GRAMMATICAL ERRORS IN USING PREPOSITION OF TIME AND PLACE IN NARRATIVE TEXT WRITING AT THE FIRST GRADE STUDENTS' OF MAN 1 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

A Thesis

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

By

SONIA OCTAVIA
NPM. 1311040220

Study Program   : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2019

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2019

ABSTRACT

This research was conducted based on the phenomena happened in the school. Even though narrative text was not easy for students, and they had ever written or read some narrative text, but they did some errors, especially in using preposition of time and place. Therefore, this thesis discussed the errors analysis in using preposition of time and place in narrative text writing. The objectives of this research were to find out the errors done by students in using preposition of time and place, to know the proportion (frequency and percentage), and to know the sources of errors made by students at the first grade of MAN 1 Bandar Lampung in the Academic Year of 2018/2019

This research employed the mixed method design which is the combination of qualitative and quantitative approach to collect and analyze data. The researcher saw the phenomenon of the research of the moment at the certain time. In this case, the researcher identified and described the errors made by students in narrative text writing especially in using preposition of time and place, and finally, classified the errors based on Surface Strategy Taxonomy. After that, the researcher calculated the proportion by using percentage formula and found the causes of students to make error. The population of this research was the first grade students of MAN 1 Bandar Lampung. The researcher used purposive sampling technique to take the sample. The sample is taken from one class, X IIB which consisted of 31 students. In collecting the data, the researcher used students' task as the research instrument, the researcher took one assignment to analyze the students' errors based on surface strategy taxonomy.

The result of the research showed there are 106 items errors made by the students based on Surface Strategy Taxonomy. The students made errors in each type of them. They are omission, addition, misformation, and misordering error. The numbers of omission errors are 27 items, and the percentage is 25%. The numbers of addition errors are 25 items, and the percentage is 24 %. The numbers of misformation errors are 30 items, and the percentage is 28%. The number of misordering errors are 24 items, and the percentage is 23%. So in this researcher found that misformation error is the highest.

Keywords: *Error Analysis, Narrative Text, Surface Strategy Taxonomy, Preposition of time and Place*

DECLARATION

I hereby declare that this mini thesis entitled "Grammatical Errors in Using Preposition of Time and Place in Narrative Text Writing at the First Grade Students of MAN 1 Bandar Lampung in the Academic of Year 2018/2019" is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text

Bandar Lampung,   November 2019

Declared by,

Sonia Octavia
NPM. 1311040220

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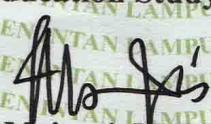
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A research thesis entitled: "**GRAMMATICAL ERRORS IN USING PREPOSITION OF TIME AND PLACE IN NARRATIVE TEXT WRITING AT THE FIRST GRADE STUDENTS' OF MAN 1 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**", by: **Sonia Octavia, NPM: 1311040220, Study Program: English Education**, was tested and defended in the thesis defence held on: Wednesday, November 6th 2019.

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MOTTO

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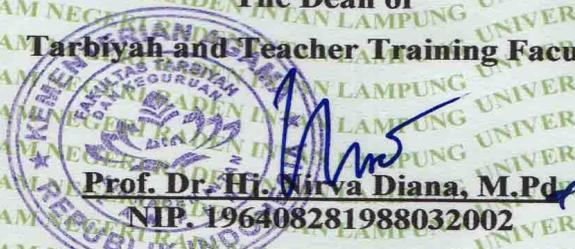
وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ۝

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Meaning: "And He Tauhgt Adam the names-all of them. Then He showed them to the angles and said, "Inform Me of the names of these, if you are truthful (Qs. Al-Baqarah : 31)[1]

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[1] Abdullah Yusuf, The *Meaning of Holy Qur'an*, New Edition Revised Translation, Beltsville, Amana Publication, 2004. P.31

DEDICATION

This thesis is dedicated to:

1. My beloved mom, Mrs. Heni Noviarita who always pray me for my success and give me motivation to study hard until now. I love her so much.

2. My beloved sister and brothers, Nur Indah Ferbriani, M. Hasyim Azhari and M. Hafizh who always give me spirit and suggestion for my success.

3. My beloved lecturers and almamater UIN Raden Intan Lampung.
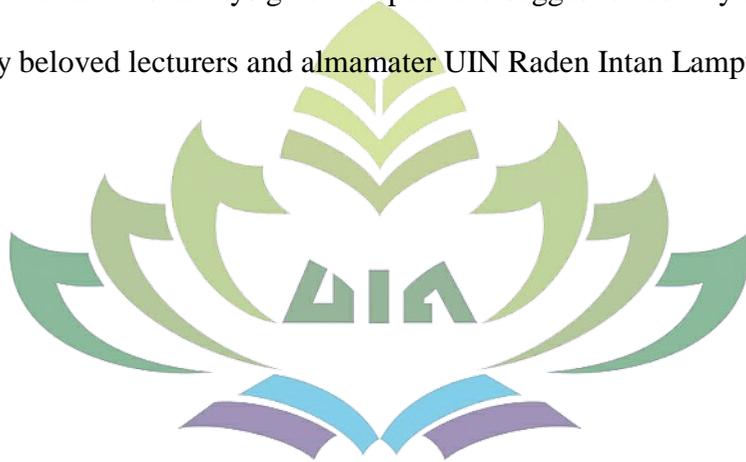
CURRICULUM VITAE

The researcher's name is Sonia Octavia. She was born in Bandar Lampung on October 30th, 1995. She is the third child of four children of Mrs. Heni Noviarita. She has one sister whose name is Nur Indah Febriani and two brothers, whose names are M. Hasyim Azhari and M. Hafizh.

She began her study at elementary school of SD Negeri 1 Kedaton, and graduated in 2007. Then, she continued at junior high school of SMPN 10 Bandar Lampung. After graduating from junior high school in 2010, she continued at senior high school at MAN 1 Bandar Lampung in 2010 and graduated in 2013. Then, in 2013, she continued her study in the State Islamic University of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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First of all, praise be to Allah SWT the Almighty, the Most Merciful, the Most Beneficent for His bleesing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled "Grammatical Errors in Using Preposition of Time and Place in Narrative Text Writing at the First Grade Students' of MAN 1 Bandar Lampung in the Academic Year of 2018/2019" is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, Desember 2019
The researcher,

Sonia Octavia
1311040220

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CHAPTER I

INTRODUCTION

A. Background of Problem

English is one of the most spoken languages in the world and widely accepted as a foreign language in many parts of the world. Bozkurt and Ataizi stated that English is lingua franca of the globe and one of the most demanded languages to learn. [1] English has been considered to be the foreign language in Indonesia. It is taught in almost level of schools, starting from elementary school to senior high as a compulsory subject. Conversely, in spite of its being taught for so many years, there are a lot of problems found in the English Language Learning.

