



**AN ERROR ANALYSIS OF THE USE OF PREPOSITIONS IN STUDENT'S
DESCRIPTIVE TEXT IN WRITING OF THE EIGHTH YEAR STUDENTS IN
MTS SWASTA AL-JUMHURIYAH SEI ROTAN**

THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of State Islamic
University North Sumatera Medan as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

By:

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2021



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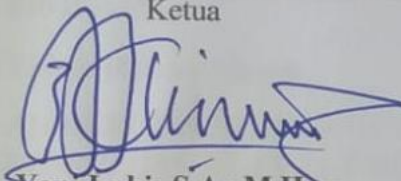
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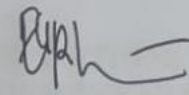
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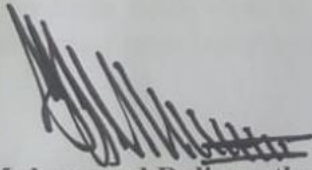
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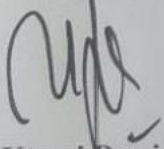

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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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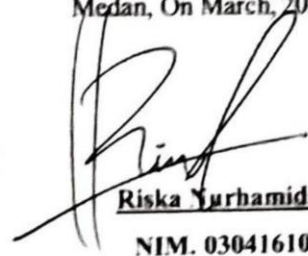
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ABSTRACT



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Key Word: *Error Analysis, Prepositional Place, Descriptive Text*

The objective of this research is to identify the types of students error in using prepositional place in descriptive text that made by eight grade students of MTS Swasta Al-Jumhuriyah Seirotan, to identify the cause of students make error in using prepositional place. That most of students did not pay attention about using prepositional correctly in sentence. This research is qualitative research. The object of research show there are four types error made by students, omission, addition, misordering, and misformation. Based on the data, the frequency of student's error in using prepositional place is mostly occurred in prepositional in place in with 35 errors. The second is prepositional on with 14 errors. The third is prepositional place at with 12 errors.

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CHAPTER I INTRODUCTION

A. Background of The Study

Language is a very important in human life for communication within each other that makes it easy to get along. With language, we are able to express our feelings, our thoughts, and our experiences with others.¹ Without language human society would not be possible. It means that language is mean of human effort to carrying out their activities although human being process of speak language, unfortunately, it has not been particularly easy for them to say what it is.

English as an international language is very important to make communication among people all over the world. Broughton say, learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.² It is used in many field such as economy, education, art, and technology. That is why English is learned in Indonesian schools, from elementary until university. According to Brown (1980:77) language as a system of communication by sound, spreading though the organ of speech and hearing, among members of given community, and using vocal symbols posing arbitrary conventional meaning.

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

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْأَوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And among the signs of his power is the creation of heaven and the earth, and the variation in your language and your colours. Verily in that are sign for those who know.”³

“Dan diantara tanda-tanda (kebesaran)-Nya ialah penciptaan langit dan bumi, perbedaan bahasamu, dan warna kulitmu. Sungguh, pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.”

¹ Siti Zubaidah,(2015). *Contractive and error analysis*, (Medan), p.21

² Geoffrey, Broughton et.al,(2003). *Teaching English as a Foreign Language*, (Paris: Routdelge Education Books, p.7

³ Kementrian Agama Republik Indonesia. *QuranWeb*. Retrieved from (<https://risalahmuslim.id/quran/ar-rum/30-22/>), Accessed at 06 August 2020

Writing is one of the main skills that plays an important role. Writing is a language skill that language producing and therefore often referred to as skill.⁴ Writing is one of skills that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas, said Rahma Fitriani in her journal.⁵ Based on the previous explanation it can be concluded that writing is important because students can express their ideas, thought, and arguments through sentence. In fact, many students have difficulty writing. There are some mistakes made by students in writing. It is because of students inaccuracies in their writing and also because of students inability. Error conducted by students mainly about preposition.

According to Lindstromberg, prepositions are traditionally classified into three categories: prepositional place, of direction (or motion or movement) and of time. Preposition has two function the first is to connect the noun (all type of noun) to the rest of sentence. The second is to specify the preposition of the noun (persons or object).⁶ That means prepositions are links that connect words and also prepositions that show the relationship between the nouns that follow it and one of the basic sentence element : subject, verb, object or compliment.

Student learn foreign language will certainly find difficulty, such as they learn an English. Grammar is an important aspect in learning language because grammar will help learners to write word and sentence correctly. According to Craig Hancock, Grammar is the natural inherent meaning making system of the language, a system that governs the way words come together to form meaning, grammar is also the study of that system, the various theories or perspectives that attempt to understand and describe it.⁷ Grammar has an important part that is part of speech. Part of speech has an important part that several kinds, one of them is preposition. In Indonesia, a lot of student has difficulties and make errors in using English prepositional place. They often encountered difficulties in translating Indonesian preposition “*di*” into English. For

⁴ Jeremy, Harmer,(2000). *The Practice of Language Teaching*,(New York: Longman Publishing,p.16

⁵ Rahma, Fitriani ,(2008), *Cultural Influence on Students' Perceptions of Written Feedback in L2 Writing*. Journal of Foreign Language and Teaching Learning.3(1),p.1

⁶ Marcella Frank.*Opcit*,p.171

⁷ Craig, Hancock,(2005). *Meaning-Centered Grammar*,(London: Equino),p6.

example, they often say, “ *Budi lives at Medan*” (false), the true sentence is “ *Budi lives in Medan*”. They often say “*my hat is on the box*”(false), the true sentence is “ *my hat is in the box*”.

The previous research done by Fungky Maramis, discusses about preposition errors found in the descriptive writing.⁸ In this research, the researcher was found the types of errors on the use prepositions, the types of prepositions on which the errors in descriptive writings were errors of substitution (72,44%), followed by errors of addition at the second place (19,68%) and errors of omission at the last place (7,88%). The writer found that those errors occurred in the four types of prepositions with prepositions of other semantic relationship as the most problematic preposition (71,65%), followed by prepositions of position (18,11%), preposition of time (7,88%), and preposition of direction as the last problematic preposition (2,36%). Then, the result of source of errors found by the writer showed that the most frequent sources of errors are L1 interference (48,51%), followed by ignorance of the rule restrictions (29,10%), false concepts hypothesized (20,90%), and overgeneration (1,49%).

In English lesson especially about writing and understand words sentence, student not really understand about it. Based on the observation in MTS Swasta AL-JUMHURIYAH SEI ROTAN , the researcher found placement errors of preposition, when the students do exercises on prepositions material. So, that is why the researcher would like to take the title “**AN ERROR ANALYSIS OF THE USE OF PREPOSITIONS IN STUDENT’S DESCRIPTIVE TEXT IN WRITING OF THE EIGHTH YEAR STUDENTS IN MTS SWASTA AL-JUMHURIYAH SEI ROTAN**”

⁸Fungki, Maramis, *Preposition Errors Found in The Descriptive Text Writings on Mei 2013*, Edition, Bachelor Thesis in English Education Study Program Faculty of Teacher Training and Education Widya Mandala Catholic University of Surabaya, p8

B. The Formulation of Problems

1. What are types of errors made by students in using prepositional place in writing descriptive text?
2. What are the cause of errors made by students in using prepositional place in writing descriptive text?
3. What are the solutions of the errors made by students in using prepositional place in writing descriptive text?

C. The Objective of Study

1. To find out the types of errors made by students in using prepositional place in writing descriptive text.
2. To find out the cause of errors made by students in using prepositional place in writing descriptive text.
3. To find out the solutions of the errors made by students in using prepositional place in writing descriptive text.

D. The Significant of Study

The result of this study must be useful for:

1. The teacher

The result of this research is hoped to help English teacher know the student's ability in comprehending the rules preposition. They are also expected to know the errors made by the students in using preposition of place and teacher pay attention to it. They can predict the students difficulties, and help them to solve the problem in order that its result will be better.

2. The student

After reading the result of this research, the students know their errors in using preposition. The students are expected to be able to avoid the same errors when they write in the future time.

3. The readers

It hopes can give more information and contributes the knowledge

E. The Limitation of Study

The writer focused on the error analysis of prepositional place for the point itself categories (in, on at) and function. The researcher also limits the factors that cause the interferences in learning it.

CHAPTER II TEORITICAL FRAMEWORK

In conducting research theory is needed to explain some of the concepts applied in research. The writer will explain the theoretical framework which includes the notion of error analysis, the differences between errors and mistake, the source of errors and the explanation about preposition. This term must be clarified to avoid confusion between the writer and the reader.

A. Error and Error Analysis

1. Error

Error is one of the things that occur in the language learning process. As well as in learning English, the most student will make error. Valentinus Rido says when the children learn mother tongue, sometimes the use improper pronouns, ambiguous words or incorrect word formation.⁹ According to Brown, an error is noticeable grammar from the adult grammar from native speaker, reflection the interlanguage competention of learners.¹⁰ In this case, errors have also played an important role in the process of language learning acquisition. Most people are wrong because they cannot correct even if their mistakes have to be pointed out. As result, they are unable to correct their own mistakes. As Allah says in Al-Qur'an (QS. Al- Baqarah: 12)

أَلَا إِنَّهُمْ هُمُ الْمُفْسِدُونَ وَلَكِنْ لَا يَشْعُرُونَ

“Unquestionably, it is they who are the corrupters, but they perceive (it) not.”¹¹

“Ingatlah sesungguhnya merekalah yang berbuat kerusakan, tetapi mereka tidak menyadari.”

⁹Valentinus, Rido, (2000). *Types Of Correction Supporting the Learner-Centered Learning in English Classes*, (New York: Addison Wesley Longman,p.218

¹⁰ H. Douglas, Brown,(2000). *Principle of Language and Teaching*.(Longman:San Fransisco State University,p.165

¹¹Ibid, (<https://risalahmuslim.id/quran/al-baqarah/2-12/>),Accessed at 06 August 2020

2. Error Annalysis

Error analysis is tool help the researcher checked the grammatical error that made by students. According to Brown, error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.¹² It is important to analyze students' errors, as an aspect of performance or production, when they are learning second language. The fact that learners do make errors and these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, in this case, called error analysis.¹³

Error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the lecturers something about the effectiveness of their teaching materials and their teaching techniques.

3. Differences Between Error and Mistakes

An error is different from mistake, so it is crucial to differentiate both of them. According to Erdogan, a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. From definitions above, the researcher can also conclude that mistake is just a slip that the learner forgets the right form.

