CHAPTER I

INTRODUCTION

1.1   The Background of the Study

Language is a media to deliver information. Language allows people to express their emotions to others. Language is the ability that humans have to communicate with other humans using signs, for example words and movements. As we know language is very important in human life because it is as tool of communication especially in interaction. By using language as a means of communication, we as humans will be easier to understand to speak and understand what will be conveyed. Without language, humans cannot communicate with others.

In learning English there are four skills namely listening, speaking, writing and reading. One of the four this skills writing has an important role in English. In general, the meaning of writing is expressing   ideas, ideas and opinions in writing. According to St. Kartono (2013: 17) states that writing is the process   of pouring out thoughts and conveying them to the public. Thus writing is a series of activities to express opinions or ideas or ideas in writing so that they can be read by others.

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as GENRES.

Based on the writer experience in teaching practice program (PPL) at SMP N 1 Ronggurnihuta, the writer still found many problems that is faced by students especially in writing. In writing the writer still found error in the use of correct prepositions in students' writing. That is because there are still many students who do not understand correctly what is meant by prepositions. In addition, students are still wrong in choosing what prepositions they should use, especially in writing recount text.

As it now, when someone wants to write the use of prepositions cannot be ignored by students and must always pay attention to the prepositions. According to Musliyanti in Arzan et al (2013:2) defines that preposition is a word that shows the relationship between two words in a sentence. Prepositions are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (at five o'clock, in the morning), place (on the table, near the window) and other connections (with a knife, without a thought) involving actions and things (Yule, 2006). Prepositions are quite short and significant looking, but they have very important functions. Preposition is one of the language devices that build up a sentence. In English this component is called a connective word or function word, and also part of speech. Preposition expresses a relation between two entities, one being that represented by the prepositional complement. The prepositions are normally placed before noun or pronouns, but the position itself could change depend on their functions.

So based on the above problems the writer will analyze the types of errors in using prepositions for writing recount text. The writer chooses one of the text genres namely recount text. Recount text is a type of text that tells about a story,

action, or activity. Usually recount text tells about someone's experience. The purpose of recount text is to entertain the reader, so that there is no conflict in this text. Apart from that, this text also aims to provide information to readers.

Based on the background, the writer is interested in analyzing the errors made by the students. Thus, this study will entitled "Error Analysis of Using Preposition in Writing Recount Text of Ninth Grade Students at SMP N 1 Ronggurnihuta ".

1.2   The Problems of the Study

Based on the background of the study above, the problems of the study formulations are as follows:

1. What types of preposition errors are found in writing recount text of ninth grade students at SMP N 1 Ronggurnihuta.?

2. What are the dominant errors found in the use of prepositions in writing recount text of ninth grade students at SMP N 1 Ronggurnihuta?

1.3   The Objectives of the Study

Related to the problems, the objectives of this study are:

1. To find out the types of errors using prepositions in writing recount text of ninth grade students at SMP N 1 Ronggurnihuta.

2. To find out the dominant errors of preposition founds in writing recount text of ninth grade students at SMP N 1 Rongurnihuta?

1.4   The Scope of the Study

According to Dulay et al (1982:138) there are four kinds of error namely: Omission, Addition, Misformation, and Misordering and the writer want to analyze the student"s ability of using preposition in writing recount text. There are also kinds of preposition but the writer just focuses on the preposition according to Howard Sargeant (2007:102) consist of preposition of place, preposition of time, and preposition of direction in writing recount text by the ninth grade SMP N 1 Ronggurnihuta.

1.5   The Significances of the Study

There are two theoretical significances from this study that the writer expected to be useful to develop their writing learning process, they are:

1.   Theoretically Significance

The result of this study is expected to gives additional information and increase knowledge for the researcher herself.

2.   Practically Significance

1. For English Teacher

This study is expected to help English teachers know the errors made by the students on the use of preposition in their writing especially in recount text.

2. For Students of English Department

This study will give meaningful information for student"s error on the use of preposition.

3. For Future Researcher

The result of the study is expected to be able to help other researchers who conduct research at the same subject is able to reference.