In learning English, there are four skills that students need to master. According to Choudhury, the four core language skill are listening, speaking, reading and writing where writing is obviously the most difficult skill for second language and foreign language learners to master. [2] The main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable. It can be said that writing is counted as one of the difficult skills since it is active and productive skill in order to express someone's mind, ideas and feeling which is expressed in a written language,

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[1] Aras bozkurt & Murat Ataizi, English as a Foreign Language; EFL. *Contemporary Educational Technology*, (2015), (6)2, p155-168

[2] Anindya Choudury, Of Speaking, Writing and Developing Writing Skill in English. *Language in India*, (2013) ,13, p27-32

in graphic symbols so that the readers are able to understand the message inside.

Actually, writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with correct grammar and appropriate vocabulary. In spite of the important roles of writing, many students face some difficulties to correctly translate their ideas into a readable text. One of them lies on how the students commonly make grammar mistakes in their writing.[3] But, sometimes the teacher did not aware about students' mistakes. Then the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error.

James explained that, if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.[4]

Error in writing is the error which is inappropriate with certain grammar. As mentioned by Mukundan and Roslim, grammar has always been considered as an essential substance in teaching English especially English as foreign language and second language.[5] Acquiring grammar is something

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[3] Jack Richard & Willy Renandya, *Methodology in Language Teaching:an Anthology of Current Practice*.(Cambridge: Cambridge University Press, 2002), p.112

[4] Carl James, *Errors in Language Learning and Use; Exploring Error Analysis*, (London and Newyork: Addison Wesley Longman Limited, 1998), p.78

[5] Mukundan J & Roslim N, Text book representation of preposition. *English Language Teaching*, (2009), 2(4), p.13-24.

difficult to the students because there are many rules that cannot be ignored, the common errors often found in students writing is the error of preposition. This statement is supported by Sudhakaran who says that one major grammar error observed in both students' speech and writing is the error of preposition.[6]

Seaton and Mew defined preposition as a word that connects one thing with another, showing how they are related. They asserted that it is usually followed by a noun and pronoun. French stated that a preposition might bear multiple meanings depending on the given context, and similarly some verbs might require an obligatory preposition. However, students fail to notice this rule, and they learn verbs by ignoring the idea that they may require a specific follow up preposition.[7] It can be concluded that preposition is connector; its function is to connect a noun or pronoun to another noun or pronoun in a sentence. Consequently, preposition can never stand alone: it must always be contained within a phrase that sometimes can make the meaning different depending on the context.

According to Mutmainna, preposition can be categorized on the basis of their functions, for examples preposition of time (I will reach at five o'clock), place (He lives in Lahore), direction (Maria went to laboratory), agent, The room was painted by him), and instrument (She opened the locker with key), prepositional verb (She is listening to music).[8] Native English speakers rarely

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[6] Beena Sudhakaran, Acquisition of English preposition among Malaysian learners: a case study, *International Journal of English Linguistic*,(2015) 5(3),p.1

[7] Fizgerald French, *Common errors in English*, (London: Oxford University Press: 1961), p.274-277

[8] Wiwiek Mutmainna, *Error analysis in descriptive text made by students in Madrasah Aliyah Nurul Huda Dowara Tidore*, (Retrieved Script: Academia Edu: 2014), p.34

make errors with these very common prepositions. However, non-native speakers frequently get them wrong, often because they translate directly from their own language rather than listening to native English speakers, in this case the students get the influence from their mother tongue.

There are many types of text writing. They are descriptive, narrative, expository and so on. From all of those texts, narrative is easier to be analyzed and the students always made error in narrative composition. According to Negrila and Ionel, a narrative text tells an imaginary story, although some narrative stories may be based on facts.[9] Basically, narrative composition is to write down what is seen, what is heard, and what is perceived by the researcher. Watcharapunyawong suggests that in narration, there are five most frequent errors found in the students writing; verb tense, word choice, sentence structure, preposition and modal/ auxiliary.[10] Therefore, in this study, narrative is chosen as the instrument to investigate the errors, especially in the case of preposition of time and place.

Referring to the problem explained above, the researcher conducted an interview and preliminary research test to justify the students find the difficulty in the case of preposition. First, based on the interview with the English Teacher of MAN 1 Bandar Lampung, Mrs. Heni Astuti, she said that it was difficult for the students to master preposition well because of some reasons; a. they often confused to put the preposition in their writing because

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[9] Ana-Maria Negrila & Andrea Ionel, Features of teaching narrative to EFL learners. (*Central and Eastern European Online Library*, 2012), (2), p.1-8

[10] Somchai Watcharapunyawong, Thai EFL students' writing errors in different text types: the interference of the first language. (*English* Language Teaching, 2013), 6(1), p. 67-78.

they are hard to understand the meaning of each words, b. the students do not fully understand about the specific rules of the use of preposition so that the grammatical errors made by the students may be influenced by their first language or their mother tongue.[11]

Based on the preliminary research that the researcher did in MAN 1 Bandar Lampung on 2nd of August 2018, the researcher gained some data from students' writing about personal narrative, fairy stories, fable, legends, myth, science fiction and historical narratives in narrative text using preposition of time and place and conducted some interviews with the teacher and students. The researcher found that the motivation of the students to learn English was still low. Besides, they were not active and did not pay attention to the material in learning teaching process. The researcher found that the writing skill of the students was still low. When the teacher asked them to write about personal narrative, fairy stories, fable, legends, myth, science fiction and historical narratives in narrative text. The researcher found that the students had got difficulties in grammatical in their writings. They were still confused about the grammar.

Here are some of the samples that were taken randomly from the students' narrative writing task of first grade students of MAN 1 Bandar Lampung as follow:

1. He knew that crocodile had not eaten *in* 3 days.

2. Mouse Deer kept jumping until he arrived *at* the other side of the river.

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[11] Heni astuti, English Teacher at MAN 1 Bandar Lampung

3. Mouse Deer then jumped *on* Crocodile's back.

As the phenomena that the researcher found in the preliminary research, there were some errors which students made in their sentences. In the first sentence is the use of preposition of time in which it is used to describe a period of time. The first sentence, having a wrong preposition, is grammatically incorrect. It should be (He knew that crocodile had not eaten *for* 3 days). The second sentence is the use of preposition of place in which the sentence should use *on* instead of *at* because *on* is usually used for a surface of something. It should be (Mouse Deer kept jumping until he arrived on the other side of the river.). The last sentence refers to preposition of place. It should be (Mouse deer then jumped onto Crocodile's back. The preposition onto is used when the object moves from bottom to top.

