



**ERROR ANALYSIS IN USING PREPOSITION OF
BY THE SECOND YEAR STUDENTS OF MTsN 1 MODEL
PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies STAIN Padangsidempuan
as a Partial Fulfillment of Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

FTTRI HANDAYANI NASUTION

Reg. No:08340 0051

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2013



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FITRI HANDAYANI NASUTION

Reg. No: 08340 0051

Advisor I

H. Nurfin Sihotang, M.A.Ph.D
NIP. 19570719 199303 1 001

Advisor II

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

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**



2013
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN

Alamat Jln Imam Bonjol Km 4,5Telp. (0634) 22080 Fax. 24022 Sihitang Padangsisipuan 22733

Hal : Skripsi a.n
Fitri Handayani Nasution

Padangsidimpuan, 20 Maret 2013
Kepada Yth.
Bapak Ketua Sekolah Tinggi Agama
Islam Negeri Padangsidimpuan
di-

Padangsidimpuan

Assalamu 'Alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Fitri Handayani Nasution yang berjudul "Error Analysis in using Preposition of place by the second year students of MTs N 1 Model Padangsidimpuan", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadris Bahasa Inggris pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Wassalamu 'Alaikum Wr. Wb.

PEMBIMBING I

H. Nurfin Sihotang, M.A.Ph.D
NIP. 19570719 199303 1 001

PEMBIMBING II

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

SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini :

Nama : FITRI HANDAYANI NASUTION
NIM : 08 340 0051
Jurusan : TARBIYAH/TBI-2
Program Study : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **ERROR ANALYSIS IN USING PREPOSITION OF PLACE BY
SECOND YEAR STUDENTS OF MTS N 1 MODEL
PADANGSIDIMPUAN**

Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan Kode Etik Mahasiswa pasal 14 ayat 2.

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Padangsidimpuan, Mei 2012

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Fitri Handayani Nasution

NIM. 08. 340 0051

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Name : FITRI HANDAYANI NASUTION
Registration Number : 08 340 0051
Department/ Study Program : TARBIYAH/TBI-2
The Title of Thesis : **ERROR ANALYSIS IN USING PREPOSITION OF PLACE BY SECOND YEAR STUDENTS OF MTS N 1 MODEL PADANGSIDIMPUAN**

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FITRI HANDAYANI NASUTION

Reg. No.083400051





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PADANGSIDIMPUAN**

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name : FITRI HANDAYANI NASUTION
Reg. No : 08 340 0051
Thesis : ERROR ANALYSIS IN USING PREPOSITION OF PLACE BY
SECOND YEAR STUDENTS OF MTs N 1 MODEL
PADANGSIDIMPUAN

Chief,

**Fatahuddin Aziz Siregar, M. Ag
NIP. 19731128 200112 1 001**

Secretary

**Eka Susti Harida, M. Pd
NIP. 19750917 200312 2 002**

Members

**Fatahuddin Aziz Siregar, M. Ag
NIP. 19731128 200112 1 001**

**Eka Susti Harida, M. Pd
NIP. 19750917 200312 2 002**

**Sojuangan Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003**

**H. Nurfin Sihotang, M.A. Ph.D.,
NIP. 19570719 199303 1 001**

Proposed:

Place : Padangsidimpuan
Date : Mei, 1st 2013
Time : 09.00 A.M until finish
Result/Mark : 68.75/C
Predicate : Enough



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

JudulSkripsi : **ERROR ANALYSIS IN USING PREPOSITION OF PLACE BY
THE SECOND YEAR STUDENTS OF MTs N 1 MODEL
PADANGSIDIMPUAN**

Ditulis oleh : Fitri Handayani Nasution

NIM : 083400051

Telah dapat diterima untuk memenuhi salah syarat tugas
dan syarat-syarat dalam memperoleh gelar
Gelar Sarjana Pendidikan Islam (S.Pd. I)

Padangsidimpun, Mei 2013



Dr. H. Ibrahim Siregar, MCL.
NIP. 19680704 200003 1 003

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الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

Dear Allah the Almighty god as always, I thank so much for blessing me in reaching my dream. The writer has finished writing this thesis entitled “Error Analysis in Using Preposition of Place by the Second Year Students of MTs N 1 Model Padangsidempuan”. This thesis is written in order to fulfill one of the requirements for being Islamic Educational Scholar (S.Pd.I) in the English section at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidempuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

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3. Hj. Zulhimma, S.Ag., M.Pd., as a Chief of Department of Tarbiyah STAIN Padangsidempuan.
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This thesis is still so far from being perfect based on the weakness of the writer. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 19 Pebruari 2013

Researcher

A handwritten signature in black ink, enclosed in a large, thin, hand-drawn oval. The signature is stylized and appears to read 'Fitri Handayani Nasution'.

FITRI HANDAYANI NASUTION

Reg. no. 08340 0051

ABSTRACT

Name : FITRI HANDYANI NASUTION
Reg. No : 08 3400 051
Year : 2012-2013
Title : AN ANALYSIS OF STUDENTS' ERROR IN USING PREPOSITION
OF PLACE AT THE SECOND YEAR STUDENTS OF MTs N 1
MODEL PADANGSIDIMPUAN

This research focus to analyzing of students' error in using preposition of place. The research was conducted with descriptive analysis and qualitative approach. The subject of research was grade VIII-4 MTs N 1 Model Padangsidimpuan which consisted were 40 students.

The purpose of the research was to know error types are made by MTs students in using preposition of place based on Surface Strategy taxonomy, to know the common errors made by the students in using preposition of place and to know the efforts of English Teacher in overcoming the difficulties in MTsN1 Model Padangsidimpuan

There were 2 instruments in collecting data: test and interview. Data was processed and analyzed with qualitative process. In order to gather the data accurately on students' error of preposition of place. The writer gave a writing test. In writing test, the materials of preposition of place that had been tested are: in, outside, inside, on, at, the bottom of, above, under, near, beside, behind, between, among, opposite, in front of, in the middle of, below. In writing test, the students made two sentences for 17 preposition of place and sentence completion test by using the correct preposition of place in which the item consists of 50 items. Here, the students is ask to make sentences by using the list of preposition of place given. The time allocate for the test is 2 x 45 minutes. Every questions has 2 score, so the total score will be 100.

Based on the result of test given, it is found that most students made errors in using preposition of place on their sentence writing. Based on the total errors (183 errors) for writing test that the students made, 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 errors is also on misformation type 86.39 % and lowest percentage is addition (5.37).

ABSTRACT

Nasution, Fitri Handyani, Registration Number: 08 3400 051, “An Analysis of Students’ Error in Using Preposition of Place at the Second Year Students f MTS N 1 Model Padangsidimpuan, A Thesis. English department of State College for Islamic Studies (STAIN) Padangsidimpuan 2013.

The aim of the problem were analyzing of students’ error in using preposition of place at the second year students of MTs N 1 Model Padangsidimpuan, to know the students’ difficulties in using preposition of place at MTs N 1 Model Padangsidimpuan, and to know English teachers’ efforts in overcoming students’ difficulties and analyzing error in using preposition of place. The research was conducted with descriptive analysis and qualitative approach. There were 40 students as population of grade VIII students MTs N 1 Model Padangsidimpuan. There were 2 instruments in collecting data: test and interview. Data was processed and analyzed with qualitative process. In order to gather the data accurately on students’ error of preposition of place. The writer gave a writing test. In writing test, the materials of preposition of place that had been tested are: in, outside, inside, on, at, the bottom of, above, under, near, beside, behind, between, among, opposite, in front of, in the middle of, below. In writing test, the students made two sentences for 17 preposition of place and sentence completion test by using the correct preposition of place in which the item consists of 50 items. Here, the students is ask to make sentences by using the list of preposition of place given. The time allocate for the test is 2 x 45 minutes. Every questions has 2 score, so the total score will be 100. Based on the result of test given (see appendices 3 and 4), it is found that most students made errors in using preposition of place on their sentence writing. Based on the total errors (183 errors) for writing test that the students made, 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 errors is also on misformation type 86.39 % and lowest percentage is addition (5.37).

Appendix 1

WRITING TEST FOR CLASS VIII MTS N 1

MODEL PADANGSIDIMPUAN

Direction:

- Write your name, class on the right of top your answer sheet!
- Make two sentences for each preposition of place from 17 preposition of place from 17 preposition of place given.
- Do not make any sketches on your answer sheet as well as on the test papers.
- You have 2x45 minutes to finish this test then you collect it into your tester.

I. Make two sentences for each of the preposition of place given below!

Example: Many students are outside the classroom.

Many pencil case is in your bag.

1. in
2. inside
3. outside
4. on
5. at
6. at the bottom of
7. above
8. under
9. near
10. beside
11. behind
12. between
13. among
14. opposite
15. in front of
16. in the middle of
17. below

Appendix 2

Intruction!

Complete the sentences with the correct answer by using in, on, inside, outside, at, at the bottom of, above, under, near, beside, behind, among, opposite, between in front of, in the middle of, and below.

Example: She puts the rooster in the cage.

