

**PREPOSITION ERROR ANALYSIS ON THE STUDENTS' DESCRIPTIVE TEXT OF
MAN MEJAYAN IN ACADEMIC YEAR 2015/2016**

THESIS



By

HELLING GIATIK

NIM: 210912079

FACULTY OF EDUCATION

ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC COLLEGE OF PONOROGO

JUNE 2016

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is taught as a foreign language. English generally has been learned by the students since they were in the elementary school. When students learn English, they are focus on mastering four language skills: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are improved in the process of teaching and learning English.¹

The writer focuses on the last skill, writing because writing is viewed as the most complex and hardest language skills among the others. The students need to think everything at once. They should produce words, sentences, paragraph, and extending compositions at the same time. That's why some experts said that writing is not an automatic process and it's the hardest skill that should be mastered by the students. Writing is also the important skill in English, because it is kind of productive skills. Every student can make a good written text in English.

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element.² The teacher becomes important element in teaching writing to make the process of study is interesting. The researcher emphasizes this research in student competence in writing ability in descriptive text which is learnt in first grade of senior high school.

¹Fajariani Emmaryana, *An Analysis on the Grammatical Errors in the Student Writing at SMAN 1 Cigudeg Bogor*, (thesis, UIN, Jakarta, 2010), 1

²J.B. Heaton, *Writing English language Test* (London and New York: Longman, 2001), 135.

Description reproduces the way things looks, smells, tastes, feels, or sounds; it may also evoke moods such as happiness, loneliness, or fear. It is used to create visual image of people, place even units of time-days, times of day, or a reason. It's maybe used also to illustrate more than outward appearance of people. And this kind of writing may tell about the traits or character or personality.³

Actually description is not what you saw, but what readers need to see in order to imagine the scene, person, object, etc. description requires you to record a series of detailed observations. Be especially careful to make real observations. The success of a description lies in the difference between what a reader can imagine and what you actually saw and recorded; from that gap arises a spark of engagement.⁴

As we know there are eight parts of speech in English grammar, namely, noun, pronoun, adverb, verb, preposition, adjective, conjunction and interjection. Preposition is classified as a part of speech in traditional grammar. Prepositions as well as conjunctions differ from other parts of speech in that is each composed of a small class of words that have no formal characteristic endings and for these reasons modern linguistic prefer to classify prepositions as structure words rather than as parts of speech.⁵

Preposition is important to make up a sentence. In the most general terms, a preposition expresses a relation between two entities; one is represented by the prepositional complement. In expressing idea-either written or spoken a person certainly deals with the kind of preposition.

³ John E. Lincoln, Writing a Colledge Handbook, (New York: W. W. Norton & Company, 1986), p. 86

⁴ Dolar Yuwono, Writing 1 from Practice to Theory: Getting mart and creative to write. (Pustaka Felicha: Depok Sleman Yogyakarta. 2015), 63.

⁵ Marcela Frank, Modern English a practical reference guide. (Prentice-hall, New York University. 1972), 163

⁶Ibid, 163

⁷Heidi dullay et.all, language two, (New York: Oxford University Press.1982),138

According to Frank's preposition range in meaning from such defines semantic nations as time, place, etc. to such purely structural meanings as those shaped by the subject-verb-complement relationships.⁶

However, people cannot learn a language without first systematically committing errors. Making errors is a part of learning. Dullay said errors are flawed side of learner speech of writing.⁷ From the error that a learner has made, he will learn not to do the same mistake again. Thus, error could be an important feedback of their learning progress.

Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.⁸

Based on statement above error is bad thing in learning English, and understanding error analysis is very important for teachers and students and other hand it is not easy to learn language, and it is not easy to teach language as well. Every language especially English has its own rules and its own skills, and grammar has a great role on one's acquisition in English which is different from Indonesian language. The problem now is how far the students understand and can apply those rules.

This final project is a study about students' error in using preposition made by the tenth grade students' of MAN Mejiyan. Almost students' consider writing is the most difficult skill than others. The students often make errors, and also when they use preposition. This study was conducted under the consideration that preposition is very instrumental in making

⁸ Fajariani Emmaryana, *An Analysis on the Grammatical Errors in the Student Writing at SMAN 1 Cigudeg Bogor*, (thesis, UIN, Jakarta, 2010), 2

the sentence because preposition allows us to connect one word to another word in order to be a proper sentence and able to be understood by the reader.

Based on the explanation above, the writer is interested in analyzing students' writing in their grammatical errors especially of preposition. The writer would like to carry out a research under the title **“Preposition Error Analysis on the Students’ Descriptive Text of MAN Mejayan in Academic Year 2015/2016.”** This thesis is carried out with the hope that the research result will provide useful practical knowledge for teacher in charge of the English writing especially in descriptive text and improving the students’ skill in writing the English descriptive text.

B. Research Focus

The researcher would like to limit the study to analyze students’ descriptive text errors made by tenth grade students’ of MAN Mejayan in academic year 2015/2016.

C. Statement of the Problems

Based on the background of study, the writer would like to seek the answer by the following problem; what are the types the errors in using preposition on the students’ descriptive text?

D. Objective of the Study

The main goal of the study is to analyze the errors in using preposition on the students’ descriptive text.

E. Significance of the Study

This research is expected to give theoretical and practical benefits

1. Theoretically

Applies preposition to writes prepositions in the descriptive text. Besides, the result of this study will give information about the language competence of the students and know how the students' efforts' correct from the errors.

2. Practically

a. For the teacher

This study is also expected to be useful for English teachers so they can recognize the problems of the students and find the ways to solve it.

b. For the students

This study is expected to give students about the rules how to use preposition and how to correct the errors in writing descriptive text.

c. For readers

This study is expected to give readers in generally a reference of grammar especially in preposition and more information about preposition and problems faced by the students in choosing preposition. And the researcher hopes that this study will give her experience about preposition error analysis.

d. For researcher

Hopefully, this research can be one of references. Probably there is some weakness in this research, which should be considered by other researcher to conduct better research at the same topic. In order to know preposition error analysis on the students' descriptive text of MAN Mejayan in academic year 2015/2016

F. Research Methodology

1. Research Design

The form of this study was a qualitative research because the writer takes place in the real situation about social phenomena. “Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subject’s point of view.”⁹

The writer did a case study because the writer chosen the possible places and the pupils as a subject or the resource of the data. “Case study is a detailed examination of one setting, or a single subject, a single depository of documents, or a particular event”¹⁰The writer scouts for the place and people who can be the source of the data. When the subject and the place have been chosen, the writer begins to collect the data, and analyze it based on error analysis procedure.

The data analysis of this study is descriptive statistic. It is a statistic that organizes and analyzes the data, so that can give the description about the phenomenon and the situation which exist at the time of the study. “The data collected take the form words or picture rather than the numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation.”¹¹

2. Researcher’s role

The characteristics of qualitative research can not separated from participating observation, because researcher role determined the overall scenario.¹² In this research, the researcher is an analyzer because be analyzes the data got from the teacher as a key

⁹ Robert, C.Bogdan and Sari Knopp Biklen, *Qualitative Research for Education* 5th Edition, An introduction to Theories and Methods,(Boston: Pearson Education, Inc,2006), 274

¹⁰ Ibid 271

¹¹ Ibid,5

¹² Lexy. J.Moleong, *Metodologi Penelitian Kualitatif*, 117

instrument and a recorder of what is happened in the setting by writing field note and interview note.

3. Research setting

The students who had been observed were belonging to MAN Mejayan it is located on Caruban it was chosen because this school has a good quality. The students of this school come from different parts of Indonesian.

4. Data Source

The source of data of this research was documentation. Researcher came to the field and gets the students writing descriptive text. Then, collected their writing task and analyzed them. The researcher had chosen all of the students in X-B class as the subject of this writing task. The class consists of 20 students. In this way, researcher tried to get the data as objective as possible.

5. Technique of Data Collection

In this research, the researcher applies documentation study as methods for collecting data.

1) Documentation

Documentation is an important thing to collect data. According to Suharsimi Arikuto, " *Dokumentasi* berarti barang-barang tertulis di dalam melakukan metode dokumentasi. Peneliti menyelidiki benda-benda tertulis seperti

buku-buku, majalah, dokument, peraturan-peraturan, notulenrapat dan lain sebagainya”¹³.

Based on the above statement, it can be concluded that documentation technique is the process of collecting of data that is obtained during the study. Researcher asks the administrators to get information about history of Man Mejayan and task writing from tenth grade especially in class B which related to research problem.