The correct sentences:

1. He knew that crocodile had not eaten *for* 3 days.

2. Mouse Deer kept jumping until he arrived *on* the other side of the river.

3. Mouse Deer then jumped *onto* Crocodile's back.

Based on the explanation above, the researcher was interested to analyze the errors of using simple present tense in analytical exposition text. The researcher would like to analyze the errors in analytical exposition text in MAN 1 Bandar Lampung.

As a consequence, it is important by the teacher to give an error analysis in students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing

and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. In this research, the researcher focused on the students' errors in using preposition of time and place in narrative text writing, it is supported by Wishon and Burks preposition have been called the biggest little words in English.[12] They are usually quite short and significant looking but they have very important functions. Problems might come up when the students try to use them in writing because of their lack of grammatical knowledge about the use of each preposition in the specific context.

To prove originally of this research, the researcher presented some previous researches that deal especially with descriptive text analysis. The first previous was done by Tiara Lembayung entitled An Error Analysis of Preposition of Place in Students' Descriptive Text Writing at the First Semester of the Eight Grade of MTs Yapenbaya Katibung South Lampung in the Academic Year of 2017/2018. This study analyzed students' error of preposition of place in descriptive text. In this research, the objectives are to find out the errors done by students in suing preposition of place based on Surface Strategy Taxonomy and to know and describe the proportions of errors made by students that most dominant in using preposition of place in descriptive text writing.[13]

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

[13] Tiara Lembayung , *An Error Analysis of Preposition of Place in Students' Descriptive Text Writing at the First Semester of the Eight Grade of MTs Yapenbaya Katibung South Lampung* (Lampung, State Islamic University of Raden Intan Lampung, 2017), p.10

The second research had been done by Melisa Utari in An Error Analysis on the Use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 Babat Toman Muba. In this research, it used all of preposition contained in the students writing and analyzed errors on the use of preposition in narrative compositions made by eleventh grade students of SMAN 1 Babat Toman Muba.[14]

Another research was conducted by Helling Giating entitled Grammatical Errors of Preposition in Descriptive Text Made by Students of MAN Mejayan Ponorogo. It was found that there were 215 errors on students' task writing in using preposition. She was classified the errors into three types, omission errors, insertion errors, and selection errors. There 215 errors in 258 sentences that consisted of 67 omission errors, 25 insertion errors, 123 selection errors. the most dominant error was selection and it was followed by omission and insertion[15]

The differences among this study and the previous studies were summarized as follow. The previous studied focus on error analysis in descriptive and narrative composition. But in this study, the researcher focused on error analysis in using preposition of time and place in narrative text.

Realizing the fact mentioned above, it is important to analyze the students' errors in case of proposition due to the differences of grammar rules between

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[14]Melisa Utari, *An Error Analysis on the Use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 Babat Toman Muba* (Palembang, State Islamic University of Raden Fatah Palembang, 2017), p.8

[15]Helling Giating, *Grammatical Errors of Preposition in Descriptive Text Made by Students of MAN Mejayan Ponorogo* (Ponorogo, State Islamic College of Ponorogo, 2016), p.52

Bahasa Indonesia as their first language and English as their foreign language. In this case, the researcher is interested to conduct a research entitled **"Grammatical Errors in Using Preposition of Time and place in Students' Narrative Text Writing at the First Grade Students of MAN 1 Bandar Lampung in the Academic Year of 2018/2019".**

B. **Identification of Problem**

In line with the background of the problem above, the following problems were identified:

1. The lack of students' grammatical knowledge was the big problem.

2. Preposition of time and place were difficult to be mastered for the students.

3. Many students made errors in the form and usage of preposition of time and place.

C. **Limitation of Problem**

Based on the identification of problem above, the researcher focused on the error analysis of preposition of time and place in students narrative text writing based on Surface Strategy Taxonomy done by students of MAN 1 Bandar Lampung in the second semester at the first grade in the academic year of 2018/2019.

D. **Formulation of Problem**

Based on the problem limitation, this study attempted to answer the following:

1. What errors were committed by students in using prepositions of time and place based on Surface Strategy Taxonomy?

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

E. Objective of Research

The objectives of this research were:

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

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

F. Use of Research

It was expected that the result of the research could be used as:

1. Theoretical benefit
   a. The research can be useful to other researcher who wanted to conduct a research that was related of grammar in using preposition.
   b. For students, it can be an input to improve their knowledge of English, and it can be used to encourage students to be more cautious in using preposition.
   c. For teachers, this study provided of students' errors in preposition. It gived better insight to the teachers to deal with errors in structure, especially in using preposition.

2. Practical benefit
   a. The finding of the research can be reference for English teacher to improve student's grammar usage in preposition using error analysis. It

provided feedbacks which can be used to adapt their teaching techniques.

G. Scope of Research

1. Subject of the Research

   Subject of the research was the first grade students of MAN 1 Bandar Lampung

2. Object of the Research

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

3. Time of the Research

   The research was conducted in the academic year of 2018/2019.

4. Place of the Research

   The research was conducted in MAN 1 Bandar Lampung.
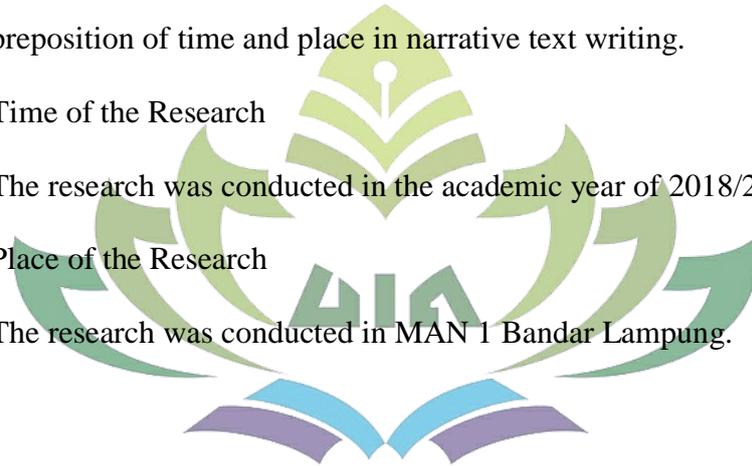
CHAPTER II

FRAME OF THEORIES

A. Concept of Error

In Learning English, the students often make error and mistake in their writing. Error is students wrong utterance or sentence in writing or speaking because they have lack of knowledge of English structure in language rules.[1] We know that error and mistake are different, but they have assumption that error is the same meaning with mistake.