The distinguish between an error and mistake, Ellis as mentioned by Erdogan also suggest two ways. The first on is to check the consistency of learner's writing, if he sometimes uses the correct form and sometimes the wrong one, it is mistake, how ever, if he always uses it incorrectly, it is an error.

4. Types of Error

Burt and Kiparsky prompted a state "An error can vary in magnitude. It can cover a phoneme, a word, a phrase, a clause, a sentence, or even paragraph. This state of affairs led them to distinguish between global error and local error. A global error is one

¹² H. Douglas, Brown,(2007). *Principle of Language and Teaching*. (Longman), p. 170

¹³ Ibid, p. 259

of which involves “the overall structure of a sentence”(includes everything), and a local error is one of which affects “a particular constituent”(helping to make a whole component part).

Rumiyati maintains that the Indonesian learners of English often find difficulties and make errors in the use of English preposition. The main purpose of her study was to identify and classify the preposition of place, time, manner, direction, purpose, measurement, similarity, capacity, and association were considered difficult for the students and mastery of using preposition were still poor.

Dulay in Kuntjara divides error into 5 types. They are Omission, Addition, Misformation, Misordering, and Blends.

a. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentence. This usually happens in the early stages of second language acquisition. For example: “My mother smart cooking.” It should be, “my mother is smart in cooking.”

b. Addition

Addition is any usage unnecessary items in the sentences. Addition is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: “He does not to come.” It should be “He does not come.”

c. Misformation

Misinformation errors are characterized by the use of the wrong form of the morpheme. It means that one or more of sentence aspect has wrong formation. It can be caused by rule regularization. For example: “She have a tall body.” It should be “She has a tall body.”

d. Misordering

Misordering is any incorrect placement of certain morphemes in sentence. For example: “she fights all the time her brother.” It should be “ she fights her brother all the time.”

e. Auxiliary Verb Forms

The use of simple present tense often makes students confused with its complexity. They usually have some problems in finding out the verb form of simple present tense. For example: "he walk to school everyday." It should be "He walks to school everyday."

5. Procedure of Error Analysis

According to Corder, 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).¹⁴

In conducting an error analysis, there are some procedures as Corder distinguishes into five stages:¹⁵

- a. Collecting of a sample of learner language
- b. Identification of errors
- c. Description of errors
- d. Explanation of errors
- e. 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 fourth is explanation of errors. This step attempts to explain there as on of students' errors

¹⁴ Rod Ellis and Gary Barkhuizen, (2005). *Analysing Learner Language*, (New York: Oxford University Press), p. 51.

¹⁵ Rod Ellis, (2008). *The Study of Second Language Acquisition, Second Edition*, (New York: Oxford University Press), p.46-60.

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.

6. The Interferences

In Indonesia, English is the second language studied by students. There is grammatically difference in both of them. For example there is difference about preposition in English and Indonesia. The Indonesian preposition “*di*” can be translated English into *in, on or at*.

7. Sources of Errors

In Error occurs to many reasons, according to John Norris there are three factors that can be classified as the sources of errors, they are: carelessness, first language interferences and translation.¹⁶

a. Carelessness

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

b. First language interferences

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

c. Translation

It is the most common error made by students, translating word by word of idiomatic expression as the result of a situation when a learner does not know the appropriate expression or structure. James' theory exposed four

¹⁶ John Norris, *Language Learner and They Error*, (New York: Macmillan Press: 1983),p.21-27

major categories of errors: Interlingual, Intralingual, Induced Error and Compound Ambiguous.¹⁷

1) Interlingual

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

2) Intralingual

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

3) Induced Error

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

4) Compound and Ambiguous

A lexical and phonological causes. Meanwhile, Brown determines the sources of errors into four, they are: Interlingual transfer, Intralingual Transfer, Context of Learning and Communication Strategies.¹⁸

a) Intralingual Transfer

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

b) Context of Learning

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

c) Communication Strategies

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

¹⁷ Carl James, (1998). *Error in Language and Use: Exploring Error analysis*, (London: Longman), p.179-200

¹⁸ Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2007), Fifth Edition, p. 263-266.

Table 2.1

Comparison Between Error and Mistake

No	CATEGORY POINT OF VIEW	ERROR	MISTAKE
1	Source	Competency	Perfomation
2	Character	Systematic	Not Systematic
3	Duration	Long Time	Temporary
4	Linguistic System	Not Controlled	Controlled
5	Result	Deviation	Deviation
6	Remedial	Helping By Teacher Exercise, remedial Teaching	By Student : Him Self / Her Self or Student Own

B. Preposition

1. Definition of Preposition

According to Crystal, prepositions are a class of words that indicate relationships between nouns, pronouns and other words in sentence.¹⁹ Essberger mention that preposition is a word that comes before another word, such as a noun, noun phrase, pronoun, and gerund.²⁰

Mark foley and Diane Hall defined that preposition describes the relationship between two or more things. It can link noun, verbs or adjectives before the preposition with a noun or pronoun after it.²¹ A preposition describes a relationship between other words in a sentence. In itself, a word like “in” or “after” is rather meaningless and hard to define in more words.

¹⁹ D.Crystal, *How Language works*,(London:Penguin books,2007)p. 232

²⁰J. Essberger,(2012). *English Prepositions List*, p. 4, (englishclub.com).

²¹ Mark Foley and Diane Hall, *Advanced Learner's Grammar: A self-study reference & practice bookwith answer*,(Harlow: Longman,2003),p. 280

2. Types of Preposition

There are many kinds of prepositions. It seems impossible to definite the exact list of English preposition. Essberger clarifies that it is not possible to produce a definitive list of English prepositions. That means that nobody can create a list of prepositions and say: “Here are all the prepositions in the English language – no more and no fewer”.²²Crystal emphasizes, expressing a relation of meaning, a preposition most often shows how the two parts are related in *space* or *time*.²³

Marcella Frank defined there are types of preposition as follows:

a. Preposition of Direction

It is the kind of preposition which is used to show the relationship of direction movemend in regard to a point, to-form, toward, around, through, etc. example: my mother goes *to* market every week. He jumped *into* the swimming pool. He ran away when he felt that someone was coming *toward*.

b. Preposition of Time

It is the kind of preposition which is used to show the relationship of time. At, on, after, behind, before, since, from, during, until, with, etc. example: we study in the University *since* 2016. I am staying with my grand mother *until* next month. The shop is open *from* nine *to* five

c. Prepositional Place

The common preposition used to indicate location or places are.²⁴

-in	being surrounded by something (in= di dalam) Ex. In the bathroom; in the dining room
-at	presence, around (at= di sekitar) Ex. At the garden; at the zoo
-on	in contact with the surface or another object (on = di atas)

²² J. Essberger. *Opcit*, p. 6

²³Crystal, *The Cambridge Encyclopedia of the English Language, Fifth Edition*, (Cambridge: Cambridge University Press, 2003), p. 165.

²⁴ Nasrun Mahmud, (2003). *English for Muslim University Students*. Third Edition. (Jakarta: Pusat Bahasa dan Budaya Universitas Islam Negeri), p. 79

	Ex. On the table; on the ground
-across	opposite from (across= di seberang) Ex. Across the street; across the river
-around	near or all sides of (around= di sekeliling) Ex. Around the playground; around the room
-between	in the space separating two things (between= di Antara) Ex. Budi is standing between Tia and Toni; The building is between the mall and the post office.
-among	with or surrounded by (among=di Antara) Ex. Toni was standing among the children; his little house is among the gig and beautiful ones in the village.
-throughout	higher than; up in perpendicular direction from the sky is over (above) our head.
-under/beneath	lower than, down in perpendicular direction from (under= di bawah) Ex. Under (beneath) the table.
-below	at the point lower than (below= di bawah) Ex. Below the sea level

It is the kind of preposition which is used to show the relationship of place above, across, among, under, beside, behind, in, on, at, etc. example: the cat is *on* the table. My brother is *in* the bedroom.

3. Prepositional Place

Prepositional place covers at, on, in, above, over, below, under, near, close and by, in front of, before, behind, after, opposite, between and among. The preposition in often describes a location.²⁵ Use in when the meaning is within. Place can refer to specific locations, such as at your house, or it can refer to surface, such as *on top of the road*.

²⁵ Stobe,(2008),p. 110

Eastwood explored more about the use of prepositional place.²⁶ **At** is one dimensional which is used to see something as a point in space. **On** is two dimensional which is used for a surface. **In** is three dimensional which is used to see something as all around. **Above** and **over** have similar meanings. We do not normally use **above** to mean horizontal movement. We use **above** with a measurement that we think of as vertical, such as temperature. **Below** is the opposite of **above**; **under** is the opposite of **over**. **Near** and **close** to mean not far from. Normally; we prefer **in front of** and **behind** to **before** and **after** **before** usually means 'earlier in time', and **after** means 'later in time'. **Opposite** means 'on the other side from'. Let's compare **in front of** and **opposite**. **Between** is used with a small number of items that we see as separate and individual. **Among** suggests a larger number.

There are many kinds of prepositions that show the place or position, they are:

a. The point it self

- **In or Inside** hang your coat in the closet.(in gives the are of something enclosed-a container, a drawer, a room, a building, the world).
There was no one inside the house.(inside emphasizes the containment)

- **On**put the dishes *on* the table. (on indicates the surface of something-a floor, a wall, a ceiling, a desk, a street).

On top of- He's standing on top of the desk.(On top of emphasizes the uppermost horizontal surface. It is used with an object that has some height).

- **At**he's at school (at school, at the store). (At refers to general vicinity. Where presence at the place is indicated).At is also used addresses with street number-He lives at 200 park Avenue (but he lives on Park Avenue).

- **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 directly higher than a point).This distinction between over and above is not always carefully observed.

²⁶ Eastwood,(2002),p. 291-295

b. Higher or Lower than a Point

1) Higher

- **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 directly higher than a point). This distinction between *over* and *above* is not always carefully observed.

2) Lower

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

- **Underneath** He swept the dirt *under(neath)* the rug. (*underneath* expresses the idea of close under, especially so as to be hidden).

- **Beneath** *Beneath* a tree lay a dog fast asleep. (*Beneath*, expresses the idea of directly under, with some space between).

- **Below** He lives on the floor *below* us. (*Below* is felt to be directly lower than a point). The distinction between *under* and *below* is not always carefully maintained.

c. Neighboring the Point

- **Near** He lives *near* the University. (*Near* has the most general meaning of neighboring a point). *By* is a synonym for *near*. *Close to* means very near.