6. Technique of Data Analyzing

This research employs content analysis approach. According to Neuman content analysis is a technique for gathering and analyzing the content of text. The content analysis refers to words, meanings, pictures, symbols, ideas, themes, or any message that can be communicated. It included books, newspaper and magazine articles, advertisement, speeches, official documents, films and videotapes, musical lyrics, photographs, article of clothing and works of art.¹⁴

Content analysis is useful for identifying both conscious and unconscious messages communicated by text (i.e., what us stated explicitly as well as what is implied or revealed by the manner in which content is expressed). The result of a content analysis is may reveal recurrent instance of “items” or themes, or they may reveal broader discourses. The “categories” or clusters of data identified may represented as degrees of attributes, such as direction and intensity, or qualities (i.e., a quality such as joy is evident to some degree rather than simply present absent).¹⁵

¹³ Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta :Rieneka Cipta, 2002), 201

¹⁴ W. Lawrence Neuman, *Basic Of Social Research*, (Pearson Education, Inc, 2007), 227

¹⁵ Lisa M Giren, *The SAGE Encyclopedia of Qualitative Research Method*, (USA:SAGE Publication, Inc, 2007), 120

Following Corder, the researcher can distinguish the following steps to conducting and error analysis.¹⁶

1) Collecting the sample of Language Learner

The starting point in error analysis is deciding what samples of language learner to use the analysis and how to collect these samples. The collecting data for the sample can use interviews and documentation. In these steps, the researchers used both interview and documentation to collect data.

2) Identification of Errors

Once the data has been collected, the errors that are found in the data must be identified to find mistakes that have been made by students. The researcher identified the errors by underlying the errors that the learners made.

3) Classification of Errors

Once identified, there are some errors that have been made disciples. To facilitate the analysis, they have previously been classified according to each class.

4) Explanation of errors (Calculating of Errors)

The next step is finding out the frequency of errors on every type of error. The calculation is conducted in every sentence might have more one error.

5) Evaluation of Errors

This step, the errors will be displayed on a table that allows researchers to draw the conclusion.

7. Research procedure

1) Preparation

- Proposing the title and the research problem statements.

¹⁶ Rod Ellis and Gary Barkhuizen, *Analysis Learner Language*, (Oxford University Press: 2005), 57-67

- Reviewing references relate to the research problem statements.
- Observing the place of research
- Arranging for the license letter

2) Application

- Understanding the research preparation.
- Ask permission to the teacher who learn
- Entering to the field (doing the test and interview).

3) Data Analysis

- Analyzing data along and after collecting data.

4) Reporting Report

- Reporting the result of the research in a form of thesis.

G. Organization of the Thesis

This paper is divided into five chapters, chapter one deals with the introduction, consisting background of study, focus research, statement of the problem, objective of the study, significance of the study, research methodology and organization thesis

Chapter two, present review of related literatures discusses about error: definition of error and cause of error. Then writing: definition writing, definition of text, kinds of text and descriptive text. Then preposition: definition of preposition and kinds of preposition. The last is about previous research findings.

Chapter three is about description data consisting to general description: the history of Man Mejayan, vision, mission and aim of MAN Mejayan and geographical location of MAN Mejayan

Chapter four talks about discussion this chapter contains interpretation. This chapter explains preposition error analysis on the students' descriptive text of Man Mejayen, the causes of the errors in using preposition on the students' descriptive text and the students' efforts to correct the errors in using preposition on descriptive text.

Chapter five is conclusion and recommendation. This chapter contains of conclusions of the research and recommendation for the other researchers.



CHAPTER II

REVIEW OF RELATED LITERATURES

The review of related literature is including of theoretical background and previous research finding.

A. Error and Error Analysis

1. The Definition of Error

According to Dulay, error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance.¹⁷ Brown has different opinion. He gives more attention on the Interlingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the Interlingual competence of the learner.¹⁸

The errors are caused by his willful of his negligence in using the rules appropriately. The term of breaches of the code could not be used for learning because he was imperfect knowledge of the language learned. The errors made are a sign of his incompetence in achieving the language learned and therefore, they were systematic in themselves.

From all definitions above, the writer can summarize that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not

¹⁷ Heidi S, Dulay, Marina Burt, Stephen Kreshen, Language Two (New York: Oxford University Press 1982),139

¹⁸ H.Douglas, Brown, Principle of Language Learning and Teaching, 4thed (New York: Longman, 2000), 215

understand well the use of linguistics system of the target language; it will lead the students to make errors consistently.

2. Causes of Error

According to Richard, there are four causes of errors:

a. Over-generalization

Over-generalization is the use of previously learned rules in new situation. Over generalization includes instance where the learner makes a rule on the basis of his experience of other rule in the target language.

b. Ignorance of rule restriction

This type of errors is the result of the failure to observe the restrictions of existing of the structures, that is, the application rules to the context where they do not apply.

c. Incomplete application of rules

This error is the result of the learner's high motivation to achieve communicative ability. In achieving this, learner sometimes produces grammatical incorrect sentence

d. False concept hypothesized

This error is the result of the faulty comprehension of distinction in the foreign language, sometimes this error is because of the poor gradation of materials of teaching.¹⁹

¹⁹ Jack Richard, C. Error Analysis: Perspective on Second Language Acquisition (England: Longman Group, 1974), 174-179

3. Classification of Error

Dulay classified errors into four major categories.²⁰

a. Error based on linguistic category taxonomy

Many error taxonomy has been based on the linguistic item, while effected by an errors, these linguistics category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the errors effect. Errors in the language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse style.²¹

b. Error based on surface strategy taxonomy

Surface, strategy taxonomy highlights the ways surface a surface a structure are altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may misinformation item (selections) or misorder them (misodering)

1. Omission

Omission errors are characteristic by absence of an item that must appear in a well- formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some type morpheme are omitted more than other2.

2. Addition

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

²⁰ Heidi Dulay.,et.al., Language Two, (New York: Oxford University Press, 1982), 146

²¹ Ibid, 148-150

3. Selections/misinformation

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors they are not supplied at all, in misinformation errors the student supplies something, although it is incorrect.

There are three types of misinformation, namely: regularization errors, archaic forms and alternating forms.

4. Misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance.

c. Error based on comparative taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language and certain other types of constructions. There are four types, namely: development errors, intralingual errors, ambiguous errors and other errors.

d. Error based on communicative effect taxonomy

Classification of errors is based on comparison between the structure of L2 learner error and certain other types of construction.

According to Amar Khant jha

- a. Omission of Preposition: The learners drop using any preposition in the sentences where it is obligatory.

Example:

Wrong: He waits \emptyset a long time

Right: He waits for a long time.

- a. Insertion of Preposition: Students supply preposition sentence where it is undesirable.

Example:

Wrong: Besides At faculty building.

Right: Besides faculty building

- b. Misordering of Incorrect Preposition: Students supply prepositions in their sentences which are not appropriate.

Example:

Wrong: Many useful books for students in help their academic

Right: Many useful books for students to help their academic²²

B. Preposition

a. The Definition of Preposition

Learning preposition is difficult because almost every definition for a preposition has exception.²³ Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence.

Prepositions are abstract words that have no concrete meaning. They merely show the relationships between groups of words. A good way to test if a word is a preposition is to position it in front of phrases like "the box" or "the sides of the box" and see if the phrase makes sense. For prepositions concerning time, try positioning the preposition in front of a phrase like "the movie." (This rule works for about nine out of ten prepositions).

²² Amar Khant jha, Errors in the Use of Preposition by Maithili Learners of English Their Remedies". Tribhuvan University Journal. Vol XIX. 1991

²³ Michael A. Pyle And Mary Ellen Munoz, Cliffs Toefl Preparation Guide Fourth Edition,(Singapore: John Wiley & Sons (SEA)Pte.Ltd,1991), 210

A preposition is a word that shows the relationship of a noun or a pronoun to another word in a sentence.²⁴ Another opinion prepositions is a connecting word that show the relation of noun or a pronoun to some other word in a sentence.²⁵

The preposition is classified as a part of speech in traditional grammar. Prepositions as well as conjunctions differ from other parts of speech in that is each composed of a small class of words that have no formal characteristic endings and for these reasons modern linguistic prefer to classify prepositions as structure words rather than as parts of speech. Prepositions range in meaning from such defines semantic nations as time, place, etc. to such purely structural meanings as those shaped y the subject-verb-complement relationships.²⁶

According to the Oxford Advanced Learner's Dictionary "Preposition is a word or group of words, such as in, from, of, to and on behalf of, used before a noun or pronoun to show place, position, time or method".²⁷ The basic role of a preposition is to detail the position something, its physical location or direction a more abstract relationship to other things.²⁸

From those definitions above can conclude definitions preposition is a word placed before noun or pronoun to show relationships. A preposition is a word or group of words that describes a relationship between other words in a sentence. A simple preposition is made up of one word: of, in, by, above, below. A compound preposition is made up of two prepositions: out of, from among, except for, because of.