Errors in a proper perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to a performance error that is either the random guess or "slip", in that it is failure to utilize a known system correctly. It is result of some sort of temporary breakdown or imperfection in the process of random ungrammaticalities.[2] Mistakes are of no significance to the process of language learning.[3] It can be inferred that a mistake is made by learner because he does not apply the rules that he actually knows, in other words, a mistake is a non-systematic deviation from the norms of the language.

Furthermore, Crystal states that errors are assumed to reflect in a systematic way, the level of competence achieved by learner, they are constructed with "mistakes", which are performance limitations, that learner

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[1]Dulay.et,al., *Language Two*, (New York: Oxford University Press,1982), p.138

[2]H. Doulgas Brown, *Principles of Language Learning and Teaching (2ndEd),* (London: longman,2000), p.257

[3]Jack C. Richards, *Error Analysis: Prespective on second language acquisition*, (London: Longman,1984), p.25

would be able to correct.[4] Meanwhile, Brown states that error is noticeable deviation from the adult grammar or a native speaker reflecting the interlanguage competence of the learner, while mistake refers to a performance error that is either a random guess or "slip", in that it is a failure to utilize a known system correctly. He also identifies that error is a result from lack of knowledge of the rules of the language.[5] In some of the second language literatures performance error is called mistake, when their error was reserve for the systematic deviation due to the learner is still developing of the second language system.

Further, many expects distinguish between error and mistake. This seems to be reasonable in order to put the two phenomena in their proper perspectives. One of the most common distinctions was made by Brown, which highlight that errors are direct manifestation of a system within which a learner is operating at the time, while mistakes refer to failures to utilize known system correctly.[6]

From the explanation above, it is clear that error and mistake are different. Error is result from lack of knowledge of rules of language. The learners cannot know error because they do not know that they have done something wrong. It caused by the lack knowledge of language, the learners cannot correct by themselves and they need explanation about it. It refers to

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[4] David Crystal, *Dictionary of Linguistics and Phonetics*, (USA: Blackwell Publishing, 2008), p.173

[5] H. Douglas Brown, *Principles Of Language Learning and Teaching*, (New Jersey : Prentice- Hall,inc,1980), p.258

[6] S.P. Corder, *Errors Analysis and Interlanguage*, (New York : Oxford University Press, 1981), p.35

language competence that shows learners' ability in using language. The different is learners can know mistake because it refers to language performance but the learners can correct themselves. It is the result of imperfection in producing speech. The learners know about the rules to make good sentences but condition make they do error.

According to Dulay,et.al, the distinction between performance error (mistake) and competency error (error) is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. Therefore, they define error as deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.[7] Based on the theories above, the practically used the idea proposed by Dulay as the root of determining the deviation produced by the subject in which any deviation would be considered as an error.

B. Concept of Error Analysis

1. Definition of Error Analysis

    Analysis is needed to know students' error, and error analysis is the way to know the students' error by identifying, describing, and analyzing the error into kinds of errors. Naturally, students make errors in learning a foreign language. It is because their native language or mother tongue is very different from foreign language in term of grammar, vocabulary and pronunciation.

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[7]Dulay.et.al., *Language Two*,Op.Cit.,p.140

Error analysis is study or an effort to observe, analyze and classify the students' errors. It also expresses that the teacher guided the students to avoid errors, both the students and teacher need to study hard. So, it was very useful for the language teacher to have an error analysis. This is emphasize that Error analysis is the fact that learners do make errors, and those errors can be observed, describeed, and analyzed to reveal something of the system operating within the learners, led to surge of study of learners' error.[8] It means that error analysis is very useful to observe, analyze, and classify the learners' errors.

Richard states that error analysis an activity to reveal error found in writing and speaking. Error analysis also is study of errors made by the second and foreign language learners. Error analysis may be carried out in to find out how well someone knows a language, find out how a person learners a language and obtain information on common difficulties in language learning, as an aid in teaching or the preparation of teaching materials. This definition stresses the function of error analysis.[9] It means that error can be found in writing and speaking. Error analysis is used to know the learners' language ability.

In teaching learning process of language as mention above, studying students' error is very important, because it can increase their language proficiency. Students' error should be analyzed carefully because these

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[8] H. Doughlas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p.220
[9] Jack C. Richard, *Error Analysis: Perspective on Second Language Acquisition*, (London, Longman, 1974), p.458

errors show the process of learning a language. The students' errors are very important providing insight into how far a learner has progress in acquiring a language and showing how much more the learner needs to learn.

According to Corder states that error analysis has two main functions: theoretical aspect and practical aspect. The theoretical aspect of error analysis is part of methodology of investigating the language learning process while the practical aspect of error analysis is function in guiding the remedial action we must be taken to correct an unsatisfactory state of affairs for learners or teacher.[10] There are two main functions of error analysis. Firstly, it is used to investigate aspect of error analysis, it is called theoretical aspect. Secondly, it is used to guiding the remedial action, it is called practical aspect.

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

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

2. Procedures of Error

In error analysis research, there are some procedures that suggested by the experts. Theo Van Els in Muhammad Saugi states that there are some procedures in error analysis, as follows[11]:

a. Identification of Errors

The first step in the process of error analysis is identification of errors. In this step, the teacher recognize the students' error from the task given.

b. Description of Errors

The second step is description of errors which begun when the identification step is already taken. The description of the students' errors involves classification of sort of errors made by the students.

c. Explanation of Errors

The explanation of errors is the third step which attempts to account for how and why such errors can occur.

d. Evaluation of Errors

The fourth step in the process of error analysis is the evaluation where the teacher gives tasks or tests to prove such errors as the incorrect ones.

e. Preventing/Correction of Errors

The last step is the correction of errors in which the teacher or the examiner check the outcomes from the tasks or tests given to the students and thus to give correction for the errors.

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[11] Muhammad Saugi, "An Analysis on Errors Made by Learners in Forming Irregular Plural Form", (Skripsi UIN SYarif Hidayatulloh, Jakarta, 2014), p.12

The purpose of this research were to find kinds and proportions of errors made by the students, then the researcher only took three steps, those were identification of errors, description of errors, and preventing/correction of errors. the researcher had to decide the criteria of errors which were corrected beacuse some errors can be considered more serious than other. The aim of it was to distinct which errors were corrected so the learner which made an error, not be stress of getting correction.