The children are playing outside.

1. He's swimmingthe river.
2. Where's Julie? She's School.
3. The plant is.....the table.
4. There is a spider.....the bath.
5. Please put those apples.....the bowl.
6. Frank is.....holiday for three weeks.
7. The moon shone from the clouds.
8. His name is the list.
9. The cat is sitting.....the chair.
10. Lucy was standing.....the bus stop.
11. There's the bird's nest my window.
12. You shouldn't smoke gasoline.
13. I recognized Madhafi from her friends.
14. He is the sea.
15. I stayed.....home all weekend.
16. My keys are my bag
17. The letter box isthe newsagent's
18. He is hiding.....the fence
19. he is sittingthe computer
20. Can you see this house hiddenthe trees?
21. Who is the room?
22. A young childhis parents.
23. There are cloudsthe town.

24. The baby isthe blanket.
25. The fish swimsthe surface of the water.
26. The park isthe school.
27. The dog satSuzan.
28. we live.....the Bank
29. The cat isthe table
30. There is a big treethe house.
31. The plane is flyingthe clouds
32. She is standingthe piano
33. She is sittingthe phone
34. The switch isthe window
35. The cupboard isthe sink
36. There are some shoesthe bed.
37. The plant isis.
38. Paul is sittingFiona.
39. The boy walked into the roomhis mother and father.
40. During that the period, the Atlantic Ocean was a narrow lake What is now Africa and North America.
41. There was no-one from Japanthe many tourists on the coach.
42. Come in. it is warmer the house.
43. There was a big table The room.
44. There is a big treeof the garden.
45. The park is of the town.
46. Andi kick the ball.....
47. Write the number..... Of the page.
48. The bank/bookshop isthe theater.
49. They live in the apartments ours.
50. The player football are..... the field.

Appendix 3

Table 6. The students' error for writing test

No	Students' Code	Students' error in the use of preposition of place				Total Error	Total words (Preposition)	%
		Add	Om	M.For	M.Or			
1	AK	1	8	-	-	9	17	52.94
2	ABH	1	5	3	2	11	13	84.61
3	AY	2	1	1	-	4	17	23.53
4	ARY	-	-	2	-	2	16	12.50
5	AP	-	2	-	-	2	17	11.76
6	ARH	1	-	8	-	9	17	52.94
7	AS	2	-	-	-	2	17	11.76
8	AYS	2	-	7	-	9	11	81.81
9	AA	-	1	1	-	2	17	11.76
10	AW	-	1	3	-	4	15	26.67
11	AH	-	-	2	-	2	15	13.33
12	ANS	-	-	1	-	1	17	5.88
13	BM	-	8	1	-	9	9	100
14	CRR	2	5	3	-	8	13	61.53
15	DA	-	4	1	-	5	12	41.67
16	ECL	-	-	1	-	1	17	5.88
17	ESG	-	1	4	-	5	14	35.71
18	FP	-	1	11	-	12	15	80.00
19	FSP	-	1	-	-	1	16	6.25
20	IAH	1	7	4	1	13	16	81.25
21	JST	-	1	-	-	1	17	5.88
22	KAP	-	5	-	-	5	16	31.25
23	MYP	-	-	4	-	4	15	26.67
24	MRA	-	-	4	-	4	17	23.53
25	MRAL	-	-	4	-	4	17	23.53
26	MSM	1	-	-	-	1	17	5.88
27	MTS	-	-	1	-	1	17	5.88
28	NY	-	1	2	-	3	17	17.65
29	NH	-	-	2	-	2	17	17.76
30	QM	-	2	2	-	6	16	37.50
31	RZ	-	-	1	-	1	16	6.25
32	RFB	-	4	4	-	8	16	50.00
33	RIJH	-	-	2	-	2	17	11.76
34	RJ	1	-	5	-	6	17	35.29
35	RHR	-	3	1	-	4	17	23.53
36	RPL	-	-	1	-	1	17	5.88
37	SHC	-	-	1	-	1	17	5.88
38	WAS	5	1	2	-	8	17	47.05
39	ZR	1	-	3	-	4	17	23.53
40	ZN	2	3	1	-	6	17	35.29
Total		22	65	93	3	183	635	

Appendix 4

Table 7. The students' error for completion test

No	Students' Code	Students' error in the use of preposition of place				Total Error	Total words (Preposition)	%
		Add	Om	M.Form	M.Or			
1	AK	-	6	10	-	16	17	94.11
2	ABH	-	1	8	-	9	15	60.00
3	AY	-	7	8	-	15	17	88.23
4	ARY	-	3	10	-	13	15	86.66
5	AP	1	1	7	-	9	15	60.00
6	ARH	-	2	12	-	14	17	82.35
7	AS	-	1	13	-	14	15	93.33
8	AYS	-	1	6	-	7	14	50.00
9	AA	-	-	7	-	7	14	50.00
10	AW	1	-	9	-	10	15	66.66
11	AH	1	11	4	-	16	17	94.11
12	ANS	-	1	6	-	7	15	46.66
13	BM	-	-	7	-	7	16	43.75
14	CRR	1	1	11	-	13	15	86.66
15	Da	-	-	13	-	13	16	81.25
16	ECL	1	-	11	-	12	17	70.58
17	ESG	1	3	8	-	12	14	85.71
18	FP	-	-	6	-	6	17	35.27
19	FSP	1	-	15	-	16	17	94.11
20	IAH	1	1	14	-	16	17	94.11
21	JST	-	1	11	-	12	16	75.00
22	KAP	1	1	7	-	9	16	56.25
23	MYP	1	-	6	-	7	16	43.75
24	MRA	-	-	12	-	12	16	75.00
25	MRAL	-	-	10	-	10	16	62.50
26	MSM	-	-	12	-	12	15	80.00
27	MTS	1	-	10	-	11	15	73.33
28	NYP	2	-	12	-	14	16	87.50
29	NH	1	-	9	-	10	15	66.66
30	QM	1	-	4	-	5	15	33.33
31	RZ	-	-	12	-	12	15	80.00
32	RFB	-	2	5	-	7	13	53.84
33	RIJH	1	-	4	-	5	14	35.71
34	RJ	-	-	10	-	10	17	58.82
35	RHR	-	-	5	-	5	14	35.71
36	RPL	-	1	12	-	13	15	86.66
37	SHC	-	1	9	-	10	15	66.66
38	WAS	-	1	11	-	12	15	80.00
39	ZR	-	-	7	-	7	14	50.00
40	ZN	1	-	12	-	13	15	86.66
Total		17	46	365		428	618	

Appendix 5

Table 8. Item score

Participants' code	Item Scores		XY	X ²	Y ²
	Odd	Even			
AK	20	16	320	400	256
ABH	28	24	672	784	576
AY	14	14	196	196	196
ARY	16	26	416	256	676
AP	28	24	672	784	576
ARH	20	26	520	400	676
AS	20	20	400	400	400
AYS	34	22	748	1156	484
AA	24	27	648	576	729
AW	32	24	768	1024	576
AH	20	12	240	400	144
ANS	36	22	792	1296	484
BM	24	22	528	576	484
CRR	20	26	520	400	676
DA	24	24	576	576	576
ECL	24	26	624	576	676
ESG	24	26	624	576	676
FP	10	10	100	100	100
FSP	22	26	572	484	676
IAH	16	6	96	256	36
JST	24	26	624	576	676
KAP	26	24	624	676	576
MYP	30	28	840	900	784
MR	26	26	676	676	676
MRA	28	22	616	784	484
MS	28	20	560	784	400
MTS	26	22	572	676	484
NY	12	18	216	144	324
NH	22	28	616	484	784
QM	30	28	840	900	784
RZ	16	28	448	256	784
RFB	28	28	784	784	784
RIJH	34	28	952	1156	784
RJ	32	26	832	1024	676
RHR	34	26	884	1156	676
RPL	24	22	528	576	484
SHC	28	22	616	784	484

W	22	24	528	484	576
Z	30	24	720	900	576
ZN	20	26	520	400	676
Total	976	919	23028	25336	22145