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

- **Alongside** The tug pulled up *alongside* the tanker. (Adjoining persons or things considered as lined up, or side by side).

- **Beside** He sat beside his wife during the party. (on each side of person or thing that has two sides).

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

-Opposite The museum is just *opposite* the post office. (directly facing someone or something else).²⁷

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

4. The Function of Preposition

Prepositions have been called the biggest little word in English. They are usually quite short and insignificant looking, but they have very important functions. Take a look at these sentences and notice completely different the meaning of each sentence is :

A letter was sent by Peter

A letter was sent for Peter A letter was sent by Peter

A letter was sent from Peter

The preposition has the function of connecting a noun or pronoun to another word, usually a noun, verb or adjective. Example, *The Girl with the red hair is beautiful.*

A preposition connects a noun structure to some other word in the sentence. Special function of prepositional form is :

- a. Part of Verb (Verb-preposition combination) Ex. Keep on (= continue), get up (= a wake), go over (= review)
- b. Adverb (mostly place and direction) Ex, He went down (down is an adverb), He went down the stairs (down is preposition)

Based on the meaning can be concluded that the function of preposition is as operator between noun or pronoun with other words.

Ex : She slept in the morning.

Word “in” connect the word “the morning” with noun “slept”.

²⁷ Marcella Frank, *Modern English: A practical...*, p.165

C. DESCRIPTIVE TEXT

1. The Definition of Descriptive Text

According to Anderson, a factual description, describes a particular person, place or thing. In other words, a particular person, place or thing is described in details in this composition.²⁸ It means that descriptive text is text which says what a thing, animal, or a person is like. Its purpose is to describe and reveal a particular thing, person, or place. According to Fiderer, he said that a descriptive paragraph gives a clear picture of a person, place, object, event, or idea. Details for descriptive paragraph come from the writer's sense-smell, taste, touch, hearing, and sight.²⁹

Writing descriptive text is a process of writing text that describe people, place, object, or thing. Descriptive is a text which says what a person thing is like. Its purpose to described and reveals a particular person, place or thing.³⁰ A descriptive text creates a clear and vivid impression of person, place, or thing.³¹ More often, Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.³²

Mukarto defined in his book that written by Kusdianto Kusuma Rahman in his website, that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc.³³ From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure.

²⁸ Mark Anderson,(2003). *Text Types In English*, (New York: Macmillan Education),p. 26

²⁹ Adele Fidere, (2020). *Paragraph Power*. New York : Scholastic ProfessionalBooks, p.1

³⁰ Boardman Chyntia A and JiaFrydenberg,(2001). *Writing to communicate*, (New York: Prantice Hall),p. 19

³¹ Harvey S.Wiener, *Creating Composition*, (Singapore: McGraw-Hill,2001),p. 25

³² Artono Wardiman, et al. (2008). *English in Focus : fpr Grade VII Junior High School (SMP/MTs)*. Jakarta : Pusat Perbukuan, DEPDikNAS, p. 122

³³ Kusdianto Kusuma Rahman (Post on April 28, 2015). *Definition and Characteristic Writing Descriptive Text*). Retrived January 27, 2017 at 09.27 PM. From: <http://www.idwrite.com/2015/04/definition-and-characteristic-of.html?m=1>

Rise and Friends said that the purpose of descriptive writing are; first, by descriptive text writer's purpose of giving readers an impressions of a person, of a place, will achieve. Second, it will give the readers further information or explanation through illustration of abstract ideas from writer. Third, the information that given by describing will has a memorable information for readers, and the fourth the writer use description to support their idea about something.³⁴

From the statement above it can be concluded that the descriptive text is a text which describes the characteristic of something. It can be person, a place or a thing in such a way that a picture is formed in the reader's mind. Furthermore, students' descriptive text writing ability of the students to produce or compose a descriptive text correctly that be shown by the descriptive text made by them that fulfills such criteria of a good descriptive text as the correct use of generic structure correct use of language features.

2. Generic Structure of Descriptive Text

Mukarto defined that generic structures of the descriptive text are:³⁵

a. Identification

Identification is introduction of something that described.

b. Description

Description is described of the thing specifically. Descriptive text use relational verbs "to be" or "has/have" Examples:

- Vivi is a student of State Islamic University.
- He has very smart student

The sentence above is an example of a simple present tense.

1) Nouns

- The topic of description, example: a classroom
- The parts of the classroom, example: doors, windows, tables, etc.

2) Adjectives

³⁴Rise, B. A., & Charles, R. C.(2010). *The ST. Martin's Guide to Writing 9th edition*. New York : Bedford/St. Martin's, p. 628

³⁵ Mukarto,(2007),p. 140-141

The characteristic of the topic and the part is used adjectives word. For example: big, clean, beautiful, etc.

3) Language Focus

- Verb be: is, am, are
- Verb have: have, has
- Verb do: do, does

4) Noun Phrase

The combination of adjectives and nouns are become noun phrases. For example: the big and beautiful house.

According to Dirgayasa state that the genre based descriptive writing also has its own rhetorical structure or generic structure and textual elements. Here are the generic structure and textual elements of descriptive writing.

Table 2.2

The Generic Structure and Textual Element

Textual Elements	Function
Identification	<p>It is a statement describing and illustrating about the topic/theme to be described.</p> <p>Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description,</p> <p>The use of adjective and degree of comparison or adjective is advisable.</p>
Description	<p>It is a complete description about the topic/theme proposed in identification text.</p> <p>Description is the detail description or elaboration of the topic or theme as described in the identification.</p>

3. The Language Futures of Descriptive Text

The grammatical features of descriptive text are:

- a. Focus on specific participants, for example: my English teacher, Andi's cat, my favorite place.
- b. Use of simple present tense.
- c. Verbs of being and having 'relational processes' for example: my mom is really cool, she has long black hair.
- d. Use descriptive adjective, functioning to provide more information to a noun by describing or modifying it. Example: strong legs, white fangs.
- e. Use of action verb's material processes', for example: the cat eats fish, the tiger runs fast.
- f. Use of adverbials phrase to give additional information about the characteristic of the subject. An adverbial phrase is phrase with preposition the head, which is that followed by another phrase, showing place, time, purpose, etc. example: fast at tree house.
- g. Use of figurative language, for example: John is as white as chalk.³⁶

4. Types of Descriptive Text

Following are a few types of writing that depend heavily on descriptive language:³⁷

- a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- b. Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
- c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.

³⁶ Peter Knap, Megan Watkins, Genre, Text, and Grammar: Technologies and teaching Assesing,(Australia: University of New Wales Press,2005),p.98

³⁷Joyce Amstron Carrel (2001), *Writing and Grammar Communication and Action*. America :Prentice Hall, p.101

- d. Character sketches describe fictional characters – their appearances, personalities, hopes, and dreams.

5. Example of Descriptive Text

The National Monument

The national monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. the towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (Lesung), two important items in Indonesian agricultural tradition. The construction began in 1961 under the direction of Precident Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00-15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

From the statement above it can be concluded that descriptive text is text that describes the characteristics of something, can be a person, place or object such that an image is formed in the reader's mind. Furthermore, students' descriptive texts correctly can be shown by descriptive text created by those who meet the criteria of good descriptive text such as the use of correct theoretical stuctures and the use of correct grammar patterns.

D. WRITING

1. Definition of Writing

Writing is one of the abilities in English. Writing is considered as one of the difficult abilities for most students. That's way students must produce a sentence or text using English correctly and in accordance with the order of tenses grammatically.

According to Utami Dewi , writing was the process of transferring the language through letters, symbols, or words.³⁸ Writing is a process that what is the people write is

³⁸Utami Dewi. *How to Write*. (2013). Medan : La-Tansa Press, p. 2

often heavily influenced by the constraints of genres, and then these elements have to be presented by in learning activities.³⁹ The context of communication, writing has an important role as well as speaking. In education, learning to write becomes an important subject for students because it can help them express their ideas and feelings and then present on paper.

Fithriani said in her journal, Writing is one of the skill that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas. Unfortunately, L2 learners have also considered among the most difficult to master it involves problem solving in addition to the deployment of strategies to achieve communicative goals. For L2 learners, the difficulty in L2 writing is doubled because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language (L1). These challenges that learners encounter in L2 writing call for teachers and researchers to find better ways for instructing writing.⁴⁰

In the context of communication, writing has an important role as well as speaking. Writing, one of the world's oldest technologies, uses an expansive array of tools, from pencil or pen to software programs and video streaming

capacities.⁴¹ The level of difficulty is more significant in writing skill, compared to the other three skills; listening, speaking, and reading, because it encompasses problem-solving and deploying strategies to achieve a communicate goal⁴². in education, learning to write becomes an important subject for students because it can help them express their ideas and feelings and then present on paper.

³⁹ Harmer (2004),p.31

⁴⁰ Rahmah Fihriani. (2018). *Cultural Influence on Students' Perception of Written Feedback in L2 writing*. Journal of Foreign Language Teaching and Learning. 3(1), p. 1-2

⁴¹ Andrea A. Lunsford (2010), *The St. Martin's Handbook Sixth Edition*. New York : R. R Donnelley & Sons Company, p .24

⁴² Rahmah, Firiani. Essay for LPDP Disertation Scholarship : *The Urgency of English Writing Skill in Indonesia Academic Setting*. State Islamic University of North Sumatera, p.01

2. The Kind Of Writing

There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.

a. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story

b. Recount text

Recount text is a text which retells events or experiences in the past. It focuses on individual participant and sequence of event. Its purpose is either to inform or to entertain the audience.

c. News Item

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

d. Procedure text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose to help us do a task something. They can be set of instructions or direction.

e. Descriptive text

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

f. Report text

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

g. Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to show the readers that the idea is the important matter.

h. Spoof text

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

i. Hortatory Exposition

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text. The Purpose Hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

j. Explanation text

Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. dIt is often found in science, geography and history text books. The writer's purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the questions "how" or "why".

k. Discussion text

Discussion text is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

l. Review text

Review is a text which presents critical analysis on events or works for readers or public audiences. It purpose is to critique or evaluate an art work or event for a public audience

m. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.