CHAPTER II

REVIEW OF LITERATURE

2.1   Errors and Mistakes

Mistake and error mean something that is done incorrectly or wrong. Thus, they are synonyms. But the difference between these two words is in the context that they are used in. Mistakes are usually accidental. You know it"s wrong. In other   words, mistakes are   performance   based,   and   can   be   self-corrected. Mistake is less formal than error, and is usually used in daily speech. Errors are usually made due to the lack of knowledge. So, the action was wrong because it was different from the rules, model or specific code. Error is a more formal word than mistake.

Keshavarz (2008, p.49) also noted that there is a distinction between errors and mistakes. Errors are rule governed, systematic in nature, internally principled and free from arbitrariness. They show learner"s underlying knowledge of the target language that is his transitional competence. In contrast to errors, mistakes are random deviations and unrelated to any system. They are related to performance of the learner and might occur in the speech and writing like slip of the tongue, slip of the ear, slip of the pen, and false start. According to Keshavarz (2008) mistakes are due to non-linguistic factors such as fatigue, strong feeling, memory limitations, and lack of concentration and so on. These kinds of mistakes can   be   corrected   by   the   learner   if   brought   to   his   attention.

So from the explanation above the writer can conclude that the errors and mistakes are the same but different in the context of their use. While, errors is a mistake that is made without understanding what was said and cannot be corrected, while mistakes are mistakes that are unintentional and can be corrected.

2.2   Error Analysis

Error happens because the use of the incorrect system. As we all know, errors and mistakes are familiar things to us. Especially in learning English, errors and mistakes are still common for example in learning language the learners often make error in writing, speaking, etc. According to Dulay et al (1982:138) stated that errors are the flawed side of the learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. According to Richards in Emmaryana (2010:5), error analysis is an activity to reveal errors found in writing and speaking. According to Brown (2000:76), error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language of foreign language and then to reveal the systems operated by the learner. Error analysis was a type of linguistic analysis that focuses on the errors learners made.

Based on the above definition, the writer can conclude that error analysis is a process or activity of analyzing the mistakes made by students by not knowing what it really means. For example errors can occur in speech, as well as in   writing.

2.2.1 Cause of Error

According to Brown (2007:263), there are four source of error namely:

1. Inter-lingual transfer that is the negative influence of the mother tongue of learners.
2. Intra-lingual transfer that is the negative transfer of items within the target language.
3. Context of learning, which overlaps both types of transfer.
4. Communication strategies that is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons.

2.2.2 Types of Error

According to Dulay (1982:150), based on the surface strategy taxonomy error can be divided into main categories, they are:

1. The Error of Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. The students omits the item that should appear in the good utterance. Omission has two types of morphemes that are committed more than other. They are content morphemes and grammatical morphemes.

Content morphemes carry the bulk of the referential meaning of sentences: nouns, verbs, adjectives, adverbs. Omit content morphemes are typically made by the learner in the early stage.

Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition. For example**: "She visit my house last week" should be "She visited my house last week".**

2. The Error of Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary element.

Addition errors usually occur in the later stages of the second language acquisition, when the learner has already acquired some target language rules. For example**: "The books is in the bag" Should be "The book is in the bag"**.

3. The Error of Misformation

Misformation errors are characterized by the use of the use of the wrong form of the morpheme or structure. Different from omission where the items are not supplied at all, in errors of selection, the students supplies something even though that is incorrect. For example: **"They is watching movie" I should be "They are watching movie"**.

4. The Error of Misordering

Misosdering errors are characterized by the incorrect placement of a morpheme or group morphemes in an utterance. Error of misordering is the error where the items presented are correct but wrongly sequences. For example: **"In the library I will see you" Should be "I will see you in the library"**.

2.3   Writing

Writing is the ability of expressing a person's thoughts, ideas, and feelings through written words. In another sense, writing is an activity to express thoughts and feelings in the form of writing that is expected to be understood by the reader and serves as a means of communication indirectly. To create a good writing, skill and hard thinking are needed so that it will produce a good word, sentence, and paragraph. Writing is also one of the basic skills of the English language. According to Saleh Abbas (2006: 125), writing skills is the ability to express ideas, opinions, and feelings to the other party through written language. Suparno and Mohammad Yunus (2008: 1.3), writing is activities to convey messages (communication) by using language write as a medium or tool. Nunan (2001: 88) defines writing as a process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

So based explanation above can conclude that writing is writing is the ability to express ideas, ideas, feelings in the form of written language so that others who read can understand the contents of the article well and also serve as a means of delivering messages.