3. Classification of Error Analysis

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

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

a. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language component (phonology, syntax and morphology, semantic and lexicon, discourse) and the particular linguistic constituent that the error affects.[12]This linguistic category taxonomy classifies errors in respect to language component the errors affect. The language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style)

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[12]Heidi Dulay, Marina Burt and Stephen Krashen, *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 types of contraction.[13] In this study, the errors made by the students learning the target language as their first language and equivalent phrases or sentences in the learner's mother tongue. When learning a target language and the learner have already mastered his native language, so that its feature interferes to the process of learning the target.

c. Communicative Effect Taxonomy

The communicative effect taxonomy, this taxonomy focuses on the effect the errors have on the listener or reader. This taxonomy focuses on errors that caused of miscommunication.[14] Communicative effect taxonomy deals with errors from the perspective if their effect on the listener and reader. Therefore, the focuses on distinguishing between errors that seems to cause communication focuses on aspect errors themselves.

d. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structure is altered: learners may omit necessary items or add unnecessary ones, that may misfrom item or misorder them.[15]The surface elements of language are altered in specific and systematic ways. It shows the cognitive process that underlined the learners' reconstruction of the language learned. It also makes aware that learners' errors are some logic.

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[13]*Ibid*,pp.150-163
[14]*Ibid*, pp.163-172
[15]*Ibid*,pp.189-193

Furthermore, James states under this category, errors can classified into five subtypes, omission, addition, misformation, misordering, and blends.[16]It means that viable of this taxonomy can operate with four of their categories plus a fifth (Blends) by James.

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

C. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that high lights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.[17] Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.

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

[17]*Ibid*,p.150

1. Omission

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

   For example: *Mary is the president of the new company*

   The words: Mary, President, New and Company are the content morphemes that carry the burden of meaning. If one heard:

   Mary president new company

2. Addition

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

   For example: "*She doesn't knows my name* ". This sentence is wrong because there is *'ed'* is added. The correct sentence should be "*She doesn't know my name*".

   There are three terms of addition as the following:

   a. Double Marking

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

      For example:

      We didn't went there

      The sentence is wrong because there two errors along with it.

   b. Regularization

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

For example: In the verb : "*eat*" doesn't not become *eated* but *ate*

In the noun :"*child*" in the plural become *children* not *childs.*

c. Simple addition

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

For example:

The pink house building was in over there (incorrect)

   The pink house building was over there (correct)

3. Misformation

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

For example: -He bringed the book yesterday (incorrect)

           -He brought the book yesterday (correct)

There are three types of misformation error :

a. Regularization error

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

For example: his self for himself, gooses for geese.

b. Archi- forms

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

For example:

That dog

That dogs

c. Alternating forms

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

Those dog

This cats

4. Misordering

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

For example:

The baby not did cry this morning (incorrect)

The baby did not cry this morning (correct)

D. Concept of Error Analysis of Prepositions of Place and Time in Narrative Text Writing Based on Surface Strategy Taxonomy

As mention above, in learning English the students usually make errors. Therefore, it became a very good input and was useful for this research, because could help the researcher to solve the problems which faced students of senior high school in using preposition of place and time in narrative text. Before discussing about the students' errors, the researcher described the concept of error analysis, preposition of place, time, narrative text and surface

strategy taxonomy, first: Error analysis is study of identifying, describing and classifying the noticeable errors that is made by the students in learning process. In this research, the researcher analyzed an error analysis of preposition place and time in narrative text writing. To this idea Brown states, "The fact the learners do make errors and these errors can be observed, analyze and classify to several something to the system operating within the learners, led to a surge of study of learner's errors, called error analysis".[18]

The second, preposition of place is a preposition which is used to refer to a place where something or someone is located.[19] Language learners especially the students of senior high school were possibly make error in using preposition of place. It happens probably because language learners do not yet have full understanding about the of prepositions of place. Meanwhile, preposition of time is a preposition which is used to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place. Prepositions of time were the same words as prepositions of place; however they are used in a different way. In this case, the students can not easily distinguish these prepositions, as they are similar. The differences were seen in a context of the sentences while it discusses times rather than places.

Based on the explanation above, the students experience the difficulty in their writing, no exception in using preposition of place and time. One of genres taught in senior high school is narrative text. A text genre is a type of

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[18]H. Doulgas Brown, *Op,Cit*, p.206
[19]Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prantice-Hall,1972),p.165

written of spoken discourse. Each of these text types were used for different purpose and follow a different style or structure when you write, but here the researcher focused on narrative text.

The third: According to Anderson states that narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.[20] It means narrative deals with events happened in the past it also has a sequence of events that are unusual in an entertaining ways.

In general, there are four most useful and common used bases to descriptively classify the errors, namely Linguistic Category, Comparative Taxonomy, Communicative Effect, and Surface Strategy Taxonomy. Each of them has its own feature and way classification. But, the researcher would analyze the errors only based on Surface Strategy Taxonomy. The last: Dulay it as the Taxonomy that high light the ways surface structure are altered: learners may omit necessary items or add unnecessary ones; they may misfrom items or misorder them.[21] Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.

E. Concept of Preposition

1. Definition of Preposition

A preposition is one of the eight parts of speech. Humeid argued that preposition is used to express a relation between two entities, one is represented by prepositional complement and the other is represented by

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[20] Mark Anderson, *Text Types In English*,(Australia;Macmillan Education,2003),p.26
[21]Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York : Oxford University Press,1984),p.146s

another part of sentence.[22] Moreover, Murshidi explained that preposition is a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word to element in the clause. It can be assumed that many prepositions are confusing because it is hard to define what they mean on their own and many have similar meanings. Although prepositions are simple for native-speakers to learn, they are usually difficult for English learners.

Furthermore, Frank indicates that modern linguistic prefer to classify prepositions as structure of function words in contrast to content words like noun or verb. They have little or no intrinsic meaning, as one will discover when he tries to define them outside of the contexts.[23] It means that, preposition is a words expressing relationship between two words (such as: noun or noun equivalent) which is placed in font of pronoun or noun. For example: *My brother is in the school.* In this sentence the preposition *in* is used to relate the pronoun *my brother* and the word *the school*. If we omit this preposition, the meaning of this sentence was ungrammatical.