²⁴ Grammar, Writing, and Research Handbook (Northshore High School 20014-2015), 13

²⁵ Margaret D. Shertzer, *The Elements of Grammar* (New York: Macmillan Publishing Company, 2007), 41

²⁶ Marcella Frank, *Modern English (a practical preference guide)*, (Prentice-Hall: America, 172), 163

²⁷ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, 996

²⁸ Pam Peters Macquarie, *The Cambridge Guide to English Usage*, (University: Cambridge University Press, 2004), 438

b. Kinds of Preposition

1. Preposition of Place

- a. **At** is used to explain about a place as a point rather than area and about event.²⁹

At also used to explain about the small area such as: a square, a village, a room, a field.³⁰ At also refers to general vicinity; more presence at a place is indicated.³¹

At a more specific scope and focused on what is mean. Usually at also used before an addressed with street number for example is my house at Hasanuddin street number 178.³²

- b. **On** is used to explain about a position touching a flat surface of something such as: a floor, a wall, a ceiling, a desk, a street, or as a line such as a road or river. On top of emphasizes the uppermost horizontal surface, it is an object that has some height).³³ On also can be used for both position and movement, whereas on to can be used chiefly people and animals when there is movement involving a change of level.³⁴

- c. **In** is used to explain about a position within a larger area, or something within a larger space. In as shown above normally indicates position and indicates movement, and when use verb put can used both of them in or into.³⁵ The

²⁹ Marcella Frank, *Modern English (a practical reference guide)*, (Prentice-Hall, INC: New York, 1972), 163

³⁰ A.J Thomsom and A.V Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), 98

³¹ Marcella Frank, *Modern English (a practical preference guide)*, (Prentice-Hall: America, 1972), 166

³² Martin Hewings, *Advanced Grammar in Use (a self-study reference and practice book for advanced learners of English)*, (Cambridge University Press: England, 1999), 208

³³ Marcella Frank, *Modern English (a practical preference guide)*, (Prentice-Hall: America, 1972), 166

³⁴ A.J Thomsom and A.V Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), 99

³⁵ *Ibid*, 98-99

function in and on almost same used to before the name of the road.³⁶ In is used to show with the name of countries seas towns cities and villages.³⁷

d. Across or over is used to explain about position on the other side of and tell about large area, or getting to the other side of a bridge, road, border, river, etc. Over rather than across talk about reaching the other side of something that is high or higher than it is wide and if talk about country or sea use across rather than over.³⁸

e. Along is used to explain about following a line of same kind (a path, a road, a river, a beach, a canal, etc).³⁹ Along can also be adjoining persons or things considered as lined up or side by side).⁴⁰

f. Through also to emphasize that talking about movement in a three dimensional space (can tell about a large area), with things all around, rather than a two dimensional space, a flat surface area. Through can used often suggests movement from one side or end of the space to the other.⁴¹

g. Above or over are used to explain about that one thing is at a higher level than another. However, above used when something not directly touching with other something and also when to talk about horizontal movement.

³⁶ Martin Hewings, *Advanced Grammar in Use* (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999), 208

³⁷ Slamet Riyanto with Emilia NH and Leila NH, *A Handbook of English Grammar*, (Pustaka Pelajar: Yogyakarta, 2007), 69

³⁸ Martin Hewings, *Advanced Grammar in Use* (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999), 210

³⁹ Martin Hewings, *Advanced Grammar in Use* (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999), 210

⁴⁰ Marcella Frank, *Modern English* (a practical preference guide), (Prentice-Hall: America, 1972), 166

⁴¹ Martin Hewings, *Advanced Grammar in Use with Answer* (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999),208-210

h. Below is the opposite of above; under is the opposite of over. The differences in the uses of below and under are similar to those between above and over. The distinction between under and below is not always carefully maintained. Below also the opposite of above and we can use it in a place.⁴² So, below used when something that has been put in a place that is clear.

i. Between usually use two or more people or things that we see as individuals or separate and among when to talk about the people or things as part of a group or mass. Between and among not only used as prepositions of place. To describe about something done to or by group or groups of things or people, we can use either between or among. That emphasize of between also explain to show a division between two people, things, or time, between to refers to more than two whereas among used to plural noun to refers to a mass of, among to refer can be viewed separately.⁴³

j. Not far away but usually we can often use either near (to) or close to, when talk about town and cities we can use near and near has the most general meaning of neighboring appoint, for example

k. Beside, behind, by or next to if to explain that one something or person is at the side of another.⁴⁴ For example '*a country woman was knitting beside a table. At the fireside sat two young women in back dress. Next an adjective to talk that something follows another thing in a series.*⁴⁵

⁴² L.G.Alexander, Longman English Grammar Practice for Intermediate Students, (Longman Group: New York, 1990), 114

⁴³ Ibid, 112

⁴⁴ Marcela Frank, Modern English (a practical reference guide), (Prentice-Hall, INC: New York, 1972), 167

⁴⁵ Ibid, 210-212

l. Under is a felt to be generally lower than a point and sometimes either can be used. Underneath express the idea of close under, especially so as to be hidden.⁴⁶

m. With is used to show quality , support, and having or possessing⁴⁷

2. Preposition of Time

a. At is used to explain about a part of the day considered as a point (night, midnight, etc), about short holiday periods (Easter, Christmas, Idulfitri, etc), short periods that we think of as a points (the end September⁴⁸, the beginning of the year), about mealtime (breakfast, lunch, etc), and in the phrase at the moment (now) but if to talk in a moment (in a short period of time).

b. In is used to about longer periods of time such as seasons (the spring, the winter, etc), months (August, July, etc), years (the 2009, 1996, etc), centuries (the 17th century), and other periods, **in** also use to talk about how long it will be before something takes (few week), and part of the day (the morning, the evening, etc).⁴⁹

c. On is used to explain about particular day of the week, date/month, or part of a particular day. On as a preposition of time may be omitted.⁵⁰

d. During or **in** used to explain about something that happens within a particular period of time (in the last.....in the time.....etc), during rather than in when talk about something that happens within the same time as another event or activity rather that over a particular period of time. And prefer during when to emphasize that something continues for the whole of a particular period of time.

⁴⁶ Ibid, 167

⁴⁷ Slamet Riyanto with Emilia NH and Leila NH, A Handbook of English Grammar, (Pustaka Pelajar: Yogyakarta, 2007), 76

⁴⁸ Martin Hewings, Advanced Grammar in Use with Answer (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999),214

⁴⁹ Ibid,214

⁵⁰ Ibid, 214

- e. **Throughout** is used to explain about express a similar meaning.
- f. **Over or during** when to explain about an event or activity that goes on for a length of time within a period of time, either for some of that period or for the whole of it.
- g. **For** is used to explain about how long something continuous, during to talk when something take place.⁵¹ For gives quantity of time. It is usually accompanied by a number or by adjective of indefinite quantity and in formal use, for many be omitted before a number and also used of a period of time: for six year, for two month, forever.⁵²
- h. **By** is used to explain about that something will happen or be achieved either before a particular time or at that time at the least.⁵³
- i. **Until** is used to explain about that something will continue up to particular time.⁵⁴
- j. **Except or except for** are used to explain about introduce the only thing (or things) or person (or people) that the main part of the sentence does not include.⁵⁵
- k. **Compare except (for) and besides**, except (for) to mean ‘with the exception of but we used besides to mean ‘as well as’ or ‘in addition to’.
- l. **Apart from** use instead of except (for) and besides.
- m. **But** is used to explain about similar meaning to accept (for), particularly after negative words such as no, nobody, and nothing.

⁵¹ Martin Hewings, *Advanced Grammar in Use with Answer* (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999), 218

⁵² Marcella Frank, *Modern English* (a practical references guide), (Prentice- Hall, INC: New York, 1972), 164

⁵³ Martin Hewings, *Advanced Grammar in Use with Answer* (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999), 216

⁵⁴ *Ibid*, 212-216

⁵⁵ Marcella Frank, *Modern English* (a practical references guide), (Prentice- Hall, INC: New York, 1972), 164

- n. But for** has different meaning from except for. But for use to introduce a negative idea, saying what might have happened if other things had not happened.
- o. About** and **on** are used to explain about ‘concerning’ or ‘on the subject’. Using **about** after the verbs argue, complain, find out, joke, know, protest, etc and we use **on** after verb comment, concentrate, focus, reflect, etc. After some other verbs and nouns we can use either about or on.⁵⁶
- p. By** and **with** are used to explain about how something is done. We use **by** (followed by a noun or- ing) when talk about what action we take to do something; we use **with** (followed by a noun) when we talk about what we use to do something. Using **by** certain common phrases such as by mistake, by accident, by phone, by bus, by heart, etc.
- q. After** and **afterwards** include preposition but must be followed by noun, pronoun, or gerund and the event follows the time given in the after phrases. If we do not wish to use a noun/pronoun or gerund, we cannot use **after** but must be use **afterwards (=after that)**, or **then**. **Afterwards** can be used at either end of the clause and can be modified by **soon, immediately, not long etc.**⁵⁷
- r. Before** the event proceeds the time to given in the before phrases.⁵⁸ In additionally, before be also preposition, conjunction and adverb, as follow before signing this....(preposition), before you sign this....(conjunction) and I’ve seen him somewhere before (adverb).⁵⁹

⁵⁶ Martin Hewings, *Advanced Grammar in Use with Answer* (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999),216-220

⁵⁷ Ibid, 220-222

⁵⁸ Ibid, 164

⁵⁹ Martin Hewings, *Advanced Grammar in Use with Answer* (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999), 94

3. Preposition of Direction

Prepositions of direction tell you where to go or where to put something. Some examples are to, on, onto, in, and into.

Example:

it's time to go to class

Put on your gloves and shoes

Make sure your books are in your backpack.

Push your way onto the crowded subway platform.⁶⁰

4. Preposition of Spatial Relationships

The following are some prepositions which describe spatial relationships – where something is in relation to something else: above, across, against, ahead of, along, among, around, behind, below, beneath, beside, between, from, in front of, inside, near, off, out of, through, toward, under, within.⁶¹

Example:

There is a small plaque under the painting.