3. Writing Process

Writing gives students the opportunity to think more than when they have to try conversation spontaneously. In the Holy Qur'an, Allah SWT says:

وَكُلُّ شَيْءٍ عِنْدَ رَبِّكَ مُسْتَقَرٌّ

“And every small and great (thing) is inscribed.”⁴³

This allows a writing process to reduce errors. The writing process is very important. according to Utami Dewi, the process of writing as follows:⁴⁴

- a. *Prewriting*, the students generate ideas for writing: brainstorming, reading literature; developing word banks; deciding on form, audience, and purpose as well as through teacher motivation.
- b. *Rough Draft*, the students get their ideas on paper. They write without concern for conventions.
- c. *Reread*, Students proof their own work by reading aloudly and reading for sensibility.
- d. *Share With a Peer Revisor*, Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.
- e. *Revise*, Use peer suggestions to improve.
- f. *Editing*, Work together on editing for mechanics and spelling. Make sure the work is “good proof”.
- g. *Final Draft*, Students produce their final copy to discuss with the teacher and write a final draft.

⁴³Ibid, (<https://risalahmuslim.id/quran/al-qamar/54-53/>), Accessed at 06 August 2020

⁴⁴ Ibid, p. 9-11

- h. *Publishing*, Students publish their written pieces; sending their work to publishers; reading their finished story aloud, making books. This is a time to celebrate

Harmer explained that the writing process consisted of four main elements, as follows:⁴⁵

- a. Planning

Planning what will be written and how the plan will run with a small note or certain symbols is the first step when writing. In writing, the writers must attention to three main issues when making a plan, namely:

- 1) The purpose of writing
- 2) The audience or the readers
- 3) The content of writing

The three main issues above are none other than to adjust the language, content, and sequence to be written.

- a. Drafting

The writers should make a systematic concept when thus it can develop the ideas easily.

- b. Editing (reflecting and revising)

The writers will reread what they wrote in the draft to see where it is lacking and where more, so they will do the editing process before producing the writing.

- c. Final version

The last process in writing is the writer must edited they draft before the writing is ready and the fix is sent to the audience.

⁴⁵ Harmer. (2004),p.4-5

4. Purpose of Writing

According to Hampton in Sofi Fajaryani's skripsi some of writing goals are:⁴⁶. Writers are independent when they are able to write without much assistance.

- a. Writers gain comprehensibility when they can write, So that it can be read and understood by themselves and other.
- b. Writers are fluent when they are able to write smoothly and easily as well as understand.
- c. Writer again creativity when they can write their own ideas. Not copying what has already been written, so that they can be read understood.

E. Conceptual Frame Work

Student error in writing is one of the problems faced by many students at school. Writing is the most difficult subject that should master by students. In learning, students should have a good knowledge in writing. Writing is not just how to write, but it's a process how to put our ideas into written form.

Preposition become one of part of speech that hard to master by students and because of that the students often make errors when they use preposition, especially prepositional place in, at, on. Students often misuse when they use in, at, on whether in writing or speaking.

This research will analyze qualitative research. The researcher will focus of one variable. The variable focuses on types of student's errors in using preposition in, on, at. The indicators are operationally conceptualized as follow: omission of preposition in, on, at; insertion of preposition in, on, at; selection of incorrect of preposition in, on, at; preposition in, on, at to show place. After identifying the error in the students' writing, then the researcher categorize them in its type, in order to find the dominant error which is done by the students.

⁴⁶Sofi Fajaryani, (2015). *The Use of Learning Cell to Improve Students Writing Skill on Hortatory Exposition Text in the Eleventh Grade Students of MAN I Magelang*. Skripsi.FITK.Pendidikan Bahasa Inggris. IAIN Salatiga.From 5946142473. pdf. Retrived February 20, 2017 at 09.30 PM

F. Related Study

There are some previous related studies about error analysis. The researcher took some of relevant researcher who have done the study before, The detail explanation is below.

The first study about “The Grammatical Errors of Preposition in Descriptive Text by Students of MAN Mejayan Ponorogo, written by Helling Giatik.⁴⁷ She was found that there were 215 errors on students task writing in using preposition. She was classified the errors into three types, omission, errors, insertion errors, and selection errors. They are 215 errors in 258 sentences that consists of 67 omission, errors, 25 insertation, 123 selection, errors. The most dominant error was selection an it was followed by omission, insertion.

Secondly, related study was about “Preposition Errors found in the Descriptive text Writing, written by Fungki Maramis.⁴⁸ In this research, the researcher was found the types of error on the use of prepositions, the types of preposition on which the errors occurred, and the sources of the errors. The results of this research showed that errors in descriptive writings were errors of substitution (72,44%), followed by errors of addition at the second place (19, 68%) and errors occurred in the four types of prepositions with prepositions of other semantic relationship as the most problematic prepositions (71,65%), followed by prepositions of position 918,11%), preposition of time (7,88%), and prepositions of direction as the least problematic prepositions (2,36%). Then, the result of source of errors found by the writer showed that the most frequent sources of errors are L1 interference (48,51%), followed by ignorance of the rule restrictions (29,10%), false concepts hyphoththesized (20,90%), and overgeneration (1,49%).

⁴⁷ Helling Giatik, *Preposition Error Analysis on the Students Descriptive Text on June 2016 Edition*, Bachelor Thesis in English Education Department Faculty of Education, at State Islamic College of Ponorogo, p. 52

⁴⁸ Fungki Maramis, *Preposition Errors Found in the Descriptive Text Writings on Mei 2013 Edition*, Bachelor Thesis in English Education Study Program Faculty of Teacher and Education Widya Mandala Catholic University of Surabaya,p. VIII

The third related study was about “An Error Analysis of the Use of Prepositional Place of The Eight Year Students of in SMP N 3 Ampel, written by Nunung Khurriyati.⁴⁹ The researcher found the varieties of SMP N 3 Ampel student’s mastery of using prepositional place still fail, because there are 32 students or almost 50% student’s correct answer below 60%. It can be concluded that the teaching learning process of prepositional place at the second year students should be increased. The student’s errors of using prepositional place can be concluded that the dominant source of errors is caused by overgeneralization. It happens in question number 11 where there are 47 or 69,11% students gave the wrong answer and 21 or 30,89% students gave the right answer. They thought that place which shows something inside uses preposition of place *in*.

⁴⁹ Nunung Khurriyati, *An Error Analysis of The Use of Preposition of Place of The Eight Year Students of in SMP N 3 Ampel on August 2013 Edition*, Bachelor Thesis in English Education Study Program of Education, at State Islamic Study Institute Salatiga, p. 76

CHAPTER III

RESEARCH METHODOLOGY

A. Place And Time Of The Study

This research was conducting at MTS Swasta Al-Jumhuriyah Sei Rotan in Jl. Medan-Batang Kuis no.76,Kec. Percut Sei Tuan,Kabupaten Deli Serdang. The subject in this research is the student at eight grade of MTS Al-jumhuriyah Sei Rotan.

B. Research Design

In this research, the writer use a descriptive qualitative research. The descriptive method is the appropriate way to find the errors made by students in using prepositional place in writing descriptive text. Polkinghorn said, descriptive qualitative research is inquiry aimed at describing and clarifying human experience as it appear in people's life and writers using qualitative methods gather data that serve as evidence for their distilled description.⁵⁰ It means that descriptive qualitative is a research design where the wrier presenting the data with using description.

The purpose of qualitative is to help the writer found the solution of the phenomenon that they studied. The writer analyze students writing test in descriptive text. The result of the test will use as the primary data of this research. The writer gives the questioners to know the causes of the errors made by the students.

The test will be data collection. When the data are collected , they are classified based on its errors source. From those data, the writer will do analysis, and there will be data analysis to come to conclusion.

C. Subject Of The Study

The target of study, the writer selected students who study in MTS Swasta Al-Jumhuriyah, Sei Rotan as an object. Moreover, the sample of the study is VIII-2.

⁵⁰ Polkinghorne,D.E. (2005), *Language and Meaning: Data Collection in Qualitative research*. Journal of Conseling Psychology, 52(2),p. 137-145)

D. Source Of The Data

The required data and information to be obtained are from two main sources.

1. Primary Data Source, is the main sources received directly in writing. The data are collected from the English teacher and the student's error of using prepositional place in writing descriptive text.
2. Secondary Data Source, is supporting or complementary data sources obtained from reference books that discuss research problems.

E. Technique of Collecting Data

In this research, the writer collected data by using qualitative research. There are four kinds to collect the data, the such as observation, interview, documentation, and triangulation/ composite.⁵¹

To collect the data of this research, the writer will use interview with English teacher and some students. The writer use document analysis as a technique in collecting the data. Before giving the test, the writer would observed the teaching learning process in the classroom. The writer would take the students last task in descriptive text in using preposition of place. Data was collected through a test of descriptive text by using prepositional place in, on, at. And the last the writer gives the questionnaires as the instrument to collect the data. Arikunto said, test is question or exercise use to measure the knowledge and ability to understand individual or group.⁵²

Before the students do the test, the researcher would give instruction how to do the writing test. The writer will give the explanation to remind the students about rules in using prepositional place, especially in, on, at. The students were give about 30-40 minutes to write a descriptive text by using prepositional place in, on, at. After that, the writer would collecting the students' writing test.

F. Technique of Analyzing Data

In this technique of analysis data, the researcher followed the steps in conducting an error analysis adopted from Corder.³⁶

⁵¹ Ibid, p. 169

⁵² Suharsimi Arikunto. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, p. 193

1. The writer collected the sample of learner language by giving test to the sample of research, in this case the use of prepositional place. The data was used to answer the research questions.
2. The second, the writer analyzed data from the collected data whether students made errors or not.
3. The next, the writer classified the errors made by the eight grade students of MTS swasta Al-Jumhuriyah Sei Rotan in using prepositional place into the types of errors which presented in the table.
4. The fourth, the researcher explained the errors, explaining the reasons of errors occurred. In this step, the writer classified the errors into the cause of errors.
5. The last, the writer evaluated the errors as a supplementary procedure for applying the result of an error analysis which involved determining the gravity of different errors with a view to deciding which ones should receive instructions.

According to Carl James, there are five procedures identification of errors.⁵³

1. Error Detection

The data collected to find out the errors by underline the errors.

2. Locating Error

The error determine when students omitted necessary items or add necessary ones, omission, addition, misinformation or misordering.

3. Describing Error

The writer made table to describing all the students' errors. And then, the writer made table to describing errors in omission, errors in addition, errors in misinformation and error in misordering.

4. Classifying Error

The writer classified errors into table to draws up the result of each error to present total of each errors and total of all error.

⁵³ Carl James. (1998). *Errors in Language Learning and Use. Exploring Error Analysis*. Longman, London – New York.

5. Counting Error

After the classifying the data, the writer calculate the percentage of each error type. To do the last step which is quantifying each percentage of error. The formula was used.

