



**AN ERROR ANALYSIS PREPOSITION USE ON STUDENTS'
WRITING RECOUNT TEXT AT GRADE XI STUDENTS OF
MAS BAHARUDDIN BATANG ANGKOLA
TAPANULI SELATAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Islamic Education (S.Pd) in English*

Written by:

SURYANA HOTMA SIAGIAN

Reg. No. 16 203 00033

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2021



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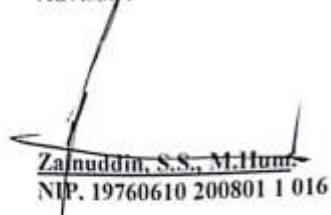
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Suryana Hotma Siagian** entitled "**An Error Analysis of Preposition Use on Students' Writing Recount Text at Grade XI Students of MAS Baharuddin Batang Angkola**" we approved that the thesis has been acceptable to complete therequirement 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.

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ABSTRACT

Name : Suryana Hotma Siagian
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Title : An Error Analysis of Preposition Use on Students Writing Recount Text at Grade XI MAS Baharuddin Batang Angkola Tapanuli Selatan

The research focussed on students error of preposition use on writing recount text. The problem of this research are the students are still wrong in using preposition and the students are confuse how to use preposition in writing recount text. The reasons why the students made error in writing recount text are because lack in vocabulary, less comprehending and less understanding in learning preposition use on writing recount text.

The researcher have two formulations of the problem, namely; what are students' preposition use error and what are students' preposition use dominant error in writing recount text. The purpose of this research are to know what students' preposition use error and to know what are students' preposition use dominant error in writing recount text.

This research was conducted through qualitative research which used descriptive method. Source of data from this research are students' from MAS Baharuddin Batang Angkola Tapanuli Selatan in class XI IPA with the total 29 students but only 23 students who did the test because of 6 students were absent. The instrument of this research was essay writing.

Based on the result of this research, the researcher found that error made by students of preposition on writing recount text, were in omission, addition, misformation and misordering. The number of omission error was 7 items error. The number of addition error was 16 items error. The number of misformation error was 27 items error. The number of misordering error was 6 items error. Total all of the error were 56 item error. Researcher concluded that dominant error made by students in using preposition in writing recount text was in misformation category with the percentage 48, 2%.

Key Words : *Error Analysis, Preposition, Writing, Recount Text*

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

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Researchers

Suryana Hotma Siagian
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the most famous languages which is used in many countries, especially in this globalization era. Many people, especially in Indonesia, learn English in order to be able to communicate with other people from another country. English has also become an important language in Indonesia.

Language is not only for communicating ideas to another but also for thinking and writing ideas. There are four skills that must be learned by all language learners if they want to master the language. They are listening, speaking, reading and writing. The primary aim of learning English is the students can make some writing to communicate each other not only in spoken language but also in written language. In the context of English language teaching as a foreign language in Indonesia, the teaching and learning English especially recount writing paragraph, and for understanding how to write paragraph in one of particular important.

Writing is one among several skills of English which requires greater efforts in producing a perfect outcome because it will be printed or got published. It differs from the speaking activity where it is a direct and rapid activity. Therefore, all writing components i.e. contents, organization, vocabulary, language use, and mechanic, should hindrance any type of mistakes.

Preposition is very important, especially in writing. Students may frequently be confused in the use of preposition in their writing because of the complexity of the use of prepositions. Preposition has a lot of variations and a lot of rules. Those confusions led into errors and those errors are very natural when it comes to learning a new language.

The students first time learnt about preposition in junior high school at grade VII. By learning preposition, Students will understand what other people say or write. Many students made errors, especially while they are using preposition. Those preposition errors can be found while they are composing a story, letter, their thoughts in their blogs or other social networking website, and chatting with others through social networking website. Therefore, errors in their preposition must be analyzed and the students can see the result of the analysis so the students can improve their writing skill.

In learning language in English, there are many kinds of text that must be mastered by the students. The kinds of text are descriptive text, narrative text, recount text, report text, procedure text, discussion text, hortatory and analytical exposition text, spoof text, and anecdote. By understanding the kinds of text itself, the students will be easier to learn language in English.

One kinds of text that should be mastered by students in learning English is recount text. Recount text is a kind of text which has function to tell a event or something in the past, specifically in telling an experience which occurred in the past

time. Recount text has generic structure, they are: orientation, event, and the last is re-orientation. In every generic structure that contains from the text also has function.

Based on pre- research and interview with one of the English teacher of MAS Baharuddin, she said “The students study preposition by using recount text. The students are still wrong in using preposition in recount text and all of the students are still confuse how to use at, in and on a text. The problems happened because of they are lack in vocabulary , they are less comprehending in using preposition in a text and less understanding in the lesson and the students more focussed Arabic language.¹

Therefore, the researcher would like to see whether there are errors in the students’ Recount text, especially their preposition. Based on the explanation above, the researcher is interested in doing this research to know error that students made in their writing. The researcher wants to conduct this research under the title is “**Error Analysis of Preposition on Students Writing Recount Text at Grade XI of MAS Baharuddin**”.

B. Focus of the Problem

The researcher focuses the research on Error Preposition of Place and Preposition of Time use (at, in and on) in Writing Recount Text by Students of

¹Donna Khairani as English Teacher at Grade XI MAS Baharuddin . Interview at February 17 2020.

MAS Baharuddin. The researcher limited at the subject at grade XI IPA. The researcher only discussed the surface strategy taxonomy to analyze the error that students' made in writing recount text. From surface strategy taxonomy, there are four categories, they are: omission, addition, selection or misformation, and misordering.

C. Definition of Key Term

1. Error Analysis

Richards stated that error analysis is an activity to reveal errors found in writing and speaking.²Error analysis is an effort to discover the students' errors in the process of teaching-learning, which students also still experience in the new language learning process. Consequently, it will be easy to find them make some errors.³ Based on explanations above, researcher concluded that Based on, explanations above, researcher concluded that error analysis is an activity to find out or analyzing the mistake that students or learners made in learning process, to observe the competency of learner whether the students or learners have lack knowledge or not in learning English.

²Hardiani Ardin, "Analyzing Errors In Recount Text Written By The Third Year Students Of SMAN 1 Pinrang JIKAP PGSD : Jurnal Ilmiah Ilmu Kependidikan," *Journal* 1, no. 1 (2017): p. 3, <https://ojs.unm.ac.id/JIKAP/article/view/5040>.

³ Tomi Haryadi and Andisa Putra, "An Analysis of Students' Error In Writing Narrative Text: A Case Study At The Eleventh Grade of SMA Muhammadiyah Mataram Academic Year 2018/2019 Mataram University," *Journal Approval*, 2019, 1, <http://eprints.unram.ac.id>.

2. Prepositions

Gucker states a preposition connects a noun or pronoun to some other word in a sentence.⁴ According to A. J. Thomson and A. V. Martient, prepositions are words normally placed before noun or pronoun.⁵ Also Cowan preposition as a group of word that indicate relationship between the object of preposition and some other words in the sentence.⁶ Based on explanations above, researcher concluded that Preposition is a group of words that indicate or connect a noun or pronoun with another word in a sentence.

3. Writing

Lannen stated scrutinized that writing is a process which transforms the absolute material that is discovered by trial or errors and research inspiration to transmit a lucid and obvious message.⁷ According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them

⁴Yizrel Nani Sallata, "Error Analysis Of Using Preposition Made by Students in Showing Direction," *Jurnal KIP VI* (2017): 1523, <http://journals.ukitoraja.ac.id>.

⁵ Abdullah Nuri, "An Analysis on Students' Error in Using Preposition of Time and Place University Syarif Hidayatullah Jakarta," *Thesis*, 2014, 16, <http://repository.uinjkt.ac.id>.

⁶Abdelrazig Abdelghani and Mahil Ibrahim, "The Difficulties Encounter (ESP) Students in Using English Prepositions of Time," *Journal* 4, no. 11 (2017): 215, <https://www.arcjournals.org/pdfs/ijhsse/v4-i11/25.pdf>.

⁷Sumaira Akhtar and Muhammad Rizwan, "An Analysis of Preposition (Idiomatic Phrases , Prepositional Phrases and Zero Prepositions) Detection Errors in the Writing of Graduate ESL Learners of Pakistan," *Journal of Literature, Languages and Linguistics* 32, no. 2008 (2017): 31, <https://pdfs.semanticscholar.org/3078/6674a659cb770f55639a14e5a247bb814d66.pdf>.

into statements and paragraphs that will be clear to a reader.⁸ Based on explanations above, researcher concluded that Writing is an activity to express ideas or thoughts through words and arranged into clear paragraphs.

4. Recount Text

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened.⁹ Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past.¹⁰ Based on explanations above, researcher concluded that Recount text is tell about something that happened in the past event.

D. Formulation of Problems

The researcher formulates the problem of the research as follow:

1. What are students' preposition use error on writing recount text at grade XI students MAS Baharuddin Batang Angkola?
2. What are students' preposition use dominant error on writing recount text at grade XI students MAS Baharuddin Batang Angkola?

⁸Helling Giatik, "Preposition Error Analysis on the Students' Descriptive Text of MAN Mejayana in Academic Year 2015/2016. State Islamic College of Ponogoro," *Thesis* (2016), 28–29, <http://jurnal.unimus.ac.id>.

⁹Ardin, p. 4.

¹⁰Zakia Sari, Muhammad Sukirlan, and Sudirman Sudirman, "An Analysis of Students Errors in Writing Recount," *UNILA Journal of English Teaching* 3, no. 7 (2014): 2, jurnal.fkip.unila.ac.id.

E. The Aims the Research

1. To know students' preposition use error on writing recount text at grade XI students MAS Baharuddin Batang Angkola.
2. To know students' preposition use dominant error on writing recount text at grade XI students MAS Baharuddin Batang Angkola.