Appendix 6

Table 9.1 The result of complication test

No.	Participants' code	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	Scores	
1	AK	0	2	0	2	0	0	2	0	2	0	0	0	0	2	2	0	0	0	0	2	0	0	2	0	0	16	
2	ABH	0	0	0	2	2	2	2	0	2	0	0	0	2	2	2	2	0	2	0	2	0	2	0	0	0	24	
3	AY	2	0	0	0	0	2	2	0	0	0	0	2	0	0	2	0	2	0	0	0	0	0	2	0	0	14	
4	ARY	2	0	0	0	2	2	2	0	2	2	0	2	0	2	2	2	0	2	0	2	0	2	0	0	0	26	
5	AP	2	0	0	2	2	0	2	0	2	0	0	2	0	0	2	2	0	2	0	2	0	2	0	0	2	24	
6	ARH	2	0	0	2	2	0	2	0	2	0	0	2	0	2	2	2	0	2	0	2	0	2	2	0	0	26	
7	AS	2	2	0	0	2	0	2	0	2	0	0	0	0	0	2	2	0	2	0	2	0	2	0	0	0	20	
8	AYS	2	0	0	2	2	0	2	0	2	0	0	0	0	2	2	0	2	2	0	2	0	2	0	0	0	22	
9	AA	2	2	0	0	2	0	2	0	2	0	0	0	2	0	2	0	0	2	0	2	2	2	0	2	2	26	
10	AW	2	2	0	0	0	0	2	2	2	0	0	0	2	2	2	0	0	2	0	2	0	2	0	0	2	24	
11	AH	2	2	0	0	0	2	2	0	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	12	
12	ANS	2	2	0	0	2	0	2	0	2	0	0	0	0	2	2	2	0	2	2	2	0	0	0	0	2	0	22
13	BM	2	0	0	0	2	0	2	2	2	0	0	0	2	2	2	0	2	0	0	2	0	2	0	0	0	22	
14	CRR	0	2	0	2	2	2	0	0	2	2	0	0	0	2	2	0	0	0	2	2	0	2	0	2	2	26	
15	DA	2	2	0	0	2	0	2	0	2	0	0	0	0	0	2	2	0	2	0	2	0	2	0	2	2	24	
16	ECL	2	0	0	2	2	0	2	0	2	0	0	0	2	2	2	2	0	0	2	2	0	2	2	0	0	26	
17	ESG	2	2	0	2	2	0	2	0	2	0	0	2	0	2	2	2	0	2	0	2	0	0	2	0	0	26	
18	FP	0	2	0	2	0	0	0	0	0	0	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2	10
19	FSP	2	2	0	0	2	0	2	0	2	0	2	0	0	2	2	2	0	2	2	2	2	0	2	0	0	0	26
20	IAH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	2	6
21	JST	2	0	2	0	2	0	2	0	2	0	0	2	0	0	0	2	2	2	2	2	2	2	0	0	0	26	
22	KAP	2	0	0	0	2	0	2	0	2	0	0	0	0	0	2	0	0	2	2	2	2	2	2	2	0	24	
23	MYP	2	0	2	0	2	0	2	0	0	0	0	2	2	2	2	2	0	2	2	2	2	0	2	0	0	28	
24	MR	2	2	0	2	0	2	2	2	2	2	0	0	0	0	2	2	0	2	0	2	0	0	2	0	0	26	
25	MRA	2	2	0	0	2	2	2	0	2	0	0	0	2	0	2	0	0	2	0	2	0	2	0	0	0	22	
26	MS	2	0	0	0	2	0	2	2	0	0	0	0	0	0	2	0	0	2	2	2	0	2	0	2	0	20	
27	MTS	2	2	0	0	2	0	2	0	2	2	0	0	0	0	2	0	2	2	0	2	0	2	0	0	0	22	
28	NY	2	0	0	2	2	0	2	2	0	0	0	2	0	0	0	2	2	0	0	0	0	0	2	0	0	18	
29	NH	2	2	2	2	2	0	2	2	2	0	0	0	0	0	2	2	2	2	0	2	0	2	0	0	0	28	
30	QM	2	2	2	0	2	0	2	0	2	0	0	0	0	2	2	2	0	2	0	2	0	0	2	2	2	28	
31	RZ	2	0	2	2	0	0	2	0	0	0	2	2	2	2	2	2	2	2	0	2	0	0	2	0	0	28	

32	RFB	2	0	0	2	2	0	2	0	2	0	0	2	2	2	2	0	0	2	2	2	2	0	0	0	28	
33	RIJH	2	0	2	2	0	0	2	2	2	0	0	2	2	2	2	2	0	2	0	2	0	0	2	0	0	28
34	RJ	2	0	2	2	2	2	2	0	2	0	0	0	0	2	2	2	0	2	0	2	0	0	2	0	0	26
35	RHR	2	0	0	2	2	2	2	0	2	2	0	0	0	2	2	2	0	2	0	0	2	0	2	0	0	26
36	RPL	2	2	0	0	2	0	2	0	2	0	0	0	2	0	2	0	0	2	0	2	0	2	0	2	0	22
37	SHC	2	2	0	0	2	0	2	0	0	2	0	0	0	0	2	0	0	2	0	2	0	2	2	2	0	22
38	W	2	2	0	0	2	0	2	0	2	0	0	0	2	0	2	0	0	2	0	2	0	2	2	2	0	24
39	Z	2	0	0	2	2	0	2	0	2	0	0	0	2	0	2	0	0	2	0	2	0	2	2	2	0	24
40	ZN	0	2	2	2	2	2	0	0	2	2	0	0	0	0	2	2	0	0	0	2	0	2	2	2	0	26
Correct High		30	22	0	18	28	10	34	4	32	4	4	10	10	26	36	20	8	24	8	30	2	28	12	8	14	
Correct Low		38	18	16	20	34	10	38	10	30	10	2	12	16	14	36	22	10	36	10	36	10	24	26	16	2	
Total		68	40	16	38	62	20	72	14	62	14	6	22	26	40	72	42	18	60	18	66	12	52	38	24	16	

Tabel 9.2 The result of complication test

No.	Participants' code	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	Scores
1	AK	2	0	2	0	2	2	2	0	0	2	0	0	2	2	2	2	0	0	0	0	0	0	0	0	0	20
2	ABH	2	2	0	0	2	0	2	2	2	2	0	2	2	0	2	2	0	0	2	2	2	0	0	0	0	28
3	AY	2	0	0	0	0	0	0	0	0	0	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	14
4	ARY	2	0	0	0	0	0	0	2	0	0	0	2	2	0	0	2	2	0	2	0	2	0	0	0	0	16
5	AP	2	0	2	2	2	0	2	2	0	2	0	2	0	0	2	2	0	0	2	2	2	0	0	2	0	28
6	ARH	2	0	2	0	0	0	2	0	0	0	2	2	0	0	2	2	2	0	2	0	2	0	0	0	0	20
7	AS	2	0	2	0	2	0	2	2	0	2	0	0	0	0	2	0	0	2	2	2	2	0	0	0	0	20
8	AYS	2	2	2	2	2	2	2	2	2	2	0	2	0	0	2	2	2	0	2	2	2	0	0	0	0	34
9	AA	2	2	0	0	2	2	0	0	2	2	0	2	0	2	0	2	0	0	2	2	2	0	0	0	0	24
10	AW	2	2	2	2	2	2	2	2	0	2	0	2	2	0	2	2	0	0	0	2	2	2	0	0	0	32
11	AH	2	2	2	0	2	2	2	0	0	0	2	0	2	0	2	0	2	0	0	0	0	0	0	0	0	20
12	ANS	2	2	2	2	0	2	2	0	0	2	0	2	2	2	2	2	2	0	2	2	2	2	2	2	0	36
13	BM	2	0	2	0	0	0	0	2	0	2	2	2	0	2	2	0	2	0	2	2	2	0	0	0	0	24
14	CRR	2	2	0	0	2	0	0	2	0	0	2	0	0	2	2	0	0	2	0	0	2	0	0	0	2	20
15	DA	2	0	2	0	2	0	2	2	0	2	0	2	0	0	0	0	2	0	2	2	2	2	0	0	0	24
16	ECL	2	2	2	0	0	0	0	0	0	2	2	2	2	2	2	2	0	0	2	0	2	0	0	0	0	24
17	ESG	2	2	2	0	0	0	0	0	0	2	0	2	2	2	2	0	2	0	2	2	2	0	0	0	0	24
18	FP	2	2	2	0	0	0	0	2	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	10
19	FSP	2	2	0	0	2	2	0	0	0	2	0	2	0	0	0	2	2	0	2	2	2	0	0	0	0	22
20	IAH	2	0	2	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	0	0	2	0	2	2	2	16
21	JST	2	2	0	0	2	2	0	2	0	2	0	2	0	0	0	2	0	2	2	2	2	0	0	0	0	24
22	KAP	2	0	0	2	2	0	2	2	0	2	0	2	0	0	2	0	0	0	2	2	2	2	0	0	2	26
23	MYP	2	2	2	2	2	0	0	0	0	2	0	2	0	2	2	0	2	0	2	2	2	2	0	0	2	30
24	MR	2	2	2	0	0	0	0	2	2	2	2	0	0	2	2	0	2	0	2	2	2	0	0	0	0	26
25	MRA	2	2	2	0	2	2	2	2	0	2	0	0	0	0	0	0	0	2	2	2	2	0	2	2	0	28
26	MS	2	0	0	0	2	0	2	2	2	2	0	2	0	0	2	0	0	0	2	2	2	0	2	2	2	28
27	MTS	2	0	2	0	2	0	2	2	0	2	2	2	0	0	0	2	0	0	2	0	2	0	2	0	2	26
28	NY	2	0	0	0	2	0	0	0	0	2	0	2	0	0	2	0	0	0	0	2	0	0	0	0	0	12
29	NH	2	2	0	0	2	2	0	0	0	2	0	0	2	2	0	0	2	0	2	2	2	0	0	0	0	22
30	QM	2	2	2	2	2	0	0	0	0	2	0	2	0	2	0	0	2	0	2	2	2	2	0	2	2	30
31	RZ	2	0	2	0	0	0	0	0	2	2	0	0	2	0	2	0	0	0	0	2	2	0	0	0	0	16
32	RFB	2	0	2	2	2	0	2	2	0	2	0	2	2	2	2	0	0	0	2	2	2	0	0	0	0	28
33	RIJH	2	2	2	2	2	0	0	2	2	2	0	2	2	2	2	0	2	0	2	2	2	0	0	0	2	34
34	RJ	2	2	2	2	2	2	2	0	0	2	0	2	0	2	2	2	2	0	2	2	2	0	0	0	0	32
35	RHR	2	2	2	2	2	0	2	0	2	2	2	2	0	2	2	0	2	0	2	2	2	0	2	0	0	34
36	RPL	2	2	0	0	2	2	0	0	0	2	0	2	2	0	0	0	0	0	0	2	2	0	2	2	2	24
37	SHC	2	2	2	0	2	0	2	2	0	2	2	2	0	0	0	0	0	0	2	2	2	0	0	2	2	28

