AN ERROR ANALYSIS IN USING PREPOSITION OF PLACE AND TIME IN DESCRIPTIVE TEXT MADE BY EIGHTH GRADE STUDENTS OF SMPN 1 BATUWARNO WONOGIRI IN THE ACADEMIC YEAR OF 2020/2021

THESIS

Submitted as A Partial Requirements for Undergraduate Degree in English Language Education

By:

Heni Susanti

SRN. 16.32.2.1.209

ENGLISH LANGUAGE EDUCATION

CULTURE AND LANGUAGES FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2020

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2020

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Assalamu'alaikum Wr. Wb.

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has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, November 23rd 2020

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RATIFICATION

This is certify the Undergraduate Degree thesis entitled "**An Error Analysis in Using Preposition of Place and Time in Descriptive Text Made by Eighth Grade Students of SMPN 1 Batuwarno Wonogiri in the Academic Year of 2020/2021**" by Heni Susanti has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in IAIN Surakarta.

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DEDICATION

This thesis is dedicated to:

1. My parents, Mukijo (Alm) and Wakinah
2. My brother, Andi Susanto, S. Pd
3. My big family
4. My beloved best friends
5. Fantastic Class
6. Kos Putri Pak Sugeng
7. Bu RT
8. My Almamater, State Islamic Institute of Surakarta
9. For everyone who loves me and whom I love

MOTTO

"Talk Less. Do More"

(Amy Poehler)

"*Rahasia kehidupan adalah jatuh tujuh kali dan bangun delapan kali*"

(Paulo Coelho)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "An Error Analysis in Using Preposition of Place and Time in Descriptive Text Made by Eighth Grade Students of SMPN 1 Batuwarno Wonogiri in the Academic Year of 2020/2021" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and reffered in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, November 23rd 2020

Stated by,

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vi

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, November 23rd 2020

The researcher

Heni Susanti

ABSTRACT

Heni Susanti. 2020. *An Error Analysis in Using Preposition of Place and Time in Descriptive Text Made by Eighth Grade Students of SMPN 1 Batuwarno Wonogiri in the Academic Year of 2020/2021*. Thesis. English Language Education. Culture and Languages Faculty.

Advisor : Budiasih, S. Pd., M. Hum.
Keywords : *Error Analysis, Preposition, Descriptive Text*

The objectives of this research are to describe type of errors are usually made by the eighth grade students of SMPN 1 Batuwarno Wonogiri of using preposition of place and time in writing descriptive text, and to describe the cause of errors made by the eighth grade students of SMPN 1 Batuwarno Wonogiri of using preposition of place and time in writing descriptive text.

This research was conducted by using descriptive qualitative method and the researcher used a case study of design of research which the data analysis focused on one phenomenon. The sample of the research is 29 students of class VIIIA of SMPN 1 Batuwarno Wonogiri in academic year 2020/2021. The sampling technique applied in this research is purposive random sampling. The data was collected by using interview and test. The researcher took interview to know the students' understanding about using preposition of place and time in descriptive text. Then, test was from the students' written result about using preposition of place and time in descriptive text. After collecting the data, the researcher analyzed the data found in qualitatively. The researcher used surface strategy taxonomy to sort the type of errors made by the students from their descriptive text compositions.

The result of the analysis, the researcher found some findings of the research. The researcher found 45 totals of error consisting of 5 errors of omission with the percentage of 11.11%, 10 errors of addition with the percentage 22.22%, 30 errors of misformation with the percentage of 66.67%. From the data above, it can be seen that misformation error was the highest number of errors made by the students and omission error was the lowest number of errors made by the students.From the interview and test, the researcher also found the types of errors found in descriptive text are interlingual and intralingual transfer.

The results of this research are beneficial to the process of learning English. The results of this research give information about the ability of the students in making writing descriptive text and give information about the difficulties faced by the students in writing descriptive text. The errors which appear in this research could help the teacher to make teaching strategies in the teaching and learning process. Therefore, the students will not make the same errors.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English language officially taught in the curriculum starting from junior high school level. For elementary school level, English is included in the curriculum as local content starting fourth grade. This is in accordance with Undang-Undang Sisdiknas No. 20 Tahun 2003 Pasal 33 that foreign languages can be used as language of instruction in certain education levels to support students' foreign language skills. By learning English, the students are expected to absorb and keep up with the development of scie9nce, technology and art.

The teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening speaking, reading, and writing (Depdiknas, 2003: 6). Listening and reading are receptive skills and speaking and writing are productive skill. The learners should have abilities in listening and reading to support their speaking and writing. As one of the language skills is writing, it is classified as productive skill. The term of productive skills according to Harmer (2007:183) is the language skills where the students produce the language themselves. The language language skills that are categorized into productive skills are speaking and writing.

Writing is a productive skill that must be learned by the students. To write well, the students must have good capability in writing. Moreover,

the students who want to write an essay or a story must know the steps in writing process and aspects of writing. The students must be able to organize the ideas, to construct the sentences, to use punctuation, and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Writing is language skill that language producing and therefore often referred to as skill (Harmer, 2007:16). Writing is an ability that is still difficult to be mastered by the people in writing activities, the students can communicate their ideas and thought to other through written form such as a letter, message, or invitation for communication. Many students have difficulty in writing. There are some errors done by students in writing. It is because of inaccuracy of students in their writing and it is also because incompetence of the students.

The errors done by students were mainly about preposition. Based on Seaton (2007:132) define preposition as a word that connects one thing with another, showing how they are related. It is usually followed by a noun or a pronoun. Meanwhile, Brown (2004:958) defines preposition as a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or a pronoun.

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

place and time since language system between Bahasa Indonesia and English are different.

On of genres taught in junior high school is descriptive text. Anderson (2003:26) states that, a factual description, describe a particular person, place or thing. In other words, a particular person, place or thing is described in details in this composition. It means that descriptive text is a text which says what a thing, animal, or a person is like. It is purpose is to describe and reveal a particural things, person, or place.

Based on the preliminary research by interviewing English teacher of eight grade students of SMPN 1 Batuwarno Wonogiri about the students' capability in mastering English, the teacher said that the students' skill in grammatical especially about preposition of place and time was still low. Because the students usually still confuse in using the preposition of place and time, they did not know about meaning of the words. They had difficulty in putting the position of them.

One example sentence of writing a preposition error is "We are studying together at class" (Student 13). The sentence is wrong because the sentence uses prepositions "at" which is not suitable. The right preposition is "in" because "in" is used to indicate the object located in places which is a flat plane or a straight line. The students sometimes are still confused about the differences in the use of on, in and other preposition.

The reseacher's reason in considering SMPN 1 Batuwarno Wonogiri as the source of data in this research is that because the students have some problems in writing skill, especially in using of preposition of place and time. Furthermore, the students still confuse in distinguishing the use of preposition place and time in a sentence. Based on the reason above, the reseacher focuses on error analysis in using preposition place and time because the students of SMPN 1 Batuwarno Wonogiri have not been able to distinguish the use of preposition.

This research developed existing the older researchs by adding preposition of time. The result of the research from Lembayung (2017) showed that there are 120 items errors made by the students based on Surface Strategy Taxonomy. She found that misformation an error was the highest and the lowest error happened in misordering. Lembayung's result is almost the same as the Effendi's result. The result of the Effendi's research (2018) showed that the highest error made by students is misformation and the lowest error happened in ommision. It could be seen by the findings that misformation is the most frequent type of errors which is made by students.

In contrast to previous studies, there are similarities in topic about error analysis. On the similarity was the same discuss about error analysis in using preposition. Different from the previous research discussed, here the researcher discussed and analyzed the type of error in using preposition of place and time in descriptive based on surface strategy taxonomy.

Realizing the fact mentioned above, the researcher was interested to conduct a research entitle “An Error Analysis in Using Preposition of Place And Time in Descriptive Text Made by Eighth Grade Students of SMPN 1 Batuwarno Wonogiri in the Academic Year of 2020/2021”. Because there was many differences between Indonesia and English sentences in general. It makes Indonesian students had problem in learning English especially in using preposition of place and time.

B. Problem Formulation

According of the background of the problem above, identifications of the problem were:

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

C. Limitation of the Problem

Based on identifications of the problem above, the researcher focuses on the error analysis of preposition of place and time and causes of students’ error in using preposition place and time in descriptive text writing made by eighth grade students of SMP N 1 Batuwarno Wonogiri in the academic year of 2020/2021.

D. Problem of the Statement

Based on the background above, the problem of the statement were:

1. What are types of students' error in using preposition place and time in descriptive text made by eighth grade students of SMPN 1 Batuwarno Wonogiri in the academic year of 2020/2021?
2. What are causes of students' error in using preposition place and time in descriptive text made by eighth grade students of SMPN 1 Batuwarno Wonogiri in the academic year of 2020/2021?

E. Objectives of the Study

Based on the problem of the statement, the objectives of this research were:

1. To find out the errors made by the eighth grade students of SMPN 1 Batuwarno Wonogiri in the academic year of 2020/2021 in using preposition place and time in descriptive text.
2. To find out the causes of students' error in using preposition place and time in descriptive text made by eighth grade students of SMPN 1 Batuwarno Wonogiri in the academic year of 2020/2021.

F. Benefits of the Study

It was expected to be useful for both students and researcher.

1. Theoretical Benefits

   The findings of this research maybe used as information to confirm the previous theory of error analysis in writing English as a

foreign language. Besides, it can be made as references for those who want to conduct the research in the same field.

2. Practical Benefits

a. For the students

This research was expected to help the students to be aware of the errors that they made and the causes of the errors. It was also expected that they found the correct construction in grammar and they use the language correctly especially in writing. So, they did not make the same errors in the future.

b. For the teachers

It helped the teachers to prepare the English writing material and can be used to give more attention to errors made by students in learning writing. Then the teachers explained the grammar comprehensively and found the best method in teaching writing.

c. For the other researchers

This research becomes an input about the most typical grammatical errors that the students did and the result might served as guidelines for the future study related to the subject.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Error

a. Definition of Error

As learners of a foreign language, making some error cannot be avoidable for students. Error can indicate the process of the formation of a new system of language. Erdogan (2005:26) the research assistant of Education Faculty of Mersin University point out that the errors are considered as being the result of the persistence of existing mother tongue habits in the new language. Hubard (1983:134) adds the definition about error that errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it.

Brown (2000:217) also defined error as a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner. In addition, Chomsky (2006:133) the American linguist, pointed out that native speaker makes many errors when they are speaking (performing), even though the native speaker has, by definition, a perfect command of his language-perfect knowledge of grammatical rules, lexis and the sound system. Furthermore, Norrish (1983:7) states about the error that Let us call a systematic deviation, when a learner has not learnt something and consistently gets it wrong, it is an error. Gas and Selinker (2001:78) points out about error

that it is likely to occur repeatedly and is not recognized by the learner as an error.

The learners make errors because of their lacks of the knowledge of the language rules they are learning. When the learners make errors, they will not able to correct it by themselves. As stated by James (1998:83), errors require further relevant learning to take place before they can be self-corrected. It means that the students will probably make some errors at other time so the errors should be corrected as soon as possible.

Based on some definitions from the experts above, the writer would like to define what error is. Error is an inacceptable performance of the student's work which is found regularly and the students cannot self corrected their own mistake. Discuss about errors can be an indicator of the students' level in mastering their target language. From the errors that the students commit, one can determine their level of mastery of language system.

b. Distinction between Error and Mistake

It is impossible that learner never makes error and mistake in language learning process. Errors and mistakes are not the same. It is important to make differences between errors and mistakes. Some people still have misunderstanding about them. In order to be able to analyze the students‟ error properly, it is important enough for the teacher or researcher to distinguish between mistake and error.

1) Error

Error according to Brown (2007: 258) is a noticeable deviation from the adult grammar of a native speakers, reflects the competence of the learners. Learners of English who ask “Does John can sing?” are in all likely reflecting a competence level in which all verbs require a pre-posed do auxiliary for question formation. As such, it is an error, most likely not a mistake, and it is an error that reveals a portion of the learners competence in the target language. On the other hand according to Selinker as cited by Corder (1981: 103), these errors were regarded as a byproduct of the attempt of the learner to express his meaning in spontaneous speech with an ability of the target language system. It was also stated by Corder (1981: 65) that errors are all the results of the influence of the mother tongue on the learning process, interference as it was called, from the habits of the first language.

The error correction can be part of language learning activity, as stated by Selinker (1977: 119), errors are the part of circular progression in learning viewing them as a dynamic process involved in the learning process. Meanwhile, Corder (1973: 167) explains “learners” errors are significant in that they provide to the researcher evidence of how language is learned or acquired,

what strategies or procedures the learner is employing in the discovery of language".

From the theories above, it can be concluded that an error is a process indicating the learners' strategy in learning. An error takes place when the deviations arise as the result of lacking knowledge, and the learners cannot correct it by themselves. Errors continue and consistent. It means that the learners have not understood linguistic system they use. In other words, errors are resulting from the lacking knowledge of the rule of the language.

2) Mistake

Mistake and error are different. Errors are caused by competence factors which are continuous and consistent. On the other hand, mistakes commonly are caused by performance factors such as fatigue and inattention. It is supported by some experts below.

James (1998:78) states that a mistake is generally caused by performance factors, such as limitation of memory or forgetfulness, tiredness or some situation of stress or uncertainty or when our attention is divided. Native speakers usually can recognize their own mistakes and they can be corrected by the learner himself if he or she concentrates or pay attention to it.

Mistakes according to Corder (1981:10) will be useful therefore hereafter to refer to errors of performance as mistakes. Mistakes are

of no significance to the process of language learning. Moreover Brown (2007:257) also explains that a mistake refers to a performance errors that are either a 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 the second language situation. These hesitations, slips of tongue, random ungrammaticalities, and other performance lapse in native speakers’ production also occur in the second language speech. Mistakes, when attention is called to them, can be self-corrected.

A mistake is not the result of deficiency in competence but the result of imperfection in the process of providing language. Meanwhile, Larsen (1994: 59) states that a mistake is random performance slip caused by fatigue, excitement, etc. it can be self-corrected. James (1998: 78) states that mistakes are not the significance to the language learning since they do not reflect detect in our knowledge (are not caused by incompetence) but traceable to performance failure. The learner is normally immediately aware of them and they can correct them with more and less complete assurance.

From these definitions of mistakes and errors, it is clear that mistakes are different from errors. Mistakes are performance errors caused by factors such as fatigue, nervousness, and other uncertain psychological conditions. Mistakes do not reflect someone language

competence but errors do. Students themselves can correct the mistake if teacher points it out, on the contrary the students themselves cannot correct errors.

From the explanations above, it can be stated that errors are competence factors which learners have. Error takes place when the deviations arise as the result of lacking knowledge, and the learners cannot correct it by themselves. While mistakes refers to performance errors, that is a failure to utilize a known system correctly. This means the learners have known the language and the language rules, but they fail in applying those rules correctly.

Furthermore, a learner's errors provide evidence acquired what strategies or procedures the learner is employing in the discovery of language. On the other hand, mistakes are of no significance to the process of language learning and it would be meaningless to state the rule for making mistakes.

Based on the definition above, mistakes are caused by performance factors. Restriction in the memorizing or forget something can cause mistakes in pronouncing languages‟ sound, words, word order or giving stress in words or sentence. Mistakes are random. It means that those mistakes can happen in every linguistic level. Mistakes occur unsystematically. The learners usually can correct their mistakes by giving attention or concentrating to what they want to say because the learners have

known the linguistic system of the language they use. This can be concluded that mistakes are temporary. These do not last longer. The best example of mistake in the language usage is slip of tongue when a speaker utters something.

c. Source of Error

For Brown (1994: 213), the learner's errors arise from several possible general sources, namely Intralingual Transfer, Interlingual Transfer, Context of Learning, and Communicative Strategies.

1) Intralingual Transfer

Intralingual errors are those caused by interference of the learner's mother tongue. The students make the errors because of the interference coming from the student's native language. James (1998:179) describes it as mother tongue influence. An Indonesian student often makes errors in saying English sentence mainly in the use of for singular or plural subjects because in Indonesia there is no change of Indonesian verbs to confirm it to either a singular or plural subjects. Brown (1994: 213) states that in this stage, before the system of the second language is familiar, the native language is the only linguistic system in previous experience which take the learner can.

Intralingual errors are those coming from the structure of the target language itself. Dulay, (1982:165) calls intralingual errors as developmental errors. He also says since children acquiring a

first language, they have not experienced learning a previous language, the errors that they are made cannot possibly be due any inference from other language.

Intralingual errors occur when first language does not have a rule which second language has. James (1998:179) describes it as target language causes. Brown (1994:73) states that it is now clear that intralingual errors (within the target language) itself or put another way is a major factor in second language learning.

2) Interlingual Transfer

In identifying, interlingual errors; the researchers usually translate the grammatical from of the learner's phrase or sentence into the learner's first language. Interlingual errors here refer to second language errors that reflect native language structure. Interlingual errors are causes of errors resulting from complicated system of the target language itself. In addition, Dullay at (1982:171) says that to identify an interlingual error, researchers usually translate the grammatical form of the learner's phrase or sentence into the learner's first language to see if similarities exist.

