering that English has a crucial position, the Indonesian Government realizes that the language has to be learnt by the Indonesian people without ignoring the status of the Indonesian language as their own national language.³

The importance of learning English to communicate and acquire knowledge cannot be denied. English is considered important to develop technology, art, science, economy, culture and many other subjects. However, to master English is not always easy for everybody. There are many possibilities and consideration which should be taken in order to achieve the best result especially in formal school. According to content standard of English subject in senior high school

that states the general aims of English for senior high school students are as follows:

1. Developing communication competence of the target language, both orally and in written form. The communication competence includes listening, speaking, reading, and writing.

2. Growing up awareness of essence and importance of English as a foreign language to be a main tool of learning.

3. Developing comprehension of relationship among languages and cultures, and widening cultural horizon.\(^5\)

It means that learning English in senior high school is emphasized on developing communicative competence and growing up awareness about the importance of English language in order to create understanding between language and culture. According to the content standard of English subject, the scope of English subject includes:

1. Discourse skills, the skills to comprehend or produce oral and written text, that are realized in four languages skills; listening, speaking, reading, and writing in integrated way to reach the informational alliteration level.

2. Comprehension skills and creating some short functional text, monologs, and essay in procedure, descriptive, recount, narrative, report, news item,

analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking forms.

3. Sustaining competence, linguistic competence (using grammatical rules, vocabulary, phonology, and composition rules), socio-cultural competence (using understandable expression and language action in several communication contexts), strategy competence (overcoming problems appearing in the process of communication in several ways to keep running the communication), and competence of discourse building (using the tools of discourse building).^6

4. Based on the standard above, the students are required to write creativity and accurately in the form of short functional text, monologs, and essay in various types of texts being studied. Therefore, it is important for teacher to give a clear and complete instruction related to these different forms of English writing. The students are also expected to be able to write both formal and non-formal text in different situations.

Writing is one form of embodiment of linguistic competence that is expressed in the form of written language use, in addition to the form of oral language.^7 Writing is an ability that is still difficult to master by the people. In writing activities, the author as a resource does not deal directly with the reader as a target

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information. Therefore, if there is misunderstanding because readers misinterpreting the text, the result could be bad.

Writing as a form of problem-solving in which the researcher is faced with two main tasks: generating ideas and composing these ideas into a written text that meets the needs of a reader and efficiently communicate the author’s message.\(^8\) Therefore, the teaching of writing is not only focused on the written product, but how the process of writing it. Harmer states that the writing process is a way of looking at what people do when they compose written text.\(^9\)

Writing skill is very important to be learnt instead of speaking and reading skill. It is true that the writing skill follows speaking and reading, but it does not mean that the writing skill must be neglected until a large amount of oral work either in speech or in reading which has been done. In the other reason Hinkle states, “In academic courses such as history, sociology, business, or natural sciences at both the undergraduate and graduate levels, evaluations of non-native speaking students' academic skills are determined by their performance on traditional product - oriented language tasks - most frequently reading and writing.”\(^{10}\)

\(^8\) *Ibid*
Learning how to write in English is important for many language learners. In Indonesia, writing is the one of four skills as productive skill considered to be one of the difficult lessons especially for students in junior high school. Junior high school students are introduced to Genre or Text Types in learning English as the means of communication and information. Students in junior high school are expected to be able to express meaning in simple transactional and interpersonal written texts in the forms of recounts, narrative, procedure, descriptive, and report in daily life contexts.\(^\text{11}\)

Recount text is the form of text that aims at retells some events in previous times; the sentences are usually organized according to time order or chronological order.\(^\text{12}\) Many students find difficulties in learning recount paragraph. Students are still confused how to write recount paragraph. One of the difficulties which are faced by students in learning recount paragraph is lack of knowledge of the structure and grammar.

The written language requires the essential element, the vocabulary and the sentence patterns. According to Williams, “Knowledge of grammar does play a role in writing. It provides information about form and function that enables students to study language and how we communicate. Grammar study gives us

\(^{11}\) Depdiknas 2006 in Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi Press, 2010), p. 84.

\(^{12}\) Anderson and Anderson in Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris*, (Bandung: Rizqi Press, 2010), p.74
tools that allow for more effective in writing”\(^8\). This statement shows that knowledge of grammar in writing is important to make a good sentence.

The study of grammar provides us with the terminology we need to talk about language in an informed way. It enables us to analyze and to describe our own use of language, as well as other people. Nelson states, “In writing, knowledge of grammar enables us to evaluate the choices that are available to us during composition.”\(^9\) By using the right grammar someone can express her feelings, ideas, or thoughts clearly, if there are some wrong uses of grammar, the sentences have difficult to be comprehended. Writing generally has longer sentences; two or three sentences in speech may become one sentence in writing.

Principally, in using language in writing especially grammar the learners make error such as Maicusi et al., explains, ”Learners make errors in both comprehension and production, the first being rather scantily investigated. Children learning their first language (L1), adult native speakers, and second language learners; they all make errors, which have a different name according to the group committing the error. Children's errors have been seen as “transitional

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forms", the native speakers' ones are called "slips of the tongue" and the second language (L2) errors are considered "unwanted forms"."

On the other hand, mistake or error can make teaching and learning better than before. Furthermore, Erdogan in Mersin University Journal of the Faculty of Education states, “…children learning their native tongue make plenty of mistakes is a natural part of language acquisition process.” This proves that every student makes progress through the mistakes or errors they make in language acquisition. Therefore, the teacher should motivates the students to become more confidence and not to be worried in making mistakes in learning English.

Accordingly, in teaching and learning process it is necessary to analyze the error in order to gain and reconstruct new language systems. The analysis will give the teacher description of language acquisition; error analysis also has given insights about the second language acquisition process, which results in major changes in teaching practice such as stated by Erdogan, “Error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them.”

The errors, however are very much like those students make when they

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12Ibid., p. 262.
learn their mother tongue. These types of error indicate that they are gradually building a second language rule system.

Consequently, error analysis on students’ work will be useful and give some contributions to do teaching and learning process. Analyzing error is significant since this will lead to a greater understanding of the difficulties faced by students and perhaps assist in the development of pedagogic strategies. This difficulties can be used by the teacher to design the teaching instruction which focus on the students weakness and strength so that the teaching learning process can be implemented effectively.

Some errors made by the students are mostly related to grammatical rules. One of grammatical aspects which highly used incorrectly by the students is preposition. In English language, many prepositions are used in some sentences and they have the similar meanings in Indonesia. One of the highly used of grammatical rules in writing is the preposition. Some of the students are unable or confused to choose and use the right preposition in the sentences.

English has some prepositions that refer to position meaning, that if they are translated into Indonesia, they have the same meaning. Besides, each of prepositions has a various meaning and usages that make the teacher get difficulties to explain or teach. It is also impossible for students to learn a foreign language without making a mistake or errors. Because in learning foreign
language, making errors is common, acceptable, and important part in order to the
teacher improves the teaching method and the learners getting feedback of the
acquisition.

Based on the preliminary research that the researcher did at Senior High
School 1 Seputih Agung on July, 31st 2017, the researcher gained some data from
the interviews with English teacher, the researcher found that the motivation of
the student to learn English is low. Besides, they were not active and not paying
attention to the material in learning and teaching process. The teacher also said
that the students’ writing skill was still low.

When the teacher asked them to write, they got difficulties to express and
develop their idea because they found difficulties to arrange their sentence.
According to Mrs. Novi Suciati, M.Pd, that most of the students made some
grammatical errors in their writing sentence especially using prepossition in
Recount Text. The students are still confused about the different concept of
preposition in English and Indonesian.

Because of the explanation above, the researcher chooses error analysis in
using prepostion in Recount Text. Therefore, the researcher has done a research
entitled An Error Analysis of Using Preposition in Writing Recount Text at The
Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung in
The Academic Year Of 2017/2018.
B. Identification of the Problem

Based on the research background, the researcher identified the problems as follows:

1. The students were still making errors in using preposition even though they were mastery enough in using preposition.

2. Some of the students were still confused on the different concept of preposition in English and Indonesian.

C. Limitation of the Problem

To make the research paper is clearly understood by the readers, the researcher would like to limit the problem on the types and the uses of preposition of time and preposition of place by using surface strategy taxonomy to analyze errors in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the background of the research, the researcher formulated the formulation of the problem as follows: “What are the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in The academic year of 2017/2018?”
E. Objective of the Research

In this research, the researcher has to attain the objective of the research. The objectives of the research was to know what are the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

F. Use of the Research

There are two major uses in this research they are theoretically and practically.

1. Theoretically
   a. The result of this study will enlarge the scope knowledge of using Preposition in Recount Text.
   b. It will be one of references for other researchers who will conduct the same object with different perspectives

2. Practically
   1) The Researcher

   By doing this research, the researcher can obtain better understanding about the use of Preposition in Recount Text.
2) The Teacher

The researcher hopes that the result of this research can be useful for the teachers in getting an inspiration when they are teaching preposition for their students.

G. Scope of the Research

1. Subject of the Research

Subject of the research was students of the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

2. Object of the Research

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

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 Senior High School 1 Seputih Agung.
CHAPTER II
FRAME OF THEORY

In the frame of theory, the researcher presents the theory of this research that helps the researcher doing the research. According to Geoffrey, et.al states that the primary purpose of a literature review is to help researchers become familiar with the work that already been conducted in their selected topic areas. Literature reviews are absolutely indispensable when planning a research study because they can help guide the researcher in an appropriate direction.¹⁸

1. Concept of Language

There will be no interaction between two people if there is no language. Through language people can communicate one to another like expressing ideas, feeling and thoughts. It means language is very important to human life, because all interaction and activities run well with language. Language is a system of communication by sound, operating through the organ of speech and hearing members of given community, and using vocal symbols possessing arbitrary conventional meaning.²

Communicating one to another and expressing ideas both in speaking and writing are the function of language. Everyone, as human being, certainly needs this media in their daily social interaction. People have to use language that is

considering as a tool of communication if they would like to interact to other people. Language itself can be divided into two types, spoken and written language. Spoken language is used orally and written language is used aurally. On the other hand, people will get difficulties to do all of our activities without using language.

According to Brown, a consolidation of the definitions of language yields the following composite definition:

1. Language is a systematic and generative.
2. Language is a set of arbitrary symbol.
   Those symbols are primarily vocal, but may also be visual. The symbols have conventionalized meanings to which they refer.
3. Language is used for communication.
4. Language operates in a speech community or culture.
5. Language is essentially human, although possibly not limited to humans.\(^{19}\)
6. Language is acquired by all people in much the same way—language and language learning both has universal characteristics.\(^{20}\)

From the statements above, it can be concluded that language is a symbol of word that is considered and operated arbitrarily within its own system of


\(^{20}\)Ibid., p.5

communication by sound, operating through the organ of speech and hearing members of given community, and using vocal symbols possessing arbitrary-conventional meaning to make people easier in conveying their message or make relation in interaction with the others in social environment.

2. Concept of Writing

Writing is one of the skills to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their ideas, experiences, thoughts and feelings through writing.\textsuperscript{21}

Although writing is clearly much more dependent on how effectively we use the linguistic resources of the language, it would be wrong to conclude that all the advantages are on the side of speech. While it is true that in writing we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the help of feedback from the reader, on the other hand we do not normally have to write quickly: we can rewrite and revise our sentences until we are satisfied that we have expressed our meaning.

Equally, the reader is in a more privileged position than the listeners to some extent: he can read at his own pace and reread as often as he likes.\textsuperscript{22} In a

\textsuperscript{21} Byrne, Donn, \textit{Teaching Writing Skills} (Singapore: Longman, 1995), p.3.

\textsuperscript{22} Byrne, Donn, \textit{Teaching Writing Skills} (Singapore: Longman, 1995), p.3.
discussion of “species specific” human behavior, those human beings universally learn to walk and to talk but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literature society and usually only if someone teaches us.  

Writing in an activity of a researcher and the act of writing also helps to create new thoughts. Writing is a two-step process. First you figure out your meaning, then you put it into language: Figure out what you want to say; don’t start writing till you do; make a plan; use an outline; begin writing only afterwards. Finally, writing is a task which is often imposed on us, perhaps by circumstances. This is not only has a psychological effect: it may also cause a problem in terms of content - what to say. Being at a loss for ideas is a familiar experience to most of us when we are obliged to write.  

From the definition above, the researcher concluded that writing is a way to produce language from our thought. By writing, we can express our idea, feeling and everything in our mind. It can be written on the paper or typed in the computer. Writing in an activity of a researcher and the act of writing also helps to create new thoughts. Writing is also an ability to make a form of words that has

24 Ibid., p. 321.
higher value. There are many aspects in writing. They will be used to give score in writing. The good composition in writing should have these aspects. There are five aspects in writing, they are: 26

1) Task Fulfillment / Content
2) Organization
3) Vocabulary
4) Language
5) Mechanics

There are process in writing: 27

1. Planning

When planning, researchers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced researchers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, researchers have to consider the content structure of the piece - that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of writing as a **draft**. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Once researchers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled researchers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the researcher is now ready to send the written text to its intended audience.
There are three steps how to write well:28

1) Selecting Your Subject

Whether you are responding to an assignment or creating your own, you need to follow certain measures if you are to find an appropriate subject.

2) Analyzing Your Audience

You have to decide which group would make the best audience for your writing. That decision, like the decision about subject, has to be made in the context of the complete writing situation.

3) Determining Your Purposes

Writing is both a procedure for demonstrating what you know and a procedure for discovering what you know. For that reason, you must maintain a kind of double vision of your purpose. First, you must think of it as a preliminary objective that helps illuminate the decisions you have to make. You must actually discover your purpose. Second, you must think of it as a final assertion that helps implement what you intend to do in your writing. You have discovered your purpose, and from that point you use it to guide all aspects of your writing.

3. Importance of Writing

Writing, as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Some important features of writing activities that are usually done by people are as follows:

1) Teachers write some important things on the black board, or students may write some notes that are dictated by the teacher.

2) Lots of people who are going to apply for job in offices write application letters. Today, many companies ask applicants to write their forms in English. An applicant must be fluent both in spoken and written English.

3) Many organizations or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country (in this case Indonesian students). For those who get the opportunity to win the selection are asked to write in English to their foster parents at least once a month; therefore, they need to have ability to write in an acceptable English.

4. Concept of Recount Text

1. Definition of Recount Text

Recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body
paragraph is complication which the story has the climax of problem and the story ended by solving the problem.\textsuperscript{29}

Anderson and Anderson stated that recount text is a piece of text that retells past event, usually in the order in which they occurred.\textsuperscript{30} It Purpose is to provide the audience with a description of what occurred and when it occurred. It means that this text gives description to the audience about past event. The purpose of literary/ story recount is to tell a sequence of events so that it can entertain and inform the readers.

Moreover, Hyland stated that recount text is reconstructed past experience by retelling events in original sequences.\textsuperscript{31} In this case, the text retells about the real context that happened in the past based on original sequences, so it must be arranged systematically of events that occurred. In other words, Corbett and strong said that recount text should be a retelling of events that have actually happened. It is similar by the experts that have mentioned above. From all definition above, researcher concluded that recount text is a kind of the text that gives information into chronologically of what had happened.\textsuperscript{32} The purpose are to inform and entertain the readers about the description that happened in the past.

It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

2. Generic Structure of Recount Text

a) Orientation

In which the researcher tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (can be paragraph, a picture or opening chapter)

b) events or experiences

The main important activities or events that occurred in that story. The function is to give more explanation of the orientation.

c) Re-orientation

A conclusion of story. In other words this is a kind of the text that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things. Some recount have an evaluative comment or conclusion which may constitute the writers comment on event described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recount may not have this conclusion paragraph.  

