



**STUDENT'S ERROR ANALYSIS
IN USING PREPOSITIONAL PHRASES
AT GRADE XI SMA NFGER! 1 BATANG ANGKOLA**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the degree of
Education Graduate (S.Pd) in english*

Written By:

SAHRON HIDAYAH
Reg. Number. 12 340 0111

**ENGLISH EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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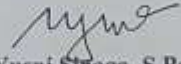
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Padangsidempuan, June 2019
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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Sahron Hidayah**, entitled "*Students' Error Analysis in Using Prepositional Phrases at Grade XI SMA Negeri 1 Batang Angkola*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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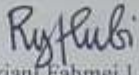
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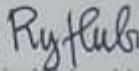
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PREPOSITIONAL PHRASES AT GRADE
XI SMA NEGERI 1 BATANG ANGKOLA

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XI SMA NEGERI 1 BATANG ANGKOLA

ABSTRACT

This research focused on students' error in using prepositional phrases function as post-modifier of a noun, post-modifier of an adjective and as adverbial. Those errors was analyzed by using surface strategy taxonomy; omission, addition, misformation and misordering. This research was conducted to students XI MIA 4 of SMA N 1 Batang Angkola because of the complexity of preposition and the tendency of making error in using prepositional phrase is high. The objectives of the research were to know the error type committed by the students and to know the common error committed by the students in using prepositional phrase.

This research was qualitative approach in using descriptive method conducted in SMA N 1 Batang Angkola began from February 2018 finished on April 2019. Subject and source of data were Students at class XI MIA 4. There were thirty two students took participation in this research. Techniques of collecting data were test, document and interview. Then for technique of checking trustworthiness of the data the researcher used triangulation.

Having presented and analyzed the data the researcher found that the students committed all the error types based on the surface strategy taxonomy; omission, addition, misformation, misordering. The common error based on surface strategy was addition error on prepositional phrase function as post-modifier of a noun which was found thirty nine errors committed by the students. The common error on the function of prepositional phrase was on prepositional phrase function as adverbial. There were eighty three errors found on this function of prepositional phrase.

Key Words: Error Analysis, Prepositional Phrase

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ABSTRACT

Penelitian ini fokus pada kesalahan siswa dalam penggunaan *prepositional phrases* yang berfungsi sebagai *post-modifier of a noun*, *post-modifier of an adjective* dan yang berfungsi sebagai *adverbial*. Kesalahan-kesalahan siswa tersebut di analisa dengan menggunakan analisa *surface strategy taxonomy*; *omission*, *addition*, *misformation* dan *misordering*. Penelitian ini dilakukan kepada siswa kelas XI MIA 4 dari SMA N 1 Batang Angkola karena kekompleksitasan dari preposisi dan kecendrungan melakukan kesalahan pada penggunaan preposisi yang sangat tinggi. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan yang dilakukan oleh siswa dan untuk mengetahui kesalahan umum yang dilakukan oleh siswa dalam menggunakan *prepositional phrase*.

Penelitian dilakukan dengan pendekatan kualitatif dengan menggunakan metode deskriptif yang dilakukan di SMA N 1 Batang Angkola. Penelitian ini dimulai dari Februari 2018 selesai pada April 2019. Subjek dan sumber data adalah siswa di kelas XI MIA 4. Ada tiga puluh dua siswa yang berpartisipasi dalam penelitian ini. Teknik pengumpulan data adalah tes, dokumen, dan wawancara. Teknik untuk analisis data adalah analisis data induktif. Kemudian untuk teknik pengecekan keterpercayaan data peneliti menggunakan triangulasi.

Setelah mempresentasikan dan menganalisis data, peneliti menemukan bahwa siswa melakukan semua jenis kesalahan berdasarkan pada *surface strategy taxonomy*; *omission*, *addition*, *misformation* dan *misordering*. Kesalahan umum berdasarkan *surface strategy taxonomy* adalah kesalahan *addition* pada *prepositional phrase* yang berfungsi sebagai *post-modifier of a noun* yang ditemukan empat puluh tiga kesalahan yang dilakukan oleh siswa. Kesalahan umum pada fungsi dari *prepositional phrase* adalah pada *prepositional phrase* yang berfungsi sebagai *post-modifier of a noun*. Ada Seratus satu kesalahan yang ditemukan pada *prepositional phrase* yang berfungsi sebagai *post-modifier of a noun*.

Key Words: *Error Analysis, Prepositional Phrase*

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Praise be to Allah swt., the Creator and most Merciful who has given me health, time, knowledge and strength to finish the thesis entitled “Students’ Error Analysis in Using Prepositional Phrases at Grade XI SMA Negeri 1 Batang Angkola ”. Moreover, peace be upon the prophet Muhammad saw., who has brought the human from the darkness era into the lightness era.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, April 2019
Researcher

SAHRON HIDAYAH
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CHAPTER I

INTRODUCTION

A. Background of the Research

Human and language are like two sides of a piece of a coin. They cannot be separated because language identifies human from another living, moving things means animal. By using language human expresses its ideas, feelings and thoughts, gets information and makes relation. Language shapes human, human lives with it.

There are many languages all over the world such as Arabic, English, Japanese, Greek, and Latin. From those numerous languages that exist in this world English is widely used as one of international language. As English becomes one of the international languages in this global era, many people use English in order to make communication. Due to achieving good communication, people study English and no exception to Indonesian.

Indonesia is a country in South East Asia that enhances their students to study English in hope to be able to compete with another nation in gaining knowledge and information in this globalization era. Though In Indonesia English is still considered to be a foreign language, English is taught since at the first grade on junior high school, senior high school, up to university level.

In process of studying English, people especially students have to learn to acquire receptive skills: listening and reading, and productive skills: speaking

and writing. In learning both of the skills students have to know about vocabulary, grammar and structures. Then the student can use English well, because by studying grammar and structures the students will acquire good skills in English. Even though there are great differences between Indonesian and English in grammar and structures.

English grammar has lots of discussion including tenses and parts of speech. Tenses are any of the forms of a verb which show the time at which an action happened: "I sing" is in the present tense and "I sang" is in the past tense. Parts of speech are one of the grammatical groups, such as noun, verb, and adjective, into which words are divided depending on their use. In parts of speech, students learn about noun, pronoun, adjective, verb, adverb, interjection, conjunction, and preposition. In structure, students learn about building words into phrases, phrases into sentences, etc.

Preposition has its own special place in English, because it is widely used. The preposition has been known and called the biggest little word in English. It is usually quite short and significant looking, but it has very important functions. Preposition denotes or describes relation between its objects. It shows relation in time or place to its objects. Preposition is word that is used before a noun or a noun phrase and a pronoun, connecting it to another word: In the sentences "We jumped in the lake", and "She drove slowly down the track", "in" and "down" are prepositions. Therefore the preposition sometimes act as not a preposition such as in adverbial phrase and idiom, the preposition here function

as complement of another part of speech. Recognizing preposition as preposition can only be achieved by testing it in phrase; does it function as head of the phrase? Preposition will be understood only if it is inside a phrase.

Phrase is a slot in which one or more words can occur. In every day usage phrase is applied to sequences of more than one word. The researcher concludes that phrase is a group of words.

Prepositional phrase is a phrase that takes in preposition as head or core of its phrase. That means that prepositional phrase consists of preposition plus complement. Combination between preposition and its objects called prepositional phrase.

Learning prepositional phrase for students is very crucial. In order to enabling the students convey their messages, ideas, feelings, and thoughts clearly, to get a better understanding about what people speak and write. Furthermore to help students to identify preposition functions as preposition, students get confused when they find combination of word with preposition that has special meaning such as: phrasal verbs, and idioms. For example: in sentence “he ran after a cat”, students might not realize that run after means chasing. They might think that this man is really running behind the cat without intention of catching it. Meanwhile the meaning of the sentence is the man chased the cat. This kind of failure leads the students to commit errors.

Tendency of committing errors by the students is high in the case of using prepositional phrases because there are many kinds of preposition in English

such as preposition of time, place, and direction. Even though committing errors and mistakes is a sign of students' progress. But it still needs to be handled carefully, So that the teachers' goal in advancing their students in English can be achieved.

Introduction to grammar and structure has been done since the early age of students i.e. in junior and high school, students are hoped to be able to construct meaningful and appropriate expressions. Preposition and prepositional phrase are studied in SMAN 1 Batang Angkola. Yet students still make a lot of mistakes and errors based on Mr. Andi Hotman, S.Pd. explanation as a teacher of English in SMAN 1 Batang Angkola¹.

Based on the discussion above researcher is interested to analyze students' errors in using prepositional phrase. So the researcher wants to conduct a research by title "Students' Error Analysis in Using Prepositional Phrases at Grade XI SMA Negeri 1 Batang Angkola".

B. Focus of the Research

This research was dealing with error analysis in using prepositional phrases. So the researcher focused on students' error in using prepositional phrases function as post-modifier of a noun, post-modifier of an adjective and adverbial.

¹Andi Hotman, S.Pd., English teacher in SMAN 1 Batang Angkola, 15 Februari 2018.

C. Formulation of the Problem

Based on the background of the research above, the researcher formulated the research problem as follow.

1. What types of errors are committed by students in using prepositional phrases?
2. What are the common errors committed by the students in using prepositional phrases?

D. The objectives of the research

Based on the formulation of the problem above, the objectives of the research as follows:

1. To know the error types committed by students in using prepositional phrases.
2. To find out the common errors committed by the students in using prepositional phrase.

E. The significances of the Research

The significances of the research are:

1. Theoretically

The English teachers will get clear information about the types of students' errors in using prepositional phrases.

2. Practically

The students will get proper treatment to decrease their errors in using prepositional phrases.

F. The Definition of the Terminologies

Intention of avoiding misunderstanding between researcher and readers, the researcher points out some terminologies to be clarified. They are:

1. Student

Student is person who is studying at a college or university, person studying at secondary school, any person interested in a particular subject.² In Indonesian dictionary, student is a learner especially on grade elementary up to senior high school.³ Based on the definitions researcher concludes that student is person who wants to study from elementary school up to university.

2. Error Analysis

Error Analysis is process of analyzing, grouping, describing, and concluding error or flaw side expression from mature language.⁴

3. Prepositional phrase

Prepositional phrase is a phrase that takes the preposition as head or core of its phrase. That means that prepositional phrase consists of preposition plus complement.

²A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 441.

³Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 1077

⁴H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* (U.S.A.: Pearson Education, 2007), p. 259.

G. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail, as follow:

1. Chapter one consisted of introduction, they are: background of the research, focus of the research, formulation of the research, objectives of the research, significances of the research, definition of terminologies, and outline of the thesis.
2. Chapter two consisted of theoretical description with some sub theories about prepositional phrase, error analysis and related findings.
3. Chapter three consisted of methodology of the research: location and time of the research, research design, subject of the research, source of the data, instrument of collecting data, technique of analysing data, technique of checking trustworthiness.
4. Chapter four was the result of the research talking about the analysis of the data. It consisted of findings, discussion and the threats of research.
5. Chapter five consisted of conclusion about the result of research and suggestions which were given to students, teacher and to other researcher by the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. THEORETICAL DESCRIPTION

1. Prepositional phrase

a. Definition of prepositional phrase

Prepositional phrase is formed by two words preposition and phrase. It is a combination of preposition and it's object. The object of prepositional phrase are noun and pronoun. For example, preposition word *in* + noun word *home* becomes *in home* is prepositional phrase.

Furthermore here are some experts' statements about prepositional phrase. Bernard T. O' Dwyer states: "Prepositional Phrases are cohesive word groups forming syntactic units, consisting of a preposition plus a noun or its replacement".¹ It is clearly stated that prepositional phrase is united, there is a unification of more than one word in conveying a meaning, or cohesive of group of words with a preposition plus noun or its equivalent.

Likewise sidney and gerald, Lesley Jeffries states: "The form of prepositional phrases has been described in a number of places and is very simple to summarize, as it is made up of a preposition and a

¹Bernard T. O'dwyer, *Modern English Structures: Form, Function, and Position* (Ontario: Broadview Press, Ltd, 2000), p. 123.

noun phrase”.² Lesley simply describes prepositional phrase as preposition and noun phrase.

Defining prepositional phrase, because it consists of two words prepositional (preposition plus suffix –al turns it into adjective) and phrase, the researcher decides need to separate them to get a deeper understanding.

1) Preposition

Etymologically, preposition derived from two words, they are pre and position. Pre means prefix indicating before. Position means location of something. Hornby states that pre is prefix before, and position is place occupied by a person or thing.³ So, etymologically preposition is something that is used before something.

Epistemologically, preposition is a word placed before noun or pronoun to show the relation of some words to other words in a sentence. The preposition is classified as a part of speech in traditional grammar.⁴ So, Epistemologically preposition

²Lesley Jeffries, *Discovering Language The Structure of Modern English* (New York: Palgrave Macmillan, 2006), p. 122.

³A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 338.

⁴Angela Downing and Philip Locke, *English Grammar a University Course Second Edition* (Milton Park: Routledge, 2006), p. 531.

is word or words used to show relation of noun or pronoun to another word.

Oxford learner's pocket dictionary defines preposition as word, such as in, from or to is used before noun or pronoun to show place, position, time or method.⁵ Words such as in, from, to are used before noun for example, the cat was in the house or the cat went into the house. Preposition "in" here shows the place where was the cat. While preposition "into" shows direction to where the cat went.

Then here are some experts' statements about preposition. Thomson and Martinet; Preposition is word normally placed before noun and pronoun.⁶ Normally placed before noun and pronoun means it is not normal placing preposition behind the noun or pronoun. Placing preposition behind a word is possibly behind a verb word.

The first is Wren and Martin statement; Preposition is word placed before noun or pronoun to show in what relation

⁵Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (Oxford: Oxford University Press, 2011), p. 347.

⁶A.J. Thomson & A. v. Martinet, *A Practical English Grammar Fourth Edition* (New York: Oxford University Press, 1980), p. 91.

person or thing denoted by it stands in regard to something else.⁷ Here Wren and Martin explicitly state the function of preposition is to show the relation of words denoted by preposition.

The second is statement from Pamela J. Sharpe; Preposition is word or phrase that clarifies relationship. Preposition is usually followed by noun or pronoun.⁸ This statement absolutely reinforces the experts' statements before.

There are agreements among those experts about preposition: first, preposition is word placed before noun and pronoun, second, preposition functions to show relation between words. Based on the discussion above researcher concludes that preposition is word that is placed before noun or pronoun to show in what relation to another word.

a) Kinds of preposition

There are so many prepositions in English. Then these prepositions are grouped, classified, or divided into several divisions to make them easier to be learnt.