2.3.1   The Purpose of Writing

Purpose is the reason or reason why a person composes a particular piece of   writing.   The   purposes   of   writing   are   listed   below:

1) Express

In expressive writing, the writer's purpose or goal is to put thoughts and feelings on the page. Expressive writing is personal writing. We are often just writing for ourselves or for close friends, usually, expressive writing is informal, not intended for other readers.

2) Describe

Descriptive writing portrays, people, places, things, moments and theories with enough clear detail to help the reader create a mental picture of what is being written about.

3) Explore/learn

In exploratory writing, the writer's purpose is to ask key question and reflect on topics that defy simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answer.

4) Entertain

As a purpose or goal of writing, entertaining is often used with some other purpose; to explain, argue, or inform in a humorous way. Entertaining may take the form of a brief joke, but its goal is to relax our audience and share some story of human foibles or surprising actions.

5) Inform

The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible.

6) Explain

Explaining the Who, what, how, whys, and wherefores requires that the writer analyses the subject and show the relationship of those parts.

2.3.2 The Process of Writing

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer (2004: 11) explains the some stages of the writing process. The stages are presented as follows:

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that it also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

Furthermore, Brown (2001: 348) describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional   approaches   to   writing   instruction.

2.3.3 Genre of Text

According to Hyland (2009:15) Genre is term for grouping texts together, representing how writers typically use language to respond to recurring situations. Writing is a process of transforming thought and ideas into written form. Pardiyono (2007:2) described that there are eleven types of writing, namely descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, report, anecdote, review.

1. Descriptive

   Descriptive is a text to describe a particular person, place or thing.

2. Recount

   Recount is a text to retell an experience that is happened in the past.

3. Narrative

   Narration is a text to tell an event where the readers are pretending in the story.

4. Procedure

   Procedure is a text that is designed to tell how something is achieved through a sequence of actions or steps.

5. Explanation

   Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena.

6. Discussion

   Discussion is a text which present a problematic discourse and this problem will be discussed from different viewpoints.

7. Exposition

Exposition is a text argues for a particular point of view on an issue.

8. News Item

News Item is a text that informs the readers about newsworthy or important events of the day.

9. Report

Report is a text that announce the result of an investigation or announce something.

10. Anecdote

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

11. Review

Review is a text to critique an art work or event for a public audiences.

2.4 The Definition of Recount Text

According to (Ken Hyland, 2004; 29) recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

According to Anderson (2003: 48), recount text is a piece of text that retells past events, usually in the order in which they happened. Recount text is a text that retells past events. "In a recount text, the students must retell the sequence of events or experiences which they already got in the past" (Nafisah &

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Kurniawan, 2007). According to Knapp (2005: 224), Recount Text, basically it is written out to make a report about an experience of a series of related event.

So from explanation above recount text is a text that retells something that already happened in the past. Recount text usually tells about experience.

2.4.1 Generic Structure of Recount Text

According to Lancashire Council (2008), a recount text has several generic structure consists of orientation, events and reorientation. Each generic structure has social functions. The explanations of them are explained below:

a. Orientation

Recount begins with telling the reader who was involved, what happened, the location took place and the time of event. Orientation gives the reader the background information needed to understand the text and they would recognize about the scene setting and the context of the text.

b. Events

Event is the main activities that occurred in the story of the text. In writing a recount text, events are ordered in a chronological sequence. Sometimes, additional details are added to give information for the reader.

c. Reorientation

Reorientation is a closing step of statement that includes elaboration. Several recount texts also have a concluding paragraph. In this concluding paragraph, the writer could give the personal comment or statement.