F. Significances of The Research

The research might be significant for:

1. Theoretical benefit, the result of study is expected able to give the positive contribution for the school and other to help in learning process of English.
2. Practical benefit, there would be at least three kinds of practical benefit: there are for the headmaster, students, English teacher and researchers:

- a. For The Headmaster

To give suggestion to English teacher in improving the learners skill in English especially in writing.

- b. For The Teachers

The result of this study is intended to become an input for them for the importance of giving more exercises about preposition and also can improve their teaching technique while teaching grammar especially in writing recount text.

c. For The Students

The writer hopes the students would be able to improve their ability in writing especially on the usage of preposition in writing recount text.

d. For The Researchers

This result can be used as a reference of our experience to teach English for the future and other consideration to investigate the problem in a writing field and for further research.

G. Outlines of Thesis

The systematic of this research will be divided into five chapters. Each chapter consists of many sub chapters with details as follows:

1. Chapter one, it consists of background of the problem, focus of the problem, definition of key terms, formulation of the problem, the aims of research, and significances of the research.
2. Chapter two, it consists of theoretical of recount and review of related findings. In theoretical of recount consists of error analysis and writing recount text.
3. Chapter three, it consists of place and time of the research, kind and method of the research, source of the data, instrument of collecting data, technique of collecting data, and technique of the analysis.

4. Chapter four, it consists of findings that consist of general and specific findings and discussion.
5. Chapter five, it consists of conclusions and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. Error Analysis

1. Definition of Error Analysis

Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.¹¹ From analyzing the errors it can be seen what are the causes of the mistakes made by students in learning process. Error analysis as the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learner.¹² Analyzing error is one way to see language deviations are made or done by students in learning.

Errors are an essential part of learning. Some pedagogical reasons have been suggested for the errors made by learners of a foreign language, but the most important reason is that the error itself may actually be a necessary part of learning the language.¹³ Error can occur when there is lack of understanding in an object or lesson.

Based on explanations above, researcher concluded that error analysis is an activity to find out or analyzing the mistake that students or learners made in

¹¹Carl James, *Error In Language Learning And Use Exploring Exploring Error Analysis* (NEW YORK, 2013), p.1.

¹²Ardin, "Analyzing Errors In Recount Text Written By The Third Year Students Of SMAN 1 Pinrang JIKAP PGSD : Jurnal Ilmiah Ilmu Kependidikan,"p. 3.

¹³Adrian, "An Error Analysis of EFL Students' English Writing," *Journal* 6, no. 4 (2015): p. 513, <http://jurnal.unsyiah.ac.id/EEJ/article/view/2859>.

learning process, to observe the competency of learner whether the students or learners have lack knowledge or not in learning English.

2. Kinds of Error

a. Classification of Error

There are four descriptive taxonomies to analyze errors, namely;¹⁴ linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1) Linguistic category taxonomy

These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

2) Surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface structure are altered: learners may omit necessary item or add unnecessary ones, they may misform items or misorder them.

The researcher only discussed about surface strategy taxonomy to analyze the error that students' made in writing recount text. According to James, error in writing such as tense preposition, and weak

¹⁴Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), P. 146.

vocabulary are the most common and frequent type of errors that are committed by learner. From surface strategy taxonomy, there are four categories. They are: omission, addition, misformation, and misordering.

a) Omission

Omission errors are categorized by the absent of an item that must appear in a well-form utterances.¹⁵ Omission is some necessary part of words, morphemes, or auxiliaries that may be left out by the learner because of his ignorance as to how to produce correct words.

Although any morphemes or words in sentence is potential candidate for omission, some types of morpheme are omit more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example, in the sentences: Ali is the president of the new company.

The word Ali, president, new, and company are the content morphemes that carry the burden of meaning. If one heard “Ali president new company”, one could deduce a meaningful sentence, while if one heard “is the of the”, one could not even begin to guess what the speaker might have had in mind.

¹⁵Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 154. Retrieved from <https://www.pdfdrive.com/language-two-e157156441.html>, On Tuesday 29 October 2019, at 15:40 p.m.

In one well-known recent experiment, Dulay, Burt, and Krashen found that verification that grammatical morphemes, such as verbs, articles, nouns, prepositions, inflections, are left out more often than the content of morphemes which carries the meaning. As an illustration, in the sentence “coconut basic ingredient many curries” the grammatical morphemes is, a and for are left out. Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: There is picture on the wall. This sentence leaves out an article “a” that must be added before the word picture.

b) Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of L2 acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.¹⁶

Addition is the adding of some unnecessary or redundant parts of words, for instance, using both modal and verb be or adding –s to nouns which are similar in forms for both singular and plural forms,

¹⁶Dulay, Burt, and Krashen, p. 156.

or uncountable nouns. The presence of these extra items has been divided into three categories by Dulay et al., the first one is double marking, as in “did you needed help?”, and regularisation, e.g. “mousses, spreaded, criterias, etc”.

The last is simple addition which includes the rest of the additions. Addition is the error of adding some unnecessary or incorrect element in an utterance. For instance: The laptop are here. There is suffix “-s” added after the word “laptop”. Hence, this indicates addition error.

c) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation, a learner supplies something, although it is incorrect. For example: in “The goat eated the grass”, a past tense marker was supplied by the learner; it was just not the right one. Misformation are usually not random.¹⁷

Selection usually occurs in the selection of phoneme, morpheme, structure or vocabulary items. It happens when one word is substituted with another similar word. Selection or misformation is the error of using one the grammatical form place another grammatical form, for example: “I look her last night.” This sentence contains misformation in using irregular verb which marked by the

¹⁷Dulay, Burt, and Krashen, p. 158.

using the wrong form “look” to replace “looked”. Other example: I send a letter for her yesterday. This sentence contains misformation in using irregular verb which marked by the using the wrong form “send” to replace “sent”.

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: “He is all the time late”. All the time is misordered.¹⁸ Misordering is an incorrect order of words in a sentence. As an illustration, “do not leave in the rain her waiting outside” where in the rain is incorrectly placed. Erdogan gave some examples of misordering; in morphology e.g. “get upping” for “getting up”, in syntax e.g. “he is a dear to me friend” instead of “he is a dear friend to me”, and lastly in lexicon e.g. “key car” for “car key”.¹⁹ The latter is often done by Indonesians transferring or literally translating from Bahasa Indonesia.

Misordering is the error of putting the words in utterance in the wrong order. For example: “She will come evening tomorrow.” This sentence has the wrong order of adverb of time “evening tomorrow”.

¹⁸Dulay, Burt, and Krashen, p. 162.

¹⁹Bahri Ys Syamsul Mustafa Faisal, Kirana Mulya, “Errors in EFL Writing by Junior High Students in Indonesia Errors in EFL Writing by Junior High Students in Indonesia,” *International Journal of Research Studies in Language Learning* 6, no. 1 (2017): p. 43, <https://doi.org/10.5861/ijrsl.2016.1366>, on Sunday 27 October 2019, at 14:58 p.m.

It must be changed becomes: “She will come tomorrow evening.”²⁰

Other example: I like to read novel night every on my bed. This sentence has the wrong order of adverb of time “night every”. It must be changed becomes : “I like to read novel every night on my bed”.

Based on some explanations above, researcher concluded that there are four kinds of error (based on surface strategy taxonomy), namely: omission, addition, misformation or selection and misordering.

3) Communicative effect taxonomy

Communicative effect taxonomy deal with errors from the perspective of their effect on the listener or reader. It focus on distinguishing between errors that seem to cause miscommunication and those that don't.

4) Comparative taxonomy

Error in comparative taxonomy is based on comparison between the structure of L2 error and certain other types of construction. For example, if one were to use of comparative taxonomy to classify the error of a Korean students learning English, one might compare the structure of the student's error that of error reported for children acquiring English as a first language

²⁰Diani Syahputri & Siti Masita, “An Analysis of the Students' Error In Writing Descriptive Text,” *EduTech* 4, No. 1 (2018), p. 16. Retrieved from <http://jurnal.umsu.ac.id/index.php/edutech/article/download/1884/1933>, On Thursday 24 October 2019, at 12:49 p.m.

The researcher only discussed about surface strategy taxonomy to analyze the error that students' made in writing recount text. According to James, error in writing such as tense preposition, and weak vocabulary are the most common and frequent type of errors that are committed by learner. From surface strategy taxonmomy, there are four categories. They are: omission, addition, misformation, and misordering.

3. Source of Error

There are some sources of error that can be use to all kinds of error, namely: interlingual transfer, intralingual transfer, context of learner and communication strategies.

a. Interlingual transfer

According to Richard, interlingual error is caused by the interference of the learner's mother tongue, they usually transfer the system of their mother tongue into foreign language. It means that, language learners use the structure of first language in target language.²¹

b. Intralingual transfer

Richards said that an intralanguage error is one which results from faulty or partial learning of the target language, rather than from language

²¹Suhono Suhono, "Surface Strategy Taxonomy on the EFL Sudents' Composition: A Study of Error Analysis," *JURNAL IQRA'* 1, no. 2 (August 26, 2017), p. 22. Retrieved from <https://doi.org/10.25217/ji.v1i2.128>.

transfer.” Intralingual errors may be caused by the influence of one target language item upon another.²²

c. Context of learner

It refers to the situation in the case of untutored second language learning. The students find different information from what they have learnt in the classroom and outside the classroom. These could be happened because of teacher's incorrect information.

d. Communication strategies

Strategies of communication were defined and related to learning style. Learners certainly used production strategies to improve their error.²³

From four sources of error above, researcher found that students' made error caused by intralingual transfer which this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself.²⁴

²²Mita Nurmayanti Rohendi and Herlina Herlina, “An Analysis of Students’ Errors in Writing Negative Sentences,” *Academic Journal Perspective : Education, Language, and Literature* 3, no. 2 (November 14, 2018), p. 354. Retrieved from <https://doi.org/10.33603/perspective.v3i2.1675>.

