

THESIS

**AN ANALYSIS ON STUDENTS' ERROR IN USING PREPOSITION OF
TIME AND PLACE IN DESCRIPTIVE TEXT AT THE ELEVENTH
GRADE STUDENT OF SMA DARUSSALAM BLOKAGUNG
BANYUWANGI IN ACADEMIC YEAR 2019/2020**



BY

**NILA ZUHRIYAH
NIM. 16112210037**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

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Presented to the Faculty of Education and Teacher Training in a Partial of the
Requerment for the Degree of Strata 1 in English Education Department

BY

**NILA ZUHRIYAH
NIM. 16112210037**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2020

APPROVAL SHEET

This is certifying that Sarjana's thesis of **NILA ZUHRIYAH** has been approved by thesis advisor for further approval by the board of examiner.

Banyuwangi, 30th July 2020

Head of Undergraduate Program
In English Education Department



Advisor

A handwritten signature in blue ink, consisting of stylized letters, positioned above the printed name and NIPY number of the advisor.

ZULFI ZUMALA DWI ANDRIANI, S.S, M.A
NIPY.3150722128401

AGREEMENT

This is to certify that Sarjana's thesis of **Nila Zuhriyah** has been approved by the board of examiners as a requirement for the Sarjana Degree in English Education Department.


Banyuwangi, 30th July 2020

Examiner 1




RIDWAN, M.Pd
NIPY. 3151009097401

Examiner 2



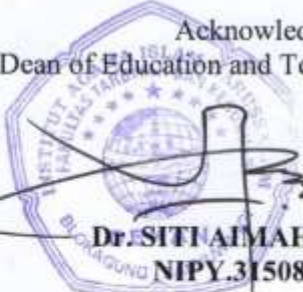

MOH. MAHMUD, M.Pd
NIPY. 3150506057801

Examiner 3



ZULFI ZUMALA DWI ANDRIANI, S.S., M.A
NIPY. 3150722128401

Acknowledgement,
Dean of Education and Teacher Training Faculty



Dr. SITI AIMAH, S.Pd.I., M.Si
NIPY.3150801058001

MOTTO AND DEDICATION

“TALK LESS. DO MORE”

“المحافظة على القديم الصالح والتخذ بالجديد الصالح”

This research, just to give my beloved people.

Thanks you very much for your spirit and motivation.

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirohim

Herewith, I:

Name : Nila Zuhriyah
NPM : 16112210037
Study Program : English Education Departement
Addres : Blokagung Tegalsari Banyuwangi

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ABSTRACT

Zuhriyah Nila. 2020. " An Analysis On Students' Error In Using Preposition Of Time And Place In Descriptive Text At The Eleventh Grade Of SMA DARUSSALAM Blokagung Banyuwangi In Academic years 2019/2020, A Skripsi of Departement of English Education, Faculty of Tarbiyah and Teachers' Training, Darussalam Islamic Institution, 2020. Supervisor: Zulfi Zumala Dwi Adriani, S.S., M.A

Keyword: Error Analysis, Preposition, Preposition Of Time And Place, Descriptive Text

This study aims to determine the errors of Grade 11 MIA 2 and MIA 3 students of SMA DARUSSALAM in the use of preposition of place and time, especially in, on and at and the causes of these errors. The method in this research is descriptive qualitative. Data is taken from student tests by making descriptive text and then analyzed according to the procedure stated by Corder, which collects all student data, identifies errors, after being identified then the errors are described in the error category stated by Duley and the last explains what causes the error. In this study, researchers took 15 samples of class 11 MIA 2 and MIA 3 students at DARUSSALAM high school randomly. In addition to researchers taking data from student test results through descriptive text writing, researchers also conducted interviews with English grade 11 DARUSSALAM high school teachers.

The results of the analysis of student errors in the use of prepositions of place and time in descriptive text especially on, in and at were found 41 errors with details of 32 errors caused by preposition "in", 6 errors caused by preposition "on" and 3 errors caused by preposition "At". From all the analysis results, errors that occur are misformation and addition with details of 28 errors misformation by preposition "in", 4 errors addition by preposition "in", 6 errors misformation by preposition "on", 2 errors misformation by preposition "at" and a error addition. In addition, based on the results of the analysis also resulted that the use of student errors in the use of preposition of place is more than the preposition of time in descriptive text, namely 36 errors caused by preposition of place and 5 errors caused by preposition of time. The cause of their mistakes based on the analysis results according to John Noris's theory is the carelessness of students in using prepositions not according to the rules, the influence of the original language (L1) on their L2 and the last is caused in the process of translating which translates each word without looking at the words afterwards.

ABSTRACT

Zuhriyah Nila. 2020. " An Analysis On Students' Error In Using Preposition Of Time And Place In Descriptive Text At The Eleventh Grade Of SMA DARUSSALAM Blokagung Banyuwangi In Academic years 2019/2020, A Skripsi of Departement of English Education, Faculty of Tarbiyah and Teachers' Training, Darussalam Islamic Institution, 2020. Supervisor: Zulfi Zumala Dwi Adriani, S.S., M.A

Keyword: Error Analysis, Preposition, Preposition Of Time And Place, Descriptive Text

Penelitian ini bertujuan untuk mengetahui kesalahan siswa kelas 11 MIA 2 dan MIA 3 SMA DARUSSALAM dalam penggunaan preposisi tempat dan waktu khususnya in, on dan at serta penyebab terjadinya kesalahan tersebut. Metode dalam penelitian ini adalah deskriptif kualitatif. Data diambil dari tes siswa dengan membuat teks deskriptif kemudian dianalisis sesuai prosedur yang ditetapkan oleh Corder yaitu mengumpulkan semua data siswa, mengidentifikasi kesalahan, setelah diidentifikasi kemudian kesalahan dijelaskan dalam kategori kesalahan yang dikemukakan oleh Duley dan terakhir menjelaskan apa menyebabkan kesalahan. Dalam penelitian ini peneliti mengambil 15 sampel siswa kelas 11 MIA 2 dan MIA 3 di SMA DARUSSALAM secara acak. Selain peneliti mengambil data dari hasil tes siswa melalui penulisan teks deskriptif, peneliti juga melakukan wawancara dengan guru bahasa Inggris kelas 11 DARUSSALAM.

Hasil analisis kesalahan siswa dalam penggunaan preposisi tempat dan waktu pada teks deskriptif khususnya on, in dan at ditemukan 41 kesalahan dengan rincian 32 kesalahan disebabkan oleh preposisi "in", 6 kesalahan disebabkan oleh preposisi "on" dan 3 kesalahan yang disebabkan oleh preposisi "at". Dari semua hasil analisis, kesalahan yang terjadi adalah misformation dan addition dengan rincian 28 misformation menurut preposisi "in", 4 addition preposisi "on", 6 misformation oleh preposisi "at", 2 misformation oleh preposisi "di "dan addition. Selain itu, berdasarkan hasil analisis juga didapatkan bahwa kesalahan penggunaan siswa dalam penggunaan preposisi tempat lebih banyak dari pada preposisi waktu pada teks deskriptif yaitu 36 kesalahan disebabkan oleh preposisi tempat dan 5 kesalahan disebabkan oleh preposisi. waktu. Penyebab kesalahan mereka berdasarkan hasil analisis menurut teori John Noris adalah kecerobohan siswa dalam menggunakan preposisi yang tidak sesuai aturan, pengaruh bahasa asli (L1) terhadap L2 mereka dan yang terakhir disebabkan dalam proses menerjemahkan yang menerjemahkan setiap kata tanpa melihat kata-kata sesudahnya.

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Nila Zuhriyah

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CHAPTER I

INTRODUCTION

A. Background Of The Research

According to Kachru (1985), English in the world can be divided into three circles. First, "inner circle"; included in this circle are English as a mother tongue such as the United States, United Kingdom, Canada, Australia, New Zealand. The second is the "outer circle" involving former British colonies such as Singapore, India, Malawi and more than fifty other regions included in this circle. Third is the "winning circle" including countries that recognize the importance of English as an international language. Historically, they did not belong to a group of colonialist countries by members in, and English had no special function. Indonesia is one of them. In English there are three circles known as the first language or native speaker (L1), second language (L2) and third language (L3) or English as an international language.

In Indonesia, English has become a major subject from junior high through college. In learning English they must master 4 aspects of language skills, namely writing, speaking, listening and reading. In writing skills, to write ideas meaningfully, students must understand how to produce texts communicatively and accurately. But it is not uncommon to find students who are still unable to write communicatively and accurately resulting in ambiguity and misunderstanding from readers or recipients. However, students must master the language to write accurate writing. One of them is grammar. It can be concluded that grammar is useful in

building accurate and communicative sentences to avoid misunderstanding and ambiguity.

However, grammar has big limitations, and prepositions are included. In English, preposition is a field of study in linguistics that is difficult to understand when using a sentence. Students who use English as a second language or foreign language often have problems in determining the correct preposition in English. According to Parrott (2000) prepositions are a "big problem". The most common prepositions, for example, in, from, and for, are also among the most commonly used words in a language. Therefore, prepositional errors are ideal targets as a study that focuses on the possibility of identifying and correcting errors in writing a second language (L2). According to Tarigan (2011) that language mistakes are not only made by students who learn a second language (L2), but also by students who learn their first language (L1). This shows that language errors are closely related to language learning, both first language learning (L1) and second language (L2). Therefore, the errors that occur need to be known and studied in depth, because these errors are an integral part of the language e learning process.

This idea is also supported by the experience of researchers in teaching the topic in PPL (Paktek Field Experience) at one of the junior high schools in Tegalsari. Precisely at SMA DARUSSALAM in PP. DARUSSALAM Blokagung Karangdoro Tegalsari Banyuwangi, equivalent to formal education in Indonesia, which is managed by the Ministry of Religion. The researcher taught in grade 11 MIA 3 and MIA 2 with a total of 15 students. the use of prepositions in English is different from the prepositions in Indonesian. such as prepositions in, on and at which have the same meaning but differ in their use. preposition on, in and at can

indicate the place and time and most students do not know in detail how to use preposition on, in and at the right way. so there are many errors made by students in their use, such as

"saya pergi ke pasar pada hari Minggu jam 6 pagi kemaren" become "I went to market in Sunday at 6 AM yesterday"

“Saya tinggal di asrama al Khadijah lantai 2” become “ I stay in AL KHADIJAH dormitory in the second floor”

The sentence is grammatically wrong. Students are still influenced by their native language and translate it into English directly without regard to the use of "in". It must be revised to

"saya pergi ke pasar pada hari Minggu jam 6 pagi kemaren" become "I went to market on Sunday at 6 AM yesterday"

“Saya tinggal di asrama al Khadijah lantai 2” become “ I stay in AL KHADIJAH dormitory on the second floor”

The above reasons stimulate researchers to analyze errors produced by students. To be more specific, researchers practically identify errors made by students in the preposition of place and time (in, on, at) in English writing.

Based on the explanation above, the researcher intends to analyze the students' errors in prepositions of place and time. Therefore, the researcher chose the title An Analysis On Students' Error In Using Preposition Of Time And Place

In Descriptive Text At The Eleventh Grade Of SMA DARUSSALAM Blokagung
In Academic years 2019/2020.