2.4.2 Language Features of Recount Text

a) Using simple past tense: visited, had, etc.

b) Using action verb: helped, crutched, etc.

c) Using adjectives.

d) Introducing specific participants: I, my friend, etc.

e) Using chronological order: then, first, etc.

f) Using linking verb: was, were, etc.

2.4.3 The Purpose of Recount Text

The purpose of recount text is to list and to describe past experience by retelling events in which they happened (chronological order), to entertain and inform readers. The purpose of communication from recount text is to tell an experience or event that occurred in the past with the aim to entertain and inform readers.

2.4.4 Types of Recount text

Recount text is used to relate experiences or retell events for entertain or inform the readers. There are some types of recount text, they are:

1) Personal recount

Personal recount is retelling an activity that the researcher has been personally involved in and may be used to build the relationship between the researcher and the reader. e.g.: anecdote, diary journal, personal letter.

2) Factual recount

Factual recount is reporting the factual of an incident by reconstructing factual information. Usually, factual recount is biography, autobiography and history.

3) Imaginative recount

Applying factual knowledge to an imaginary role in order to interpret and recount events. Imaginative recount is imaginative of person mindset to imagine their life.

4) Procedural recount

Procedural recount is recording the steps in an investigation or experiment thereby providing the basis for reported results or findings.

5) Literary recount

Literary recount is to retell a series of events for the purposes of entertaining.

2.4.5 Example of Recount Text

Title   : My First Date

Orientation   : Last Saturday night, my class mate, Adrian, came by his motorcycle at 5.30 pm at my home and asked my parent permission to ask me out on a date. He stayed for a while and talked to my dad while waiting for me to get ready.   We   took   off   around   6   pm.

Events   : Adrian then took me to a noodle house for dinner. I had noodle with shrimps and he had noodle with pork. We finished our dinner rather quickly because he also wanted to take me to the movie theater. We arrived at the theater around 7.30 pm and it was very crowded. Some people came as a group, some as couple like Adrian and I He queue for the tickets while I bought some popcorn and soda. The movie started at 7.50 until 9.45 pm.

Re-orientation   : After the movie ended, Adrian took me home and apologized to my parents if it was too late for me to come home. My parents understood and said it was fine. I was really glad and hoped Adrian would ask me out again another time.

2.5   Part of Speech

Part of speech is the basic types of words that English has. English learners should be able to recognize and identify the different types of words in English, so that they can understand grammar explanation and use the right word place. Parts of speech are words that can be used in various contexts. Every word in the English language functions as at least one part of speech; many words can serve, at different times, as two or more part of speech, depending on the context. In traditional grammar, a part of speech is a category of words (or, more generally, of lexical items) that have similar grammatical properties. Words that are assigned to the same part of speech generally display similar syntactic behavior. Croft (2000) explains that Parts of Speech play similar roles within the grammatical structure of sentences and sometimes similar morphology in that they undergo inflection for similar properties. Commonly, there are eight parts of

speech namely noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection.

1. Noun

A noun is a word used to name a person, place, or thing. According to their kinds, English nouns can be categorized into 2 kinds, i.e. (1) proper, and (2) common nouns which are divided into (a) abstract, (b) individual, and (c) collective nouns. A noun which indicates one object only, it is a singular noun. When a noun indicates more than one, it is plural noun.

2. Verb

Verb is the main word in the predicate of a sentence that expresses action or being.

3. Adjective

An adjective modifies a noun or a pronoun and also tells the quality of a noun or a pronoun such as beautiful, handsome, etc.

4. Adverb

An adverb is the one which modifies verbs, adjective or another adverb such as clearly, slowly, etc.

5. Pronouns

Pronouns replaces noun at various positions and for various reasons. Personal pronouns are (I, you, he, she, it, we, they, me, him, her, us, and them) which shows contrasts of person, gender, number, and case.

6. Preposition

A preposition is a word that shows the relationship between a noun and some other word in the sentence such as up, of, since, etc.

7. Conjunction

A conjunction is another important element of parts of speech. Conjunctions are connectors of the clauses or phrases to render a sense to a sentence or serve the purpose of coordinating words in the clauses such as and, but, or, etc.

8. Interjection

Interjection is a word or words that show feeling. If it stands alone, it is followed by an exclamation point. If it begins a sentence, it is set off by a comma.