38	W	2	2	0	0	0	2	0	2	0	2	0	2	2	0	0	0	0	0	2	2	0	0	2	2	22	
39	Z	2	0	2	2	2	0	2	2	0	2	0	2	0	2	2	0	0	0	2	2	2	0	0	2	2	30
40	ZN	2	2	0	0	2	0	0	2	0	0	2	0	0	2	0	0	0	0	2	0	2	0	0	2	2	20
Correct High		40	22	28	8	22	14	20	20	6	26	12	28	20	16	28	26	20	2	26	22	32	6	4	4	4	
Correct Low		40	26	24	16	34	12	18	24	10	38	10	30	12	20	22	6	14	4	32	36	38	6	10	16	22	
Total		80	48	52	24	56	26	38	44	16	64	22	58	32	36	50	32	34	6	58	58	70	12	14	20	26	

Tabel 9. Level of difficulty of writing test

item number	Correct Answer		U + L	$\frac{U+L}{N}$	Criterion	Suggestion
	Upper	Lower				
1	40	40	80	2	Fair	Administrated
2	30	38	68	1.7	Fair	Administrated
3	22	26	48	1.2	Fair	Administrated
4	22	18	40	1	Fair	Administrated
5	28	24	52	1.3	Fair	Administrated
6	0	16	16	0.4	Fair	Administrated
7	8	16	24	0.6	Fair	Administrated
8	18	20	38	0.95	Fair	Administrated
9	22	34	56	1.4	Fair	Administrated
10	28	34	62	1.55	Fair	Administrated
11	14	12	26	0.65	Fair	Administrated
12	10	10	20	0.5	Fair	Administrated
13	20	18	38	0.95	Fair	Administrated
14	34	38	72	1.8	Fair	Administrated
15	20	24	44	1.1	Fair	Administrated
16	4	10	14	0.35	Fair	Need to be revised
17	6	10	16	0.4	Fair	Administrated
18	32	30	62	1.55	Fair	Administrated
19	26	38	64	1.6	Fair	Administrated
20	4	10	14	0.35	Fair	Need to be revised
21	12	10	22	0.55	Fair	Administrated
22	4	2	6	0.15	Fair	Need to be revised
23	28	30	58	1.45	Fair	Administrated
24	10	12	22	0.55	Fair	Administrated
25	20	12	32	0.8	Fair	Administrated
26	10	16	26	0.65	Fair	Administrated
27	16	20	36	0.9	Fair	Administrated
28	26	14	40	1	Fair	Administrated
29	28	22	50	1.25	Fair	Administrated
30	36	36	72	1.8	Fair	Administrated
31	26	6	32	0.8	Fair	Administrated
32	20	22	42	1.05	Fair	Administrated
33	20	14	34	0.85	Fair	Administrated
34	8	10	18	0.45	Fair	Administrated
35	2	4	6	0.15	Fair	Need to be revised
36	24	36	60	1.5	Fair	Administrated

37	26	32	58	1.45	Fair	Administrated
38	8	10	18	0.45	Fair	Administrated
39	22	36	58	1.45	Fair	Administrated
40	30	36	66	1.65	Fair	Administrated
41	32	38	70	1.75	Fair	Administrated
42	2	10	12	0.3	Fair	Need to be revised
43	6	6	12	0.3	Fair	Need to be revised
44	28	24	52	1.3	Fair	Administrated
45	4	10	14	0.35	Fair	Need to be revised
46	12	26	38	0.95	Fair	Administrated
47	4	16	20	0.5	Fair	Administrated
48	8	16	24	0.6	Fair	Administrated
49	4	22	26	0.65	Fair	Administrated
50	14	2	16	0.4	Fair	Need to be revised

Appendix 8

Table 11 discriminating power of complication test

item number	Correct Answer		U - L	$\frac{U-L}{1/2 \cdot N}$	Criterion	Suggestion
	Upper	Lower				
1	40	40	0	0	Fair	Need to be revised
2	30	38	-8	-0.4	Fair	Need to be revised
3	22	26	-4	-0.2	Fair	Need to be revised
4	22	18	4	0.2	Fair	Administered
5	28	24	4	0.2	Fair	Administered
6	0	16	-16	-0.8	Fair	Need to be revised
7	8	16	-8	-0.4	Fair	Need to be revised
8	18	20	-2	-0.1	Fair	Need to be revised
9	22	34	-12	-0.6	Fair	Need to be revised
10	28	34	-6	-0.3	Fair	Need to be revised
11	14	12	2	0.1	Fair	Administered
12	10	10	0	0	Fair	Need to be revised
13	20	18	2	0.1	Fair	Administered
14	34	38	-4	-0.2	Fair	Need to be revised
15	20	24	-4	-0.2	Fair	Need to be revised
16	4	10	-6	-0.3	Fair	Need to be revised
17	6	10	-4	-0.2	Fair	Need to be revised
18	32	30	2	0.1	Fair	Administered
19	26	38	-12	-0.6	Fair	Need to be revised
20	4	10	-6	-0.3	Fair	Need to be revised
21	12	10	2	0.1	Fair	Administered
22	4	2	2	0.1	Fair	Administered
23	28	30	-2	-0.1	Fair	Need to be revised
24	10	12	-2	-0.1	Fair	Need to be revised
25	20	12	8	0.4	Fair	Administered
26	10	16	-6	-0.3	Fair	Need to be revised
27	16	20	-4	-0.2	Fair	Need to be revised
28	26	14	12	0.6	Fair	Administered
29	28	22	6	0.3	Fair	Administered
30	36	36	0	0	Fair	Need to be revised
31	26	6	20	1	Fair	Administered
32	20	22	-2	-0.1	Fair	Need to be revised
33	20	14	6	0.3	Fair	Administered
34	8	10	-2	-0.1	Fair	Need to be revised
35	2	4	-2	-0.1	Fair	Need to be revised

36	24	36	-12	-0.6	Fair	Need to be revised
37	26	32	-6	-0.3	Fair	Need to be revised
38	8	10	-2	-0.1	Fair	Need to be revised
39	22	36	-14	-0.7	Fair	Need to be revised
40	30	36	-6	-0.3	Fair	Need to be revised
41	32	38	-6	-0.3	Fair	Need to be revised
42	2	10	-8	-0.4	Fair	Need to be revised
43	6	6	0	0	Fair	Need to be revised
44	28	24	4	0.2	Fair	Administered
45	4	10	-6	-0.3	Fair	Need to be revised
46	12	26	-14	-0.7	Fair	Need to be revised
47	4	16	-12	-0.6	Fair	Need to be revised
48	8	16	-8	-0.4	Fair	Need to be revised
49	4	22	-18	-0.9	Fair	Need to be revised
50	14	2	12	0.6	Fair	Administered

CURRICULUM VITAE

Name : Fitri Handayani Nasution
Registration Number : 08 340 0051
Place / Date of Birth : Hutapadang, 05th November 1990
Sex : Female
Address : Desa Hutapadang, Kec. Padangsidimpuan Hutaimbaru
Fathers' Name : Amran Nasution
Mothers' Name : Khairoma Nainggolan

Educational Background

Primary School : at SDN 200407 Hutapadang (2002)
Junior High School : at MTsN Padangsidimpuan (2005)
Senior High School : at SMA Negeri 7 Padangsidimpuan (2008)
Institute : at Educational English Department of Tarbiyah Faculty at STAIN
Padangsidimpuan (2013).

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language. It is an important language, which is studied by students at schools, colleges and universities, so they can communicate by using English. It is used by many people in the world. They use it not only for trade association but also for the scientific terminologist. English has mushroomed in every part of the world and became a universal language because it is used by almost all countries, even in some countries have become the primary language or has become the standard language used in everyday life whether in government, social, and other formal institution.