This research is supported by previous studies such as his research Budiansyah entitle AN ANALYSIS ON STUDENTS 'ERRORS IN USING PREPOSITION OF TIME AND PLACE. He classifies the type of error occurred with misinformation with 151 errors from 380 item number questions. The other finding is sources of errors which are divided into two categories. Those are overgeneralization (the previous rule influence) and ignorance of role restrictions (fail to apply rule influence).

Next from Budiansyah entitle AN ANALYSIS STUDENTS 'ERROR ON PREPOSITION IN ENGLISH WRITING and the results showed that the most errors were incorrect formations, namely 307 errors or 82%. Then the second is a misplaced word that is 44 errors or 16%. The third error is missing the word as many as 24 errors or 6% and there are 2 errors adding words or 1%.

The last from Muyasaroh and the result is the highest percentage of students' errors in using prepositions "in", "in", and "on" is misinformation errors in using prepositions on, is 10.2% and is categorized very well (01% - 15%). From these studies it can be concluded that there is still a lack of students' insights about prepositions on, in and at so that error prepositions occur. Therefore the researcher feels it is necessary to examine the error preposition conducted at SMA DARUSSALAM where sampling was taken using descriptive tests and interviews.

According to Wyrick (1987:55), the writer of description creates of words picture of persons, places, object, and emotions using a careful selection of detail to make an impression on the reader. So Descriptive text is a type of text that is

intended to describe or describe people, animals, places or objects. How, explained as a form, characteristics, or nature. In this study later the use of preposition place can be applied when describing the place.

Based on the results of the interview by Miss Siti Mutmainah, an 11th grade English teacher at SMA DARUSSALAM, explained that prepositions were not easy material. When delivering a preposition material in teaching, a teacher must prepare the preposition material. A teacher must fully master the material so students can capture easily. Submissions of preposition material, especially on, in and at, which have the same meaning, "at" and can indicate the place or time must be arranged in detail so that it is easy to distinguish from the use of each of the prepositions.

Research analysis of errors in the use of this preposition using descriptive text. Researchers will find out the level of their mistakes through the descriptive text they make. Researchers used descriptive text to analyze errors in the use of prepositions because descriptive text was included in the 11th grade high school learning material. Therefore they can at the same time train to make descriptive text on the results of previous learning material.

This research was conducted using a descriptive qualitative approach. In the opinion of Bogdan and Taylor in Moleong (2001: 8) suggested that the qualitative method is a research procedure that produces descriptive data in the form of written and oral words from people and observed behavior.

B. Research Questions

This research attempts to analyze one aspect of grammar which is focused

on the use of preposition of time and place. In a hypothetical sentence, the research will answer these questions:

1. What are the students' errors in using of preposition of time and place?
2. What are the causes of students' errors in using preposition of time and place?

C. Research Objectives

1. To find the students' errors in using of preposition of time and place
2. To find the causes of students' errors in using preposition of time and place

D. Scope and Limitation of The Research

The subjects of this study were grade 11 MIA 3 SMA DARUSSALAM consist 15 students and 5 samples from the interview results of a English teacher DARUSSALAM high school teacher, 4 students of MIA 3 SMA DARUSSALAM

The object of this study is devoted to analyzing the use of prepositions on, in and at errors that explain the place and time. sampling through text to make descriptive text and interview results. The researcher uses Duley's (1982:146) error classification for this writing through the Surface Taxonomy Strategy which explains preposition errors include omission, addition, misformation and misordering. While in analyzing the causes of errors, researchers use John

Norris(1983:21-27) theory which consists of; carelessness, first language interferences, and translation.

E. Significant of The Research

a) Students

It is hoped that this research can become an input to produce the right and correct prepositions and improve their ability to obtain English. Then students can clarify and avoid mistakes in using prepositions.

b) Teacher

The results of this study are expected to improve students' preposition abilities and to develop teaching materials effectively.

c) Researchers

Create one source to increase knowledge about prepositions

d) Next researchers

Can be used as information for further learning of preposition.

F. Definitions of The Key Terms

- 1 Error analysis is a set of procedures observing, analyzing, and classifying learners' errors in both speaking and writing. According to Corder stated that errors will be the characteristics of systematic competency errors. errors are called systematic errors which refer to competency errors. This is caused by the low ability of students in the language system correctly in native and second language speakers (1981:35).

- 2 Preposition signifies that the noun or noun structure follows it; the combination of prepositions + nouns is a prepositional phrase (Marcella Frank; 1972:201-205). Preposition is the word relationship between noun and pronoun or the other. Expressing the relationship of meaning, a preposition that most often shows how the two parts are related in space or time (Crystal; 1987:112). Preposition of time is used to indicate the time and preposition of place is used to indicate place or position, marks something's location, which has the relation to the dimension properties.
- 3 Descriptive text is one type or genre of text that clearly illustrates the inherent nature of an object, both inanimate or living things. Anderson (2003:26) states that, factual descriptions, describe certain people, places, or objects. In other words, certain people, places, or objects trapped in this composition. it can be concluded that descriptive text is text that describes an object in detail by mentioning the inherent nature of the object to provide information to others about the object being described.

G. Previous Study

There are some studies related to the error preposition. Firstly, a research done by Abdulloh Nuri entitle AN ANALYSIS ON STUDENTS 'ERRORS IN USING PREPOSITION OF TIME AND PLACE (A Case Study at Second Grade Students of YMJ Ciputat Middle School in academic year 2014), the writer used descriptive descriptive method with the purpose of the research is to identify, classify and explain the errors that the second grade students of YMJ Ciputat Middle School are made in using the preposition of time and place, where the

result shows that 151 errors occur at the second grade students of the YMJ Ciputat Middle School in using the preposition of time and place . The researcher classifies the type of error occurred with misinformation with 151 errors from 380 item number questions. The other finding is sources of errors which are divided into two categories. Those are overgeneralization (the previous rule influence) and ignorance of role restrictions (fail to apply rule influence). The equation of this study with researchers together discusses the error using the preposition of time and place with descriptive qualitative methods that are narrowed again only to the preposition on, in and at and with the same error analysis procedure. the difference is the research from the researcher taking the sample through the test through descriptive text for 15 students and interviews with some teachers SMA DARUSSALAM).

Another research research was a research done by BUDIANSYAH, AN ANALYSIS STUDENTS 'ERROR ON PREPOSITION IN ENGLISH WRITING (A Case Study at the FIRST GRADE OF SMP MUHAMMADIYAH 35 JAKARTA in academic years 2015). This research method is descriptive analysis / qualitative method using the formula: $P = F / N$. Data is taken from the results of student tests by following the procedures in the method of collecting student data, analyzing it, describing errors contained in student writing in prepositions, then taking steps to interpret data and the final step in concluding the results of this study.

In this study, researchers used a purposive clustering sample technique with a total population of 97 students, but only VII C class totaling 28 students were taken as samples. In collecting data, the researchers gave a test in the form of text

and the results showed that the most errors were incorrect formations, namely 307 errors or 82%. Then the second is a misplaced word that is 44 errors or 16%. The third error is missing the word as many as 24 errors or 6% and there are 2 errors adding words or 1%. The equation is the scope of the preposition only for in, on and at. the difference in this study is using 28 samples and using the form of text in the form of exercises about the preposition, while researchers use descriptive tests that are not limited so that students can freely explore their vocab for 15 samples and 5 samples for interviews. So that the total sample size is 20.

The last study of research is a research done by Muyassaroh, Entitlement Analysis of the use of prepositions made by VIII grade students of SMPN 5 Trenggalek in the academic year 2010/2011. The research design used in this study is descriptive design with qualitative and quantitative approaches. Here the author has taken 40 students as research samples. Methods of collecting test and interview data. The quantitative data analysis technique used is the percentage formula, while the qualitative data analysis follows the error analysis procedure.

The result is the highest percentage of students' errors in using prepositions "in", "in", and "on" is misformation errors in using prepositions on, ie 10.2% and is categorized very well (01% - 15%). The location of the equation is about error preposition on, in and at. The difference between researchers uses qualitative descriptive method with 20 samples.

CHAPTER II

LITERATURE REVIEW

A. The General Concept of Error Analysis

1. The Definition Of Error And Error Analysis

Jeremy Harmer (1987:170) states errors are parts of the learner's interlanguage that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he or she aims toward full mastery. In this case, errors have also played an important role in the process of language learning acquisition.

Errors can occur in both comprehension and production, but comprehension errors are difficult to detect as it often impossible to locate the precise linguistic source of an error. While, production errors can be observed from competence of the learners' performance, in their speech or writing. As Dulay(1982:146) stated, "errors are the flawed side of learner speech or writing. They are parts of conversation or composition that deviate from some selected norm of mature language performance."

It is important to analyze students' errors, as an aspect of performance or production, when they are learning second language. The fact that learners do make errors and these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, in this case, called error analysis.

Furthermore, Crystal (1987 : 112) defines error analysis as "a technique for identifying, classifying, and systematically interpreting the unacceptable

forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.”

As an activity to reveal errors found in writing and speaking, error analysis deals with the students' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. A primary focus on error analysis is the students' error provide with an understanding of the underlying process of second language acquisition.

From the definitions above, it shows that errors are naturally part of language learning process which are unavoidable and will always occur. Meanwhile, error analysis is a set of procedures observing, analyzing, and classifying learners' errors in both speaking and writing.

2. The Different Between Error And Mistake

Before discussing error and mistake deeply, it would be better to make distinction between error and mistake first, technically both are very different. According to Corder, mistake is a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self-corrected. Error is a systematic deviation made by learners who have not yet mastered the rules of the second language.

Richards states that mistakes refer to errors of performance which are characteristically unsystematic occurred by memory lapses, physical states, and psychological condition, while errors refer to errors of competence which are considered as the systematic errors of the learners from which we are able to reconstruct their knowledge of the language to date.

Meanwhile, Brown (2007 : 257-258) mentions that mistake refers to a performance error that is either random guess or a “slip”, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Mistakes, when attention is called to them, can be self-corrected. While, an error reflects to the lack of competence of the learner, and error cannot be self-corrected.

In learning language process, in this case English, errors may become a serious problem for learners. They can include phonemes, morphemes, words, sentences or even paragraphs. Actually, it would be a problem to comprehend the meaning what the speaker or the writer said and can be such a barrier in communication when occurs frequently.

Based on the definitions above, it can be seen that a mistake happens because of the failure to convey the competence and it can be self-corrected. While, an error reflects to the lack of the competence and it cannot be self-corrected.

3. The Causes Of Errors

Brown (2007 : 263-266) determines the sources of errors into four, they are:

Interlingual transfer, Intralingual Transfer, Context of Learning and Communication Strategies.

a. Interlingual Transfer

Errors happens because the interference of a mother tongues into a target language, caused by the differences between both languages. Since the target language system is still unfamiliar, so that the first language becomes the only

previous linguistic system that the learner can refer.

b. Intralingual Transfer

Intralingual transfer is the source of errors caused by the influence of target language rules.

c. Context of Learning

Errors caused by the learners' misinterpretation of the teacher's explanation, faulty presentation of a structure or word in textbook and improperly contextualize pattern in a drill.

d. Communication Strategies

Communication strategies are related to learning style. Errors occur when learner produce the second language by their own strategy with a little previous knowledge. Learners usually try an effort to cross their message, but sometimes it can be error.