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

Note:

P= percentage of error

F= frequency of errors occurred

N= number of cases (total frequent/ total individual)

Table 3.1

Table of Test Area

No	Kinds of Preposition	Items	Items Number
1	Prepositional place on		
2	Prepositional Place in		
3	Prepositional at		
Total			

Table 3.2 Types of Errors, Frequency, Percentage

No	Types of Error	Frequency	Percentage
1	The Errors of Omission		
2	The Errors of Addition		
3	The Errors of Misinformation		
4	The Errors of Misordering		

BAB IV

RESEARCH RESULT AND DISCUSSION

A. General Research Findings

1. The Description Of MTS Swasta Al-Jumhuriyah Seirotan

This research was conducting at MTS Swasta Al-Jumhuriyah Sei Rotan in Jl. Medan- Batang Kuis no.76, Kec. Percut Sei Tuan, Deli Serdang Regency.

Starting from the presence of scholars - scholars pendididkan in the village sei rattan kec. Percut sei tuan kab. Deli serdang, came the idea to unite the puzzle of building a village in the field of education, the puzzle was received a warm welcome among the figures - community leaders, parents, former - former teachers and even well-known education who have produced human beings - human beings in several elementary schools in sei rotan.

Following up on the above ideas, on April 25, 2004 at the sei rattan village hall building held deliberations on the preparation of the establishment of religious foundations including mr. H.bahrum Nasution, Al Ustadz Samsul bahri Nur, Mrs. Hj Marina Ribut Priadi's brother, S.Sos, Mr. Suwandi Ms together - together facing the notary to get a deed of establishment of the foundation which is hereinafter named al-Jumhuriyah education foundation that manages education level madrasah Tsanawiyah addressed on Jl. Medan Bt.Kuis desa sei rotan kec.percut sei tuan Kab. deli Serdang

Al - Jumhuriyah officially operated in the 2004/2005 school year precisely on July 11, 2004 with the number of teachers as many as 13 to 1 people and students as many as 25 people. MTs Al - Jumhuriyah led by Mr. Hendra Syahputra, S.Pd.I, M.Si (head of madrasah), Budi Siswoyo, S.Pd (PKM. Bid Curriculum) and legion, S.Ag (PKM Bid.Kesiswaan) who are all the best sons of sei rotan village.

2. Vision and Mission of MTS Swasta Al-Jumhuriyah

The vision and mission of MTS AL-Jumhuriyah are as follows:

- a VISION: Educate knowledgeable people who believe and are conscious andhonourable.
- b. MISSION: Educating students with insight, science skills and accuracy (AkhlaKulKarimah).

3. The Condition of Teachers and Employees at MTS Al-Jumhuriyah

Teachers or also referred to as teachers are people entrusted by schools and communities as educators, so the role of teachers in an educational institution is very important because the responsibility that exists in each educator to help his learners become mature human beings, and able to develop competence in learners, therefore the position of teachers who are very important in an institution must meet the standards to shoulder those responsibilities , one of them is seen from the educational background, which will affect the ability of teachers in the teaching process of learners

Similarly, in MTS AL-Jumhuriyah, in the education process activities are entrusted by teachers in accordance with their respective responsibilities as for the number of teachers holding subjects as many as 12 people plus one (1) principal who plays a role also in the teaching and learning process.

From the number of piercing personnel who played a role in the education process of MTS AL-Jumhuriyah, namely as many as 13 people, among them in the contents of civil servant teachers determined by the government with the number of 2 people and 11 more entrusted leh foundation as a permanent teacher in the institution, To find out more clearly how the state of teachers / educators in MTS AL-Jumhuriyah can be seen from the attachments that exist as follows:

No	Educational Background (Last Diploma)	Status/Quantity		
		Civil Servant Teachers	Teachers Help Center	Master Tetap foundation
	S-1 (Strata-1)	2	-	10
	S-2 (Strata-2)		-	1
	Amount	2		11

Based on the data presented above, it can be seen that teachers who play a role in the education process of students at MTS AL-Jumhuriyah have been recognized for their quality as an educator in their educational background, namely having a bachelor's degree (Strata-1) as an educator, even the headmaster has achieved his S-2 (Strata-2) degree to better understand the educational situation in the school, whereas when viewed from the number of 13 educators who teach in MTs school is sufficient for the education process to take place.

4. facilities and facilities at MTS Swasta Al – Jumhuriyah

Facilities and facilities that support during the education process is one of the next most important things for the institution, to facilitate teachers / educators in the process of education in schools, without any advice and facilities the educational process provided to learners will be difficult to be given and accepted by learners who influence the achievement of competencies expected by educational institutions, including the tools needed in the process, as well as places that support the process in education.

Similarly, in MTS AL-Jumhuriyah school, which makes facilities and facilities as one of the media that makes it easier for teachers / educators in channeling their knowledge to learners in the education process. To find out more clearly how the state of facilities and facilities in the MTS AL-Jumhuriyah, can be seen from the attachments as follows:

No.	Building Type	Number of Rooms by Condition			
		Good	Slightly damage	Moderately damage	Heavily damage
1.	Classroom	5			
	Board	5			
	Teacher's Desk	5			
	Teacher's Chair	5			
	Student Table	81	30		
	Student Seats	162			
	Absent Students	5			
	Lesson Limit Book	5			
	Writeboard Deleter	5			
	Wall clock	3			
	Kelender	5			
2.	Madrasah Head Room	1			
	Desk	1			
	Chair	1			
	Guest chairs	1 Set			
	Cabinets	1			
	Wall Clock	1			
	Kelender	1			
	Madrasah Profile Board	1			

	Teacher Data Board	1			
	KBM Program Board	1			
	Ka.Madrasah Work Program Board	1			
	Student Reference Board	1			
3.	Teacher's Room	1			
	Teacher's table	7			
	Kur si guru	14			
4.	Administration Room	1			
	Desk	1			
	Chair	1			
	Cabinets	1			
	Letop	1			
	Teacher's Absentee Book	1			
	Meeting Minutes Book	1			
	Map	3			
	Outgoing Mail Incoming Mail Book	1			
	Klepper's Book	1			
5.	Student Parent Book	5			
	Science Laboratory	1			
	Microsoft				

	Thermometer	1			
	Small Bean Glasses	3			
	Large Bean Glasses	2			
	Measuring Tube	2			
	Pumpkin Fund	2			
	Erlenmeyer Pumpkin Tube	4			
	Test Tube Rack	3			
	Brace	2			
	Wire Gauze	2			
	Test Tube	18			
	Three-foot	3			
	Spiritus Burner	3			
	Spiritus Fluid	1 Btl			
	Magnifier	2			
	Litmus Paper	1Ktk			
	Scales				
	Latorso	1			
	Skull Skeleton	1			
6.	Syllabus/RPP Learning Media				
	Math	3			

	IPA	3			
	IPS	3			
	English	3			
	English	3			
	Al-Qur'an Hadith	3			
	Fiqh	3			
	Akhidah Ahklak	3			
	SKI	3			
	Citizenship	3			
	Pjks	3			
	Arabic	3			
	Pre-work	3			
	Mulok	3			
	SBK	3			
7.	Computer Laboratory				
	Laptop	2			
	Computer	1			
	Server	1			
	Printer	1			
8.	Language Laboratory				

9.	PAI Laboratory				
	Al-Qur'an	7			
	Iqro	3			
	Juz's Amma	1			
	Doll practice Mandi Jenajah				
	Kain Kaffan				
10.	Library Room	1			
	Bookshelf	1			
	Library List Books	1			
	Number of Book Titles	660			
	Math	99			
	IPA	107			
	IPS	45			
	English	87			
	English	81			
	Al-Qur'an Hadith	32			
	Fiqh	47			
	Akhidah Ahklak	45			
	SKI	35			
	Citizenship	42			
	Pjks	10			

	Arabic	30			
11.	UKS Room	1			
	Bed/Pillows	1			
	Tirai, I	3			
	Medicine Box	1			
	Alcohol	1			
	Hand Sanitaizer	4			
	Hand Soap	2			
	Thermometer	1			
	Gallon Aqua	2			
	Kain Has	1			
	Cotton	1			
	Betadin	1			
	Blue Medicine	1			
	Eucalyptus Oil	1			
	Balsam	1			
	Medicine	1			
	Scissors	1			
	Aqua Bottle	1			
	Aqua Hand Wash Bottle	2			
	Dipenser	1			
12.	Skill Room				

13.	Art Room				
14.	Teacher's Toilet	1			
15.	Student Toilets	2			
16.	Counseling Guidance Room (BK)				
	Picket Table	1			
	Chair	1			
	Case Book	1			
	Student License	Ada			
17.	Multipurpose Building (Hall)				
18.	Student Council Room				
	Mading				
	Student Organization Structure				
19.	Scout Room				
20.	Mosque / Mushola	1			
21.	Building/Gym	1			

When viewed from the following table, it can be understood that the SCHOOL MTS AL-Jumhuriyah has tried to make the education process provided by teachers / educators to its students can run easily and well. It can be seen from the table above that the facilities provided are quite complete and many, both in terms of place as much and the tools that have been provided by the foundation of the educational institutions such as, the availability of five (5) classrooms equipped in it with five (5) Whiteboards, five (5) Teacher Desks, five (5)

Teacher's Chair, eighty-one (81) Student Table but damaged 30 others in moderately damaged condition, one hundred sixty-two (162) shiva chairs, five (5) absent students, five (5) textbooks, five (5) whiteboard erasers, three (3) wall clocks, and five (5) calendars. Furthermore, the availability of the headmaster's room, the teacher's room, the Administration Room with complete tools in it, the science laboratory of the students and the tools that facilitate the learning process of science itself, the availability of Learning Media Syllabus / RPP.

In addition, there are also Computer Laboratories, Language Laboratories, and PAI Laboratory, along with a library room that makes it easier for students to find lesson materials, adnya UKS room that if teachers / educators and learners need pertolongan, then provided also Skills Room, Art Room, Teacher Toilet / educator and Student Toilet, Counseling Guidance Room (BK), Multipurpose Building (Hall), OSIS Room, Scout Room, Building / Sports Room, and lastly no less important as a facility that supports competence and religious activities in mts is the availability of Mosque / Mushola. From the results of all available facilities and facilities, it is understood that the MTS AL-Jumhuriyah school has been quite good in supporting the development and achievement of student competencies.

5. The condition of the students at MTs AL-Jumhuriyah

Learners are a humane compound that is no less important than all the previous comp that if this compound does not exist in educational institutions then the educational process will not run because there is no target to channel the educational process provided by teachers / educators to learners.