In Indonesia, English is one of the foreign languages that are provided as compulsory subject to students of Elementary School, Junior High School, Senior High School, and higher education level. English has basics that need to be understood include writing, reading, listening, and speaking skill. Moreover, in Al Qur'an Allah ask the human to read and write at Surah Al-Alaq 1-5 as follow

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَلَمْ يَكُنْ الْأَكْرَمُ ③
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Meaning : Recite in the name of your lord who created, created man from a clot if congealed blood recite: and your lord is most generous who taught by the pen, taught man what he didn't know.¹

Almost students have experienced four skills that have been learned since kindergarten or elementary school of course, not all of students who have the same interested in the aspects of the English language. Certainly, there are some students have interested four skills, listening, reading, writing, or speaking.

Many English books have been finished, and a lot of materials have been studied, it is important that the students should be know English well. They should be able to speak, to write, to listen and to understand what they have read. Its means they can get idea from that.

Learning is a consciously process that do by group of the person to get change of learning activity as a result of learning. This change means the process from unknown become know in learning process. It is can be know from their attitude, how to say something and personality.

English is a compulsory subject, which is taught from elementary school until university in Indonesia. Although English has been taught for three years at Junior High School, the goal of teaching English has not been achieved yet. Most of SMP students still have many problems and difficulties in using structure especially in using preposition of place correctly and appropriately in real situation.

¹Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an in English Language* (Al-Alami Publications: Beirut, 2001) p. 924.

It can be seen in the previous research carried by Gustina entitled “Error Analysis on the Student’s in Using Prepositions at The Grade X Students at MAS Al-Junaidiyah Kampung Lama in 2008/2009 Academic year”. In this research, the researcher found that the students at MAS Al-Junaidiyah Kampung Lama had face a lot of difficulties and to make errors in the English construction.² The errors made by students is on the finding out the preposition in the sentences and they are not understanding the meaning of the sentences, especially when they are transferring the Indonesia preposition system into English preposition system. For example: the preposition “di” in Indonesia can be presented by different form such as “at”, “on”, “in” in English. The student do not understand the system of Indonesian “*di*” into the correct form of the English preposition sentence as in this sentence, “my mother works at the kitchen”, the using preposition “at” in this sentence is structurally wrong, and the correct one is “my mother in the kitchen”.

During the writer’s PPL program, the writer found out that the students made errors in using preposition of place. The students told to the writer that they do not know the use of preposition of place which has different meaning in English. For example, the writer asked the students to write the English of *disana ada sebuah gambar di dinding*. Some students wrote, there is “a picture above the wall” and some others wrote “there is a picture in the wall”. In Indonesian if want to indicate a place, can use preposition *di* and add other words which have characteristics of a place:

²Gustiana, “Error Analysis on the Student’s in Using Prepositions at The Grade X Students at MAS Al-Junaidiyah Kampung Lama” (A Thesis, UMTS Padangsidempuan, 2009), p.1

Examples: *di + dekat > di dekat*

di + bawah > di bawah

While in English, use under, near, above based on the rule. In this case, the students made errors in target language caused by the rules of their native language. Another cause of the students, errors is interlingua transfer.

These are examples of students' error caused by interlingua transfer.

The market is **among** my house and stadium

Pen I am is **above** the table.

Here, the students made errors because of their rule of the target language itself. If in Indonesian we only have *diantara*, in English there are two preposition of place which mean *diantara* that is between and among.

Based on the background above, the writer wanted to conduct her research to reach of the students' errors in using preposition of place. The writer would like to answer these research problems by **Error Analysis in Using Preposition Place by the Second Year Students of MTs N 1 Model Padangsidempuan.**

B. Focus of the Research

The research is concerned with the analysis of the students' errors in using preposition of place. In this research, the writer uses surface strategy taxonomy in which errors can be classified into four. They are omission, addition, misformation, and misordering, but error and mistake are not differentiated in this research. The preposition of place covered in this research are : in, inside, outside,

on at, at the bottom of, above, under, below, near, beside, behind, between, among, opposite, in front of, in the middle of.

C. Definition of the Key Term

To avoid the vagueness and misunderstanding between the writer and the reader, the terminologies as follows.

1. Error Analysis is a work procedure used for researcher or language teacher for describing, classifying and also evaluating error.³ Error analysis is the fact that the learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learners led to a surge of the study of the learners' errors.⁴
2. Using is the purpose for which of the used.⁵
3. Preposition of place is a word or group of words used before a noun or pronoun to show place, position time or methods.⁶ Preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by in regard to something else.⁷
3. Student is a person is studying at school or college.⁸ While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior

³Carl James, *Error in Language Learning and Use*, (New York: Longman. 1998), p.170.

⁴H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco State University: Pearson Longman. 2007), p.259.

⁵Hornby, *Op.cit*, p.475

⁶*Ibid*, p.911.

⁷Wren and Martin, *High School English Grammar and Composition*, (Malaysia: Persada Rao.1996), p.109.

⁸Hornby, *Op. cit*, p. 1187.

and high school.⁹ And according Rama Yulis in this book “Ilmu Pendidikan Islam ” that student is the member of society that effort to develop his/her self through education level process and kind of certain education.¹⁰ So, based of those definitions above, the writer concludes that the student is a person on grade of elementary junior and senior high school not only on the formal educational institution but also on the informal educational.

4. Second is after one other person or thing in order of importance.¹¹
5. Year is the period of 12 months connected with a particular time.¹²
6. MTs N 1 Model Padangsidempuan is one of Junior High School in Padangsidempuan which address in Jalan Sutan Soripada Mulia No.27 Kota Padangsidempuan.

D. The Formulation of Problem

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

1. What error types are made by MTs students in using preposition of place based on Surface Strategy taxonomy?
2. What are the common errors made by the students in using preposition of place?

E. The Aims of the Research

⁹Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001) p. 1077.

¹⁰Ramayulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010) p. 169.

¹¹ Hornby, *Op. cit*, p.386

¹² *Ibid*, p.508

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

1. To know the errors types which are often made by students in using preposition of place based on surface strategy taxonomy.
2. To found out time common errors made by the students in using preposition of place based on surface strategy taxonomy.

F. The Significances of the Research

The writer hopes that the result of the researcher can be used for:

The significances of this research as follows:

The writer hopes this research can be useful for:

1. Headmaster of MTs N 1 Padangsidempuan make a better concept with giving facilities in teaching English in the school.
2. The teachers of English at MTs N 1 Padangsidempuan as a reference in teaching writing to the students in the future.
3. Next researchers who like to develop the research to this topic.

G. Outline of the Thesis

The out line of the script include in to five chapters, they are:

The first chapter consists of; background of the problem, definition of key term, focus of the problem, formulation of the problem, the aim of the research, the significance of the research, and outline of the script.

The second chapter consist of: The theoretical description involve: definition of preposition, preposition of place, definition of error, and types of error taxonomy.

The third chapter consists of: Research design, place and time of the research, the sources of data, instrument of collecting data, techniques of checking trustworthiness and techniques of the data analysis, conceptual framework, and review of related finding. The fourth chapter consists of analysis of discussion and result of the research. The fifth chapter consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Definition of Preposition

The preposition is classified as part of speech in traditional grammar. However, prepositions as well as conjunction differ from other parts of speech in that each composed of all small class of words that have no formal characteristic endings, each signals syntactic structure that function as one of the other part of speech. For these reasons, modern linguists prefer to classify prepositions as structure word rather than as parts of speech. Prepositions range in meaning from such definite semantic notion as time, place, etc, to such purely structural meanings as those shaped by the subject, verb and complement relationship.¹

Often students want to communicate a basically simple idea. They merely want to report what action some person do or where something is located. In getting this kind idea across, we generally use a sentence, and in order to give exact information where something is located. In getting this kind idea across, we generally use a sentence, and in order to give exact information where something is located we need preposition. Preposition is very important in a sentence. Preposition is a word or group of words used before a noun or pronoun to show place, position time or method.² Preposition is a word placed before a noun or

¹Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice Hall Inc, 1992), p.165.

²Hornby, *Loc. cit.*

pronoun to show in what relation the person or thing denoted by in regard to something else.³ A preposition can have some different meanings according to the context of the sentence. Therefore, a preposition is a part of speech that can be learned in closed list rather than in common text.

Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationship, such as position, place, direction, time, manner, agent, possession, and condition, between their object and other part of the sentence.⁴

Based on the statements above a preposition is used to connect two things a noun or a pronoun and other words to show the relationship between them.

The following are some of the most common relations indicated by prepositions:⁵

1. Place
2. Time
3. Agency, instrumentality
4. Manner
5. Cause, Reason, purpose
6. possession
7. Measure, standard, rate, value
8. Contrast, concession
9. inference, motive, source, or origin

³Wren and Martin, *High School English, Grammar and Composition*, (Malaysia: Persada Rao.1996), p.109.

⁴George E. Wilshon and Julia M. Burks. *Let's Write English*, (New York: American Book.1930), p. 287.

⁵Wren and Martin,*Op.cit*, p. 110.