Richards also mentions some causes of errors into four areas, they are: Overgeneralization, Ignorance of Rule Restrictions, Incomplete Application of Rules and False Concept Hypothesized.

a. Overgeneralization

It happens when the students apply the previous rule that they learned before to another pattern that has a different rule.

b. Ignorance of Rule Restrictions

It is still closely related to generalization. The students fail to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply.

c. Incomplete Application of Rules

The structures occur as the representation of development of the rules required to make acceptable utterances.

d. False Concepts Hypothesized

The errors happen as the result of the faulty comprehension of distinctions in the target language.

- e. However, some linguists above have explained that the target language and other sources may cause errors as well. To determine the source of errors, the researcher uses Richards' theory, for it seems appropriate to use to analyzing the sources of student's errors in this case.

John Norris (1983 : 21-27) there are three factors that can be classified as the sources of errors, they are: carelessness, first language interferences and translation.

a. Carelessness

It is often closely related to lack of motivation, as the result of the presentation style used by the teacher that does not suit students, or the materials are not interesting enough for students.

b. First language interferences

Error happens as the result of the language habits which have been buried in the students' native language which influence on students' production in target language being learnt.

c. Translation

It is the most common error made by students, translating word by word of

idiomatic expression as the result of a situation when a learner does not know the appropriate expression or structure.

James (1998 : 179-200) theory exposed four major categories of errors: Interlingual, Intralingual, Induced Error and Compound Ambiguous.

a. Interlingual

Errors are caused by mother tongue interference. The persistence of the first language influences the learners in using the target language.

b. Intralingual

Errors are caused by target language. Some rules of the target language make the learners fail to distinct each others.

c. Induced Error

Errors are caused by material-induced error, teacher-talk induced error, exercise-based induced error, errors induced by pedagogical priorities, look-up errors.

d. Compound and ambiguous, a lexical and phonological causes.

4. The Type's Error

According to Dulley (1982 : 146), there are four types classifications of students' errors; linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

a. Linguistic Category Taxonomy

This taxonomy classifies errors based on either or both the language component and the particular linguistic constituent the error affect. Language

component consists of phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

Meanwhile constituent consists of the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, and within clause, which constituent is affected (e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth).

b. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures are altered: Learner may *omit* necessary items (omission) or *add* unnecessary ones (addition); they may *misform* items (misformation) or *misorder* them (misordering).

Analyzing errors from a surface strategy perspective concerned with identifying cognitive process that underlie the learner's reconstruction of the new language, aware that learners' errors are based on some logic, to prove that the learner's errors made are not the result of laziness or sloppy thinking but the influence of the learner's internal principles to produce a new language.

1) Omission

Omission is the absence of an item that must appear in a well-performed utterance, although any morpheme or word in a sentence. Errors can be occurred because of the absence of either content morphemes or grammatical morphemes.

Content morphemes carry a major role in conveying the meaning of a sentence (e.g. nouns, verbs, adjectives, and adverbs). Meanwhile, the grammatical

morphemes play a minor role in conveying the meaning of a sentence (noun and verb inflections, article, verb auxiliaries, and preposition).

For example in the sentence *Maela is the producer of the new movie*. The words *Maela, producer, new* and *movie* are the content morphemes that convey the meaning. If one heard *Maela producer new movie* he or she still could guess the sentence meaning. While the words *is, the, and of* are grammatical morphemes. If one heard *is the of the* he or she could not even begin to guess what the speaker might have had in his or her mind.

2) Addition

Addition is the presence of an item which must not appear in a well-performed utterance, opposites of omission. It usually occurs in the later stages of second acquisition, when the learner has already acquired some target language rules, the result from the all- too-faithful use of certain rules.

There are three types of addition errors: double markings, regularizations, and simple additions.

a) Double Markings

Double markings occur when two items are marked for the same feature, as the failure to delete certain items which are required in some linguistic constructions.

For example in the sentence *She did not came birthday party*.

b) Regularizations

It is typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. There are both regular and irregular forms and constructions in language, learners apply the rules used to produce the regular ones to those that

are irregular, resulting in errors of regularization. Such as, the verb *begin* becomes *begined*; the noun *man* becomes *mans* in the plural, whereas *men*.

c) Simple Addition

Simple addition is the “grab bag” subcategory of additions. No particular features characterize simple additions other than those that characterize all addition errors.

3) Misformation

Misformation error is the use of the wrong form of a morpheme or a structure. There are three types misformation; regularization errors, archi-forms, and alternating forms.

a) Regularization Errors

Regularization errors fall under the misformation category in which a regular maker is used in place of an irregular one, as in *runned* for *run* or *gooses* for *geese*.

b) Archi-forms

It is the selection of one member of a class of forms to represent others in the class. For example, learners may temporarily select just one member of the class of personal pronouns to function for several others in the class. As in the sentence *Give me that. Me thirsty*.

c) Alternating Forms

It is as the learner’s vocabulary and grammar grow, so the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example *He would have saw them*.

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme

or a group of morphemes in an utterance.

For examples:

She is all the time late.

All the time is misordered.

c. Comparative Taxonomy

Comparative taxonomy is the classification of error based on comparison between the structure of second language errors and certain other types of constructions. There are four types of errors in comparative taxonomy; developmental, interlingual, ambiguous, and other errors.

a) Development Errors

Development errors are the errors made by the students learning target language as their first language. For example, *dog eat it*. The omission of the article and the past tense marker may be classified a developmental because these are also found in the speech of students learning English as their first language.

b) Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. For example, *the man is skinny* produced by a Spanish speaker reflects the word order of Spanish adjectival phrases (e.g. *el hombre fraco*).

c) Ambiguous Errors

Ambiguous errors could be classified equally as well as development or interlingual. It is because these errors reflect the learner's native language

structure, and at the same time, they are found in the speech of children acquiring their first language. For example, in the utterance *I no have a car*, the negative construction reflects the native learner's native Spanish and is also characteristic of the speech of children learning English as their first language.

d) Other Errors

Other errors are the errors made by the student's native, neither using his/her native language structure nor second language developmental form, an error would go into the other category. For example, *she do hungry*.

d. Communicative Effect Taxonomy

Communicative effect taxonomy focuses on distinguishing between errors that seem to cause miscommunication and those they do not. Errors that affect the overall organization of the sentence hinder successful communication (global error), While errors that affect a single element of the sentence usually do not hinder communication (local error).

5. Procedure Of Error Analysis

In analyzing learners' errors the researcher should do the procedures in conducting an error analysis. Ellis (2008:46) provides five steps which are originally proposed by Corder, they are: collecting of a sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors. The following section will clarify these five steps.

a. Collecting of a Sample of Learner Language

Collecting a sample of learner language provides the data for the error analysis. The researcher needs to be aware that the nature of the sample being

researched may influence the nature and distribution of the errors observed. The nature and quantity of errors is likely to vary depending on whether the data consist of natural, spontaneous language use or careful, elicited language use. However, students often do not produce much spontaneous data, which guide Corder distinguished two kinds of elicitation. Clinical elicitation involves getting the informant to produce data of any sort, composition. Experimental elicitation involves the use of special instruments designed to elicit data containing the linguist features which the researcher wishes to investigate.

Furthermore, based on those explanations, the researcher uses the experimental elicitation language data to analyze students' errors. In order words, the researcher uses students' writing, especially in using degrees of comparison, to investigate or analyze students' errors.

b. Identification of Errors

The identification of errors involves a comparison of what the student has produced with what he/she intended to express. In other words, we compare his/her erroneous utterance with what a native speaker would produce in the same context. We identify errors by comparing original utterances with what corder calls *reconstructed* utterances, that is, correct utterances having the meaning intended by the student.

The reconstructed utterance is based on our interpretation of what the students was trying to say. The problem is that we do not know what construction the learner intended. For that reason, corder suggests solution depending on whether we have access to the students or not. Firstly, if the students present we can ask them what they intended to say to make authoritative reconstruction, it

called authoritative interpretation. Then, if the students are not available for consultant, we have to attempt an interpretation of their utterances base on its form and its linguistic and situational context.

Since the point of this study is analyzing the students' errors on the form and the usage of degrees of comparison, it is not difficult to interpret what the students want to express in their writing. So, the researcher focuses on the transformations of the adjectives in making comparative or superlative degree.

Moreover, many issues arise in identifying students' errors; one of them is whether a distinction should be made between errors and mistake. In fact, the researcher has explained the definitions about errors and mistakes in the previous session; although, she will give more explanations about the differences between them. Errors arise as a result of lack of knowledge, besides mistakes arise as a result of memory limitations, competing plans, and lack of automaticity. Corder (2008:48) argues that errors analysis should be restricted to the study of errors, and mistakes should be eliminated from the analysis.

c. Description of Errors

In analyzing learners' errors, some linguist makes some classifications of errors. Here are four categories Dulay (1982: 154-162), Burt, and Krashen classified omission, addition, misformation and misordering.

Firstly, *omission* errors occur when an element of the sentence that should be presented is omitted or by the absence of an item that must appear in a well-formed utterance, and it often occurs in form of morphemes. There are two main types of morphemes: lexical morphemes and grammatical morphemes. Lexical morphemes consist of referential meaning of the sentence such as noun, verb,

adjective, adverb in the sentence. However, grammatical morphemes, include noun and verb inflections, plays a minor role in conveying the meaning of the sentence.

d. Explanation of Errors

Ellis (2008:53) maintains that explaining the cause of errors is the most important for a research as it involves an attempt to establish the process responsible for second language acquisition.

Hubbard, et al. (1983:40-42), said that there are three major causes of errors, they are *mother tongue interference*, *overgeneralization*, and *errors encouraged by teaching material or method*.

1) Mother Tongue Interference

Mother tongue interference is the result of language transfer caused by learners' first language or the transfer of grammatical elements from learners' mother tongue to the target language such as at morphological level; Indonesian students tend to omit the plural suffix at the end of the word. For example, **two student* instead of **two students*

2) Overgeneralization

Overgeneralization is the result of faulty or partial learning of the target language. In other words, it is caused by learner creates a deviant structure based on his own experience of other structure in target language. The learner tended to use two *tense* markers at the same time in one sentence since they have not mastered the language yet. For example, When they say **He is comes here*, it is because the singularity of the third person requires /is/ in *present progressive*

tense and /-s/ at the end of the main verb in *present simple tense*. Another example, **she dranked all the lemonade*. It is because of the use of suffix /-ed/ for all verbs in forming *past tense*.

3) Errors Encouraged by Teaching Material or Method

Error can appear to be induced by teaching process itself. In other words, it is called as teacher-induced errors. For that, Hubbard *et al.*, (1983:40-42) said, “Error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded, and presented with meticulous care, there should never be error”.

The errors are difficult to classify without studying the teaching material and teaching technique or method. Corder in *A Training Course for TEFL* by Hubbard, et al., (1983:40-42) admitted, “It is however, not easy to identify such error except in conjunction with a close study of the material and teaching technique to which the learner has been exposed. This is probably why so little is known about them.” For example, **I am go to school every day*. It is caused by teacher giving more emphasizing on one tense, *present progressive tense*, so learners overuse it when moving on to a new patterns.

B. The General Concept Of Preposition

1. Definition of Preposition

According to A. J. Thomson and A.V. Martinet (1986 : 91), prepositions are words normally placed before nouns or pronouns. A preposition signals that a noun or a pronoun follows it. Meanwhile, Crystal (2007 : 232) mentions that prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence.