2.6 Preposition

A preposition is an important part of the English language. It is used to show a relationship between a noun or pronoun in a sentence and another word in the sentence. Preposition is one of part of speech that applied in a sentence which followed by noun or pronoun. Treanor (2007, p.28) defined that preposition is word that shows the relationship between a noun or pronoun and other word in the sentence expression" (p. 28). In other words, prepositions are always followed by nouns (or pronouns). As we know that preposition is a part of grammar, meaning that learning grammar also learn preposition. Where by learn the prepositions correctly, we will find it easier and understand the use of prepositions. Preposition

is a word or a group of words often placed before noun or pronoun to indicate place, direction, time and manner. In relation to structure, preposition is one part of speech, while part of speech is one of the structure elements. In this case, the function of structure is to make the sentence correct. Prepositions are words used as the signal in which a noun is coming because they happen before a noun phrase, and together they will form a prepositional phrase. Seaton and Y.H. Mew (2007:102) define preposition as a word that connects one thing with another, showing how they are related. According to Howard Sargeant (2007: 102) Prepositions are words that show a connection between other words. Most prepositions are little words like at, in and on. According to Howard Sargeant (2007: 102) the types of preposition are:

1. **Prepositions of Place**

Some prepositions show where something happens. They are called prepositions of place.

Examples:

1. I have a friend who lives **in** Wyoming.

2. John and Sarah were hiding **inside** the wardrobe.

3. There was a tree **beside** the river.

Preposition of Place: on, in, at

1. In is mostly used for a place having some sort of (physical or virtual) boundary

2. On is usually used for a surface.

3. At is usually used for a specific place.

Prepositions	Nature of places
In	**Places having some (physical or virtual) boundary.** Examples: 1. In a hall 2. In a school 3. In the building 4. In the box 5. In the car 6. In a library 7. In a garden 8. In a room
On	**Surfaces of things.** Examples: 1. On the table 2. On the blackboard 3. On the page 4. On a wall 5. On a roof 6. On the map
At	**Specific places:** Examples: 1. At bus stop 2. At the entrance 3. At front the chair 4. At the bottom of glass 5. At the edge of roof

2. **Prepositions of Time**

Some prepositions show when something happens. They are called prepositions of time.

Examples:

1. We're going to the zoo **on** Saturday.

2. No, you can't watch a video. It's **past** your bedtime already.

3. You must finish the work **by** Friday

Prepositions of time: these prepositions are to use to refer to time in various aspects.

Prepositions	Time nature
In	**Months or years** e.g. in march, in 2005 **Particular time of a day or a month or an year** e.g. in evening, in morning, in the 3rd week of April, in winter, in summer **A century or a specific time in past or future etc.** e.g. in the 20th century, in early days, in the stone age, in future, in past
On	**A day** e.g. on Sunday **Dates** e.g. on 7th of February, on February 7 **particular days** e.g. on my birthday, on independence day
At	**Time of a clock** e.g. at 4 o"clock, at 4:25 PM **short and precise times** e.g. at night, at sunset, at noon, at lunch time, at the moment, at the bed time

3. Prepositions of direction

Some prepositions show where something is going. They are called prepositions of direction.

Examples:

1. The football rolled **down** the hill.

2. The freeway goes right **through** the city.

3. We were travelling **towards** Miami

2.7 Previous Research

The writer has found some of previous of study about error analysis of using preposition in writing English as follows: For the previous research title, the first is a thesis by Melisa Utari With The Title An Error Analysis on the use of Preposition In Narrative Composition Made by the Eleventh Grade Students of Sma N 1 Babat Toman Muba (2017) which aims to: 1). to find out the types of error on the use of preposition in narrative composition made by the eleventh grade students of SMA N 1 Babat MUBA. 2). to find out the most frequent type of error on the use of preposition in narrative composition made by the eleventh grade students of SMA N 1 Babat MUBA. This study is descriptive qualitative research which was describing the reality behind phenomenon deeply and descriptively. This study analyzed the students" narrative composition based on classification of preposition error by Jha (1991). Meanwhile, the frequencies of errors were calculated in percentage those were (1) omission (23, 47%), (2) insertion (26, 08%), (3) selection (50, 43%), and the most frequent type of errors on the use of preposition contributed by the eleventh grade students of SMA N 1 Babat Toman Muba it was selection with the occurrence 58 error (50, 43%).

