

**AN ERROR ANALYSIS OF ENGLISH PREPOSITION OF PLACE IN
WRITING MADE BY THE STUDENTS AT ELEVENTH GRADE OF
SMA NEGERI 2 PINRANG**



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Part Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan*

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2018**

MOTTO

“Nothing is permanent. Don’t stress yourself too much because no matter how bad the situation... It will change”

-Anonymous-

**I dedicate this thesis
To my beloved parents and
To people who loves me**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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ABSTRACT

Musdalifah, 2017. An Error Analysis of English Preposition of Place in Writing Made by the Students at Eleventh Grade of SMA Negeri 2 Pinrang (A Descriptive Research). English Education Department Faculty of Teacher Training and Education, supervised by Erwin Akib and Nunung Anugrawati.

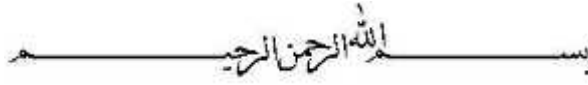
English language has four skills which are speaking, writing, reading and listening. Indonesia language learners consider writing skill is the most difficult in English, they tend to do errors when they write. The common error that committed by non-native speakers like Indonesia learners in their writing is preposition. In order to succeed the process of teaching and learning English, it is important for conducting error analysis to investigate students' error especially analyze students' error in using and writing preposition as one of evaluation way of learning process.

The objectives of this research were 1) to find out the types of errors of preposition of place in writing made by eleventh grade students of SMA Negeri 2 Pinrang, 2) to find out the dominant type of error of preposition of place in writing made by eleventh grade students of SMA Negeri 2 Pinrang. This research was a descriptive quantitative research which was describing the reality behind the phenomenon statically and descriptively. The sample was 36 students taken from 322 number of population by using simple random sampling. To collect the data of this research, the researcher asked students to compose a short text about "unforgettable experience" in ninety minutes.

This research analyzed the students' writing based on types of error. Meanwhile, the frequencies of error were calculated in percentage. This research revealed: The eleventh grade students of SMA Negeri 2 Pinrang as sample contributed three types of errors on the use of preposition of place in their writing, those were, (1) omission of preposition (8.98%), (2) insertion of preposition (29.49%), and (3) selection of incorrect preposition (61.53%). The researcher concluded that dominant type of error of this research was error of selection of incorrect preposition with the percentage 61.53% and the occurrence 48.

Keywords: *Error Analysis, Writing, Preposition*

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Makassar, Januari 2018

Musdalifah

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CHAPTER I

INTRODUCTION

A. Background

Language as a tool of communication cannot be separated from human life. According to Chomsky in Banga & Suri (2015: 182) language is used to deliver ideas, thoughts, feelings, and opinion to the world. Human being uses language, both in written and spoken form. In a wider scope, language functions as a means of international communication by at least two persons. In a smaller group whose members share the same language, for instance, there are likely no difficulties in using the language since the people involved in the process of communication are used to speaking their own native language. Otherwise if the people taking part in the conversation speak different languages, they must have difficulties or obstacles in getting along with each other. One of the problems to the difficulties is the language used.

Accordingly, they need a language which is understood by the two sides, the speaker and his or her counterpart. This fact will occur when the speakers are from different backgrounds of nations, races, and languages. In this case, the international languages are very badly needed, especially the international ones that are most widely spoken in the world. One of the languages, which are the most widely spoken in the world, is English.

English language has four skills which are speaking, writing, reading and listening. Those skills are divided into *receptive skills* 'i.e. listening and reading' and *production skills* 'i.e. speaking and writing' (Fachrurrazy, 2014:7). Indonesia language learners consider writing skill is the most difficult in English. Harmer in

Febriyanti and Sundari (2016:71) says students think too much in writing than in speaking. They examine their ideas and open some things that can help them in writing. So, it causes students lack of competence namely written that tends to do some errors. Tetreault and Chodorow as mentioned Arjan et al (2013:167) the common error that committed by non-native speakers in their writing is preposition. English preposition has own rule. That rule is rarely mastered by students because of low of knowledge.

Based on the theories above, the researcher concludes that error in using English preposition happens in learning process as students' error in their writing. In order to succeed the process of teaching and learning English, it is important for conducting error analysis to investigate students' error as one of the evaluation way in teaching and learning because it provides some 'information' for teacher itself to get new way of teaching (Jabeen et al. 2015:53). Hence English teachers can understand what they have to do to improve students' ability in learning especially in grammatical used of writing skill.

To sum up, the researcher took the title "*An Error Analysis of English Preposition of place in Writing Made by Students at Eleventh Grade of SMA Negeri 2 Pinrang in the Academic Year of 2017/2018*". The researcher chose SMA Negeri 2 Pinrang because some English teachers of SMA Negeri 2 Pinrang needed to know students' error in using preposition in sentence. Based on researcher' observation in Magang 1 and Magang 2, some students were still confused the usage of English preposition in category (*in*, *on*, and *at*). Hence, the researcher considered that it was important to investigate students' writing English preposition of place, because according to Corder in Hossain & Uddin, (2015: 3) native language is different from target language.