²³Murdliyana, “An Analysis of the Grammatical Errors in Narrative Writing Made by Eleventh-Grade Students of One Private Islamic Senior High School,” *Journal of Islamic Education* 24, no. 1 (2019), p. 202. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib>.

²⁴Naimi Amara, “Correcting Students’ Errors : Theory and Practice,” June 2018 (2019), p.47.

B. Preposition

1. Definition of preposition

According to Martin and Wren preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard something else. Preposition is relate to writing skill in English in this research, the writer will focused on preposition in using students writing recount text.²⁵

Prepositions are words that show the relationship between nouns/pronouns and other elements of a sentence.²⁶ Prepositions are called group of words or merely words which become apparent either before (noun phrase or indicate syntactic associations).²⁷ Seaton and Y.H. Mew define preposition as a word that connects one thing with another, showing how they are related.²⁸

Based on explanations above, researcher concluded that preposition is group of words that connect to things that placed before noun or pronoun to show in what relation the person or thing.

²⁵Suharmoko, "Studentss Error Analysis in Using Preposition 'To,'" *Journal Interaction* 5, no. 1 (2018): p. 1, <https://unimuda.e-journal.id/jurnalinteraction/article/view/315>.

²⁶Ed Swick, *Practice Make Perfect (German Pronouns and Prepositios)* (New York, 2006), p. 89.

²⁷Akhtar and Rizwan, "An Analysis of Preposition (Idiomatic Phrases , Prepositional Phrases and Zero Prepositions) Detection Errors in the Writing of Graduate ESL Learners of Pakistan," p. 27.

²⁸Pindho Anjayani, Drs Suprpto, and M Hum, "Journal of English Language Teaching Error Analysis on the Use of Prepositions in Students ' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in The," *Journal* 5, no. 2 (2016): 2, <https://journal.unnes.ac.id/sju/index.php/elt/article/view/11227>.

2. Categories of prepositions

Prepositions can be broadly divided into eight categories: time, place, direction or movement, agency, instrument or device, reason or purpose, connection, and origin.²⁹ The explanation above the categories of prepositions as it is quoted from Herring's book.

a. Preposition of Time

A preposition of time is describes when or for how long something occurred or will occur.³⁰ The kinds of preposition of time are: at, in, on, for, during, since, by, until, before, after, to, past.

Example of sentences:

- 1) There is a film **at** noon we could see
- 2) We're meeting him **in** an hour
- 3) **On** Tuesday, Dad went to the grocery store
- 4) He lived abroad **for** many years
- 5) We're not supposed to study **during** class
- 6) She's been waiting to hear back from the office **since** yesterday
- 7) You must wake up **by** six o'clock tomorrow morning
- 8) Daniel can't sneak out of the house **until** his parents go to bed
- 9) The moon rose **before** sunset

²⁹Peter Herring, *The Farlex Grammar Book: Complete English Grammar Rules* (Farlex International, 2016), p. 478-479., <http://www.pdfdrive.com/complete-english-grammar-rules-example-exemption-exercise-and-everything-to-master-proper-grammar-d158533355.html>.

³⁰Herring, 487– 488.

- 10) Katrina made a promise to help out **after** work today
- 11) My watch says it's 10 minutes **to** three right now
- 12) Ideally, the party would start no later than a quarter **past** eight.”

b. Preposition of Place

A preposition of place is describes where something is located in reference to something else, or where something occurred or will occur.³¹

The kinds of preposition of place, in, on, by / near/ close to, next to/beside, between, behind, in front of, above/over, below/under.

Example of sentences:

- 1) Bram is planning on staying the night **at** a hotel
- 2) The rice is **in** the cabinet
- 3) Leave the towel **on** the table
- 4) The library is **by/near/close** to the train station
- 5) Many people consider it rude to sit **next to/beside** a stranger in a movie theater
- 6) To make a sandwich, simply put something **between** two slices of bread
- 7) I stood **behind** my sister while we waited in line
- 8) Let's put the dresser **in front** of the window
- 9) The arch **above/over** the hallway reminded Natalie of a castle she'd visited
- 10) All children fear the monsters **below/under** their beds

³¹Herring, p. 489 – 490.

c. Preposition of Direction of movement

A preposition of direction or movement describes how, where, or in what way something moves.³² The kinds of preposition of direction or movement to, from over, under, along, around, across, through into, out of, toward(s), away from, onto, off, up, down.,

Example of sentences:

- 1) The house **down** the road is being sold.
- 2) They drove **across** the country.
- 3) My brother went **to** Europe with his friends.
- 4) She told stories about the time she walked to Spain **from** France
- 5) The bird flew **over** the trees
- 6) The burglar entered the house **through** the basement window
- 7) If you jump **into** the water like this, you can make a big splash
- 8) Get **out of** that cave before the bear comes back!
- 9) Get **away from** the fire before you get burned
- 10) Laughing, she threw up her hands and ran **toward(s)** the park.
- 11) When you use a fireplace, smoke goes **up** the chimney

³²Herring, 490-492.

12) Parents are always yelling at their kids to get **off** the furniture

13) Be careful climbing **onto** ledge

14) The childhood friends rode their bicycles **along** the road

15) That large worm went under/beneath the dirt.

d. Preposition of Agency

Preposition of agency describes a person thing that has caused or is causing something to occur. Sentences containing prepositions of agency are usually written in the passive voice and employ the prepositions by (for people) and with (for things).³³ The kinds of Preposition of agency by, with.

Example of sentences:

1) The book **by** the famous author is a big hit

2) Her heart is filled **with** emotion

e. Preposition of Instrument or Device

A preposition of instrument or device is used when describing certain technologies, machines, or devices. These kind preposition instrument or device are by, with, and on. Typicall, by refers to methods of transportation, where as with and on describe the use of machines and other devices.

Example of Sentence:

³³Herring, p. 492.

- 1) The journey **by** boat is long and arduous
- 2) He hit the nail **with** a hammer
- 3) May I finish my homework **on** your computer

f. Preposition of Reason or Purpose

preposition of reason or purpose describes why something has occurred or will occur.³⁴ Common prepositions of reason or purpose include for, through, because of, on account of, and from.

Example of sentences:

- 1) I have a separate computer **for** work
- 2) They left early **because of** the storm.
- 3) **Through** her bravery, we were able to escape unharmed
- 4) The employees refused to work on **account of** their low pay
- 5) He knows **from** experience how to deal with them

g. Preposition of Connection

A preposition of connection describes possession, relationships, or accompaniment. The kinds of preposition of connection are: of, to and with. *Of* used for possession, *to* for relationships between people or things, and *with* for accompaniment.

³⁴Herring, p. 493.

Example of sentences:

- 1) A well-written essay is impressive **to** teachers
- 2) The Statue **of** Liberty is located in New York Harbor
- 3) Lisa wanted to go to the concert **with** Victor.

h. Preposition of origin

Preposition of origin is describe a person or thing's origin (such as nationality, hometown/state, ethnicity, the place where something was built or designed, etc.), the category of preposition of origin are: from and of.

Example of sentence:

- 1) Tom is **of** German descent
- 2) We started our trip **from** Italy

From explanation above, we can understand that there are categories of preposition. In this research the researcher focus on preposition of time and preposition of place.

a. Preposition of time

Preposition of time describes when or for how long something occurred or will occur. The three most common prepositions of time are at, in and

on. Each preposition of time refers to a different increment of or point in time, as shown below:

1) Preposition of time “ at ”

Preposition of time “at” describes specific and short times of day

Example of sentences:

Time/short times of day

- (a) Let’s meet **at** noon
- (b) Chris arrived **at** one o’clock
- (c) Scary creatures only come out **at** night
- (d) The meeting starts **at** 08.00 o’clock
- (e) We arrived **at** different time

2) Preposition of time “ in ”

Preposition of time “ in “ describes month, years, a specific times of day/part of day and seasons :

Example of sentences:

Months:

Part of the day:

- a) I would rather work on the project **in** the afternoon.
- b) I rarely drink milk in the morning.

Seasons:

- a) In the winter, my central heating stop working.

Months:

- a) Beth starts school **in** August

b)

Years:

- a) **In** 2008, the U.S. held a presidential election

b) I was born **in** 2008

c) He was famous **in** the 1980's

3) Preposition of time “ on ”

Preposition of time “ on ” describes days, date and special days.

Example of sentences:

Days:

a) On Tuesday, Dad went to the grocery store.

b) Ryan has a English lesson **on** Wednesday.

c) I will see you **on** Friday.

d) She usually works **on** Monday

Dates:

a) Teacher's day is **on** November 25th

b) My birthday **on** 4th December.

Special days

a) **On** my birthday, my best friend always give me a gift.

b. Preposition of Place

A preposition of place describes where something is located in reference to something else, or where something occurred or will occur. Like prepositions of time, the most common prepositions of place are also at, in, and on. The usages of these and other prepositions of place are explained below:

1) Preposition of place “at”

Example of sentences:

Preposition of time describes spesipic point or location.

Example of Sentences:

(a) Ben is playing on staying the night **at** the hotel

(b) We spent a quiet evening **at** home

(c) She is waiting for you **at** the bus

(d) The market is **at** the end of the street

(e) When will you arrive at the office?

2) Preposition of place “in”

Preposition of place “in” describes enclosed spaces.

- (a) I have a friends who lives **in** Padang
- (b) Riyana looks at herself **in** the mirror
- (c) The cat is **in** the box
- (d) Do you live **in** Indonesia?

3). Preposition of Place “on”

Preposition of place “on” describes surfaces or tops of things.