The dog ran ahead of its owner.

There is a space between his front teeth.

Come sit near the fire.

Where the heck did you come from?

⁶⁰ <http://www.grammarly.com/handbook/grammar/prepositions/>19-02-2016/17:48

⁶¹ Ibid

5. Preposition after selected adjective

Besides followed by verbs, the other relationship of preposition is preposition after selected adjectives. There are some preposition follow the certain adjectives.

The common adjectives used are below:⁶²

a. Adjective + of/ to

- Nice/ kind/ good/ generous/ polite/ silly/ stupid etc OF somebody (to do something)

Example: It was very kind of you to help me.

- Nice/ kind/ good/ generous/ polite/ friendly/ cruel etc TO somebody

Example: They have always been very nice to me. (not “with me”)

- Afraid/ frightened/ terrified/ scared OF

Example: Are you afraid of dogs?

- Fond/ proud/ ashamed/ jealous/ envious OF

Example: Why are you always so jealous of other people?

- Suspicious/ critical/ tolerant/ OF

Example: He did not trust me. He was suspicious of my intentions.

- Aware/ conscious OF

Example: “did you know he was married?” “no, I wasn’t aware of that”

- Full/ short OF

Example: I am a bit short of money.

- Typical OF

Example: It’s typical of him to keep everybody waiting.

⁶² Raymond Murphy, op.cit., 258-260

➤ Tired OF

Example: I'm tired of waiting.

➤ Certain/ sure/ OF or ABOUT

➤ Example: I think she's arriving this evening but I'm not sure of (about) that.

b. Adjective + about/with

➤ Angry/ annoyed/ furious ABOUT something

Example: it's stupid to get angry about things that don't matter.

➤ Angry/ annoyed/ furious/ WITH somebody FOR doing something

Example: Are you annoyed with me for being late?

➤ Excited/ worried/ upset/ nervous/ happy etc. ABOUT something

Example: Carol is upset about not being invited to the party.

➤ Delighted/ pleased/ satisfied/ disappointed/ WITH something

c. Adjective + at/ by/ with

➤ Surprised/ shocked/ amazed/ astonished AT/ BY something

Example: Everybody was surprised at (or by) the news.

➤ Impressed WITH/ BY somebody/ something

Example: I am very impressed with (or by) her English. It's very good.

➤ Fed up/ bored WITH something

Example: I don't enjoy my job any more. I'm fed up with it.

d. Adjective + at/ to/ from/ in/ on/ with/ for

➤ Good/ bad/ excellent/ brilliant/ hopeless etc. AT

Example: He is good at painting. (not "good in" painting)

➤ Married/ engaged TO

Example: Linda is married to an American. (not “married with”) But, Linda is married with three children. (=she is married and has three children)

➤ Similar TO

Example: your writing is similar to me. 18

➤ Different FROM (or TO)

Example: The film was different from (to) what I’d expected.

➤ Interested IN

Example: I am interested in art.

➤ Keen ON

Example: We stayed at home because Cathy wasn’t very keen on going out.

➤ Dependent ON

Example: I don’t want to be dependent on anybody.

➤ Crowded WITH (people, etc.)

Example: The city centre was crowded with tourists

➤ Famous FOR

Example: The Italian city of Florence is famous for its art treasures.

➤ Responsible FOR

Example: Who was responsible for all that noise last night?

C. Writing

a. The Definition of Writing

Writing is one of skills in the language area. In English, writing skills is much complex enough and sometimes difficult to teach. According to Nunan, writing is the

mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.⁶³

Writing is the result of employing strategies to manage the composing process, which at one of gradually developing a text.⁶⁴ According to Mary S Lawrence, writing practice is concerned with the meaning, both in content and through relationship. The cognitive method treats writing not as an end of product to be evaluated and graded but as an activity a process, which the students can learn how to accomplish.⁶⁵

Writing is regarded as the most exacting skill for EFL learner to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text. One major theme in pedagogical research on writing is the nature of the composing process and writing.⁶⁶

b. Text

1) Definition of text

Text is a stretch of language, either in speech or in writing, that is semantically and pragmatically coherent in its real-world context. A text can range from just one word (e.g. a SLOW sign on the road) to a sequence of utterances or sentences in a speech, a letter, a novel, etc.⁶⁷

⁶³ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 88.

⁶⁴ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University press, 2003), 302.

⁶⁵ Mary S Lawrence, *Writing as a Process* (USA: The University of Michigan press, 1976), 3.

⁶⁶ H. Douglas Brown, *Teaching by Principles Interactive Approach to language Pedagogy* (San Fransisco State University: Addison Westy Longman, 2001), 335.

⁶⁷ Ronald Carter and Micheal McCarthy, *Cambridge Grammar of English*. (New York: Cambridge univ. Press, 2006)

2) Kinds of Text

Text can be classified into several types. The term of 'type' is sometime stated as 'genre'. The types of text are:⁶⁸

a. Analytical exposition text

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

b. Anecdote text

Anecdote text is a text that purpose to share with others an account of an unusual or amusing incident

c. Description text

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

d. Narrative text

Narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

e. Procedure text

Procedure text is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

f. News item text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

⁶⁸ Nofrin Anten, Discussion Material of Genre, 5

g. Discussion text

Discussion text is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic and social text.

h. Explanation text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

i. Hortatory exposition text

Hortatory exposition is texts which represent the attempt of the writer to have the addressees do something or act in certain way.

j. Report text

Report text is a text which presents information about something as it is. It is as a result of systematic observation and analysis.

k. Spoof text

Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

l. Recount text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audiences. There is no complication among the participants and that differentiates from narrative.

m. Review text

Review is one of text genres. This classification of text types is commonly based on the structure which used by the writer to compose from narrative text

D. Descriptive Text

1. The Definition of Descriptive Text

A descriptive text is one of the types of texts which are fun to write.⁶⁹ The students must be imagine what are the students write in descriptive text and the students must know what are they write about person, place and another things etc. Besides, when author writes a description of a person, a place, or an object, it is usually pretty short, often no more than five to eight sentences.

Bambang Yudi state that:

To write descriptive text is a skill that needs extra attention. This is because students need to help learn to describe things in details. For example, if they write about a flower, they tend not to elaborate. There is no effort to tell readers what kind of flower a sunflower, an orchid or a rose is. When it comes to talk about it, they tend to use simple nouns of the colors, whereas red can actually be blood-red, brick-red, maroon, etc. The various adjectives such as fantastic, gorgeous, marvelous are seldom used. On the other hand, descriptive writing requires students to be able to write about people, places, things, moments and memories as detailed as possible to help readers to create a mental picture of what those being written are about. This is because writing a description is like taking a picture by using camera, or taking video by using a handy camera.⁷⁰

Based on statement above can said if the students write the descriptive the students must be focus write.

⁶⁹ Bambang Yudi, etall, Techniques in Teaching EFL Writing, Malang: State University Press 2012.80

⁷⁰ Ibid

Descriptive text is a text which says what a person thing is like. Its purpose to described and reveals a particular person, place or thing.⁷¹ The purpose of writing is to give a picture or to describe about something.

Descriptive writing reproduces the way things looks, smell, tastes, fells, or sounds; it may also evoke moods, such as happiness, loneliness, or fear.⁷² It is used to create visual image of people, place even units of time-days, times of day, or a reason. It's maybe used also to illustrate more than outward appearance of people. And this kind of writing may tell about the traits or character or personality.

In description, the writer takes a scene or an object captures it in language. That is, he or she organizes the details of the object or scene they wish to describe in the way that will most effectively convey the sensual image.⁷³ A descriptive text creates a clear and vivid impression of person, place, or thing.⁷⁴ According to statement above, can conclude that a descriptive writing should be concrete and detailed, so the reader know and understand what the writer is telling about.

To guide the students in a descriptive writing, the generic structure of descriptive text, they are; identification and description.⁷⁵ Language features of descriptive writing are; it focuses on specific participants as I, you, animals, place, or people; it uses atributive and identifying processes, and it uses the simple present tense.⁷⁶

⁷¹ Boardman, Cynthia A and Jia Frydenberg, *Writing to Communicate*. (Prentice Hall, 2001), 19

⁷² *Ibid*, 19

⁷³ Robert Scholes and Nancy R. Comley, *The Practice of Writing* 2nd edition, (New York: St. Martin's Press), p. 11

⁷⁴ Harvey S. Wiener, *Creating Composition*, (Singapore: McGraw-Hill), 2

⁷⁵ Nofrin Anten, *Discussion Materials of Genre for Senior High School Students* (Solok:SMA), 5-40,

⁷⁶ Anderson, Mark and Kathy, Anderson. *Text Type in English*, (Melbourne: Macmillan Education Australia Ltd, 1998).

2. Parts of Descriptive Text

a) Generic Structure of Descriptive Text

Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is identification and description⁷⁷.The generic structure of descriptive text includes:

a. Identification

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually stated in the first paragraph to introduce reader what to be described in the next paragraph. It also can be in form or definition.⁷⁸

b. Description

The function of description is to describe part, qualities, and characteristics. In this part, the writers explain about the subject in detail. It uses to support the identification.⁷⁹ 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.