3) Context Learning

It is the sources of error that is quite different from the two sources of errors, interlingual transfer and intralingual transfer. Brown (1994: 74) states that context refers to the classroom with its teacher and material in the case of school learning. In their

context of learning, the students often make errors as the result of misleading exploration from the teacher. Brown also states (1994: 215) that the students often make errors because of a misleading explanation from the teacher, faulty presentation of structure or word in a text-book or even because of the pattern that was memorized in a drill, but not properly.

Furthermore, Brown (1994: 215) argued that the social context of language acquisition can rise to entertain dialect acquisition which may itself be a source of error.

4) Communicative Strategies

The last source of error is communicative strategy. First, the writer is going to give definition about communication. Communication is a process of transferring information from one person to another. There are two kinds of communication; they are verbal and nonverbal communication. Verbal communication is when we communicate our message verbally to whoever is receiving our message, meanwhile non communication is when we transfer our message without any word. It can use gesture or body language.

Brown (1994: 178) emphasizes that a communication strategy is the conscious employment of verbal or nonverbal mechanism for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in

communication". For example, a learner may produce a sentence like I lost my road. That obviously he wanted to say, I lost my way in this case, and a learner manages to device methods of avoidance when a thought becomes too difficult to continue expressing.

Errors occur for many reasons. One obvious cause is interference from the native language. Learner may make errors because they assume that the target language and their native language are similar, when in fact both of them are different. This kind of overgeneralization is also the cause of many mistaken guesses. Another obvious cause is simply in complete knowledge of the target language. A third common cause of errors is the complexity of the target language. Certain aspects of English (e.g. the "s" in the third person singular present tense) are difficult for all students, no matter what their native language. Spelling is also problematic for non-native speaker of English and many native speakers too. Finally, succeeding occurs when an individual reaches a satisfactory level of competence in the second language and does not worry about persistent mistake they may make, which may not inhibit communication (Brown, 1994: 203-225).

Richards (1970:8-14) also mentions some causes of errors into four areas, they are: Overgeneralization, Ignorance of Rule

Restrictions, Incomplete Application of Rules and False Concept Hypothesized.

1) Overgeneralization

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

2) 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.

3) Incomplete Application of Rules

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

4) False Concepts Hypothesized

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

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

d. Types of Error

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

1) 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).

2) 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.

a) 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.

b) 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.

i. 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.

ii. 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.

iii. 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.

c) 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.

i. 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.

ii. 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.

iii. 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.

d) 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 misordering).

3) 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.

4) 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).

As Brown's statement that Global Errors hinder communication; they prevent the hearer from comprehending some aspect of the message. Then, local errors do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer or reader to make an accurate guess about the intended meaning. (Brown, 1982:147)

e. Procedure of Error Analysis

In language learning process, errors are the bad language for being avoided. One way to find out how learners acquire a second language is to study how they use it in production. Therefore, error analysis is used as the methods for analyzing learner language and investigating how learners acquire the languages. According to Corder (1981:51), learner errors are significant in three ways: First, they serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered. Second, they serve a research purpose by providing evidence about how languages are learned. Finally, they serve a learning purpose by acting as devices by which learners can discover the rules of the target language (i.e. by obtaining feedback on their errors)

In conducting an error analysis, there are some procedures as Corder (1981:46-60) distinguishes into five stapes:

1) Collecting of a sample of learner language
2) Identification of errors
3) Description of errors
4) Explanation of errors
5) Error evaluation

The first step is collecting of a sample of learner language. It is to provide the data obtained by giving and collecting a test containing of preposition of time and place to students. The second step is identification of errors. The process of identifying of students‟ errors based on the tested area.

The third step is description of errors. It involves describing or specifying how errors form produced by students. The forth is explanation of errors. This step attempts to explain the reason of students‟ errors happened. It involves determining their sources in order to account for why they were made. From the point of view of second language acquisition research, this is the most important stage in an error analysis.

The last step is error evaluation, evaluating the errors made by students. Error evaluation is the analysis of learner errors as a supplementary produce for applying the results of an error analysis. It

involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

2. Review on Preposition

a. Definition of Preposition

According to Thomson and 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 (1995:232) mentions that prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence.

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

b. Types of Preposition

A highly detailed explanation of all prepositions would be fruitless in a text on grammar, since such a explanation would have to include many items that more properly belong in the vocabulary of the language than in the grammar of the language. The following list will therefore give only the more common meanings that preposition can have many of these meanings correspond to the adverbial meanings already given

in the chapter on adverbs. Some meanings however are common only to preposition.

Lingga (2007:104) states that there are types of relationships three are expressed by the preposition.

1) Preposition of place or position

It is the kind of preposition, which is used to indicate the relationship of place about, above, across, among, under, beside, between, by, near, from, on, at, in, to, through, towards, etc.

Example: *The clock is on the wall. They are in the classroom. She sat beside son during the party.*

2) Preposition of Direction

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

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

3) Preposition of Time

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

Example: *You can call me at ten o'clock. I like to drink coffee in the morning. I can you during the week.*

4) Preposition of Manner

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

Example: *He goes to school by bus. He writes with a pen.*

While according to Frank (1975:164-166). There are some types of preposition, they are:

1) Preposition of Time

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

a) One point of time

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

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

At - I saw him at noon (or night, midnight). (at used with a part of the day considered as a point).

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

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

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

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

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

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

b) Extended Time

Starting at one point and ending at another (duration)

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

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

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

For - I can see you for one hour. (Four give a quantity of time). It is usually accompanied by a number 9 I waited for two hours) or by an adjective of definite quantity (I haven't seen him for sometime; he has been working very hard for many weeks).

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

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

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

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

2) Preposition of Place (Position)

a) Position

i. The point it self

In or inside: - Hang your coat in the closet. (in gives the area of something enclosed – a container, a drawer, a room, a building, the world.

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

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

ii. Higher or lower than a point

Higher than point

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

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

Lower than a point

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

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

iii. Neighboring the point

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

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

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

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

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

To – From: - He always walks to school from his home.

Toward: -The pilgrims headed toward Mecca Away

From: -They move away from their old neighborhood.

In (to) – out of: - He ran into the house quickly. After a few minutes he runs out of the house with an umbrella under his arm.

Up – down: - He climbed up (or down) the stairs.

Around: - The ship sailed around the island.

Through: - You can drive through that town in an hour.

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

c. Function of Preposition

Preposition has the function of connecting a noun or a pronoun to another word, usually a noun, verb or adjective in a sentence (Frank, 1972:171). It can also be followed by verb but, except after *but* and *except*, the verb must be in the gerund form. Preposition is connective word that shows relationship between the noun following them and of the basic of the sentence element: subject, verb, object or complement.

Preposition also indicates relationship such as place, direction, time, date, manner, agent, travel movement, reference, possession, separation, and condition between their objects and parts of the sentence. Furthermore, preposition may express such meanings as time, place, direction and possession. A preposition connects words, clauses, and sentences together and shows the relation between them.

d. Form of Preposition

Most of the common prepositions consist of only one word. However, several prepositions consist of more than one word. 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, 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, defending on, according to, as to, close to, contrary to, due to, nest 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.

3. Review on Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is one of text types or genre. Anderson (2003:26) states that, a factual description, describe a particular person, place or thing. In other words, a particular person, place or thing is described in details in this composition. It means that descriptive text is a text which says what a thing, animal, or a person is like. It is purpose is to describe and reveal a particural things, person, or place.

Furthermore, Corder (1990:163) 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 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 a form of writing that is used to describe the story, acts or events. It will be used to create a visual imagination of people, place and event of unit of time, day and reason. It might be used also to describe more that the out or 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.

Schdes (2001:19) states 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.

From the statement above, it can be concluded that the descriptive 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. Futhermore, 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 correct use of generic structure and correct use of language features.

b. Generic Structure of Descriptive Text

According to Anderson (1998:60), generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is

identification and description. The generic structure in descriptive text includes:

1) 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.

2) Description

The function of description is to describe part, qualities and characteristics. In this part, researcher 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 detail that will be contained in the remainder of the paragraph.

c. Language Features

Beside the generic structure, genre also has language features as the guideline in writing very part of the generic structure of the text. It deals with the grammatical features (Knapp, 2005).

1) Focus on specific participants, for example: my mother, Anton's dog, my favorite room.
2) Use of simple present tense.

3) Verbs of being and having ‘relational processes’, for example: my sister is very excellent, he has a pretty daughter.
4) Use of descriptive adjective, functioning to provide more information to a noun by describing or modifying it. For example: blue books, right way.
5) Use of detailed noun phrase to give information about the subject, for example: really handsome baby, a cute young lady, very thin book.
6) Use of action verbs ‘material processes’, for example: it runs fast, it eats grass.
7) 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.
8) Use of figurative language, for example: Hendri is as smart as Einstein.

B. Previous Related Study

There are researchers who have conducted the study of error analysis. Among others is the thesis which is written by Lembayung (2017), in her thesis entitle *“An Error Analysis of Preposition of Place in Students' Descriptive Text Writing at the First Semester of the Eighth Grade of MTs Yapenbaya Katibung South Lampung in the Academic Year of 2017/2018”*. The result of the research, she found that there are 120 items errors made by

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

The second research is written by Effendi (2018), in her thesis entitle *"An Error Analysis on Preposition of Place In, On, and At Used by the Eighth Grade Students at SMPN 3 Batu"*. The results of her study have shown that there were many students who still found difficulties in using preposition and committed errors. The total frequency of errors in short answer test were 351 and 62 errors in sentences making test. The types of errors were omission errors as much as two errors, addition errors were thirteen errors, misformation errors were 43 errors, and misordering errors were four errors. Moreover, the way how the teacher helped their student to cope with the error were using jigsaw as a learning model and giving enrichment task along with individual explanation.

The International Journal is written by Saravanan (2014), entitle "The Use of English Prepositions: An Empirical Study". The results of his research indicated that the students found more difficulties in the use of prepositions of place and direction than the prepositions of time because of their mother tongue interference. The findings imply that teachers should pay more

attention while teaching the prepositions of place, time and direction and provide sufficient explanations about them to the students in the classroom.

The other International Journal is written by Sumaira Akhtar, Waqas Sohail, and Muhammad Rizwan (2017), the findings show the wrong use of prepositions specifically ‘with, in, of’ and unnecessary insertion of prepositions. It is observed that errors are because of the interference of L1 in L2. Besides, the final results of the two tests showed that Prepositions (prepositional verbs, prepositional phrases, phrasal verbs, zero prepositions) are quite problematic for ESL learners. The learners try to put prepositions on the same patterns of L1 which ultimately leads them towards errors.

From the previous studies above there have been similarities and differences between these studies. The similarity between this research and Lembayung’s research are analyzing error in writing preposition and the use of Surface Strategy Taxonomy to analyze the students’ writing, and the difference lies in preposition of place and time in the research, while Lembayung’s research just focused on analyzing preposition of place. The similarity of this research with Effendi’s research are analyzing error in writing preposition and the use of Surface Strategy Taxonomy to analyze the students’ writing, and the difference is that this research focused on what types and causes of errors made by the eighth grade students. While Effendi’s research just focused on preposition error made by the students.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Method

The research was conducted by using descriptive qualitative method. It was because the data collected and presented in words rather than numbers. The researcher used a case study of the design of research which the data analysis focused on one phenomenon. In this case, the researcher focused on the students' errors in using of preposition of time and place.

Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2014:183). It can be concluded that qualitative is research that conducted in natural setting and in normal situation and invloves analyzing and interpreting texts which the condition is not manipulated. According of Moloeng (2004:3) that qualitative methodology as a research procedure that procedured the descriptive data such written words or spoken words from people or activities that can be observed.

To get the data, the researcher visited the eighth grade students of SMPN 1 Batuwarno Wonogiri to observe the teaching learning process and gave the test focus on the using of preposition of time and place. After getting data, the researcher analyzed them. The analysis involved identifying and describing the data of students' errors from the test given. The researcher analyzed the

errors to determine the types of errors and to classify the source of errors. To describe the data, the researcher used Surface Strategy Taxonomy.

Furthermore, the researcher used Brown's theory to know the sources of errors that students' make. The researcher presented types of errors in the tables and used the descriptive analysis technique to describe the frequency of occurrence, whether those errors are most serious or less serious.

B. The Setting of the Research

1. Place of the Research

This research was conducted at the second semester in 2020/2021 academic year at SMPN 1 Batuwarno Wonogiri. It is located on Jl. Batuwarno - Tirtomoyo No.16, Karanggatak, Batuwarno, Kabupaten Wonogiri, Jawa Tengah. The subject of the research is VIII A students in the academic years of 2020/2021.

2. Time of the Research

Time of observation and research was be used to take data. This research was conducted in February- November 2020.

C. The Research Subject

1. Population

Population is the whole subject of the research. Population is generalization area which consist of object or subject that has certain qualities or characteristics that set by the writer to learn and then draw the conclusion (Sugiyono, 2007:61). In this research the researcher used the

eighth grade of SMPN 1 Batuwarno Wonogiri. There are 140 students at the eighth grade of SMPN 1 Batuwarno Wonogiri.

Table 2.1. Number of the Students at the Eighth Grade of SMPN 1 Batuwarno Wonogiri in the Academic Year of 2020/2021

No	CLASS	TOTAL
1.	VIII A	29
2.	VIII B	28
3.	VIII C	27
4.	VIII D	29
5.	VIII E	27
TOTAL		**140**

Source: The English Teacher of SMPN 1 Batuwarno Wonogiri in the academic year of 2020/2021

2. Sample and the Sampling Technique

McMillan (2012:169) states that the sample can be selected from a larger number group of persons, identified as the population, or it can simply refer to the group of subjects from data are collected. The sample of this research is one of eighth grade of SMPN 1 Batuwarno Wonogiri. In this research, the researcher used purposive sampling technique. According to Arikunto (2001:186), Purposive Sampling Technique is a sampling technique which is done because some cause. In this research, the researcher chose VIII A as a research subject because from the data from teacher in preliminary shows that clas VIII A have under standard

score at most and the chance to make error in this class is greater than other class.

D. The Research Instrument

In descriptive qualitative research, the researcher is the main instrument. Nasution (1992:55) states that in this kind of research, the researcher is the main instrument. The researcher is going to be more active to do the research, because the researcher is the main tool to get the data for this research. In general, there are two methods of collecting data, using a test or a non test. In this research, the researcher uses test and interview as the instrument to get the data.

The researcher uses a writing test and interview for collecting data. For the test, the researcher asks the students to write a descriptive text related the topic given by researcher. After the researcher getting the data, the researcher analyzes the data by using Surface Strategy Taxonomy. This highlighted taxonomy the ways surface structures are altered: Learners may omit necessary items or add unnecessary ones; they may misform items and misorder them. It was brief explanation of Surface Strategy Taxonomy. For the interview, the researcher interviewed some students of VII A SMPN 1 Batuwarno Wonogiri. After the researcher getting data from interview, the researcher knew causes of students' error in using preposition in descriptive text.

E. The Data and Source of the Data

Sutopo (2002:50-54) states that the data source in the descriptive qualitative research can be humans, events or activities, places or locations, thing, various pictures and records as well as, documents and archives. In this research, the researcher uses students' test about error analysis in using preposition in descriptive text at the VIIIA of SMPN 1 Batuwarno Wonogiri in the academic year of 2020/2021 to get the data to be analyzed. The researcher uses errors found in descriptive text questions about preposition given by researcher as a data. Besides that, the researcher also interview some the students to get information about causes of students' error in using preposition in descriptive text at VIIIA of SMPN 1 Batuwarno Wonogiri in the academic year of 2020/2021.

F. The Data Collecting Technique

The process of collecting data is one of the main aspects in research. It needs one or more kind of method that is used. According to Gay (1992:20), there are some methods of collecting data namely test, questionnaires, interview, observation and documentation. In this reseach, reseacher use test and interview method.

1. Giving Test

According to Brown (2004:43), a method used to assess person's ability, knowledge, understanding or performance about the certain domain is test. A test is given to measure the knowledge and understanding in certain area. In this research, the test is used to measure

the students' understanding related to the topic. The instrument used in this method is test.

The researcher provided several themes regarding descriptive text. The researcher asks students to choose the theme that has been provided and the students make a paragraph about descriptive text with the theme that they have chosen. The researcher analyzed the results of students' written work.

2. Interview

The interview is a form of data collection in which questions were asked orally and subjects' responses were recorded, either verbatim or summarized (MacMillan, 2012:167). Stainback (1988:227) stated that interviewing provide the researcher a mean to gain a deeper understanding of how to participant interpret a situation or phenomenon than can be gained through observation alone. According to Blaxter, Hughes, and Tight (2001:158), there are three kinds of interview, namely:

a) Unstructured interview

Interview is a conversational type of interview in which the questions arise from the situations. The interview is not planned in detail a head.

b) Structured interview

Interview was scheduled for the specific purpose of getting certain information from the subjects. The questions are prepared.

c) Semi structured interview

Interview did in the chosen interest area, and questions are formulated but the interviewer may modify the formal question during the interview process.

Based on the ideas above, this research used semi structured interview. The application of this technique in interview is to create relaxed and flexible situation to gain the information about the causes of students' error in using preposition at eighth grade students of SMPN 1 Batuwarno Wonogiri.

By using interview with the teacher and VIII A students of SMPN 1 Batuwarno Wonogiri, the researcher also wants to know clear information about the students' errors in using preposition place and time in VII A at eighth grade students of SMPN 1 Batuwarno Wonogiri. The interview be done after the test of using preposition place and time is done. The interview be done for five high scores and five low scores according ranking in the class. It is also strengthen the data of test analyze.