⁷Wren & Martin, *High School English Grammar & Composition Latest Edition* (Ram nagar: S. Chand & Company Ltd, 1991), p. 129.

⁸Pamela J. Sharpe, Ph.D, *Barron's How to Prepare for the Toefl Test of English as a Foreign Language Sixth Edition* (Jakarta: BinaAksara, 1992), p. 182.

Getting a highly detailed classification of all preposition would be fruitless in a text on grammar, since such a classification would have include many items that more properly belong in the lexicon of the language than in the grammar of the language. Therefore the preposition commonly divided into two kinds, preposition of time and preposition of place (position and direction).⁹ This so called common division merely based on the function of prepositions and will be discussed later.

Wren and Martin divide preposition into three kinds first simple preposition, second compound preposition and the third phrase preposition.¹⁰ There are more than one hundred prepositions, so, due to space limitations, they will not be entirely discussed. The researcher chooses Wren and Martin division to make the discussion smaller yet valuable.

(1) Simple preposition

At, by, for, from, in, of, off, on, out, trough, till, to, up,
with

Example: I will see you *at* dawn.

She always puts the book *on* the table.

⁹Marcelle Frank, *Modern English* (New Jersey: Printece Hall, 1972), p. 163.

¹⁰Wren & Martin, *High School...*, p. 130.

They have gone to school.

(2) Compound preposition

About, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without

Example: Her house is *across* the street.

The shop is just *around* the corner.

The garage is *behind* the house.

(3) Phrase preposition (groups of words used with the force of a single preposition)

according to	in accordance with	in place of
agreeably to	in addition to	in reference to
along with	in (on) behalf of	in regard to
away from	in case of	in order to
because of	in comparison to	instead of
by dint of	in compliance with	owing to
by means of	in sequence of	in spite of
by reason of	in course of	with regard to
for the sake of	with reference to	with an eye to

Example: He died fighting *on behalf of* his country.

Why don't you go *along with* your brother?

There was a big tree *in front of* my class.

b) Function and usage of preposition

Division of preposition into preposition of time and preposition of place as it has been mentioned above, merely based on the function and the usage of the preposition.¹¹ Knowing the true usage of preposition will enable learners to communicate effectively.

The researcher here will present the division or classification of preposition which is assumed to be the common in sense of every day usage they are preposition of time and preposition of place (position and direction).

(1) Preposition of time

Prepositions of time are preposition that used to show relation of word to another word in conception of time

¹¹Marcelle frank, *High School...*, p. 163.

Table I
Preposition of Time
 One point of time¹²

Preposition	Usage	Example
At	Part of the day	at night at noon at breakfast at the moment at present
	a specific time on the clock	at 1 o'clock at 8 o'clock at 12 o'clock
	celebration	at Idul Fitri at Idul Adha at Independence day
On	a specific day of the week	on Friday on Monday on Saturday

¹²Mhd. Bayu Mubarak, "Students' Ability in Using Prepositional Phrase in Writing Text at Sixth Semester Students of English Education Program in Stain Padangsidimpuan", *Unpublished Thesis* (Padangsidimpuan: STAIN Padangsidimpuan, 2013), p. 24 – 26.

	a specific date of the month	on March 11, 1998 on August 17, 1945 on June 17, 1993
in	with year, month, season	In June In 1993 in Autumn in Summer
	a day of the month, year	in June 2018
	part of the day	in the morning in the afternoon in the evening
	After, at the end of	in two hours in six

		minutes
		-

There are some exceptions in using reposition “at”. Not all of the parts of the day are signed by preposition “at” For example in the morning, in the afternoon, and in the evening, they are not written at the morning, at the afternoon, at the evening.

Extended time; starting at one point and ending at another (duration)

Table II
Preposition of Time

Beginning, End and Period of time

Preposition	Usage	Example
Since	The beginning point	I Have Not Seen Him Since Yesterday. He has been praying since he was a child.

For	Over certain period of time, it gives a quantity of time. It is usually followed by number.	He will stay there for two days. I have been waiting him for three hours. They have ruled this land for many years.
During	It gives a block of time, usually thought of as undivided.	The soldiers fought during the winter You cannot sleep during the lesson!
From-to/till	Marking beginning and end of a	The last lesson was from One

	period of time	o'clock to/till four o'clock. The president will visit mount Rinjani from 17 of august to/till 18 of august.
By	In the sense of the latest	I will be there by this noon. We will finish this job by the next year.

	Up to certain time	By 2 o'clock I had read 2 books. The soldiers had survived by the winter fight. This thesis will be finished by the end of this semester.
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The table below shows some prepositions used to indicate time especially Sequences of time; events that follows one another

Table III
Preposition of Time

Preposition	Usage	Example
Before	Earlier than a certain point of	Before 2019 I will see you before

	time	Sunday I read this book before you did.
After	Latter than a certain period of time	I will see you after Sunday We will discuss it after dinner
Ago	A certain time in the past	5 months ago I have found this key three days ago. Long time ago

(2)Preposition of place

Prepositions of place are prepositions that used to show relation of word to another word in conception of place.

Table IV
Preposition of Place
 The point itself¹³

Preposition	Usage	Example
In	inside room, building or container	He is in library. I am in classroom He saves it in his pocket.
	Street, town, country	He lives in Jogja The school is in jl. Imam Bonjol. Is your hous in riau?
	Book, paper, magazine	The argument is in the book. The news is in the

¹³Mhd. Bayu Mubarak, "Students' Ability..., p. 27 – 30.

		newspaper.
	something all around	The clue is in the picture. I saw it in you tube.
On	Being on a surface of	On the table On the floor On the ground
	Attached	The picture is on the wall. The symbol is on the clothes.
	Certain side (right/left)	On the right/ On the left
At	Something as a point in space	At the door At the station At the corner
	Event	At the concert

		At the party
	At + building, talking about normal purpose of the building	Dea is at the school (study) Roni is at the theatre. (watching a play)

This table below shows some preposition used to state a point is higher or lower than a point.

Table V
Preposition of place
Higher or lower than a point

Preposition	Usage	Example
Over	It xpresses the idea to be generally higher than a point.	The birds fly over the ocean. The cat jumped over the mouse.

Above	It expresses the idea to be directly higher than a point.	He lives on the floor above us My book is above those books.
Under	It expresses the idea to be generally lower than a point.	The book is under the table. The pen is under the seat
underneath	It expresses the idea of close under, especially as to be hidden	He cleaned the dirt under the wardrobe. The book is underneath the papers.

Beneath	Expresses the idea of directly under, with some space between.	The gum is stick beneath the table.
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next table shows some preposition used to show close distance or neighboring a point.

Table VI
Preposition of Place
Neighboring the point

Preposition	Usage	Example
Near	Close to	He lives near the mosque Do not go near the tiger's cage! I put it near your bag.
Next to	Beside	The

	something and nothing in between.	classroom is next to teachers' office.
Along	In a line; from one point to another	We were walking along the coridor.
Beside	On one side of a thing	He put the cup beside the plate.
Between	On each side of two things	He put the plate between the cup and the glass
Opposite	On the other side of something	Our house is opposite the mosque.

2) Phrase

Phrase is defined as group of words which have a particular meaning when used together.¹⁴ It means that group of words which is put together no matter how many words convey a single meaning.

Definition of phrase in Dictionary of Language Teaching & Applied Linguistic is a group of words which form a grammatical unit and it does not contain a finite verb and does not have a subject-predicate structure.¹⁵ This definition clarifies that group of words that is used here do not have verb word inside.

Sequences of more than one word do not quite represent the term phrase in syntax discussion. The term phrase is also given to even one word in a slot which a phrase can occur.¹⁶ Slot means place where a phrase can be put in or a place that a phrase possibly occurs.

The same statement also can be found in Sidney & Gerald's book. There is definitely reason for this; because many rules that are applied to a word also given to a phrase for example adjective word pleasant has the same rule with adjective phrase

¹⁴Victoria Bull, *Oxford learner's...* p. 329.

¹⁵Jack C. Richard & Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic Fourth Edition* (Edinburgh: Pearson Education Ltd, 2010), p. 81.

¹⁶Jim Miller, *An Introduction to English Syntax* (Edinburgh: Edinburgh University Press Ltd, 2002), p. 18.

very pleasant in sentence it was a pleasant/ very pleasant occasion. Instead of specifying each time adjective phrase or adjective it is simpler to specify adjective phrase and thereby include adjective.¹⁷ One of the rules which are being talked here is the place of adjective word, that it must be placed before the noun being described, has the same rule with adjective phrase.

However the term phrase defined as group of words are preferably in daily usage.¹⁸ This definition is preferably for common people because it is easier to define phrase as a group of words.

Bernard T. O'dwyer in his book stated;

Phrases are word groups having internal cohesion and forming syntactic units with a head word (HW).A headword is the single word around which other words group for meaning. For example, a noun phrase has a head noun(HN),a verb phrase has a lexical head verb (HV),and a participle phrase has a head present or past participle(HPP).Identifying the head word (HW)is helpful when classifying a phrasal structure.¹⁹

Group of words here is not for words put together without conveying any message. Indeed, it is a combination of words built

¹⁷Sidney Greenbaum & Gerald Nelson, *An Introduction To English Grammar.Second Edition* (London: Pearson Education Limited, 2002), p. 46.

¹⁸Jim Miller, *An Introduction to English Syntax...* p. 17.

¹⁹Bernard T. O'dwyer,*Modern English Structures: Form, Function, and Position* (Ontario: Broadview Press, Ltd, 2000), p. 19.

up on the basis of a particular logical relation.²⁰ There is a logical relation among those words that convey meaning.

There are many definitions that have been discussed above. To make the definition simpler, researcher defines phrase as group of words without verb inside which has meaning.

The phrase itself divided into five kinds they are: noun phrases, verb phrases, adjective phrases and adverb phrases and prepositional phrase.²¹ But in this discussion the researcher does not discuss these kinds of phrase deeply. The researcher focuses on prepositional phrase.

a) Noun phrase

Noun phrase is a phrase with noun or pronoun as the head of the phrase. In wren and martin's book noun phrase is a group of word that does the work of a noun.²² Below are the structures of noun phrase:

Noun

eg. : Books

Determiner + Noun

²⁰M.A.K. Halliday & Christian Matthiessen, *an Introduction to Functional Grammar Third Edition* (New York: Oxford University Press, 2004), p. 310.

²¹Lesley Jeffries, *Discovering Language...*, p. 103.

²²Wren & Martin, *High School...*, p. 190.

eg. : Those Books

pre-Modifier + Noun

eg.: New Books

Determiner + pre-Modifier + Noun

eg. :Some Long Books

Noun + post-Modifier

eg. : Books On Astronomy

Determiner + Noun + post-Modifier

eg. : Some Books on Astronomy

pre-Modifier + Noun + post-Modifier

eg. : popular books on astronomy

Determiner+pre-Modifier+Noun+post-Modifier

eg. : some popular books on astronomy.

List below contains functions of noun phrase

Subject

eg. : The people in the bus escaped through the emergency exit.

Direct object

eg. : They are testing some new equipment.

Indirect object

eg. : The bank gave David a loan.

Subject complement

eg. : The performance was a test of their physical endurance.

Object complement

eg. : Many of us consider her the best candidate.

Complement of a preposition

eg. : The box of chocolates is intended for your children.

Pre-modifier of a noun or noun phrase

eg. : Milk production is down this year.

Adverbial

eg. : The term finishes next week.

b) Verb phrase

Verb phrase is combination of main verb plus helping verbs with only one function as verb. Below is the form of the verb.

Base Form:

The base form is what we find in dictionary entries

eg. : laugh, mention, play

-s form:

The -s form adds to the base form an ending in –s

eg. : laughs, mentions, plays

-ing participle:

The -ing participle adds to the base form an ending in –ing

eg. : laughing, mentioning, playing

-ed form (past or -ed participle):

The -ed form adds to the base form an ending in –ed

eg. : laughed, mentioned, played

From the explanation above researcher concludes that verb phrase is simply combination of helping verb (modal auxiliary, such as can, may, will, perfect auxiliary such as have, has progressive auxiliary such as be, passive auxiliary such as be) plus main verb. Example: I am going to medan. am going is the verb phrase.

c) Adjective phrase

Adjective phrase is a group of words does the work of an adjective.²³ Adjective phrase consists of adjective as the head of the phrase and modifiers of the adjective.

Here are some examples of possible structures of adjective phrases:

Adjective

eg. : Happy

pre-Modifier + Adjective

eg. : Very Happy

Adjective + post-Modifier

²³Wren & Martin, *High School...*, p. 184.

eg. : Happy to see you

pre-Modifier + Adjective + post-Modifier

eg. : Very happy that you could join us

These are the main possible functions of adjective phrases:

pre-modifier in a noun phrase

eg. : He was a tall man, dressed in a blue suit.

Subject complement

eg. : The photographs were quite professional.

object complement

eg. : My parents made me aware of my filial responsibilities.

post-modifier in a noun phrase

eg. : The OS/2 makes good use of the memory available

d) Adverb phrase

Adverb phrase is a group of word does the work of an adverb.²⁴ Just like the case of adjective phrase, the adverb phrase consists of adverb as the head of the phrase plus its

²⁴Wren & Martin, *High School...*, p 187.

modifiers. For this kind of phrase there are also several possible structures that can be constructed to form acceptable adverb phrase based on mature language performance.

Here are some examples of possible structures of adverb phrases:

Adverb

eg. :Surprisingly

pre-Modifier + Adverb

eg. : Very surprisingly

Adverb + post-Modifier

eg. : Surprisingly for her

pre-Modifier + Adverb + post-Modifier:

eg. : Very surprisingly indeed

Functions of adverb phrases

Adverbs have two main functions, but particular adverbs may have only one of Modifier of an adjective or an adverb in phrase structure example: (modifier of adjective) The description was *remarkably* accurate. (modifier of adverb)

The new drug was hailed, *somewhat* prematurely, as the penicillin of the 1990s.

e) Prepositional phrase

Prepositional phrase is a phrase that takes the preposition as head or core of its phrase. That means that prepositional phrase consists of preposition plus complement. prepositional phrase will be discussed more detailed later.

So these are the phrase's definition, kinds and structures. In short, phrase is a group of words. There are five kinds of phrase they are: noun phrase, verb phrase, adjective phrase, adverb phrase, and the last is prepositional phrase.

After separating the preposition and the phrase, to get the meaning of prepositional phrase, now the researcher puts them together. So the prepositional phrase based on the discussion above is group of words which has meaning showed by the preposition.