B. Research Questions

Based on the background above, the problem was formulated:

1. What was the type of Errors of English preposition of place in Writing made by the students at eleventh grade of SMA Negeri 2 Pinrang?"
2. What was the dominant type of error of English preposition of place in writing made by the students at eleventh grade of SMA Negeri 2 Pinrang?

C. Objectives of the Research

Based on the problem statements, the objectives of the research was to find out:

1. The type of error of English preposition of place in writing made by the students
2. The dominant type of error of English preposition of place in writing made by students at eleventh grade of SMA Negeri 2 Pinrang

D. Significances of the Research

The significances of the research as follow:

1. Theoretically

This research was expected to give information for English teacher and next researcher about students' error in writing English preposition

2. Practically

This research was expected by knowing the errors made by students, teacher may address those errors in order to help the students avoid problems in creating sentences.

E. Scope of the Research

This research applied a descriptive research under the discipline of English Language Teaching (ELT). The scope of English preposition was limited toward preposition of place. This research limited on the usage of preposition of place for the point itself categories (in, on, at) and function. This research took place at eleventh grade of SMA Negeri 2 Pinrang.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The previous related research findings are discussed as follows:

Ahmad et. al. (2011) who conducted study *Error Analysis: Learning Article and Prepositions among Secondary School in Pakistan* found that secondary school students faced more difficulties in learning prepositions as compare to articles. The students were confused while using prepositions in their writings.

Saravanan (2014) in his study *The Use of English Preposition: An Empirical Study* reported that Students undergraduate level at Tuticorin district found more difficulties in the use of prepositions of place and direction than preposition of time because of their mother tongue interference.

Chukwukaelo (2016) in his study “*Students’ Error in the Use of English Prepositon*”, found that many students at Federal Polytechnic, Oko, Nigeria make a lot of errors in their use of prepositions. Their use of English prepositions indicates that their knowledge of this syntactic class is low and prone to errors, errors involving omission of prepositions, wrong insertion of prepositions, redundant usage of prepositions and wrong choice of prepositions.

Anjayani (2016) in her study “*Error Analysis on the Use of Preposition in Students; Writing (A Case Study of Eleventh Grade Students of*

SMA Negeri 9 Semarang in the Academic Year of 2014/2015) found that there were 117 incorrect preposition usage. The most dominant errors was the use of preposition of place which was 66.67% or 78 errors. In general, those were mostly caused by interlingual transfer.

Utari (2017) conducted a descriptive qualitative study “*An Error Analysis on the Use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 BABAT TOMAN BUBA*”, found that eleventh grade students of SMAN 1 BABAT TOMAN BUBA contributed three types of error on the use of preposition in their narrative composition. Those were (1) omission 23.47%, (2) insertion 26.08%, and (3) selection 50.43% and the most frequent type of errors on the use of preposition was selection error with the occurrence 58 errors.

Regarding to previous related research finding above, students face difficulties in learning and using preposition especially preposition of place. Chukwukaelo focused to research issue, such as factor that causes error and kinds of error itself in using preposition but the researcher just focuses on dominant and type of error in using preposition of place in category *in*, *on* and *at*.

B. Error Analysis

According to Crystal in Al-Bayati (2013:47) error analysis is a technique for identifying, classifying and systematically interpreting the mistakes made by someone learning a foreign language, using any of the principles and procedures provided by linguistics. Error analysis also is a means of describing the learner's knowledge of the target language at any particular moment in his learning in order to

relate this knowledge to the teaching he has been receiving. Brown in Amara (2015:60) states error analysis is the process to observe, analyze, and classify the deviations of the rule of the second language and then to reveal the systems operated by learner.

Another definition, Richards in Fitriyani (2013: 12) says that error analysis is the study of error made by the second and foreign language learner. Error analysis may be carried out in order to (a) find out how well someone knows language, (b) find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

1. Differences between Error and Mistake

When learn about error, it cannot be separated from learning about mistake. Error and mistake are different but some people still misunderstand about both. Khan and Khan (2016:232-233) state an error is incomplete the use of language items (i.e. vocabulary and grammar rules) in learning English. In other literature, Norrish in Wahyuni, (2014:2) states that error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. Based on the explanation, can be concluded that error is related with the knowledge and understanding of students about the target language. Errors show conclusively that learners do not simply memorize target language rules and then reproduce them in their own.

According Corder in Fitriyani (2013:14) associates errors with failures in competence and mistake with failure in performance. Mistake refers to performance of error that is a failure to utilize a known system correctly by the native speakers; resulting from memory mistakes, physical condition, such as

tiredness and psychological condition, such as strong emotion. Mistake is also characterized as unsystematic deviation or inconsistent deviation. In this case the learner has been taught the right form of the language, sometimes the students get it right but sometimes he makes a mistake and uses the wrong form.