The second is a thesis from Dwi Puspita Sari entitled An Analysis On The Usage Of Preposition Errors In Writing Recount Text At The Eighth Grade Of Mts Roudhotul Huda Mulyorejo I North Lampung (2019) which aims to: to know what errors which are commonly made by students on the usage of preposition in writing recount text. Where the researcher result shows that there

are still many errors made by students in writing recount texts at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung. The errors were reduced by classifying them into two categories, namely errors on usage preposition of place and preposition time. After that, the researcher displayed all result of her finding. The result of analysis illustrated the frequency of errors in preposition of time 23% and preposition of place 77%. In conclusion, there are still many errors on the usage of preposition in writing recount text.

The third is from Faranita Sari with title An Error Analysis Of Using Preposition In English Writing (A Case Study In The First Grade Students Of Mts Negeri Tanjungpinang) Academic Year 2017/2018. Where the Researcher conducted the research based on one research problems. The research problem is "What kinds of errors do the students in using preposition in English writing at the first grade students of MTs Negeri Tanjungpinang? Based on the research problem, the result of the research has shown that there are four kinds of error on the use of prepositions in English writing made by the Students of MTs Negeri Tanjungpinang. They are errors of omission, errors of addition, errors of selection and errors of misordering.

Therefore, looking at the results of previous studies will use the author as a guide to be a reference in knowing and analyzing student errors from the use of prepositions in writing recount texts so that the results will be adjusted to help students avoid errors in writing.
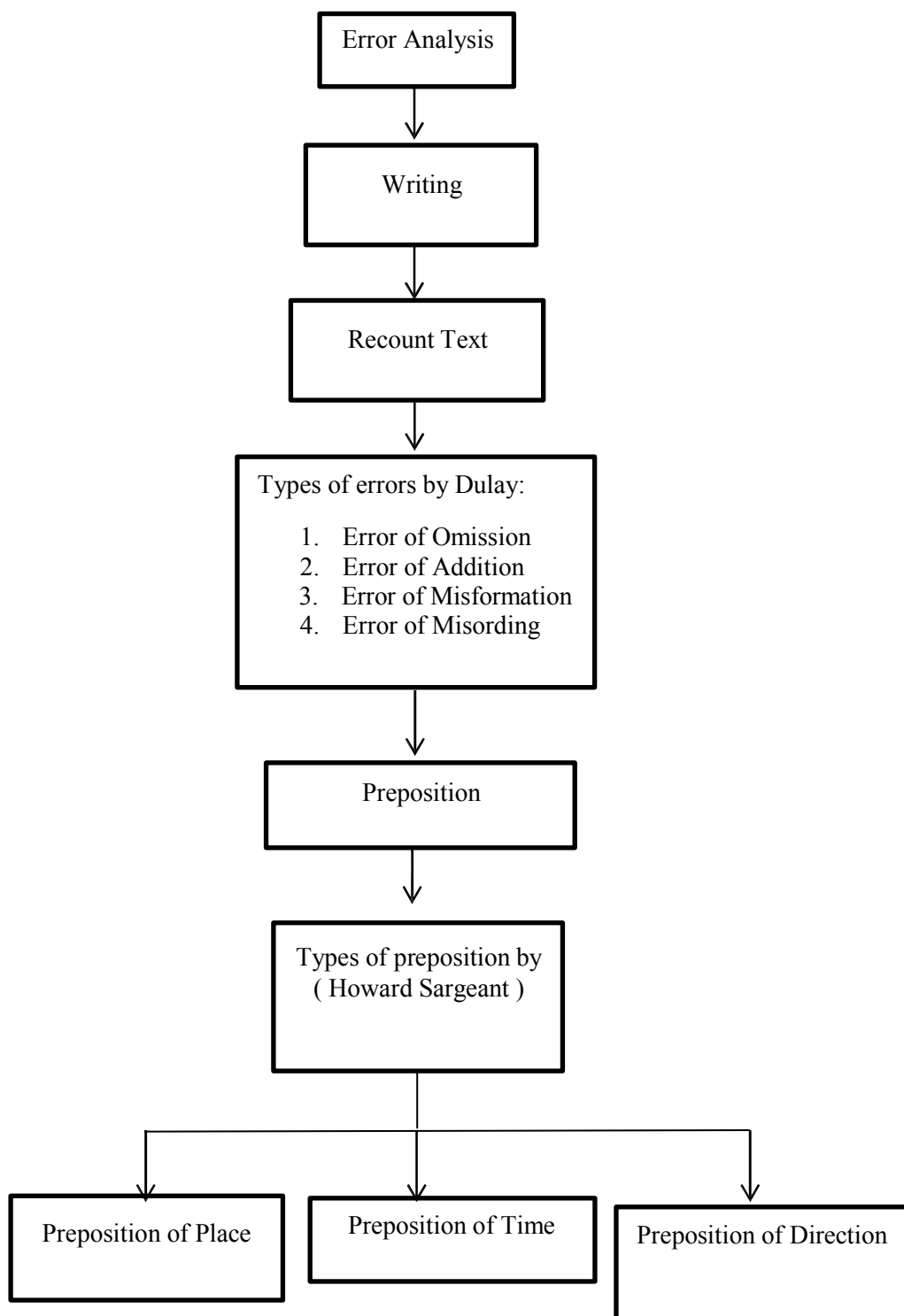
2.8 Conceptual Framework