Now we have a clearer view about prepositional phrase based on the discussion above. To sum up, prepositional phrase is a group of words i.e. preposition plus another word as a cohesive group of words which has meaning and the preposition as the head.

b. Structure of prepositional phrase

The structure of prepositional phrase is quite simple. It is built up by preposition plus noun, noun phrase or its equivalent.²⁵ Structure means construction or way to construct or build a prepositional phrase. The way to construct prepositional phrase is very simple only by preposition plus its object or objects.

Prepositional phrase structures

Preposition + Object of the Preposition

For example:

in	+	home
into	+	the room
during	+	our last game
because of	+	the situation

The word or words behind the preposition is called object of preposition and the preposition may have two or more objects such as the citizen live in big city and small city.²⁶ below is additional example for the preposition may have two or more objects.

eg. : The road runs over *hill* and *plain*.

eg. : This book is for *Jim* and *Susan*.

²⁵Lesley Jeffries, *Discovering Language...*, p. 122.

²⁶Wren & Martin, *High School...*, p. 130.

c. The using and the function of prepositional phrase.

Many prepositional phrases seem adverbial in meaning, which means they often indicate time, place, manner, or degree, as adverbs do. However, the same prepositional phrase may be used as an adjective, an adverb, or a noun.²⁷ It can be seen from the example below:

Used as Adverb

eg. : The delegates went for a meeting *after dinner*.

Used as Adjective

eg. : A meeting *after dinner* is better than one before dinner.

Used as Noun

eg. : *After dinner* is a good time for meeting.

And the prepositional phrases have three main functions:²⁸

1) Post-modifier of a noun

Post modifier of a noun is a term to indicate prepositional phrase is placed behind a noun to modify or to add meaning of the noun or as complement of the noun.

²⁷George E. Wishon & Julia M. Burks, *Let's Write English Revised Edition* (New York: Litton Educational Publishing, 1980), p. 289.

²⁸Sidney Greenbaum & Gerald Nelson, *An Introduction To English...*, p. 71.

eg. : I took several courses *in history*.

In history, this prepositional phrase is information to courses showing that the courses are limited only on history.

eg. : The local council is subsidizing the installation *of energy-saving devices*.

Of energy saving devices, this prepositional phrase is a complement of installation. It is also modifier the installation and placed behind the word installation i.e. post-modifier of the word installation.

2) Post-modifier of an adjective

Post-modifier of an adjective is term indicating prepositional phrase is placed after or behind an adjective in order to specify, to modify or to add information of the adjective.

eg. : We were not aware *of his drinking problem*.

Of his drinking problem, this prepositional phrase gives specific information about the awareness being talked by the speaker.

eg. : I was happy *with my marks last term*.

With my marks last term, this prepositional phrase modifies the adjective *happy* as additional information.

3) Adverbial

Prepositional phrase will be found in adverbial function in a sentence. The prepositional phrase act as adverb does in a given sentence.

eg. : The sky brightened *after the storm*.

After the storm, this prepositional phrase gives further information about the verb before. In another word it is adverbial.

eg. : The gems still glows *in the dark*.

In the dark, this prepositional phrase gives information about the verb before. This means that this prepositional phrase is in adverbial function.

The discussion about prepositional phrase is complete, though it is not a perfect one. In conclusion prepositional phrase is a group of words which has preposition, such as: in, on, of, etc., as the head of the phrase. Furthermore the prepositional phrase has three functions as has been mentioned above, they are: as post-modifier of a noun, post-modifier of an adjective and adverbial.

2. Error analysis

a. Definition of error analysis

Learning process for human involves making mistake.²⁹ Remembering the first time we learnt to write, we made a lot of mistakes just to write down one specific letter such as “A”. Then slowly we figured out that the symbol has its own meaning. Furthermore we tried to combine those symbols into a word yet we still struggle to find the right combination. From this illustration we can see that making mistake or error is part of human learning process. Since it is part of the learning process of human, many experts came to realize that this phenomenon needs to be analyzed carefully in order to improve the way human learn. Then emerge the term of error analysis. Error analysis is a combination of two words error and analysis. To get a better understanding about error analysis, the researcher separates the two words.

1) Error

In Webster dictionary error is defined as deviation from truth.³⁰

Every thing which deviates from the truth is called error.

²⁹H. Douglas Brown, *Principles of Language Learning and Teaching, Fourth Edition* (U.S.A.: Pearson Education, 2000), p. 216.

³⁰Philip D. Morehead, *The New American Roget's College Thesaurus in Dictionary Form Third Revised Edition* (New York: New American Library, 2001), p. 280.

Meanwhile in oxford dictionary error is defined as mistake.³¹ Although deviation and mistake are not quite similar. Both may have the notion as deviation from the truth but these are the definitions of error from dictionary. To get a better view about error researcher takes several experts' statements showing differences of mistake and error.

Based on heidi's statement error is flowed side of learner speech and writing.³² This statement implicitly declare that error is a unique phenomenon happened to students. That means in process of learning students do make error as part of students' progress.

However, error and mistake must be differentiated. The difference between error and mistake is error cannot be self-corrected while mistake can be self-corrected if the deviation is pointed out to the speaker.³³ Awareness is a key to find the difference between error and mistake. Even though students are not aware while making a mistake but students immediately be able to recognize and repair the mistake after it has been pointed out to the students. In the other hand it is quite the opposite in the

³¹Victoria Bull, *Oxford Learner's...*, p. 150.

³²Heidi Dulay, et. al., *Language Two* (New York: Oxford University Press, 1982), p. 138.

³³H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* (New York: Pearson Education, 2007), p. 258.

case of error. Students who do the error cannot recognize and repair the error immediately after it has been shown.

From those definitions researcher conclude that error is every mistake or action that student does unconsciously which deviates from the truth.

2) Analysis

Breakdown, separation, disintegration; investigation, study; abstract, summary is the definition of analysis in Webster dictionary.³⁴ In oxford dictionary analysis is defined as study of something by examining its parts.³⁵ These definitions reveal that there are processes in analysis including separating and studying.

Douglas Brown states that the step in analyzing the error are identification and description.³⁶ Identification or recognition in this case is interpreted as process of defining identity of the error and description is process of giving a real picture about the error.

Based on those definitions researcher concludes that analysis is a study of something by break downning, separating, identifying, investigating and describing its parts.

³⁴Philip D. Morehead, *The New American Roget's College Thesaurus in Dictionary Form Third Revised Edition...* p. 31.

³⁵Victoria Bull, *Oxford learner's...*, p. 14.

³⁶H. Douglas Brown, *Principles of Language...*, p. 260.

Joining those definitions above the researcher concludes that error analysis is a study of mistake or action that student does unconsciously which deviate from the truth by separating, identifying, examining and describing the errors.

b. Types of Error

Dulay, Burt, and Krashen divide error types into error types based on linguistic category, surface strategy taxonomy, error types based on comparative taxonomy, communicative effect.³⁷ These experts show many types of error. These categorizations help researchers to get their researches easier to be explained.

The researcher chooses one of error types to help the researcher to analyze the students' error. The researcher only choose one of the error types due to limitation of time and capability that researcher has. Surface strategy taxonomies error types was chosen by the researcher.

The surface strategy taxonomy highlights the ways surface structures are altered. The student may omit necessary item (omission), or may add unnecessary ones (additions), they may misform items (selection), or may misorder them (misordering).³⁸ And the classification of error based on surface strategy taxonomies is described below.

³⁷Heidi Dulay, et. al., *Language Two...*, p. 146.

³⁸Heidi Dulay, et. al., *Language Two...*, p. 150.

1) Omission

Omission is characterized by the absence of an item that must appear in a well-formed utterance.³⁹ In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function words rather than content words at least in the early stages. More advanced learners tend to be aware of their ignorance of content words, and rather than omit one. For Example: My house is Pintupadang. The preposition in is omitted. The correct sentence must be my house is in Pintupadang.

2) Addition

Addition is characterized by the presence of an item wich must not appear in a well-formed utterance.⁴⁰It is an occasion when student makes sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes. For example: The university is near behind the mosque. This sentence is wrong, because the preposition near or behind is added. The correct sentence must be the university is behind the mosque or the university is near the mosque.

³⁹Heidi Dulay, et. al., *Language Two...*, p. 154.

⁴⁰Heidi Dulay, et. al., *Language Two...*, p. 156.

3) Misformation

Misformation is characterized by the use of the wrong form of the morpheme or structure.⁴¹ In this case the student uses wrong form of a structure of sentence. For example: I am sitting between my parent and my sisters. The preposition among is substituted by between. In misformation error student supplies something, although it is incorrect.

4) Misordering

Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.⁴² In this case the student makes sentence in incorrect order. Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterances in the target language. For example: Friends Tini are playing outside hide and seek. The correct sentence must be Tini's friends are playing hide and seek outside.

From the discussion above researcher makes a conclusion of theoretical description;

⁴¹Heidi Dulay, et. al., *Language Two...*, p. 158.

⁴²Heidi Dulay, et. al., *Language Two...*, p. 162.

1. Prepositional phrase is a combination of preposition and its object.
2. Error analysis is a study by breaking down, separating and concluding error.

The students' error in using preposition in prepositional phrase will be analyzed by using four types of error based on surface strategy taxonomy, they are omission, addition, misformation and misordering.

B. Review of Related Findings

Related to this research, there are some researches which had been done as below: first, a research was done by Fitri Handayani Nasution on analysis of students' error in using preposition of place at the second year students of Mts N 1 Model Padangsidimpuan. In the conclusion, the highest percentage of errors belong to substitution type (74,55%) and the lowest percentage of errors is misordering type (4.14 %), for the sentence completion test (316 errors), the highest percentage of error is also on misformation type 86.39 % and lowest percentage is addition (5.37).⁴³

Second, a research was done about phrase by Gong Martua Siregar on analysis of students' understanding in phrase at grade XI SMA Negeri 3 padangsidimpuan". The research conclusion is low (32.38%). Here are some phrases that had been examined by the researcher, they are: adjective phrase,

⁴³Fitri Handayani Nasution, "Error Analysis in Using Preposition of Place by the Second Year Students' Of MTs N I Model Padangsidimpuan", *Unpublished Thesis* (Padangsidimpuan: STAIN Padangsidimpuan, 2013).

adverb phrase noun phrase, gerund phrase participial phrase, infinitive phrase and prepositional phrase.⁴⁴

Third, Mhd. Bayu Mubarak did a research on Students' ability in using prepositional phrase in writing text at sixth semester students of english education program in STAIN Padangsidimpuan, reveals that the students' ability in using prepositional phrase is still low category. It is proven by mean score of result of the research. It was 35.06%.⁴⁵

Fourth, a research done by Wennyta on grammatical erros in 15 final project proposal. In result, there are 20 errors found from the whole proposal. It means that students from university level still made errors in using preposition.⁴⁶

Fifth, the result of Helling Giatik research revealed from 248 sentences there were 215 sentences containing error on preposition. Based on types of error there were 67 omission error, 25 insertion error and 123 misordering error to be found.⁴⁷

⁴⁴Gong Martua Siregar, "an Analysis of Students' Understanding in Phrase at Grade XI SMA Negeri 3 Padangsidimpuan", *Unpublished Thesis* (Padangsidimpuan: STAIN Padangsidimpuan, 2014).

⁴⁵Mhd. Bayu Mubarak, "Students' Ability in using Prepositional Phrase in Writing Text at Sixth Semester Students of English Education Program in STAIN Padangsidimpuan", *Unpublished Thesis* (Padangsidimpuan: STAIN Padangsidimpuan, 2012).

⁴⁶ Wennyta, "AN ANALYSIS OF GRAMMATICAL ERRORS PRESENT IN FINAL PROJECT PROPOSAL MADE BY ENGLISH STUDY PROGRAM STUDENTS OF BATANGHARI UNIVERSITY JAMBI" (<http://schoolar.google.co.id> accessed at march 4, 2019 retrived on 3:45 pm).

⁴⁷Heling Giatik, "Preposition Error Analysis on The Students' Descriptive Text of MAN Mejayan in Academic Year 2015/2016" *Unpublished Thesis* (English Education Department Faculty of Education State Islamic College of Ponorogo 2016), (<http://etheses.iainponorogo.ac.id/1519/1/Helling%2C%20Abstrak%2C%20BAB%20I-V%2C%20DP.pdf>, accessed on Mei, 16th 2019 retrieved at 2.10 p.m.)

Those previous researches have been done to find students' ability in using prepositional phrase, students' error in using a specific kind of preposition, students' understanding about phrase, and students' grammatical error in university level. The result of research showed that those students still committed error in using preposition. In this research the researcher wants to find out the students' error in using prepositional phrases when it functions as post-modifier of noun, post-modifier of adjective and adverbial.

Then to check the trustworthiness of the data the researcher used triangulation. The other techniques of collecting data; in interview both to teacher and students and the students worksheet as document shows an evidence to students' error in the test.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

This research conducted at SMA N 1 Batang Angkola. Address in kelurahan Pintupadang, kecamatan Batang Angkola, Kabupaten Tapanuli Selatan. This research began from February 2018 finished on April 2019.

B. The Research Design

Kind of this research was in qualitative approach using descriptive method. Descriptive research is a descriptive study determines and describes the way things are it may also compare how subgroups such as males and females experienced and inexperienced teachers view issues and topic.¹ So in this research, in order to collect the data the researcher will use qualitative research instruments such as interview, document, etc. And to present the data the researcher used descriptive method.

C. Subject of the Research

The sources of data for this research was the second years students of SMAN 1 Batang Angkola, because in curriculum, the prepositional phrase material is given in the second year, they are students in class XI MIA 4 although the students of SMAN 1 Batang Angkola in the first year have studied the materials about the preposition, the students' knowledge about

¹L. R. Gay and P. Airasian, *Education Research: Components for Analysis and Application Application* (US: Prentice Hall, 2000), p. 9.

preposition and prepositional phrase in the second years are deeper than students in the first year.

D. Sources of Data

The sources of data in this research are:

1. Primary source of the data was Grade XI MIA 4 Students' at SMAN 1 Batang Angkola.
2. Secondary source of data was information from students' note book and worksheet book.

E. The Technique of Collecting Data

There were three Techniques used in this research in order to collect data.

1. Test

Here, the researcher wants to find out the students' error in using prepositional phrase by giving a test within forty five minutes. The test is in filling in the blank with four optional available answers form. This kind of test was given to second year student in SMAN 1 Batang Angkola at grade XI MIA 4.