⁷⁷ Djuharie, O. S.. Genre. (Bandung: Yrama Widya,2007), 24

⁷⁸ Journal of English Language Teaching, Vol. 1 no 2, Maret 2013, Serie D

⁷⁹ Ibid

b) Languages features

Something that should be paid attention in descriptive text:

a. Focus on specific participant

Focus on specific participant for (1) person such as my idol: Agnes Monica, Justin Bieber and my father; (2) animal such my favorite pet: dog, can and rabbit; and place (3) place such as my favorite place: my bedroom, Paris and Bali. It means that the participant of descriptive text should have specific.⁸⁰

b. Using attributive and identifying process. Identifying process is used verb such as wear, use and look. Process is usually defined as verb. Attributive is used to assign a quality to something. On the other hand, identifying process is used to identifying process to identify use of epithets and classifier in nominal group.

c. Frequent use of epithets and classifier in nominal group

Epithet style for explaining a description by using profuse comparison in epithet there is an adjective phrase to show characteristic of the subject.

d. Using simple present tense

Simple present tense is tense that usually used in writing a descriptive text.⁸¹

e. The use of the adjective (an adjective) to clarify the noun (noun) for example, be used for the following expression: a beautiful beach, a handsome man, the famous place in Jepara, etc.

f. Action verbs, there are verbs that show an activity (activity can be seen), for example: run, sleep, walk, cut etc.⁸²

⁸⁰ Ibid

⁸¹ Ibid

E. Previous Finding Research

This study needs some previous research as a consideration theory. The details of explain as bellow:

The first previous research finding that can be used as a consideration theory is taken by Ni'amil muta'al from STAIN Ponorogo. The title of the research is *“Inflection Error Analysis on Descriptive Composition made by the Tenth grade students’ of MA Hudatul Muna 2 Ponorogo”*.

This study was a qualitative research using a descriptive study. In result, researcher found 128 sentences committing 218 errors. 218 errors were consisting 68 noun inflection errors, 112 verb inflection errors, 9 adjective inflection errors and 29 pronoun inflection errors. Then the sentences errors were classified into the type of errors based on surface strategy taxonomy. And the result is that misformation error was the most frequent error type occurring in the students compositions. The percentage was 46,79%. Then it was followed by omission error achieving 36,70%. Next the type was addition errors reaching 9,17%. The most frequent type was misordering errors the frequency was 7, 34%. The researcher concludes that the errors occurred in all kinds of inflections; those are noun, verb, adjective, and pronoun inflection. The errors found in the students compositions were classified into omission, addition and misordering.

The second previous research finding can be used as a consideration theory is taken by Aulia Ulinuha from STAIN Ponorogo. The title of the research is *“Error Analysis of Student Writing a Case Study at the Fourth of STAIN Ponorogo in Academic Year 2011/2012”*. Which the statement of problem from this thesis is: (1)What are the types of errors made in

⁸² <http://www.nurdiono.com/purpose-and-example-descriptive-text.html>

paragraph writing by the fourth grade of English department of STAIN Ponorogo in academic year 2011/2012? (2) What are the frequent types of errors made in paragraph writing by the fourth grade of English department of STAIN Ponorogo in academic year 2011/2012? (3) What are the causes of errors made in paragraph writing by the fourth grade of English department of STAIN Ponorogo in academic year 2011/2012?

This study was qualitative approach using case study. The result of the study showed that there are ten types of errors found in this research. They are no topic sentences (12,75%), lack of controlling ideas (17,45%), irrelevant sentences or ideas (28,86%), incoherence (21,48%), lack of development ideas (69,80%), lack of organization (49,66%), no transitional word (65,10%), no parallel structure (21,48%), grammatical errors (78,52%), and no concluding sentences (64,43%) and here, the researcher gives explanation from statement problem above about types of error, frequent types of error and causes of errors by the fourth grade of English department of STAIN Ponorogo. And the researcher concludes that doing or having an error is related with the students' difficulty to write paragraph, and the students' lack of knowledge (interlanguage errors, intralanguage errors and context of learning).

The third previous research finding is taken by Santi Noviyanti with the title was "An Analysis on Students Grammatical Error in Writing Descriptive Paragraph (A Case Study at *the Second Grade of SMPN 3 Tangerang Selatan*)" from UIN Jakarta. The statement of problem from this thesis is: What are the common grammatical errors that the students do in writing descriptive paragraph?

Here, the researcher gives explanation about analyzing the second grade students' grammatical errors on writing descriptive paragraph at SMPN 3 Tangerang Selatan. To be

more focused, the problem is limited on analyzing the students' grammatical errors on English writing through descriptive paragraph that are based on Corder's theory.

The result it took 57.9% of the total errors. Moreover, 29.8% errors fell into error of omission and 7.6% errors fell into addition; whereas, for Misordering, it only took 4.7%.

This research considered to use literacy approach to teach descriptive text. This research focuses in analyzing preposition error analysis of students' descriptive text. The difference of this research and the previous study from first previous is in the previous explain about inflection error analysis on descriptive composition difference with this research, this research focus on preposition error analysis, and from second previous explain about error in writing English material generally and the last previous explain about grammatical error in descriptive paragraph. But, the previous study supports this research in giving knowledge to the researcher about error analysis and rule.



CHAPTER III

DATA DESCRIPTION

A. General Data

1. The history of MAN Mejayan

This institution is calling MAN (Madrasah Aliyah Negeri) Mejayan. It is located at H. Agus Salim Street 6B Caruban in Mejayan Village, District of Mejayan, Madiun, East Java.

Firstly, there are two institutions in Caruban, they are PGAN 4 Years and PGA 6 Years. In 1979, there are alterations from PGAN 4 Years becomes MTSN Caruban and PGA 6 Years becomes MA (Madrasah Aliyah) Caruban that is located in MTSN Caruban.

In the next year, there is an institute that is called "Yayasan Fatahillah" which is headed by Moch Ohcsin, BA and KH. Abdul Malik as the advisor. This institute is a center of Islamic Educational Institution in Caruban. Furthermore, the management of MA Caruban and "Yayasan Fatahillah" sought MAN in the Regency of Madiun as the main school. The school was MAN Kembangawit that is located in Rejosari, Kebonsari, Madiun (South Madiun) which has a distance of 40 km from Caruban.

2. Vision, mission and aims of MAN Mejayan

The good strategy contains several components that include vision and mission which give instruction, motivation, and potential to actualize all of the components in developing educational institutions. Vision and mission are also important to unite perception, perspective, aspiration, expectation, and formulation to reach the best quality of achievement.

a. Vision of MAN Mejayan

Create the best achievement with concept of technology knowledge based on the faith and god-fearing foundation. (UNGGUL PRESTASI BERWAWASAN IPTEK DENGAN DILANDASI IMAN DAN TAQWA). Indicators of the vision:

1. Reach excellent National Examination achievement
2. Reach excellent academic and non academic achievement
3. Reach excellent religion construction and implementation.
4. Reach excellent spots and art achievement
5. Have comfortable and conducive school environment in learning.
6. Get belief of society.

b. Mission of MAN Mejayan

1. Growing to develop attitude and behavior fit in with Islamic religion
2. Applying Madrasah Based on the Management (MBM)
3. Implicate effective learning and guidance, so that every student can develop potentials optimally.
4. Grow superiority spiritual intensively to the school members either academic or non academic achievement.
5. Create a healthy, clean and beautiful school environment.
6. Apply participative management involves school members and committee.

e. **Aims of School**

1. Aim in Long Period
 - a) Implicate effective learning and guidance, so that each student develops the potentials optimally.

- b) Grow superiority spiritual intensively to all of school's members.
- c) Support and help every student to know their own potential they can develop it optimally.
- d) Shape and grow life skill (life skill)

2. Aim in Middle Period (three or four years forward)

- a) Have religious infrastructure to upgrade attitude and behavior quality.
- b) Advance of the standard value
- c) Have conducive library to clean
- d) Advance students' reading interest
- e) Advance teachers' and administrator qualities and professionalism.
- f) Create students have science achievement in regency grade
- g) Create the students their interest, talent, and potential in English and Arabic language achievement
- h) Advance students' interest, talents, and potential in computer.
- i) Create sports teams have achievement in regency grade
- j) Create students have art achievement
- k) Create students have skills in reading art of Holy Qur'an
- l) Have healthy and clean school's canteen
- m) Advance the belief of society to the school

3. Aim in Short Period (one until two years forward)

- a) Advance school's members of quality of religion attitude and behavior.
- b) Advance National Examination value
- c) Advance the quality of the teachers and student hand-books.