Based on the description above, the writer only takes the preposition of place. The writer is interested to analyze the students' errors in using preposition of place by using surface strategy taxonomy. The errors are divided into four: omission, misformation, addition, and misordering. Besides that, the writer wants to know whether the students still have difficulties in using preposition of place or not and then, the writer wants to know the preposition (frequency and percentage) of the students' errors in the use of preposition of place.

2. Preposition of Place

Tabel 1. Position and direction⁶

No	Positions	Kinds of preposition	Explanation	Example
1	The point itself.	In	In gives the ideas area of something enclosed: a container, a drawer room, a building, the word.	She is in the new house.
		Inside	There was no one inside the house, emphasizes the containment.	We lived in Medan for years. There was no one inside the house.
		Outside	It contrasts with inside.	Doni is standing <i>outside</i> the house.
		On	On indicates surface of something: a floor, a wall, a ceiling, a desk, a street.	The picture is <i>on</i> the wall.
		At	(At refers to a general vicinity. Mere presence at a place in indicates). At is also used for addresses with street numbers.	He's school (At mosque, at the store). He lives at 200 Park
		At the bottom of	It indicates the lowest part of anything, inside or outside.	His name is at the bottom of the list. He is the bottom of the sea.

⁶ Marcella Frank, *Op. cit*, p. 165

No	Positions	Kinds of preposition	Explanation	Example
2	Higher and lower point	Above Lower Under Below	Above is felt to be directly higher than a point. This distinction between over and above is not always carefully observed. Under is felt to be generally lower than a point. This distinction between under and below is not always carefully maintained.	He lives on the floor above us. A subway runs <i>under</i> this street. He swept the dirt <i>under</i> (Neath) the rug. He lives on the floor <i>below</i> us.
3	Neighboring the point	Near Beside Between Among Opposite In front of In the middle of	Near has the most general meaning of neighboring a point, but not necessarily next to or beside. It is at the side of, very close with nothing else between them. On each side of a person or thing that has two sides. If more than two persons or things are positioned around a point, among is used. It is more than two or person or things are prepositioned around a point. Directly facing someone or something else One of the fore most own facing someone of facing the pupils or thing. It shows the point position or part, which is at an equal distance from two or more points or between beginning end.	He lives <i>near</i> the university. He sat <i>beside</i> his wife during the party. He sat <i>between</i> this two sons. He sat <i>among</i> all his grandchildren. The museum is just <i>opposite</i> the post office. The teacher <i>in front of</i> the class. The park is <i>in the middle</i> of the town.

3. Defenition of Error

Errors are the result of some failure of performance. Moreover, the noticeable thing about erroneous sentence is that they can readily be corrected by the speaker himself since they are cases of failure to follow a noun rule.⁷ Error is to be avoided and its influence overcomes. However, as errors were the result of the negative transfer of first language habits, it is difficult to see show they could become habits simply by tolerating them.⁸

An error is noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner.⁹ Mistakes are imperfectness of utterances which refer to the language performance. Meanwhile, error is a mistake, especially one that causes problems or affects the result.¹⁰

The difference between error and mistake is that error is grammatical utterance which refers to the language competence, while mistake is imperfectness of utterances refers to the language performance. Shortly, when the students produce sentence incorrectly but they know and correct them, it means that they make mistake if they cannot correct them, it means that they make error in this research, the writer will consider mistake and error as one and she will not restrict it.

⁷ Carl James, *Op. cit*, p.79.

⁸Rod Ellis, *Understanding Second Language Acquisition*, (Hong Kong: Oxford University Press. 1985), p.22.

⁹H. Dougle As Brown, *Op. cit*, p. 258.

¹⁰A.s Hornby, *Loc. cit*.

4. Types of Error

There are four kinds of error taxonomy, but two of these, the Comparative taxonomy and the Communicative Effect taxonomy, reveal the error causes and errors gravitas respectively. For the moment we are concerned only with descriptive taxonomies. They suggest there are two kinds of descriptive taxonomy of the sort we are concerned with: ¹¹

4.1 Linguistic Category Classification

This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error.

4.2 The Surface Structure Taxonomy

There are four principal ways in which learners 'modify' target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. In addition there are: ¹²

a. Omission

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, they resort compensatory

¹¹Carl James, *Op.cit*, p.104.

¹²*Ibid*, p.106

strategies to express their idea.¹³ For Example: My house is Padangsidimpuan. The preposition in is omitted. The correct sentence must be “my house is in Padangsidimpuan.”

b. Addition

It is a 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.¹⁴ 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.

c. Misformation

What the learner who produced this error has done is not misform but misselection errors. In this case the student used of the wrong form of a structure of sentence.¹⁵ For example: “I am sitting between my parent and my sisters.” The preposition among is substituted by between.

d. Misordering

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

¹³H. Guntur Tarigan dan djogo tarigan, *Op.cit*, p.149.

¹⁴*Ibid*, p. 151.

¹⁵Carl James, *Op.cit*, p. 108.

utterances in the TL.¹⁶ For example: Friends Ririn are playing outside hide and seek. The correct sentence must be Ririn friends are playing hide and seek outside.

4.3 Comparative Taxonomy

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types of construction. The error are classified into developmental, errors, interlingua error, ambiguous errors, and unique errors.

4.4 Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies error into global errors and local errors.

5. Error Analysis of Students' Preposition of place Based on Surface Strategy Taxonomy

Error analysis is a work procedure used for researcher or language teacher for describing, classifying and also evaluating error.¹⁷ Error analysis is the fact that the learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learners led to

¹⁶H. Guntur Tarigan, *Loc.cit.*

¹⁷Carl James, *Loc.cit.*

a surge of the study of the learners' errors.¹⁸ Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.¹⁹ Error analysis is on the other side of the equation, being the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance.²⁰

Judging from the statement above, it can be stated that the error analysis is the technique for identifying, describing and classifying errors systematically made by the students. The technique for identifying means to check just how many students actually did make particular error and how many used that language item correctly. The procedures of error checking are: Firstly, Underlining the error items. Secondly, signifying the errors items. Try to assess the students' errors in number of omissions, addition, misformation, and misordering for the technique of describing. Assessing the comparative frequency of different types of error in this way is clearly an important preliminary to much remedial teaching. There are ways to classify the students' errors.

In this part the writer used surface strategy taxonomy to analyze the students' errors. Here is the correction way that the writer applied.

¹⁸H. Douglas Brown. *Op. cit*, p.259.

¹⁹Carl James. *Op. cit*, p.1.

²⁰*Ibid*, p.63.

Complete the sentences with the correct answer by using preposition of place!

“Saya meletakkan gambar itu di dinding”

- 1) I put the picture the wall.

Ommission

- 2) I put the picture in the wall.

misformation

- 3) I put the picture in on the wall.

addition

- 4) The picture I in put the wall.

Misordering

6. Review of Related Findings

Related to this research, some researches had been done as below:

First, Nurleni Munthe entitled “The Students’ Ability in Learning Adverbial Phrases and prepositional phrases at grade XI of SMA Negeri 5 Padangsidempuan in 2011/2012 academic year”. The concluding of her research, that the grade XI students of SMA N 5 Padangsidempuan in 2011/20012 academic year can be categorized into enough category. It can be seen from the value of the mean (M) score got by the students that was 55.32%.²¹

Next, Gustina entitled “Error Analysis on the Student’s in Using Prepositions at The Grade X Students at MAS Al-Junaidiyah Kampung Lama in 2008/2009 Academic year.” The concluding of her research, that the

²¹Nurleni Munthe. “The Students’ Ability in learning Adverbial phrases and prepositional phrases at Grade XI of SMA Negeri 5 Padangsidempuan in 2011/2012 Academic Year” (Unpublished Script) (Padangsidempuan: STAIN, 2012).

dominant types of error made by students in using preposition at MAS Al-Junaidiyah Kampung Lama was errors of selection were 196 cases 64.26%.²²

The last, Yesrida entitle “The analysis of students’ ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh. The concluding of her research that students’ ability in building sentences by using preposition at SMA NEgeri 1 Gunung Tuleh can be categorized into enough category, it can be seen from the value of the mean (M) score got by the students that was 53.71%.²³

If the researchers mentioned above research about students’ ability in learning Adverbial phrases and prepositional phrases, analysis in using preposition, and ability in building sentence by using preposition. Separately, here the writer combined Error analysis in using preposition of place by second year students of MTs N 1 Model Padangsidimpuan.

²² Gustina. “Error Analysis on the Student’s in Using Prepositions at The Grade X Students at MAS Al-Junaidiyah Kampung Lama in 2008/2009 Academic year” (Unpublished Script) (Padangsidimpuan: UMTS, 2008)

²³ Yesrida. “The Analysis of Students’ Ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh” (Unpublished Script) (Padangsidimpuan: STAIN, 2012).

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

This research was conducted at MTs N 1 Model Padangsidimpuan which address in Jalan Sutan Soripada Mulia No.27 Kota Padangsidimpuan. This research has been done for Oktober 2012 to April 2013 at MTs N 1 Model Padangsidimpuan.