Erdogan in Khurriyati (2013:9), a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistake can be self corrected when attention is called. In other words, a mistake is a slip that the learner can self correct whereas an error is what a learner cannot self-correct. From those definitions above, the researcher can also conclude that a mistake is just a slip that the learner forgets the right form. Meanwhile, an error is a deviation made by the learner who does not know the rule and make it repetitively.

2. Types of Error

Errors can be described in two terms: systematic and non-systematic. As Brown and Richards in Uddin and Alam (2015:88) point out systematic errors are the sorts of errors we might expect from anyone learning English as a second language and also persist or recur within any group of learners. Error under the category of systematic errors seems to occur in case which learners reveal more consistency in producing the second language and when learners produce incorrect language because they do not know the correct form. Then, non-systematic errors are errors that produced by the slips-failures to utilize known system correctly of the tongue or pen caused by psychological conditions.

Uddin and Alam (2015:88) find three types of errors that regarding the use of preposition in the writings of English Bangali learners:

a. Omission of preposition

The learners drop using any preposition that is necessary for the correct interpretation of the sentence. For instance:

- 1) They are going university
- 2) He wakes up 5 o'clock in the morning
- 3) She is laughing me

b. Insertion of preposition

The learners include a preposition that should not be used in a sentence. For example:

- 1) I am going to home
- 2) He has described about the accident
- 3) We reached at the station at 5 p.m

c. Selection of incorrect preposition

In selection of incorrect preposition, the learners supply prepositions in their sentences which are not appropriate. For example:

- 1) I came here in the 15th of July.
- 2) I came in Campus at 10 o'clock.
- 3) He prevented me to go there

C. Writing

There are four English language skills that should be taught to the learner. The four English language skills are listening, reading, speaking and writing. Writing

is one of English language skills, it has many subject matters. In this chapter, the researcher tries to explain the definition of writing and the purpose of writing.

1. Definition of writing

Some definitions are given by linguist about writing. According to Stubbs in Herlina (2011:6) writing is a physical act, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. It means that writing is an activity that needs much practice and energy. To be good writer, students should practice and try write and to increase their capability.

Sometime teacher feels difficult to ask the students to write. In fact, writing is more complicated because writing needs many aspects not only grammatical and vocabulary but more. It is just as Cooper in Febriyanti and Sundari (2016:72) said, "Writing is complex process and such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage". From the explanation, it can be concluded that the students can learn writing although it is complicated.

The statements above are different from Meyers in Yusuf (2014: 7) states that writing is an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Means that, the important thing of writing for students is to express their feelings and produce in their own language on the paper. The students hopefully can convey their ideas, feelings, desires and knowledge by writing.

Considering definitions above, the researcher concludes that writing is a complicated activity which needs full of concentration and knowledge about what we are going to write. However, writing can be learnt by everyone by much practicing and reading a lot of books to get inspiration to write.

2. Purpose of Writing

There are some purposes given by some linguist in writing. According to Ur (2003:163) the purpose of writing, in principle is the expression of ideas, the conveying of messages to the reader; so the ideas themselves should arguably be seen as the most important aspect the writing. From the statement, it can be known that the purpose of writing is to express people's ideas in written form and to carry the messages to the reader.

While According to Dietsch (2003:4-5) the general purpose of writing may be primary to inform, to persuade, to express, and to entertain. The specific purpose involves responding to a certain need for writing. It can be inferred that there are two purposes in writing; the general and the specific purposes. The general purpose is to convince the reader about something by informing, persuading, expressing, and entertaining something. The specific purpose is depending on someone who writes the written.

From both of information above, the researcher can conclude that the purpose of writing is to state someone's ideas and his or her messages in written form. It can be to persuade something, give information, and express someone's feelings or to share experience.

D. Component of English Preposition of Place

Wren and Martin (2000:128) defined preposition is a word placed before a noun or pronoun to show in what relation the person or thing denote by it stands in regard to something else. The noun or pronoun which is used with a preposition is called objects.

However preposition as well as conjunction is different from other part of speech in that: (1) each is composed of small class of words that have no

formal characteristic endings; (2) each signal syntactic structures function as one of the other part of speech.

1. Function

Wren and Martin as mentioned Bilal et al. (2013: 562) classify preposition has two functions:

- a. Preposition is to connect the noun (all type of nouns) to the rest of sentence
- b. Preposition is specify the position of the nouns (persons or objects)

2. Prepositions of place: at, in, on

According to Leech and Svartvik in Arjan et al. (2013:170-171), place prepositions are prepositions that are used to describe the place or position of all types of nouns. It is common for the preposition to be placed before the noun. When we refer to place prepositions, we usually refer to *in*, *at* and *on*.

a. Preposition of place *in*

In is usually used to state that someone or something is in a (the boundaries can be physical or virtual place). In general, we use *in* for an enclosed space: in the garden, a country, a town, a building, a room. Preposition *In* means inside only. According to Leech and Svartvik in Arjan et al. (2013:170-171), the functions of preposition of place *in* are:

- 1) A continent, a country, a state, a city, a town.