Randolph Quirk and Sidney Greenbaum (1973 : 143) state preposition expresses a relationship between two entities, one being that represented by the presentational complement. Furthermore, Marcella Frank states a preposition signals that a noun or a noun structure follows it; the preposition + noun combination constitutes a prepositional phrase (1972:163). It can be concluded that prepositions are the words shows a relationship between a noun, a pronoun and other word in the sentence.

a) Types of preposition

Randolph Quirk and Sidney Greenbaum (1973:143) state, of the various types of relation meaning, preposition of time and place are the most prominent and easy to identify. Crystal (2007:232) emphasizes, expressing a relation of meaning, a preposition most often shows how the two parts are related in *space* or *time*.

Based on the fact above, it shows how large the material of prepositions in English grammar. It seems impossible to discuss all comprehensively here. Therefore, the researcher intends to discuss and to focus on preposition of time and place (at, in and on).

Preposition which can refer to both place and time generally have a similar meaning in both cases. (Martin and Parrot: 2000: 85). The three prepositions also have the same meaning "di". This is the reality that makes students still unable to understand about the use of the preposition. They only know that the meaning of preposition on, in and at is "di". Stated by Hero, Puja and Anita (2002 : 12) that "*di dalam tata Bahasa Inggris untuk menunjukkan waktu terjadi suatu peristiwa dan untuk mengungkapkan terjadinya suatu peristiwa atau letak dari suatu benda*

digunakan kata depan at, in, and on". It means that in English language grammar, the preposition *at, in, and on* are used to show the indication of time of event and place of noun or pronoun. The discussion of the use of preposition of *at, in, and on* is as bellows:

1. The preposition *at, in, and on* are used to show the "**indication of time of event**".

Preposition in Focus

1. **In**

a. Expressing Century

It means that the position *in* is used to show century

- a. In the first century / in the 21st century
- b. For example: Columbus discovered American in the 15th century.

b. Expressing year

It means that the preposition *in* is used to show year

- a. In 2000/ in the year 2011/ in1999
- b. For example: The house was built in 1999.

c. Expressing seasion

It means that the preposition *in* is used to show seasion

- a. In spring /in Autumn/ in summer/ in winter
- b. For example : A lot of people go to the beach in summer

d. Expressing month

It means that the preposition *in* is used to show month

- a. In Desember/ in February/ in September
- b. For example : We make attractive competition in August

e. Expressing time in a day

It means that the preposition *in* is used to show time in a day

a. In the morning /in the afternoon/ in the evening

b. For example : We usually have tea in the afternoon

Based on the explanation above, preposition has several functions in sentences.

2. **On**

a. “Expressing date “

It means that the preposition *on* is used to show date

1. On 17 August /on 25th May /on the first of July

2. For example : We celebrate the Independent Day on 17th August

b. “Expressing special event /day”

It means that the preposition *on* is used to show special event /day

1. On Christmas day /on New Year /on your birthday

2. For example : We forgive each other on Lebaran’s Day

c. “Expressing day”

It means that the preposition *on* is used to show day

1. On Tuesday /on Monday /on Saturday

2. For example :We’ll be very busy on Monday

d. “Expressing time “

It means that the proposition *on* is used to show time

1. On Saturday morning /on Friday night /on Tuesday evening

2. For example : There was a train accident on Friday night

3. **At**

a. “Expressing hour”

It means that the preposition *at* is used to show hour

1. At 10 o'clock /at 09.00 o'clock /at seven o'clock
2. For example : I usually go to bed at ten o'clock

b. “Expressing a certain time”

It means that the preposition *on* is used to show a certain time

1. At sunset / at dawn /at midnight
2. For example : The farmers go to the farm at dawn

c. “Expressing festival days

It means that the preposition *on* is used to show festival day

1. At New Year /at Christmas /at Lebaran day
2. For example: If you want to see snow at Christmas, you can fly to Canada on vocation.

Based on the explanation above, It must be noted that if there are the words such as this year, next month, last week, everyday, the next Sunday, yesterday evening, the day before, the whole evening, the preposition of *at, in, and on* are not added.

2. The preposition *at, in, and on* are used to show the “**indication of place of noun or pronoun**”.

Preposition in Focus:

1. **On**

- a. The preposition *on* is used to show “**horizontal surface of place**”

1. On the table /on the floor /on the self
2. For example : I put the carpet on the floor

- b. The preposition *on* is used to show “**vertical place**”
 - 1. On the wall /on the face
 - 2. For example : There is a beautiful picture on the wall
- c. The preposition *on* is used to show “**place**”
 - 1. On the beach /on the Sumatra Island /on the River Thames
 - 2. For example: The restaurant on the Sumatra island is very popular because customer can enjoy beautiful views there.
- d. The preposition *on* is used to show “**around a place**”
 - 1. On state /on the farm /on Campus
 - 2. For example : Jack likes to work on the farm
- e. The preposition *on* is used to show “**on the transportation**”
 - 1. On a plane /on a bus /on a train
 - 2. For example: The air hostesses on a plane try their best to make passenger feed comfortable.

2. **In**

- a. The preposition *in* is used to show “**in a country**”
 - 1. In Indonesian /in London /in China
 - 2. For example : You can see the Great Wall in China
- b. The preposition *in* is used to show “**in a city**”
 - 1. In Jakarta /in California /in Ireland
 - 2. For example : There are many large-scale fruit farms in Jakarta
- c. The preposition *in* is used to show “**in a certain ocean**”
 - 1. In North pole /in Asia /in Europe
 - 2. For example: Many chapels in Europe have existed for many centuries.

3. At

- a. The preposition *at* is used to show “**a certain building**”
 1. At school /at restaurant /at the station
 2. For example : I’m going to meet Helen at the station
- b. The preposition *at* is used to show “**a certain location**”
 1. At the corner /at the entrance /at the centre
 2. For example : There is a telephone box at the corner of the street
- c. The preposition *at* is used to show “**beside a noun**”
 1. At the door /at the window /at the desk
 2. For example : Putting some potted plants at the door can give visitors a good impression

2. Form of Preposition

Most of the common prepositions consist of only one word. However, several prepositions consist of more than one word. Marcella Frank (1972 : 201-205) mentions, the common English 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 phrasal preposition.³³ Most of them simply can be divided into two; simple preposition (monosyllabic preposition and polysyllabic preposition) and complex preposition (two-word preposition, three-word prepositions, and four-word prepositions).

Simple preposition consists of one word, such as on, in, at, about, before, after etc., complex preposition consists of more than one word, such as due to,

instead of, in spite of, as far as etc.

According to Quick and Greenbaum (1973 : 144-145), monosyllabic simple preposition are normally unstressed, while polysyllabic preposition whether simple or complex are normally stressed. In complex prepositions, the stress falls on the word (adv, noun etc) preceding the final preposition. Preposition may take the form of:

1). Simple Prepositions

a) Monosyllabic Preposition

As, at, but, by, down, for, from, in, like, near, of, off, on, out, past, per, pro, qua, re, round, sans, since, than, through, till, via, to, up, with.

b) Polysyllabic Preposition

About, above, across, after, against, along, amid, among, anti, around, before, behind, below, beneath, besides, between, beyond, despite, during, except, inside, into, onto, opposite, without etc.

2). Complex Preposition

a). Two-word preposition

Such as, as for, but for, except for, save for, apart from, aside from, away from, devoid of, inside of, instead of, irrespective of, regardless of, upwards of, void of, depending on, according to, as to, close to, contrary to, due to, next to, on to, opposite to, owing to, preliminary to, preparatory to, previous to, prior to, relative to, subsequent to, thanks to, up to, along with, together with etc.

b). Three-word prepositions

As far as, as well as, in exchange for, in return for, a district from, by mean of, by virtue of, by way of, for lack of, for want of, in aid of, in back of, in case of, in charge of, in consequence of, in front of, in place of, in respect of, in search of, in spite of, in term off, in view of, on account of, on behalf of, on grounds of, on top of, as opposed to, by reference to, in addition to, in contrast to, in reference to, in regard to, in relation to, with regard to, with reference to, with respect to, at variance with, in accordance with, in comparison with, in compliance with, in contact with etc.

c). Four-word prepositions.

As a result of, at the expense of, for the sake of, in the case of, in the event of, in the light of,-on the ground(s) of, on the part of, with the exception of etc.

C. Concept of Descriptive Text

1. Definition of Descriptive text

Descriptive text is one type or genre of text that clearly illustrates the inherent nature of an object, both inanimate or living things. Anderson (2003:26) states that, factual descriptions, describe certain people, places, or objects. In other words, certain people, places, or objects trapped in this composition. it can be concluded that descriptive text is text that describes an object in detail by mentioning the inherent nature of the object to provide information to others about the object being described.

Futhermore, Corder (1990:63) states that descriptive text is a strategy for presenting of a verbal potrait of person, a place or thing. It can be used as a technique to enrich other from of writing or as dominant strategy for developing a

picture of “what is looks like”. It means that it can be concluded that descriptive text is a kind of writing that consist of description, characteristic, definition of place, object or person. Moreover Wishon (1980:33) states that, descriptive writing as the form of writing that is used to decribe the story, acts or events. It will be used to create a visual imagination of people, place and event of unit of time, day and reason.

Appearance of people. It may tell about their traits of characters or personality. It means that writing descriptive text is a process of writing text that describe people, place, object, or thing. Boardmand (2001:19) assume that descriptive is a text which says what a person thing is like. Its purpose to described and reveals a particular person, place or thing. The purpose of writing is to give a picture or to describe about something.

Harvey (2001:25) explain a descriptive text creates a clear and vivid impression of person, place, or thing. Next Anderson (1998:60) Language features of descriptive writing are; it focuses on specific participant as animal, place, or people, it uses attributive and identifying process, and it uses the simple present tense. It menas that descriptive text is a text that describes an object, a person, or an event in detail. In descriptive text also has two components. When need to observe and find characteristic of the subject when they are about to write descriptive text.

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

by them that fulfills such criteria of a good descriptive text as the correct use of generic structure and correct use of language features.

2. Generic Structure of Descriptive Text

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

a. Identification

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

b. Description

The function of description is to describe part, qualities and characteristics. In this part, the writer explains about the subject in detail. It uses to support the identification. Description is a series of paragraph about the subject where each paragraph usually begins with a topic sentence. Topic sentence previews the details that will be contained in the remainder of the paragraph

3. Language Features

Beside the generic structure, genre also has language features as the guideline in writing very part of the generic structure of the text. Peter Knap (2005:98) say it deals with the grammatical features.

- a. Focus on specific participants, for example: my English teacher, Andini's cat, my favorite place.
- b. Use of simple present tense
- c. Verbs of being and having 'relational processes' for example: my

- mom is really cool, she has long black hair.
- d. Use of descriptive adjective, functioning to provide more information to a noun by describing or modifying it. Forexample: strong legs, white fangs.
 - e. Use of detailed noun phrase to give information about the subject, for example: very beautiful scenery, a sweet young lady, very thick fur.
 - f. Use of action verbs 'material processes', for example; it eats grass, it runs fast.
 - g. Use of adverbials phrase to give additional information about the characteristic of the subject. An adverbial phrase is a phrase with preposition as the head, which is that followed by another phrase, showing place, time, purpose, etc. For example: fast at tree house.
 - h. Use of figurative language, for example: John is as white as chalk.