B. Research Design

This research uses the qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.”¹ Based on the method, this research use descriptive method. Sumadi Suryabrata stated that: “penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencandraan (deskriptif) mengenai situasi-situasi atau kejadian-kejadian”.² It means descriptive research is the research has a sense that perception (descriptive) about situations or events. Saifuddin Azwar, stated that: “penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis sehingga dapat lebih mudah untuk di pahami dan disimpulkan”.³ It means descriptive research means to analyze and give the fact with systematically, so more easier to be known and concluded.

¹L.R. Gay & Peter Airasian. *Educational Research: Compenties for Analysis and Application*. (USA: Prentice Hall, Incorporate. 2000). P. 9.

²Sumadi Suryabrata, *Metode Penelitian*, (Jakarta: Raja Grafindo Persada, 1983), p. 76.

³Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2004), p. 6.

So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. It is used to describe how the error analysis in using preposition of place by second year students of MTs N 1 Model Padangsidimpuan. This method is used to describe, An Analysis it is used to describe an analysis of students' error in using preposition of place at the second year students of MTs N 1 Model Padangsidimpuan.

C. Subject of the Research

The sources of data in this research were the second years students of MTs N 1 Model Padangsidimpuan, because in curriculum, the preposition of place material is given in the second year, although the students of MTs N 1 Model Padangsidimpuan in the first year has got the materials about the preposition of place, the students knowledge about preposition of place in the second years are deeper than students in the first year. The writer conducts the research in the first semester of 2012/2013 academic year.

D. Sources of Data

The sources of data in this research are:

1. Primary sources of the data Grade VIII Students' at MTs Negeri 1 Padangsidimpuan, I took one of class at gradeVIII in MTs Negeri 1 Padangsidimpuan. The total one class of grade VIII MTs Negeri 1 Padangsidimpuan was 40 students. The writer took 40 students because has got the data accurate.

2. Secondary sources of data, is information from the English teacher of MTs Negeri 1 Padangsidempuan Mrs. Erna Sartika, because Mrs Erna is the English teacher in the first year.

E. Instrument of Collecting Data

The instruments of collecting data were:

1. Test

In order to gather the data accurately on students' error of preposition of place. The writer gave a writing test. In writing test, the materials of preposition of place that had been tested are: in, outside, inside, on, at, the bottom of, above, under, near, beside, behind, between, among, opposite, in front of, in the middle of, below. In writing test, the students made two sentences for 17 preposition of place and sentence completion test by using the correct preposition of place in which the item consists of 50 items. Here, the students is ask to make sentences by using the list of preposition of place given. The time allocate for the test is 2 x 45 minutes. Every questions has 2 score, so the total score will be 100.

Table 2: Indicators of the test

No	Indicators	Sub Indicators	Item	Number item	Score
1.	Preposition of place	- in	3	1,4,5	2
		- on	3	3,6,9	2
		- inside	3	16, 21,42	2
		- outside	3	46,50,11	2
		- at	3	2,10, 15	2
		- at the bottom of	3	47,8,14	2

	- above	3	23,31,35	2
	- under	3	24,29,36	2
	- near	2	28,12	2
	- beside	3	27,33,37	2
	- behind	3	18,30,7	2
	- among	3	20,41,13	2
	- apposite	3	26,38,48	2
	- in front of	3	17,19,32	2
	- in the middle of	3	43,44,45	2
	- below	3	25,34,49	2
	- between	3	22,49,40	2
	Total	50	50	100

The techniques for collecting data with the test as follow:

1. Explaining about the Outline of preposition of place
2. Preparing the test
3. Checking out the validity and reability of the test.
4. Giving written test to all of students according the sample stated, and gives the test with fill the blank with correctly.
5. Determining the time of doing the test.
6. Giving chance or time for students to something left or not clear in doing the test
7. The researcher as the students to do test and the researcher look after the students during the test time.
8. After students finishes answering the test, then the researcher collect their answer to analyze.

CHAPTER IV

RESULT OF THE RESEARCH

The research was conducted at MTs N 1 Model Padangsidempuan. The participants of the research were 40, second year students of class VIII-4. A writing test was used to collect the data in order to find out the students' error types. The result of try out test and writing test is discussed below.

A. Result of the Research

In this research, the writer gave two types of test to the students. They are writing test and sentence completion test. In writing test, the writer asked the students to make two sentences for each preposition of place from 17 preposition of place given. The total sentences made are 34 sentences. While in the sentence completion test, the students were only ask to complete 50 sentences by using 17 preposition of place which had been provide by the writer. These preposition are in, on, inside, outside, at, at the bottom of, above, under, near, beside, behind, among, opposite, in front of, in the middle of, and below. After doing her research, the writer found the students still made a lot of errors in using preposition of place. From the result of the writing test score there are four types of errors found in the data, they are addition, misformation, omission, and misordering. The data of the four error types are presented in table.

Tabel 4.The student's error for writing test

Errors type	Total Students' error	Total Error	Total Words	%
1. Addition	13	22	635	12.02
2. Omission	21	65		35.52
3. Misformation	33	93		50.82
4. Misordering	2	3		1.64
Total	69	183	635	100

In table 1, the types and frequency of using preposition of place on their sentence writing described, to see the students' errors, the writer put the total errors in horizontal and vertical lines. The total error was computed through the total error made by all students multiplied by a hundred percent and divided by total errors made by all students in their sentence writing.

After analyzing the data of writing test, it is found that most students made errors in using preposition of place on their sentence writing. Based on the total errors (183 errors) for writing test that the students made, the percentage of errors for misformation type is 50.82 %, addition type is 12.02%, omission type 35.52 % and the lowest percentage of errors 1.64% is misordering type. In short, a misformation type holds the most errors. It means that the students were still confused in using preposition of place. Misperceptions in using preposition of place made the students thought that the 17 prepositions of place which the writer gave the same meaning with their thinking, so it will not influence the sentence meaning.

Tabel 5.The student's error for completion test

Errors type	Total Students' error	Total Error	Total Words	%
1. Addition	16	17	618	3.97
2. Omission	18	46		10.75
3. Misformation	40	365		85.28
4. Misordering	0	0		0
Total	74	428	618	100

Based on the completion test, the students made 85.28 % errors belonging to misformation type, 3.97 % addition type, 10.75% omission type and no student made misordering errors.

To know the accuracy of students errors in using preposition of place on their sentence writing in appendix 3 and appendix 4. The students' errors can be seen in horizontal was computed through the total error made by each student multiplied by a hundred percent and divided by total words (preposition) made by each student in his or her sentence writing. While the total errors in vertical is computed through summing up all errors in each type multiplied by a hundred percent and divided by total errors made by all students.

Based on the result of the data analysis in appendix 3, the most frequent errors made by students are misformation type (50.82%). While the least frequent errors are misordering type (1.64). Based on the table for writing test in appendix 3, the lowest percentage of error is 5.88% (made by seven students) and the highest percentage is 84.61% (made by one student). The average of total errors is 30.29%. It means that every student made 30.29 errors in his sentence writing. His average is counted by dividing the total errors made by all students (183) with the

total number of students and for the completion test, the lowest percentage of errors is 33.33% (made by one student) and the highest percentage is 94.11% (made by four students). The average of error for the completion test is 67.1%.

Moreover, for the sentence completion test in appendix 4, the writer found 428 total errors made by all students, 85.28% of those total errors belong to misformation type, 10.75% are omission type and the least frequent errors are addition (3.97%). The lowest percentage of error is 33.33% (made by one student) and the highest percentage is 94.11% (made by four students).

1. Error Types in Preposition of Place Found from the Data

Based on the data, the writer found out that errors were still made by the students. Here, the writer classified the students' errors into four based on surface strategy taxonomy. They are omission, addition, misformation and misordering. The following data are presented as the examples of types of error that the students made in using preposition of place on their sentence writing.

a. Errors Belong to omission

The percentage of omission error is the 35.52% for writing test and 10.75% for sentence completion test. It happened because the students omitted preposition of place in their sentences. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. While in this research, the students omitted preposition of place in their sentences. For instances are:

- 1) She is sitting the chair.

2) There is nothing TV tonight.

3) There are clouds the town

Based on the examples above that the students did not know what preposition of place they should use. It made the students felt afraid to take risk in making mistakes, so the students liked to miss an item that must appear in a sentence. Based on the examples of the first and second sentences, the students omitted on before chair and TV tonight for she chair and There is nothing TV tonight. It should be *She is sitting on the chair. There is nothing on TV tonight.* Then, the last sentence, the students omitted above before the town. It should be *There are clouds above the town.*

It happened because the students lacked of sufficient precision about the preposition of place and the vocabularies required in making sentences.

a. Error Belong To Misformation

Based on the result of the students error in preposition of place, it can be seen that the highest error is misformation, 50.82 % for writing test and 85.28% for sentence complication test. The students error for this case is that the students misformation preposition of place having the same meaning but different in usage. It happened because the students were still confused the usage of preposition of place. It is influenced by their first language, BahasaIndonesia. In Bahasa Indonesia, we can use preposition of place if we knew the meaning without considering the preposition of place rules. The following examples of the students' errors in substitution are:

- 1) There is a spider on the bath
- 2) A young child beside his parents.
- 3) He is hiding near the fence

Error about preposition of place made the students misformation *in* for *on*, for *beside* *between* and *near* for *behind*. Those sentences should be: *There is a spider in the bath*, *A young child between his parents*, and *He is hiding behind the fence*.