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3. **Language Features**

Joyce and Fee suggest that recount have some linguistic features as listed below:

1) Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.

2) Mainly use action verb (material processes) that describe what happen.

3) Many narratives also use thinking verbs (mental process) that give us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.

4) Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked and replied.

5) Descriptive language is used to enhance and develop the story by creating image in the reader’s mind.

6) Can be written in the first person (I, We) or third person (He, She, They).

Based on the statement above, the researcher concludes that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

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5. Error and Mistake

In learning process, students often make error and mistake to achieve language acquisition, but to distinguish between error and mistake are rather difficult. In other word the definition of error according to Dulay, Burt and Krashen, “Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.”\(^{35}\) Furthermore, in Longman dictionary is stated, “Error (in the speech or writing of a second or foreign language learner), the use of a linguistic item (e.g. a word, a grammatical item, a Speech Act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. A distinction is sometimes made between errors, which resulted from incomplete knowledge.”\(^{36}\) From the definition above, it can be defined that error is deviation the use of a linguistic items happened on learners either native speaker or foreign learner that they cannot correct the deviation by themselves.

While mistake according to Longman dictionary is defined as, “Mistake made by a learner when writing of speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.”\(^{37}\) Then, according to Corder quoted by Dulay et al., “Performance errors have been called “mistakes” while


\(^{37}\) Ibid., p. 5.
the term “errors” was reserved for the systematic deviations due to the learner’s still
developing knowledge of the second language rule system.”

Those are definition of mistake which can be appoint that mistake is an
imperfection result in producing language performance because of slip of tongue,
fatigue, or carelessness of the learners either native speaker or foreign learner. In
addition, to have the conclusion the researcher would be present the statement about
error and mistake, according to Brown he states,

In order to analyze learner’s errors in a proper perspective, it is crucial to make a
distinction between mistakes and error. A mistake refers to a performance error that is
either a random guess or a ‘slip’, in that it is a failure to utilize a known system
correctly, and an error is a noticeable deviation from the adult grammar of a native
speaker reflecting the interlanguage competence of the learners.

Meanwhile, the explanation according to Dulay et.al., they state, The
distinction between performance and competence errors is extremely important, but it
is often difficult to determine the nature of a deviation without careful analysis. In
order to facilitate reference to deviation that have not yet been classified as
performance or competence errors, we do not restrict the term “error” to competence
based deviations. We use error to refer to any deviation from a selected norm of

38 Dulai et al., Op. Cit., p. 139.
39 H. Douglas Brown, Principle of Language Learning and Teaching(Englewood Cliffs:
language performance, no matter what the characteristics or causes of the deviation might be.\textsuperscript{40}

In this research, practically, the researcher holds on the idea proposed by Dulay et.al. as the basis of determining the deviations produced by the subjects. It is not really important to understand the students’ mistake in learning language, since it was because of the students’ lack of knowledge. However, errors are not always bad, rather they are crucial parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Errors may also help to better understand the process of second and foreign language acquisition. Therefore, the researcher will consider all of students’ deviation in doing test of the preposition use as error not a mistake.

6. Error Analysis

Human learning is fundamentally a process that involves the making of mistakes and errors. For instance, if the learners are learning English the learners always make some mistake and some errors, so the learners must try to correct them by asking the other person who has mastered English well to analyze the learner error. In Longman Dictionary the words error analysis identify as:

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\textsuperscript{40}Dulay, et al., Loc. Cit.
Error analysis is the study and analysis of errors made by second language learners. Error analysis may be carried out in order to:

1) Identify strategies which learners use in language learning
2) Try to identify the causes of learner errors
3) Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.\textsuperscript{41}

Furthermore, error analysis becomes part of the methodology of language learning that is learnt to help the student’s difficulties. According to Tarigan the steps of errors analysis are as the following:

1) Collection the data of errors.
2) Identifying the errors.
3) Considering the order of error types.
4) Classifying the errors.
5) Estimating the areas of errors.
6) Correcting the errors.\textsuperscript{42}

According to Mihalache, the methodology of error analysis has generally followed a uniform method of investigation consisting of the following steps:

1) Collection of data (either from “free” compositions by students on a given theme or from examination papers)

\textsuperscript{42} Henry Guntur Tarigan,\textit{PengajaranRemediBahasa} (Bandung: Angkasa, 1990), p. 7.
2) Identification of errors (labeling the exact nature of the deviation, e.g. dangling preposition, anomalous sequence of tenses, etc.)

3) Classification into error types (e.g. errors of agreement, articles, verb forms, etc.)

4) Statement of relative frequency of error types

5) Identification of the areas of difficulty in the target language

6) Therapy (remedial drills, lessons, etc.)

While the above methodology is roughly representative of the majority of error analyses in the traditional framework, the more sophisticated investigations went further, to include one or both of the following:

1) Analysis of source of the errors (e.g. mother tongue interference, over generalization, inconsistencies in the spelling system of the target language, etc.)

2) Determination of the error in terms of communication, norm, etc. \(^{43}\)

By using error analysis in analyzing the learner’s errors, it will be found the description of errors by which it can be used as feedback by the teacher to decide the follow up. Corder, “Error has two main functions, they are:

1) To investigate the language learning process

2) To show whether it is necessary or not for the teacher gives remedial

teaching.\textsuperscript{44}

Therefore, the teacher needs error analysis to analyze carefully the students’ errors of constructing the new language system (English language) and give feedback on those errors properly. The practical use of error analysis is very significant both to the teacher and the learner. For the teacher, he can analyze the learner’s error and corrects the error that made by the learners. For the learners the practical uses of error analysis can facilitate them in improving the English mastery.

7. Concept of Taxonomies in Error Analysis

Error actually cannot be separated from language learning. Its happen in speech as well as writing. Therefore, some linguistics are encourage 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 error, there are:

a) Linguistic Category Taxonomy

These linguistic category taxonomies classify errors according to either or both of the language components (phonology, syntax, morphology, semantic and lexicon, discourse) and the particular linguistic constituent that the error affects.\textsuperscript{45}


\textsuperscript{45}Dulai et al., \textit{Op Cit.}, p. 146-150.
b) Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language and certain other type of contraction. ⁴⁶ In this study, the errors made by the children leaning the target language as their first language and equivalent phrases or sentences in the learner’s mother tongue.

c) Communicative Effect Taxonomy

The communicative effect taxonomy, this taxonomy is focus on the effect of the errors have on the learner or reader. This taxonomy is focus on errors that caused of miscommunication. ⁴⁷

d) Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misform item or misorder them. ⁴⁸

Based on the theory above, the researcher focused on the Surface Strategy Taxonomy by Dulays’ theory that consists of omission, addition, misformation, and misordering error.

8. **Concept of Surface Strategy Taxonomy**

The definition of surface strategy taxonomy according to Dulay, et. al. is explained that a surface strategy taxonomy highlights the ways surface structures

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are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.\textsuperscript{49} Thus, there are four types or errors based on the surface strategy including, omission, addition, misformation and misordering. Furthermore, Dulay, et. al, explains that in analyzing errors from a surface strategy perspective hold much promise for researchers concerned with identifying cognitive processes that underlie the learner’s errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner’s use of interim principles to produce a new language.\textsuperscript{50} This statement shows that using surface strategy taxonomy in analyzing learner’s error is very useful. From the analyzing the teacher will know where the learners have most difficult.

i. Omission

According to Dulay, et. al., “Omission errors are characterized by the absence of items that must appear in well-formed utterance.”\textsuperscript{51} This statement can be implied that omission error happened in missing particular morpheme or word in well-form of sentence.

Examples:

\textit{Incorrect: “I asked him go to library”}

\textit{Correct : “I asked him to go to library”}

In the utterance of proposition above, the sentence \textit{I asked him go to library} is incorrect because there is omission of \textit{to} in that sentence. In the well utterance it should be \textit{I asked him to go to library} because in preposition construction need to embed \textit{to}.

\textsuperscript{49}Dulayet. al., \textit{Op. Cit.}, p. 150.
\textsuperscript{50}\textit{Ibid.}
\textsuperscript{51}\textit{Ibid.}
ii. Addition

Addition errors are the opposite of omission errors. Dulay et. al., states that Addition errors are characterized by the presence of an item, which must not be present in a well-formed utterance. Addition errors usually occur in the late stages of L₂ acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.\(^{52}\)

Examples:

Incorrect: “We discussed about our homework”
Correct: “We discussed our homework.”

In utterance of indirect speech above, it is incorrect because there is inclusion of preposition “about” in the sentence construction, the sentence “We discussed about our homework” kit should be “We discussed our homework”. The additional “about” is unnecessary, because without “about” the sentence is complete.

iii. Misformation

According to Dulay, et al., “Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure.”\(^{53}\) This implied that misformation error appears when the learners misform, either, morpheme, word or structure in well utterance.

Examples:

Incorrect: “I was born in 24 May 2000”

\(^{52}\)Ibid., p. 156.
\(^{53}\)Ibid., p. 158.
Correct: “I was born on 24 May 2000”

In utterance of sentence above, it is incorrect because there is misformation error of I was born in 24 May 2000. In this sentence, the word “in” is used to indicate the place not to show the time. It should be I was born on 24 May 2000.

iv. Misordering

The fourth type of error based on surface strategy taxonomy is misordering errors. Dulay, et. al., states that misordering errors are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance. Thus, misordering error appears when the learners misplace the word or morpheme.

Examples:
Incorrect: “I do not know where is the Dean office”
Correct : “I do not know where the Dean office is.”

In the utterance above, the sentence I do not know where is the Dean office is incorrect because it is misordering the word is. The correct sentence is I do not know where the Dean office is because it is not introgative sentence, so the auxiliary verb should not be placed before subject.

9. Concept of Preposition

1. Definition of Prepositions

Learning preposition is difficult because almost every definition for a

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54 Ibid., p. 162.
preposition has exceptions. Kon states that Prepositions are the words that show time, position, and direction and they are usually placed before nouns/pronouns. Next, according to George and Julia Prepositions is called the biggest little words in English, but they have very important functions in a sentence. Prepositions are always followed by nouns or pronouns. 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

2. **Types of Preposition**

A highly detailed explanation of all prepositions would be fruitless in a text on grammar, since such an 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.

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Lingga states that there are types of relationships that are expressed by the preposition.59

a. 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.

b. 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

c. Preposition of Direction

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

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

d. 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.

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3. **Functions and Forms of Prepositions**

Beside connecting a noun or a pronoun to another word, preposition has also a function to connect a noun, verb or adjective. A preposition may combine with a verb to form a new vocabulary. The form of prepositional used with the verb may be referred to as an adverb. A prepositional adverb is called generally as particle. The verbs in such combinations are mostly one-syllable words, the most common preposition are those denoting place: in, out, on, off, over, up, down, through. Certain verbs combine with prepositions that merely intensify the action of the verb or that emphasize the completion of the action. For example: eat up, finish up, clean up, drink down, add up, type up, fasten down, gather in, freeze over.\(^60\) Some prepositions also followed by certain adjectives in fixed way.\(^61\) It means that the certain preposition could not be changed by the other prepositions to follow the certain adjectives. For example: She is *fond of* her cat. Preposition “of” follows the adjective “fond”. We can not use any other preposition after this adjective.

Every preposition does not have any special inflectional or derivational endings. They must be learned from a closed list. Although no new prepositions are being coined, as in the case of other parts of speech, some adverbs and participles have been drawn upon for further use as prepositions. Most of prepositions are short words, usually consisting of one or two syllables.

\(^{60}\)Ibid., p. 171-177.
Sometimes two short prepositions are joined into a one-word compound (into, within, upon), or two or more separate words function together as a phrasal preposition.

1) One-word prepositions: abroad, about, across, after, against, alongside, amid (or amidst), among, around, at, atop (U.S journalistic uses on top of is more common), before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, (for), for, from, in, inside, less, like, minus, near, of, on, opposite, out (of), outside, over, past, per (meaning for each), plus, re (or in re meaning with reference to), since, through, throughout, till, to, toward(s), under, underneath, until, up, versus (meaning against), via (meaning by way of), within, without.

2) -Ing participles used as one-word prepositions: barring, concerning, considering, during, excepting, excluding, including, notwithstanding, pending, regarding, respecting, saving, touching.

3) Two-word prepositions
a) OF as the second element: ahead of, a propos of (meaning with reference to), because of, east (or north, west, south) of, exclusive of, inclusive of, instead of, irrespective of, regardless of, short of.

b) TO as the second of element: according to, antecedent to, as to, contrary to, counter to, due to, next to, on to (also onto), owing to, previous(ly) to,

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62 Marcella Frank, op.cit., p. 200-201
prior to, pursuant to, relative to, subject to, subsequent(ly) to, thanks to, up to.

c) WITH as the second element: along with, concurrently with, together with.

d) FOR as the second element: as for, but (for), except (for), save (for).

e) FROM as the second element: apart from, aside from, away from.

f) UP as the first element: up against, up at, up till, up until, up to.

4) Three or four-word prepositions: by dint of, by means of, by order of, by reason of, by virtue of, by way of, at the cost of, at the hands of, at the point of, at the risk of, with reference to, with regard to, with respect to, with the exception of, with the purpose of, with an eye to, with a view to, for fear of, for lack of, for want of, for the benefit of, for the purpose of, for the sake of, on account of, on behalf of, on pain of, on the face of, on the occasion of, on the part of, on the point of, on the strength of, on the top of, as a consequence of, as a result of, in accordance with, in addition to, in advance of, in back of, in care of, in case of, in comparison with, in connection with, in contrast with, in favor of, in front of, in lieu of, in proportion to, in regard to, in respect to, in return for, in spite of, in (the) course of, in (the) event of, in (the) face of, in (the) light of, in (the) process of, in the middle (or midst) of.
CHAPTER III RESEARCH METHODOLOGY

This chapter presented the research methods that deal with research design, place of the research, subjects of the research, data collection, procedure of the research, trustworthiness of the data, and data analysis.

A. Research Design

The strategy of the research used in this research was descriptive qualitative research. This strategy tried to solve the problem having actual characteristic in this time. Descriptive studies are designed to obtain information concerning status of phenomena. Arikunto stated that descriptive research purpose is to describe the situation or status of phenomena.\textsuperscript{63} Because of this characteristic the researcher did not use the hypothesis as temporary answer to solve the problem. Besides, Arikunto also states that descriptive research is the research of non-hypothesis, so in doing research the researcher is unnecessary to formulate the hypothesis.\textsuperscript{64}

\textsuperscript{64}\textit{Ibid.}, p. 208.
Therefore, in this research the researcher used descriptive research to gain description of status of phenomena that appear in the current situation. This current research was in an attempt to portray the present state of errors in using preposition in writing Recount Text at the second semester of the tenth grade of senior high school 1 Seputih Agung in the academic year of 2017/2018.

B. Place of the Research

In this research, the researcher had conducted the research in Senior High School 1 Seputih Agung in the Academic Year of 2017/2018.

C. Subjects of the Research

In determining the subject of the research the researcher used purposive sampling technique. According to Sugiyono, “Purposive sampling is a technique of taking sample as the source of the data by considering something. Considering something here is like someone who understand about what will the research willing, or may his/her authority so that the researcher will be easily to search object or social situation of the research. Therefore in this research, the researcher chose the subject of the research from the students of Senior High School 1 Seputih Agung by using purposive sampling technique focused on the students who ever learnt the use of preposition.