Example text descriptive of place:

Borobudur temple

One of the famous tourist attractions in Indonesia is the Borobudur Temple. Borobudur Temple is located in Central Java, appointed on Jl. Badrawati, Kw. Borobudur Temple, Borobudur, Magelang, Central Java. This temple is a Hindu temple that was built since 780-840 AD, with a height of about 400 meters. Beautiful atmosphere radiates above the temple. We can see the area around the temple visited by trees.

Many foreign tourists. There are 504 statues in the temple building. To be able to reach Borobudur Temple, you have to climb many steps. Some children are

steep so have to be careful compilation of trips there. Borobudur Temple is very broad because it has a very wide area of around 2,500 m².

Example text descriptive of thing:

Watermelon

Watermelon is a type of fruit that contains a lot of water. Watermelon has seeds in it. Usually there are watermelons that have white or black-brown seeds. The watermelon itself is blushing red.

This fruit is very suitable to be enjoyed during summer. The freshness of this fruit is perfect for relieving thirst. The sensation of watermelon when eaten when bitten will feel crunchy and spill water from the flesh into the mouth. This sensation is a favorite of many people.

Watermelon rind is white, dark green and yellowish white. Although the skin is green, but the watermelon is red and tastes sweet. Watermelon has various sizes according to its weight. The bigger the watermelon, the bigger the size. Watermelon weight varies, ranging from 4 kg to 20 kg. Small watermelons generally reach 4 to 5 kg. While medium-sized watermelons weigh up to 6 to 10 kg. If the weight is more than that, it includes a large watermelon.

CHAPTER III

RESEACRH METHODOLOGY

A. The General Description Of SMA DARUSSALAM

1. The History Of SMA DARUSSALAM

Darussalam High School is one of the formal education units in the Darussalam Foundation. The beginning of the establishment of Darussalam High School was motivated by the Islamic High School of Darussalam (STAIDA) where in the past many guardians of *santri* complained because their children who were not living in the boarding school had predicted the target of at least 8 years (graduated Ulya). On the other hand, there were many students who attended before *Diniyah* graduated on the pretext of pursuing college. Finally, there were initiatives from caregivers to establish tertiary institutions after they were agreed, along with new problems, if there were tertiary institutions, it would not be enough if there were only two senior high schools in the *pesantren*. There were only two units (MAA and SMKD), finally for completeness and the equilibrium of formal education in *Pesantren* is also agreed upon the caregiver initiative.

After the STAIDA and SMADA education plans were agreed upon, all that's left is to take care of the submission letter. For the high school affairs the caregiver appointed Drs, Anas Saeroji, who at that time was the Principal of the Plus Darussalam Middle School, while for STAIDA affairs the caregiver appointed Drs. Joko Supriyono. Both of them went together to the Banyuwangi Education Office to apply for permission to establish a school. Because the

requirements to apply for a school establishment permit must be the Principal, while Drs. Anas Saeroji is still the Principal of SMP Plus School, so the name is Mr. Syamsul Mu'arif, S.Pd. written on the Head of Darussalam High School. After a gap of about one month, exactly July 16, 2001, a decree from the Provincial Education Office and Banyuwangi District came down and set Drs. Anas Saeroji became the head of the Darussalam Tegalsari Banyuwangi High School, which at that time the high school still had two classes, one male class with 32 students, and one female class with 16 female students, and the program taken was Science. Year after year high school is growing rapidly and until now, which has 23 classes with a total number of students of approximately 624 students in the Natural Sciences, Social Sciences and LANGUAGE programs.

2. The Organization of SMA DARUSSALAM

PERSONALIZED ORGANIZATION

SMA DARUSSALAM BLOKAGUNG

TEGALSARI BANYUWANGI

2019/2020

1. Principal: SUKARSI, S.Pd., M.Pd.I
2. School Committee: H. AHMAD MASYKUR
3. Head of Administration: BAHROWI, S.Pd. (Operator)
4. Treasurer: AFAN SUCIPTO, S.Pd.
5. Curriculum Departement: NUR HAMID, S.Pd.

6. Student Departement:: KHANIFUL ADIB, S.Pd.
7. conseling Departement: MOH. ALI MURTADHO, S.Pd.
8. Infrastructure Departement:: MUHAMAD NASIR, S.Pd.I
9. Public Relations Departement: MUNAWAR, S.Pd.

B. Research Methodology

This research is conducted using a descriptive qualitative approach. According to Creswell (1998:15), “ a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting”. In the opinion of Bogdan and Taylor in Moleong (2001: 8) suggested that the qualitative method is a research procedure that produces descriptive data in the form of written and oral words from people and observed behavior.

The researcher came to the school in order to get data. The data required is the text description written by 15 students and 5 result of interview from one English teacher grade 11 SMA DARUSSALAM and 4 grade MIA 3 students SMA DARUSSALAM. In this case, the writer identified and described the errors made by the students in using preposition of place and time in descriptive text writing. This study aimed to describe the errors of students' ability in using preposition of place in descriptive text writing at the first semester of the Eleventh Grade Of SMA DARUSSALAM Blokagung In Academic years 2019/2020.

C. The Time And Place Of The Research

In writing this research, the research was started from May, 10th up, it was conducted at *The Eleventh Grade Student Of SMA Darussalam Blokagung, In Academic Year 2019/2020*

D. Subject Of The Research

The subjects in this study were 11th grade MIA 3 students in DARUSSALAM High School in academic years 2019/2020. SMA DARUSSALAM is one of the senior high schools in Darussalam boarding schools accredited "A". The number of 11MIA 3 students is 25 but the sample or subjects in this study were 15 students because so many student get absent in this lesson.

E. Data Collection Method

In collecting the data, the researcher used two technique; interview and test.. The test is used to determine the level of student error while interviews for teachers to strengthen student test results and find out the cause of the error preposition. There are 8 questions for the interview and about the test, the student write a descriptive text with the title up to them.

1. Test

Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual on order to elicit responses on the basis of which a numerical score can be assigned (Ary, 1985: 189). The test is a tool or procedure that is systematic and objective to obtain the desired data

or information about someone, in a way that can be said quickly and precisely (Indrakusuma, 1993: 21).

Understanding can be taken that the test is a medium to get responses to the results of a question that is arranged systematically and objectively according to the conditions that have been determined. With the tests arranged systematically and objectively, the results obtained can be said exactly according to the target what is expected. From this written test the researcher wants to analyze the students' mistakes in using the preposition of place and time from the results of the description text. So in the process of making descriptive text, researchers remind students to always include where and when the activity was carried out. In this study, researchers will use a Subjective written test. The characteristics of the question are preceded by words such as, describe, explain, why, how, compare, conclude, and so on (Arikunto, 2005: 162). That way researchers provide written tests to students to make descriptive text that contains a description or explanation of what they are going to describe. The test is carried out in a quiet room and students work on the same duration of time. During the test the researcher recorded important events that occurred.

2. Interview

So, after conducting tests on the students the researchers conducted interviews with the aim to strengthen the student test results and find out what caused the error. Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, 1985: 189). This

interview test is intended for some English teacher in SMA DARUSSALAM . Before conducting interviews, researchers prepare in advance what data is needed, such as the preparation of any questions that will be asked related to research, stationery such as books and pens to write the results of the interview and the camera as a documentation tool. The interview was carried out directly between the interviewer and the interview by asking 8 questions related to the research.

F. Research Instrument

According Arikunto (2002: 114) says that the instrument is the tool by the researcher when she or he uses the method. Research instrument is very important to obtain the result for it is a set of method, which is used to collect the data.

1) Validation of Instrument

Validation of instrument being used to get the accurate date and the validity instrument. It has the purpose that is know whether the content contains the constitute representative a sample of the language skill to be concerned the criteria are stated as follows.

2) Content Validity

The content validity being used to check whether an instrument is suitable or not. To know it, the researcher involve the teacher to the review the instrument made for test to describe the test. They are also asked as the member of the team to determine the errors found in the subject work. The teacher was also requested to review the test instrument covering the following aspects:

1. The direction given the test that is whether the sentences in the direction clearly showed the kind of responds the subject were expected to give in doing the test.
2. The content required by the direction that is whether the content required by the direction was understood by the subject.
3. The terms use in the direction that is whether the terminology used in the direction was clear and understood by the students.

3) Try Out

To make sure whether the subject of the research is ready or not to work as soon as they had read the direction provided in the instrument. The writer tried out the test to some students in the same level at their school. The purposes are :

1. To make sure whether the direction is clear or not
2. To make sure whether the direction is reasonable or easy to follow by the students
3. To make sure whether the time that is allocated is enough or not.

G. Data and Data Source

Arikunto (2002: 135) states that data are the result of researchers quotation, either fact or numeral. Data refer to the rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis. Data include materials the people doing the study actively

record. Data also include what others have created and the researcher finds (Bogdan and Biklen, 1982: 73).

Data are the evidences of researcher finds in such area which are gathered carefully, and ground the researcher to the empirical world. Here, the data are necessary ones to accomplish the research. In this research, the writer analyzes data based on research by descriptive text from the subject.

Data source are the target research as the subject of the research, where the data can be obtained. In this research, the data are taken from the students directly through test and interview.

H. Technique of Analysis Data

1. Technique of written test

The technique in collecting data from students' written tests is in accordance with Cory's theory analysis, viz

a. Collecting of a sample.

The sample needed by the researcher in this error analysis is 15 students from MIA 3 classes. In taking this sample students are told to make descriptive text. During the test, the teacher gives direction to the students to include time and place space. That way, researchers can analyze the place and time preposition errors that occur in students' descriptive writing. During the floating test students can only open dictionaries to help students describe something.

After the data is collected, researchers first analyze all the uses of prepositions in the text they make by reading all then give a sign by circling the

text that includes the preposition of place and time. After marking the prepositional text, the researcher identifies about the error.

b. Identification of Errors

Preposition in descriptive text that has been circled and then identified the error. How to identify by clarifying the use of the right preposition and the wrong one. That way researchers are easier to describe which errors fall into what category. Researchers can focus more on the error preposition to description of the error.

c. Description of Errors

After finding errors in the descriptive text of the students, the researcher described what the errors were. The researcher analyzes each student's test results. Errors in the use of the preposition fall into the category of what type of error is determined by Dulay; omission, addition, misformation and misordering.

d. Explanation of errors

Results of the analysis of descriptive text errors, the researchers explained what caused it. Then the cause of the error was strengthened by the results of interviews.

2. Technique of interview

After conducting tests on students, researchers also conducted interviews with several English teachers at SMA DARUSSALAM. First interview to Miss. Siti Mutmainnah as a grade 11 English teacher in DARUSSALAM High School and 4 student 11 MIA 3 of SMA DARUSSALAM

Before conducting interviews directly with the teachers, the researchers prepared all the media needed, namely pens, books and questionnaires. The

researcher asked 8 questions for the teacher. The person who is interviewed by the writer is:

a. The English Teacher

In this case the writer interviews the English teacher to ask some questions dealing with English teaching.

b. The Students

The writer interviews the students to know the students' respond to the English learning especially in using preposition *at*, *on*, and *in*.