Examples: She lives *in* California.

She lives *in* San Francisco.

2) A room, an area of a room

Examples: She is *in* the kitchen, in the corner.

Our theater seats are *in* the balcony.

3) A comfortable chair

Example: He sat in the chair and watched television.

4) The water, the air, the environment

Examples: They are swimming *in* the water.

There is pollution *in* the air.

5) The center, the middle

Example: Our house is *in* the center of the town.

6) The north/south/east/west.

Example: New England is *in* the north of the United States.

7) A bodily attack

Example: The stone hit me *in* the face.

8) A vehicle one cannot walk around in it

Example: Ride *in* the car with us.

9) Print medium

Example: Read the articles *in* the newspaper.

b. Preposition of place On

On is usually used to state someone or something is on top of a surface. In general on for a surface: on the wall, on the floor, on

the door, on the cover, a street, a desk, a ceiling. Leech and Svartvik in Arjan et al. (2013:170-171), the functions of preposition of place *on* are:

- 1) A street, a floor

Examples: She lives *on* a Oak Street.

She lives *on* the fourth floor.

- 2) An outside area

Examples: He is standing *on* the corner.

He has an outdoor grill *on* the balcony.

- 3) A straight chair, a sofa, a couch

Examples: He sat *on* the chair and ate the dinner.

We sat *on* the sofa and watched television.

- 4) Facing a coast, a beach

Example: The house is *on* the beach.

- 5) The side, left, right, surface

Example: the market is *on* the right side of the hospital.

- 6) The north side/south side/east side/west side

Example: Our house is *on* the south side of town.

- 7) The surface of the body

Example: He has a scratch *on* his arm.

- 8) A vehicle one can walk around on it

Example: Ride *on* the bus with us.

An individual vehicle (horses, bicycle)

Examples: He came over *on* his bike.

9) An electronics medium

Examples: The file is safe *on* the computer.

c. Preposition of place *at*

At is usually used to state something or someone is at a specific place. In general, we use *at* for a point: at the corner, at the bus stop, at the station, at the top of page, at the end of the road. According to Frank in Yuliani (2011:12), the functions of preposition of place *at* are:

1) A building, a house or apartment number

Example: She lives *at* the 1260 Oak Street.

At home: in one's own house

At work: at one's job

At school: attending school

At church: attending church services

2) A work area inside

Example: She is *at* the kitchen sink.

3) The coast, the beach

Example: The whole family is *at* the beach.

4) The beginning, start, end

Example: Our house is *at* the end of the street

E. Conceptual Framework

The conceptual framework underlying this research is shown in the following figure.