From the definition above, it can be said that a preposition is a word place before noun or pronoun to show it relationship, for example: *I put my pencil in the box*. This sentence is complete, but if the word in is omitted, there is no sense of the sentences. The pencil might be place under the box, on the box, or behind the box, etc. Until some prepositions have been

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[22] Ahmed Mohammed Ali Abu Humeid, Compound preposition used by Iraqi EFL university students, (*International Journal of English Linguistics*, 2013), 3 (2), p. 99-114.

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

inserted, the relation between the pencil and the box are unknown. In other uses, however, the choice of preposition is determined by a preceding verb (to look at the evidence, to listen to it, to believe in it), or noun (the investigation of a problem, the remedy for it, the solution to it) or adjective (different from the others, similar for them, identical with them).[24]

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

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 gave only the more common meanings that preposition can have many of these meanings

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

correspond to the adverbial meanings already given in the chapter on adverbs. Some meanings however are common only to preposition.[25]

Lingga stated that there are types of relationships three are expressed by the preposition.[26]

a. Preposition of place or position

It is a 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, trough, towards, etc.

Example:

- *The clock is on the wall.*

- *They are in the classroom.*

- *She sat beside son during the party.*

b. Preposition of Direction

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

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

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

c. Preposition of Time

It is a kind of preposition which is used to indicate the relationship of the time. At, on, after, before, behind, since, from, during, until, with,etc.

Example:

- *You can call me at ten o'clock.*

- *I like drinking coffee in the morning.*

- *The task should be submitted before May, 2nd.*

d. Preposition of Manner

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

Example:
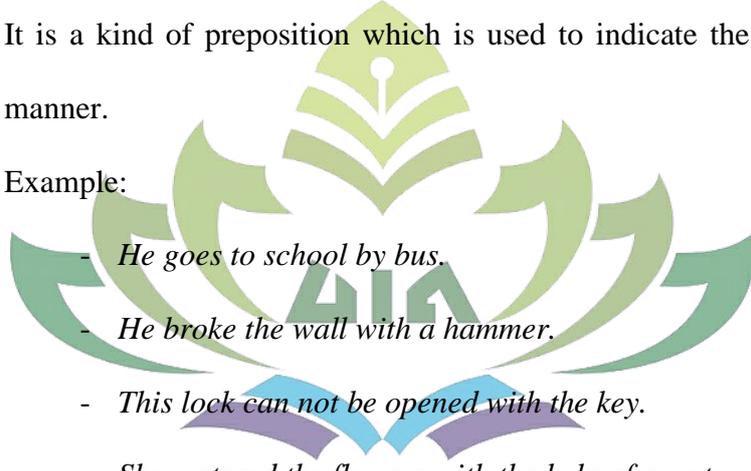
- *He goes to school by bus.*

- *He broke the wall with a hammer.*

- *This lock can not be opened with the key.*

- *She watered the flowers with the help of a water- pipe.*

e. Preposition of Agent

It is a kind of preposition which is used to express a causal relationship between the doer and the actions.

Example:

- *The task was finished by him.*

- *A nice book was written by John Thomson.*

- *Some schools have been made by the government.*

f. Prepositional Verb

It is kind of combination between verb and preposition. It is simply a verb followed by preposition. Some verbs require specific preposition to be used after them in a sentence.

Example:

- *She is waiting for him*

- *Rinn is knocking at the door.*

- *We believe in God.*

- *He is suffering from fever.*

Based on the description of preposition above, it can be said that there are various types of preposition in English. This research the researcher focused on investigating in preposition of place and time.

F. Concept of Preposition of Place

In English grammar a preposition is a word (one of the part of speech and a member of a closed word class). It shows relationship between a noun or pronoun and other words in a sentence. In preposition there are six types of preposition such as preposition of time, directions, place, agent, instrument and preposition phrases. This research focused on the use of preposition of time and place in the students' narrative text. Here are the following definitions of each:

1. Definition of Preposition of Place

According to Wren and Martin states that preposition is a word placed before a noun or pronoun to show in what relation the person or thing

denoted by it stands in regard to something else.[27]It means the preposition of place is a word use to indicate a place description in a clause or sentence, explaining the position of an object and also preposition of place is a preposition which is used to refer to a place where something or someone is located.

2. Function of Preposition of Place

Preposition of place have two functions the first is to connect the noun (all type of noun) to the rest of the sentence. The second is to specify the preposition of the noun (persons or object).[28] It means that the preposition has the function of connecting a noun or a pronoun to another word, usually a noun, verb or adjective.

3. Types of Preposition of Place

Preposition of place indicates the relationships of place or position. Frank divides them into three indicator. They are the point itself, higher or lower than point, and neighboring the point.[29]

a. The Point Itself

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

1) *In* is used to explain about a position within a larger area, or something within a larger space. In as shown above normally indicates position and indicates movement, and when use verb put can used

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

[28]Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice-Hall, 1972),p.171

[29]Marcella Frank, *Op.Cit*, p.165

both of them in or into.[30] The function in and on almost same used to before the name of the road. In is used to show with the name of countries seas towns cities and villages.

Examples:

- **In** front of a city or country name : **In** Jakarta, **In** Bambu Kuning.

- **In** front of the name refers to a specific area of the room : **In** the garden, **in** the meeting room.

- **In** front of the noun: **In** hospital, **in** campus, **in** mosque.

2) **On** is used to explain about a position tauching a flat surface of something, such as : a floor, a desk, a street, or as a line such as a road or river. On top of emphasizes the uppermost horizontal surface, it is an object that has some height.[31] On also can be used for both position and movement involving a change of level.[32]

Examples:

- **On** the table

- **On** the floor

3) **At** it used to explain about a place as a point rather than area and about event.[33] At also used to explain about the small area such as: a square, a village, a room. At also refers to general vicinity; more

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[30]A.J Thomsom and A.V Martinet, *A Practical English Grammar*, (New York: Oxford University Press,1986),p.98
[31]Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice-Hall,1972),p.166
[32]A. J Thomsom and A.V Martinet, *Ibid*,p.99
[33]Marcella Frank, *Op.Cit*,p.163

presence at a place is indicated. At more specific scope and focused on what is mean. Usually at also before an addressed with street number.

Examples:

- **At** my house, at green fields avenue.

- At Palm street number 08.

b. Higher or lower than a point

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

1) **Over** is used to explain about position on the other side of and tell about large area, or getting to the other side of a bridge, road, border, river,etc. Over rather than across talk about reaching the other side of something that is high or higher that it is wide and if talk about country or sea use across rather than over.[34]

Examples:

- I saw a helicopter flying **over** the lake.

- There was blue cloud **over** the top of the mountain.