G. The Data Analysis

According to Moleong (2002:103), analyzing the data is called as a proccess of organizing and arranging the data into pattern, category and a set of basic classification to find the theme and to formulate the research hypothesis as what the data advised. In qualitative research, the analyzing of the data involves synthesizing the information that the researcher obtains

from variuos sources (observation, interview, document anlysis, etc) into a coherent description of what have been observed or discovered (Fraenkel, 2012:505). After the data have been collected, the researcher analyzes the data by identifying or criticizing the common mistakes of using preposition place and time. The researcher explains and writes the correct answer that is based on English grammar of using preposition. It aims to know the common mistakes and error in using preposition. Researcher also analyzes the students' ability in using preposition.

1. Analysis Data of Test

According to Ellis (1985: 296) to analyze the data containing the students' errors, the step of data analysis are follows:

a) Collecting the data from the students' work

To get the data that are needed, the researcher collects the last assignment of students' task.

b) Identifying the students' errors

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

OM : Stands for omission errors

ADD : Stands for addition errors

MF : Stands for misformation errors

MO : Stands for misordering errors

c) Classifying the error based on Surface Strategy Taxonomy

After the researcher identifies and divides the data, the researcher classifies the error based on surface strategy taxonomy and the errors are committed by the students is put into the table to find out the number of errors of each student did.

d) Calculating the Percentage

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

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

Note:

P : The total percentage of errors

F : The total number of error for each type

N : The total number of all errors

2. Analysis Data of Interview

Stainback (1988:318) stated that interviewing provide the researcher a mean to gain a deeper understanding of how to participant interpret a situation or phenomenon than can be gained through observation alone. From the understanding above, it can be concluded that the purpose of interview is clarify about the students' test result.

In interview with the students, the researcher will ask about the understanding and difficulties in their test. Those questions are also asked by the researcher to the teacher. The data from interview will analyzed by the researcher to support the problem of the research about the cause of errors made by students in using preposition place and time.

H. The Trustworthiness of the Data

In analyzing the data, the researcher needs to analyze the validity the data. Heigham and Croker (2009:323) explains that triangulation refers to the process of not only does the researcher shift among the steps listed above, he may also shift among various sources of data relating to a single issue in an analytical process known as triangulation. Denzin and Yvonna (2009:269) distinguish triangulation into five kinds:

1. Source triangulation: to test credibility of the data with checking the data through some of sources. Like to test the credibility of the data about student attitude by collecting and testing from teachers, student's friends and student's parents. The data which has been analyzed by researcher then the conclusions were asked.
2. Technique triangulation: to test the credibility of data by checking the data with the same source and different techniques such as observation, documentation, etc. If the research produces different data, the researcher has to consider the data sources that have relations.

3. Time triangulation: time has an effect to the credibility of data. Collecting the data by interview technique earlier, it will give fresh data, the problems are not too much, and the data are valid.
4. The investigator triangulation: that is how examination of the credibility of the data is done by making use of other observers for checking the degree of trust of data. Or alternatively by comparing the results of the work of an analysis with an others analysis.
5. Theory triangulation: that is a way of examining the credibility of the data that is done using more than one theory to examine the data findings of the researcher.

In this research, the researcher will use investigator triangulation. The researcher checked the validity of data by consulting to the expert; the expert is the English teacher of VIIIA SMP N 1 Batuwarno Wonogiri.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Based on the research conducted on Wednesday, September 3rd, 2020 at SMPN 1 Batuwarno Wonogiri, the research finding was displayed in this chapter. SMPN 1 Batuwarno Wonogiri has implemented the 2013 curriculum, so that students are required to be able to solve problems on their own and the teacher is only a facilitator. The data were collected from students' works of descriptive text. These data collections were conducted to the eighth grade students in VIII A which consisted of 29 students. There were also two texts which have similarities in their contents. The researcher found 45 errors made by the eighth grade students of SMPN 1 Batuwarno Wonogiri in descriptive writing. Based on the Surface Strategy Taxonomy, the researcher found 3 errors; omission, addition, and misformation.

1. Analyzing Types of Errors

In order to know clearly about the errors done by the students in their compositions, the examples of errors types, its correction, and the analysis was presented in the following. The following are the errors in each category in each type of errors;

a. Omission Errors

Omission error is characterized by the absence of an item in a well formed utterance. The following data are presented the

samples of the errors commit by the students when they using preposition of place in descriptive text writing.

1) The color my bedroom is white. (Student 6)

   The sentence above is incorrect because the student omit preposition of place “in”. This error occurs because the student omitted preposition of place *in* before the noun my bedroom. The preposition must appear because it showed the place. From the incorrect sentence above, it can be suggested that the correct one is *The color in my bedroom is white*.

2) I also like to hold him my hand. (Student 15)

   The sentence above is incorrect because the student omit proposition of place “in”. This error occurs because the student still do not know the use of a preposition in a sentence. The preposition must appear because it showed the place. From the incorrect sentence above, it can be suggested that the correct one is *I also like to hold him in my hand.*

3) My school SMPN 1 Batuwarno. (Student 28)

   The sentence above is incorrect because the student omit preposition of place “in”. This error occurs because the student was still confused in using the preposition. The preposition of place also must appear because it showed relationship of place. From the incorrect sentence above, it can be suggested that the correct one is *My school in SMPN 1 Batuwarno*.

4) There are 29 student my classroom. (Student 28)

The sentence above is incorrect, because the student omit the preposition of place “in”. This error occurs because the student were still confused in using the preposition. The preposition of place also must appear because it showed relationship of place. From the incorrect sentence above, it can be suggested that the correct one is *There are 29 students in my classroom*.

5) I take it after I am school. (Student 29)

The sentence above is incorrect because because the student omitted preposition of place *from* before the noun school. The preposition must appear because it showed the place. From the incorrect sentence above, it can be suggested that the correct one is *I take it after I am from school*.

b. Addition Errors

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

1) If you come to my home you will find a little pot in the left side **near for** the window. (Student 8)

The error made by the students that added two preposition before the phrase. The using of two prepositions in that sentence is not correct. The preposition for should be eliminated from that sentence to be well-formed sentence. The revision of that sentence is *If you come to my home you will find a little pot in the left side near the window*.

2) It has two cameras located **on** the backside and **on** the front side. (Students 4&17)

This error occurs because the student does not follow the rules. The student still confused to use preposition in correct. They use two prepositions on in that sentence. To make the correct sentence, we should write *It has two cameras located on the backside and the front side.*

3) The Kuning has white **for from** head to toe white. (Student 11)

The sentence is not correct sentence because the student adds 2 prepositions in that sentence. The using of two prepositions in that sentence is not correct. The preposition for should be eliminated from that sentence to be well-formed sentence. The revision of that sentence is *Kuning has white color from head to toe.*

4) I put my doll **near from** pillow. (Student 22)

The error made by the student that added two preposition before the phrase. The using of two prepositions in that

sentence is not correct. The preposition from should be eliminated from that sentence to be well-formed sentence. The revision of that sentence is *I put my doll near pillow*.

5) I love him **in** very much. (Student 16)

The error made by the student that added preposition of "in" in that sentence. This sentence does not need preposition because that sentence not show place or time. The preposition in should be eliminated from that sentence to be well-formed sentence. The revision of that sentence is *I love him very much.*

c. Misformation Errors

Misformation error is characterized by the use of the wrong form of the morpheme or structure.

1) Canary was first discovered by French Sailor Jean de Berthan Cout **in** the canary islands at the 15th century. (Student 2)

The sentence above is incorrect sentence. The sentence is use wrong preposition of time at. The student does not know how to use preposition of time in a sentence. In this sentence showed general time, therefore the preposition at should be changed by in. In this sentence, the correct one is *Canary was first discovered by French Sailor Jean de Berthan Cout in the canary island in the 15th century*

2) It has scales **in** some parts of its body. (Student 5)

The sentence is used wrong proposition place in. The student does not know how to use preposition of place in a sentence. The preposition in should be changed by on. Thus the correct sentence is *It has scales on some parts of its body.*

3) There are many doll **at** my bedroom. (Student 6)

The sentence is used wrong proposition place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by in. Thus the correct sentence is *There are many dolls in my bedroom.*

4) **At** my bedroom I am study everyday. (Student 6)

The sentence is used wrong proposition place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by in. Thus the correct sentence is *In my bedroom I study everyday.*

5) **At** the desk there are many book. (Student 6)

The sentence is used wrong proposition place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by in. Thus the correct sentence is *In the desk there are many books.*

6) Kitty always maintains clean line by peeing **on** space provided. (Student 10)

The sentence is used wrong proposition place on. The student does not know how to use preposition of place in a sentence. The preposition on should be changed by in. Thus the correct sentence is Kitty always maintains clean line by peeing in space provided.

7) Every rest time I and Kia go to canteen and we eat together **at** the canteen. (Student 13)

The sentence above is incorrect sentence. The sentence is use wrong preposition place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by in. In this sentence, the correct one is *Every rest time I and Kia go to canteen and we eat together in the canteen.*

8) We studying together **at** class. (Student 13)

The sentence is used wrong proposition place at. The student does not understand how to use preposition of place in a sentence. The preposition at should be changed by in. Thus the correct sentence is *We study together in the class*.

9) I take care of him **for** he is 1 month old. (Student 14)

Missformation happens in this sentence because there is use wrong preposition time for. In the sentence preposition at should be changed by since. the student still confused to use

preposition in correct. The correct one is *I take care of him since he is 1 month old.*

10) I start treat Molly **at** 2018. (Student 19)

The sentence is used wrong proposition time at. The student does not know how to use preposition of time in a sentence. The preposition at should be changed by from. Thus the correct sentence is *I start take care of Molly from 2018*

11) My house is located **at** Batuwarno District, Tegiri Village, Galih Hamlet. (Student 20)

The sentence above is incorrect sentence. The sentence is use wrong preposition place at. It showed that the student's address which is not specific, it should be change by in. In this sentence, the correct one is *My house is located in Batuwarno District, Tegiri Village, Galih Hamlet*

12) My father give me because I rank the third in class **at** my school. (Student 22)

The sentence is used wrong proposition place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by in. Thus the correct sentence is *My father gives me because I rank the third in class in my school..*

13) There is no trash and dust **on** my house. (Student 23)

The sentence is used wrong proposition place on. The student does not know how to use preposition of place in a sentence. The preposition on should be changed by in. Thus the correct sentence is *There is no trash and dust in my house.*

14) Located **at** Karangtengah. (Student 25)

The sentence is used wrong proposition place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by in. Thus the correct sentence is *It located in Karangtengah.*

15) Things **on** the house too a lot. (Student 26)

The sentence is used wrong proposition place on. The student does not understand how to use preposition of place in a sentence. The preposition on should be changed by in. Thus the correct sentence is *The things are also a lot in house.*

16) I am study **at** 8A. (Student 28)

The sentence above is incorrect sentence. The sentence is use wrong preposition place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by in. In this sentence, the correct one is *I study in 8A.*

17) My classroom is my favorite room because I am study **at** my classroom. (Student 28)

Missformation happens in this sentence because there is use wrong preposition place at. In the sentence preposition at should be changed by in. the student still confused to use preposition in correct. The correct one is *My classroom is my favorite room because I study in my classroom*.

18) I and my friend usually clean my classroom **on** 07.00. (Student 28)

The sentence is used wrong proposition time on. The student does not know how to use preposition of time in a sentence. The preposition on should be changed by at. Thus the correct sentence is *I and my friend usually clean my classroom at 07.00.*

19) There is one a clock **at** the wall and one globe. (Student 28)

The sentence is used wrong proposition of place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by on. Thus the correct sentence is *There is one a clock on the wall and one globe.*

20) My mother usually put apple **at** the kulkas. (Student 29)

The sentence is used wrong proposition of place at. The student does not know how to use preposition of place in a sentence. The preposition at should be changed by in. Thus the

correct sentence is *My mother usually put apple in the refrigerator.*

2. Classifying the Errors Based on Surface Strategy Taxonomy

The errors are classified based on the surface strategy which consists of omission, addition, misformation, and misordering. By looking at the example above, the types and also the place of errors which are done by the students are known clearly. By looking the frequency of each type of error, it can be known about the areas of language that are difficult for the students. The type of errors in the order of occurrence frequency of the errors means that these areas are more difficult than others.

From the data above, is provided that the eighth grade students in class VIII A of SMPN 1 Batuwarno make some errors in their compositions. The errors are classified based on the surface strategy which consists of omission, addition, misformation, and misordering. The total number error is 45. The distribution of those errors is presented in table 4.1:

Table 4.1: The Number Errors Based on Type of Errors

No	Types of Errors	Number of Errors
1.	Omission	5
2.	Addition	10
3.	Misformation	30
4.	Misordering	-

Total	**45**

As has been stated above that the total numbers of errors are 45, these errors are found in the twenty-nine pieces of students' compositions. From the calculation above, is known that the most of the type of errors in making descriptive text were misformation. Meanwhile, in order to know exactly about the description of errors that are done by each student in this composition and percentages of each student's errors, it can be seen in the table 4.2

Table 4.2. The Students' Number of Error

Students' Number	**Number of Error**
1	2
2	1
3	2
4	1
5	1
6	4
7	1
8	1
9	1
10	1
11	1
12	1
13	2

14	1
15	1
16	1
17	1
18	1
19	1
20	1
21	2
22	3
23	1
24	1
25	2
26	1
27	1
28	5
29	3
Total	**45**

By looking at the table above, it can be known that the number of errors done by the students is quite different. As stated on the previous page that errors are classified into four main categories, namely omission, addition, misformation, and misordering errors. These categories are still divided into six types of errors.

The distribution of errors in each category and in every type of errors and also the frequency would be described in the table 4.3.

Table 4.3 Number of Error in Each Category

No.	Types of Errors	Number of Errors
1	Omission error of preposition place	5
2	Omission error of preposition time	-
3	Addition error of preposition place	8
4	Addition error of preposition time	2
5	Misformation error of preposition place	24
6	Misformation error of preposition time	6
7	Misordering error of preposition place	-
8	Misordering error of preposition time	-
TOTAL		**45**

The table above shows clearly that misformation of preposition place error has the highest frequency of error and misformation errors have the highest number of errors. It means that the most of the errors done by the students are misformation errors.

3. Proportion (Frequency and Percentage) Students' Error in Preposition of Place and Time

After obtaining the data from the students' task, then the writer identified the error and classified them based on Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering. Then, classifying the types of errors and determined the frequency of them. The total numbers of errors are 45 items.

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

Table 4.4 Proportion of Students' Error in Preposition of Place and Time

No	Kind of Error	Frequency	Percentage
1	Omission	5 items	11,11%
2	Addition	10 items	22,22%
3	Misformation	30 items	66,67%
4	Misordering	0	0%
Total		**45 items**	**100%**

4. The Sources of the Error

The researcher analyzes source of error on the theory of Brown (1993: 213), that the learners' errors arise from several possible general sources, namely: Interlingual error, Intralingual errors, Context Learning, and Communicative Strategy. From the data analysis, the researcher only finds two sources of error. Those are interlingual and intralingual errors.

a) Interlingual Errors

Interlingual errors are those by interference of the learners' mother tongue. The students make the errors are caused by the inference coming from the students' native language. Sentence in the target language may exhibit interference from mother tongue.

Almost of the students get faulty in producing sentence because of interlingual error. For Indonesian students, they just translate Indonesian into English without knowing the

grammatical structure first. The researcher finds out that the students transfer Indonesian grammar into English grammar. The students usually translate the grammatical form of the phrase or sentence into the first language to see if similarities exist.

Interlingual errors are errors which occur as a result of transfer from the native language into second language. The students usually transfer the system of mother tongue into the second language. From the data, the researcher found these errors in sentences bellow:

TL: I put my doll near from my pillow

LI: Aku menaruh bonekaku dekat dari bantalku

The form of the sentence above can be accepted in Indonesia, but in English, the sentences have addition of preposition place. Grammatically, there are two prepositions in that sentence. The students do not know the rules of preposition. In the sentence above, the students produce an interlingual error because the target language is still reflected by their native language in the sentence.

b) Intralingual Errors

Intralingual errors are those coming from the structure of the target itself Richard (1974) states that intralingual errors are produced by the user who does not reflect the structure of the mother tongue. Richard (1974) distinguishes the following as

quoted by Ellis (1994:59), they are over generalization, ignore of rule restriction, incomplete application of rule, and false concept hypothesized.

The researcher only finds two types or error. They are overgeneralization and ignorance of rule restrictions.

1) Over Generalization

Overgeneralization is one of the common causes of error in this research. This error arises when the learner creates a deviant structure on the basis of the other structure in the target language. It is generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule. The type of this error is found in the sentence bellow:

- He born on Pare-Pare, South Sulawesi (Student 1)
- I start treat Molly at 2018 (Student 19)
- My home address on Weru RT 02 RW 11 (Student 18)

The sentences above show that the students make generalization in using prepositions. The student apply preposition of time on in a sentence, “He born on Pare-Pare, South Sulawesi” as a result of the material being learned previously. The students assume that the use preposition of time on, in this case, is same as rule of day or date of the

month. It is actually incorrect. It should be in to refer a long period of time, as like year.