Example of sentences:

- (a) Leave the towel **on** the counter
- (b) There is a vase **on** the table
- (c) Kiky sat **on** the Sofa
- (d) You are standing **on** my foot

From table of preposition above, the researcher decides to choose only preposition of time and place as the items that will be analyzed. This decision goes with the pre-analysis the researcher did. The researcher found that prepositions of time and place become the most common prepositions that the students got from.

C. Writing Recount Text

1. Writing

a. Definition of writing

Writing is The process to describe idea, Express feelings by through a series of words or sentences. According to Hornby, writing is to make

letters or other symbols on a surface, it means that writing is the representation of language in a textual medium through the use of a set signs or symbols (known as writing systems). In other words, writing is not only combinations of letters, which relate to the sounds made when people speak, but writing is more than production of these graphic symbols.

Writing is one among several skills of English which requires greater efforts in producing a perfect outcome because it will be printed or got published. It differs from the speaking activity where it is a direct and rapid activity. Therefore, all writing components i.e. contents, organization, vocabulary, language use, and mechanic.³⁵

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.³⁶

From the above explanation, The researcher concluded that writing is the process that describes ideas, expression or the result of thought from the writer by through a series of words or writing.

b. The Purpose of Writing

³⁵ Vivi Zurniati et al., "An Analysis of the Students Preposition Errors in Writing Recount Text at English Department in Academic Year 2013/2014 at IAIN Imam Bonjol Padang," *International Journal of Educational Dynamics* 1, no. 1 (2018): 56, <http://ijeds.pj.unp.ac.id/index.php/IJEDS/article/view/45>.

³⁶ Rayendriani Fahmei Lubis, "Writing Narrative Text," *Journal English Education* 02, no. 01 (2014): 61, <http://jurnal.iain-padangsidempuan.ac.id>.

According to Hugo Hartig in Rayendriani Fahmei's journal the purposes of writing are:

1). Assignment purpose

This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.

a). Altruistic purpose

This purpose is to place the readers to bring the reader's sadness.

b). Persuasive purpose

This purpose is to make sure the readers of the truth of ideal is shared.

c). Informational purpose

This purpose is to give information or explanation to the readers.

d). Self-expressive purpose

This purpose is to introduce or defined author to the readers.

e). Creative purpose

It has deep relation with self-expressive purpose, but it has "creative will". It is more than self-expressive and involving herself

with the will to reach artistic norm ideal art, so its purpose is to reach artistic value, and art value.

f). Problem solving purpose

The writer wants to solve the problem is found, the writer wants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.³⁷

c. The Process of Writing

According Oshima and Hogue There are four steps in writing process as follows:

1). Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops.

³⁷Lubis, P. 62-63.

In prewriting step, the student start to write by gaining the ideas, there are several tips to get ideas, one of them suggested by Oshima and Hogue is listing technique.

2) Organizing

The next step in writing process is to organize the ideas into a simple outline. In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

3). Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably makes many errors.

4) Polishing

In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. The student has finished the writing process after revising, editing stage.³⁸

2. Recount Text

a. Definition of recount text

Recount text is the kinds of text to talk about someone experience in the past event. According to Grace recount text is a text that the reader or listener what happen in the past through a sequence of events.³⁹ According to Grace recount text is a text that tells the reader or listener what happen in the past through a sequence of events.⁴⁰ Recount text is a reconstruction of

³⁸Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Pearson Education, 2007), p. 15–18.

³⁹Dian Sukma, “A Study on Writing Recount Text,” *Journal of English Education* 1, no. 1 (2015): p. 66, <http://e-journal.upp.ac.id>.

⁴⁰Rusdi Noor Rosa Fitri Purnama Sari, Refnaldi, “An Analysis of Students’ Ability and Problems in Writing Recount Texts at Grade VIII of SMPN 29 Padang,” *Journal of English Language Teaching* 2 (2013): p.75, <http://doi.org/10.24036/jelt.v2i1.2591>.

something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened.⁴¹

From explanations above, researcher concluded that recount text is kind of text to tell about someone experience in the past event in chronologically.

b. The types of Recount Text

Derewianka explains that there are five types of recount text, namely:

1) Personal recount

Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.

2) Factual recount

Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.

3) Imaginative or literary recounts

Entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

⁴¹Ardin, "Analyzing Errors In Recount Text Written By The Third Year Students Of SMAN 1 Pinrang JIKAP PGSD : Jurnal Ilmiah Ilmu Kependidikan."

4) A procedural recount

Records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

5) A biographical recount

Tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.⁴²

c. Generic structure

According to Lancashire Council,⁴³ a recount text have three generic structure they are consists of orientation, events and reorientation.

1) Orientation

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

2) Events

⁴²Cholipa, "An Analysis of Students' Error in Writing Recount Text. Department of English Education The Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta," *Thesis* (2014), 48, <http://www.geogle.com/url?sa=t&source=web&rct=j&url=http://fkipunram.rf.gd/ifkip3.php>.

⁴³Atikasari Husna and Multazim and Akhmad, "Students' Difficulties in Writing Recount Text," *LET: Linguistics, Literature and English Teaching Journal* 9, no. 1 (2019): p.55-56, <http://jurnal.uin-antasari.ac.id>.

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

3) Reorientation

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

d. The Purpose of a Recount Text

The purpose of recount text is to allow the writer or speaker to retell events from the past. This include personal events, factual incidents or imaginary incidents. The intention of it to reconstruct and interpret experience and past events to inform or entertain the audience or reader.⁴⁴

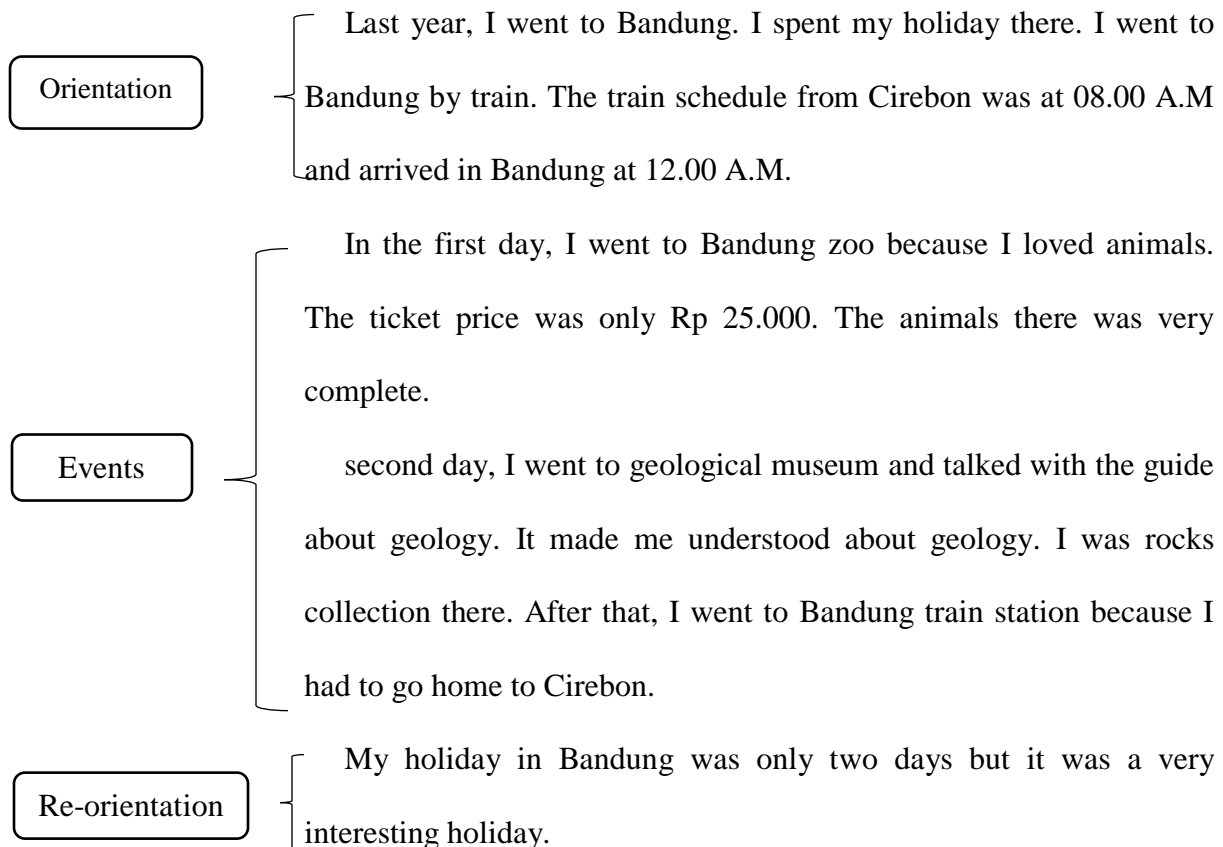
e. Language features

1) Using simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.

⁴⁴Rayendriani Fahmei Lubis, "Simple Past Tense In Recount Text," *Journal English Education* 01, no. 01 (2014): 34, <http://jurnal.iaipadangsidimpuan.ac.id/index.php/EEJ/article/view/121>.

- 2) Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, On Saturday, on Monday, etc.
 - 3) Focus on specific participant.
 - 4) Using conjunctions.
 - 5) Using action verb.⁴⁵
- f. Example of recount text

My Holiday in Bandung



⁴⁵Handy, "Language Feature Text Kinds," 2019, <https://www.mediainggris.com/2019/02/kinds-of-text-recount-text-definition.html>.

C. Review of Related Finding

Actually, there are some researches related to the research. Many researchers had done research Error Analysis of preposition use on writing recount text.