Misperceptions in using preposition of place made the students think that *among*, *on*, and *inside* have the same meaning with their thinking so it will not influence the sentence meaning. Virtually, the function of each preposition of place is different for each sentence. For example, the meaning *on* in sentence *There is a spider on the bath*, is used to indicate position surface of something. In this case, the students did not have different function *on* and *in* in the sentences. The using of *on* in the sentence above is not in agreement with the function of preposition of place.

c. Error Belong to Addition

Unlike the omission error, in addition the students added more than one preposition of place. The percentage of addition error is 12.02% for writing test and 3.97% for complication test. It happened because the students who learn English tend to transfer their habit of the language that is learnt. It might be caused by the fact that the students still use Indonesia style when they translated from Bahasa Indonesia into English. For example are:

- 1) The Bank is near in my school.
- 2) The cat is above on the table.

Based on the first sentence, the student wrote *the Bank is near in my school*. The student added *in* after *near*. It should be *the Bank is near my school*. The second sentence the student wrote *the cat is above on the table*. The student added *above* before *on*. It should be *the cat is on the table*. It happened because they are influenced by their first language, Bahasa Indonesia. For example in the first sentence in Indonesian, the student would like to say *Bank itu ada di dekat sekolah saya*. In this case the student compared the Indonesian structure with its equivalent in English.

d. Error Belong to Reordering

In this item, the students made sentences incorrectly in grammar. It happened because the lack of knowledge about the sentence pattern. It is caused by the differences between English and Indonesian in term of grammar and vocabulary, so most of the students got difficulties in choosing and in using the right grammar and having limited vocabularies, so the meaning of the sentences were confusing. The following examples represent the misordering:

- 1) Money mine is the my wallet
- 2) Opposite the road is my her house.

For those sentences above, the students were wrong in using the subject, to be and the preposition of place. For the first sentence, the students used possessive pronoun *mine* after *money* as a subject. The possessive pronoun is

used replace a possessive adjective and a noun. Instead of saying it is my money mine, so the students should be using possessive adjective my money to indicate ownership by modifying a noun. Besides that, the using of to be *is* and preposition of place *in* was not correct. The students put *in* before *is*. Actually to be *is* used after the subject, so the sentence should be: *My money is in my wallet.*

The second sentence, the using preposition of place *opposite* before the subject *opposite the road is my her house*. It should be *the road is opposite my her house*. It also happened for the last sentence, the using of possessive adjective *my her* was not right, the student put more one possessive adjective before one object. For the second sentence should be *the road is opposite my house/her house*. Finally the complete sentence is the road is opposite my house.

B. Discussion

Based on the result of test given (see appendices 3 and 4), it is found that most students made errors in using preposition of place on their sentence writing. Based on the total errors (183 errors) for writing test that the students made, the highest percentage of errors belong to misformation type (50.82%) and the lowest percentage of errors is misordering type (1.64 %), for the sentence completion test (316 errors), the highest percentage of errors is also on misformation type 85.28% and lowest percentage is addition (5.37).

In this case, substitution error might be caused by the students' confusion in using preposition of place and they did not understand how to differentiate between the use of some prepositions of place which have the same meaning in Indonesian and English. Besides that, forgetfulness happened to some of the students. When the researcher gave tests to the students, some of the students told to the researcher if they forgot the difference of preposition of place. Other errors are encouraged by teaching. It means that the faulty rules had given by the teacher. Teaching sometimes gives students rules which are far from adequate and when students follow the teacher. The students make error similar to those caused by overgeneralization of their own rules. It is necessary to review what Hubbard Obviously, he identifies three causes that may cause an error to occur, they are "Mother tongue interference, overgeneralization, and misleading teaching or method. Mother-tongue interference means that the learner imposes his/ her first language system on the new language s/he is learning. The last, a misleading teaching materials or method happen if a learner receives and rotary memorize an inappropriate presentation of a structure or a word from either a teacher or a textbook. Error and over generalization made the students substitute *on for among and on for above*. The students might think that all prepositions of place have the same meaning and it will not influence the sentence meaning. Actually, the function of each preposition of place is different for each sentence.

This misunderstanding happens because *Indonesian* doesn't have rule in using preposition of place in which it is different in English. For instance, the using of proposition place *diantara*. In Indonesian if we want to show an object in

a group we can use *diantara* without considering the count of the other object. But it is different in English. We can use *between* and *among* as the meaning of *diantara*. But the using of *between* and *among* depends on the function.

From the total number of student (40), 40 students made errors in Misformation type. They made the same error in using preposition of place *among* and *above*. The students substituted *on* for *among*. Here the students made errors because of the rule of the target language itself. In Indonesia we only have *diantara*, in English there are some preposition of place, which mean *diantara* such as *between* and *among*. Both of them have the same meaning but they are different in usage. *Between* is used to say that something or somebody is in spare of separating two things or person. While, *among* is used to say something or somebody is surrounded by more than two things or persons. Most students substituted preposition of place *on* by *above*. This happened because the students did not know the usage of each preposition. They only knew that preposition of place *above* and *on* had the same meanings which in Indonesia mean *diatas*. They did not know that *on* is used to indicate the surface of something or street. While *above* is used when something is felt to be directly higher than a point.

Furthermore, the writer also found the lowest error made by the students is misordering and addition. For misordering, these errors may be caused by their lack of knowledge about the grammar especially about the usage of the preposition of place itself. Addition error might be caused by the students who learn English tend to transfer their habit of the L1 to language that is learnt. It

might be caused by the fact that the students still use Indonesian style when they translated from Indonesian into English. In Indonesian, we said “*Pena saya ada antara di tengah-tengah pena-pena itu*” while in English style “*antara dan tengah-tengah*” is placed only one. Meanwhile, the class teacher told to the writer that the student did not ask, their teacher although they got problem which their teacher’s explanation. They preferred to discuss it with their friends to ask their teacher. Because of that, the writer assumes that the students made more mistakes because their friends also did not know.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The students' errors in using preposition of place are classified into four, they are: addition, omission, misformation, misordering. The result of the writing test showed that most students made errors in misformation (50.82%), addition (12.02%), omission (35.52%), and misordering (1.64%), and for the result of the sentence compilation test showed that most the students made errors in misformation (85.28%), omission (3.97%) and addition (10.75%).
2. The common types of errors (183 errors) for writing test that the students made, the highest percentage of errors belong to misformation type (50.82%) and the lowest percentage of errors is misordering type (1.64 %), for the sentence completion test (428 errors), the highest percentage of errors is also on misformation type 85.28% and lowest percentage is addition (5.37).

B. Suggestions

Based on the conclusion of the research, the writer proposes some suggestions as follow:

1. The teacher should explain as clear as possible about preposition of place not only meaning and the example but also the usage. The students' will not misunderstand with the preposition of place which has the same meaning in Bahasa Indonesia. Teacher can give example of preposition of place which has the same meaning but different usage in sentence. For example: the

teacher should give the students more practice about preposition of place and the students must discuss it with their friend in group that consist of 2 or 3 students, so they can learn each other.

2. The teacher should pay attention to the students' errors in order to prevent or to minimize those errors. The teacher must check students' sentences one by one and help them to correct it.
3. The teacher should know the classification and the cause of students' errors so, she/he would know what and how to correct the students' errors.
4. The teacher should find the appropriate technique in teaching preposition of place in order to make the students comprehend it easily. For example, the teacher can use picture as a way in teaching preposition of place, here the teacher should be more creative to find out the picture which are suitable to the students' interest and to the preposition itself.
5. The teacher should give remedial teaching to the students who still get trouble in learning preposition of place. It means the teacher should prepare the module based on the students' errors and then ask them to do it at home.
6. For the students, if they do not understand must ask to their teacher. Do not be afraid to the teacher because the teacher will not know whether the students understand or not.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of test done by the researcher, the writer took the conclusions as follow:

1. The students' errors in using preposition of place are classified into four, they are: addition, omission, misformation, misordering. The result of the writing test showed that most students made errors in misformation (50.82%), addition (12.02%), omission (35.52%), and misordering (1.64%), and for the result of the sentence compilation test showed that most the students made errors in misformation (85.28%), omission (3.97%) and addition (10.75%).
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3. Suggestions

Based on the conclusion of the research, the writer proposes some suggestions as follow:

1. The teacher should explain as clear as possible about preposition of place not only meaning and the example but also the usage. The students' will not

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5. The teacher should give remedial teaching to the students who still get trouble in learning preposition of place. It means the teacher should prepare the module based on the students' errors and then ask them to do it at home.
6. And for the students, if the students do not understand, the students must ask to their teacher. Do not be afraid to the teacher because the teacher will not know whether the students understand or not.

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