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Meanwhile, the subjects of the research were the tenth grade of senior high school. There were six classes which consisted of 152 students. The average score of each class can be seen in the following. Table 1:

<table>
<thead>
<tr>
<th>No</th>
<th>Classes</th>
<th>Number of Students</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X1</td>
<td>26</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>X2</td>
<td>25</td>
<td>73</td>
</tr>
<tr>
<td>3</td>
<td>X3</td>
<td>27</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>X4</td>
<td>25</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>X5</td>
<td>25</td>
<td>71</td>
</tr>
<tr>
<td>6</td>
<td>X6</td>
<td>24</td>
<td>70</td>
</tr>
</tbody>
</table>

Source: The English Teacher of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018

From Table 1, there was one class that got scores above the criteria of minimum mastery (KKM) which is 69, it is X4. Then, the researcher chose X4 as a research subject because from the data in Table 1 that researcher got in preliminary showed that class X4 have under standard score at most and the chance to make error in this class was greater than other class.
D. Data Collection

According to Sugiyono, he explains that the researcher in qualitative research is as a human instrument, the function is determining the focus of the research, choosing participants as the source of the data, doing the collection of the data, assessing the quality of the data, analyzing of the data, interpreting the data and making conclusion about the result of the research. Because of the statement above the researcher developed the instrument of the research involved documentation and interview to get data from the subjects.

Documentation was used to know the types of errors in using preposition in writing Recount Text made by the students. In this research, the researcher asked the students to write Recount Text. After the students finish doing writing Recount Text, the students’ work submitted to the researcher. Then, the researcher took those students’ works as the researcher documentation.

Table 2

Documentation Form
(Types of Errors in Using Preposition in Writing Recount Text)
- Based on the Number of Sample -

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
</table>

---

66Ibid., p. 306.
Table 3

Documentation Form
(Types of Errors in Using Preposition in Writing Recount Text)

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1…</td>
<td>Omission</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2…</td>
<td>Omission</td>
</tr>
<tr>
<td>3…</td>
<td>3…</td>
<td>3…</td>
<td>Omission</td>
</tr>
</tbody>
</table>

**Addition**

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1…</td>
<td>Addition</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2…</td>
<td>Addition</td>
</tr>
<tr>
<td>3…</td>
<td>3.</td>
<td>3…</td>
<td>Addition</td>
</tr>
</tbody>
</table>

**Misformation**
<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1…</td>
<td>Misformation</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2…</td>
<td>Misformation</td>
</tr>
<tr>
<td>3…</td>
<td>3.</td>
<td>3…</td>
<td>Misformation</td>
</tr>
</tbody>
</table>

**Misordering**

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1…</td>
<td>Misordering</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2…</td>
<td>Misordering</td>
</tr>
<tr>
<td>3…</td>
<td>3.</td>
<td>3…</td>
<td>Misordering</td>
</tr>
</tbody>
</table>

The researcher also conducted interviews to support data from the result of the documents. The definition of interview according to Longman Dictionary is, “A conversation between an investigator and an individual or a group of individuals in order to gather information.” More about interview Fock explains, “The interview is an important data gathering technique involving verbal communication between the researcher and the participant. Interviews commonly used … in descriptive studies. There is a range of approaches to

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interviewing, from completely unstructured in which the participant is allowed to talk freely about whatever they wish to highly structure in which the participant responses are limited to answering direct questions.\footnote{Nick Fock, \textit{Using Interviews in Research Project} (University of Sheffield: School of Health and Related Research, 2009), p. 4.}

From those statements that the interview must have a conversation, then to make conversation in getting information, the researcher gave the question to the participant. According to Lodico, there are five types of interview; they are one-to-one, group interview, structured interview, semi structured interview, and unstructured interview.\footnote{Marguirite Lodico, \textit{Methods in Educational Research} (USA: Wiley Inprint, 2010), p.139} In this research, One-on one interview was used to ensure the source of students errors. One-on one interview is the one of the interview types, where the researcher asks questions to the interviewer and records answers from only participant in the study at a time. To avoid misunderstanding and made students answered to the questions more easily, the questions were delivered in Indonesian.


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E. Procedure of the Research

In doing the research, the researcher used the procedures of the research as follow:

1) Asking permission to the headmaster of Senior High School 1 SeputihAgung
2) Consulting to the English teacher at Senior High School 1 SeputihAgung
3) Selecting the subject of research. The subject of the research was from X4 class of tenth grade in the second semester as the sources of data.

4) Collecting the data. The data was collected the writing Recount Text from the subjects and used it as the main data.

5) Doing the interview. The researcher did the interview for five people chosen randomly. The researcher used interview to support the data gather from the documentation of using preposition in Recount Text. Then, the researcher used the data to identify the sources of error made by the students in preposition.

6) Analyzing the data. The researcher analyzed the data using identifying and signifying, classifying, calculating, reducing and displaying the data, in determining the type of error based on surface strategy taxonomy.

7) Making conclusion. The researcher made conclusion of the result in doing research.

8) Reporting the result of the research. The researcher reported the result of the research in the form of a thesis.

F. Trustworthiness of the Data

Although a qualitative research was a subjective research, the researcher should serve the data as real as possible. Here, the validity of the data should be kept to get accurate conclusion. Validity depends not only on the data collection and analysis but
also on the way conclusion is stated and communicated. In addition, to maintain the validity and to obtain valid and accurate data, the researcher uses triangulation.

According to Wiersma quoted by Sugiono, “triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.”

It can be said that triangulation is a technique that measure trustworthiness of the data using more than one sources or techniques.

In this research, the researcher used triangulation of sources. Triangulation of sources means that the data already obtained will be checked by multiple sources. In this research, the data already obtained would be checked by the researcher herself, advisor and co-advisor. By applying this triangulation, the researcher expected the result of this research were consistent for the data because the data was analyzed more than one sources.

G. Data Analysis

Data analysis was the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or

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verification. This following figure illustrates the component of data analysis by Miles and Huberman:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured. In this case, the researcher selected all of the data which obtained from documentation form. There was some answer sheet from the students about narrative text. To find the errors, each sentence of students will be read. The researcher used the following steps: firstly, underlining the error items, secondly signifying them using certain codes. The codes used in this research are as follow:

(1) stands for omission errors

(2) stands for addition errors

(3) stands for misformation errors

(4) stands for misordering errors

And then, the researcher also identifying what kinds of preposition that used to indicate the relation of place and time in using preposition in writing Recount Text.

2. Data Display


Ibid, p. 10.
After reducing the data, the next activity was displayed the data to be meaningful. Data display has been done by Recount form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood. It can be said that the data have been described in the form of table, in order to be meaningful and be more easily understood. The researcher have also arranged the data displaying of interview.

3. Conclusion Drawing

The last step of analyzing the data is conclusion drawing or verification. After analyzing the data, the researcher made a conclusion about the errors in using preposition in writing Recount Text and the kinds of preposition which used to indicate the relation of place and time in using preposition in writing Recount Text.

It can be concluded that there were three steps in qualitative research for reporting the result. The first step was data reduction that researcher summarizes the data, selects the key points and focuses on the things that were important. The second step was data display which has been described in the form of data table in order to be meaningful and be more easily understood. The last was conclusion drawing that the researcher concluded the data after analyzing it.

74 Matthew B. Miles and A. Michael Huberman, Op Cit, p. 11.
CHAPTER IV RESULT AND DISCUSSION

The purpose of this research is to gain a description of errors in term of the error types and the sources of error in using preposition. In the error types based on Surface Strategy Taxonomy, there are four types of error: omission, addition, misformation, and misordering. In this chapter, the researcher would like to present the result and discussion of the research.

A. Description of the Place of the Research

Senior High School 1 Seputih Agung is located in Jln. Panca Bhakti, Simpang Agung, Kabupaten Lampung Tengah, Lampung 34166. Besides, it was built in 1997 and finished in 1999, the legalization letter is from the Minister of Education and Culture of Indonesia Number: 291/O/1999 on 20 October 1999.

In the Academic year of 1999/2000, Senior High School 1 Seputih Agung received the students in the first time when the principle was Drs. Djamhari Rahmadi and the vice principle was H. Albar Makki who had duration of work on
18 July 1999 to 31 October 2001. Furthermore, here is the change of principles of Senior High School 1 Seputih Agung:

### Principles of Senior H. School 1 Seputih Agung

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Djamhari Rahmadi</td>
<td>18 July 1999 – 31 October 2001</td>
</tr>
<tr>
<td>2</td>
<td>Drs. H. Rusman</td>
<td>1 November 2001 – 1 February 2004</td>
</tr>
<tr>
<td>3</td>
<td>Drs. H. Bagaskoro</td>
<td>20 February 2004 – October 2005</td>
</tr>
<tr>
<td>4</td>
<td>Drs. Robert Reberson Sinaga</td>
<td>1 October 2005 – 1 December 2010</td>
</tr>
<tr>
<td>5</td>
<td>Drs. Widi Sutikno, MM</td>
<td>December 2010 – April 2015</td>
</tr>
<tr>
<td>6</td>
<td>Drs. Siswanto, MPd</td>
<td>19 April 2015 – Now</td>
</tr>
</tbody>
</table>

Source: Senior High School 1 Seputih Agung

A number of teachers at Senior High School 1 Seputih Agung are 71 teachers. It consists of 24 males and 47 females in the academic year of 2017/2018. Clearly, the teachers of Senior High School 1 Seputih Agung can be seen as follow:

### Teachers of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018

<table>
<thead>
<tr>
<th>No</th>
<th>Status</th>
<th>Education carrier</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S₂</td>
<td>S₁</td>
</tr>
<tr>
<td>1</td>
<td>Official Teacher</td>
<td>9</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>Not official Teacher</td>
<td>-</td>
<td>13</td>
</tr>
</tbody>
</table>
B. The Result

This study was aimed at finding the Error of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung. After collecting the data from the students, researcher analyzed, underlined and identified student’s sentences that contained preposition errors. The instrument of this research was students’ task.

The researcher took students’ task in using preposition of time and place. The researcher analyzed students’ error in narrative text in using preposition of time and 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 researcher used documentation. Document is the transcript of phenomenon. After checking the students’ result of writing, it was found that there were 10 items of omission error, 18 items of addition errors, 29 items of misformation errors and 4 items of misordering errors. There are several
examples of errors made by students in using preposition of place in descriptive text writing.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The following data are represented as examples of omission errors types.

a) I started my first playgroup Ibnu Rasyd
b) I will continue university
c) My father from java
d) I like playing football in front my house
e) My class next to library

The sentence in example (a) above the students omitted a preposition of place in before the word Ibnu Rasyd. In example (b) the students also omitted preposition of place to before the noun University. The preposition must appear because it showed the place. In sentence (c) the student omitted the tobe of is. In example (d) the students omitted of before the word My house. In the last example
(e) the students omitted preposition of place *is* before the word *Next*. All of the
data can be seen in (Appendix 4).

The items above are incorrect form and should be added by some items to make it in well-form. Here is each revised version for missing items in those examples:

a) I started my first playgroup in Ibnu Rasyd

b) I will continue to university

c) My father is from Java

d) I like playing football in front of my house

e) My class is next to library

2. Addition

The type of this error is the opposite of omission error. Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. To make it clearly, the following data are represented as examples of addition errors.

a) I entered in the class

b) When until now I sit in senior high school

c) In everymorning, I help my mother

d) I visit to museum
For the example: (a and e) the students added the word *in* which is not needed in these sentences. In sentence (b), the word *when* should be omitted to make the correct form of sentence. While in example (c) the students added the word *in* before *everymorning* which is incorrect. And the last example of (d), the word *to* should also be omitted.

The items above are incorrect form and should be omitted from the sentences to be well-form. The revise version is represented in the following sentences.

a. I entered the class
b. Until now I am in senior high school
c. Everymorning, I help my mother
d. I visit museum

3. **Misformation**

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are examples of misformation represented here.

a) I cried in 7 day
b) I was born from a small family
c) She is my friend at the class
d) I live at simple house
e) I like study at my room
In the example (a) the word *in* should be replaced with *for* since it explains about the duration of time. Sentence (b), (c), (d) and (e) the word *in* should be used instead of *from* and *at*. Different from addition errors, in which the unnecessary item appears in an utterance, misformation errors occur because the item supplied is incorrect, in the examples above are misformed. Here is the revised version for each misformation error in those examples.

a. I had cried for 7 days
b. I was born in a small family
c. She is my friend in the class
d. I live in simple house
e. I like study in my room.

4. Misordering

The fourth type of errors in surface strategy taxonomy is misordering error. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The following examples are data of misordering errors.

a) My house and school is beside

b) In my school new, I meet good friends
c) I want to go home back

d) In holiday, I to go beach with my friends

In the sentence (a) the word school should be placed in the last order. While in the example (b), the students put the word new after school which make it incorrect. The students also placed the word back incorrectly as in example (c). In the sentence (d), the word to should be placed after the verb go. The words above are misordering errors which must be in the right place in word order. Here is each revised version for the misordered items in those examples.

a) My house is beside the school
b) In my new school, I meet good friends
c) I want to go back home
d) In holiday, I go to beach with my friends

After obtaining the data from the students’ task, then the researcher 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 61 items which can be described as follows:

Table 06
Total Numbers of Errors
<table>
<thead>
<tr>
<th>No</th>
<th>Kind of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Misformation</td>
<td>29 Items</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>18 Items</td>
</tr>
<tr>
<td>3</td>
<td>Omission</td>
<td>10 Items</td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td>4 Items</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>61 Items</strong></td>
</tr>
</tbody>
</table>

Based on the result of the research above, the highest error made by the students is misformation error while the lowest error made by the students in using narrative text is misordering.

C. Discussion

After collecting the data from the students, the researcher analyzed 25 data from the tenth grade of senior high school at Senior High School 1 Seputih Agung which contain error in preposition of time and 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 is supported by Dulay, who classifies error into omission, addition, misformation and misordering. 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

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Surface Strategy Taxonomy that consists of four subtypes, they are omission, addition, misformation, and misordering by Dulay’s theory.

Based on the result of the research, the researcher found that the students produced some types of error, there were: omission (10 errors), addition (18 errors), misformation (29 errors) and misordering (4 errors). It can be concluded that the highest error made by the students based on surface strategy taxonomy is misformation with 29 error items and the lowest error happened in misordering with only 4 errors. This finding is in line with Pura, who analyzed students’ Error in Using Preposition in Writing at the First Grade of SMA 3 Unggulan Martapura OKU Timur. She found that the highest percentage in misformation errors and the lowest percentage in misordering. It means that the most errors happened in Misformation.\textsuperscript{76}

According to Dulay, misformation errors occur because the learner uses the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect.\textsuperscript{77} It can be concluded that the student made misformation errors in preposition of place because they lack of knowledge, they did not master

\textsuperscript{76} Novi Willia Pura, 2011, \textit{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

\textsuperscript{77} Fungki Maramis, \textit{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
the use of preposition well. So, they failed to use the appropriate preposition in their sentences.

In this research, the students committed many errors not only in misformation but also addition errors. The students made addition errors because they might think that those items were not preposition. For example, the students wrote “When until now I sit in senior high school.” In this case, when is not preposition. When classified into adverb, conjunction, pronoun and noun.

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 as we know that Omission error is characterized by the absence of an item 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 case the students made errors because they do not understand how to place preposition.

Based on these result, it is clearly showed that the students still make many errors in English Writing. Most of the error happened in putting preposition in. Since the Indonesian meaning of in as di, the students may add in because the students use Indonesian meaning. Moreover, for the second language learner, preposition can be perceived as one the difficult topics to be mastered. Therefore, it is
important for the students to learn more and more especially in the use of preposition. Besides, the teacher should also emphasize more in reducing the possibility of the students errors by providing effective strategies and materials.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research in analyzing students’ error in using preposition in narrative text based on Surface Strategy Taxonomy.