The test itself was arranged in 15 items, based on the division of prepositional phrases discussed above. Seven items for prepositional phrase function as post modifier of a noun, five items for prepositional phrase function as post modifier of adjective and the last three items for prepositional phrase function as adverbial. Each items of question

consists of five possible answers. However, there is only one correct answer for each item. The other four answers resemble the type of error based on surface strategy taxonomy. Furthermore, there is no scoring for the correct or wrong answer. The students' answers were categorized, grouped based on the types of error based on surface strategy taxonomy and based on the function of prepositional phrase.

The decision of arrangement of the test is based on the result of validation of the test. There were forty-five questions in multiple-choice form with a specification of fifteen questions for prepositional phrase as post-modifier of a noun, fifteen questions for prepositional phrase as post-modifier of an adjective, and fifteen questions for prepositional phrase as adverbial. In this case, there were only eighteen questions that passed the criteria of validation calculation, most of them were prepositional phrase function as post-modifier of a noun. The researcher then decided to pick only fifteen questions as it has been discussed above. Then the researcher used the four types of error (omission, addition, misformation, misordering) to sort out the students' error in using prepositional phrase.

Table VII
Indicator of Test

Indicator	Number of items	Total
Prepositional phrase function as post-modifier of a noun	1, 2, 3, 4, 5, 12, 14	There are 15 items in this test
Prepositional phrase function as post-modifier of an adjective	6, 7, 8, 9, 10	7 items for post-modifier of a noun 5 items for post-modifier of an adjective
Prepositional phrase function as adverbial	11, 13, 15	3 items for adverbial

The above explanation is the arrangement of the test by the researcher. The test is to find out the students' error in using prepositional phrase in SMAN 1 Batang Angkola by using multiple choice form with fifteen questions, seven questions for prepositional phrase as post modifier of a noun, five for prepositional phrase as post modifier of an adjective, and three questions for prepositional phrase as adverbial.

2. Document

In this research the researcher also used document to support data taken from the test. The researcher used private document i.e. personal students' notebook and worksheet of XI MIA 4 as the main document for this research. In order to gain the students' notebook and worksheet available in repeating check, the researcher copied those documents.

3. Interview

Interview session was conducted both to english teacher and students. There are four classes in XI grade MIA, they are MIA 1 consists of 32 students, MIA 2 consists of 34 students, MIA 3 consists of 30 students, MIA 4 consists of 32 students. Students from XI MIA 4 were participants of this interview.

F. Technique of Data Analysis

The researcher used inductive data analysis in this research. That means that the data was analyzed from the smallest finding up to the biggest finding.

Choosing the inductive data analysis is based on John w. Cresswell statement that qualitative researchers build their patterns, categories, and themes from the bottom up, by organizing the data into increasingly more abstract units of information.²

After collecting data the researcher analyzed the data by using some steps they are:

1. Identifying and describing the students' error in using prepositional phrase from the test
2. Identifying and describing the students' error in using prepositional phrase from the interview

²John W Cresswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: saga publications, inc., 2002), p. 164.

3. Identifying and describing the students' error in using prepositional phrase from the document such as students' notebook and worksheet
4. Counting the total number of errors according to the types of error and based the function of prepositional phrase
5. After doing all the steps above, the researcher makes conclusion.

G. Technique of Checking Trustworthiness of the Data

Trustworthiness in qualitative research is very crucial because by using technique of checking trustworthiness of the data will erase the assumption that the qualitative research is not scientific. To reduce the bias of the data and to improve the validity of the data collected.

There are nine techniques to determine the data trustworthiness stated by Lexy J Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of the researcher is the researcher must do the research with careful, detail and continuous to the subject of the research.
3. Triangulation is the technique of checking data trustworthiness that uses something beside the data to verify or as comparison of the data.
4. Checking with friends through discussion is done to expos the interim result or the final result that gotten in the discussion with friends.

5. Analyze the negative casus is the researcher collects the example and in appropriate cause with the model and the inclination of information that have been collected used as a substance of comparison.
6. The adequate and referential are the tools of them, which uses the free time to compare the result of the research with critics are collected.
7. Checking the number is the most important in checking the credibility.
8. The detail description is a technique that demands the researcher to report the result of his/her research, so description is done carefully and accurately to draw the context of the result.
9. Auditing is used to check the truth and certainty of data, this point is done well to the process of result and extend.³

Then the researcher only takes the number three. It is a technique of checking the trustworthiness of the data by comparing the result of test, document and interview.

³Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009), p. 175.

CHAPTER IV

RESULT OF RESEARCH

A. Findings and Analysis

There were three instruments that have the same goal in this research; test, interview and document, used to find, to group and to describe the students' error in using prepositional phrases. There are two main goals in this research; to find out the types of the students' error and to find out the common error that the students commit.

1. Types of Students' Error

A test was given to students to reveal the students' error in using prepositional phrase function as post-modifier of a noun, post-modifier of an adjective and as adverbial. The error itself was analyzed by using surface strategy taxonomy that divides error into four types; omission, addition, misformation and misordering.

There were fifteen items of question in form of multiple choices. These fifteen items were categorized into three categories based on the functions of prepositional phrase. Five items for prepositional phrase function as post-modifier of a noun, five items for post-modifier of an adjective and five items for prepositional phrase function as adverbial.

There were thirty two students at grade XI SMA N 1 Batang Angkola class MIA 4 that took participation in this test. Look at the appendix IV for the names of the students.

The result of the test showed that there were various errors made by the students both on functions of prepositional phrase and types of error. Below is the description of the students' error.

a. Omission

The table below show the students' omission error in doing the test.

Table VIII
Students' initials who committed omission error

Omission	Number	Students' initials
Post-modifier of a noun	1	BYS, CC, Fe, JAT, NS Nurhi, VRG
	2	-
	3	JEP, MM
	4	Fa, NSS
	5	MM
	12	RAL
	14	NSS
Post-modifier of an adjective	6	BYS, Pa
	7	JEP
	8	Fa, Fe, Pa
	9	JAT, JEP, NS
	10	AMAH, DFS, Fa, Fe, IR OM, Py, RAL, SSRs, VRG
Adverbial	11	BYS
	13	AMAH, ATM, BYS, CC, EJH Fe, Ho, MYJ, Nurhi, Nurs NSS, OM, Pa, Py, SSRSm SSRSr, YS, YP, VRG
	15	Fa, JAT, MM, NS, RAL

In using prepositional phrases function as post-modifier of a noun there were fourteen times students committed omission error. In distribution, there were seven students who committed omission error at number one they were; BYS, CC, Fe, JAT, NS, Nurhi, VRG. Those students used *your headache* instead of *for your headache*. In another hand, there were no students who committed omission error at number two. Then at number three there were two students who committed omission error; JEP, MM, instead of using *from your uncle* they used *your uncle*. At number four there were; Fa, NSS, they used *two doors only* instead of *with two doors only*. Next at number five there was MM who committed omission error, instead of using *behind the house* she used *the house*. Moreover, at number twelve only RAL who committed omission error, instead of using *over his head* he used *his head*. The last, at number fourteen only NNS who committed omission error, instead of using *on the table* she used *the table* in using prepositional phrase function as post-modifier of a noun

Then in using prepositional phrases function as post-modifier of an adjective there were nineteen times students committed errors in distribution; at number six there were BYS and Pa who committed omission error instead of using *for me* they used *me*. At number seven only JEP committed omission error he used *seeing the accident* instead of *after seeing the accident*. Then at number eight Fa, Fe, Pa committed

omission error, instead of using *with a good mark* they used *a good mark*. Moreover, JAT, JEP, NS committed omission error at number nine, they used *her short* instead of *with her short*. The last for prepositional phrases function as post-modifier of an adjective AMAH, DFS, Fa, Fe, IR, OM, Py, RAL, SSRSr, VRG committed omission error at number ten; instead of using *to everybody* they used *everybody*.

Now, there were twenty five times the students committed omission errors in using prepositional phrases function as adverbial which will be distributed as follows; only BYS who committed omission at number eleven. He used *a pen* instead of *with a pen*. Then, there were nineteen students who committed omission error at number thirteen; AMAH, ATM, BYS, CC, EJH, Fe, Ho, MYJ, Nurhi, Nurs, NSS, OM, Pa, Py, SSRSm, SSRSr, YS, YP, VRG, they used *a coma* instead of *into a coma*. Then, the last for omission error in using prepositional phrases is at number fifteen. There were; Fa, JAT, MM, NS, RAL, they used *gasoline* instead of *near gasoline* in the test.

So, the explanation of students' omission error in using prepositional phrases function as post-modifier of a noun, post-modifier of an adjective and as adverbial is complete. The next table shows the students' addition error in using prepositional phrases function as post-modifier of a noun, post-modifier of an adjective and as adverbial.

b. Addition

This table below shows the students' addition error in doing the test.

Table IX
Students' initials who committed addition error

Addition	Number	Students' initial
Post-modifier of a noun	1	EJH, Pa, Py, SSRSr, UNK SMB, YP
	2	AMAH, Nurhi, OM, Py, SSRSr, UNK
	3	EJH, Fa, YP
	4	SMB
	5	AMAH, ATM, CC, DFS, EJH Fe, Ho, IR, MS, MYJ Nurhi, Nuri, Nurs, OM, Py SSRSm, SSRSr, SMB, TLP, VRG, YP, YS
	12	SSRSr, Py, Fe
	14	JEP
Post-modifier of an adjective	6	MM
	7	Fe, Nurhi, SMB
	8	Nurhi
	9	BYS, NSS, SMB
	10	NSS
Adverbial	11	DFS, JEP, JAT, MM
	13	SMB, JEP, DFS
	15	IR, MS, Nuri, TLP

There were forty three times addition errors committed by the students in using prepositional phrases function as post-modifier of a noun. In distribution; at number one there were; EJH, Pa, Py, SSRSr, UNK, SMB, YP, they used *to for your headache* instead of *for your headache*. Then at number two there were; AMAH, Nurhi, OM, Py, SSRSr, UNK, they used *by between the two tables* instead of *between the*

two tables. At number three there were; EJH, Fa, YP, they used *from by your uncle* instead of *from your uncle*. However at number four there was only SMB who committed addition error. She used *at with two doors only* instead of *with two doors only*. Surprisingly, there were twenty three students who committed addition error at number five they were; AMAH, ATM, CC, DFS, EJH, Fe, Ho, IR, MS, MYJ, Nurhi, Nuri, Nurs, OM, Py, SSRSm, SSRSr, SMB, TLP, VRG, YP, YS, they used *in behind the house* instead of *behind the house*. Next at number twelve there were; SSRSr, Py, Fe, they used *in over his head* instead of *over his head*. The last at number fourteen, there was only JEP who committed addition error he used *in on the table* instead of *on the table*.

In using prepositional function as post-modifier of an adjective there were nine times addition error committed by the students. At number six there was only MM who committed error. She used *with for me* instead of *for me*. At number seven there were Fe, Nurhi, SMB, who committed addition error; they used *about after seeing the accident* instead of *after seeing the accident*. Then there was only Nurhi who committed addition error at number eight; *she used in with a good mark* instead of *with a good mark*. Furthermore at number nine there were; BYS, NSS, SMB, who committed addition error; they used *in with her short* instead of *with her short*. The last at number ten there was only NSS

who committed addition error; she used *to for everybody* instead of *for everybody*.

Then, in using prepositional phrases function as adverbial, there were eleven times students committed addition error. In distribution; at number eleven there were DFS, JEP, JAT, MM who committed error; they used *by with a pen* instead of *with a pen*. Next at number thirteen there were; SMB, JEP, DFS, they used *into at a coma* instead of *into a coma*. The last at number fifteen there were; IR, MS, Nuri, TLP, who committed addition error; they used *next near gasoline* instead of *near gasoline*.

So, the explanation of students' addition error in using prepositional phrases function as post-modifier of a noun, post-modifier of an adjective and as adverbial is complete. The next table shows the students' misformation error in using prepositional phrases function as post-modifier of a noun, post-modifier of an adjective and as adverbial.

c. Misformation

Below is the table of students' misformation error in doing the test.

Table X
Students' initials who committed misformation error

Misformation	Number	Students' initial
Post-modifier of a noun	1	-
	2	JAT, JEP, SMB
	3	IR, NSS, Pa, SMB, UNK
	4	-
	5	-
	12	AMAH, CC, IR, MS, MYJ Nuri, Nurs, OM, SMB, TLP YP, YS
	14	Fa, Pa, UNK
Post-modifier of an adjective	6	DFS, Fe, MS, Nuri, NSS VRG
	7	Fa, IR, MM, UNK
	8	RAL
	9	MM, RAL
	10	-
Adverbial	11	NS
	13	Fa, IR, JAT, MM, MS NS, Nuri, RAL, TLP, UNK
	15	JEP

There were twenty four times misformation errors committed by the students in using prepositional phrases in the test. For the distribution of the students' error as follows; at number one there was no student who committed misformation error. At number two there were; JAT, JEP, SMB, who committed error; they used *among the two tables* instead of *between the two tables*. Then at number three there were; IR, NSS, Pa, SMB, UNK, who committed erro; instead of using *from your uncle* they used *to your uncle*. at number four there was no student who committed

misformation error. Then at number five there was no student who committed misformation error. However, at number twelve there were; AMAH, CC, IR, MS, MYJ, Nuri, Nurs, OM, SMB, TLP, YP, YS, who committed misformation error; instead of using *over his head* they used *on his head*. Then at number fourteen there were; Fa, Pa, UNK who committed misformation error; they used *over the table* instead of *on the table*. That is all the distribution of students' misformation error in using prepositional phrases function as post-modifier of a noun.

In using prepositional phrases function as post-modifier of an adjective there were thirteen times misformation error committed by the students. At number six there were; DFS, Fe, MS, Nuri, NSS, VRG who committed error; instead of using *for me* they used *by me*. Next, at number seven there were; Fa, IR, MM, UNK who committed error; instead of using *after seeing the accident* they used *around seeing the accident*. Then at number eight there was only RAL who committed misformation error; he used *by a good mark* instead of *with a good mark*. Furthermore at number nine there were MM and RAL who committed misformation error; they used *in her short* instead of *with her short*. The last at number ten there was not any student committed misformation error.

Then, the students also committed misformation error in using prepositional phrases function as adverbial. There was only NS who

committed misformation error at numer eleven; she used *by a pen* instead of *with a pen*. At number thirteen there were; Fa, IR, JAT, MM, MS, NS, Nuri, RAL, TLP, UNK; they used *in a coma* instead of *into a coma*. The last at number fifteen there was only JEP who committed misformation error; he used *next gasoline* instead of *near gasoline*. So that was all misformation error committed by the students.

The next error type to be discussed is the last of the types of error based on the surface strategy taxonomy that is misordering. Below is the description and distribution of students' misordering error

d. Misordering

The table below shows the students' misordering error.