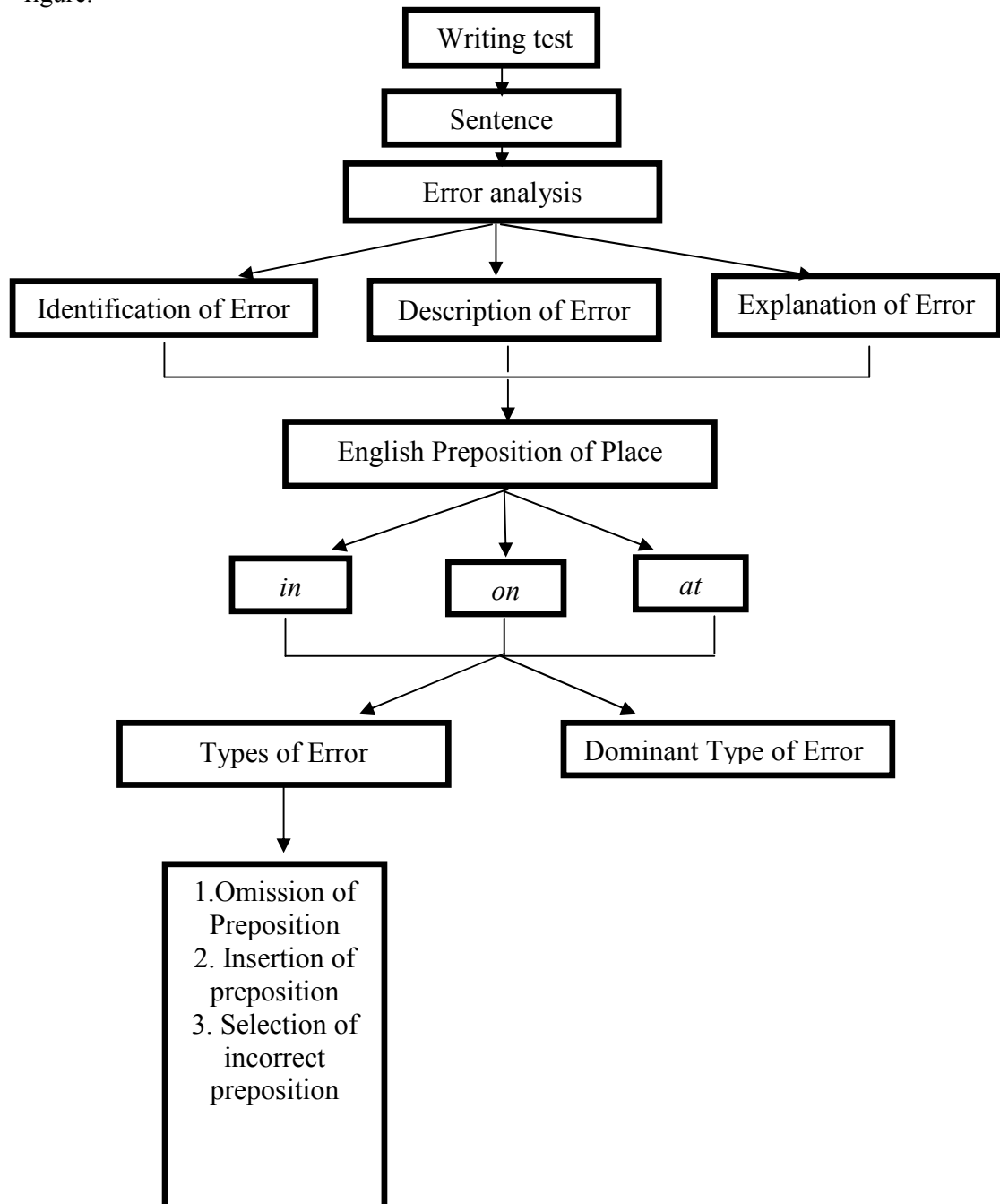


Figure 2.1 Conceptual Framework

Based on the conceptual framework, the researcher used the test to examine the students' error of English preposition of place. The kind of writing test in this research was writing test. The researcher focused to analyze students' error in using and writing English preposition of place (*in*, *on*, and *at*). The students' writing were analyzed by using error analysis method (identify, describe, and explain the students' error). The types of error were omission of error, insertion of error, and selection of error. So, the outputs of this research were the types of error and the dominant type of error on the use preposition of place.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, quantitative descriptive method was used to analyze the error English preposition of place made by students at second grade of SMA Negeri 2 Pinrang. According to Gay, et al. (2006:159) descriptive research also referred to as survey research, determined and described the way things were. Therefore the researcher considered to use quantitative descriptive method in order to describe students' error by statistical data.

B. Variable and Indicator

1. Variable

The variable of this research was the students' error in writing English preposition of place.

2. Indicator

The indicator of this research was misuse of English preposition of place (*in, on & at*)

C. Population and Sample

1. Population

In this research the researcher took the eleventh grade students of SMA Negeri 2 Pinrang as a population. The eleventh grade students of SMA Negeri 2 Pinrang had nine classes and 322 students. It was described by the following table.

Table 3.1 Population of Eleventh grade of SMA Negeri 2 Pinrang

Class	Population
XI MIPA 1	35
XI MIPA 2	38
XI MIPA 3	36
XI MIPA 4	33
XI MIPA 5	39
XI IPS 1	37
XI IPS 2	34
XI IPS 3	35
XI IPS 4	35
Total	322

(Source: administration of SMA Negeri 2 Pinrang)

2. Sample

The researcher used simple random sampling technique. The researcher chose the students' at eleventh grade of SMA Negeri 2 Pinrang based on attendance list in the classroom and took 10% from every class. The students chosen became a sample because the students have different knowledge especially about English preposition of place *in*, *on*, and *at*. This was the table of sample:

Table 3.2 Sample of the Research

Class	Random Sampling	Sample
XI MIPA 1	10%	4
XI MIPA 2		4
XI MIPA 3		4
XI MIPA 4		4
XI MIPA 5		4
XI IPS 1		4
XI IPS 2		4
XI IPS 3		4
XI IPS 4		4
Total			36

D. Research Instrument

The instrument of this research was writing test. The form of writing test was an essay question which the students organized, interpreted, or associated their knowledge. Writing test aimed to find out the data about students' error in using English preposition of place in sentence made by students.

E. Procedure of Data Collection

To collect the data, the researcher did some steps as follows:

1. Entered every class and chose students became sample based on attendance.
2. Distributed the test paper
3. Told the instruction of question
4. Answered the question

5. Collected the test paper or students' answer

Answered the question was not easy process for the students' eleventh grade. Moreover, the time for conducting activity was 90 minutes which took one meeting of English subject at school. It should be enough to compose a short paragraph about "Unforgettable Experience".