A. Conclusion

This study is aimed at finding the Error of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung. Based on the data, it can be concluded that the type of error
committed by the students in using preposition based on surface strategy taxonomy involves all four of error types, omission, addition, misformation and misordering. The total numbers of errors are 61 items which can be described as follows:

a) The number of omission error were 10 items
b) The number of addition error were 18 items
c) The number of misformation error were 29 items
d) The number of misordering error were 4 items

B. Suggestion

Based on the findings of this research, the researcher would recommend for English teacher and students as follow:

1. The English teachers

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 made.

2. The students

The researcher hopes 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.

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 researcher recommended to conduct and concern the research about another types of error analysis in English tenses.
### Appendix 1

**Data of Sample (Sample of the Research) Class : X 4**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
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<th>Class</th>
<th>Description</th>
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<tbody>
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</tr>
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<td>50</td>
<td>X 4</td>
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</tr>
<tr>
<td>3.</td>
<td>A F</td>
<td>65</td>
<td>X 4</td>
<td>Male</td>
</tr>
<tr>
<td>4.</td>
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<td>75</td>
<td>X 4</td>
<td>Male</td>
</tr>
<tr>
<td>5.</td>
<td>A N</td>
<td>65</td>
<td>X 4</td>
<td>Male</td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
<td>50</td>
<td>X 4</td>
<td>Female</td>
</tr>
<tr>
<td>7.</td>
<td>A F F</td>
<td>50</td>
<td>X 4</td>
<td>Male</td>
</tr>
<tr>
<td>8.</td>
<td>A H S</td>
<td>50</td>
<td>X 4</td>
<td>Female</td>
</tr>
<tr>
<td>9.</td>
<td>B S</td>
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</tr>
<tr>
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<td>D A</td>
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<td>Female</td>
</tr>
<tr>
<td>11.</td>
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<td>60</td>
<td>X 4</td>
<td>Female</td>
</tr>
<tr>
<td>12.</td>
<td>E P S</td>
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<td>X 4</td>
<td>Female</td>
</tr>
<tr>
<td>13.</td>
<td>F F Y</td>
<td>50</td>
<td>X 4</td>
<td>Female</td>
</tr>
<tr>
<td>14.</td>
<td>I P H Y</td>
<td>65</td>
<td>X 4</td>
<td>Female</td>
</tr>
</tbody>
</table>
Appendix 2

Interview Guideline for the Teacher

The following are the interviewing guidelines in the preliminary 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

RESEARCH INSTRUCTION

Subject : English Language

Skill : Writing

Topic : Using Preposition in Writing Recount Text

Class/Semester : X/1

Time Allocation : 2x45 minutes

Intruction:
1. Write your name on the paper

2. Work individually

Direction:

1. Write a recount text about your holiday!

2. Use the kinds of preposition which is used to indicate the relation of place in your writing recount text!

3. Use the kinds of preposition which is used to indicate the relation of time in your writing recount text!

Appendix 4

Data of Type of Error in Using Preposition in Narrative

- Based on the number of sample -

<table>
<thead>
<tr>
<th>No</th>
<th>Error sentences</th>
<th>Sample</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On my birthday in <strong>16 may</strong>, he was revealed his cunning</td>
<td>01</td>
<td>Misformation</td>
</tr>
<tr>
<td>2</td>
<td>In <strong>the</strong> junior high school, Im studied in SMP 2 elephant city</td>
<td>01</td>
<td>Addition</td>
</tr>
<tr>
<td>3</td>
<td>I cried <strong>in</strong> 7 day</td>
<td>01</td>
<td>Misformation</td>
</tr>
<tr>
<td>4</td>
<td>I started my first <strong>playgroup Ibnu</strong> Rasyd</td>
<td>02</td>
<td>Omission</td>
</tr>
<tr>
<td>5</td>
<td>During <strong>in</strong> the playgroup, I have many friend</td>
<td>02</td>
<td>Addition</td>
</tr>
<tr>
<td>6</td>
<td><strong>In my new school place</strong>, I have alot of experience</td>
<td>03</td>
<td>Misformation</td>
</tr>
<tr>
<td>7</td>
<td>I entered <strong>in the</strong> class</td>
<td>03</td>
<td>Addition</td>
</tr>
<tr>
<td>Line</td>
<td>Original Text</td>
<td>Misclassification</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>-------------------</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>Because i intered in the executive class</td>
<td>03</td>
<td>Addition</td>
</tr>
<tr>
<td>9</td>
<td>In order to enter in high school that I want</td>
<td>04</td>
<td>Addition</td>
</tr>
<tr>
<td>10</td>
<td>I was born in 24 May 2000</td>
<td>05</td>
<td>Misformation</td>
</tr>
<tr>
<td>11</td>
<td>When I am are in the first class, I am very difficult to make friends</td>
<td>05</td>
<td>Misformation</td>
</tr>
<tr>
<td>12</td>
<td>I went on in junior high school</td>
<td>06</td>
<td>Addition</td>
</tr>
<tr>
<td>13</td>
<td>Where to go we are always think</td>
<td>06</td>
<td>Misformation</td>
</tr>
<tr>
<td>14</td>
<td>We are very familiar until at anytime</td>
<td>07</td>
<td>Addition</td>
</tr>
<tr>
<td>15</td>
<td>I continue in SMA</td>
<td>07</td>
<td>Misformation</td>
</tr>
<tr>
<td>16</td>
<td>I was born from a small family</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>17</td>
<td>When until now I sit in senior high school</td>
<td>08</td>
<td>Addition</td>
</tr>
<tr>
<td>18</td>
<td>At the start in high school, I also keep keep following my activities</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>19</td>
<td>I was able to win the 2nd at the district level</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>20</td>
<td>I will continue university</td>
<td>09</td>
<td>Omission</td>
</tr>
<tr>
<td>21</td>
<td>My house is far school</td>
<td>10</td>
<td>Omission</td>
</tr>
<tr>
<td>22</td>
<td>I like playing football in front my house</td>
<td>10</td>
<td>Omission</td>
</tr>
<tr>
<td>23</td>
<td>My class next to library</td>
<td>11</td>
<td>Omission</td>
</tr>
<tr>
<td>24</td>
<td>She is my friend at the class</td>
<td>11</td>
<td>Misformation</td>
</tr>
<tr>
<td>25</td>
<td>My house and school is beside</td>
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<td>Misordering</td>
</tr>
<tr>
<td>26</td>
<td>I live at simple house</td>
<td>12</td>
<td>Misformation</td>
</tr>
<tr>
<td>27</td>
<td>I study at senior high school</td>
<td>12</td>
<td>Misformation</td>
</tr>
<tr>
<td>28</td>
<td>I like study at my room</td>
<td>12</td>
<td>Misformation</td>
</tr>
<tr>
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<td>In weekend, I go to beach</td>
<td>13</td>
<td>Misformation</td>
</tr>
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<td>In everymorning, i help my mother</td>
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<td>Addition</td>
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<td>31</td>
<td>I like watching movie on my room</td>
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<td>Misformation</td>
</tr>
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<td>I was born on simple family</td>
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<td>Misformation</td>
</tr>
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<td>33</td>
<td>And at the start in high school, I like study with my friend</td>
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<td>Addition</td>
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<td>34</td>
<td>I am second place at the school competition</td>
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<td>Misformation</td>
</tr>
<tr>
<td>35</td>
<td>When i am are in first class, I meet first love</td>
<td>15</td>
<td>Addition</td>
</tr>
<tr>
<td>36</td>
<td>I went on in junior high school</td>
<td>15</td>
<td>Misformation</td>
</tr>
<tr>
<td>37</td>
<td>I very familiar where go</td>
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<td>Omission</td>
</tr>
<tr>
<td>38</td>
<td>until at any time we passed SMP</td>
<td>15</td>
<td>Misformation</td>
</tr>
<tr>
<td>39</td>
<td>Now I continue in senior high school</td>
<td>15</td>
<td>Misformation</td>
</tr>
<tr>
<td>40</td>
<td>I started my education Ibnurusyd</td>
<td>16</td>
<td>Omission</td>
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</table>
Appendix 5

Data of Type of Error in Using Preposition in Narrative

- Based on the type of error -

**Omission**

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<th>No</th>
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<tbody>
<tr>
<td>1</td>
<td>I started my first playgroup Ibnu Rasyd</td>
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<td>Omission</td>
</tr>
<tr>
<td>2</td>
<td>I will continue university</td>
<td>09</td>
<td>Omission</td>
</tr>
<tr>
<td>3</td>
<td>My house is far school</td>
<td>010</td>
<td>Omission</td>
</tr>
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<td>----</td>
<td>-------------------------------------------------------------------</td>
<td>--------</td>
<td>---------------</td>
</tr>
<tr>
<td>4</td>
<td>I like playing football in front my house</td>
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</tr>
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<td>5</td>
<td>My class next to library</td>
<td>011</td>
<td>Omission</td>
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<tr>
<td>6</td>
<td>I very familiar where go</td>
<td>015</td>
<td>Omission</td>
</tr>
<tr>
<td>7</td>
<td>I started my education Ibnurusyd</td>
<td>016</td>
<td>Omission</td>
</tr>
<tr>
<td>8</td>
<td>The first time I going scholl</td>
<td>017</td>
<td>Omission</td>
</tr>
<tr>
<td>9</td>
<td>My father from java</td>
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<td>Omission</td>
</tr>
<tr>
<td>10</td>
<td>I live Lampung Tengah</td>
<td>022</td>
<td>Omission</td>
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</tbody>
</table>

**Addition**

<table>
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<tr>
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<th>Error sentences</th>
<th>Sample</th>
<th>Type of error</th>
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<tbody>
<tr>
<td>1</td>
<td>In the junior high school, I'm studied in SMP 2 elephant city</td>
<td>01</td>
<td>Addition</td>
</tr>
<tr>
<td>2</td>
<td>During in the playgroup, I have many friend</td>
<td>02</td>
<td>Addition</td>
</tr>
<tr>
<td>3</td>
<td>I entered in the class</td>
<td>03</td>
<td>Addition</td>
</tr>
<tr>
<td>4</td>
<td>Because i intered in the executive class</td>
<td>03</td>
<td>Addition</td>
</tr>
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<td>5</td>
<td>In order to enter in high school that I want</td>
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<td>Addition</td>
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<td>6</td>
<td>I went on in junior high school</td>
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<td>Addition</td>
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<tr>
<td>7</td>
<td>We are very familiar until at anytime</td>
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<td>Addition</td>
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<tr>
<td>8</td>
<td>When until now I sit in senior high school</td>
<td>08</td>
<td>Addition</td>
</tr>
<tr>
<td>9</td>
<td>In everymorning, i help my mother</td>
<td>013</td>
<td>Addition</td>
</tr>
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<td>10</td>
<td>And at the start in high school, I like study with my friend</td>
<td>014</td>
<td>Addition</td>
</tr>
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<td>11</td>
<td>When i am are in first class, I meet first love</td>
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<td>Addition</td>
</tr>
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<td>Here i intered in the class</td>
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<td>Addition</td>
</tr>
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<td>In when I study junior high school</td>
<td>017</td>
<td>Addition</td>
</tr>
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<td>At village i born</td>
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<td>Addition</td>
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<td>From since playgroup, i live with my aunt</td>
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<td>In I hope I will sucess</td>
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**Misformation**
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<tr>
<td>1</td>
<td>On my birthday in <strong>16 may</strong>, he was revealed his cunning</td>
<td>01</td>
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</tr>
<tr>
<td>2</td>
<td>I cried <strong>in 7 day</strong></td>
<td>01</td>
<td>Misformation</td>
</tr>
<tr>
<td>3</td>
<td><strong>In my new school place</strong>, I have alot of experience</td>
<td>03</td>
<td>Misformation</td>
</tr>
<tr>
<td>4</td>
<td>I was born <strong>in 24 May 2000</strong></td>
<td>05</td>
<td>Misformation</td>
</tr>
<tr>
<td>5</td>
<td>When I am <strong>are</strong> in the first class, I am very difficult to make friends</td>
<td>05</td>
<td>Misformation</td>
</tr>
<tr>
<td>6</td>
<td>Where to <strong>go we</strong> are always think</td>
<td>06</td>
<td>Misformation</td>
</tr>
<tr>
<td>7</td>
<td>I continue <strong>in SMA</strong></td>
<td>07</td>
<td>Misformation</td>
</tr>
<tr>
<td>8</td>
<td>I was born <strong>from</strong> a small family</td>
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<td>Misformation</td>
</tr>
<tr>
<td>9</td>
<td><strong>At the start in</strong> high school, I also keep keep following my activities</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>10</td>
<td>I was able to win the 2nd <strong>at</strong> the district level</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>11</td>
<td>She is my friend <strong>at the class</strong></td>
<td>011</td>
<td>Misformation</td>
</tr>
<tr>
<td>12</td>
<td>I live <strong>at simple house</strong></td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td>13</td>
<td>I study <strong>at</strong> senior high school</td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td>14</td>
<td>I like study <strong>at my room</strong></td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td>15</td>
<td><strong>In weekend</strong>, I go to beach</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>16</td>
<td>I like watching movie <strong>on my room</strong></td>
<td>013</td>
<td>Misformation</td>
</tr>
<tr>
<td>17</td>
<td>I was born <strong>on simple family</strong></td>
<td>014</td>
<td>Misformation</td>
</tr>
<tr>
<td>18</td>
<td>I am second place <strong>at the school competition</strong></td>
<td>014</td>
<td>Misformation</td>
</tr>
<tr>
<td>19</td>
<td>I went <strong>on in</strong> junior high school</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>20</td>
<td><strong>until at any time</strong> we passed SMP</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>21</td>
<td>Now I continue <strong>in senior high school</strong></td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>22</td>
<td>I born <strong>at way jepara</strong></td>
<td>018</td>
<td>Misformation</td>
</tr>
<tr>
<td>23</td>
<td><strong>During I small</strong>, i like playing football</td>
<td>018</td>
<td>Misformation</td>
</tr>
<tr>
<td>24</td>
<td>Since playgroup <strong>to now</strong>, I study hard</td>
<td>019</td>
<td>Misformation</td>
</tr>
<tr>
<td>25</td>
<td>I went <strong>to home</strong></td>
<td>020</td>
<td>Misformation</td>
</tr>
<tr>
<td>26</td>
<td>I waiting <strong>to my friend</strong></td>
<td>023</td>
<td>Misformation</td>
</tr>
<tr>
<td>27</td>
<td>I arrive <strong>in home in night</strong></td>
<td>024</td>
<td>Misformation</td>
</tr>
<tr>
<td>28</td>
<td>We come <strong>on the school</strong></td>
<td>025</td>
<td>Misformation</td>
</tr>
<tr>
<td>29</td>
<td><strong>On the first time</strong>, I am shy</td>
<td>025</td>
<td>Misformation</td>
</tr>
</tbody>
</table>
## Misordering

<table>
<thead>
<tr>
<th>No</th>
<th>Error sentences</th>
<th>Sample</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My house and school <strong>is beside</strong></td>
<td>012</td>
<td>Misordering</td>
</tr>
<tr>
<td>2</td>
<td>I study in my <strong>school new</strong></td>
<td>016</td>
<td>Misordering</td>
</tr>
<tr>
<td>3</td>
<td>I want to <strong>go home back</strong></td>
<td>021</td>
<td>Misordering</td>
</tr>
<tr>
<td>4</td>
<td>My holiday, I <strong>to go</strong> beach with my friend</td>
<td>024</td>
<td>Misordering</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing is one form of embodiment of linguistic competence that is expressed in the form of written language use, in addition to the form of oral language. Writing is an ability that is still difficult to master by the people. In writing activities, the author as a resource does not deal directly with the reader as a target information. Therefore, if there is misunderstanding because readers misinterpreting the text, the result could be bad.