The same case also happens in the sentence," I start treat Molly at 2018". The word "2018", in this case, indicates a point of time. It is simply different with the word "2018" which refers a part of the day or time duration. Therefore, it should be from for the best correction. Finally, the use preposition of place on in a sentence "My home address on Weru RT 02 RW 11" is incorrect. In this sentence, the student explains her/his address more specific. So, it should be at.

2) Ignorance of Rule Restriction

It is closely related to generalization, which students fail to apply rules to where they do not apply. For examples:

- I and my friend usually clean my classroom on 07.00. (Student 28)
- I am study at 8A. (Student 28)

From the examples above, the students' errors occurred by applying on and at without paying attention towards the rules. Preposition at and on to refer clock time and to describe the surface of something..

B. Discussions

The goal of writing language is to convey information accurately, effectively, and appropriately. Writing product is necessary to be grammatically correct. Teaching and learning process cannot be free from error and mistake. Based on the phenomena, there are some problems in students' writing skill, especially in writing composition. Although, the students must take writing subject, in fact there are still many students who have difficulties in writing composition.

There are four categories to classify errors. There are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy (Dulay, Burt, Krasen 1982:145). In this research, the researcher uses surface strategy taxonomy to classify errors. This category is one of four error categories that have been based on the linguistic item which is affected by an error.

There are four types of errors in surface strategy taxonomy according to Dulay, Burt, and Krashen, such as Misformation, Misordering, Omission, and Addition. This surface strategy taxonomy of error clarifies the surface elements of language that are altered in specific and systematic ways where the error always occurs.

There are some reasons why the students make errors. First, they are not well trained in making English sentence. Second, they will have not understood the use of the English sentence patterns where they are quite different from Indonesian pattern.

The finding shows that the eighth grade students in class VIII A of SMPN 1 Batuwarno Wonogiri still make some errors in their composition. The total number of error is 45. The researcher finds that misformation error is the dominant type of error that is 30 from the total errors. While, the dominant error of misformation is misformation of place that is 24 errors. It indicated that the students still have difficulties in these areas. By knowing these phenomena, it will be known about some areas that are most likely difficult for the students. Therefore, for the anticipation, the teaching of these difficulties areas should be emphasized.

The highest number of errors that the students made is misformation of place. After analyzing the data, the researcher finds two sources of errors that cause the students' errors. They are interlingual and intralingual error. Interlingual error is caused by the interlingual inference from the native language, the example is I put my doll near from my pillow. While, intralingual error is produced by students who do not reflect the structure of the mother tongue.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors that are usually made by the eighth grade students of SMPN 1 Batuwarno Wonogiri of using preposition place and time in writing descriptive text, and the causes of errors made by the eighth grade students of SMPN 1 Batuwarno Wonogiri of using preposition place and time in writing descriptive text. The conclutions are as follows:

1. The type of errors made by eighth grade students of SMPN 1 Batuwarno Wonogiri of using preposition place and time in writing descriptive text

   Based on Surface Strategy Taxonomy by Dullay (1982:146) and the description in previous chapter, it can be concluded that the eighth grade students of SMPN 1 Batuwarno Wonogiri still made the errors when the students were asked to a descriptive text. The types of errors made by the students on writing descriptive text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After counting the errors, the researcher found 45 totals of errors consisting of 5 errors of omission (11,11%), 10 errors of addition (22,22), and 30 errors of misformation (66,67%). From the data above, it can be seen that misformation error was the highest number of errors made by the students. It was followed by addition error, and omission error as the lowest error.

This finding is similar with Lembayung's finding (2017) in her research with entitle "An Error Analysis of Preposition of Place in Students' Descriptive Text Writing at the First Semester of the Eighth Grade of MTs Yapenbaya Katibung South Lampung in the Academic Year of 2017/2018". She found that the highest percentage in misformation (45%) and the lowest percentage in misordering (5, 83%).

It is also similar with Effendi's finding (2018) with entitle "An Error Analysis on Preposition of Place In, On, and At Used by the Eighth Grade Students at SMPN 3 Batu". She said that the most frequency error made by the students is misformation with 43 errors and the lowest is ommision with 2 errors.

2. The cause of errors made by the eighth grade students of SMPN 1 Batuwarno Wonogiri of using preposition place and time in writing descriptive text

Based on Brown's theory (1994:213) and after analyzing each type of errors found in descriptive text in students writing of the eighth grade students of SMPN 1 Batuwarno Wonogiri, the researcher can find some causes of errors. They are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of users' mother tongue. The users still apply Indonesian pattern into English when they translate the sentences. Then Intralingual transfer occurs when students get difficulty learn the second language. There are three causes of errors in intralingual transfer, namely; errors caused by overgeneralization,

errors caused by ignorance of rule restriction, and errors caused by incomplete application of rules.

B. Implication and Recommendation

The researcher finds that there were still some errors made by the students in using preposition of place and time. Therefore, the researcher wants to give suggestion as follows:

1. To the English teachers

   After knowing the area which the students often make the errors in writing descriptive text using preposition place and time, the teacher should pay more attention to the writing teaching and learning process and also stress on the material in which difficult for students. They may use a new method in teaching learning process.

2. To the students

   Since there are still so many errors made by the students in the use of preposition place and time in writing descriptive text, they should pay more attention to it. The students should learn harder and do exercises related to use preposition of place and time in writing descriptive text. It is also important for them to know their own errors because by knowing their own errors, they will not make similar errors.

3. To the other researcher

   Since this research is far from being perfect, it is hoped that the other researcher can discuss and analyzed the students' errors deeply. Meanwhile, hopefully, this research will be able to be a kind of reference

for them to make further researches in concerning error analysis with deeper analysis and shaper results.

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Appendix 1: Interview in Pre-observation

Interview with the English Teacher

Tempat : SMPN 1 Batuwarno Wonogiri

Waktu : Senin, 23 Maret 2020

Jam : 09.45 WIB

Narasumber (N) : Sri Sulistyarini S.Pd. (Guru Bahasa Inggris SMPN 1 Batuwarno Wonogiri)

Pewawancara (P) : Heni Susanti

P : Selamat pagi bu Lis, bisa minta waktunya sebentar untuk wawancara? saya Heni Susanti Mahasiswa IAIN Surakarta.

N : Selamat pagi juga mbak, iya mbak bisa, mau wawancara apa ya?

P : Sebagaimana izin penelitian yang sudah saya ajukan ke pihak sekolah saya bermaksud untuk meneliti kemampuan writing siswa tentang deskriptif teks pada siswa kelas X ibu, dan bapak kepala sekolah menyarankan saya untuk meneliti kelas yang ibu ampu.

N : Oh, begitu ya mbak, iya mbak boleh saja. Berapa kelas yang akan mbak teliti?

P : Satu kelas saja ibu, oh ya ibu, sebelumya saya mau bertanya, kelas VIII apa saja yang ibu ampu?

N : Kebetulan untuk tahun ini saya mengampu kelas VIII A, B dan C mbak.

P : Kalau boleh mohon sarannya ibu, kelas mana yang boleh saya ikuti untuk penelitian saya ibu? Saya hanya mengambil hasil writing siswa tentang descriptive text ibu.

N : Kalau berkenan dikelas VIII A.

P : Oh, baik ibu, saya berkenan. Sebelumnya kelas VIII A terdiri dari berapa siswa ibu?

N : Kalau tidak salah 29 siswa mbak.

P : Menurut ibu, bagaimana kecakapan siswa kelas tersebut ibu mengenai mata pelajaran Bahasa Inggris bu?

N : Menurut saya, kelas VIII A belum begitu paham tentang bahasa Inggris, ya karena bahasa Inggris kan bukan bahasa sehari-hari kita, jadi masih banyak sekali hal-hal yang harus diperbaiki. Dan pemahaman mereka tentang bahasa Inggris masih sangat minim.

P : Oh seperti itu ya bu, saya kira cukup ini dulu bu, terima kasih sebelumnya ibu.

N : Iya mbak.

P : Terimakasih banyak atas waktunya ya bu.

Interview with the Students Section 1

Tempat : Video Call

Waktu : Sabtu, 19 September 2020

Jam : 10.00 WIB

Narasumber : Dhabitah Herla Caesa (D)

Putri Rahayu (R)

Mila Saputri (M)

Pewawancara (P) : Heni Susanti

P : Assalamu'alaikum adik-adik, maaf ya pagi-pagi mengganggu waktu kalian. Perkenalkan lagi saya Heni Susanti, mahasiswa IAIN Surakarta jurusan Pendidikan Bahasa Inggris.

M : Iya mbak enggak apa-apa.

P : Seperti yang sudah saya beritahu kemarin, saya ingin mewawancarai kalian bertiga mengenai pembelajaran bahasa Inggris.

R : Iya mbak silakan.

P : Terimakasih sebelumnya ya dek. Saya mau tanya dek, menurut kalian apakah pelajaran Bahasa Inggris itu sulit?

M : Sulit mbak. Sering tidak paham.

P : Kenapa? Apakah kurang menarik atau gurunya galak?

D : Bu Lis tidak galak mbak, tapi cara mengajarnya itu kurang, jadi ketika gurunya menerangkan kita asik berbicara sendiri mbak.

P : Kemudian kendala yang lain dalam belajar bahasa Inggris apa saja dik?

R : Kami tidak tahu mbak apa yang guru omongkan soalnya beliau kadang menjelaskan pakai Bahasa Inggris. Kami juga kesulitan ketika memahami cerita atau teks bahasa inggris mbak

P : Kalian kurang menguasai kosa-kata ya makanya kalian tidak tahu?

M : Hehe. Iya mbak, paling tidak bisa kalau disuruh mengartikan bacaan mbak, nyari artinya satu-satu di kamus.

P : Terus bagaimana usaha kalian untuk bisa memahami teks atau cerita bahasa Inggris dik?

D : Hehe. Iya dengan membuka kamus mbak, terus diartikan satu persatu.

R : Kalau saya dengan menghafal kosakata sedikit-sedikit mbak, soalnya males kalau menghafal banyak-banyak.

P : Oh iya dek. Kalian tahu tentang preposition tidak?

M : Gak tau mbak.

D : Apa itu mbak?

P : Preposition itu kalau bahasa Indonesianya kata depan, kayak diatas, didepam, dibelakang, kayak gitu.

R : Oh kata depan to mbak. Kalau bahasa Indonesia saya tau mbak, tapi kalau bahasa Inggris belum tau hehe.

P : Kalau disuruh buat kalimat bahasa Inggris apa yang kalian lakukan?

M : Hmmm…apa ya mbak. Paling buat bahasa Indonesianya dulu baru diterjemahin ke Inggris.

P : Oh seperti itu. Oke dek itu dulu ya dek, makasih ya sebelumnya. Tetap semangat belajar ya.

R, D, M: iya mbak, sama-sama.

Interview with the Students Section 2

Tempat : Video Call

Waktu : Minggu, 13 Desember 2020

Jam : 13.00 WIB

Narasumber : Laely Dyah Utami (L)

Selvia Retno Suryaningsih (S)

Nella Versiana (N)

Agita Putri Septya Rahmawati (A)

Pewawancara (P) : Heni Susanti

P : Assalamu'alaikum adik-adik, maaf ya mengganggu waktu kalian. Perkenalkan nama saya Heni Susanti, mahasiswa IAIN Surakarta jurusan Pendidikan Bahasa Inggris.

L,S,N,A: Wa'alaikumussalam mbak. Iya mbak.

P : Terimakasih ya. Oh iya kan saya kemarin sudah konfirmasi ke kalian kalau saya mau mewanwancarai kalian mengenai pembelajaran bahasa Inggris.

A : Iya mbak silakan.

P : Saya mau tanya dek, menurut kalian apakah pelajaran Bahasa Inggris itu sulit?

S : Sulit mbak, itu pelajaran yang paling susah meurutku.

P : Kenapa dek? Apakah pembelajarannya tidak menarik atau gurunya galak?

S : Tidak galak kok mbak, tapi menurutku cara mengajarnya itu kurang,. Dan malah kurang tegas malahan. Jadi kami malah sibuk bicara sendiri. Tidak mendengarkan beliau berbicara. Hehehe.

P : Kemudian kendala yang lain dalam belajar bahasa Inggris apa saja dik?

L : Banyak banget kendalanya mbak. Kadang aku gak paham apa yang diomongkan beliau. Kalau beliau menjelaskannya lagi dalam bahasa Indoneisa saya baru paham.

S : Iya mbak. Aku aja kalau pas ujian cuma pake aji pengawuran kok. Soalnya bacaannya panjang banget mbak, dan gak paham sama sekali.

P : Terus bagaimana usaha kalian untuk bisa memahami teks atau cerita bahasa Inggris dik?

N : Kalau aku sih dengan membuka kamus mbak, terus diartikan satu persatu. Tapi kalau dirumah pakai google translate.

A : Kalau aku menghafal kosa kata sedikit-sedikit mbak, soalnya males kalau menghafal banyak-banyak. Itu pun yang ngajarin kakakku dirumah. Kalau kakak lagi gak dirumah ya gak belajar mbak.

P : Oh iya dek. Kalian tahu tentang preposition tidak?

L : Apa itu mbak. Aku gak tahu.

S : Apa itu mbak?

P : Preposition itu kalau bahasa Indonesianya kata depan dik, contohnya diatas, didepan, dibelakang, seperti gitu.

N : Oh kata depan to mbak. Kalau pakai bahasa Indonesia aku tau mbak, tapi kalau bahasa Inggris belum tau hehe.

P : Kalau bahasa Inggrisnya itu on, in, at, above, inside, outside, dan lain-lain dik. Pasti kalian sudah dengarkan?

N : Sedikit tau sih mbak, tapi gak tau pengunaannya.

P : Kalau disuruh buat kalimat bahasa Inggris gitu apa yang kalian lakukan?

L : Kalau aku sih paling buat bahasa Indonesianya dulu baru diterjemahin ke Inggris, tapi pakai google translate mbak hehe.

S : Kalau aku sih juga sama mbak. Aku tulis dulu bahasa Indonesianya, baru deh aku terjemahin.

A : Kalau aku sih diajarin kakak dirumah mbak, tapi kadang juga ngandalin google translate sih.

P : Tapi kalian tahu gak kalau grammarnya ada yang salah atau gak sesuai sama struktur bahasa Inggris khususnya penggunaan preposition?

A : Gak tau mbak.

S : Gak tau mbak mbak, kalau aku sih yang penting ngerjain mbak hehe. Padahal aku juga pengen bisa bahasa Inggris mbak.

P : Kalau waktu kemarin dapat tugas untuk membuat paragraph descriptive dari Bu Lis, kalian ngerjainnya gimana?

N : Ya kalau aku sih awalnya bingung mau nulis apa. Terus dapet inspirasi terus aku buat bahasa Indonesinya dulu. Baru deh aku buat bahasa Inggrisnya.

S, L,A : Sama sih mbak.

P : Terus, gimana cara kalian bedain penggunaan on, in , dan at dalam menulis bahasa Inggris?

A : Aku cuma tahu itu artinya di mbak. Kalau kegunaannya sih gak tau ya mbak.

N : Kalau setahu ku sih on itu untuk diatas, kalau in itu kaya dirumah gitu. Kalau at aku gak tau.

L : Itu artinya sama semua ya mbak? Kalau aku sih tak pekein in semua hehehe.

P : Iya itu artinya di semua. Jadi tergantung penggunaannya. Kalau kamu gimana Selvia? Udah tau belum?

S : Gak tau sama sekali mbak hehhe.

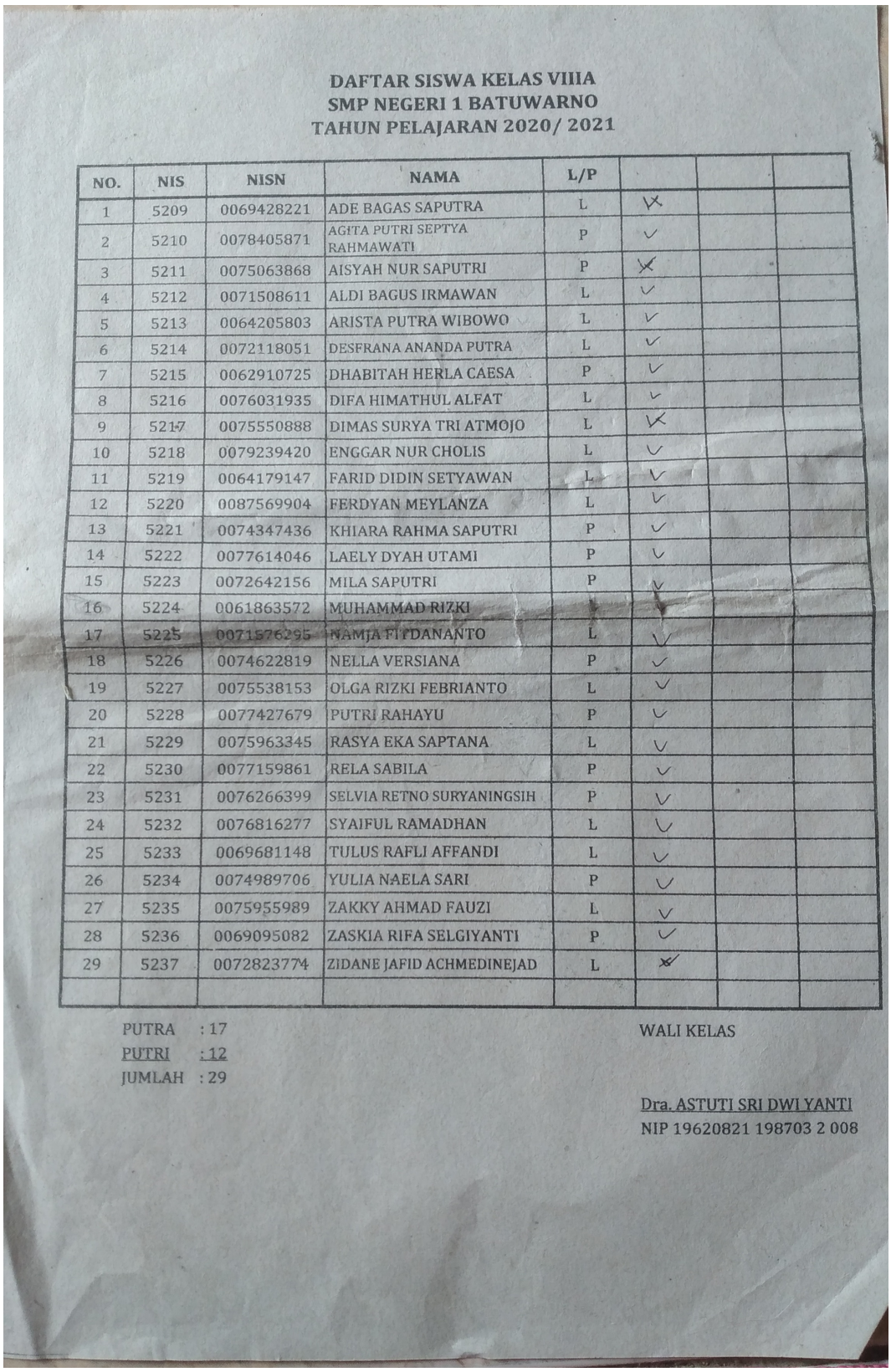
P : Oh yaudah kalau seperti itu ya dik.. Udah dulu ya, makasih ya sebelumnya. Tetap semangat belajar ya. Jangan patah semangat.