Table XI
Students' initials who committed misordering error

Misordering	Number	Students' initial
Post-modifier of a noun	1	-
	2	MM
	3	-
	4	BYS, DFS, EJH, IR, JAT NS, Pa, UNK, YP
	5	RAL, UNK
	12	DFS, Fa, Pa, UNK
	14	MM, NS
Post-modifier of an adjective	6	Fa, Nurhi
	7	NSS, RAL, VRG
	8	JAT, JEP, NS, SMB, VRG
	9	IR
	10	Pa
Adverbial	11	RAL, SMB, UNK
	13	-
	15	BYS, NSS, SMB

Students committed misordering error in using prepositional phrases function as pos-modifier of a noun, post-modifier of an adjective and as adverbial. There were thirty six times misordering error committed by the students. To make it clear the researcher describes the students' misordering error below.

There were eighteen misordering errors committed by the students in using prepositional phrases function as post-modifier of a noun. At number one there was no student committed misordering error. At number two there was only MM who committed misordering error; she used *the two tables between* instead of *between the tables*. Then there was no student who committed misordering error at number three. Then there were; BYS, DFS, EJH, IR, JAT, NS, Pa, UNK, YP, who committed misordering error at number four; they used *two doors only with* instead of *with two doors only*. At number five there were RAL, UNK. Both of them committed misordering error; they used *the house behind* instead of *behind the house*. Then, at number twelve there were DFS, Fa, Pa, UNK committed misordering error; they used *his head over* instead of *over his head*. The last for misordering error on prepositional phrase function as post-modifier of a noun, at number fourteen there were MM, NS committed error; they used *the table on* instead of *on the table*.

Furthermore, there were twelve times misordering error committed by the students in using prepositional function as post-modifier of an adjective. At number six, there were Fa and Nurhi committed misordering error; they used *me for* instead of *for me*. At number seven there were NSS, RAL and VRG who committed misordering error; they used *seeing the accident after* instead of *after seeing the accident*. Then, at number eight there were JAT, JEP, NS, SMB and VRG who committed misordering error; they used *a good mark with* instead of *with a good mark*. There was only IR who committed misordering error at number nine; she used *her short with* instead of *with her short*. The last, at number ten there was only Pa who committed misordering error; he used *everybody to* instead of *to everybody*.

Next, there were six times misordering error committed by the students in using prepositional phrase function as adverbial. There were RAL, SMB and UNK who committed misordering error at number eleven; they used *a pen with* instead of *with a pen*. Surprisingly, there was no student committed misordering error at number thirteen. However, at number fifteen there were BYS, NSS and SMB who committed misordering error; they used *gasoline near* instead of *near gasoline*.

So, that is all the explanation of the students' types of error, as it has been described above. Now the researcher go on to explain the common error made by the students.

2. Common error committed by the students

a. Common Error on the prepositional phrase function

After giving the test the researcher found that the students' error was enormous enough. The researcher made the diagram below to make the result easier to be compared:

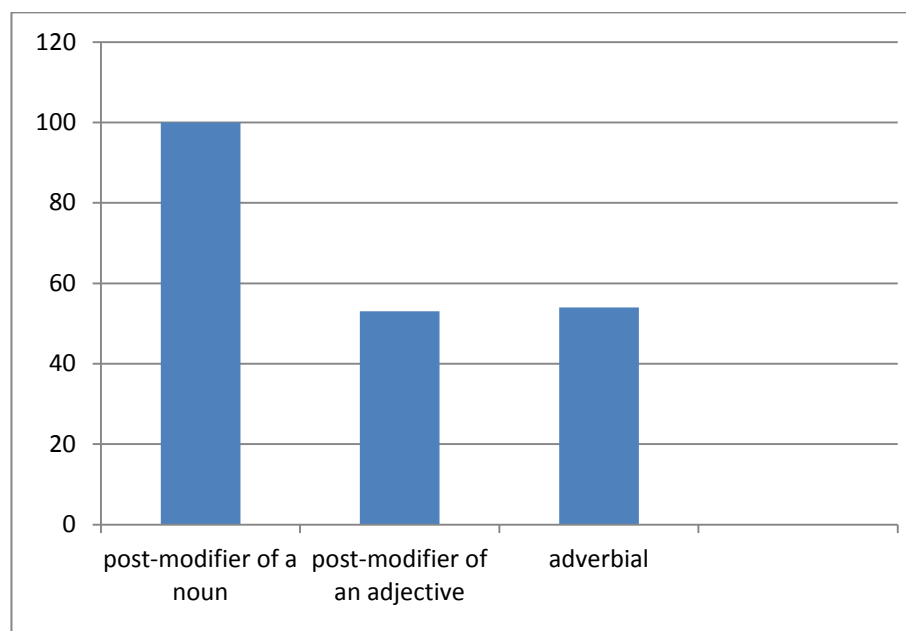


Figure 1. Comparison of the Students' Error Based on Prepositional Phrase Function

There were one hundred errors made by the students on prepositional phrase function as post-modifier of a noun. On prepositional phrase function as post-modifier of an adjective there were only fifty three errors made by the students. And there were fifty four errors made by the students on prepositional phrase function as adverbial.

b. Common Error types based on the surface strategy taxonomy

The error types based on the surface strategy taxonomy; omission, addition, misformation and misordering emerged from the result of the test. Those errors will be easier to be compared on diagram below:

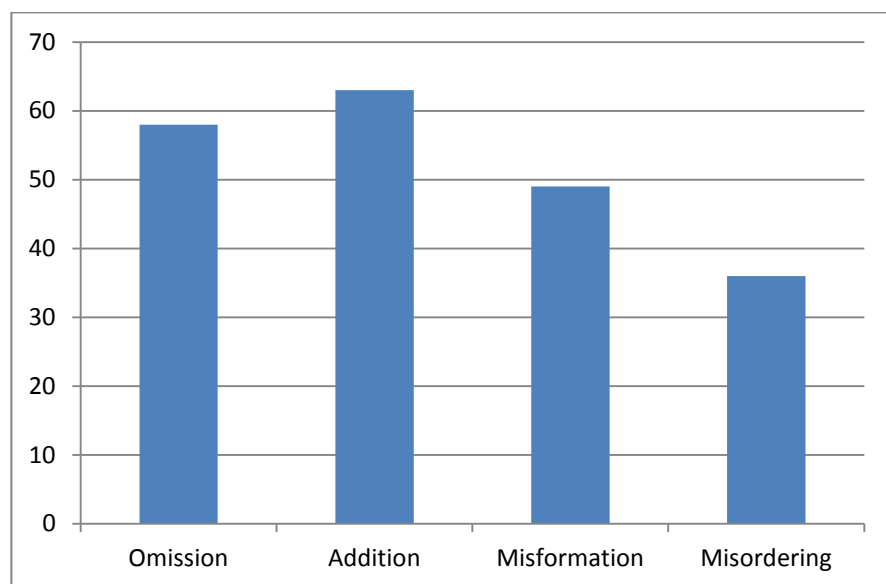


Figure 2. Comparison of the Students' Error Based on Surface Strategy Taxonomy

The students committed those errors various in number of course. For omission error the students committed fifty eight times. For addition error students committed sixty three times. For misformation error the students committed forty nine times. For misordering error the students committed thirty six times.

To see the distribution of the error the researcher made a table below:

Table XII
Distribution of students' error in using prepositional phrase from test

	Post-modifier of a noun	Post-modifier of an adjective	adverbial	Total
Omission	14	19	25	58
Addition	43	9	11	63
Misformation	24	13	12	49
Misordering	18	12	6	36
Total	100	53	54	

the table above shows that addition error on prepositional phrase function as post-modifier of a noun is the most common error made by the students. There were forty three times addition error on prepositional phrase function as post-modifier of a noun. Followed by omission error on prepositional phrase function as adverbial which were twenty five times students committed this error.

3. From Interview

Result of the interview from the students showed that the students were aware of their weakness i.e. repeatedly committed error, mostly on prepositional phrase function as post-modifier of a noun and as adverbial. Then misordering error was the most common error type to be mentioned.

The first group to be interviewed were; JAT, TLP, NS, MS. They admitted they repeatedly commit addition error especially in using prepositional phrase function as post-modifier of a noun.

The second group were; JEP, DFS, MM, IR. They admitted they commit error mostly in using prepositional phrase function as adverbial, the type of error was misordering.

The third group were; EJH, YP, Nurhi, CC. They admitted they often commit error in using prepositional phrase function as post-modifier of a noun and the type of error was misordering.

The fourth group were; Nurs, YS, MYJ, SSRSm. They admitted that they commit error in all function of prepositional phrase; as post-modifier of a noun, post-modifier of an adjective and as adverbial, then they commit all the error type; omission, addition, misformation and misordering.

The fifth group were; SSRSr, Py, AMAH, VRG. They admitted to commit omission and misordering error mostly, but they did not mention in what function of prepositional phrase they commit the errors.

The sixth group were; Pa, RAL, NSS, Fa. They admitted that they mostly commit misordering error, but they did not mention in what function of prepositional phrase they did the error.

The seventh group were; OM, UNK, SMB, Fe. They admitted that they commit error mostly in using prepositional phrase function as post-

modifier of an adjective and as adverbial. Then they said that omission, addition and misordering were the error types they commit repeatedly.

The eight group were; ATM, Nuri, Ho, BYS. They admitted they commit misformation error frequently without mentioning any function of prepositional phrase.

The diagram below will show the result from the interview:

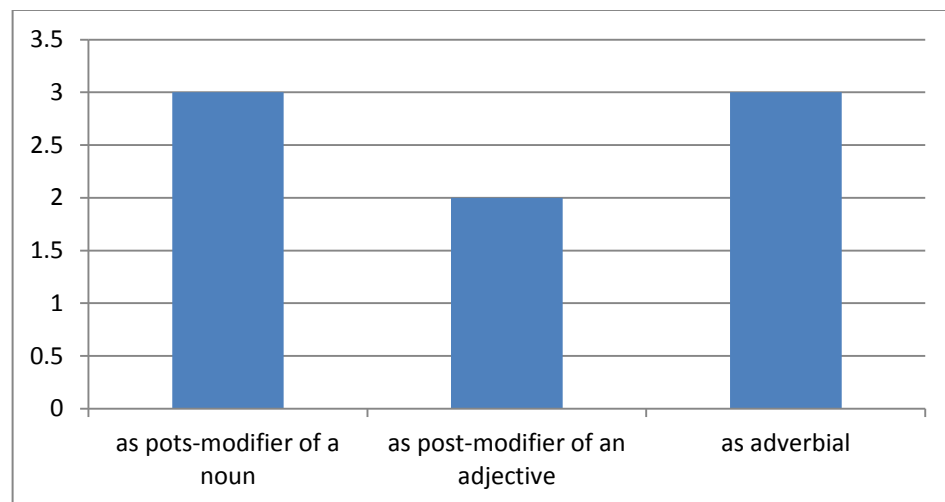


Figure 3. Number of function of prepositional phrase that Students mentioned in the interview

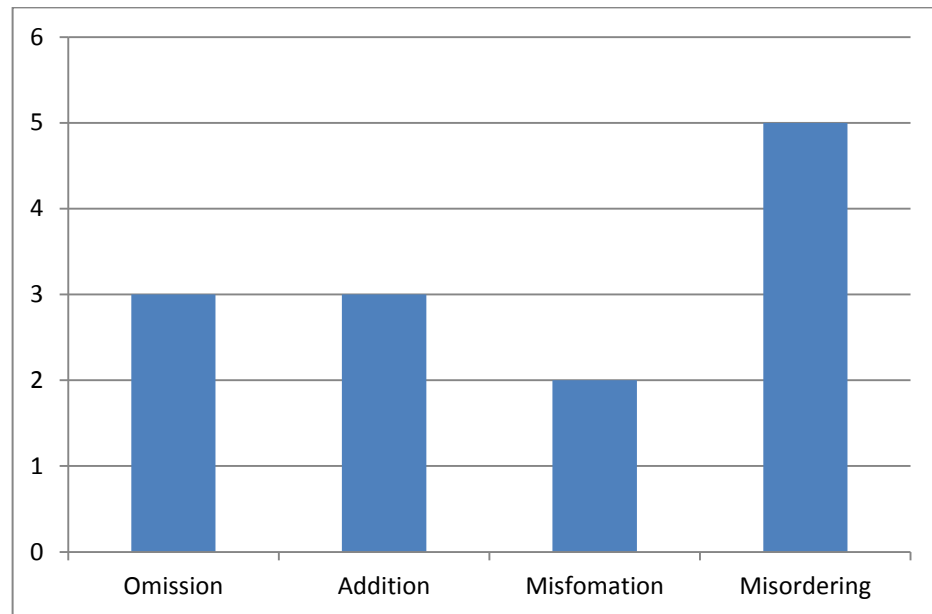


Figure 4. Number of types of error that students mentioned in the interview

The two diagrams above shows that the students admitted in the interview. They commit error on prepositional phrase function as post-modifier of a noun 3 times, 2 times on prepositional phrase function as post-modifier of an adjective and 3 times on prepositional phrase function as adverbial. Furthermore the most common error that the students mentioned in the interview was misordering. It was 5 times followed by omission and addition 3 times. Only 2 times students mentioned about misformation error.

4. From Document

The students' worksheet was expected to be the most precious source of this research because those worksheets were considered to be the

purest evidence. But, on the other hand, this expectation was not fully fulfilled. This was happened because the students mostly did not have a specific worksheet for English lesson. However the researcher finally succeeded to gather 11 books from the students. From those 11 books the researcher only found 14 pages that contained and showed the students' error in using prepositional phrase.

The table below shows the result of what the researcher found from the students' worksheet about error in using prepositional phrase.

Table XIII
Distribution of students' error in using prepositional phrase from students' worksheet

	Post-modifier of a noun	Post-modifier of an adjective	adverbial	Total
Omission	4	0	3	7
Addition	1	0	1	2
Misformation	4	0	6	10
Misordering	0	0	1	1
Total	9	0	11	

From the table above the researcher found that the students did 4 omission errors, 1 addition error, 4 misformation errors, 0 misordering error on prepositional phrase function as post-modifier of a noun. On prepositional phrase function as post-modifier of an adjective, students did not do any error. Then on prepositional phrase function as adverbial,

students did 3 omission errors, 1 addition error, 6 misformation errors and 1 misordering error.

From the discussion above the researcher summarizes and concludes the findings as follows:

1. There is a similar result gotten from the instruments about the error on prepositional function. That is the students committed error mostly on prepositional phrase function post-modifier of a noun.
2. In General addition error is the common error made by the students.
3. Specifically students did forty three times addition error on prepositional phrase function as post-modifier of a noun.
4. There is a contrary result between result from the test and the result from the interview specifically about misordering error. In the result from the test, misordering error was the less frequent error to be found on the other hand from the result of interview misordering error was the most frequent error mentioned by the students.