F. Technique of Data Analysis

According to Corder in Febriyanti and Sundari (2016: 73) there are 3 steps to analyze data in error analysis that consist of:

1. Identification of errors

The identification of error involved a comparison between students' sentences and native speaker's sentence in the same context. Then, the researcher identified which part of students' sentences was different from the reconstructed version.

2. Description of errors

The description of errors employed either linguistic taxonomy or surface structure taxonomy to describe the differences between students' sentences and native speaker's sentence. In this step, the researcher described students' sentences and the native sentence.

3. Explanation of errors

Explaining errors consisted of classified the error made by the students and analyzed the error into some types. To analyse the students' error in using preposition of place, the researcher used quantitative (statistical). After, the researcher gave the test to the students and from this test, there was data collection. The researcher grouped the wrong answer they made. From that data, the researcher analyzed, and there was data analysis to come to conclusion. To

count the student's error in percentage used Sudijono's formula in Wahyuni, et al. (2014:4):

$$P = \frac{F}{t} 100\%$$

By which:

P = percentage

F = frequency of error

t = number of cases (number of frequency / number of individual)

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The findings of this research covered the description of students' errors in writing. In the discussion part, the researcher presented interpretation of the findings. To know the result of the test, the researcher made the table of students' errors that was taken from data analysis. The data consisted of the recapitulation of the students' errors classified based on the type of error. The result of data analysis found there were 78 errors which were made by the eleventh grade students of SMA Negeri 2 Pinrang and the dominant type of error was error of selection.

1. The Type of Errors of English Preposition of Place in Writing Made by Students

After collecting the data from students, researcher analyzed, underlined, and identified students' sentences that contained preposition of errors. The result of data revealed that there were three types error of preposition which was committed by students. The students' errors of preposition in writing were obtained into table, as follows:

Table 4.1 Total of the Students' Error

Types of Preposition	Types of Error			Total
	OP	IP	SIP	
<i>In</i>	5 (6.42%)	15 (19.22%)	14 (17.95%)	78 (100%)
<i>On</i>	-	5 (6.42%)	6 (7.7%)	
<i>At</i>	2 (2.56%)	3 (3.85%)	28 (35.88%)	
Total	7 (8.98%)	23 (29.49%)	48 (61.53%)	

Notes: OP= Omission of Preposition, IP= Insertion of Preposition,
SIP=Selection of Incorrect Preposition

Based on table 4.1, the greatest number of errors is error of selection preposition with the percentage 61.53%. Then below the greatest number is error of insertion preposition 29.49%. The smallest number of error is error of omission 8.98%.

There were 78 preposition errors found in students' writing. The errors were classified based on Uddin and Alam's classification (2015), they were; omission, insertion, and selection. There were 7 errors that were found in *omission*, 23 errors that were found in *insertion*, and 48 errors that were found in *selection*.

a. Omission of Preposition

There were 7 errors found in omission. Students did not put preposition (*at*, *in*, and *on*) in their sentences so it was categorized as error of omission. From all 7 errors, 5 errors were found on the use of *in*, 2 errors were found on the use of *at*. These errors showed that students were not able to put preposition at and in. It should be noticed and reflected that most of students made errors in the sentence, one of the example is "*Game started at 03.30 at the stadium Massepe small* Pinrang district*" instead of "*Game started at 03.30 at the stadium Massepe small in Pinrang district*". It indicated that the agent contributed omission of preposition *in*. All of those omissions of preposition errors could be seen in the following table 4.2:

Table 4.2 Percentage of Omission of Preposition

No	Types of Preposition of place	Sum of Error	Percentage
1	<i>In</i>	5	6.42%
2	<i>on</i>	-	0%
3	<i>At</i>	2	2.56%
Total		7	8.98%

b. Insertion of Preposition

There were 23 errors found insertion. From all 23 errors, 15 errors were found on the use of *in*, 5 errors were found on the use of *on*, and 3 errors were found on the use of *at*. These errors showed that students put some preposition were not need. For example, the students putting preposition “at” in the sentence “*At there, I always playing with my friends....*” instead of “*there, I always playing with my friends....*”. It shows where something happened and preposition at not needed, because there had explain the point. All of those insertions of preposition errors could be seen in the following table 4.3

Table 4.3 Percentage of Insertion of Preposition

No	Types of Preposition of place	Sum of Error	Percentage
1	<i>In</i>	15	19.22%
2	<i>on</i>	5	6.42%
3	<i>At</i>	3	3.85%
Total		23	29.49%

c. Selection of Incorrect Preposition

There were 48 errors found insertion. From all 48 errors, 14 errors were found on the use of *in*, 6 errors were found on the use of *on*, and 28 errors were found on the use of *at*. Those errors showed that the students

choosing of incorrect prepositions. The students were confused put the appropriate preposition. For example, “*On Sunday, my family and I go to grandma’s village at Sidrap*” instead of “*On Sunday, my family and I went to my grandma’s village in Sidrap*”. It was wrong because Sidrap is a district so it must use *in*. All of those selections of incorrect preposition errors could be seen in the following table 4.4