Writing as a form of problem-solving in which the researcher is faced with two main tasks: generating ideas and composing these ideas into a written text that meets the needs of a reader and efficiently communicate the author’ message. Therefore, the teaching of writing is not only focused on the written product, but how the process of writing it. Harmer states that the writing process is a way of looking at what people do when they compose written text.

Writing skill is very important to be learnt instead of speaking and reading skill. It is true that the writing skill follows speaking and reading, but it does not mean that the writing skill must be neglected until a large amount of oral work either

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2 *Ibid*
in speech or in reading which has been done. In the other reason Hinkle states, “In academic courses such as history, sociology, business, or natural sciences at both the undergraduate and graduate levels, evaluations of non-native speaking students' academic skills are determined by their performance on traditional product-oriented language tasks - most frequently reading and writing.”

Learning how to write in English is important for many language learners. In Indonesia, writing is the one of four skills as productive skill considered to be one of the difficult lessons especially for students in junior high school. Junior high school students are introduced to Genre or Text Types in learning English as the means of communication and information. Students in junior high school are expected to be able to express meaning in simple transactional and interpersonal written texts in the forms of recounts, narrative, procedure, descriptive, and report in daily life contexts.

Recount text is the form of text that aims at retells some events in previous times; the sentences are usually organized according to time order or chronological order. Many students find difficulties in learning recount paragraph. Students are still confused how to write recount paragraph. One of the difficulties which are faced by students in learning recount paragraph is lack of knowledge of the structure and grammar.

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6 Anderson and Anderson in Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris*, (Bandung: Rizqi Press, 2010), p.74
The written language requires the essential element, the vocabulary and the sentence patterns. According to Williams, “Knowledge of grammar does play a role in writing. It provides information about form and function that enables students to study language and how we communicate. Grammar study gives us tools that allow for more effective in writing”.

This statement shows that knowledge of grammar in writing is important to make a good sentence.

The study of grammar provides us with the terminology we need to talk about language in an informed way. It enables us to analyze and to describe our own use of language, as well as other people. Nelson states, “In writing, knowledge of grammar enables us to evaluate the choices that are available to us during composition.”

By using the right grammar someone can express her feelings, ideas, or thoughts clearly, if there are some wrong uses of grammar, the sentences have difficult to be comprehended. Writing generally has longer sentences; two or three sentences in speech may become one sentence in writing.

Principally, in using language in writing especially grammar the learners make error such as Maicusi et al., explains,”Learners make errors in both comprehension and production, the first being rather scantily investigated. Children learning their first language (L1), adult native speakers, and second language learners; they all make errors, which have a different name according to the group committing the error.

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Children's errors have been seen as "transitional forms", the native speakers’ ones are called "slips of the tongue" and the second language (L2) errors are considered "unwanted forms".  

On the other hand, mistake or error can make teaching and learning better than before. Furthermore, Erdogan in Mersin University Journal of the Faculty of Education states, “…children learning their native tongue make plenty of mistakes is a natural part of language acquisition process.” This proves that every student makes progress through the mistakes or errors they make in language acquisition. Therefore, the teacher should motivates the students to become more confidence and not to be worried in making mistakes in learning English.

Accordingly, in teaching and learning process it is necessary to analyze the error in order to gain and reconstruct new language systems. The analysis will give the teacher description of language acquisition; error analysis also has given insights about the second language acquisition process, which results in major changes in teaching practice such as stated by Erdogan, “Error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them.” The errors, however are very much like those students make when they learn their mother

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12Ibid., p. 262.
tongue. These types of error indicate that they are gradually building a second language rule system.

Consequently, error analysis on students’ work will be useful and give some contributions to do teaching and learning process. Analyzing error is significant since this will lead to a greater understanding of the difficulties faced by students and perhaps assist in the development of pedagogic strategies. This difficulties can be used by the teacher to design the teaching instruction which focus on the students weakness and strength so that the teaching learning process can be implemented effectively.

Some errors made by the students are mostly related to grammatical rules. One of grammatical aspects which highly used incorrectly by the students is preposition. In English language, many prepositions are used in some sentences and they have the similar meanings in Indonesia. One of the highly used of grammatical rules in writing is the preposition. Some of the students are unable or confused to choose and use the right preposition in the sentences.

English has some prepositions that refer to position meaning, that if they are translated into Indonesia, they have the same meaning. Besides, each of prepositions has a various meaning and usages that make the teacher get difficulties to explain or teach. It is also impossible for students to learn a foreign language without making a mistake or errors. Because in learning foreign language, making errors is common,
acceptable, and important part in order to the teacher improves the teaching method and the learners getting feedback of the acquisition.

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. According to Foley and Hall, Preposition is a common cause of confusion for learners often because each preposition as a number 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. Preposition has two functions: the first is to connect the noun (all type of noun) to the rest of sentence. The second is to specify the position of the noun (persons or object). It 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 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. It is the function about preposition of place is used to show the relationship of place.

Based on the preliminary research that the researcher did at Senior High School 1 Sepuh Agung on July, 31st 2017, the researcher gained some data from the interviews with English teacher, the researcher found that the motivation of the student to learn English is low. Besides, they were not active and not paying attention to the material in learning and teaching process. The teacher also said that the students’ writing skill was still low.

13 Ibid., p. 262.
When the teacher asked them to write, they got difficulties to express and develop their idea because they found difficulties to arrange their sentence. According to Mrs. Novi Suciati, M.Pd, that most of the students made some grammatical errors in their writing sentence especially using preposition in Recount Text. The students are still confused about the different concept of preposition in English and Indonesian.

Because of the explanation above, the researcher chose error analysis in using preposition in Recount Text. Therefore, the researcher has done a research entitled An Error Analysis of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung in The Academic Year Of 2017/2018.

B. Identification of the Problem

Based on the research background, the researcher identified the problems as follows:

1. The students were still making errors in using preposition even though they were mastery enough in using preposition.

2. Some of the students were still confused on the different concept of preposition in English and Indonesian.

C. Limitation of the Problem
To make the research paper is clearly understood by the readers, the researcher would like to limit the problem on the types and the uses of preposition of time and preposition of place by using surface strategy taxonomy to analyze errors in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the background of the research, the researcher formulated the formulation of the problem as follows: “What are the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in The academic year of 2017/2018?".

E. Objective of the Research

In this research, the researcher has to attain the objective of the research. The objectives of the research was to know what are the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

F. Use of the Research

There are two major uses in this research they are theoretically and practically.

1. Theoretically
a) The result of this study will enlarge the scope knowledge of using Preposition in Recount Text.

b) It will be one of references for other researchers who will conduct the same object with different perspectives.

2. Practically
   a) The Researcher
      By doing this research, the researcher can obtain better understanding about the use of Preposition in Recount Text.
   b) The Teacher
      The researcher hopes that the result of this research can be useful for the teachers in getting an inspiration when they are teaching preposition for their students.

G. Scope of the Research

1. Subject of the Research
   Subject of the research was students of the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

2. Object of the Research
   Object of the Research was the students’ grammatical error in using preposition in writing Recount Text.

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 Senior High School 1 Seputih Agung
CHAPTER II
FRAME OF THEORY

In the frame of theory, the researcher presents the theory of this research that helps the researcher doing the research. According to Geoffrey, et.al states that the primary purpose of a literature review is to help researchers become familiar with the work that already been conducted in their selected topic areas. Literature reviews are absolutely indispensable when planning a research study because they can help guide the researcher in an appropriate direction.¹

A. Concept of Language

There will be no interaction between two people if there is no language. Through language people can communicate one to another like expressing ideas, feeling and thoughts. It means language is very important to human life, because all interaction and activities run well with language. Language is a system of communication by sound, operating through the organ of speech and hearing members of given community, and using vocal symbols possessing arbitrary conventional meaning.²

Communicating one to another and expressing ideas both in speaking and writing are the function of language. Everyone, as human being, certainly needs this media in their daily social interaction. People have to use language that is considering

as a tool of communication if they would like to interact to other people. Language itself can be divided into two types, spoken and written language. Spoken language is used orally and written language is used aurally. On the other hand, people will get difficulties to do all of our activities without using language.

According to Brown, a consolidation of the definitions of language yields the following composite definition:

1. Language is a systematic and generative.
2. Language is a set of arbitrary symbol.
   Those symbols are primarily vocal, but may also be visual. The symbols have conventionalized meanings to which they refer.
3. Language is used for communication.
4. Language operates in a speech community or culture.
5. Language is essentially human, although possibly not limited to humans.²
6. Language is acquired by all people in much the same way-language and language learning both has universal characteristics.³

From the statements above, it can be concluded that language is a symbol of word that is considered and operated arbitrarily within its own system of communication by sound, operating through the organ of speech and hearing.

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³Ibid., p.5
members of given community, and using vocal symbols possessing arbitrary conventional meaning to make people easier in conveying their message or make relation in interaction with the others in social environment.

B. Concept of Writing

Writing is one of the skills to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their ideas, experiences, thoughts and feelings through writing.\textsuperscript{4}

Although writing is clearly much more dependent on how effectively we use the linguistic resources of the language, it would be wrong to conclude that all the advantages are on the side of speech. While it is true that in writing we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the help of feedback from the reader, on the other hand we do not normally have to write quickly: we can rewrite and revise our sentences until we are satisfied that we have expressed our meaning.

Equally, the reader is in a more privileged position than the listeners to some extent: he can read at his own pace and reread as often as he likes.\textsuperscript{5} In a discussion of “species specific” human behavior, those human beings universally learn to walk and to talk but that swimming and writing are culturally specific, learned behaviors. We

\textsuperscript{5} Byrne, Donn, \textit{Teaching Writing Skills} (Singapore: Longman, 1995), p.3.
learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literature society and usually only if someone teaches us.\textsuperscript{6}

Writing in an activity of a researcher and the act of writing also helps to create new thoughts. Writing is a two-step process. First you figure out your meaning, then you put it into language: Figure out what you want to say; don’t start writing till you do; make a plan; use an outline; begin writing only afterwards.\textsuperscript{7} Finally, writing is task which is often imposed on us, perhaps by circumstances. This is not only has a psychological effect: it may also cause a problem in terms of content - what to say. Being at a loss for ideas is a familiar experience to most of us when we are \textit{obliged} to write.\textsuperscript{8}

From the definition above, the researcher concluded that writing is a way to produce language from our thought. By writing, we can express our idea, feeling and everything in our mind. It can be written on the paper or typed in the computer. Writing in an activity of a researcher and the act of writing also helps to create new thoughts. Writing is also an ability to make a form of words that has higher value. There are many aspects in writing. They will be used to give score in writing. The

\textsuperscript{7} Ibid., p. 321.
\textsuperscript{8} Byrne, Donn, Op.cit, p.5.
good composition in writing should have these aspects. There are five aspects in writing, they are: ⁹

1. Task Fulfillment / Content
2. Organization
3. Vocabulary
4. Language
5. Mechanics

There are the process in writing: ¹⁰

1. Planning

When planning, researchers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced researchers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, researchers have to consider the content structure of the piece - that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

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2. Drafting

We can refer to the first version of a piece of writing as a **draft**. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Once researchers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled researchers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The letter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have
changed in the editing process. But the researcher is now ready to send the written text to its intended audience.

There are three steps how to write well:11

1. Selecting Your Subject

Whether you are responding to an assignment or creating your own, you need to follow certain measures if you are to find an appropriate subject.

2. Analyzing Your Audience

You have to decide which group would make the best audience for your writing. That decision, like the decision about subject, has to be made in the context of the complete writing situation.

3. Determining Your Purposes

Writing is both a procedure for demonstrating what you know and a procedure for discovering what you know. For that reason, you must maintain a kind of double vision of your purpose. First, you must think of it as a preliminary objective that helps illuminate the decisions you have to make. You must actually discover your purpose. Second, you must think of it as a final assertion that helps implement what you intend to do in your writing. You have discovered your purpose, and from that point you use it to guide all aspects of your writing.

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C. Importance of Writing

Writing, as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Some important features of writing activities that are usually done by people are as follows:

1. Teachers write some important things on the black board, or students may write some notes that are dictated by the teacher.

2. Lots of people who are going to apply for jobs in offices write application letters. Today, many companies ask applicants to write their forms in English. An applicant must be fluent both in spoken and written English.

3. Many organizations or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country (in this case Indonesian students). For those who get the opportunity to win the selection are asked to write in English to their foster parents at least once a month; therefore, they need to have ability to write in an acceptable English.

D. Concept of Recount Text

1. Definition of Recount Text

Recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar to Narrative, so
the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem.\footnote{Beverly Derewianka, \textit{Exploring How Texts Work}, (Newtown: Primary English Teaching Association, 1990), p.14.}

Anderson and Anderson stated that recount text is a piece of text that retells past event, usually in the order in which they occurred.\footnote{Mark Anderson and Kathy Anderson, \textit{Text Types in English 3}, (SouthYarra :McMillan, Educational PTYLTD, 1998), p.24.} It purpose is to provide the audience with a description of what occurred and when it occurred. It means that this text gives description to the audience about past event. The purpose of literary/story recount is to tell a sequence of events so that it can entertain and inform the readers.

Moreover, Hyland stated that recount text is reconstructed past experience by retelling events in original sequences.\footnote{Ken Hyland, \textit{Second Language Writing} (Cambridge : Cambridge University Press, 2003,p.20.} In this case, the text retells about the real context that happened in the past based on original sequences, so it must be arranged systematically of events that occurred. In other words, Corbett and strong said that recount text should be a retelling of events that have actually happened. It is similar by the experts that have mentioned above. From all definition above, researcher concluded that recount text is a kind of the text that gives information into
chronologically of what had happened. The purpose are to inform and entertain the readers about the description that happened in the past.

It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

2. **Generic Structure of Recount Text**
   
a) **Orientation**
   In which the researcher tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (can be paragraph, a picture or opening chapter)

b) **Events**
   The main important activities or events that occurred in that story. The function is to give more explanation of the orientation.

c) **Re-orientation**
   A conclusion of story. In other words this is a kind of the text that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things. Some recount have an evaluative comment or conclusion which may constitute the writers

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comment on event described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recount may not have this conclusion paragraph.16

3. **Language Features**

Joyce and Fee suggest that recount have some linguistic features as listed below:

1. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.
2. Maily use action verb (material processes) that describe what happen.
3. Many narratives also use thinking verbs (mental process) that give us information about what participants are thinking or feeling, such us wondered, remembered, thought, felt, disliked.
4. Dialogue often includes and uses a number of saying verb (verbal process) such us said, asked and replied.
5. Descriptive language is use to enhance and develop the story by creating image in the reader’s mind.
6. Can be written in the first person (I, We) or third person (He, She, They)17

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Based on the statement above, the researcher concludes that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

E. Error and Mistake

In learning process, students often make error and mistake to achieve language acquisition, but to distinguish between error and mistake are rather difficult. In other word the definition of error according to Dulay, Burt and Krashen, “Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.”\(^\text{18}\) Furthermore, in Longman dictionary is stated, “Error (in the speech or writing of a second or foreign language learner), the use of a linguistic item (e.g. a word, a grammatical item, a Speech Act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. A distinction is sometimes made between errors, which resulted from incomplete knowledge.”\(^\text{19}\) From the definition above, it can be defined that error is deviation the use of a linguistic items happened on learners either native speaker or foreign learner that they cannot correct the deviation by themselves.

While mistake according to Longman dictionary is defined as, “Mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.” Then, according to Corder quoted by Dulay et al., “Performance errors have been called “mistakes” while the term “errors” was reserved for the systematic deviations due to the learner’s still developing knowledge of the second language rule system.”