The First, Dwi Puspita Sari done research in MTS Raudhotul Huda Mulyorejo I North Lampung The research design is case study. The students at eight grade had some problem of preposition in writing recount text, the problem are: most of the students has lack understanding of preposition in writing recount text. The student did not understand how the preposition usage in text. The result of this research researcher found that 6 errors in using preposition time and 20 errors in using preposition of place. The total errors in percentage there were 23% errors made by tenth students on the usage preposition of place and 77% errors made by tenth students on the usage preposition of time.⁴⁶

The second, Vivi Zurniati done research in IAIN Imam Bonjol Padang. The research design is descriptive qualitative research. The student at the sixth semester had some problem. The problem are: the students low of grammatical ability, the students had confusion on the English preposition they did not use it correctly and Their mastery of prepositions related to the function is still low since they tend to add preposition in their sentences that make them incorrect. In Vivi

⁴⁶Dwi Puspita Sari, "An Analysis on the Usage of Preposition Error In Writing Recount Text at The Eighth Grade of MTS Roudhotul Huda Mulyorejo 1 North Lampung State Institute for Islamic Studies of Metro," *Thesis*, 2019, p. 47, <http://repository.metrouniv.ac.id/id/eprint/89/>.

Zurniati's⁴⁷ research, Vivi Zuniarti analyzed four kinds of error. They were omission, addition, misselection and redundancy, from research found that The types of error in using preposition are 26 numbers of features of L1 are transferred to the target language, 13 omissions, 27 numbers of misselection, 23 addition, and 4 numbers of redundancies.

The third, Ika Nur Islami and Witri Oktavia done the research at MAN 2 Padang. This research is a descriptive qualitative research. The writer used Surface Strategy Taxonomy which classifies into four : omission, addition, misformation, and misordering. The result from Ika Nur Islami and Witri Oktavia's research there were 32 or 22.22% omission error, 33 or 22,91% addition, 78 or 54,16% misformation error and 1 or 1% misordering error error made by students. The total all of the error were 144 items error. It means that misformation error was the dominant error that made by students

From the related findings above, the researcher concludes and want to know what are students' preposition use error and most dominant preposition use error on writing recount text made by students at grade XI IPA of MAS Baharuddin Batang Angkola. Moreover, the researcher want to research about "An Error Analysis of Preposition Use on Students Writing Recount Text at Grade XI IPA of MAS Baharuddin Batang Angkola Tapanuli Selatan.

⁴⁷Vivi Zurniati et al., "An Analysis of the Students Preposition Errors in Writing Recount Text at English Department in Acedmeic Year 2013/2014 at IAIN Imam Bonjol Padang," *International Journal of Educational Dynamics* 1, no. 1 (2018): p.64, <http://ijeds.ppj.unp.ac.id/index.php/IJEDS/article/view/45>.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research was conducted at the MAS Baharuddin at Jl. Mandailing Km. 15 Janjimauli-Muaratais, Kec. Angkola Muaratais, Kab. Tapanuli Selatan, Prov. Sumatra Utara. This research started from 21th September up to 29th September 2020.

B. Kind and Method of the Research

The researcher used qualitative research, which used descriptive method. The researcher choose qualitative research because error analysis need deaf comprehension. So, the researcher must be use qualitative research. The researcher used some numeric in this thesis it is just only to know the dominant error that made by students and it just only to support the date and is not main source.

The type of this research was descriptive qualitative research. In this research the researcher used test to find out the data. The researcher gave essay writing test for students. The researcher analyzed the students' error used descriptive method based on the surface strategy taxonomy which have four types, they were: omission, addition, misformation and misordering.

C. Participants of Research

The Participants of Research consists two sources, they were: primary source and secondary source.

- a. Primary source data collected from the students at grade XI of MAS Baharuddin. They were divided into two classes. Class XI IPA consists 29 students, XI Agama consists 26 students. the researcher did with purposive sampling. The researcher took one class to do the research. Researcher choose XI IPA because it could be representative to take the result of the research. Researcher researched on XI IPA which consist of 29 but only 23 students who did the test because of 6 students were absent.
- b. Secondary source of data, was information from Mrs. Donna Khairani. as an English Teacher of XI Aliyah Baharuddin Batang Angkola.

D. Instrument of Collecting Data

For collecting the data, the researcher used test as the instrument of this research. Test is a method to measure the students' knowledge, especially in writing ability. In this research, researcher gave essay writing to test the student, in writing recount text the students use preposition of time and preposition of place, there were three types of preposition that focussed, they were: in, at, and on. In this test, the students were asked to write a recount text about their experience/holiday.

Table. 1**Indicator Test**

NO	Preposition	Kinds of Error			
		Omission	Addition	Misformation	Misordering
1	Preposition of time "at"				
2	Preposition of time "in"				
3	Preposition of time "on"				
4	Preposition of place "at"				
5	Preposition of place "in"				
6	Preposition of place "on"				
Total					

E. Technique of Collecting Data

Technique of collecting data of this research are:

1. Researcher come to the school and permission to headmaster to do the research
2. Researcher meet with the English teacher to permission do the research in her class and sharing about the students at grade XI IPA
3. Preparing the test
4. Explaining what the test is and what students will do with the test.
5. Determine the time of doing the test.
6. Giving the test to the students

7. Asking the students to answer the test
8. Giving chance to the students to answer the test.
9. Collecting the students' answer sheet to analyze it

F. Technique of Data Analysis

After data had been collected, the researcher analyzed the data by using some following steps as suggested by Corder as site Ellis⁴⁸, they were:

1. Collecting the data
2. Identification of errors

the researcher will identify the collected data and find out the errors by circling the errors.

3. Classification of errors

Grouping the errors that will be founded and made of the classes of the errors. The errors will be classified based on surfaced strategy taxonomy.

The researcher also continued analyzing the data with using this following steps.

4. Tabulation of data into percentage. The researcher put the data that has been identified and classified on the table of error classification then the researcher counted frequency of each types of error and the percentage.

To calculate the percentage, the researcher used the formula below:

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

Where : P = Percentage

⁴⁸Cholimatus Zuhro, "An Error Analysis on The English Students' Narrative Texts. Master Linguistics Program Jember University" (Jember, 2015),p. 37–38, <http://repository.unej.ac.id>.

F = Frequency of type error

N = Sum of all type error.⁴⁹

4. Description of data, it will be done to describe or to interpret data that have been collected systematically.
5. Taking conclusion, it will be done to conclude the discussion solidly and briefly.

G. Technique of Trustworthiness the Data

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

1. The extension of participation is the extention not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Tringulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

⁴⁹Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2014), p. 43.

4. Checking with friends through discussion is done with expose the interim result or the final result that gotten in discussion with friends.
5. Analyze the negative casus is the research collects the example and an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking the credibility.
8. Detail description is a technique to demand the researcher to repot the result his/her research, so description is done carefully and accurately to draw the content of the research.
9. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extent.⁵⁰

For the all of technique to determine the data trustworthiness, the researcher used the point four that is checking with friends, the researcher was checking with English teacher of MAS Baharuddin Batang Angkola Tapanuli Selatan.

⁵⁰Lexy J. Moleong, *Metode Penelitian Kualitatif*, ed. Tjun Surjaman (Bandung: Remaja Rosdakarya, 2004), p. 175–183.

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Finding

This research is qualitative research that used descriptive method. The participant of this research is students XI IPA MAS Baharuddin Batang Angkola which consisted of twenty nine students, but only twenty three students who did the test because 6 of students were absent. The instrument of test was essay writing test. In this research the error made by students at grade XI MAS Baharuddin Batang Angkola using preposition on writing recount text were in Surface Strategy Taxonomy. There were four item errors made by students were using preposition of time and preposition of place. There were omission, addition, misformation and misordering.

In this research, the researcher giving the test to students. After that, the researcher asked to students to write a recount text by using preposition based on the topic holiday/experience. The researcher saw the students difficult in their writing process. After finish the researcher collected the students' answer sheet then, the researcher analyzed and conducted the data based on surface strategy taxonomy.

After got the data from students XI IPA MAS Baharuddin Batang Angkola, so researcher knew that error made by students were as follow:

1. Student's Error Use Preposition in Writing Recount Text

After knowing the result of test or student's sheet. So, the researcher found there were 4 categories of errors done by students XI IPA MAS Baharuddin in writing recount text especially in using preposition they were, omission, addition, misformation and addition.

a. Omission

The first error that researcher found was omission. Omission error is chategorized by absence of an item that must emerge in well formed utterance. After the researcher analyzed the students' writing, the researcher found there were six students' made error that categorized in omission. They committed the error of omission 7 times on their writing.

The first, there was an item of omission error found in the ACP writing. "We playing the mosque Islamic Center".it should be "We played in the mosque Islamic center". That is caused by omit omission of preposition of place "in". So, the students' made one item of error caused by omission of preposition place"in".

The second, there were two items found in the AWS writing. First, "I stayed the my friend's house" it should be "I stayed at my friend's house". Second, "...my friend's house Sorkam East Sibolga " it should be my friend's house in Sorkam East Sibolga. So, the students' made two item of error by

caused omission preposition of place “at” and omission of preposition of place “in”.

The third, there was one item of omission error in the FS writing. “ Sit the chair” it should be “Sit on the chair”. That is caused by omit omission of preposition of place “on”. So, the students made one item of error caused by omission of preposition of place “on”.

The fourth, there was one item of omission error in the NSS writing. ”12 last week.” it should be “on 12 last week”. That is caused by omit omission of preposition of time “on”. So, the students’ made one item of error caused by omission of preposition of place “on”.

The fifth, there was an item of omission error found in the SHFL writing. “...at 08.00 a.m morning it should be “..at 08.00 a.m in the morning”. That caused by omit omission of preposition of time “in”. So, the students’ made one item of error caused omission of preposition of time “in”.

The sixth, there was an item of omission error found in the UL writing. ”We went home it the afternoon” it should be “We went home in the afternoon”. That caused by omit omission of preposition of time “in”. So, the students’ made one item of error caused omission of preposition of time “in”.