CHAPTER IV

THE FINDING

A. Data Description

The researcher conducted a test to the eleventh grade students of SMA DARUSSALAM BLOKAGUNG BANYUWANGI. The researcher identified the students' errors by descriptive text than students writing and using procedures of the error analysis, and the result is being presented in the table. Analyzing the interview result was done after identifying the most frequent error made by students in the descriptive text and the form of preposition. Here are the descriptions of students' test and interview:

1. The Result of Test

Researchers need 2 observations to obtain student test results by making a descriptive test. The first observation was on June 20, 2020, Saturday where the English teacher provided material about descriptive texts. Following the teaching and learning process takes place.

Guru: selamat pagi anak-anak. Apa kabar?

Siswa: pagi Miss. Saya baik-baik saja, dan kamu?

Guru: Saya baik-baik saja, terima kasih. Pagi ini kita akan membahas tentang teks deskriptif. Tahukah Anda tentang teks deskriptif?

Siswa: tidak

Guru: baiklah siswa. Mari kita lihat video ini (video berjalan)

Guru: (10 menit kemudian) apa inti Anda tentang siswa video?

Siswa: video ini memberikan informasi bahwa Salah satu tempat wisata yang terkenal di Indonesia adalah Candi Borobudur. Candi Borobudur terletak di Jawa Tengah, ditunjuk di Jl. Badrawati, Kw. Candi Borobudur, Borobudur, Magelang, Jawa Tengah. Candi ini merupakan candi Hindu yang dibangun sejak tahun 780-840 M, dengan ketinggian sekitar 400 meter. Suasana indah terpancar di atas candi.

Guru: ok kerja bagus. Ada berita utama lain tentang video ini?

Siswa: Di sana banyak sekali turis asing. Ada 504 arca di bangunan candi. Untuk bisa mencapai Candi Borobudur kita harus menaiki banyak anak tangga. Beberapa anak curam jadi harus hati-hati menyusun perjalanan ke sana. Candi Borobudur sangat luas karena memiliki luas yang sangat luas yaitu sekitar 2.500 m².

Guru: luar biasa. Ok siswa. Terakhir, teks deskriptif adalah teks yang mendeskripsikan ciri-ciri sesuatu, bisa orang, tempat atau benda sedemikian rupa sehingga terbentuk gambaran di benak pembaca. Dan struktur umum teks deskriptif adalah orientasi dan deskripsi. Identifikasi adalah mengidentifikasi fenomena yang akan dideskripsikan. Deskripsi Berikutnya adalah rangkaian paragraf tentang subjek di mana setiap paragraf biasanya diawali dengan kalimat topik. Kalimat topik mempratinjau detail yang akan dimuat di sisa paragraf.

Second observation on Tuesday 23 June 2020, the teacher give some duty to make a descriptive text. After 2 observation in the class, finally the research got a result of test by student's descriptive text. Some errors were made 15 students of SMA DARUSSALAM 11 MIA 3 are 41 errors in the use of the preposition in, on and at. The details are as follows:

Error of using preposition in: 32

Error of using preposition on: 6

Error of using preposition at: 3

a) Error Classification

1) Omission Errors

Errors Omissions identified by not the item that should spear in the greeting that is formed by both. Errors have occurred because of no inclusion of the preposition in, on and at which should be required. In this case, they are eliminating prepositions that are essentially there. Omission errors this can be clarified as follows:

1. Omission error in using “in”

A Darussalam is located Banyuwangi

The sentence reconstruction form must :

A Darussalam is located in Banyuwangi

2. Omission error in using “at”

The school is standing the center

The sentence reconstruction form must :

The school is standing at the center

3. Omission error in using “on”

The book is the table

The sentence reconstruction form must :

The book is on the table

2) Addition Error

Addition of error characterized by the one or more items that are not necessary in the sentence which is formed by both. By thus, the error is that the addition of a preposition either on, in and at which actually is not required. Here are some addition errors occurred:

1. Addition error in using preposition “At”

She got a baby at last year

The reconstruction form of the sentence should be:

She got a baby last year

2. Addition error in using preposition “on”

Amin kissed me on last night

The reconstruction form of the sentence should be:

Amin kissed me last night

3. Addition error in using preposition “in”

Ahmad calls me in everyday

The reconstruction form of the sentence should be:

Ahmad calls his girlfriend everyday

3) Misformation error

Error error information is indicated by the use of forms of moephome or structure is wrong. This error is mostly done by students based on the results of

analysis of researcher. They often make errors in using preposition in, on and at the less precise. The students just only know the meaning of this preposition without how the use of right it. Here is an example errors:

1. Misformation error in using preposition “At”

She still holiday at Banyuwangi

The reconstruction form of the sentence should be:

She still holiday in Banyuwangi

2. Misformation error in using preposition “in”

In the last I wake up from my nice dreams

The reconstruction form of the sentence should be:

At the last I wake up from my nice dreams

3. Misformation error in using preposition “on”

Someone is standing on the door

The reconstruction form of the sentence should be:

Someone is standing at the door

4) Misordering Errors

Misordering Errors are characterized by the connect placement of a morpheme or a group of morphemes. This error include one in laying preposition on, in and at. The student usually put the preposition before his time. Like:

1. Misordering errors in using preposition “At”

There is at somebody the door

The reconstruction form of the sentence should be:

There is somebody at the door

2. Misordering errors in using preposition “in”

I learnt to drive four in weeks

The reconstruction form of the sentence should be:

I learnt to drive in four weeks

3. Misordering errors in using preposition “on”

I usually go on every Monday

The reconstruction form of the sentence should be:

I usually go on Monday evening

The results of classifying errors in the use of prepositions on, in and at above do not all occur in grade 11 MIA 2 and 11 MIA 3 2 students. Most of them have errors in misformation in the use of preposition, especially misformation in the use preposition “in” and addition errors. As for errors about omission and misordering in the use of prepositions in, on and at researcher did not find it.

b) Tabulating of Errors

As stated in the first part of this chapter, the writer has analyzed and classified the student’s errors in using preposition at, in, and on in this sentences. This part presents to not only the result of counting the error but also give clearer description of each type of errors. For counting and tabulating the errors, the writer uses formulation of cumulative frequency distribution as below:

$$P = \frac{F}{N} \times 100\%$$

Note : P : Symbols of percentage
 N : The total number of types of errors
 F : Number of types of errors

The description of the tabulated errors of the students of class 11 MIA 3 SMA DARUSSALAM students in using preposition “at”, “in”, and “on” is done based on surface strategy taxonomy, as shown in the following tables:

1) Error table in using preposition of place

Table 4.1
THE RESULT OF ERRORS IN USING PREPOSITION “IN”
which shows the meaning of the place

NO	SAMPLE	TYPES OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
1	NS		1	1	
2	NHA			1	
3	DMA			4	
4	AM			4	
5	FS			2	
6	NMR			2	
7	ASW				
8	IS			2	
9	YAS				
10	NAK			3	
11	IIS				
12	NTUN		1	1	
13	AMR		1	1	
14	ILM			4	
15	INH			1	
TOTAL		0	3	26	0

According to the results of the data from the table above is clear that students’ errors mostly occur in misformation errors. There were 15 students got 26 error misformations and 3 error additions in using

preposition “in”. It can be drawn the conclusion that a lot of students who use the preposition “in” is appropriate. Of the 15 students there were 13 students who errors in using the preposition “in”. they only know that the preposition “in” has meaning “di” and shows the meaning of place. The knowledge base is an occurrence that many occur for user L2.

Table 4.2
THE RESULT OF ERRORS IN USING PREPOSITION “AT”
which shows the meaning of the place

NO	SAMPLE	TYPES OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
1	NS				
2	NHA				
3	DMA				
4	AM				
5	FS				
6	NMR				
7	ASW				
8	IS				
9	YAS			1	
10	NAK				
11	IIS				
12	NTUN				
13	AMR				
14	ILM				
15	INH				
TOTAL		0	0	1	0

The results of the research through the text descriptive which was made by 15 students turned out to be only there one error in the use of the preposition “at” the show that is done by one student alone. With so the student are very j charcoal using a preposition “at” used as a preposition that indicates place.

Table 4.3
THE RESULT OF ERRORS IN USING PREPOSITION “ON”
which shows the meaning of the place

NO	SAMPLE	TYPES OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
1	NS				
2	NHA				
3	DMA				
4	AM				
5	FS				
6	NMR				
7	ASW			1	
8	IS				
9	YAS			1	
10	NAK			3	
11	IIS			1	
12	NTUN				
13	AMR				
14	ILM				
15	INH				
TOTAL		0	0	6	0

Based on the results table above turns of 15 students there are 6 errors in the use of using preposition “on” which conducted by 4 students, rather misformation error. With such use of the preposition “on” is still rarely used by students of MIA 3.

2) Error table in using preposition of time

Table 4.4
THE RESULT OF ERRORS IN USING PREPOSITION “IN”
which shows the meaning of the time

NO	SAMPLE	TYPES OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
1	NS			1	
2	NHA				
3	DMA				

4	AM				
5	FS				
6	NMR				
7	ASW			1	
8	IS				
9	YAS				
10	NAK				
11	IIS				
12	NTUN		1		
13	AMR				
14	ILM				
15	INH				
TOTAL		0	1	2	0

The next analysis is the error in using on, in and at which shows the time. The results of the table above found that there were 3 errors using the preposition "in" which shows the time in descriptive text made by 15 students of 11 MIA 3, namely 2 error misformation and 1 error addition.

Table 4.5
THE RESULT OF ERRORS IN USING PREPOSITION "AT"
which shows the meaning of the time

NO	SAMPLE	TYPES OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
1	NS				
2	NHA				
3	DMA				
4	AM				
5	FS				
6	NMR				
7	ASW				
8	IS				
9	YAS			1	
10	NAK				
11	IIS		1		
12	NTUN				
13	AMR				
14	ILM				
15	INH				
TOTAL		0	1	1	0

Error in using the preposition “at” which shows the time in the descriptive text of students there are 2 errors, namely addition and misformation. From 15 students of MIA 2 and MIA 3, there were only 2 children who had errors in using preposition “at”.

Table 4.6
THE RESULT OF ERRORS IN USING PREPOSITION “ON”
which shows the meaning of the time

NO	SAMPLE	TYPES OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
1	NS				
2	NHA				
3	DMA				
4	AM				
5	FS				
6	NMR				
7	ASW				
8	IS				
9	YAS				
10	NAK				
11	IIS				
12	NTUN				
13	AMR				
14	ILM				
15	INH				
TOTAL		0	0	0	0

According to the table above, it turns out there are no students who make errors in the use of the preposition “on” that shows the time. After analysis all errors in the use of the preposition on, in and at the show the place and time of the text of descriptive which made the students turned out to be the number of errors most often do students in the use of preposition place., especially the preposition “in”. the use of preposition “on”, “in” and “at” which shows time rarely occurs in descriptive text. It was proven from 15 students, only 5 students with 5 errors. Here are the details:

Table 4.7
THE RESULT OF ERRORS IN USING PREPOSITION “ON, IN and AT”
which shows the meaning of the place and time

Sample	Preposition	Total error	
		Place	Time
15	in	29	3
	on	6	0
	at	1	2
Total		36	5

Based on the table above, it can be known that the error in the use of the preposition on, in and at what often happens in students' descriptive texts is errors in the use of prepositions of place rather than prepositions of time. Then the error that often occurs is the use of the preposition “in”. It happens because in writing the text of descriptive which was made by the students, they rarely describe when the incident that occurred. Most of them describe a place or something that they naturally just without explaining in detail when the incident has done.