Those are definition of mistake which can be appoint that mistake is an imperfection result in producing language performance because of slip of tongue, fatigue, or carelessness of the learners either native speaker or foreign learner. In addition, to have the conclusion the researcher would be present the statement about error and mistake, according to Brown he states, In order to analyze learner’s errors in a proper perspective, it is crucial to make a distinction between mistakes and error. A mistake refers to a performance error that is either a random guess or a ‘slip’, in that it is a failure to utilize a known system correctly, and an error is a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learners.

Meanwhile, the explanation according to Dulay et al., they state, The distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In

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20 Ibid., p. 5.
order to facilitate reference to deviation that have not yet been classified as performance or competence errors, we do not restrict the term “error” to competence based deviations. We use error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.23

In this research, practically, the researcher holds on the idea proposed by Dulay et.al. as the basis of determining the deviations produced by the subjects. It is not really important to understand the students’ mistake in learning language, since it was because of the students’ lack of knowledge. However, errors are not always bad, rather they are crucial parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Errors may also help to better understand the process of second and foreign language acquisition. Therefore, the researcher will consider all of students’ deviation in doing test of the preposition use as error not a mistake.

F. Error Analysis

Human learning is fundamentally a process that involves the making of mistakes and errors. For instance, if the learners are learning English the learners always make some mistake and some errors, so the learners must try to correct them

23Dulay, et al., Loc. Cit.
by asking the other person who has mastered English well to analyze the learner error. In Longman Dictionary the words error analysis identify as:

Error analysis is the study and analysis of errors made by second language learners.

Error analysis may be carried out in order to:

1. Identify strategies which learners use in language learning
2. Try to identify the causes of learner errors
3. Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.²⁴

Furthermore, error analysis becomes part of the methodology of language learning that is learnt to help the student’s difficulties. According to Tarigan the steps of errors analysis are as the following:

1. Collection the data of errors.
2. Identifying the errors.
3. Considering the order of error types.
4. Classifying the errors.
5. Estimating the areas of errors.
6. Correcting the errors.²⁵

According to Mihalache, the methodology of error analysis has generally followed a uniform method of investigation consisting of the following steps:

1. Collection of data (either from “free” compositions by students on a given theme or from examination papers)
2. Identification of errors (labeling the exact nature of the deviation, e.g. dangling preposition, anomalous sequence of tenses, etc.)
3. Classification into error types (e.g. errors of agreement, articles, verb forms, etc.)
4. Statement of relative frequency of error types
5. Identification of the areas of difficulty in the target language
6. Therapy (remedial drills, lessons, etc.)

While the above methodology is roughly representative of the majority of error analyses in the traditional framework, the more sophisticated investigations went further, to include one or both of the following:

1. Analysis of source of the errors (e.g. mother tongue interference, over generalization, inconsistencies in the spelling system of the target language, etc.)
2. Determination of the error in terms of communication, norm, etc.  

By using error analysis in analyzing the learner’s errors, it will be found the description of errors by which it can be used as feedback by the teacher to decide the follow up. Corder, “Error has two main functions, they are:

1. To investigate the language learning process

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2. To show whether it is necessary or not for the teacher gives remedial teaching.\textsuperscript{27}

Therefore, the teacher needs error analysis to analyze carefully the students’ errors of constructing the new language system (English language) and give feedback on those errors properly. The practical use of error analysis is very significant both to the teacher and the learner. For the teacher, he can analyze the learner’s error and corrects the error that made by the learners. For the learners the practical uses of error analysis can facilitate them in improving the English mastery.

\textbf{G. Concept of Taxonomies in Error Analysis}

Error actually cannot be separated from language learning. Its happen in speech as well as writing. Therefore, some linguistics are encourage 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 error, there are:

1. Linguistic Category Taxonomy

These linguistic category taxonomies classify errors according to either or both of the language components (phonology, syntax, morphology, semantic

and lexicon, discourse) and the particular linguistic constituent that the error affects.28

2. Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language and certain other type of contraction. 29 In this study, the errors made by the children leaning the target language as their first language and equivalent phrases or sentences in the learner’s mother tongue.

3. Communicative Effect Taxonomy

The communicative effect taxonomy, this taxonomy is focus on the effect of the errors have on the learner or reader. This taxonomy is focus on errors that caused of miscommunication.30

4. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misform item or misorder them.31

Based on the theory above, the researcher focused on the Surface Strategy Taxonomy by Dulays’ theory that consists of omission, addition, misformation, and misordering error.

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28 Dulai et al., Op Cit., p. 146-150.
29 Ibid., p. 150-163.
30 Ibid., p. 163-172.
31 Ibid., p. 189-193.
H. Concept of Surface Strategy Taxonomy

The definition of surface strategy taxonomy according to Dulay, et. al. is explained that a surface strategy taxonomy highlights the ways surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.\(^{32}\) Thus, there are four types or errors based on the surface strategy including, omission, addition, misformation and misordering. Furthermore, Dulay, et. al, explains that in analyzing errors from a surface strategy perspective hold much promise for researchers concerned with identifying cognitive processes that underlie the learner’s errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner’s use of interim principles to produce a new language.\(^{33}\) This statement shows that using surface strategy taxonomy in analyzing learner’s error is very useful. From the analyzing the teacher will know where the learners have most difficult.

1. Omission

   According to Dulay, et. al., “Omission errors are characterized by the absence of items that must appear in well-formed utterance”\(^{34}\) This statement can be implied that omission error happened in missing particular morpheme or word in well-form of sentence.

Examples:

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\(^{33}\)Ibid.
\(^{34}\)Ibid.
**Incorrect:** “I asked him go to library”

**Correct:** “I asked him to go to library”

In the utterance of proposition above, the sentence *I asked him go to library* is incorrect because there is omission of *to* in that sentence. In the well utterance it should be *I asked him to go to library* because in preposition construction need to embed *to*.

2. Addition

Addition errors are the opposite of omission errors. Dulayet. al., states that Addition errors are characterized by the presence of an item, which must not be present in a well-formed utterance. Addition errors usually occur in the late stages of L₂ acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.³⁵

Examples:

**Incorrect:** “We discussed about our homework”

**Correct:** “We discussed our homework.”

In utterance of indirect speech above, it is incorrect because there is inclusion of preposition “about” in the sentence construction, the sentence *We discussed about our homework* kit should be *We discussed our homework*. The additional “about” is unnecessary, because without “about” the sentence is complete.

³⁵Ibid., p. 156.
3. Misformation

According to Dulay, et. al., “Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure.”36 This implied that misformation error appears when the learners misform, either, morpheme, word or structure in well utterance.

Examples:

*Incorrect*: “I was born in 24 May 2000”

*Correct*: “I was born on 24 May 2000”

In utterance of sentence above, it is incorrect because there is misformation error of *I was born in 24 May 2000*. In this sentence, the word “in” is used to indicate the place not to show the time. It should be *I was born on 24 May 2000*.

4. Misordering

The fourth type of error based on surface strategy taxonomy is misordering errors. Dulay, et. al., states that misordering errors are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance.37 Thus, misordering error appears when the learners misplace the word or morpheme.

Examples:

*Incorrect*: “I do not know where is the Dean office”

*Correct*: “I do not know where the Dean office is.”

36Ibid., p. 158.
37Ibid., p. 162.
In the utterance above, the sentence *I do not know where is the Dean office* is incorrect because it is misordering the word *is*. The correct sentence is *I do not know where the Dean office is* because it is not introgative sentence, so the auxiliary verb should not be placed before subject.

I. **Concept of Preposition**

1. Definition of Prepositions

Learning preposition is difficult because almost every definition for a preposition has exceptions.\(^{38}\) Kon states that Prepositions are the words that show time, position, and direction and they are usually placed before nouns/pronouns.\(^{39}\) Next, according to George and Julia Prepositions is called the biggest little words in English, but they have very important functions in a sentence.\(^{40}\) Prepositions are always followed by nouns or pronouns. 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.

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2. Types of Preposition

A highly detailed explanation of all prepositions would be fruitless in a text on grammar, since such an 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.\(^{41}\)

Lingga states that there are types of relationships that are expressed by the preposition.\(^{42}\)

a. 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.*


b. 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

c. Preposition of Direction

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

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

d. 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.

3. Functions and Forms of Prepositions

Beside connecting a noun or a pronoun to another word, preposition has also a function to connect a noun, verb or adjective. A preposition may combine with a verb to form a new vocabulary. The form of prepositional used with the verb
may be referred to as an adverb. A prepositional adverb is called generally as particle. The verbs in such combinations are mostly one-syllable words, the most common preposition are those denoting place: in, out, on, off, over, up, down, through. Certain verbs combine with prepositions that merely intensify the action of the verb or that emphasize the completion of the action. For example: eat up, finish up, clean up, drink down, add up, type up, fasten down, gather in, freeze over. Some prepositions also followed by certain adjectives in fixed way. It means that the certain preposition could not be changed by the other prepositions to follow the certain adjectives. For example: She is fond of her cat. Preposition “of” follows the adjective “fond”. We can not use any other preposition after this adjective.

Every preposition does not have any special inflectional or derivational endings. They must be learned from a closed list. Although no new prepositions are being coined, as in the case of other parts of speech, some adverbs and participles have been drawn upon for further use as prepositions. Most of prepositions are short words, usually consisting of one or two syllables. Sometimes two short prepositions are joined into a one-word compound (into, within, upon), or two or more separate words function together as a phrasal preposition.

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43 Ibid., p. 171-177.
1) One-word prepositions: abroad, about, across, after, against, alongside, amid (or amidst), among, around, at, atop (U.S journalistic uses on top of is more common), before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, (for), for, from, in, inside, less, like, minus, near, of, on, opposite, out (of), outside, over, past, per (meaning for each), plus, re (or in re meaning with reference to), since, through, throughout, till, to, toward(s), under, underneath, until, up, versus (meaning against), via (meaning by way of), within, without.  

2) -Ing participles used as one-word prepositions: barring, concerning, considering, during, excepting, excluding, including, notwithstanding, pending, regarding, respecting, saving, touching.

3) Two-word prepositions
   a) OF as the second element: ahead of, a propos of (meaning with reference to), because of, east (or north, west, south) of, exclusive of, inclusive of, instead of, irrespective of, regardless of, short of.
   b) TO as the second of element: according to, antecedent to, as to, contrary to, counter to, due to, next to, on to (also onto), owing to, previous(ly) to, prior to, pursuant to, relative to, subject to, subsequent(ly) to, thanks to, up to.
   c) WITH as the second element: along with, concurrently with, together with.

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45 Marcella Frank, op.cit., p. 200-201
d) FOR as the second element: as for, but (for), except (for), save (for).

e) FROM as the second element: apart from, aside from, away from.

f) UP as the first element: up against, up at, up till, up until, up to.

4) Three or four-word prepositions: by dint of, by means of, by order of, by reason of, by virtue of, by way of, at the cost of, at the hands of, at the point of, at the risk of, with reference to, with regard to, with respect to, with the exception of, with the purpose of, with an eye to, with a view to, for fear of, for lack of, for want of, for the benefit of, for the purpose of, for the sake of, on account of, on behalf of, on pain of, on the face of, on the occasion of, on the part of, on the point of, on the strength of, on the top of, as a consequence of, as a result of, in accordance with, in addition to, in advance of, in back of, in care of, in case of, in comparison with, in connection with, in contrast with, in favor of, in front of, in lieu of, in proportion to, in regard to, in respect to, in return for, in spite of, in (the) course of, in (the) event of, in (the) face of, in (the) light of, in (the) process of, in the middle (or midst) of.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presented the research methods that deal with research design, place of the research, subjects of the research, data collection, procedure of the research, trustworthiness of the data, and data analysis.

A. Research Design
The strategy of the research used in this research was descriptive qualitative research. This strategy tried to solve the problem having actual characteristic in this time. Descriptive studies are designed to obtain information concerning status of phenomena. Arikunto stated that descriptive research purpose is to describe the situation or status of phenomena.\(^1\) Because of this characteristic the researcher did not use the hypothesis as temporary answer to solve the problem. Besides, Arikunto also states that descriptive research is the research of non-hypothesis, so in doing research the researcher is unnecessary to formulate the hypothesis.\(^2\)

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\(^2\)Ibid., p. 208.
Therefore, in this research the researcher used descriptive research to gain description of status of phenomena that appear in the current situation. This current research was in an attempt to portray the present state of errors in using preposition in writing Recount Text at the second semester of the tenth grade of senior high school 1 Seputih Agung in the academic year of 2017/2018.

B. Place of the Research

In this research, the researcher had conducted the research in Senior High School 1 Seputih Agung in the Academic Year of 2017/2018.

C. Subjects of the Research

In determining the subject of the research the researcher used purposive sampling technique. According to Sugiyono, “Purposive sampling is a technique of taking sample as the source of the data by considering something. Considering something here is like someone who understand about what will the research willing, or may his/her authority so that the researcher will be easily to search object or social situation of the research.” Therefore in this research, the researcher chose the subject of the research from the students of Senior High School 1 Seputih Agung by using purposive sampling technique focused on the students who ever learnt the use of preposition.

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Meanwhile, the subjects of the research were the tenth grade of senior high school. There were six classes which was consist of 152 students. The average score of each class can be seen in the following. Table 1:

**Table 1**

The Students’ Average Score of English Subject at the tenth Grade of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018

<table>
<thead>
<tr>
<th>No</th>
<th>Classes</th>
<th>Number of Students</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X1</td>
<td>26</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>X2</td>
<td>25</td>
<td>73</td>
</tr>
<tr>
<td>3</td>
<td>X3</td>
<td>27</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>X4</td>
<td>25</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>X5</td>
<td>25</td>
<td>71</td>
</tr>
<tr>
<td>6</td>
<td>X6</td>
<td>24</td>
<td>70</td>
</tr>
</tbody>
</table>

*Source: The English Teacher of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018*

From table 1, there was one class that got scores above the criteria of minimum mastery (KKM) which is 69, it is X4. Then, the researcher chose X4 as a research subject because from the data in table 1 that researcher got in preliminary showed that class X4 have under standard score at most and the chance to make error in this class was greater than other class.
D. Data Collection

According to Sugiyono, he explains that the researcher in qualitative research is as human instrument, the function is determining the focus of the research, choosing participants as the source of the data, doing the collection of the data, assessing the quality of the data, analyzing of the data, interpreting the data and making conclusion about the result of the research. Because of the statement above the researcher developed the instrument of the research involved documentation and interview to get data from the subjects.

Documentation was used to know the types of errors in using pепosition in writing Recount Text made by the students. In this research, the researcher asked the students to write Recount Text. After the students finish doing writing Recount Text, the students’ work submitted to the researcher. Then, the researcher took those students’ works as the researcher documentation.