So, there were 7 items of error caused by omission error, 3 items of error caused by omission of preposition of time. Students’ made error two items in preposition of time “in” and one item in preposition of time “on”. 4 items of error caused by omission of preposition of place. Students’ made error two

items in preposition of place “in, one item in preposition of place “at” and one item in preposition of place “at”. So the total of omission error were 7 items.

b. Addition

The second types of error that the researcher found was addition. Addition were categorized by presence of items. There were eleven students made error in addition. This error were caused add preposition of time and preposition of place.

The first, there were two items of omission error found in the AKN writing. First, “.in the Pasir putih very beautiful” it should be “The Pasir putih was very beautiful. Second, “we are played at volley” it should be “we played volley”. So, the researcher found students’ made two items error by addition of preposition of place “in” and preposition of place “at”.

The second, there was an item of addition error found in the AS writing. “.in there we are told it should be “over there we told”. So the researcher found students’ made one item of error caused by addition of preposition of place “in”.

The third, there was an item of addition error found in the FR writing. “on there my mother to bought doll” it should be “Over there my mother to bought doll”. So, the researcher found students’ made one item of error caused by addition of preposition of place “on”.

The fourth, there was an item of addition error found in the LH writing. “in there I see city beautiful city” it should be “over there I saw beautiful city”. So,

the researcher found students' made one item of error caused by addition of preposition of place "on".

The sixth, there was an item of addition error found in the NSS writing. "In house has a big room" it should be "The house has a big room". So, the researcher found students' made one item of error caused by addition of preposition of place "in".

The seventh, there were three items of addition error found in the RD writing. First, "in there.." it should be "over there". Second, "in there we took picture" it should be "we took picture". Third, "we took picture in above big stone" it should be "we took picture above big stone. So, the researcher found students' made three items of error caused by addition of preposition of place "in".

The eighth, there were three items of addition error found in the SHFL writing. "in there" it should be "over there". The researcher found students' made three times error in the same sentence. So, the researcher found students' made three items of error caused by addition of preposition of place "in".

The ninth, there was an item of addition error found in the SS writing. "at wonokromo" it should be "in wonokromo" So, the researcher found students' made one item of error caused by addition of preposition of place "at".

The tenth, there was an item of addition error found in the WN writing. “in there” it should be “over there”. So, the researcher found students’ made one item of error caused by addition of preposition of place “in”.

The eleventh, there was an item of addition error found in the YSN writing. “I think at this moment” it should be “I think this moment”. So, the researcher found students’ made one item of error caused by addition of preposition of time “at”.

So, there were 16 items of error caused by addition error, 1 item of error caused by addition of preposition of time “at”. 15 items of error caused by addition of preposition of place. Students’ made error eleven items in preposition of place “in”, two items in preposition of place “at” and two items in preposition of place “at”. So the total of addition error were 16 items.

c. Misformation

The third types of error that the researcher found was misformation. Misformation are characterized by use of incorrect form of morpheme or structure in an utterance. There were fourteen students made misformation error.

The First, there was an item of misformation error found in the AHS writing. “We went to the zoo on Sinabung” it should be “We went to the zoo on Sinabung”. So, the researcher found students’ made one item of error caused by misformation of preposition of place “on”.

The second, there were two items of misformation error found in the AS writing. First, “swam on the sea” it should be “Swam in the sea”. Second, “in day” it should be “On day”. So, the researcher found students’ made two items of error caused by misformation of preposition of place “on” and preposition of time “in”.

The third, there were two items of misformation error found in the DR writing. First, “Last day I’m going to Borobudur temple on Jogja” it should be “Last day I’m going to Borobudur temple in Jogja”. Second, “in a Hotel” it should be “in a hotel”. So, the researcher found students’ made two items of error caused by misformation of preposition of place “on” and preposition of time “in”.

The fourth, there were five items of misformation error found in the FS writing. “at 13 August” it should be “on August”, “we went to there on 07.00 a.m” it should be “we went to there at 07.00 a.m”, “we arrived on 10.00 a.m” it should be “we arrived at 10.00 a.m. “at the morning” it should be “in the morning”, “ I was very happy at my birthday” it should be “I was very happy on my birthday”. So, the researcher found students’ made five items of error caused by misformation of preposition of time. 2 preposition of time “on” and 3 preposition of time “at”.

The fifth, there were two items of misformation error found in the MT writing. “In the night” it should be “at the night” and “in my uncle’s house” it

should be “at my uncle’s house”. So, the researcher found students’ made two items of error caused by misformation of preposition of time “in” and preposition of place “in”.

The sixth, there was an item of misformation error found in the MK writing. “in the goodnight” it should be “at the goodnight”. So, the researcher found students’ made an items of error caused by misformation of preposition of time “in”.

The seventh, there were two items of misformation error found in the MDS writing. First, “in the night” it should be “at the night”. Second, “in our grandmother’s house” it should be grandmother’s house”. So, the researcher found students’ made an items of error caused by misformation of preposition of time “in” and preposition of place “in”.

The eighth, there were three items of misformation error found in the NAD writing. “My friend’s in the zoo” it should be “My friend’s at the zoo”. The researcher found students’ made three times error in the same sentence. So, the researcher found students’ made three items of error caused by misformation of preposition of place “in”

The ninth, there was an item of misformation error found in the NFR writing. “we went to the at seribu beach” it should be “we went to the at seribu beach”. So, the researcher found students’ made three items of error caused by misformation of preposition of place “at”.

The tenth, there were two items of misformation error found in the NW writing. “in Sunday” it should be “on Sunday” and “ on the afternoon” it should be “in the afternoon”. So, the researcher found students’ made two items of error caused by misformation of preposition of time “in” and “on”.

The eleventh, there were two items of misformation error found in the RAS writing. “on the morning” it should be “in the morning” and “on the night” it should be “in the night”. So, the researcher found students’ made two items of error caused by misformation of preposition of time “on”. The twelfth, there were two items of misformation error found in the WN writing. “in day” it should be “on day”. So, the researcher found students’ made an item of error caused by misformation of preposition of time “in”.

The thirteen, there were two items of misformation error found in the UL writing. “I stayed at my friend’s house” it should be “I stayed at my friend’s house” and “at Bondowoso” it should be “in Bondowoso”. So, the researcher found students’ made two items of error caused by misformation of preposition of place “at”.

The last was YSN’s writing. there were an items of misformation error. “in the night” it should be “at the night”. So, the researcher found students’ made an item of error caused by misformation of preposition of time “in”.

So, there were 27 items of error caused by misformation error, 15 items of error caused by misformation of preposition of time. Students made error 7 items in preposition of time “in”, 3 items in preposition of time “at” and 5

items in preposition of time “on”. 12 items of error caused by misformation of preposition of place. Students’ made error six items in preposition of place “in”, three items in preposition of place “at” and three items in preposition of place “on”. So the total of misformation error were 27 items.

d. Misordering

The fourth types of error that researcher found was misordering. Misordering error was characterized by the false placement of a morpheme in an utterance. There were five students made misordering error. The first, there were two items of misformation error found in the MT writing. “My aunt cook in a cake the kitchen” it should be “my aunt cooked a cake in the kitchen” and My aunt on put table a cake. “my aunt put a cake on the table”. So, the researcher found students’ made two items of error caused by misordering of preposition of place “in” and “on”.

The second, there were an items of misformation error found in the MK writing. “I player in mount sinabung” it should be “ I played in Sinabung mount”. So, the researcher found students’ made an items of error caused by misordering of preposition of place “in”. The third, there were an items of misformation error found in the MDS writing. “We ate at a party together” it should be “we ate together at a party”. So, the researcher found students’ made an items of error caused by misordering of preposition of place “at”.

The fourth, there were an items of misformation error found in the NW writing. “I woke at up 05.00 o’clock” it should be “I woke up at 05.00

o'clock. So, the researcher found students' made an items of error caused by misordering of preposition of place "at". The last was YSN's writing. There were an items of misordering error."the in market" it should be "in the market". So, the researcher found students' made an items of error caused by misordering of preposition of place "in".

So, there were 6 items of error caused by misordering error, the researcher wasn't found items of error caused by omission of preposition of time in students answer sheet. Students made error 3 items in preposition of place "in", 2 items in preposition of place "at" and 1 items in preposition of place "on". So the total of omission error were 27 items.

2. Students' Dominant Error in Using Preposition on writing recount text

This section answer the second issue dealing with finding of the students' dominant error in using preposition in writing recount text. After the researcher analyzed the student's errors in using preposition in writing recount text then researcher analyzed the students' error in using 3 preposition in writing recount text.

Table 2
Classification of Students' Error

NO	Preposition	Kinds of Error			
		Omission	Addition	Misformation	Misordering
1	Preposition of time "at"	0	1	3	0
2	Preposition of time "in"	2	0	7	0

3	Preposition of time "on"	1	0	5	0
4	Preposition of place "at"	1	2	3	2
5	Preposition of place "in"	2	11	6	3
6	Preposition of place "on"	1	2	3	1
Total		7	16	27	6
		56			

Based on table 2 above, the researcher found that students made error in using preposition of time in writing recount text was 19 items with the total percentage were 34% and errors in using preposition of place in writing recount text were 37 items error with total percentage were 66%. So the researcher found the dominant error in preposition was preposition of place.

a. Omission

After analyzed the data the researcher found that the total of omission error made by students were 7 items error with the total percentage 12,5%. This error occurred because of the students omitted an item that must emerge in utterance or writing.

b. Addition

In addition the researcher found that the total of addition error made by students were 16 items error with total percentage 28,6%. This error occurred because students add morpheme that should not emerge in utterance or writing.

c. Misformation

The researcher found the total of misformation error made by students were 27 items error with total percentage 48,2%. This error occurred because the students using incorrect of the wrong form of the structure or morpheme.

d. Misordering

The last was misordering the researcher found error made by students were 6 items error with total percentage 10,7%. This error occurred because the students done wrong placement in their writing text.