Table 4.4 Percentage of Selection of Incorrect Preposition

No	Types of Preposition of place	Sum of Error	Percentage
1	<i>In</i>	14	17.95%
2	<i>on</i>	6	7.7%
3	<i>At</i>	28	35.88%
Total		48	61.53%

2. The Dominant Error of English Preposition of Place in Writing Made by Students

From the findings, the error of selection was the dominant error that students committed in their writings. It could be seen by the following table:

Table 4.5 Percentage of Error

No	Types of Error	Sum of Error	Percentage
1	OP	7	8.98%
2	IP	23	29.49%
3	SIP	48	61.53%
Total		78	100%

Notes: OP= Omission of Preposition
 IP= Insertion of Preposition
 SIP=Selection of Incorrect Preposition

Based on the table 4.5, the greatest number of errors is selection of incorrect preposition with the percentage 61.53%. Then below the greatest number is insertion of preposition 29.49%. The smallest number of error is error of omission of preposition 8.98%.

B. DISCUSSION

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' errors on the use preposition of place *in*, *on*, and *at* in writing. The eleventh grade students of SMA Negeri 2 Pinrang contributed three types of errors on the use of preposition of place in their writing, those were, (1) omission of preposition (8.98%), (2) insertion of preposition (29.49%), and (3) selection of incorrect preposition (61.53%). This research revealed that the dominant preposition error was selection of incorrect preposition with the occurrence 48 errors (61.53%). Selection of incorrect preposition is marked by the supply prepositions in their sentences which are not appropriate in line with Uddin and Alam (2015:88).

The finding was similar as what found in the research conducted by Utari (2017) that showed selection of incorrect preposition became the most frequent type of errors with the frequency 50.43%. In this research, selection of incorrect preposition happened in preposition of place (*in*, *on*, and *at*). As Tetreault and Chodorow (2008:865) state that the selection of a preposition for a given context also depends upon the intended meaning of the writer ("we sat at beach", "on the beach", "near the beach", "by the beach"). Selecting the right preposition is the particularly difficult challenge learner of English as second language (ESL) as cited by Tetreault et al. (2010: 353). Meanwhile, Huang et al. (2016: 890) argue that the ambiguity of preposition selection not only causes confusion to non-native learners, but also makes challenge in natural language processing.

Furthermore, these findings were also similar with the research by Tahaineh (2010). The research was conducted in Jordanian University, Jordan, Arab. This research found substitution errors or error selection of incorrect preposition as the highest percentage with the frequency 78%. The preposition proven to be the most common in use and the most difficult one for the learners in this research is preposition *at*. The majority of errors are the result of the learners' mother tongue interference as the major source. It was supported by Uddin and Alam (2015:87) who stated the importance of using appropriate preposition cannot be ignored. They also mentioned the most of times the wrong use of prepositions changes the meaning of a sentence.

In fact, some of the students did the error of using preposition, whether in preposition *in*, *on*, and *at*. Therefore, the students confused choosing the right preposition because for the second language learner, prepositions can be perceived as one of difficult topics to be mastered (Arjan et al. 2013:167). According to Uddin and Alam (2015:89), that is called interference, which becomes one of the sources of the errors in the second language. They also stated that when learners make errors because of the first language, those are known as interlingual errors.

From all discussions above, it can be summarized that the eleventh grade students of SMAN Negeri 2 Pinrang who learn English as foreign language tend to supply prepositions in their sentences which are not appropriate because non-native learners and it was a challenge in natural language processing. Moreover, for the second language learner, preposition can be

perceived as one the difficult topics to be mastered. Thus, the teachers pay more serious attention to the most serious problems because solving these problems would hasten the students' progress in writing to be better. Furthermore, it was highly important to teach prepositions first, as it was the most dominant, giving more attention to preposition and presenting the central meaning of each preposition.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After finishing the research, the researcher drew some conclusions. The conclusions were based on the result of the writing test about students' errors of using preposition of place as follow:

1. The eleventh grade students of SMA Negeri 2 Pinrang as sample contributed three types of errors on the use of preposition of place in their writing, those were, (1) omission of preposition (8.98%), (2) insertion of preposition (29.49%), and (3) selection of incorrect preposition (61.53%).
2. This research revealed that the dominant type of error on the use of preposition of place contributed by the eleventh grade students of SMA Negeri 2 Pinrang on their writing was selection of incorrect preposition with the occurrence 48 errors (61.53%). Selection errors indicated that students faced some difficulties in using preposition and it also implied that the students supplied preposition of place in their sentences which are not appropriate.