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Table 2

Documentation Form

(Types of Errors in Using Preposition in Writing Recount Text)

-Based on the Number of Sample-

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3…</td>
<td>3…</td>
<td>3…</td>
<td>3.</td>
</tr>
</tbody>
</table>

Table 3

Documentation Form

(Types of Errors in Using Preposition in Writing Recount Text)

-Based on the Type of Error-

| Omission |

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1…</td>
<td>Omission</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2…</td>
<td>Omission</td>
</tr>
<tr>
<td>3…</td>
<td>3.</td>
<td>3…</td>
<td>Omission</td>
</tr>
</tbody>
</table>
### Addition

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1…</td>
<td>Addition</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2…</td>
<td>Addition</td>
</tr>
<tr>
<td>3…</td>
<td>3.</td>
<td>3…</td>
<td>Addition</td>
</tr>
</tbody>
</table>

### Misformation

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1…</td>
<td>Misformation</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2…</td>
<td>Misformation</td>
</tr>
<tr>
<td>3…</td>
<td>3.</td>
<td>3…</td>
<td>Misformation</td>
</tr>
</tbody>
</table>

### Misordering

<table>
<thead>
<tr>
<th>No</th>
<th>Error Sentences</th>
<th>Sample</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1…</td>
<td>Misordering</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2…</td>
<td>Misordering</td>
</tr>
<tr>
<td>3…</td>
<td>3.</td>
<td>3…</td>
<td>Misordering</td>
</tr>
</tbody>
</table>
The researcher also conducted interview to support data from the result of the documents. The definition of interview according to Longman Dictionary is, “A conversation between an investigator and an individual or a group of individuals in order to gather information.” More about interview Fock explains, "The interview is an important data gathering technique involving verbal communication between the researcher and the participant. Interviews commonly used … in descriptive studies. There is a range of approaches to interviewing, from completely unstructured in which the participant is allowed to talk freely about whatever they wish to highly structure in which the participant responses are limited to answering direct questions."  

From those statements that the interview must have a conversation, then to make conversation in getting information, the researcher gave the question to the participant. According to Lodico, there are five types of interview; they are one-to-one, group interview, structured interview, semi structured interview, and unstructured interview. In this research, One-on one interview was used to ensure the source of students errors. One-on one interview is the one of the interview types, where the researcher asks questions to the interviewer and records answers from only

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participant in the study at a time. To avoid misunderstanding and made students answered to the questions more easily, the questions were delivered in Indonesian.

E. Procedure of the Research

In doing the research, the researcher used the procedures of the research as follow:

1) Asking permission to the headmaster of Senior High School 1 SeputihAgung

2) Consulting to the English teacher at Senior High School 1 SeputihAgung

3) Selecting the subject of research. The subject of the research was from X4 class of tenth grade in the second semester as the sources of data.

4) Collecting the data. The data was collected the writing Recount Text from the subjects and used it as the main data.

5) Doing the interview. The researcher did the interview for five people chosen randomly. The researcher used interview to support the data gather from the documentation of using preposition in Recount Text. Then, the researcher used the data to identify the sources of error made by the students in preposition.

6) Analyzing the data. The researcher analyzed the data using identifying and signifying, classifying, calculating, reducing and displaying the data, in determining the type of error based on surface strategy taxonomy.

7) Making conclusion. The researcher made conclusion of the result in doing research.
8) Reporting the result of the research. The researcher reported the result of the research in the form of a thesis.

F. Trustworthiness of the Data

Although a qualitative research was a subjective research, the researcher should serve the data as real as possible. Here, the validity of the data should be kept to get accurate conclusion. Validity depends not only on the data collection and analysis but also on the way conclusion is stated and communicated. In addition, to maintain the validity and to obtain valid and accurate data, the researcher uses triangulation.

According to Wiersma quoted by Sugiono, “triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.” It can be said that triangulation is a technique that measure trustworthiness of the data using more than one sources or techniques.

In this research, the researcher used triangulation of sources. Triangulation of sources means that the data already obtained will be checked by multiple sources. In this research, the data already obtained would be checked by the researcher herself, advisor and co-advisor. By applying this triangulation, the researcher expected the

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result of this research were consistent for the data because the data was analyzed more than one sources.

G. Data Analysis

Data analysis was the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification. This following figure illustrates the component of data analysis by Miles and Huberman:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured. In this case, the researcher selected all of the data which obtained from documentation form. There was some answer sheet from the students about narrative text. To find the errors, each sentence of students will be read. The researcher used the following steps: firstly, underlining the error items, secondly signifying them using certain codes. The codes used in this research are as follow:

(1) stands for omission errors

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(2) stands for addition errors

(3) stands for misformation errors

(4) stands for misordering errors

And then, the researcher also identifying what kinds of preposition that used to indicate the relation of place and time in using preposition in writing Recount Text.

2. Data Display

After reducing the data, the next activity was displayed the data to be meaningful. Data display has been done by Recount form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood.\(^{11}\) It can be said that the data have been described in the form of table, in order to be meaningful and be more easily understood. The researcher have also arranged the data displaying of interview.

3. Conclusion Drawing

The last step of analyzing the data is conclusion drawing or verification.\(^{12}\) After analyzing the data, the researcher made a conclusion about the errors in using preposition in writing Recount Text and the kinds of preposition which used to indicate the relation of place and time in using preposition in writing Recount Text.


\(^{12}\)Matthew B. Miles and A. Michael Huberman, *Op Cit*, p. 11.
It can be concluded that there were three steps in qualitative research for reporting the result. The first step was data reduction that researcher summarizes the data, selects the key points and focuses on the things that were important. The second step was data display which has been described in the form of data table in order to be meaningful and be more easily understood. The last was conclusion drawing that the researcher concluded the data after analyzing it.
CHAPTER IV
RESULT AND DISCUSSION

The purpose of this research is to gain a description of errors in term of the error types and the sources of error in using preposition. In the error types based on Surface Strategy Taxonomy, there are four types of error: omission, addition, misinformation, and misordering. In this chapter, the researcher would like to present the result and discussion of the research.

A. Description of the Place of the Research

Senior High School 1 Seputih Agung is located in Jln. Panca Bhakti, Simpang Agung, Kabupaten Lampung Tengah, Lampung 34166. Besides, it was built in 1997 and finished in 1999, the legalization letter is from the Minister of Education and Culture of Indonesia Number: 291/O/1999 on 20 October 1999.

In the Academic year of 1999/2000, Senior High School 1 Seputih Agung received the students in the first time when the principle was Drs. Djamhari Rahmadi and the vice principle was H. Albar Makki who had duration of work on 18 July 1999 to 31 October 2001. Furthermore, here is the change of principles of Senior High School 1 Seputih Agung:
Table 04  
Principles of Senior High School 1 Seputih Agung  

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Djamhari Rahmadi</td>
<td>18 July 1999 – 31 October 2001</td>
</tr>
<tr>
<td>2</td>
<td>Drs. H. Rusman</td>
<td>1 November 2001 – 1 February 2004</td>
</tr>
<tr>
<td>3</td>
<td>Drs. H. Bagaskoro</td>
<td>20 February 2004 – October 2005</td>
</tr>
<tr>
<td>4</td>
<td>Drs. Robert Reberson Sinaga</td>
<td>1 October 2005 – 1 December 2010</td>
</tr>
<tr>
<td>5</td>
<td>Drs. Widi Sutikno, MM</td>
<td>December 2010 – April 2015</td>
</tr>
<tr>
<td>6</td>
<td>Drs. Siswanto, MPd</td>
<td>19 April 2015 – Now</td>
</tr>
</tbody>
</table>

Source: Senior High School 1 Seputih Agung  

A number of teachers at Senior High School 1 Seputih Agung are 71 teachers. It consists of 24 males and 47 females in the academic year of 2017/2018. Clearly, the teachers of Senior High School 1 Seputih Agung can be seen as follow:  

Tabel 5  
Teachers of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018  

<table>
<thead>
<tr>
<th>No</th>
<th>Status</th>
<th>Education carrier</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S_2   S_1 D_1 D_3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Official Teacher</td>
<td>9     41  - 1</td>
<td>51</td>
</tr>
<tr>
<td>2</td>
<td>Not official Teacher</td>
<td>-     13  3  4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Sum</td>
<td>9     54  3  5</td>
<td>71</td>
</tr>
</tbody>
</table>

Source: Senior High School 1 Seputih Agung
B. The Result

This study was aimed at finding the Error of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung. After collecting the data from the students, researcher analyzed, underlined and identified student’s sentences that contained preposition errors. The instrument of this research was students’ task.

The researcher took students’ task in using preposition of time and place. The researcher analyzed students’ error in narrative text in using preposition of time and 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 researcher used documentation. Document is the transcript of phenomenon. After checking the students’ result of writing, it was found that there were 10 items of omission error, 18 items of addition errors, 29 items of misformation errors and 4 items of misordering errors. There are several examples of errors made by students in using preposition of place in descriptive text writing.
1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The following data are represented as examples of omission errors types.

a) I started my first playgroup Ibnu Rasyd

b) I will continue university

c) My father from java

d) I like playing football in front my house

e) My class next to library

The sentence in example (a) above the students omitted a preposition of place in before the word Ibnu Rasyd. In example (b) the students also omitted preposition of place to before the noun University. The preposition must appear because it showed the place. In sentence (c) the student omitted the tobe of is. In example (d) the students omitted of before the word My house. In the last example (e) the students omitted preposition of place is before the word Next. All of the data can be seen in (Appendix 4).

The items above are incorrect form and should be added by some items to make it in well-form. Here is each revised version for missing items in those examples:

a) I started my first playgroup in Ibnu Rasyd

b) I will continue to university
c) My father is from Java

d) I like playing football in front of my house

e) My class is next to library

2. Addition

The type of this error is the opposite of omission error. Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. To make it clearly, the following data are represented as examples of addition errors.

a) I entered in the class
b) When until now I sit in senior high school
c) In everymorning, I help my mother
d) I visit to museum

For the example: (a and e) the students added the word *in* which is not needed in these sentences. In sentence (b), the word *when* should be omitted to make the correct form of sentence. While in example (c) the students added the word *in* before *everymorning* which is incorrect. And the last example of (d), the word *to* should also be omitted.

The items above are incorrect form and should be omitted from the sentences to be well-form. The revise version is represented in the following sentences.
a. I entered the class

b. Until now I am in senior high school

c. Every morning, I help my mother

d. I visit museum

3. **Misformation**

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are examples of misformation represented here.

a) I cried in 7 day

b) I was born from a small family

c) She is my friend at the class

d) I live at simple house

e) I like study at my room

In the example (a) the word *in* should be replaced with *for* since it explains about the duration of time. Sentence (b), (c), (d) and (e) the word *in* should be used instead of *from* and *at*. Different from addition errors, in which the unnecessary item appears in an utterance, misformation errors occur because the item supplied is incorrect, in the examples above are misformed. Here is the revised version for each misformation error in those examples.
a. I had cried for 7 day
b. I was born in a small family
c. She is my friend in the class
d. I live in simple house
e. I like study in my room.

4. Misordering

The fourth type of errors in surface strategy taxonomy is misordering error. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The following examples are data of misordering errors.

a) My house and school is beside
b) In my school new, I meet good friends
c) I want to go home back
d) In holiday, I to go beach with my friends

In the sentence (a) the word school should be placed in the last order. While in the example (b), the students put the word new after school which make it incorrect. The students also placed the word back incorrectly as in example (c). In the sentence (d), the word to should be placed after the verb go. The words above are misordering errors which must be in the right place in word order. Here is each revised version for the misordered items in those examples.
a) My house is beside the school
b) In my new school, I meet good friends
c) I want to go back home
d) In holiday, I go to beach with my friends

After obtaining the data from the students’ task, then the researcher 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 61 items which can be described as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Misformation</td>
<td>29 Items</td>
</tr>
<tr>
<td>2.</td>
<td>Addition</td>
<td>18 Items</td>
</tr>
<tr>
<td>3.</td>
<td>Omission</td>
<td>10 Items</td>
</tr>
<tr>
<td>4.</td>
<td>Misordering</td>
<td>4 Items</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>61 Items</strong></td>
</tr>
</tbody>
</table>

Based on the result of the research above, the highest error made by the students is misformation error while the lowest error made by the students in using narrative text is misordering.
C. Discussion

After collecting the data from the students, the researcher analyzed 25 data from the tenth grade of senior high school at Senior High School 1 Seputih Agung which contain error in preposition of time and 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 is supported by Dulay, who classifies error into omission, addition, misformation and misordering. 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 consists of four subtypes, they are omission, addition, misformation, and misordering by Dulays’ theory.

Based on result of the research, the researcher found that the students produced some types of error, there were: omission (10 errors), addition (18 errors), misformation (29 errors) and misordering (4 errors). It can be concluded that the highest error made by the students based on surface strategy taxonomy is misformation with 29 error items and the lowest error happened in misordering with only 4 errors. 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. She found that the highest percentage in misformation errors and the

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lowest percentage in misordering. It means that the most errors happened in Misformation.²

According to Dulay, misformation errors occur because the learner uses the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect.³ It can be concluded that the student made misformation errors in preposition of place because they lack of knowledge, they did not master the use of preposition well. So, they failed to use the appropriate preposition in their sentences.

In this research, the students committed many errors not only in misformation but also addition errors. The students made addition errors because they might think that those items were not preposition. For example, the students wrote “When until now I sit in senior high school.” In this case, when is not preposition. When classified into adverb, conjunction, pronoun and noun.

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 as we know that Omission error is characterized by the absence of an item in a well-formed utterance. In this case, the students still face problem in the

² 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
³ Fungki 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
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 case the students made errors because they do not understand how to place preposition.

Based on these result, it is clearly showed that the students still make many errors in English Writing. Most of the error happened in putting preposition *in*. Since the Indonesian meaning of *in* as *di*, the students may add *in* because the students use Indonesian meaning. Moreover, for the second language learner, preposition can be perceived as one the difficult topics to be mastered. Therefore, it is important for the students to learn more and more especially in the use of preposition. Besides, the teacher should also emphasize more in reducing the possibility of the students errors by providing effective strategies and materials.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research in analyzing students’ error in using preposition in narrative text based on Surface Strategy Taxonomy.

A. Conclusion

This study is aimed at finding the Error of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputh Agung. Based on the data, it can be concluded that the type of error committed by the students in using preposition based on surface strategy taxonomy involves all four of error types, omission, addition, misformation and misordering. The total numbers of errors are 61 items which can be described as follows:

a) The number of omission error were 10 items
b) The number of addition error were 18 items
c) The number of misformation error were 29 items
d) The number of misordering error were 4 items
B. Suggestion

Based on the findings of this research, the researcher would recommend for English teacher and students as follow:

1. The English teachers

   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 kindof 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 made.

2. The students

   The researcher hopes 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.