From the explanation above, the researcher concluded misformation error was the dominant error in using preposition in writing recount text made by students at grade XI MAS Baharuddin Batang Angkola.

Table 6

Recapitulation of Dominant Error Made by Students

No.	Error	Total of Error	Percentage
1.	Omission	7	12,5 %
2.	Addition	16	28,6 %
3.	misformation	27	48,2 %
4.	Misordering	6	10,7 %
Total		56	100 %

Based on the table 6 above, the researcher was found the total of the students' error in omission was 7 or 12,5%. Addition error was 16 or 28, 6%. Misformation error was 27 or 48, 2% and the last was misordering error was 6 or 10,7%. So, the total all of error were 56 or 100%. The researcher counted the data with formula:

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

Where: P = Percentage

F = Frequency

N = total of Frequency

$$\text{Omission} = 7/56 \times 100 = 12,5 \%$$

$$\text{Addition} = 16/56 \times 100 = 28,6 \%$$

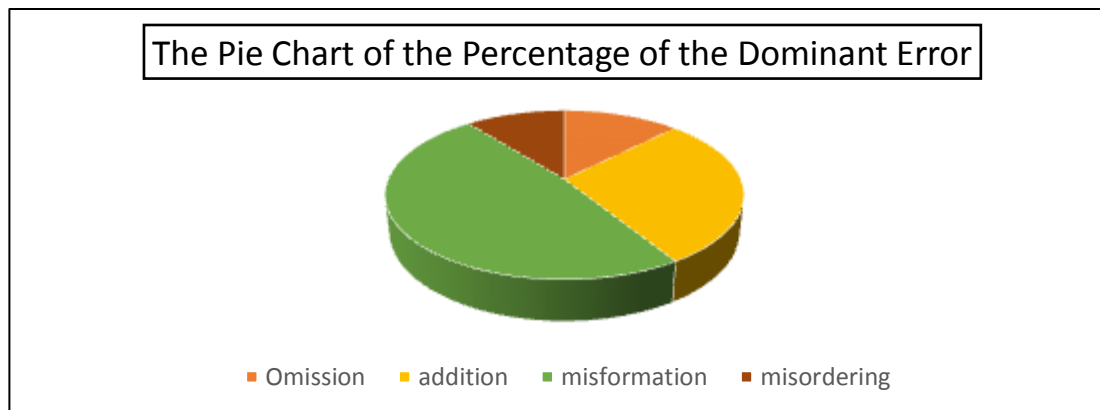
$$\text{Misformation} = 27/56 \times 100 = 48,2\%$$

$$\text{Misordering} = 6/56 \times 100 = 10,7\%$$

$$\text{Total all of errors} = 56/56 \times 100 = 100$$

After analyzed the students errors by the following table recapitulation of students's error in using preposition in writing recount text, the researcher put it into

pie chart below.



From the pie chart above, it could be seen that the most students' error in using preposition in writing recount text was misformation (48,2%).

B. Discussion

The result of this research showed there were four kinds of error. They were: omission, addition, misformation, and misordering that made by students using preposition in writing recount text. Researcher found the total all of error were 56 items errors. Where, The number of omission error were 7 items. The number of addition error 16 items. The number misformation error were 27 items and the number of misordering error was 6 items.

The researcher found that students made error in using preposition of time in writing recount text was 19 items with the total percentage were 34% and errors in using preposition of place in writing recount text were 37 items error with total percentage were 66%. So the researcher found the highest error which include into dominant errors was in misformation category which has 27 or 48,2%. The lowest

was in misordering category which the number of error was 6 or 10,7%. The researcher had written the findings of other studies also came from Dwi Puspita Sari, Vivi Zuniarti and Ika Nur Islami.

In Dwi Puspita Sari's⁵¹ research found that 6 errors in using preposition time and 20 errors in using preposition of place. The total errors in percentage there were 23% errors made by tenth students on the usage preposition of time and 77% errors made by tenth students on the usage preposition of place. So, from result above that preposition of place was dominant error that made by students. It pro with the researcher analyzed 2 types of preposition, but the result it was different with this research. In this research and also the preposition of place was dominant error.

In Vivi Zurniati's⁵² research, Vivi Zuniarti analyzed four kinds of error. They were omission, addition, misselection and redundancy, from research found that The types of error in using preposition are 26 numbers of features of L1 are transferred to the target language, 13 omissions, 27 numbers of misselection, 23 addition, and 4 numbers of redundancies. from the data above it can be conclude that the most frequent type of error in using preposition was the intralingual that hold the highest percentage. It was different in this research wich analyzed four types error.

⁵¹Dwi Puspita Sari, "An Analysis on the Usage of Preposition Error In Writing Recount Text At The Eighth Grade of MTS Roudhotul Huda Mulyorejo 1 North Lampung State Institute for Islamic Studies Of Metro," *Thesis*, 2019, p. 47, <http://repository.metrouniv.ac.id/id/eprint/89/>.

⁵²Vivi Zurniati et al., "An Analysis of the Students Preposition Errors in Writing Recount Text at English Department in Acedmeic Year 2013/2014 at IAIN Imam Bonjol Padang," *International Journal of Educational Dynamics* 1, no. 1 (2018): p.64, <http://ijeds.ppj.unp.ac.id/index.php/IJEDS/article/view/45>.

In Ika Nur Islami and Witri Oktavia's⁵³ research, found the result from Ika Nur Islami and Witri Oktavia's research there were 32 or 22.22% omission error, 33 or 22,91% addition, 78 or 54,16% misinformation error and 1 or 1% misordering error made by students. The total all of the error were 144 items error. It means that misinformation error was the dominant error that made by students. It is pro with the researcher was analyzed four types of error and the result misinformation was dominant error also made by students but different in the percentage of error.

C. Checking Data Trustworthiness

To determine the data trustworthiness, the researcher used the point four that is checking with friends, the researcher was checking the students answer sheet with Mrs. Donna Khairani as an English teacher. So, in this research checking with friends it is mean checking with Mrs. Donna Khairani as an English teacher of MAS Baharuddin Batang Angkola Tapanuli Selatan English teacher.

⁵³Ika Nur Islami and Witri Oktavia, "An Error Analysis of Preposition in Student's Recount Text : A Descriptive Study at MAN 2 Padang," *Journal of English Language & Literature* 9, no. 2 (2020): p. 390, <http://ejournal.unp.ac.id/index.php/jel>.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research as follow:

1. The error made by students at grade XI MAS Baharuddin Batang Angkola of preposition use (preposition of time and preposition of place) on writing recount text based on Surface Strategy Taxonomy. There are four items error. They were: omission, addition, misformation and misordering. The researcher found the number of omission error was seven items error. The number of addition error was sixteen items error. The number of misformation error was twenty seven items error. The number of misordering error was six items error.
2. Based on the result of the test, The dominant errors made by students in using preposition in writing recount text at grade IX IPA MAS Baharuddin Batang Angkola was in misformation category with the percentage 48, 2 %.

B. Suggestion

Based on the conclusion above, the researcher want to give some suggestion related to this result of research to become advice and motivation for:

1. On this occasion, the researcher hopes that other researcher will conduct a research related to the topic study, especially to find out other students' error by using preposition in writing recount text.
2. The English teacher, motivate the students to improve their ability in writing recount text by using preposition, especially in using preposition of time and preposition of place.

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CURRICULUM VITAE



A. Identity

Name : Suryana Hotma Siagian
Registration Number : 1620300033
Place/Birth : Pasir Nauli/Desember, 04th 1997
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Religion : Islam
Address : Jln. Danau Siais KM 45 Desa Malombu

B. Parents

Father's Name : Anna Wati Hasibuan
Mother' Name : Ridwan Harun Siagian

C. Educational Background

1. Elementry School : SDN. No 101308 Bukkas (2010)
2. Junior High School : SMPN.4 Angkola Sangkunur (2013)
3. Senior High School : MAS YPKS Padangsidimpuan (2016)
4. Institute : IAIN Padangsidimpuan (2021)

APPENDIX I

The Instrument of Test

A. Introduction

This test is used by the researcher for research instrument.. This is to find out students' error in preposition use on writing recount text. The researcher gives students the test based on instruction.

B. Instruction

1. Fill in your identity in the provided box.
2. Please Write down a recount text by using preposition of time (at, in, on) and Preposition of Place in a text! (Based on your own language)
3. The text should consists of the generic structure of recount text; Orientation, Event, Re-orientation.
4. Write the text carefully!

Name :
Class :
Date/Month/Year :

.....

.....

.....

.....

.....
.....

GOOD LUCK !