The condition of students at MTs AL-Jumhuriyah can be seen from the attachments that exist as follows:

Class	Boys	Girls	Amount
7	32	39	71
8	34	22	56
9	19	17	36
JLH	84	78	163

When viewed and understood from the previous table that shows the state of learners in the MTS, ranging from the grade level, seven (VII), eight (VIII), and nine (IX) have a considerable number of learners to be educated, which amounts to an increase each year when viewed from the previous three years the number of students entering the MTS school increased from thirty-six (36) learners , to fifty-six (56) learners, until 2021 now reaches the seventy-one (71) number of learners. This indicates that the community has a fairly good trust in mts AL-Jumhuriyah in educating their children as students in the school.

B. Result Of The Research

The answer research question about types of errors and the cause of errors made by the students in using prepositional place in writing descriptive text is the result of the findings that the researcher obtained through observation, interviews and documentation. Among the question or problems in the study there are things, among others:

1. What are types of errors made by students in using prepositional place in writing descriptive text?
2. What are the cause of errors made by students in using prepositional place in writing descriptive text?

3. What are the solution of the errors made by students in using prepositional place in writing descriptive text?

For the explanation of the observations that the researcher did by making direct observations of the learning activities carried out by class VIII-2 students at MTs Al-Jumhuriyah Seirotan. Furthermore, the researcher conducted interviews with several sources who were directly related to this study by conducting direct and in depth question and answers, namely the English teacher and some students (interview list attached). The result observation, the researcher found if the students of VIII-2 felt confused to understand to using prepositional place because they did not know the meaning of the words.

And the result of interviewed with students of VIII-2 is they were not confident to answer question or finish their assignement because they thought if English is very difficult and they did not know the meaning. One each them said, the did not know the meaning of the sentence so they confused to used prepositional place in the sentence. The result of the test as follow:

Tabel 4.1

The Score Test Result

No	Sample	Score	No	Sample	Score
1.	AP	37,5	9	NM	75
2.	CSR	50	10	NS	50
3.	FA	50	11	RD	87,5
4.	FM	50	12	RM	62,5
5.	G	50	13	S	37,5
6.	MA	50	141	TS	62,5

7.	MH	37,5	151	W	62,5
8.	MR	50	16	ZW	25
Average score					52,3
Highest score					87,5
Lowest score					25

Based on the table above, researcher found the students' score of test result about prepositional place. The average score was 52,3. The highest score was 87,5 (RD) while the lowest score was 25 (ZW).

From the data collected, the researcher breaks down the students' error occurrence based on the 3 areas, they are prepositional place **In, On, At**. The results of the data analysis as follow.

1. Prepositional Place

Table 4.2

Students' Error in Prepositional Place In

No.	Preposition of Place	Item	Frequency of Error
1.	In	1	6
2.		4	8
3.		6	10
4.		7	6
5.		8	5
Total		5	35

Based on the table above, it could be stated that the frequency of students' error in prepositional place **In** were 6 students made errors in item number 1, 8 students made errors in item number 4, 10 students made errors in item number 6, 6 students made errors in item number 7, and 5 students made errors in item number 8. There were 35 errors in students' answer.

2. Prepositional Place On

Table 4.3

Students' Error in Prepositional Place On

No.	Preposition of Place	Item	Frequency of Error
1.	On	3	12
2.		5	2
Total		2	14

Based on the table above, it could be stated that frequency of students' error in prepositional place **On** were 12 students made errors in item number 3 and 2 students made errors in item number 5. There were 14 errors in students' answer.

3. Prepositional Place At

Table 4.3

Students' Error in Prepositional Place At

No.	Preposition of Place	Item	Frequency of Error
1.	At	2	12
Total		1	12

Based on the table above, it could be stated that frequency of students' error in prepositional place **At** were 12 students made errors in item number 2. There were 12 errors in students' answer.

C. Description Of Errors

The writer use document analysis as a technique in collecting the data. Before giving the test, the writer would observed the teaching learning process in the classroom. The writer would take the students last task in descriptive text in using preposition of place. Data was collected through a test of descriptive text by using prepositional place in, on, at. And the last the writer gives the questionnaires as the instrument to collect the data. The result of the data as follow:

Table 4.4

The Identification of Students' Error in Using Prepositional Place In

Item No.	Student's initial	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
1	CSR TS MR NS	Maimun Palace is a tourist destination <i>at</i> North Sumatera	Misformation	Ignorance of Rule Restrictions	Maimun Palace is a tourist destination <i>in</i> North Sumatera
	S3 S18	Maimun Palace is a tourist destination <i>on</i> North Sumatera	Misformation	Ignorance of Rule Restrictions	Maimun Palace is a tourist destination <i>in</i> North Sumatera

2	W G FM MH	It was designed by an Italian architect and built <i>at</i> 1888 under the rule of Sultan Makmun Al Rasyid Perkasa , the Sultan of Deli.	Misformation	overgeneral itation	It was designed by an Italian architect and built <i>in</i> 1888 under the rule of Sultan Makmun Al Rasyid Perkasa , the Sultan of Deli.
	ZW S AP FA	It was designed by an Italian architect and built <i>on</i> 1888 under the rule of Sultan Makmun Al Rasyid Perkasa , the Sultan of Deli.	Misformation	Ignorance of Rule Restrictions	It was designed by an Italian architect and built <i>in</i> 1888 under the rule of Sultan Makmun Al Rasyid Perkasa , the Sultan of Deli.
3	S ZW MA NM RD	Seven of which are <i>at</i> the main building,	Misformation	overgeneral itation	Seven of which are <i>in</i> the main building,

	FM G W MH				
	AP	Seven of which are <i>on</i> the main building,	Misformation	Ignorance of Rule	Seven of which are <i>in</i> the main building,
4	ZW S RM	Three rooms on the left wing part	Misformation	Ignorance of Rule Restrictions	Three rooms in the left wing part
	W NM AP	Three rooms at the left wing part		overgeneralit ation	Three rooms in the left wing part
	MR NS	Three other rooms on the right wing part	Misformation	Ignorance of Rule Restrictions	Three other rooms in the right wing part

5	CSR				
	RM				
	ZW	Three other rooms at the right wing part	Misformation	overgeneralit ation	Three other rooms in the right wing part

Based on the table above, there were 6 students who made errors in item number 1, 8 students who made errors in item number 4, 10 students who made errors in item number 6, 6 students who made errors in item number 7, 5 students who made errors in item number 8. It could be stated that the most of students errors in using prepositional place **In** occurred in number.

Table 4.5

The Identification of Students' Error in Using Prepositional Place On

Item No.	Student' initial	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
	FA TS S NS MR CSR	The building stands <i>at</i> an area of 2,772 square meters and is the heritage of the Deli Sultanate.	Misformation	Ignorance of Rule Restrictions	The building stands <i>on</i> an area of 2,772 square meters and is the heritage of the Deli Sultanate.

3	ZW				
	AP				
	MH				
	G FM MA	The building stands <i>In</i> an area of 2,772 square meters and is the heritage of the Deli Sultanate.	Misformation	Ignorance of Rule Restrictions	The building stands <i>on</i> an area of 2,772 square meters and is the heritage of the Deli Sultanate.
5	FA	There are 13 rooms <i>in</i> the second floor,	Misformation	Ignorance of Rule Restrictions	There are 13 rooms <i>on</i> the second floor,
	RM	There are 13 rooms <i>at</i> the second floor,	Misformation	Ignorance of Rule Restrictions	There are 13 rooms <i>on</i> the second floor,

Based on the table above, there were 12 students who made errors in item number 3, 2 students who made errors in item number 5. It could be stated that the most of students errors in using prepositional place **On** occurred in number 12

Table 4.5

The Identification of Students' Error in Using Prepositional Place At

Item No.	Student's initial	Identification of Errors	Classificatio of Errors	Cause of Errors	Explanation of Errors
2	FA	Located <i>on</i>	Misformation	Ignorance of Rule Restrictions	Located <i>at</i> Jalan Brigjen Katamso, Aur, Medan, this palace is iconic to Medan.
	MA	Brigjen			
		Katamso,			
	G	Aur,			
		Medan, this			
	TS	palace is			
		iconic to			
	S	Medan.			
	NS				
	MR				
	CSR				
	ZW				
	AP				
	MH				
	FA				

Based on the table above, there were 12 students who made errors in item number 2.

the researcher intends to explain the error by finding out the sources of error. There are two main sources of error are considered: overgeneralization and ignorance of rule restrictions.

Overgeneralization is one of the common causes of error in this research. It is generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule. For examples:

- Julia was born *on* 1998. (committed by students 1, 4, 8, and 14)
- I usually study English *in* night. (committed by students 1, 2, 5, and 14)
- There is a Post Office *at* Sudirman Street. (committed by students 3, 6, 9, 10, 11, 15, 17, and 19)

The sentences above show that the students make generalization in using prepositions. The student apply preposition of time *on* in a sentence, "Julia was born *on* 1998" 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.

To classify the students' error in using preposition of time and place, the researcher uses the types of errors based on surface strategy taxonomy. The table described as follows:

4.6

The Classification of Students' Error

No.	Error Classification	Frequency of Errors
1.	Omission	-
2.	Addition	-
3.	Misformation	61
4.	Misordering	-
Total		61

The table above shows that the students' error is totally misinformation. It is 61 errors found of 16 students in using prepositional place. There is no error committed by students in omission, addition, and misordering.

D. Discussion

The purpose of the study is to know the cause of errors made by students in using prepositional place in writing descriptive text. The result of the study that the students still make some errors in using prepositional place in descriptive text. That most of students did not pay attention about using prepositional correctly in sentences.

Not only that, they could not about using prepositional place. So they did not pay attention about the test. moreover, factors was influenced by the English teacher could occur for the example the English teacher did not use media to explain how to using prepositional place material especially in descriptive text and some students did not pay attention with teacher's explanation and many more causes of errors that have been described by the researcher with questioner.

The research found that frequency of students' error in using prepositional place is mostly occurred in prepositional place *in* with 35 errors. The second is prepositional *on* with 14 errors. The third is prepositional place *on* with 12 errors. The types of errors committed by students, it is totally misinformation with 61 errors. There is no error committed by students in omission, addition, and misordering.

Relate to study about the using of prepositional in descriptive text by researcher from Helling Giatik, that The Grammatical Errors of Preposition in Descriptive Text by Students of MAN Mejayan Ponorogo⁵⁴, the result of the study that the errors into three types, omission errors, insertion errors, and selection errors. The researcher found the errors in Helling Giatik are 215 errors in 258 sentences that consist of 67 omission errors, 25 insertion, 123 selection errors. The most dominant error was selection and it was followed by omission, insertion.