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 researcher recommended to
cconduct and concern the research about another types of error analysis in English
tenses.
Appendix 1

Data of Sample (Sample of the Research) Class : X 4

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

RESEARCH INSTRUCTION

Subject : English Language
Skill : Writing
Topic : Using Preposition in Writing Recount Text
Class/Semester : X/1
Time Allocation : 2x45 minutes

Instruction:
1. Write your name on the paper
2. Work individually

Direction:
1. Write a recount text about your holiday!
2. Use the kinds of preposition which is used to indicate the relation of place in your writing recount text!
3. Use the kinds of preposition which is used to indicate the relation of time in your writing recount text!
Appendix 4

Data of Type of Error in Using Preposition in Narrative

- Based on the number of sample -

<table>
<thead>
<tr>
<th>No</th>
<th>Error sentences</th>
<th>Sample</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On my birthday in <strong>16 may</strong>, he was revealed his cunning</td>
<td>01</td>
<td>Misformation</td>
</tr>
<tr>
<td>2</td>
<td>In <strong>the</strong> junior high school, I'm studied in SMP 2 elephant city</td>
<td>01</td>
<td>Addition</td>
</tr>
<tr>
<td>3</td>
<td>I cried <strong>in</strong> 7 day</td>
<td>01</td>
<td>Misformation</td>
</tr>
<tr>
<td>4</td>
<td>I started my first <strong>playgroup Ibnu Rasyd</strong></td>
<td>02</td>
<td>Omission</td>
</tr>
<tr>
<td>5</td>
<td>During <strong>in</strong> the playgroup, I have many friends</td>
<td>02</td>
<td>Addition</td>
</tr>
<tr>
<td>6</td>
<td><strong>In my new school place</strong>, I have a lot of experience</td>
<td>03</td>
<td>Misformation</td>
</tr>
<tr>
<td>7</td>
<td>I entered <strong>in the</strong> class</td>
<td>03</td>
<td>Addition</td>
</tr>
<tr>
<td>8</td>
<td>Because I intered <strong>in the</strong> executive class</td>
<td>03</td>
<td>Addition</td>
</tr>
<tr>
<td>9</td>
<td>In order to enter <strong>in high school</strong> that I want</td>
<td>04</td>
<td>Addition</td>
</tr>
<tr>
<td>10</td>
<td>I was born <strong>in 24 May 2000</strong></td>
<td>05</td>
<td>Misformation</td>
</tr>
<tr>
<td>11</td>
<td><strong>When I am are</strong> in the first class, I am very difficult to make friends</td>
<td>05</td>
<td>Misformation</td>
</tr>
<tr>
<td>12</td>
<td>I went <strong>on in</strong> junior high school</td>
<td>06</td>
<td>Addition</td>
</tr>
<tr>
<td>13</td>
<td>Where to <strong>go we are always think</strong></td>
<td>06</td>
<td>Misformation</td>
</tr>
<tr>
<td>14</td>
<td>We are very familiar <strong>until at anytime</strong></td>
<td>07</td>
<td>Addition</td>
</tr>
<tr>
<td>15</td>
<td>I continue <strong>in SMA</strong></td>
<td>07</td>
<td>Misformation</td>
</tr>
<tr>
<td>16</td>
<td>I was born <strong>from a small family</strong></td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>17</td>
<td><strong>When until now</strong> I sit in senior high school</td>
<td>08</td>
<td>Addition</td>
</tr>
<tr>
<td>18</td>
<td><strong>At the start in</strong> high school, I also keep keep following my activities</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>19</td>
<td>I was able to win the 2nd <strong>at the district level</strong></td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>20</td>
<td>I will <strong>continue university</strong></td>
<td>09</td>
<td>Omission</td>
</tr>
<tr>
<td>21</td>
<td>My house is <strong>far school</strong></td>
<td>010</td>
<td>Omission</td>
</tr>
<tr>
<td>22</td>
<td>I like playing football <strong>in front my house</strong></td>
<td>010</td>
<td>Omission</td>
</tr>
<tr>
<td>23</td>
<td>My class <strong>next to library</strong></td>
<td>011</td>
<td>Omission</td>
</tr>
<tr>
<td>24</td>
<td>She is my friend <strong>at the</strong> class</td>
<td>011</td>
<td>Misformation</td>
</tr>
<tr>
<td>25</td>
<td>My house and school <strong>is beside</strong></td>
<td>012</td>
<td>Misordering</td>
</tr>
<tr>
<td>26</td>
<td>I live <strong>at simple house</strong></td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td>27</td>
<td>I study <strong>at senior high school</strong></td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td></td>
<td>Corrected Text</td>
<td>Line</td>
<td>Issue</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>28</td>
<td>I like study <strong>at</strong> my room</td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td>29</td>
<td><strong>In</strong> weekend, I go to beach</td>
<td>013</td>
<td>Misformation</td>
</tr>
<tr>
<td>30</td>
<td><strong>In</strong> everymorning, I help my mother</td>
<td>013</td>
<td>Addition</td>
</tr>
<tr>
<td>31</td>
<td>I like watching movie <strong>on</strong> my room</td>
<td>013</td>
<td>Misformation</td>
</tr>
<tr>
<td>32</td>
<td>I was born <strong>on</strong> simple family</td>
<td>014</td>
<td>Misformation</td>
</tr>
<tr>
<td>33</td>
<td><strong>And at the start in</strong> high school, I like study with my friend</td>
<td>014</td>
<td>Addition</td>
</tr>
<tr>
<td>34</td>
<td>I am second place <strong>at</strong> the school competition</td>
<td>014</td>
<td>Misformation</td>
</tr>
<tr>
<td>35</td>
<td>When <strong>i am are</strong> in first class, I meet first love</td>
<td>015</td>
<td>Addition</td>
</tr>
<tr>
<td>36</td>
<td>I went <strong>on in</strong> junior high school</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>37</td>
<td>I very familiar <strong>where go</strong></td>
<td>015</td>
<td>Omission</td>
</tr>
<tr>
<td>38</td>
<td><strong>until at any time</strong> we passed SMP</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>39</td>
<td>Now I continue <strong>in</strong> senior high school</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>40</td>
<td>I started my <strong>education Ibnurusydy</strong></td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>41</td>
<td>I study in my <strong>school new</strong></td>
<td>016</td>
<td>Misordering</td>
</tr>
<tr>
<td>42</td>
<td>Here i intered <strong>in</strong> the class</td>
<td>016</td>
<td>Addition</td>
</tr>
<tr>
<td>43</td>
<td>I entered <strong>in</strong> high school that i want</td>
<td>016</td>
<td>Addition</td>
</tr>
<tr>
<td>44</td>
<td>The first time I <strong>going scholl</strong></td>
<td>017</td>
<td>Omission</td>
</tr>
<tr>
<td>45</td>
<td><strong>In when</strong> I study junior high school</td>
<td>017</td>
<td>Addition</td>
</tr>
<tr>
<td>46</td>
<td>I born <strong>at</strong> way jepara</td>
<td>018</td>
<td>Misformation</td>
</tr>
<tr>
<td>47</td>
<td>At <strong>village i born</strong></td>
<td>018</td>
<td>Addition</td>
</tr>
<tr>
<td>48</td>
<td>During I small, i like playing football</td>
<td>018</td>
<td>Misformation</td>
</tr>
<tr>
<td>49</td>
<td><strong>From since</strong> playgroup, i live with my aunt</td>
<td>019</td>
<td>Addition</td>
</tr>
<tr>
<td>50</td>
<td>Since playgroup <strong>to now</strong>, I study hard</td>
<td>019</td>
<td>Misformation</td>
</tr>
<tr>
<td>51</td>
<td>I went <strong>to</strong> home</td>
<td>020</td>
<td>Misformation</td>
</tr>
<tr>
<td>52</td>
<td>My <strong>father from</strong> java</td>
<td>020</td>
<td>Omission</td>
</tr>
<tr>
<td>53</td>
<td>I want to <strong>go home back</strong></td>
<td>021</td>
<td>Misordering</td>
</tr>
<tr>
<td>54</td>
<td><strong>In</strong> I hope I will sucess</td>
<td>022</td>
<td>Addition</td>
</tr>
<tr>
<td>55</td>
<td>I live Lampung Tengah</td>
<td>022</td>
<td>Omission</td>
</tr>
<tr>
<td>56</td>
<td>I visit <strong>to</strong> museum</td>
<td>023</td>
<td>Addition</td>
</tr>
<tr>
<td>57</td>
<td>I waiting <strong>to</strong> my friend</td>
<td>023</td>
<td>Misformation</td>
</tr>
<tr>
<td>58</td>
<td>I arrive <strong>in</strong> home in night</td>
<td>024</td>
<td>Misformation</td>
</tr>
<tr>
<td>59</td>
<td>My holiday, I <strong>to go</strong> beach with my friend</td>
<td>024</td>
<td>Misordering</td>
</tr>
<tr>
<td>60</td>
<td>We come <strong>on</strong> the school</td>
<td>025</td>
<td>Misformation</td>
</tr>
<tr>
<td>61</td>
<td><strong>On the first time, I am shy</strong></td>
<td>025</td>
<td>Misformation</td>
</tr>
</tbody>
</table>
Appendix 5

Data of Type of Error in Using Preposition in Narrative

- Based on the type of error -

**Omission**

<table>
<thead>
<tr>
<th>No</th>
<th>Error sentences</th>
<th>Sample</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I started my first <strong>playgroup Ibnu</strong> Rasyd</td>
<td>02</td>
<td>Omission</td>
</tr>
<tr>
<td>2</td>
<td>I will <strong>continue university</strong></td>
<td>09</td>
<td>Omission</td>
</tr>
<tr>
<td>3</td>
<td>My house is <strong>far school</strong></td>
<td>010</td>
<td>Omission</td>
</tr>
<tr>
<td>4</td>
<td>I like playing football <strong>in front my house</strong></td>
<td>010</td>
<td>Omission</td>
</tr>
<tr>
<td>5</td>
<td>My class <strong>next to</strong> library</td>
<td>011</td>
<td>Omission</td>
</tr>
<tr>
<td>6</td>
<td>I very familiar <strong>where go</strong></td>
<td>015</td>
<td>Omission</td>
</tr>
<tr>
<td>7</td>
<td>I started my <strong>education Ibnu</strong> Rasyd</td>
<td>016</td>
<td>Omission</td>
</tr>
<tr>
<td>8</td>
<td>The first time I <strong>going school</strong></td>
<td>017</td>
<td>Omission</td>
</tr>
<tr>
<td>9</td>
<td>My father <strong>from</strong> java</td>
<td>020</td>
<td>Omission</td>
</tr>
<tr>
<td>10</td>
<td>I live Lampung Tengah</td>
<td>022</td>
<td>Omission</td>
</tr>
</tbody>
</table>

**Addition**

<table>
<thead>
<tr>
<th>No</th>
<th>Error sentences</th>
<th>Sample</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the junior high school, I’m studied in SMP 2 elephant city</td>
<td>01</td>
<td>Addition</td>
</tr>
<tr>
<td>2</td>
<td>During <strong>in</strong> the playgroup, I have many friend</td>
<td>02</td>
<td>Addition</td>
</tr>
<tr>
<td>3</td>
<td>I entered <strong>in the</strong> class</td>
<td>03</td>
<td>Addition</td>
</tr>
<tr>
<td>4</td>
<td>Because I entered <strong>in</strong> the executive class</td>
<td>03</td>
<td>Addition</td>
</tr>
<tr>
<td>5</td>
<td>In order to enter <strong>in</strong> high school that I want</td>
<td>04</td>
<td>Addition</td>
</tr>
<tr>
<td>6</td>
<td>I went <strong>on in</strong> junior high school</td>
<td>06</td>
<td>Addition</td>
</tr>
<tr>
<td>7</td>
<td>We are very familiar <strong>until at anytime</strong></td>
<td>07</td>
<td>Addition</td>
</tr>
<tr>
<td>8</td>
<td><strong>When until now</strong> I sit in senior high school</td>
<td>08</td>
<td>Addition</td>
</tr>
<tr>
<td>9</td>
<td><strong>In</strong> every morning, I help my mother</td>
<td>013</td>
<td>Addition</td>
</tr>
<tr>
<td>10</td>
<td>And <strong>at the start in</strong> high school, I like study with my friend</td>
<td>014</td>
<td>Addition</td>
</tr>
<tr>
<td>11</td>
<td><strong>When i am are</strong> in first class, I meet first love</td>
<td>015</td>
<td>Addition</td>
</tr>
<tr>
<td>12</td>
<td>Here I entered <strong>in</strong> the class</td>
<td>016</td>
<td>Addition</td>
</tr>
<tr>
<td>13</td>
<td>I entered <strong>in</strong> high school that I want</td>
<td>016</td>
<td>Addition</td>
</tr>
<tr>
<td>14</td>
<td><strong>In when I study junior high school</strong></td>
<td>017</td>
<td>Addition</td>
</tr>
<tr>
<td>15</td>
<td>At village I born</td>
<td>018</td>
<td>Addition</td>
</tr>
<tr>
<td>No</td>
<td>Error sentences</td>
<td>Sample</td>
<td>Type of error</td>
</tr>
<tr>
<td>----</td>
<td>-----------------</td>
<td>--------</td>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
<td>On my birthday in <strong>16 may</strong>, he was revealed his cunning</td>
<td>01</td>
<td>Misformation</td>
</tr>
<tr>
<td>2</td>
<td>I cried in 7 day</td>
<td>01</td>
<td>Misformation</td>
</tr>
<tr>
<td>3</td>
<td><strong>In my new school place</strong>, I have alot of experience</td>
<td>03</td>
<td>Misformation</td>
</tr>
<tr>
<td>4</td>
<td>I was born in <strong>24 May 2000</strong></td>
<td>05</td>
<td>Misformation</td>
</tr>
<tr>
<td>5</td>
<td>When I <strong>am are</strong> in the first class, I am very difficult to make friends</td>
<td>05</td>
<td>Misformation</td>
</tr>
<tr>
<td>6</td>
<td>Where to go we are always think</td>
<td>06</td>
<td>Misformation</td>
</tr>
<tr>
<td>7</td>
<td>I continue in SMA</td>
<td>07</td>
<td>Misformation</td>
</tr>
<tr>
<td>8</td>
<td>I was born from a small family</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>9</td>
<td><strong>At the start in</strong> high school, I also keep keep following my activities</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>10</td>
<td>I was able to win the 2nd at the district level</td>
<td>08</td>
<td>Misformation</td>
</tr>
<tr>
<td>11</td>
<td>She is my friend at the class</td>
<td>011</td>
<td>Misformation</td>
</tr>
<tr>
<td>12</td>
<td>I live at simple house</td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td>13</td>
<td>I study at senior high school</td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td>14</td>
<td>I like study at my room</td>
<td>012</td>
<td>Misformation</td>
</tr>
<tr>
<td>15</td>
<td><strong>In</strong> weekend, I go to beach</td>
<td>013</td>
<td>Misformation</td>
</tr>
<tr>
<td>16</td>
<td>I like watching movie on my room</td>
<td>013</td>
<td>Misformation</td>
</tr>
<tr>
<td>17</td>
<td>I was born on simple family</td>
<td>014</td>
<td>Misformation</td>
</tr>
<tr>
<td>18</td>
<td>I am second place at the school competition</td>
<td>014</td>
<td>Misformation</td>
</tr>
<tr>
<td>19</td>
<td>I went on in junior high school</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>20</td>
<td><strong>until at any time</strong> we passed SMP</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>21</td>
<td>Now I continue in senior high school</td>
<td>015</td>
<td>Misformation</td>
</tr>
<tr>
<td>22</td>
<td>I born at way jepara</td>
<td>018</td>
<td>Misformation</td>
</tr>
<tr>
<td>23</td>
<td><strong>During I</strong> small, i like playing football</td>
<td>018</td>
<td>Misformation</td>
</tr>
<tr>
<td>24</td>
<td>Since playgroup to now, I study hard</td>
<td>019</td>
<td>Misformation</td>
</tr>
<tr>
<td>25</td>
<td>I went to home</td>
<td>020</td>
<td>Misformation</td>
</tr>
<tr>
<td>26</td>
<td>I waiting to my friend</td>
<td>023</td>
<td>Misformation</td>
</tr>
<tr>
<td>27</td>
<td>I arrive in home in night</td>
<td>024</td>
<td>Misformation</td>
</tr>
<tr>
<td>28</td>
<td>We come on the school</td>
<td>025</td>
<td>Misformation</td>
</tr>
<tr>
<td>29</td>
<td><strong>On</strong> the first time, I am shy</td>
<td>025</td>
<td>Misformation</td>
</tr>
</tbody>
</table>
## Misordering

<table>
<thead>
<tr>
<th>No</th>
<th>Error sentences</th>
<th>Sample</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My house and school <em>is beside</em></td>
<td>012</td>
<td>Misordering</td>
</tr>
<tr>
<td>2</td>
<td>I study in my <em>school new</em></td>
<td>016</td>
<td>Misordering</td>
</tr>
<tr>
<td>3</td>
<td>I want to <em>go home back</em></td>
<td>021</td>
<td>Misordering</td>
</tr>
<tr>
<td>4</td>
<td>My holiday, I <em>to go</em> beach with my friend</td>
<td>024</td>
<td>Misordering</td>
</tr>
</tbody>
</table>