Padangsidempuan, Agustus 2020

Validator

Researcher

Zainuddin, S. S., M.Hum
NIP. 19760610 200801 1 016

Suryana Hotma Siagian
NIM. 16 203 00033

APPENDIX II

Table
The Analysis of Students' Error

Initial students' name	Analysing the Students' error	Original Writing	Reconstruction	
AHS	Misformation in preposition of place "on"	We went to the zoo on sinabung	We went to the zoo <u>in</u> Sinabung	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	-	1	-
ACP	Omission in Preposition of Place "in"	We playing the mosque Islamic Center	We played in the mosque Islamic Center	
	Addition in Preposition of Place "in"	In the Mosque Islamic Center have yard very beautiful	The Mosque Islamic Center have very beautiful yard	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	1	1	-	-
AWS	Omission in Preposition of Place "at"	I Stayed the my friend's house	I Stayed at my friend's house	
	Omission in Preposition of Place "in"	I Stayed the my friend's house Sorkam East Sibolga	I Stayed at my friend's house in Sorkam East Sibolga	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	2	-	-	-
AKN	Addition in Preposition of Place " in"	In the Pasir Putih very beautiful	The Pasir Putih was very beautiful	
	Addition in Preposition of Place "at"	We are played at volley	We played volley	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	2	-	-

AS	Addition in Preposition of Place "in"	In there we are tell	Over there we told	
	Misformation in Preposition of Place "on"	Swam on the Sea	Swam in the Sea	
	Misformation in Preposition of time "in"	In day	On day	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	1	2	-
DR	Misformation in Preposition of Place "on"	Last day I'm going to Borobudur temple on Jogja	Last day I went to Borobudur temple in Jogja	
	Misformation in Preposition of Place "in"	in a hotel	at the hotel	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	-	2	-
	FS	Misformation in Preposition of time "at"	at 13 th August	on 13 th August
Misformation in Preposition of time "on"		We went to there on 07.00 a.m	We went to there at 07.00 a.m	
Misformation in Preposition of time "on"		We arrived on 10.00 a.m	We arrived at 10.00 a.m	
Misformation in Preposition of time "at"		at the morning	In the morning	
omission in Preposition of place "on"		Sit the chair	Sit on the chair	
Misformation in Preposition of time "at"		I was very happy at my birthday	I was very happy on my birthday	
Classification Error				
Omission		Addition	Misformation	Misordering
1		-	5	-
FR		Addition in Preposition of Place "on"	On there my mother to bought doll	Over there my mother to bought doll

	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	1	-	-
LH	Addition in Preposition Place "on"	In there I see city beautiful	Over there I saw beautiful city	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	1	-	-
MT	Misformation in Preposition of time "in"	In the night	at the night	
	Misformation in Preposition of place "in"	In my uncle's house	at my uncle's house	
	Misordering in Preposition of place "in"	My Aunt cook in a cake the kitchen	My Aunt cooked a cake in the kitchen	
	Misordering in Preposition of place "on"	My Aunt on put table a cake	My Aunt put a cake on the table	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	-	2	2
MK	Misordering in Preposition of Place "in"	I player in mount Sinabung	I played in sinabung mount	
	Misformation in Preposition of time "in"	In the goodnight	at the goodnight	
	Classification Error			
	Omission	Addition	Misformation	Misordering
-	-	1	1	
MDS	Misformation in Preposition of time "in"	In the night	At the night	
	Misformation in Preposition of place "in"	In our grandmother's house	At our grandmother's house	
	Misordering in Preposition of place "at"	We ate at a party together	We ate together in a party	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	2	1	

NAD	Misformation in Preposition of place “in”	My friend’s in zoo	My friend’s at the zoo	
	Misformation in Preposition of place “in”	In the zoo	At the zoo	
	Misformation in Preposition of place “in”	In	At the zoo	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	-	3	-
NFR	Misformation in Preposition of place “at”	We went to the at Seribu beach	We went to the in Seribu beach	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	-	1	-
NSS	Omission in Preposition of time “on”	12 th last week	On 12 th last week	
	Addition in Preposition of place “in”	In house has a big room	The house has a big room	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	1	1	-	-
NW	Misformation in Preposition of time “in”	In Sunday	On Sunday	
	Misformation in Preposition of time “on”	On the afternoon	In the afternoon	
	Misordering in Preposition of place “at”	I woke at up 05.00 o’clock	I woke up at 05.00 o’clock	
	Classification Error			
	Omission	Addition	Misformation	Misordering
-	-	2	1	
RAS	Misformation in Preposition of time “on”	On the morning	In the morning	
	Misformation in Preposition of time “on”	On the night	In the night	

	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	-	2	-
RD	Addition in Preposition of Place "in"	In there	Over there	
	Addition in Preposition of Place "in"	In there we took picture	Over there we took picture	
	Addition in Preposition of Place "in"	We took picture in above big stone	We took picture above big stone	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	3	-	-
SHFL	Addition in Preposition of Place "in"	in there	over there	
	Omission in Preposition of time "in"	at 08.00 a.m morning	at 08.00 a.m in the morning	
	Addition in Preposition of Place "in"	in there	over there	
	Addition in Preposition of Place "in"	In there	Over there	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	1	3	-	-
SS	Addition in Preposition of Place "at"	at wonokromo	in wonokromo	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	1	-	-
WN	Addition in Preposition of Place "in"	In there	Over there	
	Misformation in Preposition of time "in"	In day	On day	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	1	1	-

UL	Misformation in Preposition of Place "at"	I stayed on my friend's house	I stayed at my friend's house	
	Misformation in Preposition of Place "at"	at Bondowoso	in Bondowoso	
	Omission in Preposition of time "in"	We went home it the afternoon	We went home In the afternoon	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	1	-	2	-
YSN	Addition in Preposition of time "at"	I think at this moment	I think at this moment	
	Misordering in Preposition of place "in"	The in market	in the market	
	Misformation in Preposition of time "in"	in the night	at the night	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	-	1	1	1

APPENDIX III

LIST OF STUDENTS NAME

NO	Name	Initial Name
1	Abdullah Hamzah Sianturi	AHS
2	Annisa Chairani Purba	ACP
3	Anna Wahyuni Siregar	AWS
4	Alvi Khoiriyah Nasution	AKN
5	Astri Simamora	AS
6	Derma Rambe	DR
7	Fitria Sari	FS
8	Fitri Riskiyah	FR
9	Lamro Hasibuan	LH
10	Marshanda Tarihoran	MT
11	Melia Karisma	MK
12	Mustika Damini Sitompul	MDS
13	Nanda Armila Dewi	NAD
14	Nur Fadillah Rambe	NFR
15	Nurmala Sari Siregar	NSS
16	Nur Waqiah	NW
17	Restu Aulia Simatupang	RAS
18	Rosida Dalimunthe	RD
19	Siti Hardianti Fitri Lubis	SHLF
20	Sahroni Siregar	SS
21	Wulandari Nasution	WN
22	Ummi Latifatunnadya	UL
23	Yeni Sabariah Nasution	YSN

Name : Mustika Damini Sibmpul
Class : XI MIA
Date/Month/Year : 23, 09, 2020

My Holiday

Two months ago, I and my family went to Medan. We went there for looking wedding party and visited our grandmother's house.

We arrived at 20.00 pm ^{Misinformation} ^{prep. time in} ^{Misinformation} ^{prep. place} in the night we stayed in our grandmother's house. We took a rest. In the morning we went to the wedding party. Over there I met many people that haven't met before. We ate at a party together. After that we took picture the situation was crowded. After the party have finished we returned to grandmother's house and we took a rest because we felt tired.

We spent three days on my holiday. We returned back to our house. My holiday was very interesting and I haven't forgot the holiday.

- Misinformation : 2
- Misordering : 1
- Addition : 0
- Omission : 0

Name : Fitriia Sari
Class : XI MIA
Date/Month/Year : 23 SEP 2020

^{Misformation prep of time} At 13th August ^{Misformation prep of time} I and my family went ^{Misformation prep of time} to my grandmother house at Sibolga. We went to there ^{Misformation prep of time} (on 07.00 am) and we arrived ^{Misformation prep of time} on 10.00 am ^{Misformation prep of time} (at the morning). My Grandmother's was very happy when they saw us. my Grandmother's kissed me. I gave Foods and Fruits to grandmother's. Grandmother looked ^{Misformation prep of time} my ^{omission prep of place} face is very tired and ask me to ^{Misformation prep of time} (sit the chair). Actually I was very sad because they did not remember today is my special day, and I thought they forgot is it. suddenly my Grandmother come and said "happy birthday" with brought a cake and candles.

I was very happy ^{Misformation prep of time} (at my birthday) and I loved this holiday.

Misformation : 5
Omission : 1
Addition : 0
Misordering : 0

APPENDIX V

Documentation

1. The researcher meet with the English teacher to permission do the research in her class and sharing about the students at grade XI IPA



2. The researcher explaining the test and what students will do with the test



3. Giving the test to students



4. The researcher was checking students answer sheet with English teacher of MAS Baharuddin Batang Angkola Tapanuli Selatan





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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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18 September 2019

Nomor : 122/In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Zainuddin, S.S., M.Hum.

(Pembimbing I)

2. Fitri Rayani Siregar, M.Hum.

(Pembimbing II)

di –Padangsidempuan

Assalamu'alaikum Wr. Wb.

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

Nama : Suryana Hotma Siagian
NIM : 1620300033
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : An Error Analysis of Preposition Use on Students' Writing Recount Text at Grade XI of MAS Baharuddin Batang Angkola

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

Ketua Program Studi Tadris Bahasa Inggris


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Hal : Izin Penelitian
Penyelesaian Skripsi.

21 September 2020

Yth. Kepala MAS Baharuddin Batang Angkola
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Suryana Hotma Sagian
NIM : 1620300033
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Error Analysis of Preposition Use on Students' Writing Recount Text at Grade XI of MAS Baharuddin 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.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Ranguti, S.Si., M.Pd
NIP. 19800413 200604 1 002



**YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN
BAGAS GODANG JANJI MAULI - MT
MADRASAH ALIYAH SWASTA BAHARUDDIN**

Izin Operasional Menag RI, No. 1608 Tahun 2015, Tgl. 19 Oktober 2015

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Nomor : 0179/ PPMB-BGJMT/9/2020 Janjimauli-MT, 29 September 2020
Lampiran : -
Perihal : Izin Penelitian

Yth. Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidempuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-894/In.14/E.1/TL.00/09/2020 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Aliyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : SURYANA HOTMA SIAGIAN
NPM : 1620300033
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris/Pendidikan Bahasa Inggris
Judul Skripsi : **An Error Analysis of Preposition Use on Student's Writing Recount Text at Grade XI of MAS Baharuddin Batang Angkola**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.