⁵⁴ Helling Giatik, *Preposition Error Analysis on the Students Descriptive Text on June 2016 Edition*, Bachelor Thesis in English Education Department Faculty of Education, at State Islamic College of Ponorogo.

On other hand related to the findings of this study about Preposition Errors found in the Descriptive text writing by Fungki Maramis.⁵⁵ Then the result of source of errors found by writer showed that the most frequent source of errors are L1 interference (48,51%), followed by ignorance of the rule restrictions (29,10%), false concepts hyphoththesized (20,90%), and overgeneration (1,49%).

Meanwhile, the researcher found the dominant errors in Nunung Khurriyati⁵⁶, that An Error Analysis of the Use of Prepositional Place in SMP 3 Ampel. The researcher found the varieties of SMP N 3 Ampel student's mastery of using prepositional place still fail, there are 32 students or almost 50 % student's correct answer below 60%. It can be concluded that the teaching learning process of prepositional place at the second year students should be increased. The student's errors of using prepositional place can be concluded that the dominant source of errors is caused by overgeneralization.

The difference with this research is the researcher found that most of the students face some difficulties how to using prepositional place in descriptive text. The researcher also classifies the types of errors committed by students. From the classification of student's errors, it is totally misinformation with 61 errors. There is no error committed by students in omission, addition, and misordering.

From the explanation above, the result of researcher's finding and previous study , there were discussed about the importance of the method of error analysis could help English teacher found the next technique to teach writing and help students if they found difficulties to use prepositional place in the descriptive text.

E. The Solution of Errors

According to the data are collected the writer thinks that there were many mistakes that the students made in using prepositional place. It is caused by prepositional place between English and Indonesia is different, in this test there are 3 kinds of prepositional that has different rule and using and also they make generalization in using

⁵⁵ Fungki Maramis, *Preposition Errors Found in the Descriptive Text Writings on Mei 2013 Edition*, Bachelor Thesis in English Education Study Program Faculty of Teacher and Education Widya Mandala Catholic University of Surabaya, p. VIII

⁵⁶ Nunung Khurriyati, *An Error Analysis of The Use of Preposition of Place of The Eight Year Students of in SMP N 3 Ampel on August 2013 Edition*, Bachelor Thesis in English Education Study Program of Education, at State Islamic Study Institute Salatiga.

one relative pronoun and the other. To cover this problem the students should know that prepositional place in English could not be used interchangeably.

In English, the prepositional place (there are **in**, **on**, **at**) used in their own rule (enclosed space, surface or specific place) but the prepositional place in Indonesia is just one that is “*di*” .The students are still influenced by their mother tongue. They do not think about the form, just think about the meaning. For this case the students should understand deeply the different of using prepositional place in English. They make generalization in using prepositional place.

To solve this problem the students should understand deeply about the function of prepositional place. There are many rules in using prepositional place. The student should gave an attention to master it and the teacher should help their students to overcome those problem above.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the collecting data and discussion in the previous chapter, the researcher has analyzed the students' errors in using prepositional place. From the collecting data and the result shows that the VIII-2 students of MTS Swata Al-Jumhuriyah Seirotan still make some errors in using prepositional place in descriptive text. The researcher finds that most of students did not pay attention about using prepositional correctly in sentences.

Based on the data, the frequency of students' error in using prepositional place is mostly occurred in prepositional place *in* with 35 errors. The second is prepositional *on* with 14 errors. The third is prepositional place *on* with 12 errors.

The types of errors that the students made are misordering, omission, addition, and misformation. From the classification of student's errors, it is totally misformation with 61 errors. There is no error committed by students in omission, addition, and misordering.

Furthermore, the researcher also identifies the cause of errors which influence students to commit errors. They are overgeneralization and ignorance of rule restrictions. Based on the errors occurrence, the most of errors are caused of ignorance of rule restrictions which is influenced by the students' fail to apply the rules to where they do not apply. Meanwhile, Overgeneralization generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule.

The solution for the students' errors of using prepositional place are the English teacher should try to overcome the student's problem by giving more explanations and exercise, giving the material as clear as possible and give the students more detail about the form of prepositional place, their function, differences one and also different rules between prepositional place in English and Indonesia.

B. Suggestion

The writer then offers some suggestion to English teacher, the students and other researchers.

1. To the teachers

- a. The teachers should motivate their students in learning English especially in using preposition of place
- b. The English teachers should give more attentions in delivering the materials of preposition of time and place. They should choose the best method and present the materials in a clearly way, so that students understand materials easily.
- c. English teacher need to give some more exercises of the use of preposition of time and place from many sources to help students easy to master the materials. Besides he/she need to motivate the students to practice them in speech and writing, no need to be afraid in making mistakes.

2. To the students.

In the teaching learning process, the students must be active and they must ask something about using prepositional place. The researcher hope the students increase their effort in learning grammar and they have to be accustomed to learn English writing skill when they are in the classroom or in their house.

Another suggestion for the students is they may read English articles because it can improve the students' knowledge in understanding about grammar especially in using English prepositional place in order to solve the students' problems and students' errors. The students pay attention to characteristics prepositional place. The students must try to increase their abilities especially in using prepositional place.

3. To the other researchers

There are many errors, which is made by students in using prepositional place. It is necessary to other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar. It may be influenced by differences between

English and Indonesia. The researcher suggest to the other researcher to search about: The sociolinguistics and interlanguage interference. It is used to know the crucial factors that caused the students errors of using preposition of place. the writer recommended to conduct and concern the research about another types of error analysis in English tenses.

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APPENDIX I

Field Notes

Hari, Tanggal : Senin, 19 Oktober 2020

Tempat : Jl. Medan Batang Jl. Medan Batang Kuis Desa Sei Rotan Kec. Percut Sei Tuan Kab. Deli Serdang.

Kegiatan : meminta izin pre-observasi dan penelitian

1.	<p>Peneliti menghubungi pihak sekolah MTS AL-Jumhuriyah untuk melakukan penelitian di sekolah tersebut. Kemudian peneliti datang ke sekolah dan menemui kepala sekolah yaitu bapak Hendra Syahputra, S.Pd.I,M.Si untuk menyampaikan maksud dan meminta izin melakukan penelitian di sekolah sekaligus memberikan surat izin penelitian.</p> <p>Kepala sekolah menyambut baik kedatangan peneliti dan memberi izin peneliti untuk melakukan penelitian di sekolah tersebut. Kemudian kepala sekolah mengantarkan peneliti bertemu dengan siswa kelas VIII yang menjadi objek dalam penelitian.</p>
2	<p>Peneliti dan guru Bahasa Inggris berdiskusi tentang maksud dan apa saja yg ingin diteliti dan mengenai factor-faktor yang membuat siswa melakukan kesalahan dalam menulis dan menggunakan kalimat preposisi, guru Bahasa Inggris kemudian menyarankan peneliti untuk melakukan interview minggu depan.</p>
3	<p>Kemudian peneliti berpamitan kepada guru Bahasa Inggris.</p>

Hari, Tanggal : Kamis, 22 Oktober 2020

Tempat : Jl. Medan Batang Jl. Medan Batang Kuis Desa Sei Rotan Kec. Percut Sei Tuan Kab. Deli Serdang.

Kegiatan : pre-observation

1	Peneliti datang ke sekolah dan bertemu dengan guru Bahasa Inggris untuk melakukan pre-observation. Guru Bahasa Inggris memberikan informasi lengkap mengenai kelas VIII-2. Peneliti menanyakan hal-hal apa saja yang dibutuhkan untuk penelitian. Guru Bahasa Inggris menyampaikan kesulitan apa saja yang dialami siswa dalam menggunakan kalimat preposisi dalam menulis descriptive text. Peneliti juga menanyakan factor-faktor yang membuat siswa melakukan kesalahan dalam penggunaan kalimat preposisi.
2	Setelah melakukan interview dengan guru Bahasa Inggris, peneliti diperbolehkan melihat suasana belajar dan mengajar di kelas VIII-2 sebelum peneliti mulai mengambil data.
3	Peneliti mulai mengamati kegiatan belajar mengajar di kelas itu. Guru Bahasa Inggris memberikan materi tentang penggunaan prepositional place kepada siswa sesuai topik yang ingin diteliti oleh peneliti. Guru Bahasa Inggris bertanya kepada siswa tentang penggunaan kalimat preposisi.
4	Setelah pelajaran selesai peneliti berpamitan pulang, dan meminta izin guru Bahasa Inggris untuk melanjutkan penelitian setelah ujian proposal,

Hari, Tanggal : Kamis, 19 November 2020

Tempat : Jl. Medan Batang Jl. Medan Batang Kuis Desa Sei Rotan Kec. Percut Sei Tuan Kab. Deli Serdang.

Kegiatan : Penelitian dan Mengambil Data

1	peneliti datang ke sekolah dan menemui kepala sekolah yaitu bapak Hendra Syahputra, S.Pd.I,M.Si untuk menyampaikan maksud dan meminta izin melanjutkan penelitian di sekolah. Kepala sekolah menyambut baik kedatangan peneliti dan memberi izin peneliti untuk melakukan penelitian di sekolah tersebut. Kemudian kepala sekolah mengantarkan peneliti untuk menunggu guru Bahasa Inggris datang.
2	Setelah bertemu dengan guru Bahasa Inggris, peneliti di ajak bertemu murid kelas VIII-2. Kemudian guru Bahasa Inggris membebaskan peneliti untuk melakukan penelitian di kelas tanpa di temani oleh guru Bahasa Inggris.
3	Setelah guru Bahasa Inggris keluar kelas, peneliti mulai menyapa siswa kelas VIII-2. Kemudian peneliti mulai memperkenalkan diri dan menyampaikan maksud peneliti datang ke sekolah.
4	Setelah perkenalan peneliti menanyakan materi materi Bahasa Inggris yang sudah mereka pelajari. Peneliti hanya meriview Kembali pelajaran yang sudah di berikan guru Bahasa Inggris. Alhasil, banyak materi yang tidak diingat oleh siswa bahkan Sebagian besar masih ada yang kurang mengerti. Peneliti juga menanyakan materi tentang descriptive text dan penggunaan kalimat preposisi. Sebagian besar dari siswa tidak mengerti apa yang peneliti tanya.