L, S, N, A: Iya mbak, sama-sama.

P : Wassalamu'alaikum.

L,S, N, A: Wa'alaikumussalam.

Appendix 2: Name of the students



DAFTAR SISWA KELAS VIIIA
SMP NEGERI 1 BATUWARNO
TAHUN PELAJARAN 2020/ 2021

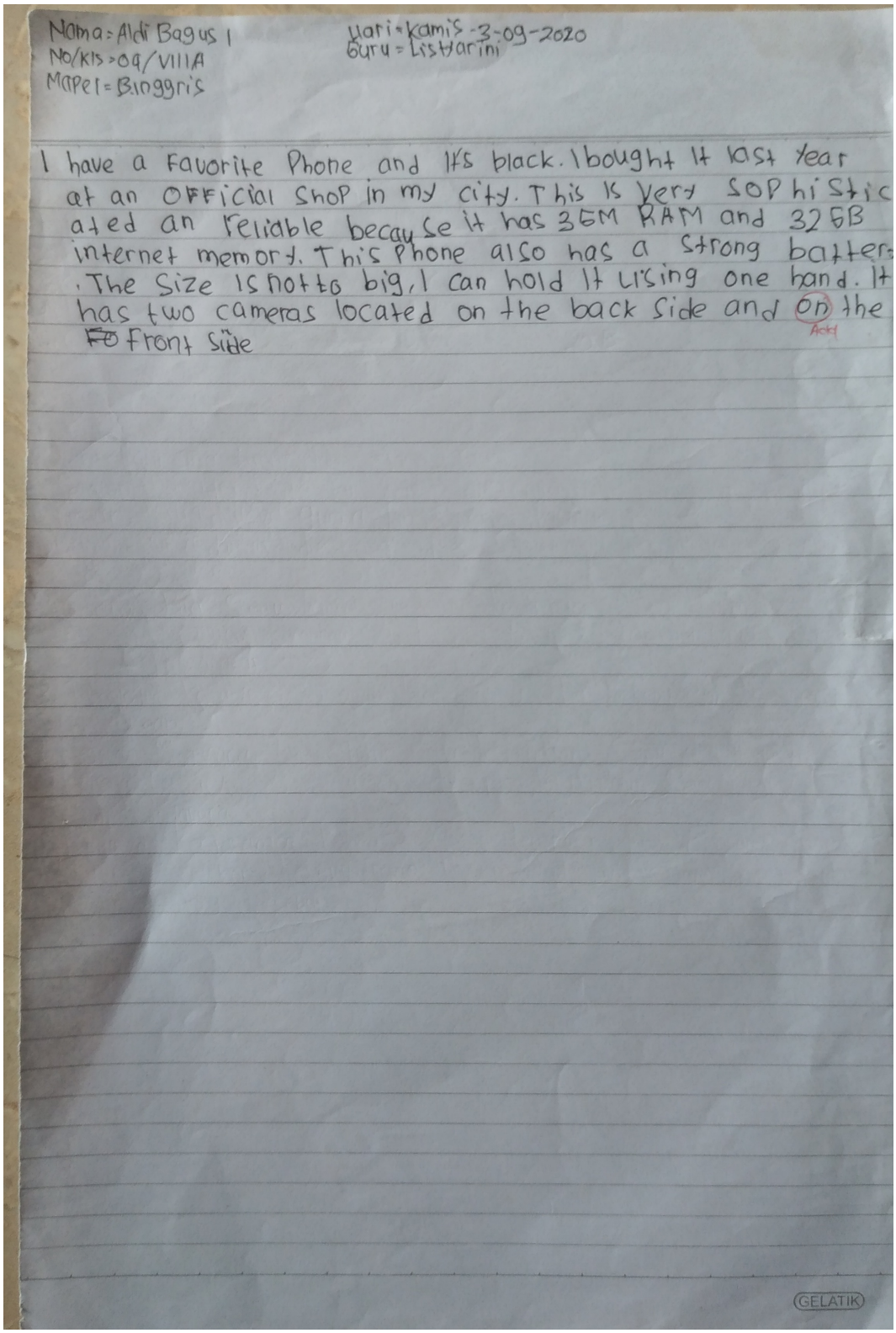
NO.	NIS	NISN	NAMA	L/P			
1	5209	0069428221	ADE BAGAS SAPUTRA	L			
2	5210	0078405871	AGITA PUTRI SEPTYA RAHMAWATI	P			
3	5211	0075063868	AISYAH NUR SAPUTRI	P			
4	5212	0071508611	ALDI BAGUS IRMAWAN	L			
5	5213	0064205803	ARISTA PUTRA WIBOWO	L			
6	5214	0072118051	DESFRANA ANANDA PUTRA	L			
7	5215	0062910725	DHABITAH HERLA CAESA	P			
8	5216	0076031935	DIFA HIMATHUL ALFAT	L			
9	5217	0075550888	DIMAS SURYA TRI ATMOJO	L			
10	5218	0079239420	ENGGAR NUR CHOLIS	L			
11	5219	0064179147	FARID DIDIN SETYAWAN	L			
12	5220	0087569904	FERDYAN MEYLANZA	L			
13	5221	0074347436	KHIARA RAHMA SAPUTRI	P			
14	5222	0077614046	LAELY DYAH UTAMI	P			
15	5223	0072642156	MILA SAPUTRI	P			
16	5224	0061863572	MUHAMMAD RIZKI	L			
17	5225	0071576295	NAMJA FITDANANTO	L			
18	5226	0074622819	NELLA VERSIANA	P			
19	5227	0075538153	OLGA RIZKI FEBRIANTO	L			
20	5228	0077427679	PUTRI RAHAYU	P			
21	5229	0075963345	RASYA EKA SAPTANA	L			
22	5230	0077159861	RELA SABILA	P			
23	5231	0076266399	SELVIA RETNO SURYANINGSIH	P			
24	5232	0076816277	SYAIFUL RAMADHAN	L			
25	5233	0069681148	TULUS RAFLI AFFANDI	L			
26	5234	0074989706	YULIA NAELA SARI	P			
27	5235	0075955989	ZAKKY AHMAD FAUZI	L			
28	5236	0069095082	ZASKIA RIFA SELGIYANTI	P			
29	5237	0072823774	ZIDANE JAFID ACHMEDINEJAD	L			

PUTRA : 17
PUTRI : 12
JUMLAH : 29

WALI KELAS

Dra. ASTUTI SRI DWI YANTI
NIP 19620821 198703 2 008

Appendix 3: Students' Writing Descriptive Text Result



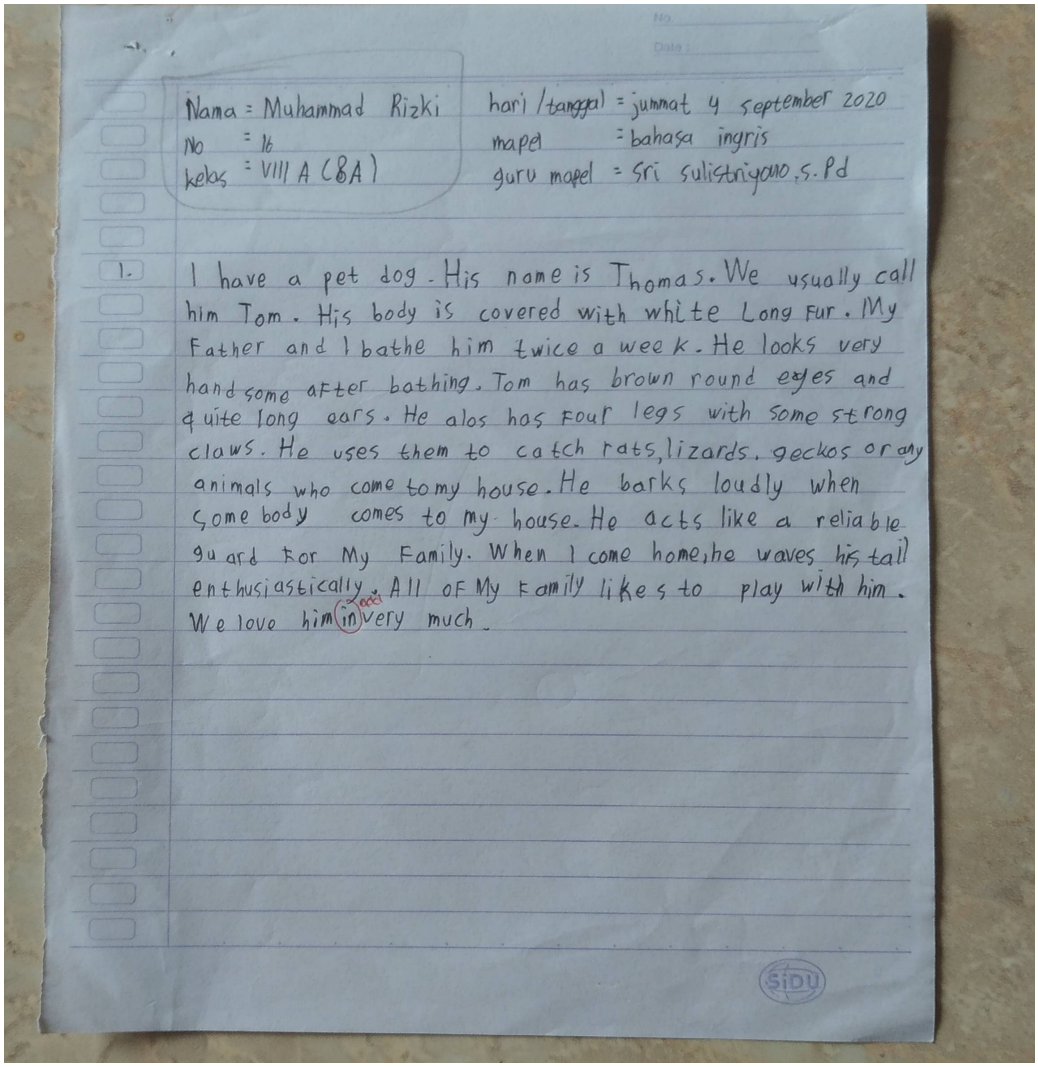
Nama = Aldi Bagus I
No/Kls = 09/VIIIA
Mapel = Binggris

Hari = kamis - 3 - 09 - 2020
Guru = Listyarini

I have a Favorite Phone and it's black. I bought it last Year at an OFFICIAL SHOP in my city. This is very SOPHISTICated an reliable because it has 3GM RAM and 32GB internet memory. This Phone also has a strong batter. The Size is not to big, I can hold it using one hand. It has two cameras located on the back side and on the ~~Fo~~ front side

Acky

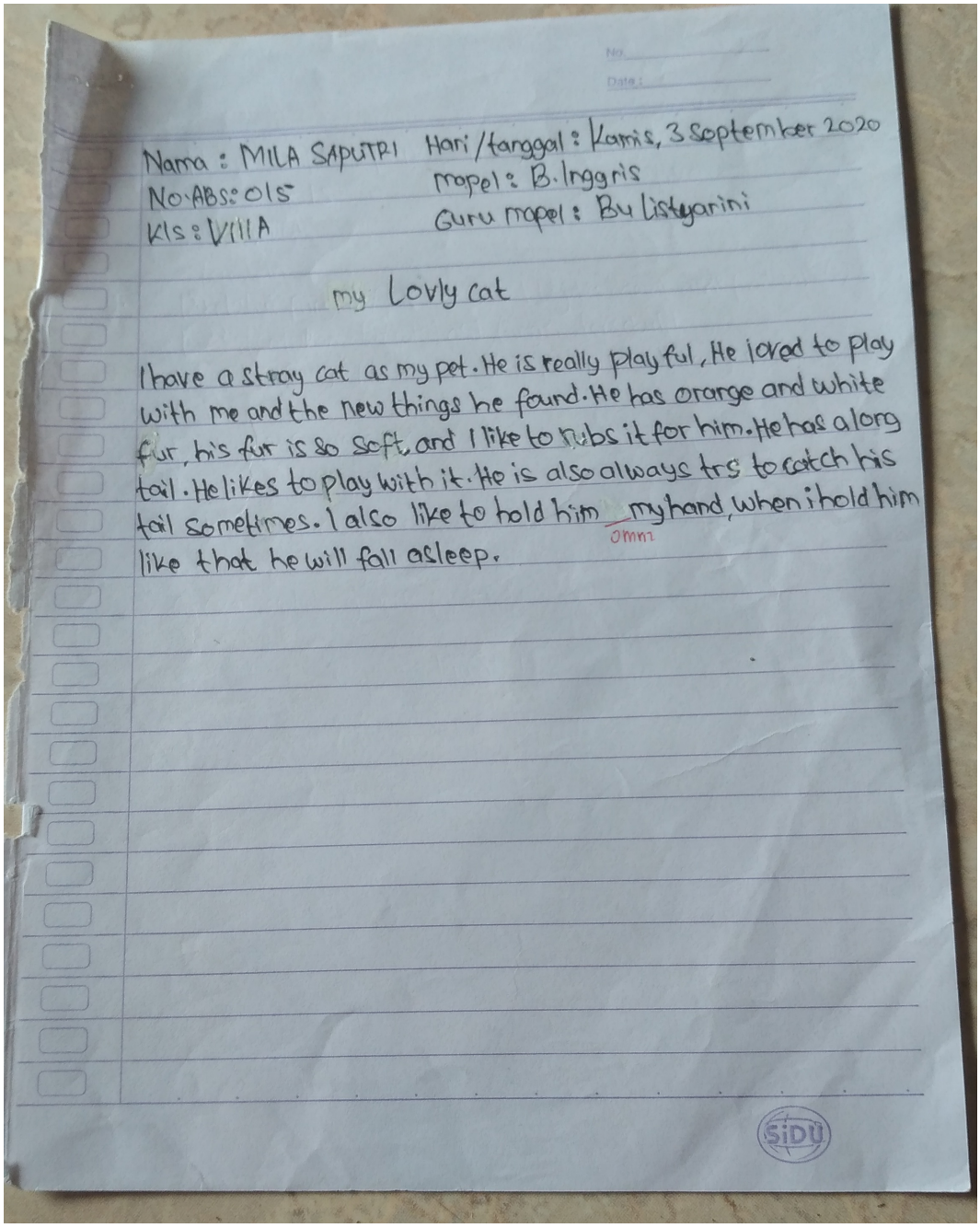
GELATIK



Nama = Muhammad Rizki
No = 16
kelas = VIII A (8A)

hari / tanggal = jumat 4 september 2020
mapel = bahasa ingris
guru mapel = Sri sulistriyono, S.Pd