Table 4.8
THE DETAILS OF ERRORS IN USING PREPOSITION “ON, IN and AT”
which shows the meaning of the place and time

Sample	Preposition	Error				Total Error
		Misformation		Addition		
		Place	Time	Place	Time	
15	in	26	2	3	1	32
	on	6				6
	at	1	1		1	3

Table 4.9
The Percentage Of Error Using Preposition Place

Error	Preposition	Frequency	Percentage
Ommision	In		
	On		
	At		
Addition	In	3	8.10%
	On		
	At		
Misformation	In	26	70.30%
	On	6	16.20%
	At	1	2.70%
Misordering	In		
	On		
	At		
Total		37	

The conclusion from the table above is that the highest error rate in the use of prepositional place is 70.30% misformation of the preposition "in".

Table 4.10
The Percentage Of Error Using Preposition Time

Error	Preposition	Frequency	Percentage
Ommision	In		
	On		
	At		
Addition	In	1	20%
	On		
	At	1	20%
Misformation	In	2	40%
	On		
	At	1	20%
Misordering	In		
	On		
	At		
Total		5	

The conclusion from the table above is that the highest error rate in the use of prepositional time is 40% misformation of the preposition "in".

2. The Result of Interview

This technique is used to collect the data that can be used as supporting data. The researcher did interview after analysis error by student's descriptive text. First researcher interviewed the teacher on Wednesday 24 June 2020 make agreement, then on Thursday June 2020 focus for interview about the research. Like this

Researcher : Assalamualaikum. Good morning miss

Teacher: Wa'alaikumsalam

Researcher: how are you miss?

Teacher: I am fine, and you

Research: I am fine too thanks you. Ok miss, directly I stay here want to get some information about the errors student for using preposition place and time. First question What classes did you teach in SMA Darussalam?

Teacher: all grade 11 high school Darussalam

Research: How enthusiastic are students in English lessons?

Teacher: their level of enthusiasm is different. For them, English lovers are very enthusiastic and other than that it is normal

Research: What books are used as a source of English teaching materials?

Teacher: LKS, TOEFEL and textbooks from school

Research: Do you use a special book to explain prepositions?

Teacher: Yes, TOEFEL

Research: What methods are used to teach prepositions?

Teacher: GTM

Research: What are the constraints in teaching prepositions?

Teacher: the class is not very conducive, the students have different interests so that the achievement is not evenly distributed

Research: What mistakes do students often make in using prepositions, especially prepositions in, on and at?

Teacher: difficult to distinguish from each use. Often wrong in placement, especially the preposition "in".

Research: How to solve it?

Teacher: There is often evaluation

Second step research interview some student 11 MIA 3 of SMA

DARUSSALAM

Research: bagaimana menurutmu tentang penggunaan preposition in, on dan at?

Student 1: sulit membedakan karna arti yang sama

Student 2: yang saya ketahui Cuma preposition "in"

Student 3: preposition on buat kata depan hari dan preposition at untuk nama jalan

Student 4: tidak tau sama sekali

Based on the results of the interview above, it was found that the difficulty in using the prepositions on, in and at was almost felt by all students. Whether it's because of confusion or not understanding at all. And the solution for this problem is giving

evaluation. The meeting for evaluation more than the matery. From this, the teacher can to know about student's understanding.

CHAPTER V

DISCUSSION

From the results of data analysis and interviews that have been carried out, it is known that errors in the use of prepositions of time and place, especially in prepositions on, in and at, namely omission errors and misordering do not occur in students. The following details errors in the use of prepositions of place:

- 1) addition "in" is 8.1% with 3 errors
- 2) misformation "in" is 70.3% with 26 errors
- 3) misformation "on" is 16.2% with 6 errors
- 4) misformation "at" is 2.7% with 1 error

The following details errors in the use of prepositions of time:

- 1) addition "in" is 20% with 1 error
- 2) addition "at" is 20% with 1 error
- 3) misformation "in" is 40% with 2 errors
- 4) misformation "at" is 20% with 1 error

In the end, the most frequent error made by students of 11 MIA 3 SMA DARUSSALAM in using a preposition of place is the misformation "in" then the misformation "on" then addition "in" and the last one is the misformation "at". Meanwhile, the highest in using preposition of time is misformation "in" while addition "in," at "and misformation" at "have the same potential errors.

Based on the results of analysis above, while the cause of the error made by the students of SMA DARUSSALAM class 11 MIA 2 and MIA 3 base on the theory of John Norris is as follows:

a) First language interferences

English first who owned the student are very influential. By making language English as L2, they have to know the meaning of the preposition the first time in a language they are that the preposition “di” in English means “in”. perspective is already up previously recorded in thinking them, so as to use the preposition “on” and “at” less so they pay attention.

b) Translation

The cause of the error is most commonly occur on the students . They tend to translate a word without seeing what the next word is. Most of the students direct origins translated in English.

c) Carelessness

Mistakes were made students not only purely of their own but also of their environment. It is because during the period of learning and teaching, especially in the discussion preposition is not maximum. With such a process of learning, so that error in the use of preposition is often found.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this study, there were 41 errors . Errors are classified based on the surface strategy and taxonomy proposed by Dulay et al. Errors are classified as omissions, additions, misinformation, and error in order.

The results of the written test through making descriptive text conducted by 15 high school students in grade 11 MIA 3 to analyze students' errors in using preposition on, in and at were found that errors that often occur are misinformation in the use of preposition "in". of 41 errors, 32 were caused by errors in using the "in" preposition. out of 32 errors caused by the preposition "in", 28 were caused by misinformation (misformation of place 70.3% with 26 error and 40% misinformation of time with 2 error) and 4 errors due to addition (8.1% addition of place with 3 error and 20% addition of time with 1 error). From these data it is clear that the error misinformation of place in using the preposition "in" more than the misinformation of time. In addition, the addition of place in using the preposition "in" is also more than the addition of time. In essence, errors in the use of "in" which indicates the preposition of place is more common in descriptive text.

The second mistake is misinformation in using the "on" preposition. From the analysis there are 6 misinformation errors caused by the preposition "on". These misinformation errors are all specific to the preposition of place.

Thus the same conclusion above that errors in using "on" as a preposition of place often occur in descriptive text.

The third or most rarely done mistake by students is the use of the "at" preposition. The results of the analysis of student test results there are only 3 errors made by the preposition "at". 20% misformation of place with 1 error, 20% misformation of time with 1 error and 20% addition of place with 1 error. It can be concluded that the errors in the use of preposition of place "at" are more than the error preposition of time in students' descriptive text. In addition, based on the results of the analysis also resulted that the use of student errors in the use of preposition of place is more than the preposition of time in descriptive text, namely 36 errors caused by preposition of place and 5 errors caused by preposition of time.

Based on the title of the study on analysis error student's for using the preposition of time and place in the descriptive text at 11 grade MIA 3 SMA DARUSSALAM generated that error in the use of the preposition of place is more going on in the text of descriptive especially in the use of the preposition "in" on the error in using preposition of time. This can happen because of the lack of student knowledge about the rules in the use of correct and correct prepositions so that many students are found careless in using these prepositions on descriptive tests. In addition, the factor of their first language (L1) is strongly attached to the use of prepositions in English (L2) which states that the preposition "in English is" in ". As a result of these thoughts many errors occur in the use of the preposition "in". automatically the use of the preposition "in" is more often done by students in making

descriptive texts in particular. The cause of the error besides that is in the process of translating. Most students translate each word so they don't pay attention to the next word. Thus the results of translating them are not in accordance with the proper rules. So that the occurrence of errors in the use of prepositions in particular is still a lot happening.

B. SUGGESTION

After analyzing students' errors in using preposition of place and time in descriptive text at 11 mia 2 and 11 mia 3 DARUSSALAM high school, researchers have some suggestions for teachers, students and subsequent researchers.

1. Teacher

Based on the data analysis results above, the researcher suggests to the teachers to

- a. Very good at the material that will be delivered, especially prepositions. With the right method and right target to the students, the preposition material can be captured well by the students.
- b. Before teaching and learning activities it is suggested that teachers must prepare in advance the media needed in learning. So that teaching and learning activities more leverage with the supporting media.
- c. After the material has been conveyed properly, it is recommended for the next meeting the teacher to reproduce the exercises to measure the ability of students to understand the material presented, especially prepositions. The teacher can provide exercises from written tests or directly face to face with students. That way because of the frequency of

the exercises, students can automatically apply the material correctly about prepositions.

d. Give a question and answer session at the end of each teaching and learning activities .

2. Student

As the most important subject in teaching and learning activities, researchers advise students to

a. During teaching and learning activities, students must pay close attention to the material delivered by the teacher, especially prepositions

b. It is suggested that students must prepare the material before teaching and learning activities in class take place. The aim is that the students 'comprehension or students' understanding of the material presented is better honed. Because before the material of their presentation took place the students already had some description of the material that would be delivered especially prepositions.

c. It is recommended to students to apply material about the correct and correct prepositions in every case. Not only during teaching and learning activities take place. So that their understanding will be honed and become a good habit .

3. Next researcher

Seeing the results of this analysis, the researcher suggests to the next researcher who wants to analyze the errors in the use of prepositions especially on, in and at are as follows:

a Mistakes in language cannot be avoided by students as persons with L2. Therefore, the next researcher can analyze errors in the use of prepositions on, in and at other texts. It can be possible from different texts, the errors made by the students are also different.

b For the next researcher , the hope of the researcher is to be able to complete the shortcomings in this study and make the results of this study as one of the references or sources for research on errors in the use of prepositions on, in and at the next.

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APPENDICS

**INTERVIEW GUIDE FOR TEACHER SMA DARUSSALAM
OF RESEARCH “AN ANALYSIS ON STUDENTS 'ERRORS IN USING
PREPOSITION OF TIME AND PLACE IN DESKRIPTIVE TEXT”**

1. Di sma Darussalam anda mengajar di kelas berapa saja ?
2. Bagaimana antusias siswa pada pelajaran Bahasa inggris?
3. Buku apa yang digunakan sebagai sumber bahan mengajar Bahasa inggris?
4. Apakah menggunakan buku khusus untuk menerangkan preposition?
5. Metode apa yang digunakan untuk mengajar preposition?
6. Apa kendala dalam mengajar preposition?
7. Kesalahan apa yang sering dibuat oleh siswa dalam menggunakan preposition?
8. Bagaimana cara untuk mengatasinya?