Figure 2.8. *Error Analysis of Using Pepostion in Writing Recount Text at Ninth Grade SMP N 1 Ronggurnihuta. (Ernika Sinaga).*

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design used in this study was descriptive qualitative. In this type of research, the researcher will collect, classify, analyze, and draw conclusion based on the data analysis without making a generalization. Creswell (2009: 4) states that a qualitative research is a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. It is used to find out and know why and how a social phenomenon happens. The final written report of this study consists of introduction, literature and theory, methods, results, discussion, and conclusion. Therefore writer concluded descriptive qualitative research was suitable for this research. The design of this study aims to analyze the use of preposition errors in writing recount text by grade IX students at SMP N 1 Ronggurnihuta.

3.2 The Subject and Object of the Study

The subjects of this study were student‟s ninth grade of SMP N 1 Ronggurnihuta. In this school there are three classes for the ninth grade and the writer chose one class as a sample. The writer chose from class 9-2 which consisted of 15 students from 30 students. The object of the study was recount text.

3.3 The Instrument of Collecting Data

Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. In collecting data the writer used writing test as the instrument to collecting data. The writer chose recount text for the writing test where to found out types error of using preposition in writing recount text.

3.4 Technique of Collecting Data

To collect data the writer used procedure as bellows:

1. Choose 15 students out of 30 students.

2. Asked the students to write the recount text with the specified time.

3. Students writing are collected and check the result of student"s writing by giving a circle to the wrong words. After that, the writer return the results of their writing to the students to correct the errors in their own writing

4. Then, the students writing were collected again to find out whether the students able to correct the mistake they made in writing.

3.5 Technique of Data Analysis

In analyzing the students" error in using Preposition on students" writing recount text the writer used Miles and Huberman model (2013:246). Miles and Huberman model is an activity in qualitative data analysis is carried out interactively and lasts continuously until complete, so the data is saturated.

Activities in qualitative data analysis are data reduction, data display, and conclusion drawing or verification. Based on the theory, the writer analyze as follows:

1. Data Reduction

   Collecting the data from the students „text in writing recount text". Then the writer underlines every use of prepositions in students' writing that is used incorrectly.

2. Data Display

   1). Identifying and classifying the data of students' errors preposition based on surface strategy taxonomy. They are omission, addition, misformation, misordering.

   2). Finding the dominant types of errors do by the students by using the following formula based on Sujiono (2006:43):

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

P = Percentage types of error

F = Frequency types of error

N = Number of a sample which is observed

3. Drawing conclusion or verification

   Reporting the result by description the result of the analysis