2) **Above** to talk about an object that has moved higher than another object and also above it is felt to be directly higher than a point. This distiction between over and above is not always carefully abserved.

Example:

- The castle sat in the mountain **above** the town.

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

3) **Under** is a felt to be generally lower than a point and sometimes either can be used. Underneath express the idea of close under, especially so as to be hidden.[35]

Examples:

- I found the key **under** the table.

- He put keys **under** the book.

4) **Below** is the opposite of above, under is a opposite of over. The difference in the uses of the below and under are similiar to those between above and over. The distiction between under and below is not always care rally maintained. Below also opposite of above and we can use it in a place.[36] So below used when something that has been put in a place that clear.

Examples:

- The lamp hangs **below** the wall.

- He lives on the floor **below** us.

c. Neighboring the point

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

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

Example:

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[35]Marcella Frank, *Ibid*,p.167
[36]L.G Alexander. Longman *English Grammar Practice for Intermediate Students*, (New York: Longman Group,1990),p.114

‒ He lives **near** the university.

2) **Next to** explain that one something or person is at the side of another.[37]

Example:

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

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

Example:

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

4) **Between** usually use two or more people or things that we see as individuals or separate and among when to talk about the people or things as part of a group. Between and among not only used as preposition of place. To describe about something done to or by group or groups of things or people, we can used either between or among. That emphasized of between also explain to show a division between two people, things, or time, between to refers to more than two whereas among used to plural noun to refers to a mass of, among to refer can be viewed separately.[38]

Example:

‒ He sat **between** his two sons.

From the description above, we can see that there are various kinds of preposition of place. In this research use 15 preposition of place as the focus material. The fifteenth preposition of place took from the concept

[37]Marcella Frank, *Ibid*, p.167
[38]L.G Alexander, *Ibid*,p.112

of preposition of place above. They are in, on,at, over, above, under, below, near, next to, beside, inside, between, among, in front of, and from.

G. Concept of Preposition of Time

Preposition of time are words that tell us when something is happening; was happening; will be happening.[39] While according to Frank there are some types of preposition, such as:

Preposition of time is defined into three types, they are : one point of time, extended, and sequenced of time. [40]

1. One point of time

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

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

At - I saw him *at* noon (or night, midnight).

(*at* used with a part of the day considered as a point).

- I saw him *at* o'clock. (*at* used with hour of the day)

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

In - I saw him *in* September. (*in* used with month)

- I saw him *in* 1986. (*in* used with a year)

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

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[39] L.G Alexander, *Ibid*,p.115

[40] Marcella Frank, *Modern English: A Practical Reference Guide*, (New York: Practice Hall,1975),p.164-166

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

2. **Extended Time**

   Starting at one point and ending at another (duration)

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

   By   - I can see you *by* Monday.

          (By implies no later than, at any time up to this point)

   From-to - I can see you *from* ten o'clock to two o'clock.

          (a beginning point with from generally requires and point with to)

   For   - I can see you *for* one hour.

          (For gives a quantity of time). It is usually accompanied by a number 9 I waited for two hours) or by an adjective of definite quantity (I haven't seen him for some time; he has been working very hard for many weeks).

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

3. **Sequence of Time (event that follow one another)**

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

After - I will see you *after* Wednesday. (The event follows the time given in the after phrase).[41]

H. Concept of Writing

1. Definition of Writing

Writing is one of the four skills in learning a language. The researcher focuses on this skill and tries to find out its definition; moreover, it may the basic theory of this research. Writing is a personal act in which writers take idea or prompts and transform them into "self-initiated" topics. When writing, learners use these four types of knowledge; knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing and procedural knowledge for integrating all the other types of knowledge.[42]

According to Randal, writing is an ability to make a form of words that in general, it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly accepted by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.[43] Furthermore, Sudaryanto says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are

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[41] Marcella Frank, *Op.Cit*,p. 164

[42] J. Michael O'Malley and Lorrane Valdez Pierce, *Authentic Assesment for English Language Learner,* (New York: Addison Wesley Publishing, 1996), p. 136.

[43] Randal Holme, *Literacy an introduction*, (Edinburgh: Edinburgh University, 2004), p. 160

able to understand the message inside.[44] From the statement, it can be said that writing is a skill where the researcher can set his ideas down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

Similiarly, Nura says that writing is an activity to express him/herself and to adapt to the society. Through writing, readers will understand the writer's way of thinking.[45] It means that writing can be a reflection of the researcher's mind. In addition, Harmer states that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.[46] It can be concluded that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it is clear that writing is an act of thinking after which it is expressed the ideas or taught, in a communicative written form. In expressing the thought into a written form, feeling plays an important role as well, so that writing needs a process in which the idea can be understandable and expressed smoothly. To do so, of course, it needs a good ability to produce ideas in words phrases, clauses, and sentences to bring out a logical relationship in a paragraph. In other words, writing is

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[44] Sudaryanto, *Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan ekletik*, (*Cakrawala Pendidikan*, 2001) Th XX, No 1,61-69.

[45] Amris Nura, *Problematik pengajaran keterampilan menulis lanjut: Upaya menumbuh kembangkan minat menulis di usia dini*, (Padang: FBSS UNP Press, 2004) *Komposisi,* Vol. 4 No 1,69-80.

[46] Jeremy Harmer, *How to teach writing*, (New York: Longman , 2007) p. 76

closely related to the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2. Aspects of Writing

Jacob et al stated that there are principles of writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and vocabulary).[47] It can be said that a writer is a success if his writing contains the aspects of writing described as follows:

a. Content

Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. This term is related to the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis. Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the idea, it should be omitted. In addition, Hosseinpour states that content includes knowledge of a subject, development of the thesis, converge of topic, relevance of details, substance, and quality of details of writing.[48]

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[47] Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., & Hughey, J, *Testing ESL composition a practical approach,* (Rowley, MA: Newbury House, 1981) p. 90.

[48] Nafiseh Hosseinpour, *Improving Iranian EFL learners' writing through task-based collaboration,* (Theory and Practice in Language Studies 4, 2014) p.11

b. Organization

Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. While smooth flow refers to how well one idea or sentence leads into another. Organization concerns with the fluency of expression, clarity in the statement of ideas, support, and organization of ideas, sequencing and development of ideas.

c. Vocabulary

Vocabulary refers to the selection of words which are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. A general rule, clarity should be the primary objective. The selections of words express the meanings correctly are considered much. Furthermore, vocabulary concerns with range, the accuracy of word or idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission of meaning.

d. Language use or grammar

Language use refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out a logical relationship in a paragraph. Grammar focuses on the accurate use of sentence structures and

constructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions, and negations.

e. Mechanic

Mechanic refers to the use of graphic conventional of the language. For instance are the steps of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation.[49]

Thus, there are five aspects of writing: content, organization, vocabulary, language use, and mechanic. All of those aspects should be covered so the intended readers can understand the message or information shared by the writer effectively.