- d) Advance infrastructures of sport and art.
- e) Reinforce sport and art achievement
- f) Students can read Holy Qur'an
- g) Create clean, health and conducive classrooms to teaching and learning.
- h) Advance the relationship between school's members, students' parent and around society

B. Specific Data

1. Data about the types of Errors in using preposition on the students' descriptive text

The researcher finds that there are a lot of errors. According to Amar Khant jha there are three types in error on preposition, there are omission, insertion, and misordering. So the researcher chooses that to classification errors in preposition. The result of data can see in this following table:

Table 3.1 The data about the students who make errors dealing with preposition on descriptive text.⁸³

Code Number	Sentences	Types of errors		
		Omission	Insertion	Misordering
1	The moon Moon is the earth's satellite which we often see Ø the night. The Moon is the one place on our solar system where of humans have visited. To the first time Ø July 20, 1969, astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 in the surface from the Moon. Neil Armstrong was the first man for walk Ø the Moon.	3	1	5

⁸³ For the complete see on the transcript of documentation number 01-20/D/F-I/ 6-IV/2016

2	<p>Taylor Swift</p> <p>Taylor Alison Swift or more popular by Taylor Swift was born Ø Wyomissing, Pennsylvania, USA Ø 13 Desember 1989. She is a music country singer. She is also my inspiration and role model. Taylor Swift loves to sing for childhood. Her first song is “Lucky You” which she wrote while still sitting Ø school. Taylor Swift likes for sing while playing the guitar. Her appearance and performance is simple yet charming. Ø concert, she usually using a short dress and carrying a guitar. She always sings Ø relaxing and soulful.</p>	5	-	3
3	<p>Guitar</p> <p>My most valuable possession is an old, slightly warped blond guitar-the first instrument taught myself how for play.</p> <p>It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. Ø the top is a bramble from copper-wound of strings, each one hooked through of the eye from a silver tuning key.</p> <p>The body from the Madeira is from shaped like an enormous yellow pear, one that was slightly damaged on shipping. The blond wood has been of chipped. No, it's not a beautiful instrument, Ø it still lets me make for music, and Ø that I will always t reasure it.</p>	3	3	6
4	<p>Panda</p> <p>Panda is mammals that usually live Ø mountains. They are an animal genuine of China. Panda is a carnivore, Ø their food is same as herbivore, that is bamboo. On captivity, they may receive of honey, eggs, fish, yams, shrub leaves, oranges, or bananas along with specially prepared food. Their ears will move when they chewing their foods. Panda including endangered of species because they lost their habitats and the birth rate is very low. There are about 1.600 pandas living Ø the wild. Panda's</p>	3	4	3

	<p>paw has the thumb and five fingers. The thumb is actually a modified sesamoid-bone, which of helps it for hold bamboo while eating. Panda had been favorite people of animal because this species are cute like a baby. The panda also usually illustrated reclining peacefully eating bamboo, So that increased their image as a sweet and peaceful animal</p>			
5	<p>Jakarta city</p> <p>Jakarta is the capital city from Indonesia. It is centrally located within the country in the northwest coast from Java Island at the mouth from the Ciliwung river. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia-Ø a population of about 9 million, Jakarta has more people than any other cities Ø Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest of November to May. To average annual precipitation Ø Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.</p>	3	-	3
6	<p>My Dictionary</p> <p>I have a dictionary. It is an English-Indonesian of dictionary. It is big and thick book. The cover is Blue. I bring it for my school every time I have an English class. I also use it when do my English homework Ø home.</p> <p>There are so many lists from words Ø my dictionary. They are listed based in the alphabet. Started of A to the Z. My dictionary helps me a lot when I am learning English and do not know the meaning from a word.</p>	2	1	5
7	<p>A Close Friend</p> <p>Candra has been my close friend for a year. I first met her on this college, University from Lampung. I asked her the way for the new</p>	4	2	10

	<p>class and we started talking. We've been friends ever from the time that since.</p> <p>Candra is quite good-looking. She is very beautiful and smart, Ø white skin and she uses a veil. Like many Indonesian people, she has a great sense from style, so she always looks well-dressed even on casual clothes</p> <p>Candra is very outgoing. She is always friendly and loves for have fun. She has a fantastic sense from humor and she always makes me of laugh. However, he can be a bit immature at times. Ø example, when she doesn't get what she wants, he acts childishly and stamps his feet.</p> <p>Candra is very diligent on her study. She likes Ø listen for music and sometimes, she spends a lot of money for do some shopping.</p> <p>It's a pleasure to be Ø her and I really enjoy her personality. I'm sure we'll always be close friends. Thank you.</p>			
8	<p>A cat</p> <p>Gregory is my beautiful gray Persian cat. He walks by pride and grace, performing a dance from disdain as he slowly lifts and lowers each paw Ø the delicacy from a ballet dancer. His pride, however, does not extend for his appearance, for he spends most from his time indoors watching television and growing fat. He enjoys TV commercials, especially those to Meow Mix and 9 Lives. His familiarity Ø cat food commercials has led him to reject for generic brands from cat food in favor of only the most expensive brands. Gregory is as finicky Ø visitors as he is Ø what he eats, befriending some and repelling others. He may snuggle up against your of ankle, begging for be petted, or he may imitate a skunk and stain your favorite of trousers.</p> <p>Gregory does not do this to</p>	5	2	11

	establish his territory, as many cat experts think, Ø for humiliate me because he is jealous of my friends.			
9	<p style="text-align: center;">My Classroom</p> <p>My classroom is next for the library. So, every morning, before the class started I read book in the library. My classroom is painted in white. All the wall is white. And it has alot from glasses window. On my classroom, there is a white board. My teachers use the white board for write and give explanation to us. There is also an Indonesian flag on the corner. There are a lot from tables and chairs on my classroom. My friend and I use them when we are learning.</p>	-	-	8
10	<p style="text-align: center;">Justin Beiber</p> <p>Justin Beiber was born in March 1, 1994 on St Joseph’s Hospital at London, Ontario and he was raised in Startford, Ontario. His full name is Justin Drew Beiber. He is the son from Jeremy Jack Bieber and Patricia Mallette. His parents were never married, yet they keep up a close friendship. Justin Beiber’s weight is about 120 to 130 ponds and he is about 6 feet tall. He has brown hair and sharp nose. He has a very innocent face. Justin is a Canadian pop singer, actor and songwriter. His talent was discovered on 2008 Ø American talent manager Scooter Braun Ø YouTube. He made his first debut on his seven-track, My World at November 2009. He became the first of artist have seven songs from a debut record for chart Ø the Billboard Hot 100. Justin’s first studio album, My World 2.0 was released on March 2010. His song, “baby” became a famous song Ø the world. Right now, he is an icon of teenager popular singer Ø the world.</p>	5	1	10
11	<p style="text-align: center;">My Smartphone</p> <p>Last month, my uncle came for visit my home. He had just returned of China after living there to 2</p>	3	2	6

	<p>years. He gave me presents a new smartphone. I really liked it. My Smartphone color is black. It has a 5 inch screen. The width is in about 5 cm and the thick is no more than 1 cm. This is the latest product of Sony. The phone also has a very good color display. The performance of this mobile phone is also great. I can play games that require high specification using it. Ø sometimes, I forget about the time when play the game. Ø Social media, I can open it easily. It is easy for me to update status Ø Facebook, twitter, Instagram, etc. This mobile help me to always connect with my friends. If I have the assignment of my teacher, it also can help me. I can find many references of internet. I really like this new Smartphone. Because it always be helpful to me in various situations.</p>			
12	<p style="text-align: center;">My Doll</p> <p>My favorite toy is a doll. I named my doll of Becky. I got on my 12th birthday. My dad bought it to me when he was on England.</p> <p>Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered Ø yellow, orange, and green flower bud prints. She has long auburn-red brush-able hair, green eyes. There are freckles in her cheek. There are also two dimples near her mouth in the left and in the right. They make her more beautiful. I put her Ø my side when I sleep in night.</p> <p>I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.</p>	2	2	8
13	<p style="text-align: center;">Farah Quinn</p> <p>Farah Quinn is one from the famous chefs on Indonesia. Her full name is Farah Farhanah Quinn. She was born Ø April 1980 Ø Bandung. Her weight is about 50 kg and she is about 170 cm tall. She has brown hair and of a slim body. Farah spent his childhood Ø Sumatra archipelago. She attended a high</p>	5	2	12

	<p>school on Pittsburgh, Pennsylvania, and then she became a student from the Indiana University of Pennsylvania for receive a bachelor's degree Ø finance. She changed her field from study for Culinary Arts because of she loves cooking. She completed her degree Ø Pastry Arts of Pennsylvania Culinary Institute. After graduation, Farah became a successful chef on the USA. She also became an Indonesian celebrity chef. A La Chef is one from her television show that guides viewers in an exploration from Indonesian cuisine. She got Panasonic Gobel Awards 2013 as the Best Presenter to hobby and lifestyle television program.</p>			
14	<p>Small House</p> <p>I live at a small house. It has five rooms: there are a living room, a dining room, a kitchen, a bed room, and a bathroom. Indeed it is a small house, Ø I like living in here to spending my spare time.</p> <p>When the door is open, I can see the living room. It is small Ø only one sofa, two tables and one television. I often watch TV while reading some books on this room.</p> <p>Ø The living room there is a dining room. There is nothing special on this room. There are only some chairs and table Ø having breakfast, lunch, and dinner Ø my family.</p> <p>In the left side of the dining room there is a kitchen. Although it is small, Ø everything I need for cooking is available there.</p>	6	-	5
15	<p>The Borobudur Temple</p> <p>Borobudur is Hindu – Buddhist temple. It was build at the ninth century under Sailendra dynasty from ancient Mataram kingdom. Borobudur is located on Magelang, Central Java, Indonesia.</p> <p>Borobudur is well-known all over the world. Its construction is influenced with the Gupta architecture from India. The temple is constructed at hill 46 m of high and consist from eight step like stone terrace. The first five terraces</p>	5	2	11