In order to find more result the researcher conducted interview and gave a test to the students. The result from interview and the test was quite different see the figure 5.

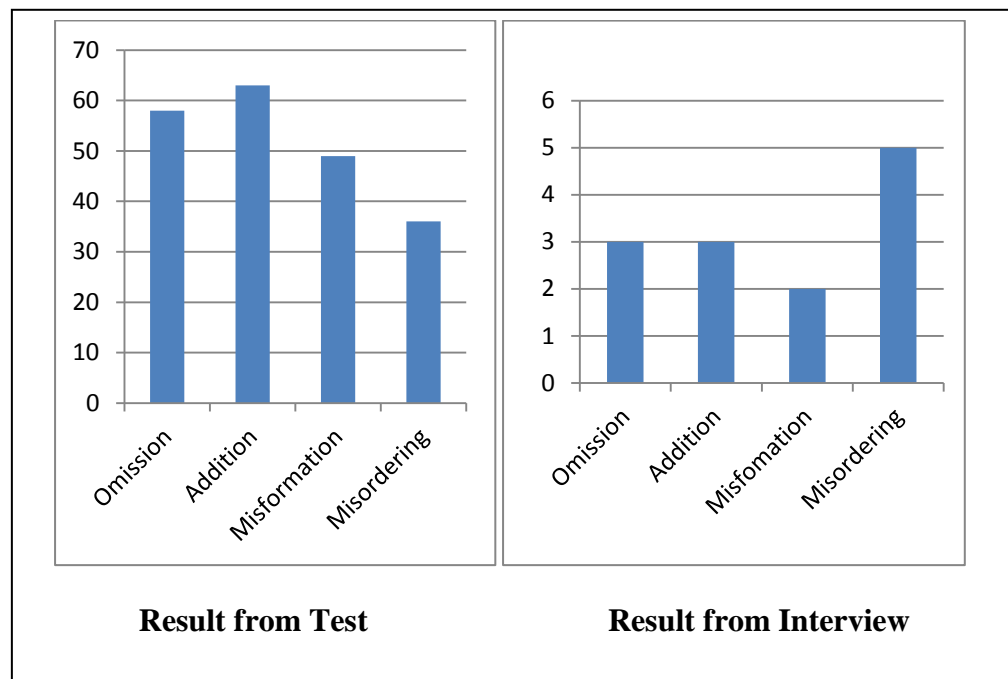


Figure 5. Comparison between the result from the test and the interview

In the result of the interview misordering was the most frequent error to be mentioned by the students. Meanwhile the test result showed that misordering error was the smallest error made by the students. These results seem to be contradictive.

The contradiction between the result of the test and the result of the interview is only on the surface. This phenomenon can be explained by analyzing the teacher's answer on the interview session. The teacher himself admitted that based on his observation the students did mostly misordering error. So the teacher then gave some treatments such as re-explaining material about preposition and by giving extra exercises for students who still made error.

So before this research was conducted to the students. They had already had the concept of misordering error in using prepositional phrase. So that was why the students mentioned misordering error frequently on the interview session. And the students tried not to repeat the misordering error on the test session. That is why the result of the test and the result of the interview seem to be contradictive which is not.

Furthermore the result from the document shows that there is only one addition error on prepositional phrase function as post-modifier of a noun, in contrary there are thirty nine addition errors found in the test result. This is happened because of the students add “in” in front of “behind”. This error type was on the number five in the test. And the students mostly did error on this number. The finding of addition error “in behind” from the students’ worksheet reinforced the researcher belief that the students of XI MIA 4 SMA N 1 Batang Angkola specifically failed to understand how to use the preposition “behind” properly.

B. Discussion

The result of this research, in an attempt to find out types of students’ error in using prepositional phrases by using surface strategy taxonomy, showed that the student of SMA Negeri 1 Batang Angkola grade XI MIA 4 committed omission error, addition error, misformation error and misordering error. The most common error committed by the students was addition error in using prepositional phrase function as post-modifier of a noun there were

43 errors committed by the students during the test. On the other hand a research by Helling Giatik showed that students in MAN Mejayan in Caruban committed insertion or addition error less frequent than other error.

The result of Helling Giatik research revealed from 248 sentences there were 215 sentences containing error on preposition. Based on types of error there were 67 omission error, 25 insertion error and 123 misordering error to be found.¹ This is interesting because, this result showed that students whether from SMA N 1 Batang Angkola or MAN Mejayan had something in common, that was they actually committed misordering error frequently, this is based on the result of interview to the students in SMA N 1 Batang Angkola, but students from SMA N 1 Batang Angkola succeeded in avoiding misordering error in the test after getting treatment from their teacher.

Second, a research was done about phrase by Gong Martua Siregar on analysis of students' understanding in phrase at grade XI SMA Negeri 3 padangsidimpuan". The research conclusion is low (32.38%).² Third, Mhd. Bayu Mubarak did a research revealed that the students' ability in using

¹Heling Giatik, "Preposition Error Analysis on The Students' Descriptive Text of MAN Mejayan in Academic Year 2015/2016" *Unpublished Thesis* (English Education Department Faculty of Education State Islamic College of Ponorogo 2016), (<http://etheses.iainponorogo.ac.id/1519/1/Helling%2C%20Abstrak%2C%20BAB%20I-V%2C%20DP.pdf>, accessed on Mei, 16th 2019 retrieved at 2.10 p.m.)

²Gong Martua Siregar, "an Analysis of Students' Understanding in Phrase at Grade XI SMA Negeri 3 Padangsidimpuan", *Unpublished Thesis* (Padangsidimpuan: STAIN Padangsidimpuan, 2014).

prepositional phrase is still low category. It is proven by mean score of result of the research. It was 35.06%.³

Based on the two research above it is understandable that student still commit error in using prepositional phrase. And it was a right decision for the researcher to reveal the types of students' error in order to understand how to overcome students' difficulty in using prepositional phrase.

C. The Threats of The Research

The researcher is fully aware of this research is still far from perfection because of the researcher's limitation on research methodology and knowledge about the related topic. And also it is because of some threats that the researcher faced when conducted the research.

One of the threats that the researcher faced was when conducting the interview session to the students. This interview session was conducted in a very short range of time it was 90 minutes. Nevertheless, it had to be conducted to 32 students who attended the class. So the researcher took an advice from Mr. Andi Hotman as an English teacher for XI MIA 4 SMA N 1 Batang Angkola to make the class into eight groups that consisted 4 students each group.

The document i.e. the students' worksheet was only available in a minimum number. There were only 14 pages that the researcher found in

³Mhd. Bayu Mubarak, "Students' Ability in using Prepositional Phrase in Writing Text at Sixth Semester Students of English Education Program in STAIN Padangsidempuan", *Unpublished Thesis* (Padangsidempuan: STAIN Padangsidempuan, 2012).

attempting to collect the data of students' error from their work sheet. The researcher is afraid that these 14 pages of the students' worksheet will not be sufficient enough.

The threats that the researcher faced making the test, the researcher was not able to make the test balance because this test was taken from a test that had been validated in another class, when conducting the test to the students was the hot weather bothered the students' concentration in answering the tests. And there were still some vocabularies from the test that some of the students did not recognize.

These are the threats that the researcher faced when conducting the research. Therefore the researcher respects any suggestion, critic and advice from advisors, teachers, friends and readers in order to obtain a good research, especially for this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having presented and analyzed the data in the previous chapter from the test, the interview, and the document about the students' error in using prepositional phrase the researcher makes the conclusion as follow:

1. The students commit all the error types based on the surface strategy taxonomy; omission, addition, misformation, misordering.
2. The common error based on surface strategy is addition error on prepositional phrase function as post-modifier of a noun. There were forty three errors committed by the students in the test. The common error on the function of prepositional phrase is on prepositional phrase function as post-modifier of a noun, there were one hundred and one errors found on this function of preposition.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions to:

1. The teacher, re-explaining the material about preposition and giving extra exercise is proved to be effective in reducing the students' error, keep on reducing the students' error, especially on prepositional function as

adverbial and on addition error on prepositional phrase function as post-modifier of a noun.

2. The students should take a very serious attention on how to use each preposition properly and contextually.
3. The other researchers, finding the source of the students' error will encourage teacher in overcoming and finding an innovative way of teaching English specifically on prepositional phrase.

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APPENDIX I

TEST

Name:

Class:

Pilihlah salah satu dari lima pilihan jawaban yang tersedia untuk melengkapi kalimat dalam soal-soal di bawah ini!

1. Take this medicine.....
 - a. Your headache
 - b. To for your headache
 - c. For your headache
 - d. As your headache
 - e. Your headache for
2. I want to put the table.....
 - a. Between the two tables
 - b. Among the two tables
 - c. By between the two tables
 - d. The two tables between
 - e. The two tables
3. The letter..... that you recieved yesterday is beneath that book over there.
 - a. From your uncle
 - b. Your uncle
 - c. To your uncle
 - d. From by your uncle
 - e. Your uncle from
4. The car..... is my car which i bought last year.
 - a. Two doors only with
 - b. By two doors only
 - c. With two doors only
 - d. At with two doors only
 - e. Two doors only
5. The garage.....was the council's meeting room.
 - a. Behind the house
 - b. The house behind
 - c. The house
 - d. Back house
 - e. In behind the house
6. Mathematics is easy.....
 - a. For me
 - b. By me
 - c. Me for
 - d. Me
 - e. With for me
7. She turned pale.....on the road.
 - a. After seeing the accident
 - b. Around seeing the accident
 - c. Seeing the accident after
 - d. About after seeing the accident
 - e. Seeing the accident
8. I am very happy..... on my papers.
 - a. A good mark with
 - b. By a good mark
 - c. A good mark
 - d. With a good mark
 - e. In with a good mark

9. The girl is so prettyhair.
- | | | |
|-------------------|-------------------|----------------------|
| a. Her short | c. In her short | e. In with her short |
| b. With her short | d. Her short with | |
10. I met a man who is kind.....in the village.
- | | | |
|------------------|---------------------|--------------|
| a. To everybody | c. Everybody to | e. Everybody |
| b. For everybody | d. To for everybody | |
11. She writes.....during the examination.
- | | | |
|---------------|---------------|------------------|
| a. With a pen | c. A pen with | e. By with a pen |
| b. By a pen | d. A pen | |
12. He held an umbrella.....
- | | | |
|---------------------|------------------|-------------|
| a. Over his head | c. On his head | e. His head |
| b. In over his head | d. His head over | |
13. The patient slipped..... after he was brought to hospital.
- | | | |
|-------------------|----------------|----------------|
| a. Into at a coma | c. In a coma | e. Into a coma |
| b. A coma | d. A coma into | |
14. He found the book.....
- | | | |
|-------------------|-----------------|--------------------|
| a. Over the table | c. On the table | e. In on the table |
| b. The table on | d. The table | |
15. You shouldn't smoke.....
- | | | |
|------------------|-----------------------|-------------|
| a. Gasoline near | c. Next gasoline | e. Gasoline |
| b. Near gasoline | d. Next near gasoline | |

PANDUAN ANALISA EROR

1. For
 - a. omission
 - b. addition
 - c. correct
 - d. misformation
 - e. misordering
2. Between
 - a. correct
 - b. misformation
 - c. addition
 - d. misordering
 - e. omission
3. From
 - a. correct
 - b. omission
 - c. misformation
 - d. addition
 - e. misordering
4. With
 - a. misordering
 - b. misformation
 - c. correct
 - d. addition
 - e. omission
5. Behind
 - a. correct
 - b. misordering
 - c. omission
 - d. misformation
 - e. addition
6. For
 - a. correct
 - b. misformation
 - c. misordering
 - d. omission
 - e. addition
7. After
 - a. correct
 - b. misformation
 - c. misordering
 - d. addition
 - e. omission
8. With
 - a. misordering
 - b. misformation
 - c. omission
 - d. correct
 - e. addition
9. With
 - a. omission
 - b. correct
 - c. misformation
 - d. misordering
 - e. addition

10. To

- | | | |
|-------------------|----------------|-------------|
| a. correct | c. misordering | e. omission |
| b. misinformation | d. addition | |

11. With

- | | | |
|-------------------|----------------|-------------|
| a. correct | c. misordering | e. addition |
| b. misinformation | d. omission | |

12. Over

- | | | |
|-------------|-------------------|-------------|
| a. correct | c. misinformation | e. omission |
| b. addition | d. misordering | |

13. Into

- | | | |
|-------------|-------------------|------------|
| a. addition | c. misinformation | e. correct |
| b. omission | d. misordering | |

14. On

- | | | |
|-------------------|-------------|-------------|
| a. misinformation | c. correct | e. addition |
| b. misordering | d. omission | |

15. Near

- | | | |
|----------------|-------------------|-------------|
| a. misordering | c. misinformation | e. omission |
| b. correct | d. addition | |

APPENDIX II

List of Interview

A. For Students

1. Apakah saudara/i merasa sering melakukan kesalahan saat menggunakan preposition dalam prepositional phrase?
2. Apa saja preposition yang saudara/i rasa sering salah dalam penggunaannya?
3. Bisakah saudara/i langsung memperbaiki kesalahan penggunaan preposition ketika kesalahannya ditunjukkan kepada saudara/i?
4. Menurut saudara/i kesalahan seperti apa yang sering saudara/i lakukan dalam penggunaan preposition?
5. Apakah menurut saudara/i dengan mengetahui kesalahan-kesalahan yang sering dilakukan dalam penggunaan preposition akan membantu mengatasi kesulitan mempelajari prepositional phrase?

B. For Teacher

1. Kesalahan seperti apa yang sering siswa lakukan dalam menggunakan preposition dalam prepositional phrase yang pernah Bapak/Ibu amati?
2. Apakah siswa bisa memperbaiki kesalahannya dalam penggunaan preposition, ketika kesalahannya ditunjukkan?
3. Dalam mengatasi kesulitan siswa hal-hal apa saja yang sudah Bapak/Ibu lakukan?