3. Steps of writing

Unger and Fleischman in Ahlse and Lundh said that there are some steps that accomplished writers engage in as they write: planning and organizing ideas, translating ideas into text and reviewing and revising the result.[50] In addition, Blanchard and Root stated that there are three steps in writing process; prewriting, writing, and revising as follows:

a. Prewriting

Pre-writing is the first step; it is preparation step before writing process. This step includes brainstorming, scaffolding ideas, and self-questioning. In the prewriting process, "writers form an internal representation of the knowledge that will be used in writing"; also, they

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[49]*Ibid,* pp. 12-14

[50] Elisabeth Ahlsen and Johan Lundh,*Teaching writing in theory and practice*. (Stockholm: Stockholm Institute of Education, 2007) p. 9

"generate, develop, and organize ideas in memory" Prewriting gives warming up the brain to gathering the ideas to write about.

b. Writing

The next step is writing process. The result of brainstorming or scaffolding in prewriting process is guidance for the students to write a paragraph. As they write, the first draft of their paragraph, use the ideas that they generated from prewriting as a guide. In this step, a writer does translate process of representing one thought in mind into words.

c. Revising

The last step is revising; it is the important step to do after we have produced a draft. Students have to analyze the content of the draft may unclear, ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. Graham writes about the importance of feedback regarding the process of writing. Since students learnt further about what should be written beside they have a chance to be adventurous with the target language. So, in this step students can enrich the writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant to the topic.[51]

Briefly, there are three steps of teaching writing: prewriting, writing, revising Teaching writing involves these steps in order to produce a communicative paragraph. Therefore, the teacher can conduct the research by applying these steps.

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[51] Karen Blancard and Cristine Root, From paragraph to essay, (Pearson ESL; 2nd edition July 18, *2003*)

I. Concept of Narrative Text

1. The Definition of Narrative Text

The main focus in this study is narrative text for it is the most frequently occurred and widely used in language teaching. A narrative is a construct created in a suitable medium (speech, writing, images) that describes a sequence of real or unreal events. It derives from the Latin verb *narrare,* which means "to recount" and is related to the adjective *gnarrs*, meaning "knowing" or "skilled". Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways. It is important to know that the social function of the narrative text is to inform and entertain.

According to the expert such as Bushel, a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened". Reading a narrative is really just putting what happened to the story on your mind.[52] While, Hudak stated that "a narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the events occur". Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience.[53]

Djuharie mentioned that narrative text generally has generic structure which consists of orientation: sets of the scene, where, when or introduce who is the participant. It means to introduce the participants or the

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[52] Satan Bushel, *Narrative Paragraph*, (New York: Longman, 2011), p.64.
[53] Hudak.C.H, *Narrative Paragraph*. (USA: Weigel Publisher Inc, 2008), p.120.

characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. It is the final series of the events which happen in the story and give the resolution to solve the problem that was happened. The resolution can be good or bad. The point is that it has been accomplished by the characters. From the general structure above, the narrative should have the three components such as orientation, complication, and resolution. The three components support the story that is organized as narrative text.[54] Here are the example of genre that fit the narrative text structure is given below:

1. *Folktale* is very old traditional story from particular place that is originally passed on people spoken form, e.g. *Malin Kundang, Batu Menangis.*

2. *Fairytale* is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g. *Cinderella, Pinocchio.*

3. *Fable* is traditional short story that teaches moral lesson, especially one with the animals as characters; these stories considered as one group of animal stories, e.g. *The Lion and the Mouse, The Smart Parrot.*

4. *Myth* is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of place or people, e.g. *Tower of Babel, The Legend of Thor.*

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[54] Otong Setiawan Djuharie, *Genre,* (Yrama Widya. Bandung, 2007), p. 43-45.

Here is the example of narrative text:

Table 1
Ali Baba and Forty Thieves

STORY	GENERIC STRUCTURE
Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying "Open Sesame" to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.	ORIENTATION
Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba's house.	COMPLICATION
After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.	COMPLICATION

After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison.	RESOLUTION
Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.	CODA

Sources:https://americanliterature.com/author/arabian-nights/
shortstory/ ali-baba-and-the-forty-thieves

2. Generic Structure and Language Features of Narrative Text

There are five phases in the generic structures of narrative. According to Anderson and Anderson the stages of narrative are as follows:

a. Orientation is the introduction the characters and tells the reader something about them; tells the reader when, where, who, what, and why; gives a hint about the problem which the characters will encounter.

b. Complication which is where the reader discovers the problem and something happens that the characters do not expect.

c. Evaluation which is usually attached to the complication or woven into it; is where the story teller comments in the event and in his way gives significance to them; makes the reader are about what happens to the characters; shows the action down and creates suspense which makes the reader want to find out what happen next (optional).

d. Resolution which is where the problems are solved.

e. Coda which rounds off the story with short comments on what happened or with a comment about the future lives of characters many fairy tales have a coda such as and they lived happily ever after (optional).[55]

Furthermore, Anderson & Anderson argued that the language features of narrative cover specific character, normally use simple past tense, time words that connect the actions that occur in the story, use connectivity many linking words to do with time, descriptive words to portray the characters and setting, and dialogues often included. [56]

Besides, Gerrot and Wignell stated that the language features of a narrative text are specific often individual participants with defined identities, material process to show what happened and what someone do or what is done, relational process to identify something or to assign a quality of something, mental process as a process of sensing, temporal conjunction and temporal circumstances that describe time and place, and it also use simple past tense.[57]

In line with the statements above, it can be said that narrative is a text aimed to tell stories which are about a person or a group of people overcoming problems, show how people are react and experiences, explore social and cultural values and entertain the readers. Furthermore, students'

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[55] Mark Anderson & Kathy Anderson, *Text types in English edition 3*, (Australia: MacMillan Education Australia, 1998), p. 66-67.

[56] Mark Anderson & Kathy Anderson. *Ibid*, p. 68.

[57] Linda Gerot and Peter Wignell, Making sense of functional grammar, (Sydney: Antipodean Educational Enterprise 1994), p.204.

narrative text correctly that can be shown by the narrative text which fulfills such criteria of a good text as the correct use of rhetorical structures and correct use of grammatical pattern.

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