5	Setelah melakukan tanya-jawab, bell sekolah berbunyi tandanya pergantian jam pelajaran. Peneliti pun berpamitan kepada siswa dan menemui guru Bahasa Inggris di ruang guru. Ternyata selama covid jam pelajaran di kurangi dan pelajaran Bahasa Inggris hanya 30 menit dalam seminggu.
6	Peneliti pun lalu berpamitan kepada guru bahasa Inggris dan izin melakukan penelitian minggu depan.

Hari, Tanggal : Kamis, 26 November 2020

Tempat : Jl. Medan Batang Jl. Medan Batang Kuis Desa Sei Rotan Kec. Percut Sei Tuan Kab. Deli Serdang.

Kegiatan : Penelitian dan Mengambil Data

1	Peneliti datang ke sekolah untuk melanjutkan penelitian minggu lalu. Peneliti menjumpai guru Bahasa Inggris. Peneliti di bantu guru bahasa Inggris memberikan sebuah tes atau soal mengenai penggunaan prepositional place.
2	Siswa ditugaskan untuk meletakkan prepositionalm place in,at,on pada kalimat descriptive text yang di berikan oleh guru Bahasa Inggris.
3	Setelah semua selesai peneliti mengumpulkan soal yang sudah dijawab oleh siswa.

Hari, Tanggal : Kamis, 03 Desember 2020

Tempat : Jl. Medan Batang Jl. Medan Batang Kuis Desa Sei Rotan Kec. Percut Sei Tuan Kab. Deli Serdang.

Kegiatan : Interview dan Pengumpulan Data

1	Peneliti datang lagi ke sekolah dan melihat proses mengajar di dalam kelas VIII-2. Setelah selesai mengajar peneliti meminta izin guru Bahasa Inggris untuk melakukan inter-view dengan guru Bahasa Inggris
2	Guru Bahasa Inggris dengan senang hati mempersilahkan peneliti untuk bertanya apa saja seputar penelitian yang diteliti

Hari, Tanggal : Kamis, 10 Desember 2020

Tempat : Jl. Medan Batang Jl. Medan Batang Kuis Desa Sei Rotan Kec. Percut Sei Tuan Kab. Deli Serdang.

Kegiatan : Interview dan Pengumpulan Data

1	Peneliti datang lagi ke sekolah dan bertemu dengan guru Bahasa Inggris. Peneliti meminta izin untuk melakukan interview terhadap beberapa siswa kelas VIII-2
2	Guru Bahasa mengizinkan peneliti menginterview beberapa siswa. Dan mengantarkan peneliti menemui siswa kelas VIII-2.
3	Setelah selesai peneliti meninggalkan kelas dan menjumpai guru Bahasa Inggris di ruang guru. Peneliti pun mengucapkan terimakasih dan berpamitan kepada guru Bahasa Inggris

APPENDIX II

Instruction for The Test

Name:

Class:

MAIMUN PALACE



Maimun Palace is a tourist destination _____ North Sumatra which has historical and cultural values. Located _____ Jalan Brigjen Katamso, Aur, Medan, this palace is iconic to Medan.

The building stands _____ an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built _____ 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant color of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 42 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as residence of sultanate families. There are 13 rooms _____ the second floor, 7 of which are _____ the main building, 3 rooms _____ the left wing part and 3 other rooms _____ the right wing part.

The answer: in, at, on, in, on, in, in, in

APPENDIX III
CLASSIFICATION OF STUDENT'S ERROR

The Classification of Students' Error

No.	Error Classification	Frequency of Errors
1.	Omission	-
2.	Addition	-
3.	Misformation	61
4.	Misordering	-
Total		61

APPENDIX IV DOCUMENTATION



Interview with students





Interview with english teacher









APPENDIX V STUDENT'S WORK

Name : N-YAK MUDA

Class : VIII-2

(75)

- A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

MAIMUN PALACE



Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located at Jalan Brigjen Katamso ,Aur, Medan, this palace is iconic to Medan.

The building stands on an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant colour of yellow, typical of Malay. This two-storey building is divided into three parts, namely the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 42 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as residence of sultanate families. There are 13 rooms on the second floor, 7 of which are at the main building, 3 rooms at the left wing part and 3 other rooms in the right wing part.

Name: Ririn MUAHANI

Class : VIII-2

62,5

- A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

MAIMUN PALACE



Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located at Jalan Brigjen Katamso ,Aur, Medan, this palace is iconic to Medan.

The building stands on an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant colour of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 42 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as residence of sultanate families. There are 13 rooms on the second floor, 7 of which are in the main building, 3 rooms on the left wing part and 3 other rooms on the right wing part.

Name : Cici An Rahayu

Class : VIII-2

50

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

MAIMUN PALACE



Maimun Palace is a tourist destination at North Sumatra which has historical and cultural values. Located on Jalan Brigjen Katamso ,Aur, Medan, this palace is iconic to Medan.

The building stands on an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant colour of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 42 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as residence of sultanate families. There are 13 rooms on the second floor, 7 of which are in the main building, 3 rooms in the left wing part and 3 other rooms on the right wing part.

Name : Muhammad Haji

Class : VIII-2

37,5

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

MAIMUN PALACE



Maimun Palace is a tourist destination IN North Sumatra which has historical and cultural values. Located ON Jalan Brigjen Katamso, Aur, Medan, this palace is iconic to Medan.

The building stands AL an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built AL 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant colour of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 42 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as residence of sultanate families. There are 13 rooms ON the second floor, 7 of which are AL the main building, 3 rooms IN the left wing part and 3 other rooms IN the right wing part.

Name : Agung Pratama

Class : VIII-2

37,5

- A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

MAIMUN PALACE



Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located on Jalan Brigjen Katamso, Aur, Medan, this palace is iconic to Medan.

The building stands at an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built on 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant colour of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 42 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as residence of sultanate families. There are 13 rooms on the second floor, 7 of which are on the main building, 3 rooms at the left wing part and 3 other rooms in the right wing part.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-12383/ITK.V.3/PP.00.9/09/2020
Lampiran : -
Hal : **Izin Riset**

30 September 2020

Yth. Bapak/Ibu Kepala MTS SWASTA AL-JUMHURIYAH SEI ROTAN

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Riska Nurhamidah
NIM	: 0304161029
Tempat/Tanggal Lahir	: Padang Sidempuan, 04 September 1997
Program Studi	: Tadris Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Mahad Al Jamiah UIN SU Kelurahan Pasar V Kecamatan Medan Estate

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTS SWASTA AL-JUMHURIYAH SEI ROTAN, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

AN ERROR ANALYSIS OF THE USE OF PREPOSITIONS OF PLACE IN STUDENT'S DESCRIPTIVE TEXT IN WRITING OF THE EIGHT YEAR STUDENTS IN MTS SWASTA AL-JUMHURIYAH SEI ROTAN

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 30 September 2020

A PHP Error was encountered

Severity: Notice

Message: Undefined variable: pjbt_Jabatan

Filename: persetujuan/surat_aktif_06.php

Line Number: 203

Backtrace:

File:

/var/www/siselma/application/views/persetujuan/surat_aktif_06.php

Line: 203

Function: _error_handler

File: /var/www/siselma/application/controllers/Pengajuan.php

Line: 486

Function: view

File: /var/www/siselma/index.php

Line: 316

Function: require_once

a.n. DEKAN

A PHP Error was encountered

Severity: Notice

Message: Undefined variable: pjbt_Jabatan

Filename: persetujuan/surat_aktif_06.php

Line Number: 205

Backtrace:

File:

/var/www/siselma/application/views/persetujuan/surat_aktif_06.php

Line: 205

Function: _error_handler

File: /var/www/siselma/application/controllers/Pengajuan.php

Line: 486

Function: view

File: /var/www/siselma/index.php

Line: 316

Function: require_once



Digitally Signed

A PHP Error was encountered

Severity: Notice

Message: Undefined variable: pjbt_Nama

Filename: persetujuan/surat_aktif_06.php

Line Number: 227

Backtrace:

File:

/var/www/siselma/application/views/persetujuan/surat_aktif_06.php

Line: 227

Function: _error_handler

File: /var/www/siselma/application/controllers/Pengajuan.php

Line: 486

Function: view

File: /var/www/siselma/index.php

Line: 316

Function: require_once

NIP.

A PHP Error was encountered

Severity: Notice

Message: Undefined variable: pjbt_NIP

Filename: persetujuan/surat_aktif_06.php

Line Number: 228

Backtrace:

File:

/var/www/siselma/application/views/persetujuan/surat_aktif_06.php

Line: 228

Function: _error_handler

File: /var/www/siselma/application/controllers/Pengajuan.php

Line: 486

Function: view

File: /var/www/siselma/index.php

Line: 316


Function: require_once

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

RESPONSE LETTER



YAYASAN PENDIDIKAN AL - JUMHURIYAH
MADRASAH TSANAWIYAH SWASTA AL – JUMHURIYAH

Jalan Medan Batang Kuis Km 12,5 Dusun III
 Desa Sei Rotan Kecamatan Percut Sei Tuan Kabupaten Deli Serdang KP 20371

SURAT KETERANGAN RISET
 Nomor : 388/MTs Alj/XII/2020

Yang bertanda tangan dibawah ini :

Nama	: Hendra Syahputra,S.Pd.I.M.Si
NIP	: -
Jabatan	: Kepala Madrasah
Tempat Tugas	: MTs Al – Jumhuriyah


Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama	: RISKANURHAMIDAH
Tempat/Tanggal Lahir	: Padang Sidempuan,04 September 1997
NIM	: 0304161029
Program Studi	: Pendidikan Bahasa Inggris
Semester/Jurusan	: IX (Sembilan)
Alamat	: Mahad Al Jamiah UIN SU Kelurahan Pasar V Kecamatan Medan Estate.

Telah Selesai Melaksanakan Penelitian di MTs Al – Jumhuriyah Desa Sei Rotan Mulai Tanggal 19 November 2020 s/d 17 Desember 2020, untuk memperoleh data dalam rangka penyusunan Skripsi dengan judul :

“AN ERROR ANALYSIS OF THE USE OF PREPOSITIONS OF PLACE IN STUDENT'S DESCRIPTIVE TEXT IN WRITING OF THE EIGHT YEAR STUDENTS IN MTS SWASTA AL-JUMHURIYAH SEI ROTAN ”

Demikian surat keterangan riset ini di buat dan di berikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.



Sei Rotan, 18 Desember 2020
 Kepala MTs Al – Jumhuriyah
Hendra Syahputra
 Hendra Syahputra,S.Pd.I.M.Si