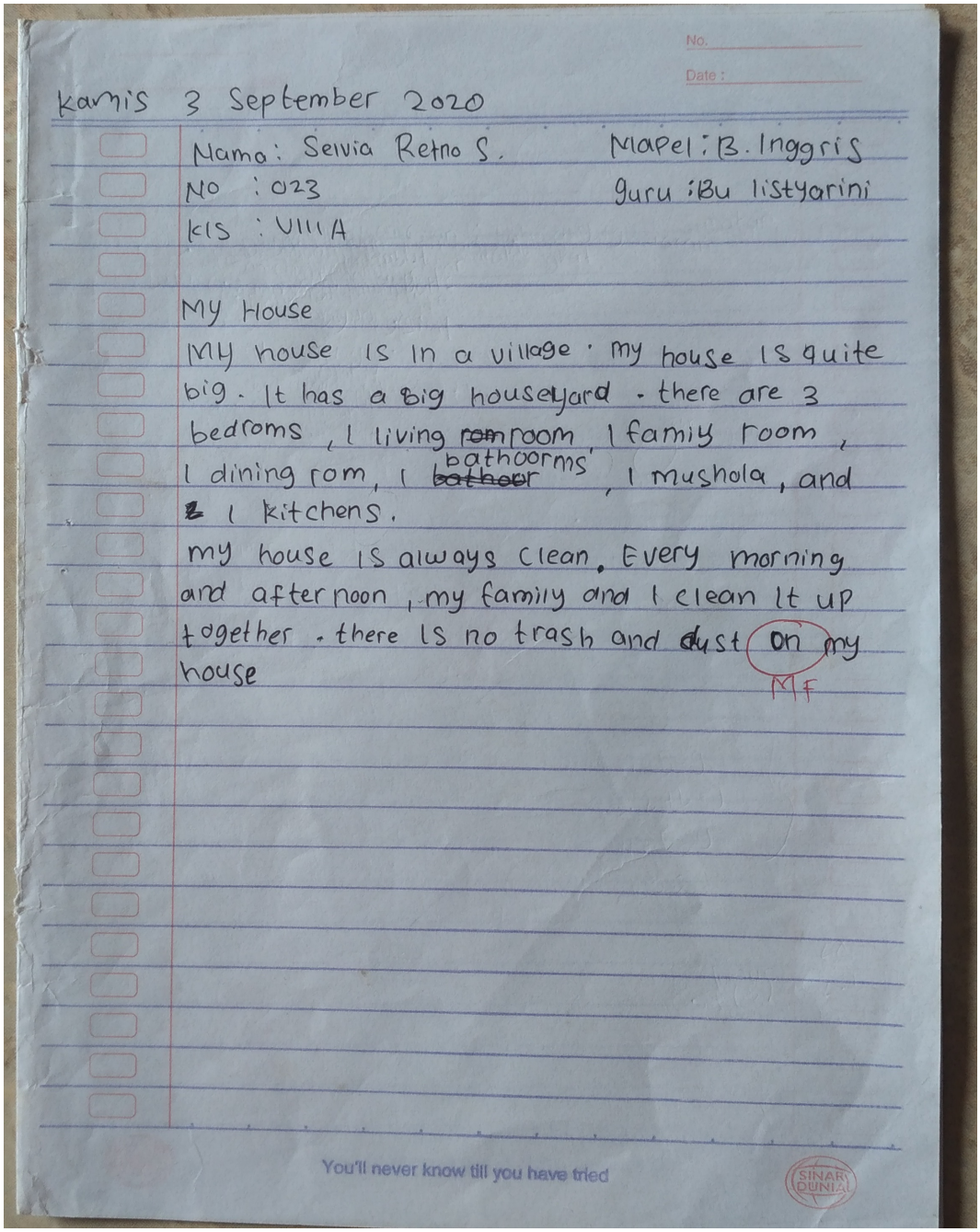
1. I have a pet dog. His name is Thomas. We usually call him Tom. His body is covered with white Long Fur. My Father and I bathe him twice a week. He looks very handsome after bathing. Tom has brown round eyes and quite long ears. He alos has four legs with some strong claws. He uses them to catch rats, lizards, geckos or any animals who come to my house. He barks loudly when somebody comes to my house. He acts like a reliable guard for My Family. When I come home, he waves his tail enthusiastically. All of My Family likes to play with him. We love him very much.



Nama : MILA SAPUTRI Hari/tanggal : Kamis, 3 September 2020
No ABS : 015 mapel : B. Inggris
Kls : VIII A Guru mapel : Bu Listyarini

my Lovly cat

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft, and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him my hand, when i hold him like that he will fall asleep.



No.

Date :

kamis 3 September 2020

Nama : Selvia Retno S. Mapel : B. Inggris
No : 023 Guru : Bu listyarini
Kls : VIII A

My House

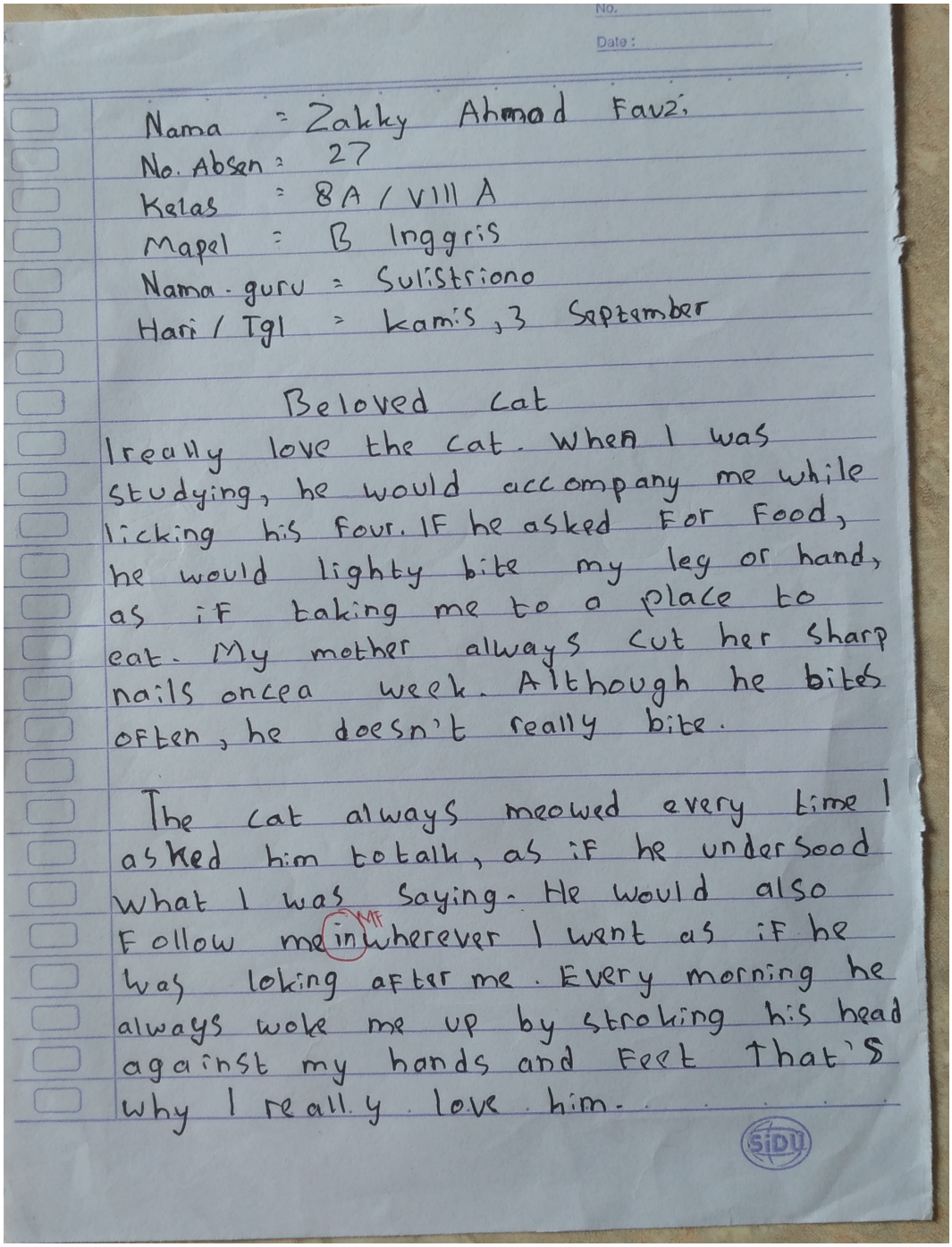
My house is in a village. my house is quite big. It has a big houseyard. there are 3 bedroms, 1 living ~~rom~~room, 1 family room, 1 dining rom, 1 ~~bathoor~~ bathoorms, 1 mushola, and 1 kitchens.

my house is always clean. Every morning and afternoon, my family and I clean it up together. there is no trash and dust on my house

MF

You'll never know till you have tried

SINAR DUNIA



No.
Date :

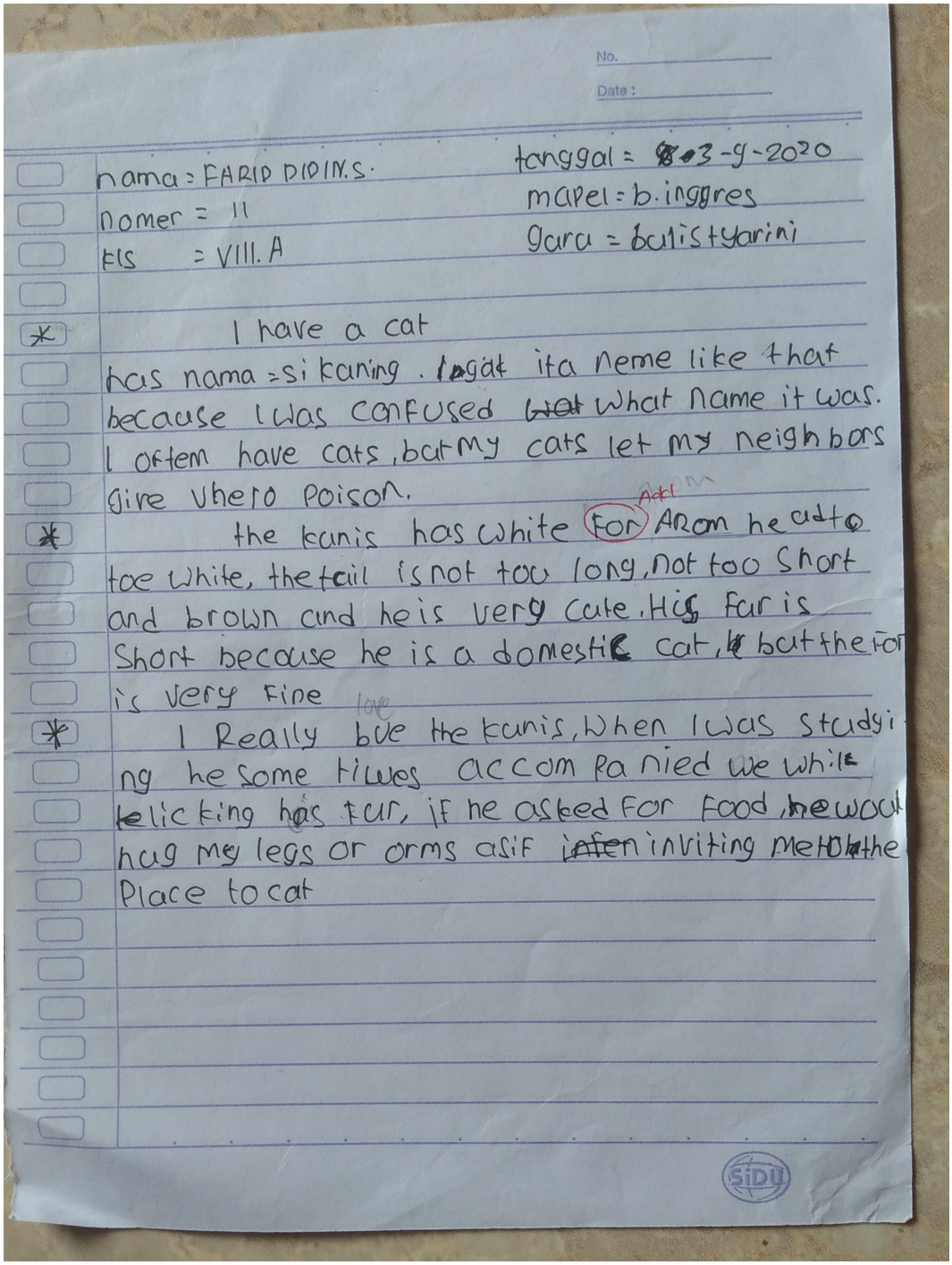
Nama = Zakky Ahmad Fauzi
No. Absen = 27
Kelas = 8A / VIII A
Mapel = B Inggris
Nama guru = Sulistriono
Hari / Tgl = Kamis, 3 September

Beloved Cat

I really love the cat. When I was studying, he would accompany me while licking his four. If he asked for food, he would lightly bite my leg or hand, as if taking me to a place to eat. My mother always cut her sharp nails oncea week. Although he bites often, he doesn't really bite.

The cat always meowed every time I asked him to talk, as if he understood what I was saying. He would also follow me in wherever I went as if he was loking after me. Every morning he always woke me up by stroking his head against my hands and feet That's why I really love him.

SiDU



No.

Date :

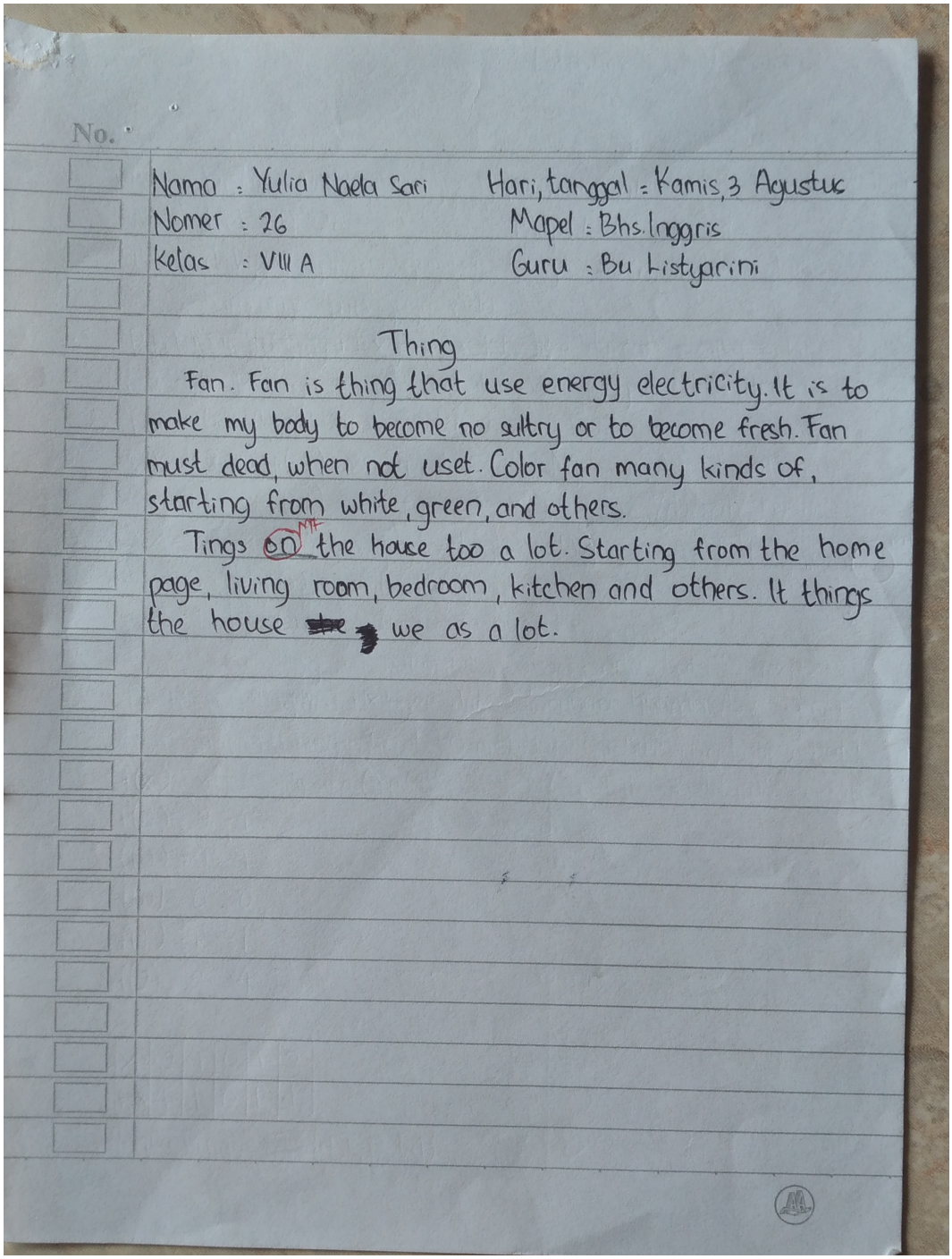
nama = FARID DIDIN.S.
nomer = 11
KIS = VIII. A

tanggal = 3-9-2020
mapel = b.inggres
gara = bulistyarini

* I have a cat
has nama = si kaning. I got ita neme like that because I was confused ~~wat~~ what name it was. I oftem have cats, but my cats let my neighbors give vhero poison.

* the kanis has white for Arom he ad to toe white, the tail is not too long, not too short and brown and he is very cute. His fur is short because he is a domestic cat, but the for is very fine

* I Really bue the kanis, when I was studying he some tiwes accompanied we while licking has fur, if he asked for food, he wout hug my legs or orms asif ~~infen~~ inviting me to the place to cat



No.