APPENDIX III

Validation

NO	Mp	Mt	SDt	p	q	$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$	R _t On 5% Significant	Interpretation
1	15,23	12,41	4,39	0,4	0,6	0,518	0,301	Valid
2	15,35	12,41	4,39	0,4	0,6	0,534	0,301	Valid
3	13,3	12,41	4,39	0,3	0,7	0,128	0,301	Invalid
4	11	12,41	4,39	0,1	0,9	0,105	0,301	Invalid
5	15,66	12,41	4,39	0,4	0,6	0,599	0,301	Valid
6	13,1	12,41	4,39	0,3	0,7	0,096	0,301	Invalid
7	13,33	12,41	4,39	0,3	0,7	0,128	0,301	Invalid
8	15,15	12,41	4,39	0,4	0,6	0,502	0,301	Valid
9	14,12	12,41	4,39	0,5	0,5	0,389	0,301	Valid
10	15,66	12,41	4,39	0,3	0,7	0,473	0,301	Valid
11	9,33	12,41	4,39	0,1	0,9	- 0,231	0,301	Invalid
12	11,2	12,41	4,39	0,1	0,9	- 0,090	0,301	Invalid
13	14,71	12,41	4,39	0,4	0,6	0,421	0,301	Valid
14	15,53	12,41	4,39	0,4	0,6	0,575	0,301	Valid
15	13,4	12,41	4,39	0,1	0,9	0,072	0,301	Invalid
16	14,16	12,41	4,39	0,6	0,4	0,315	0,301	Valid
17	13,33	12,41	4,39	0,1	0,9	0,066	0,301	Invalid
18	9	12,41	4,39	0,1	0,9	- 0,254	0,301	Invalid
19	13	12,41	4,39	0	1	0	0,301	Invalid
20	12	12,41	4,39	0,2	0,8	- 0,045	0,301	Invalid
21	14,41	12,41	4,39	0,4	0,6	0,364	0,301	Valid
22	15	12,41	4,39	0,3	0,7	0,371	0,301	Valid
s23	12,25	12,41	4,39	0,1	0,9	- 0,012	0,301	Invalid
24	8,66	12,41	4,39	0,1	0,9	- 0,281	0,301	Invalid
25	13,75	12,41	4,39	0,5	0,5	0,305	0,301	Valid
26	10,83	12,41	4,39	0,2	0,8	0,179	0,301	Invalid
27	14,75	12,41	4,39	0,1	0,9	0,174	0,301	Invalid
28	14,88	12,41	4,39	0,3	0,7	0,358	0,301	Valid
29	15	12,41	4,39	0	1	0	0,301	Invalid
30	11,12	12,41	4,39	0,2	0,8	0,146	0,301	Invalid
31	11	12,41	4,39	0	1	0	0,301	Invalid
32	15	12,41	4,39	0,5	0,5	0,589	0,301	Valid
33	13,5	12,41	4,39	0,3	0,7	0,153	0,301	Invalid
34	14	12,41	4,39	0,1	0,9	- 0,118	0,301	Invalid
35	14,28	12,41	4,39	0,2	0,8	- 0,210	0,301	Invalid

36	12	12,41	4,39	0	1	0	0,301	Invalid
37	15,62	12,41	4,39	0,2	0,8	0,365	0,301	Valid
38	13,42	12,41	4,39	0,4	0,6	0,186	0,301	Invalid
39	11,5	12,41	4,39	0,2	0,8	- 0,103	0,301	Invalid
40	14	12,41	4,39	0,1	0,9	0,118	0,301	Invalid
41	18,5	12,41	4,39	0,1	0,9	0,455	0,301	Valid
42	13,88	12,41	4,39	0,5	0,5	0,334	0,301	Valid
43	17,4	12,41	4,39	0,1	0,9	0,372	0,301	Valid
44	10	12,41	4,39	0	1	0	0,301	Invalid
45	11,33	12,41	4,39	0,1	0,9	0,081	0,301	Invalid

APPENDIX IV

Students' Names and Initials

NO	NAME	INITIAL
1	Agnesia Mega Agustin Hutapea	AMAH
2	April Takwa Mendrofa	ATM
3	Boby Yandri Sitorus	BYS
4	Chindy Cladya	CC
5	Daniel Fransisco Siregar	DFS
6	Elvi Jernita Hulu	EJH
7	Fadhilah	Fa
8	Ferawati Sinaga	Fe
9	Hosianna	Ho
10	Ika Rahma	IR
11	Jefri Aron Tarigan	JAT
12	Jonatan Elvando Panggabean	JEP
13	Marina Siburian	MS
14	Mega Muliani	MM
15	Muhammad Yunan Jambak	MYJ
16	Natalia Simorangkir	NS
17	Nurhidayah	Nurhi
18	Nurintan Sitompul	Nuri
19	Nursaida Sinaga	Nurs
20	Nurul Sakinah Siregar	NSS
21	Owentika Manalu	OM
22	Parlindungan	Pa
23	Pyngki Monalisa Hutapea	Py
24	Rahmat Afandi Lubis	RAL
25	Santo Sukanda Ryawan Simanungkalit	SSRSm
26	Serina Sri Rezeki Siregar	SSRSr
27	Sipa Maryam Batubara	SMB
28	Tagom Liberton Pasaribu	TLP
29	Ulfa Nurul Khofifah	UNK
30	Vita Riati Gultom	VRG
31	Yemima Pasaribu	YP
32	Yentri Simaremare	YS

Appendix V
Photos of research



Tabel Validasi

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	$\frac{1}{9}$	20	21	22	23	24	25	26	27	28	$\frac{2}{9}$	30	$\frac{3}{1}$	32	33	34	35	$\frac{3}{6}$	37	38	39	40	41	42	43	$\frac{4}{4}$	45	xp	xp ²			
1	1	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	13	169		
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	5	25		
3	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	7	49		
4	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	9	81		
5	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	13	169		
6	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	13	169			
7	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	7	49			
8	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	11	121		
9	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	7	49			
10	0	1	1	0	1	0	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	0	0	0	19	361			
11	1	1	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	11	121			
12	1	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	21	441
13	1	1	0	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	14	196		
14	1	1	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	11	121			
15	1	1	0	0	1	1	0	1	1	0	0	0	1	1	0	1	0	0	0	0	1	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	20	400		
16	1	1	1	0	1	0	0	1	0	1	0	0	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	17	289	
17	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	1	0	0	22	484		
18	1	1	0	0	1	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	15	225	
19	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	9	81	
20	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	12	144		
21	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	8	64		
22	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	8	64	
23	0	0	0	1	0	0	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	12	144			
24	1	1	1	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	11	121		
25	1	1	0	0	1	0	1	1	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	19	361	

26	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	11	121			
27	1	1	1	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	11	121				
28	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	11	121		
29	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	13	169				
n=29	13	14	10	4	12	10	9	13	16	9	3	5	14	13	5	18	3	3	1	7	12	9	4	3	16	6	4	9	2	8	2	15	10	5	7	2	8	14	6	5	4	17	5	2	3	360	5030
p	0,4	0,4	0,3	0,1	0,4	0,3	0,3	0,4	0,5	0,3	0,1	0,1	0,4	0,4	0,1	0,6	0,1	0,1	0	0,2	0,4	0,3	0,1	0,1	0,5	0,2	0,1	0,3	0	0,2	0	0,5	0,3	0,1	0,2	0	0,2	0,4	0,2	0,1	0,1	0,5	0,1	0	0,1	$\frac{\sum x}{p}$	$\frac{\sum x^2}{p^2}$
q	0,6	0,6	0,7	0,9	0,6	0,7	0,7	0,6	0,5	0,7	0,9	0,9	0,6	0,6	0,9	0,4	0,9	0,9	1	0,8	0,6	0,7	0,9	0,9	0,5	0,8	0,9	0,7	1	0,8	1	0,5	0,7	0,9	0,8	1	0,8	0,6	0,8	0,9	0,9	0,5	0,9	1	0,9		
p·q	0,24	0,24	0,21	0,09	0,24	0,21	0,21	0,24	0,25	0,21	0,09	0,09	0,24	0,24	0,09	0,24	0,09	0,09	0	0,16	0,24	0,21	0,09	0,09	0,25	0,16	0,09	0,21	0	0,16	0	0,25	0,21	0,09	0,16	0	0,16	0,24	0,16	0,09	0,09	0,25	0,09	0	0,09		

Tabel Nilai r Product Moment

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	10%		5%	10%		5%	10%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Mean score per item