	<p>are square and surrounded Ø walls adorned with Budist sculpture on bas-relief. The upper three are circular.</p> <p>Each from them is with a circle of bell shape-stupa. The entire adifice is of crowned Ø a large stupa Ø the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design from Borobudur which symbolizes the structure of universe influences temples Ø Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument Ø 1983 is a valuable treasure for Indonesian people.</p>			
16	<p>Parts of Living Room</p> <p>Living room is place to the meeting family before them comeback Ø the them work. And living room is place pleasant and other hand Ø the living room we can rest. On the living room usually there are Television, Chair, Table, Curtain, radio etc.</p> <p>Television is parts of technology; this is tools Ø information at the other district, city even at countries. On the television you can see how growth of the other countries and you can see actress and actors you're likely and you can see the band you're like much is subject you can see in television. Television is techonology very important for know about information.</p>	3	1	6
17	<p>My Mother</p> <p>I think that my mother is a beautiful is a beautiful person. She is not tall yet not short, and she has curly hair and black. Her eyes color are like honey and her color skin color high brown, and she has a beautiful smile. She is very kind person. She is very lovely, friendly, patient, and she loves for help people. I loves for help people.</p>		-	3
18	<p>Joko Widodo</p> <p>Joko Widodo or people can call him Ø Jokowi was born in June</p>	1	-	6

	<p>21st 1961 on Surakarta. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka. Jokowi is thin. He has brown skin, short hair and tall body. He looks friendly because of he often keeps smile for everybody near him. Jokowi is an Indonesian politician. He is the governor from capital city from Indonesia, Jakarta 2012-2017. His politician career begins since he joined PDIP.</p>			
19	<p>Taj mahal</p> <p>Taj Mahal is regarded as one of the from eight wonders of the world. It was built Ø a Muslim Emperor Shah Jahan Ø the memory of his dear wife Ø Agra. Taj Mahal is a Mausoleum that houses the grave Ø Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is in the farthest end for this complex, with the river Jamuna on the back behind it. The Taj stands on a raised, square platform (186 x 186 feet) Ø its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, on which each element stands in its own and perfectly integrates Ø the main structure. It uses the principles from self-replicating geometry and symmetry of architectural for elements.</p>	6	2	6
20	<p>Sule</p> <p>Sule His full name is Entis Sutisna. People can call him Ø Sule. He is a famous comedian Ø Indonesia. Sule was born on November 15th 1976 at Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. Sule plays Ø several TV shows such as Opera Van Java (OVJ), Awas Ada Sule,</p>	2	-	1

	PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled by Suis.			
TOTAL		67	25	123

From 248 sentences, we get 215 sentences contain errors on preposition. Based on the categories that is make, the errors are find as 67 errors of omission, 25 errors of insertion and 123 errors of misordering. Here is the table showing the number percentage of error occurrences make by students.

The type of errors	The number of occurrences	Percentages
Omission	67	31.1%
Insertion	25	11.7%
Misordering	123	57.2%
TOTAL	215	100%

From the table above, it can be conclude that the type of errors that the students mostly make is selection. Looking the number or the percentage of the errors, selection is the most other type.

CHAPTER IV

DISCUSSION

In this chapter, the researcher presented the data cited from the students' descriptive text. The data analyzed was divided into some types. First, the researcher classified the errors into three types of errors. Then, the researcher calculated the frequent of each type of errors in sentences and analyzed them.

A. The analysis of the types of Errors in using preposition on the students' descriptive text.

Based on the Data Description about the types of errors, the researcher had found there were 215 errors on students writing task in using preposition. The errors were classified into 3 types. Based on Amar Khant Jha is omission error, signed by the absence of an item that must appear in a well-formed utterance. Insertion errors are students supply preposition sentence where it is undesirable. The last is misordering errors, students supply prepositions in their sentences which are not appropriate. In this chapter these errors will be analyzed using Martin Hewing's theory about the function of preposition. there are 215 errors in 258 sentences that consisted of 67 omission errors, 25 insertion errors and 123 selection errors. From 215 errors there were 67 omission or 31.1%. The data showed that on omission kinds of preposition such as: **in, for, with, by, on, at, but, and behind.**

The first omission is preposition **in** For example:

Incorrect Pennsylvania 68 ember 1989. (text 2)

Correct Pennsylvania ember 1989.

In this sentence, the student omit the preposition **in** but Martin Hewing's said that preposition **in** is used to about longer periods of time such as seasons (the spring, the winter, etc), months (August, July, etc), years (the 2009, 1996, etc), centuries (the 17th century). So it can't be omitted when the students write the sentences. Correct is as follows: Pennsylvania USA **in December 1989**.

Other example from omission can be seen as follows:

Incorrect Taylor Swift was born **Ø Wyomissing**. (text 2)

Correct Taylor Swift was born **in Wyomissing**

Incorrect any other cities **Ø Indonesia**. (D5)

Correct any other cities **in Indonesia**

Incorrect She was born **Ø April 1980 Ø Bandung** (D13)

Correct She was born **on April 1980 in Bandung**

From the three examples above, the students can't omit prepositions **in** because **in** on there sentence used to show with the names of countries, seas, towns, cities, and villages.

The next sentence in also omitted by the students

Incorrect satellite which we often see **Ø the night**. (text 1)

Correct satellite which we often see **in the night**

That sentence is incorrect because the students did not use preposition **in** on their writing, the correct form, student must write **in** because preposition **in** also use to talk about how long

it will be before something takes (few week), and part of the day (the morning, the evening, etc). So correct is satellite which we often see **in the night**.

On text 4, 10, and 13 also find the omission of **in** they are:

Incorrect There are 1.600 pandas living **Ø the wild**. (Text 4)

Correct There are 1.600 pandas living **in the wild**

Incorrect *His song, "baby" became a famous song **Ø the world**.* (Text 10)

Correct *His song, "baby" became a famous song **in the world**.*

Incorrect *bachelor's degree **in finance**.* (Text 13)

Correct *bachelor's degree **in** finance.*

From the entire examples above preposition **in** used to explain about a position within a larger area, or something within a larger space such **in the wild, in the world, and in finance**.

So the students must write preposition **in** on their sentence.

The second place of omission errors were omission on preposition **for**.

Incorrect **Ø example**, *when she doesn't get what she wants, he acts childishly and stamps his feet.* (Text 7)

Correct **for example**, *when she doesn't get what she wants, he acts childishly and stamps his feet.*

In this sentence, preposition **for** can be omitted because preposition **for** is used to explain about how long something continuous, during to talk when something take place is

preposition **for**. The correction of that sentence is as follows: **for example**, *when she doesn't* get what she wants, he acts childishly and stamps his feet.

Next the students make error on preposition **for** when preposition **for** is used to show purpose. For example:

Incorrect and **Ø that I will always treasure it.** (Text 11)

Correct and **for that I will always treasure it.**

Incorrect **Ø sosial media**, I can open it easily. (Text 11)

Correct **For social media**, I can open it easily.

From the examples above, the correct sentences are **for that I will always treasure it** and **for social media** because **for** is used to showed purpose. So it can't be omitted.

The third is omission preposition **with**, the students made errors in preposition with is very much for example:

Incorrect She always sings **Ø relaxing and soulful.** (Text 16)

Correct She always sings **with relaxing and soulful.**

Incorrect and transportation hub within **Ø Asia a population of about 9 million**
(Text 5)

Correct and transportation hub within **with Asia a population of about 9 million**

Incorrect **Ø white skin and she uses a veil** (Text 7)

Correct **with white skin and she uses a veil.**

Incorrect *It's a pleasure to be Ø her and I really enjoy her personality* (Text 7)

Correct *It's a pleasure to be with her and I really enjoy her personality.*

The entire sentence, omission of preposition **with**, is incorrect on the sentence (Text 16) because the students omitted preposition **with**. Preposition **with** is used to showed a quality. So correct: She always sings **with relaxing and soulful**. The sentence (text 5) is example from omitted preposition **with** to show in support. So correct: and transportation hub within **with Asia a population of about 9 million**. Preposition **With** is used to show having or possessing. And the sentence (Text 7) is omitted preposition **with**. So correct: **with white skin and she uses a veil**. The last is preposition **with** is used to showed in the presence or company of; near, beside, or among. The sentence (Text 7) is example from omitted preposition **with**. So correct: *It's a pleasure to be with her and I really enjoy her personality.*

The fourth omission is **by**, the students omitted preposition **by** for example: His talent was discovered on 2008 Ø **American talent manager Scooter Braun Youtube** (Text 10)

In this sentence is incorrect because the students did not use preposition **by** on their writing, the correct form students must been written preposition **by** because preposition **by** is used to showed the name of the person who wrote a book, directed a film, made a work of art etc. So correct: His talent was discovered on 2008 **by American manager Scooter Braun Youtube**

By is used to explain about that something would be happened or be achieved either before a particular time or at that time at the least.