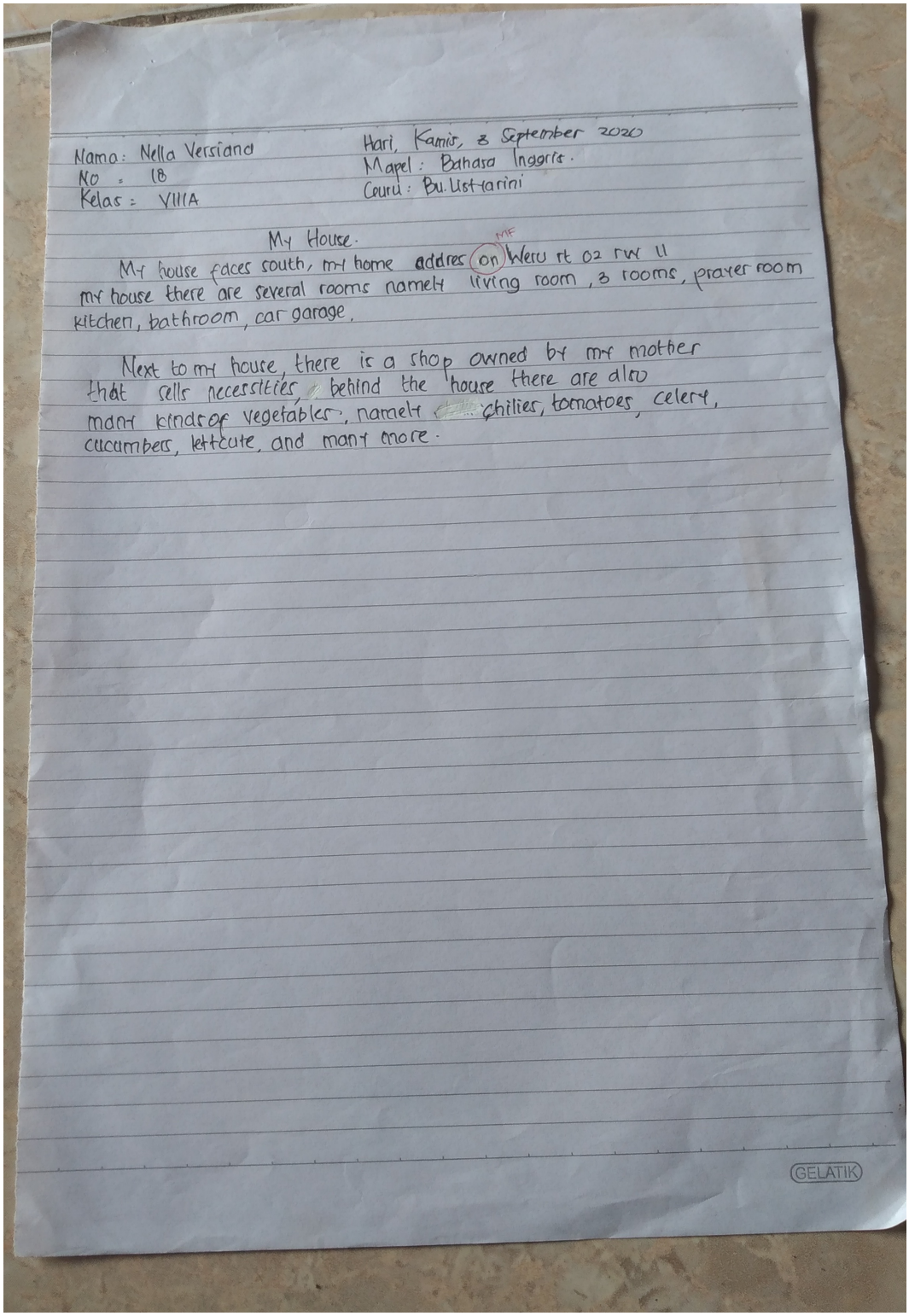
Nama : Yulia Naela Sari
Nomer : 26
Kelas : VIII A

Hari, tanggal : Kamis, 3 Agustus
Mapel : Bhs. Inggris
Guru : Bu Listyarini

Thing

Fan. Fan is thing that use energy electricity. It is to make my body to become no sultry or to become fresh. Fan must dead, when not uset. Color fan many kinds of, starting from white, green, and others.

Tings on the hause too a lot. Starting from the home page, living room, bedroom, kitchen and others. It things the house ~~she~~ we as a lot.



Nama: Nella Versiana
No : 18
Kelas : VIIIA

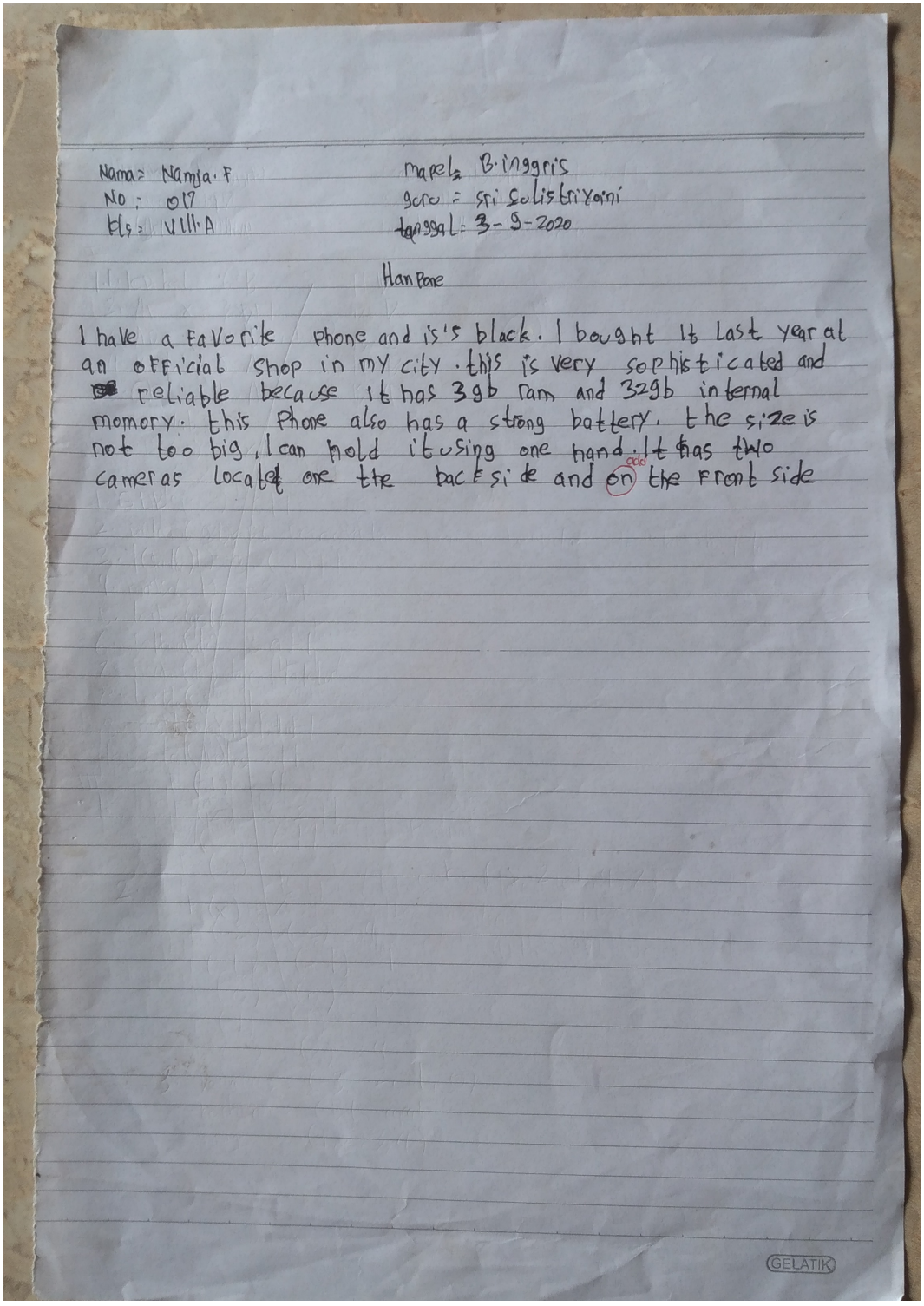
Hari, Kamis, 3 September 2020
Mapel : Bahasa Inggris.
Guru : Bu. Listiarini

My House.

My house faces south, my home addres on Weru rt 02 rw 11 my house there are several rooms namely living room, 3 rooms, prayer room kitchen, bathroom, car garage.

Next to my house, there is a shop owned by my mother that sells necessities, behind the house there are also many kinds of vegetables, namely chilies, tomatoes, celery, cucumbers, lettcute, and many more.

GELATIK

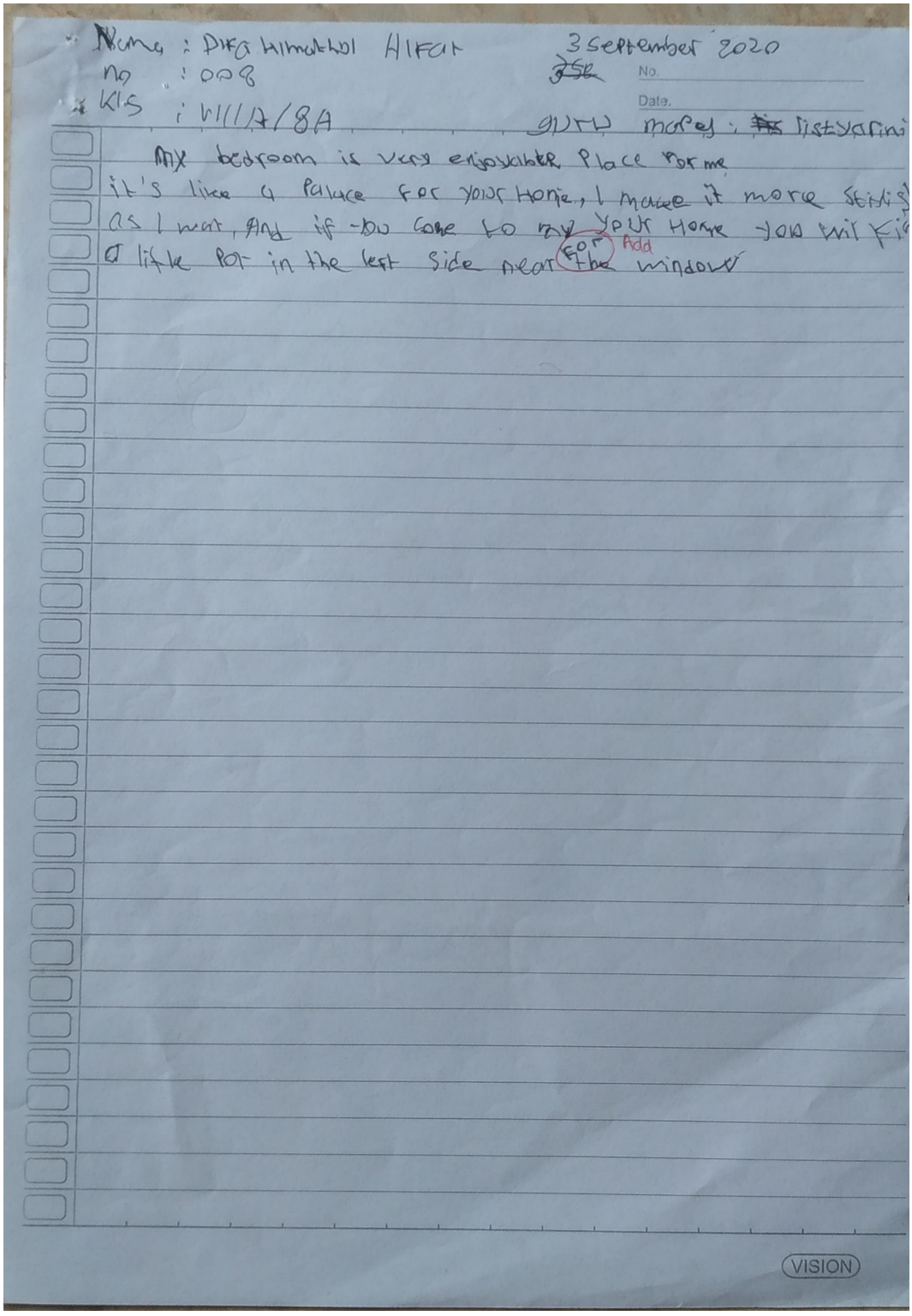


Nama: Namja. F
No : 017
Kls : VIII. A

mapel: B. inggris
guru : Sri Solistriyani
tanggal: 3-9-2020

Han Pone

I have a favorite phone and is's black. I bought it last year at an official shop in my city. this is very sophisticated and reliable because it has 3gb ram and 32gb internal memory. this phone also has a strong battery. the size is not too big, I can hold it using one hand. It has two cameras located one the back side and on the front side



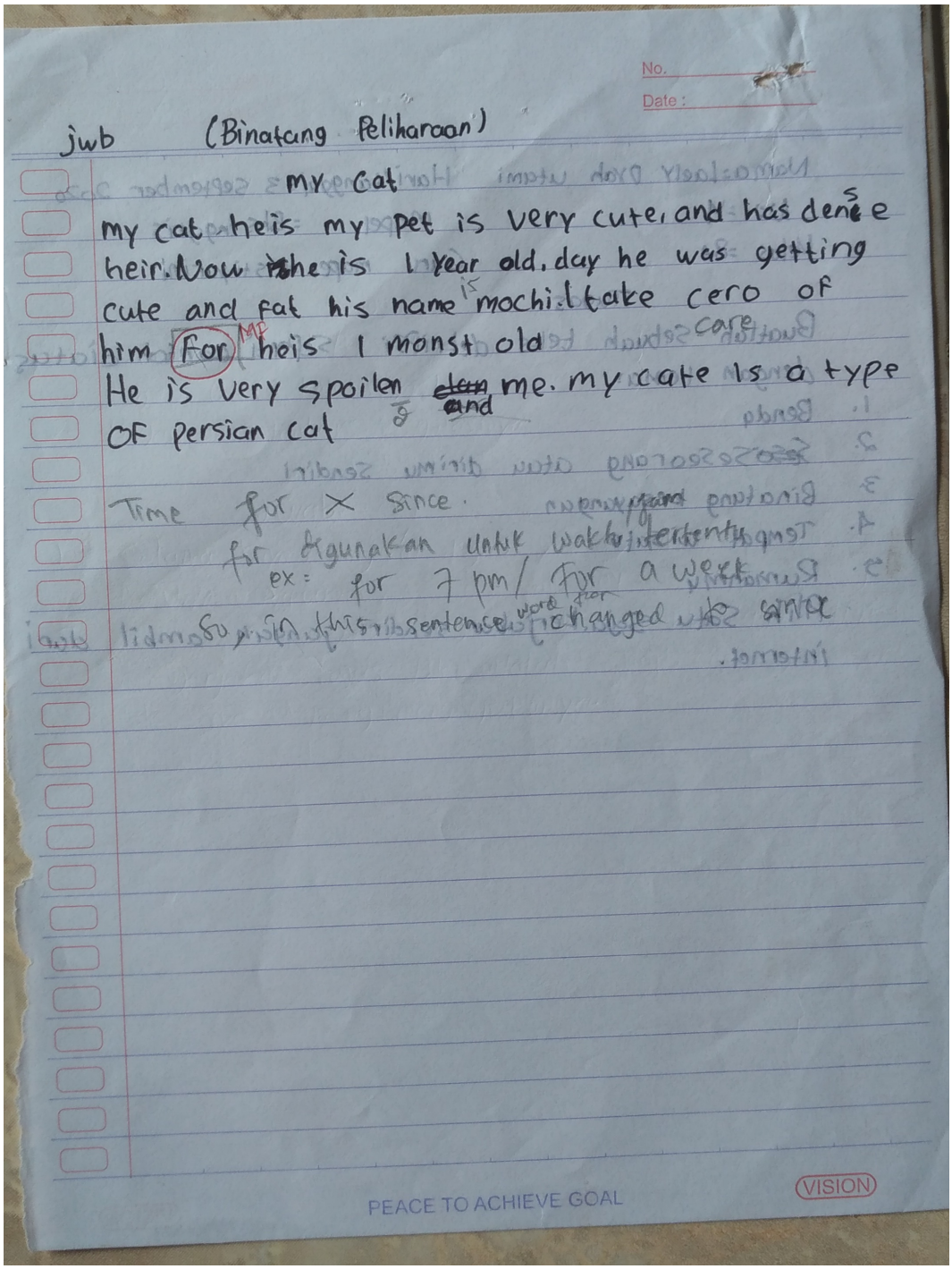
Name : Difa Himathul Hifat 3 September 2020
no : 008
KIS : VIII A/8A

guru mapel : listyarini

My bedroom is very enjoyable place for me
it's like a palace for your home, I make it more stylish
as I want, and if you come to my your home you will fi
a little pot in the left side near for the window

Add

VISION



No.
Date :

jwb (Binatang Peliharaan)

my cat

my cat heis my pet is very cute, and has dense heir. Now ~~he~~ he is 1 year old. day he was getting cute and fat his name is mochi. I take cero of him For MP heis 1 monst old care
He is very spoilen ~~dan~~ and me. my cate is a type of persian cat

Time for X since.
for digunakan untuk waktu tertentu
ex: for 7 pm / for a week
So, in this sentence word for changed to since

PEACE TO ACHIEVE GOAL

VISION

Date:

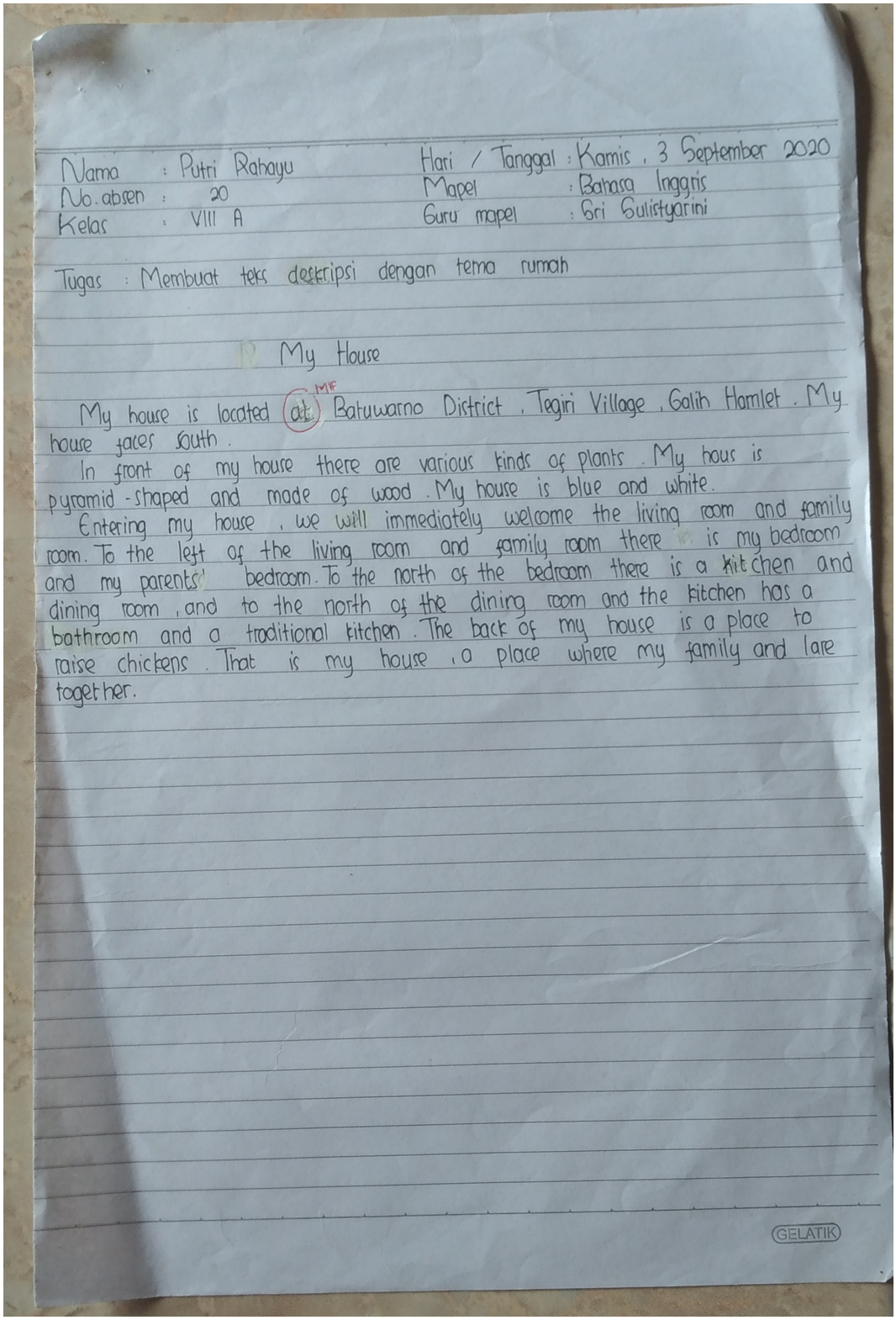
Nama : Rasya Eka Saptama
No : 21
Kls : VIII A / 8 A

Tanggal : 3-9-2020
Mapel : B. Inggris
Guru : Bu Listyarini

Raja Ampat

Raja Ampat is one of popular places in Papua, Indonesia. This place will show you an exotic view of Eastren Indonesia. Raja Ampat is well-known place for sea activities like free diving and snorkling and it will offer you adorable and beatiful underwater views. In the other sides, thing place is become a habitat of half of world's fish species.

on the other hand,



Nama : Putri Rahayu
No. absen : 20
Kelas : VIII A

Hari / Tanggal : Kamis, 3 September 2020
Mapel : Bahasa Inggris
Guru mapel : Sri Sulistyarini

Tugas : Membuat teks deskripsi dengan tema rumah

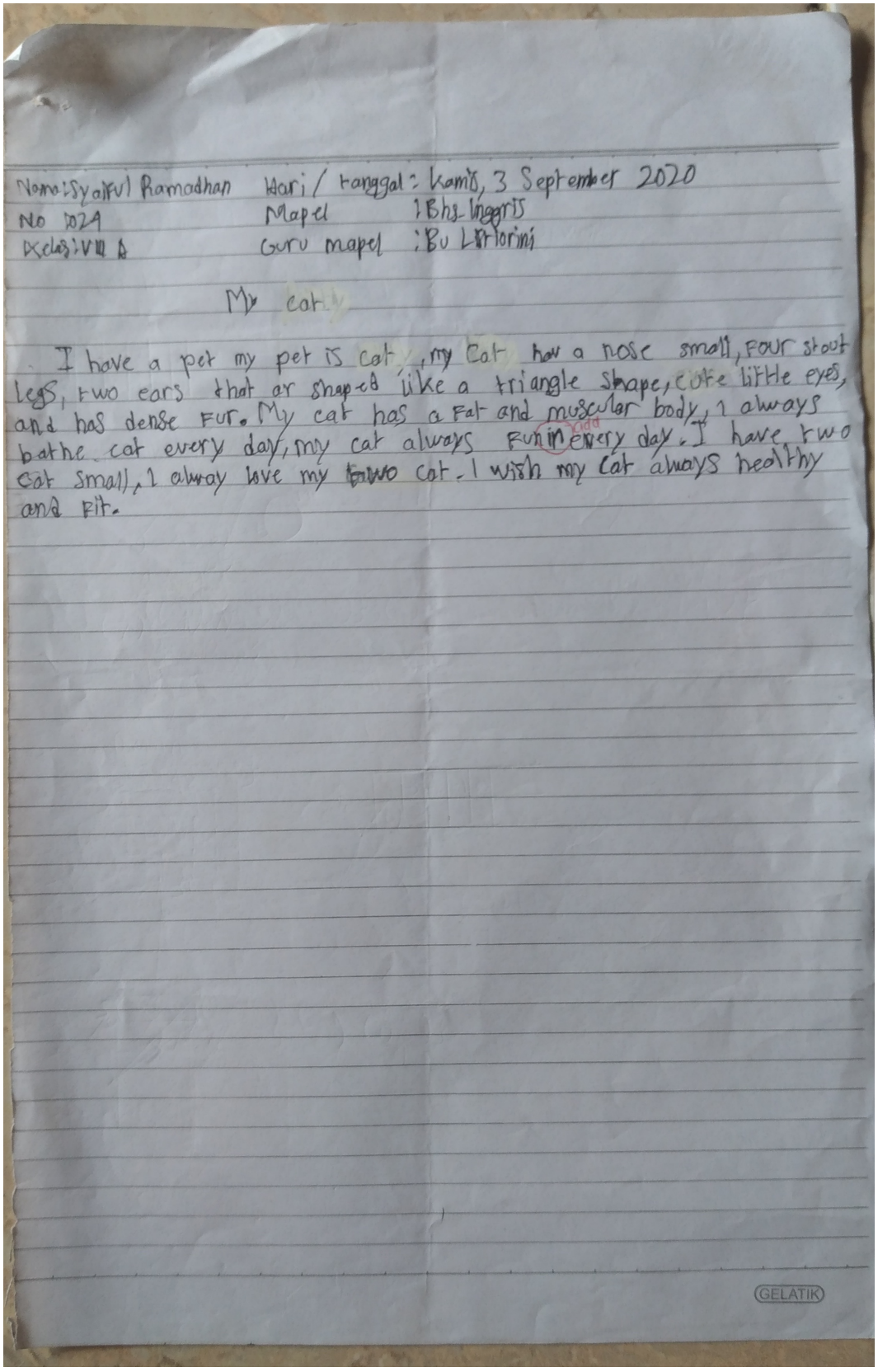
My House

My house is located at Batuwarno District, Tegiri Village, Galih Hamlet. My house faces south.

In front of my house there are various kinds of plants. My hous is pyramid-shaped and made of wood. My house is blue and white.

Entering my house, we will immediately welcome the living room and family room. To the left of the living room and family room there is my bedroom and my parents' bedroom. To the north of the bedroom there is a kitchen and dining room, and to the north of the dining room and the kitchen has a bathroom and a traditional kitchen. The back of my house is a place to raise chickens. That is my house, a place where my family and lare together.

GELATIK



Nama : Syaiful Ramadhan Hari / tanggal : Kamis, 3 September 2020
No 1024 Mapel : Bhs. Inggris
Kelas : VIII A Guru mapel : Bu Lestorini

My cat

I have a pet my pet is cat, my cat hav a nose small, four stout legs, two ears that ar shaped like a triangle shape, cute little eyes, and has dense fur. My cat has a fat and muscular body, I always bathe cat every day, my cat always fun in every day. I have two cat small, I alway love my ~~two~~ cat. I wish my cat always healthy and fit.

Appendix 4: The Calculation Percentage Types of Errors

1. Omission Errors

   P = 5/45 x 100%

   = 0.1111 x 100%

   = 11.11%

   The percentage of omission errors are 11.11%

2. Additions Errors

   P = 10/45 x 100%

   = 0.2222 x 100 %

   = 22.22 %

   The percentage of omission errors are 22.22 %

3. Misformation Errors

   P= 30/45 x 100%

   =0.6667x 100%

   = 66.67 %

   The percenatage of misformation errors are 66.67%

4. Misordering Errors

   P= 0/45 x 100%

   = 0 x 100 %

   = 0%

   The percentage of misordering errors are 0%%

Appendix 5: Lesson Plan

RENCANAPELAKSANAA PEMBELAJARAN

(RPP)

A. Identitas

Nama Sekolah : SMPN 1 Batuwarno

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/ 1

Skill : Menulis (Writing)

Alokasi Waktu : 2 x 40 menit

Tahun Pelajaran : 2020 / 2021

B. Standar Kompetensi

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

C. Kompetensi Dasar

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

D. Indikator

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

E. Tujuan Pembelajaran

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

F. Metode Pembelajaran

Note – Taking alone, Diskusi

G. Prosedur Pembelajaran

1. Pendahuluan
    a. Memberi salam
    b. Berdoa (Optional)
    c. Mengecek kehadiran siswa
    d. Mereview palajaran sebelumnya
    e. Mengetengahkan topik pelajaran
    f. Menjelaskan tujuan pelajaran
    g. Menjelaskan manfaat pelajaran
2. Kegiatan Inti
    a. Siswa membaca contoh teks descriptive
    b. Siswa mencari kata-kata yang sulit
    c. Siswa menemukan arti kata yang sulit
    d. Siswa mempelajari tujuan komunikatif dan langkah retorika teks descriptive
    e. Siswa menulis teks descriptive
3. Penutup
    a. Meringkas pelajaran
    b. Melakukan refleksi

c. Menyiapkan pelajaran yang akan datang

d. Memberi salam penutup

H. Media Pembelajaran

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

I. Sumber Belajar

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

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

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

J. Penilaian

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

Mengetahui: Wonogiri, September 2020

Guru Pembimbing Mahasiswa

Sri Sulistiyarini Heni Susanti

LAMPIRAN 1: MATERI PEMBELAJARAN

A. Contoh teks descriptif

MY BEDROOM

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

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

Lampiran 2: Alat Penilaian

A. Instrumen

Exercise!

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

B. Scoring Rubric

Penilaian akan dilakukan dengan menggunakan scoring rubric dibawah ini:

1. Skor untuk Organisasi teks : 5-20
2. Skor untuk Content teks : 5-20
3. Skor untuk Grammar teks : 5-20
4. Skor untuk Vocabulary teks : 5-20
5. Skor untuk Mechanic teks : 5-20

Skor Akhir : Organization+Content+Grammar+Vocabulary+Mechanic

Appendix 6: Syllabus

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti:

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda,	**Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda** ***Fungsi sosial*** Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional

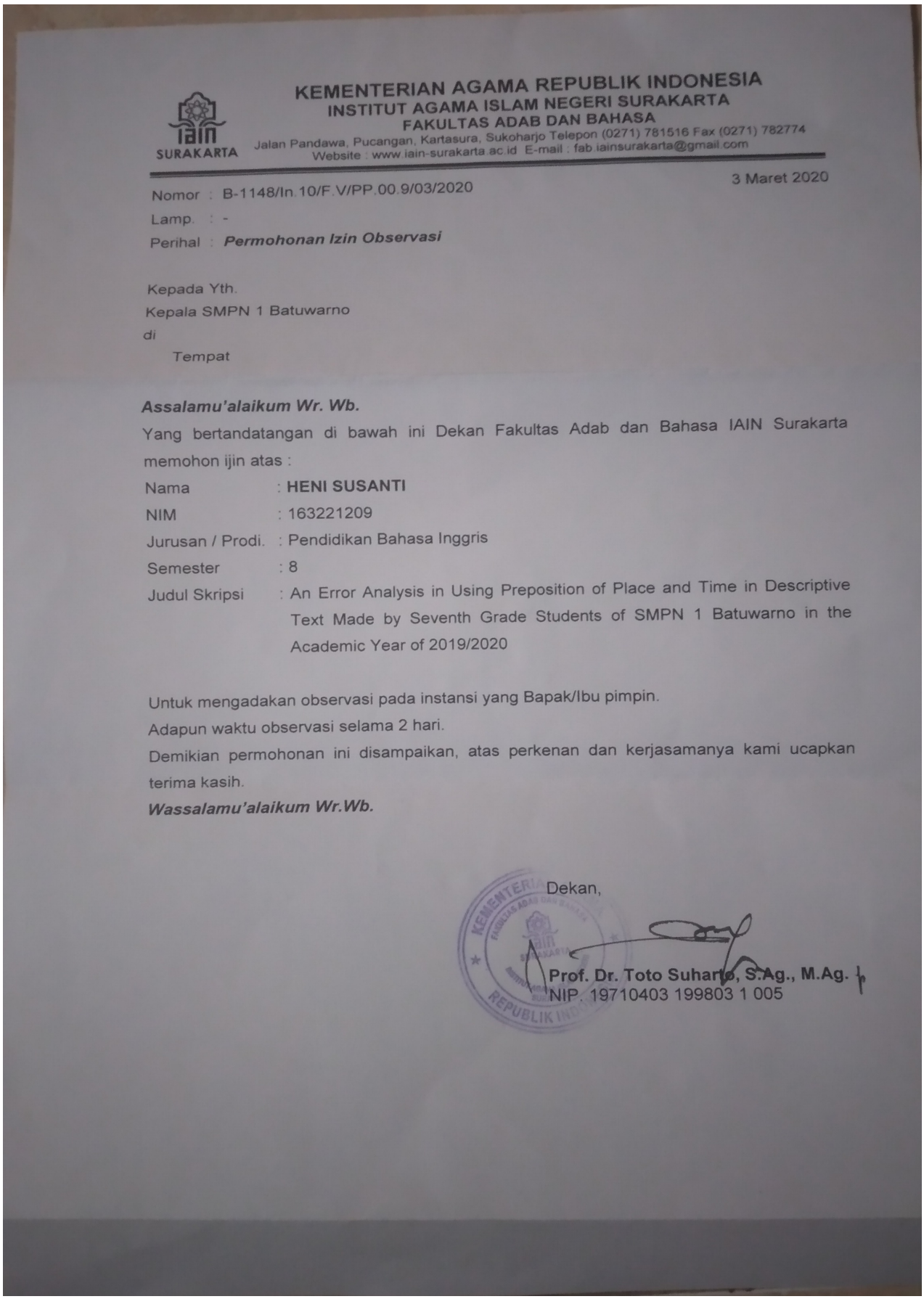
Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pendek dan sederhana, sesuai dengan konteks penggunaan nya . 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	***Struktur text* (gagasan utama dan informasi rinci)** a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat. ***Unsur kebahasaan*** *(1)* Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*). *(2)* Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst. *(3)* Kata sifat tentang orang, binatang, benda dalam	mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.	dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks		dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*. *(4)* Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower* *(5)* Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll. *(6)* Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal *(7)* Ucapan, tekanan kata, intonasi *(8)* Ejaan dan tanda baca *(9)* Tulisan tangan ***Topik*** Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa,	• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari	deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam	komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. **Portofolio** • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang,		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes		

Appendix 7: Research Verification Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI SURAKARTA
FAKULTAS ADAB DAN BAHASA
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Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-1148/In.10/F.V/PP.00.9/03/2020
Lamp. : -
Perihal : ***Permohonan Izin Observasi***

3 Maret 2020

Kepada Yth.
Kepala SMPN 1 Batuwarno
di
Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa IAIN Surakarta memohon ijin atas :

Nama	: **HENI SUSANTI**
NIM	: 163221209
Jurusan / Prodi.	: Pendidikan Bahasa Inggris
Semester	: 8
Judul Skripsi	: An Error Analysis in Using Preposition of Place and Time in Descriptive Text Made by Seventh Grade Students of SMPN 1 Batuwarno in the Academic Year of 2019/2020

Untuk mengadakan observasi pada instansi yang Bapak/Ibu pimpin.
Adapun waktu observasi selama 2 hari.
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005