$$Mpl = 11$$

Item no 1

$$Mpl = \frac{\text{total score of students' score}}{n1}$$

$$Mpl = \frac{198}{13}$$

$$Mpl = 15,23$$

Mean score per item

Item no 5

$$Mpl = \frac{\text{total score of students' score}}{n5}$$

$$Mpl = \frac{188}{12}$$

$$Mpl = 15,66$$

Mean score per item

Item no 2

$$Mpl = \frac{\text{total score of students' score}}{n3}$$

$$Mpl = \frac{215}{14}$$

$$Mpl = 15,35$$

Mean score per item

Item no 6

$$Mpl = \frac{\text{total score of students' score}}{n6}$$

$$Mpl = \frac{131}{10}$$

$$Mpl = 13,1$$

Mean score per item

Item no 3

$$Mpl = \frac{\text{total score of students' score}}{n3}$$

$$Mpl = \frac{113}{10}$$

$$Mpl = 13,3$$

Mean score per item

Item no 7

$$Mpl = \frac{\text{total score of students' score}}{n7}$$

$$Mpl = \frac{120}{9}$$

$$Mpl = 13,33$$

Mean score per item

Item no 4

$$Mpl = \frac{\text{total score of students' score}}{n4}$$

$$Mpl = \frac{44}{4}$$

Mean score per item

Item no 8

$$Mpl = \frac{\text{total score of students' score}}{n8}$$

$$Mpl = \frac{197}{13}$$

$$Mpl = 15,15$$

Mean score per item

Item no 9

$$Mpl = \frac{\text{total score of students' score}}{n9}$$

$$Mpl = \frac{226}{16}$$

$$Mpl = 14,12$$

Mean score per item

Item no 10

$$Mpl = \frac{\text{total score of students' score}}{n10}$$

$$Mpl = \frac{141}{9}$$

$$Mpl = 15,66$$

Mean score per item

Item no 11

$$Mpl = \frac{\text{total score of students' score}}{n11}$$

$$Mpl = \frac{28}{3}$$

$$Mpl = 9,33$$

Mean score per item

Item no 12

$$Mpl = \frac{\text{total score of students' score}}{n12}$$

$$Mpl = \frac{56}{5}$$

$$Mpl = 11,2$$

Mean score per item

Item no 13

$$Mpl = \frac{\text{total score of students' score}}{n13}$$

$$Mpl = \frac{206}{14}$$

$$Mpl = 14,71$$

Mean score per item

Item no 14

$$Mpl = \frac{\text{total score of students' score}}{n14}$$

$$Mpl = \frac{202}{13}$$

$$Mpl = 15,53$$

Mean score per item

Item no 15

$$Mpl = \frac{\text{total score of students' score}}{n15}$$

$$Mpl = \frac{67}{5}$$

$$Mpl = 13,4$$

Mean score per item

$$Mpl = 13$$

Item no 16

$$Mpl = \frac{\text{total score of students' score}}{n16}$$

$$Mpl = \frac{255}{18}$$

$$Mpl = 14,16$$

Mean score per item

Item no 20

$$Mpl = \frac{\text{total score of students' score}}{n20}$$

$$Mpl = \frac{84}{7}$$

$$Mpl = 12$$

Mean score per item

Item no 17

$$Mpl = \frac{\text{total score of students' score}}{n17}$$

$$Mpl = \frac{40}{3}$$

$$Mpl = 13,33$$

Mean score per item

Item no 21

$$Mpl = \frac{\text{total score of students' score}}{n21}$$

$$Mpl = \frac{173}{12}$$

$$Mpl = 14,41$$

Mean score per item

Item no 18

$$Mpl = \frac{\text{total score of students' score}}{n18}$$

$$Mpl = \frac{27}{3}$$

$$Mpl = 9$$

Mean score per item

Item no 22

$$Mpl = \frac{\text{total score of students' score}}{n22}$$

$$Mpl = \frac{135}{9}$$

$$Mpl = 15$$

Mean score per item

Item no 19

$$Mpl = \frac{\text{total score of students' score}}{n19}$$

$$Mpl = \frac{13}{1}$$

Mean score per item

Item no 23

$$Mpl = \frac{\text{total score of students' score}}{n23}$$

$$Mpl = \frac{49}{4}$$

$$Mpl = 12,25$$

Mean score per item

Item no 24

$$Mpl = \frac{\text{total score of students' score}}{n24}$$

$$Mpl = \frac{26}{3}$$

$$Mpl = 8,66$$

Mean score per item

Item no 25

$$Mpl = \frac{\text{total score of students' score}}{n25}$$

$$Mpl = \frac{220}{16}$$

$$Mpl = 13,75$$

Mean score per item

Item no 26

$$Mpl = \frac{\text{total score of students' score}}{n26}$$

$$Mpl = \frac{65}{6}$$

$$Mpl = 10,83$$

Mean score per item

Item no 27

$$Mpl = \frac{\text{total score of students' score}}{n27}$$

$$Mpl = \frac{59}{4}$$

$$Mpl = 14,75$$

Mean score per item

Item no 28

$$Mpl = \frac{\text{total score of students' score}}{n28}$$

$$Mpl = \frac{134}{9}$$

$$Mpl = 14,88$$

Mean score per item

Item no 29

$$Mpl = \frac{\text{total score of students' score}}{n29}$$

$$Mpl = \frac{30}{2}$$

$$Mpl = 15$$

Mean score per item

Item no 30

$$Mpl = \frac{\text{total score of students' score}}{n30}$$

$$Mpl = \frac{89}{8}$$

$$Mpl = 11,12$$

Mean score per item

$$Mpl = 14$$

Item no 31

$$Mpl = \frac{\text{total score of students' score}}{n31}$$

$$Mpl = \frac{22}{2}$$

$$Mpl = 11$$

Mean score per item

Mean score per item

Item no 35

$$Mpl = \frac{\text{total score of students' score}}{n35}$$

$$Mpl = \frac{100}{7}$$

$$Mpl = 14,28$$

Item no 32

$$Mpl = \frac{\text{total score of students' score}}{n32}$$

$$Mpl = \frac{225}{15}$$

$$Mpl = 15$$

Mean score per item

Mean score per item

Item no 36

$$Mpl = \frac{\text{total score of students' score}}{n36}$$

$$Mpl = \frac{24}{2}$$

$$Mpl = 12$$

Item no 33

$$Mpl = \frac{\text{total score of students' score}}{n33}$$

$$Mpl = \frac{135}{10}$$

$$Mpl = 13,5$$

Mean score per item

Mean score per item

Item no 37

$$Mpl = \frac{\text{total score of students' score}}{n37}$$

$$Mpl = \frac{125}{8}$$

$$Mpl = 15,62$$

Item no 34

$$Mpl = \frac{\text{total score of students' score}}{n34}$$

$$Mpl = \frac{70}{5}$$

Mean score per item

Item no 38

$$Mpl = \frac{\text{total score of students' score}}{n38}$$

$$Mpl = \frac{188}{14}$$

$$Mpl = 13,42$$

Mean score per item

Item no 39

$$Mpl = \frac{\text{total score of students' score}}{n39}$$

$$Mpl = \frac{69}{6}$$

$$Mpl = 11,5$$

Mean score per item

Item no 40

$$Mpl = \frac{\text{total score of students' score}}{n40}$$

$$Mpl = \frac{70}{5}$$

$$Mpl = 14$$

Mean score per item

Item no 41

$$Mpl = \frac{\text{total score of students' score}}{n41}$$

$$Mpl = \frac{74}{4}$$

$$Mpl = 18,5$$

Mean score per item

Item no 42

$$Mpl = \frac{\text{total score of students' score}}{n42}$$

$$Mpl = \frac{236}{17}$$

$$Mpl = 13,88$$

Mean score per item

Item no 43

$$Mpl = \frac{\text{total score of students' score}}{n43}$$

$$Mpl = \frac{87}{5}$$

$$Mpl = 17,4$$

Mean score per item

Item no 44

$$Mpl = \frac{\text{total score of students' score}}{n44}$$

$$Mpl = \frac{20}{2}$$

$$Mpl = 10$$

Mean score per item

Item no 45

$$Mpl = \frac{\text{total score of students' score}}{n45}$$

$$Mpl = \frac{34}{3}$$

$$Mpl = 11,33$$

Standar deviasi

$$SDt = \sqrt{\frac{\sum xp^2}{n} - \left(\frac{\sum xp}{n}\right)^2}$$

$$SDt = \sqrt{\frac{5030}{29} - \left(\frac{360}{29}\right)^2}$$

$$SDt = \sqrt{\frac{5030}{29} - \left(\frac{129600}{841}\right)^2}$$

$$SDt = \sqrt{173,44} - 154,10$$

$$SDt = \sqrt{19,34}$$

$$SDt = 4,39$$

Mean score

$$Mt = \frac{\sum xp}{n}$$

$$Mt = \frac{360}{29}$$

$$Mt = 12,41$$

Item No 1

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15,23 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{2,82}{4,39} \sqrt{0,66}$$

$$rpbi = 0,64 \times 0,81$$

$$rpbi = 0,518$$

Item No 2

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15,35 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{2,94}{4,39} \sqrt{0,66}$$

$$rpbi = 0,66 \times 0,81$$

$$rpbi = 0,534$$

Item No 3

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,3 - 12,41}{4,39} \sqrt{\frac{0,3}{0,7}}$$

$$rpbi = \frac{0,89}{4,39} \sqrt{0,42}$$

$$rpbi = 0,20 \times 0,64$$

$$rpbi = 0,128$$

Item No 4

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{11 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{-1,41}{4,39} \sqrt{0,11}$$

$$rpbi = -0,32 \times 0,33$$

$$rpbi = -0,105$$

Item No 5

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15,66 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{3,25}{4,39} \sqrt{0,66}$$

$$rpbi = 0,74 \times 0,81$$

$$rpbi = 0,599$$

Item No 6

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,1 - 12,41}{4,39} \sqrt{\frac{0,3}{0,7}}$$

$$rpbi = \frac{0,69}{4,39} \sqrt{0,42}$$

$$rpbi = 0,15 \times 0,64$$

$$rpbi = 0,096$$

Item No 7

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,33 - 12,41}{4,39} \sqrt{\frac{0,3}{0,7}}$$

$$rpbi = \frac{0,92}{4,39} \sqrt{0,42}$$

$$rpbi = 0,20 \times 0,64$$

$$rpbi = 0,128$$

Item No 8

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15,15 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{2,74}{4,39} \sqrt{0,66}$$

$$rpbi = 0,62 \times 0,81$$

$$rpbi = 0,502$$

Item No 9

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14,12 - 12,41}{4,39} \sqrt{\frac{0,5}{0,5}}$$

$$rpbi = \frac{1,71}{4,39} \sqrt{1}$$

$$rpbi = 0,389 \times 1$$

$$rpbi = 0,389$$

Item No 10

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15,66 - 12,41}{4,39} \sqrt{\frac{0,3}{0,7}}$$

$$rpbi = \frac{3,25}{4,39} \sqrt{0,42}$$

$$rpbi = 0,74 \times 0,64$$

$$rpbi = 0,473$$

Item No 11

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{9,33 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{-3,08}{4,39} \sqrt{0,11}$$

$$rpbi = -0,70 \times 0,33$$

$$rpbi = -0,231$$

Item No 12

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{11,2 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{-1,21}{4,39} \sqrt{0,11}$$

$$rpbi = -0,27 \times 0,33$$

$$rpbi = -0,090$$

Item No 13

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14,71 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{2,3}{4,39} \sqrt{0,66}$$

$$rpbi = 0,52 \times 0,81$$

$$rpbi = 0,421$$

Item No 14

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15,53 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{3,12}{4,39} \sqrt{0,66}$$

$$rpbi = 0,71 \times 0,81$$

$$rpbi = 0,575$$

Item No 15

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,4 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{0,99}{4,39} \sqrt{0,11}$$

$$rpbi = 0,22 \times 0,33$$

$$rpbi = 0,072$$

Item No 16

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14,16 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{1,75}{4,39} \sqrt{0,66}$$

$$rpbi = 0,39 \times 0,81$$

$$rpbi = 0,315$$

Item No 17

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,33 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{0,92}{4,39} \sqrt{0,11}$$

$$rpbi = 0,20 \times 0,33$$

$$rpbi = 0,066$$

Item No 18

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{9 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{-3,41}{4,39} \sqrt{0,11}$$

$$rpbi = -0,77 \times 0,33$$

$$rpbi = -0,254$$

Item No 19

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13 - 12,41}{4,39} \sqrt{\frac{0}{1}}$$

$$rpbi = \frac{0,59}{4,39} \sqrt{0}$$

$$rpbi = 0,13 \times 0$$

$$rpbi = 0$$

Item No 20

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{12 - 12,41}{4,39} \sqrt{\frac{0,2}{0,8}}$$

$$rpbi = \frac{-0,41}{4,39} \sqrt{0,25}$$

$$rpbi = -0,09 \times 0,5$$

$$rpbi = -0,045$$

Item No 21

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14,41 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{2}{4,39} \sqrt{0,66}$$

$$rpbi = 0,45 \times 0,81$$

$$rpbi = 0,364$$

Item No 22

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15 - 12,41}{4,39} \sqrt{\frac{0,3}{0,7}}$$

$$rpbi = \frac{2,59}{4,39} \sqrt{0,42}$$

$$rpbi = 0,58 \times 0,64$$

$$rpbi = 0,371$$

Item No 23

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{12,25 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{-0,16}{4,39} \sqrt{0,11}$$

$$rpbi = -0,03 \times 0,33$$

$$rpbi = -0,012$$

Item No 24

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{8,66 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{-3,75}{4,39} \sqrt{0,11}$$

$$rpbi = -0,85 \times 0,33$$

$$rpbi = -0,281$$

Item No 25

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,75 - 12,41}{4,39} \sqrt{\frac{0,5}{0,5}}$$

$$rpbi = \frac{1,34}{4,39} \sqrt{1}$$

$$rpbi = 0,305 \times 1$$

$$rpbi = 0,305$$

Item No 28

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14,88 - 12,41}{4,39} \sqrt{\frac{0,3}{0,7}}$$

$$rpbi = \frac{2,47}{4,39} \sqrt{0,42}$$

$$rpbi = 0,56 \times 0,64$$

$$rpbi = 0,358$$

Item No 26

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{10,83 - 12,41}{4,39} \sqrt{\frac{0,2}{0,8}}$$

$$rpbi = \frac{-1,58}{4,39} \sqrt{0,25}$$

$$rpbi = -0,35 \times 0,5$$

$$rpbi = -0,179$$

Item No 29

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15 - 12,41}{4,39} \sqrt{\frac{0}{1}}$$

$$rpbi = \frac{2,59}{4,39} \sqrt{0}$$

$$rpbi = 0,58 \times 0$$

$$rpbi = 0$$

Item No 27

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14,75 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{2,34}{4,39} \sqrt{0,11}$$

$$rpbi = 0,53 \times 0,33$$

$$rpbi = -0,174$$

Item No30

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{11,12 - 12,41}{4,39} \sqrt{\frac{0,2}{0,8}}$$

$$rpbi = \frac{-1,29}{4,39} \sqrt{0,25}$$

$$rpbi = -0,29 \times 0,5$$

$$rpbi = -0,146$$

Item No 31

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{11 - 12,41}{4,39} \sqrt{\frac{0}{1}}$$

$$rpbi = \frac{-1,41}{4,39} \sqrt{0}$$

$$rpbi = -0,32 \times 0$$

$$rpbi = 0$$

Item No 32

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15 - 12,41}{4,39} \sqrt{\frac{0,5}{0,5}}$$

$$rpbi = \frac{2,59}{4,39} \sqrt{1}$$

$$rpbi = 0,589 \times 1$$

$$rpbi = 0,589$$

Item No 33

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,5 - 12,41}{4,39} \sqrt{\frac{0,3}{0,7}}$$

$$rpbi = \frac{1,09}{4,39} \sqrt{0,42}$$

$$rpbi = 0,24 \times 0,64$$

$$rpbi = 0,153$$

Item No 34

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{1,59}{4,39} \sqrt{0,11}$$

$$rpbi = 0,36 \times 0,33$$

$$rpbi = -0,118$$

Item No35

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14,28 - 12,41}{4,39} \sqrt{\frac{0,2}{0,8}}$$

$$rpbi = \frac{1,87}{4,39} \sqrt{0,25}$$

$$rpbi = -0,42 \times 0,5$$

$$rpbi = -0,210$$

Item No 36

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{12 - 12,41}{4,39} \sqrt{\frac{0}{1}}$$

$$rpbi = \frac{-0,41}{4,39} \sqrt{0}$$

$$rpbi = -0,09 \times 0$$

$$rpbi = 0$$

Item No37

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{15,62 - 12,41}{4,39} \sqrt{\frac{0,2}{0,8}}$$

$$rpbi = \frac{3,21}{4,39} \sqrt{0,25}$$

$$rpbi = 0,73 \times 0,5$$

$$rpbi = 0,365$$

Item No 38

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,42 - 12,41}{4,39} \sqrt{\frac{0,4}{0,6}}$$

$$rpbi = \frac{1,01}{4,39} \sqrt{0,66}$$

$$rpbi = 0,23 \times 0,81$$

$$rpbi = 0,186$$

Item No39

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{11,5 - 12,41}{4,39} \sqrt{\frac{0,2}{0,8}}$$

$$rpbi = \frac{-0,91}{4,39} \sqrt{0,25}$$

$$rpbi = -0,20 \times 0,5$$

$$rpbi = -0,103$$

Item No 40

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{14 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{1,59}{4,39} \sqrt{0,11}$$

$$rpbi = 0,36 \times 0,33$$

$$rpbi = 0,118$$

Item No 41

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{18,5 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{6,09}{4,39} \sqrt{0,11}$$

$$rpbi = 1,38 \times 0,33$$

$$rpbi = 0,455$$

Item No 42

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{13,88 - 12,41}{4,39} \sqrt{\frac{0,5}{0,5}}$$

$$rpbi = \frac{1,47}{4,39} \sqrt{1}$$

$$rpbi = 0,334 \times 1$$

$$rpbi = 0,334$$

Item No 43

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{17,4 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{4,99}{4,39} \sqrt{0,11}$$

$$rpbi = 1,13 \times 0,33$$

$$rpbi = 0,372$$

Item No 44

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{10 - 12,41}{4,39} \sqrt{\frac{0}{1}}$$

$$rpbi = \frac{-2,41}{4,39} \sqrt{0}$$

$$rpbi = -0,54 \times 0$$

$$rpbi = 0$$

Item No 45

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{11,33 - 12,41}{4,39} \sqrt{\frac{0,1}{0,9}}$$

$$rpbi = \frac{-1,08}{4,39} \sqrt{0,11}$$

$$rpbi = -0,24 \times 0,33$$

$$rpbi = -0,081$$



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihlatang 22733
Telephone (0634) 22080 Faximile (0634) 24022

December 2018

Nomor : 124 /In.14/E.6a/PP.00.9/11/2018

Lamp
Perihal

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Eka Sustri Harida, M.Pd (Pembimbing I)
2. Yusni Sinaga, M.Hum (Pembimbing II)

di -Padangsidimpuan

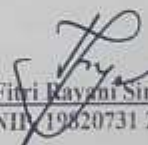
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Sahron Hidayah
NIM : 123400111
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : STUDENTS' ERROR ANALYSIS IN USING
PREPOSITIONAL PHRASES AT GRADE XI
SMA N 1 BATANG ANGKOLA

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

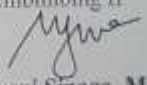

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I


Eka Sustri Harida, M.Pd
N.P.19750917 200312 2 002

BERSEDIA/TIDAK BERSEDIA
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 395 /In.14/E/TL.00/03/2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

20 Maret 2019

Yth. Kepala SMAN 1 Batang Angkola
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Sahron Hidayah
NIM : 12 340 0111
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Pintupadang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Error Analysis in Using Prepositional Phrases at Grade XI SMAN 1 Batang Angkola".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dekan

Dr. Lely Hilda, M.Si
NIP. 19720920 200003 2 002



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA N 1 BATANG ANGKOLA



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SURAT KETERANGAN

Nomor : 800 /328/ SMA / 2019

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Batang Angkola Kabupaten Tapanuli Selatan menerangkan bahwa :

Nama : SAHRON HIDAYAH
NIM : 12 340 0111
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Pintupadang

Sesuai dengan surat Nomor : B-395/In.14/E.1/TL.00.03/2019 Tanggal 28 Maret 2019 dalam hal Pelaksanaan Penelitian dalam rangka penyelesaian Skripsi sebagai salah satu syarat menyelesaikan pendidikan Strata 1 (S-1) dengan judul :

"STUDENTS' ERROR ANALYSIS IN USING PREPOSITIONAL PHRASES at GRADE XI SMAN 1 BATANG ANGKOLA"

Bahwa nama tersebut di atas telah melaksanakan penelitian pada tanggal 11 April s/d 12 April 2019

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya agar dapat dipergunakan seperti halnya.

Pintupadang, 15 Juni 2019
Kepala SMA Negeri 1 Batang Angkola

Drs. M. TAUFIK HIDAYAH
NIP. 19660801 199412 1 001