THE PROFILE TEACHER OF SMA DARUSSALAM

NO	TEACHER IDENTITY	STATUS
1	ERMAWATI <i>Born: BANYUWANGI, 1986-09-10</i> <i>NIP:</i> <i>NUPTK: 1242764666220013</i>	ACTIVE
2	ULFIYAH HIDAYATI <i>Born: BANYUWANGI, 1984-06-16</i> <i>NIP:</i> <i>NUPTK: 1948762664300082</i>	ACTIVE
3	YUNUS ERDAMANSYAH <i>Born: BANYUWANGI, 1989-12-16</i> <i>NIP:</i> <i>NUPTK: 2548767669120003</i>	ACTIVE
4	MIMIN HABIBAH THOHIR <i>Born: BANYUWANGI, 1990-05-19</i> <i>NIP:</i> <i>NUPTK:</i>	ACTIVE
5	RINI LATAL WAFIROH <i>Born: BANYUWANGI, 1992-01-26</i> <i>NIP:</i> <i>NUPTK:</i>	ACTIVE
6	AKHMAD JAENURI <i>Born: JEMBER, 1986-06-05</i> <i>NIP:</i> <i>NUPTK: 1937764666200032</i>	ACTIVE
7	AFAN SUCIPTO <i>Born: BANYUWANGI, 1980-01-01</i> <i>NIP:</i> <i>NUPTK: 4433758659200132</i>	ACTIVE
8	ANASTASIA PERDANA <i>Born: BANYUWANGI, 1986-08-27</i> <i>NIP:</i> <i>NUPTK: 2159764665300073</i>	ACTIVE
9	ANIS AMNAN MAHFUDI <i>Born: BANYUWANGI, 1974-01-01</i> <i>NIP:</i> <i>NUPTK: 4433752653200132</i>	ACTIVE
10	BAHROWI	ACTIVE

	<p><i>Born: BANYUWANGI, 1980-11-16</i> <i>NIP:</i> <i>NUPTK: 7448758659200003</i></p>	
11	<p>EMISA UMAMI <i>Born: BANYUWANGI, 1986-10-02</i> <i>NIP:</i> <i>NUPTK: 3334764666220003</i></p>	ACTIVE
12	<p>ILLA ATMIJAYANTI <i>Born: JEMBER, 1986-06-28</i> <i>NIP:</i> <i>NUPTK: 9960764665300062</i></p>	ACTIVE
13	<p>IMAM KHUSNUDIN <i>Born: BANYUWANGI, 1985-07-02</i> <i>NIP:</i> <i>NUPTK: 7034763665200033</i></p>	ACTIVE
14	<p>KHANIFUL ADIB <i>Born: BANYUWANGI, 1984-12-26</i> <i>NIP:</i> <i>NUPTK: 9558762663200003</i></p>	ACTIVE
15	<p>LATIFATUL MUNAWAROH <i>Born: BANYUWANGI, 1985-10-17</i> <i>NIP:</i> <i>NUPTK: 0349763665300033</i></p>	ACTIVE
16	<p>LATIFATUZ ZUHROH <i>Born: BANYUWANGI, 1985-04-20</i> <i>NIP:</i> <i>NUPTK: 2752763665300062</i></p>	ACTIVE
17	<p>LILIK SURYATI <i>Born: BANYUWANGI, 1985-05-17</i> <i>NIP:</i> <i>NUPTK: 9849763664300042</i></p>	ACTIVE
18	<p>MOH. ALI MURTADHO <i>Born: PASURUAN, 1975-07-17</i> <i>NIP:</i> <i>NUPTK: 1039753654200004</i></p>	ACTIVE
19	<p>MUH. YUSUF <i>Born: BANYUWANGI, 1987-09-01</i> <i>NIP:</i> <i>NUPTK: 2233765666120003</i></p>	ACTIVE
20	<p>MUHAMAD JAMHARI <i>Born: BANYUWANGI, 1986-08-15</i> <i>NIP:</i> <i>NUPTK: 1147764665120003</i></p>	ACTIVE
21	<p>M. DAVID ILHAM YUSUF <i>Born: BANYUWANGI, 1993-04-21</i> <i>NIP:</i> <i>NUPTK: 1753768673120002</i></p>	ACTIVE
22	<p>MUHAMAD NASIR</p>	ACTIVE

	<p><i>Born: BANYUWANGI, 1980-02-28</i> <i>NIP:</i> <i>NUPTK: 7560758659110042</i></p>	
23	<p>MUHAMAD ULIN NUHA</p> <p><i>Born: BANYUWANGI, 1984-04-23</i> <i>NIP:</i> <i>NUPTK: 7755762665200002</i></p>	ACTIVE
24	<p>MUNAWAR</p> <p><i>Born: BLORA, 1985-02-05</i> <i>NIP:</i> <i>NUPTK: 5537763665120002</i></p>	ACTIVE
25	<p>NUR HAMID</p> <p><i>Born: BANYUWANGI, 1977-12-07</i> <i>NIP:</i> <i>NUPTK: 1539755660200003</i></p>	ACTIVE
26	<p>SITI KHODIJAH</p> <p><i>Born: KEDIRI, 1984-03-10</i> <i>NIP:</i> <i>NUPTK: 7642762664210092</i></p>	ACTIVE
27	<p>SUHARNO</p> <p><i>Born: BANYUWANGI, 1972-04-02</i> <i>NIP:</i> <i>NUPTK: 8734750653200022</i></p>	ACTIVE
28	<p>SUKARSI</p> <p><i>Born: BANJARSARI, 1972-02-12</i> <i>NIP:</i> <i>NUPTK: 7544750652200032</i></p>	ACTIVE
29	<p>SUMIARSIH</p> <p><i>Born: BANYUWANGI, 1968-09-14</i> <i>NIP:</i> <i>NUPTK: 2246746650200013</i></p>	ACTIVE
30	<p>SYAIFUL BAHRI</p> <p><i>Born: BANYUWANGI, 1989-04-17</i> <i>NIP:</i> <i>NUPTK: 5749767668120002</i></p>	ACTIVE

31	SYAMSUL <i>Born: BANYUWANGI, 1964-10-28</i> <i>NIP: 196410281987021002</i> <i>NUPTK: 0360742643200043</i>	ACTIVE



INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

Alamat : Pen. Pes. Darussalam Blokagung 82/IV Karangdoro Tegaisari Banyuwangi Jawa Timur - 68491 Telp. (0333) 847459, Fax. (0333) 846221, Hp. 085258405333, Website: www.iaida.ac.id - Email: iaidablokagung@gmail.com

Nomor : 31.5/035/IAIDA/C.3/VI/2020
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SMA Darussalam
Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Rektor Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **NILA ZUHRIYAH**
TTL : **Banyuwangi,, 25 Desember 1996**
NIM /NIMKO : **16112210037/2016.4.071.0147.1.000029**
Fakultas : **Tarbiyah**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Sumberberas - Muncar - Banyuwangi - Jawa Timur**
HP : **0**
Dosen Pembimbing : **Zulfi Zumala Dwi Adriani, S.S, M.A**

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Adapun judul penelitiannya adalah:

"An Analysis Error of Using Preposition Place and Time in Descriptive Text at Eleventh Grade SMA Darussalam in Academic Years 2019/2020"

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 13 Juni 2020

Dekan


Dr. Siti Aimah, S.Pd.L, M.Si.
NIPY. 3150801058001



SMA DARUSSALAM

AKREDITASI "A"

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BLOKAGUNG KARANGDORO TEGALSARI BANYUWANGI
Website:www.blokagung.net Email:smadarussalambwi@gmail.com

Jalan Pon. Pes. Darussalam Telepon:(0333)4460483 Karangdoro Tegalsari Kode Pos 68491 Banyuwangi

SURAT KETERANGAN

Nomor:31/0165/429.245.300/2020

Yang bertanda tangan dibawah ini, kami Kepala SMA DARUSSALAM Blokagung Tegalsari Banyuwangi menerangkan bahwa :

Nama : NILA ZUHRIYAH
Tempat Tanggal Lahir : Banyuwangi, 25 Desember 1996
NPM/NIM : 16112210037
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan (FTIK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Lembaga : Institut Agama Islam Darussalam
Alamat : Sumberberas Muncar Banyuwangi

Telah melakukan penelitian di SMA Darussalam Blokagung Tegalsari Banyuwangi untuk keperluan penyusunan skripsi dengan judul “ **An Analysis Error of Using Preposition Place and Time in Descriptive Teks at Eleventh Grade SMA Darussalam in Academic Year 2019-2020**”

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Kepala SMA Darussalam

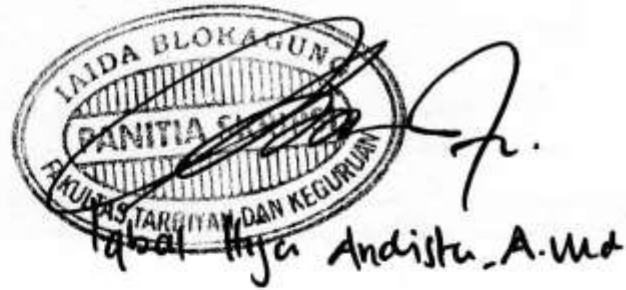
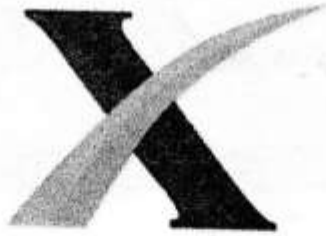



AFFAN SUCIPTO, S.Pd.

NIM 16112210037
NAMA NILA ZUHRIYAH
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI S1 TADRIS BAHASA INGGRIS
PERIODE 20192
JUDUL An Analysis On Students Error In Using Preposition Of Time And Place In Descriptive Text At The Eleventh Grade Of SMA DARUSSALAM Blokagung In Academic Years 20192020



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	28 Juli 2020	28 Juli 2020	bab 5	bab 5
2	20192	15 Juni 2020	20 Juni 2020	bab 4	bab 4
3	20192	01 Mei 2020	10 Mei 2020	bab 3	bab 3
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CHAPTER I INTRODUCTION Background Of The Research Communication in general is a process of delivering - receiving messages between two or more people. Theodore Herbert, who said that it was a communication process meant by the meaning of knowledge transferred from another person, usually with the intention of achieving some special goal. A similar opinion was expressed by Evertt M. Rogers.

The ideas conveyed can take the form of oral communication, written communication, verbal communication, non verbal communication. To communicate with people in various countries, we ask for an international language for English. According to Kachru (1985), English in the world can be divided into three circles.

First, "inner circle"; included in this circle are English as a mother tongue such as the United States, United Kingdom, Canada, Australia, New Zealand. The second is the "outer circle" involving former British colonies such as Singapore, India, Malawi and more than fifty other regions included in this circle. Third is the "winning circle" including countries that recognize the importance of English as an international language.

Historically, they did not belong to a group of colonialist countries by members in, and English had no special function. Indonesia is one of them. In English there are **three** circles known as the first language or native speaker (L1), second language (L2) and third language (L3) or English as an international language. In Indonesia, English has become a major subject from junior high through college.

in learning English they must master 4 aspects of language skills, namely writing, speaking, listening and reading. In writing skills, to write ideas meaningfully, students

DOCUMENTATION



Gambar 1. Interview of the English Teacher



Gambar 2. Interview of the Student



Gambar 3. Student's study in the class

CURRICULUM VITAE



Name : Nila Zuhriyah
Call Name : Zuuh
Date Of Birth : Banyuwangi, 25 Desember 1996
Address : Sidomulyo, Sumberberas Muncar Banyuwangi
Rt: 6 Rw:12 Jl. Kh. Abdul Mannan Km.02
Ritual Education : Tk Khadijah 15
Mi Miftahul Muftadiin
Mts Miftahul Muftadiin
Ma Al Amiriyah
Iaida Tbig 2016
Madin 2018
Email : nilazuhriyah12345@gmail.com
Motto :

1. "المحافظة على القديم الصالح والأخذ بالجدد الصالح".

2. "Orang Yang Baik Bukanlah Orang Yang Selalu Berkata Baik, tetapi Dia Yang Selalu Menjadi Lebih Baik"

3. TALK LESS. DO MORE