Incorrect **Ø walls adorned with Buddhist sculpture on bas-relief.** (Text 15)

Correct **by walls adorned with Buddhist sculpture on bas-relief**

The fifth is omission preposition **on**, the students omitted with preposition **on**. For example: To the first time **Ø July 20, 1969.** (Text1) This sentence is incorrect because the students did not use preposition **on** in their writing. The correct form, students must be written because used preposition **on** to explain about particular day of the week, date/month or part of a particular day. So correct: **to the first time on July, 20,1969.** The students omitted preposition **on** for example: Neil Armstrong was the first man for walk **Ø the Moon.** Because preposition **on** is the edge of the world, so correct: Neil Armstrong was the first man for walk **on the moon.**

The sixth is omission preposition **at** for example: I also use it when do my English homework **Ø home.** (Text 6) The sentence is incorrect because the students omitted the preposition **at** in the sentence. The sentence must be changed with I also use it when do my English homework **at home.** Because preposition **at** is also used to explain about the small area.

The seventh is omission **but** for example: **Ø it still lets me make for music.** (Text 3) This sentence is incorrect because the students omit preposition **but.** The sentence must be changed with **but it still let me make for music** because preposition **but** is used to explain about similar meaning to accepted, particularly after negative words.

The last is omission preposition **behind** if to explain that one something or person is at the side of another. For example:

Incorrect Ø The living room there is a dining room. (D14)

Correct **behind** the living room there is a dining room

According to Amar Khant Jha insertion is the students did the mistaken when they were using prepositions, they were usually use prepositions although it is not needed.

Insertion **from**

For the example: *We've been friends ever from the time that since.* (Text 7) This phrase is incorrect because it uses two prepositions as well, namely **from the time that** and **since** that prepositions **from the time that** is not necessary in this sentence. So correct: *We've been friends ever since.*

Insertion **of**

For example: **The Moon is the one place on our solar system where of humans have visited.**(Text 1) This sentence is wrong because it should not be necessary using prepositions **of**. So correct: **The moon is the one place on our solar system where humans have visited.**

Insertion **in**

For example: **The width is in about 5 cm and the thick is no more than 1 cm.** (Text 11) this sentence is incorrect because the preposition **in** and **about** in one sentences. So correct: **The width is about 5 cm and the thick is no more than 1 cm.**

Insertion **and**

For example: **Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body.**(Text 12) This sentence is incorrect because the preposition **and** added in the sentences. So correct: **Becky is 16 cm tall doll with plastic head, arms, legs and a white cloth stuffed body.**

Misordering is the most common type of error occurred on students' descriptive text selection error reached 52.7% of all errors or 123 errors from the total of 215 errors. Selection errors happened in all kinds of preposition.

For example: The Moon is the one place **on** our solar system where of humans have visited (Text 1). This sentence is incorrect the students chosen preposition **on**, because preposition **on** is used to explain about a position touching a flat surface of something such as: a floor, a wall. That sentences must be changed with preposition **in** because preposition **in** is used to explain about a position large area, or something within a large space. So the correction of that sentence is as follows: The moon is the one place **in** our solar system where of humans have visited.

Other errors misordering from preposition to as in the following sentence:

To the first time July 20, 1969, astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 **in** the surface from the Moon. Neil Armstrong was the first man **for** walk the Moon (Text 1). From the sentence can be seen there were some preposition in the sentence and the students did errors in selection from the sentences **To The first time July 20,1989** this sentences must changed with **for**. So correct: **for the first time July 20,1989**. Next sentence is **astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 in the surface from the Moon**. In the sentences use preposition **in** must be changed with preposition **on**. So correct: **astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 on the surface from the Moon**. The last sentences **Neil Armstrong was the first man for walk the Moon**. The students did error in preposition **for** must be changed with preposition **to**. So correct: **Neil Armstrong was the first man to walk the Moon**. (For more example and corrections, see appendix 3)



CHAPTER V

CLOSING

A. Conclusion

From the data analysis in this research it can be concluded that:

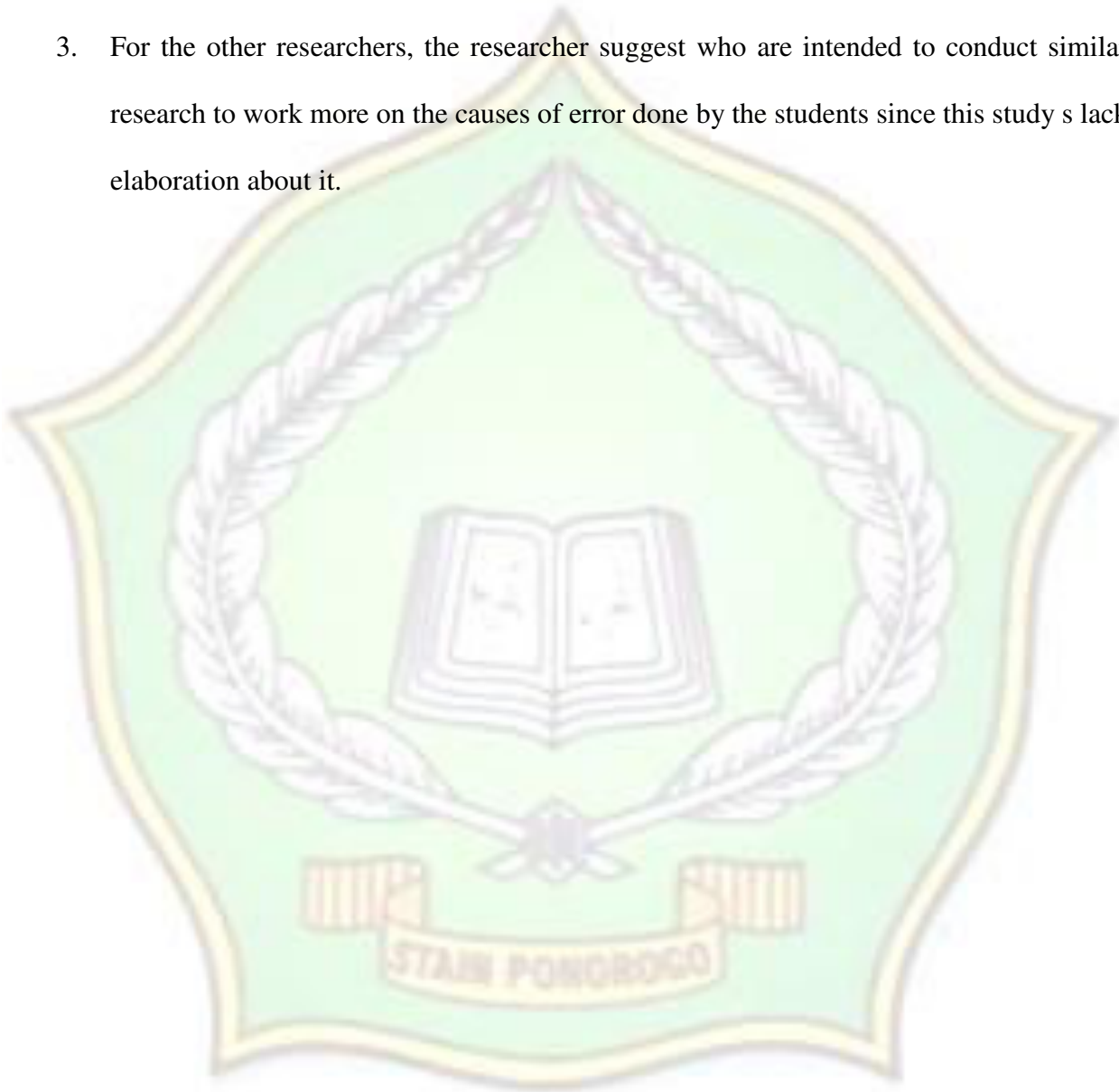
1. The types of errors found in the students' descriptive text were classified into three types. The error types made by the students are omission, insertion and selection. From 248 sentences, we got 215 sentences containing errors on preposition. Based on the categories that had been made, the errors were found as 67 errors of omission, 25 errors of insertion and 123 errors of misordering. The frequency of each type of error was: misordering error was the most frequent error type occurring in the students' descriptive text. The percentage was 52.7%. Then it was followed by omission error achieving 31.1%. The most infrequent type was insertion error. The frequency 11.7%

B. Recommendation

Based the result, the researcher had some suggestion.

1. For English teacher should motivate the students to write more since it can be the way for them to make a better sentence production in well-formed utterance. The teacher should also give them feed back towards those writing descriptive text made by them. More specifically, the researcher suggests the teacher to pay more attention on the use of preposition in the students' descriptive text. All the causes of the problem should be found and solved together between teacher and students. All ways to correct the errors which have been found should be use soon. So, the learning process can be done better.

2. For the students, the researcher suggests them to learn more about preposition, their function of preposition. it is better for them to do more practice in writing any text with or without the obligation from the teacher. By those ways it is hoped that the students will be more aware of not doing the same errors they had done on their next text.
3. For the other researchers, the researcher suggest who are intended to conduct similar research to work more on the causes of error done by the students since this study s lack elaboration about it.



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