B. Suggestion

In order to decrease the students' error in writing, the researcher put forward some suggestion as follows:

1. For English teacher, it was expected to give further corrections and clear explanations toward students' errors during learning process in learning English especially grammar. Moreover the teacher should give the students more comprehension in writing and also putting the use of right preposition. The teacher might really focus on the use of preposition especially in selection in right

preposition since the finding of this research showed that the students did that type of errors the most in selection of incorrect preposition of place.

2. For Students, it was expected to practice more in using preposition of place in their writing especially in selecting the appropriate preposition. The students might do more exercise for making sure their comprehension in using preposition of place in their writing. Meanwhile, it would be better for the students to know the types of preposition of place in accordance with its use. It could improve the students' knowledge and also their skills in selecting the appropriate preposition of place when they write.
3. For other researchers, in order to improve teaching and learning process at senior high schools, the researcher hoped that there would be research focusing on the analysis on factors affecting the students' weakness on the use of preposition in writing and also hoped other researches to be able to find learning strategy to improve the use of preposition.

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APPENDICES

Appendix A

Classification of Students' Errors

No	Identified Sentence and Phrase		Types of Error
	The Wrong Sentences	The Correct Sentences	
1	....we went to festival Tunas Kelapa in STAIN Pare-pare	.... we joined Tunas Kelapa Festival at STAIN Pare-pare	Selection
2	On Sunday, my family and I go to grandma's village at Sidrap	On Sunday, my family and I went to grandma's village in Sidrap	Selection
3	I very happy in there....	I was very happy there	Insertion
4	In the Lasinrang park, we saw....	At the Lasinrang park, we saw....	Selection
5-6	We waited at * Firdaus* park around 30 minute....	We waited for ¹⁾ Firdaus at ²⁾ the park around 30 minutes....	1) Selection 2) Omission
7	When in the middle of the journey one of my friends ran out of petrol.	When the middle of the journey, one of my friend run out of petrol.	Insertion
8	So that he should be in pushed into the seller....	So that, he should be pushed into the seller....	Insertion
9	We spend the day in the beach with happiness	We spent the day at the beach happily	Selection
10	I played basketball with my friend in my school basketball hall	I played basketball with my friend at my school's basketball court	Selection
11	At there, I always playing with my friends....	There, I played with my friends....	Insertion
12	We played in the river for many hours.	We played at the river for many hours.	Selection
13	In home I got angry from my mother...	At home, my mother got angry at me	Selection
14	Playing in the river is dangerous.	Playing at the river is dangerous.	Selection
15	.... we never play in the river,	.... we never play at the river,	Selection
16-17	I play football with my friend in Stadium Massepe small Pinrang district.	I play football with my friend at ¹⁾ Massepe Stadium ²⁾ in Pinrang district.	1) Selection 2) Omission
18	Game started at 03.30 at	Game started at 03.30 at	Omission

	the stadium Masepe Pinrang.	Masepe stadium <u>in</u> Pinrang.	
19-20	Me and my friend went on ¹⁾ a farewell show on the Puncak Bila waterpark.	My friend and I went ¹⁾ a farewell show at ²⁾ the Puncak Bila waterpark.	1) Insertion 2) Selection
21	I like to play football in there because....	I liked to play football there because....	Insertion
22	.... and order me to be center back.	.... and ordered me to be in the center back.	Omission
23	I was on playing football in Kaballangan	I was playing football in Kaballangan	Insertion
24	I was happy to be going <u>to</u> the beach with my mother back then.	I was happy to go <u>at</u> the beach with my mother, then back.	Selection
25	I went holiday in aunt's house <u>at</u> bantaeng.	I went holiday in my aunt's house <u>in</u> Bantaeng.	Selection
26	The trip at pinrang strive at bantaeng was so far.	The trip from Pinrang to Bantaeng was so far.	Selection
27	My family and I vacationed <u>to</u> my father's clove garden which is in Siwa.	My family and I took holiday <u>at</u> my father's clove garden which is in Siwa.	Selection
28	...., but it is not makes me bored while <u>on</u> the bus.	...., but it is not makes me bored while <u>in</u> the bus.	Selection
29	..., I played basketball with my friends <u>in</u> my school basketball hall.	..., I played basketball with my friends <u>at</u> my school's basketball court.	Selection
30	...., my own unforgettable experience is <u>in</u> white sand.	...., my own unforgettable experience is <u>at</u> white sand.	Selection
31	.... and situation <u>in</u> white sand has panorama, ...	.... and situation <u>of</u> white sand has panorama, ...	Selection
32	Beside, on * white sand has panorama, water clear, ...	Beside, white sand has panorama, clear water, ...	Insertion
33	Because nothing People live <u>at</u> the island	Because nobody People lived <u>on</u> the island	Selection
34	After we arrive <u>on</u> the Dato Beach.	After we arrived <u>at</u> Dato Beach.	Selection
35	Then, I and my family	Then, my family and I	Selection

	eat together <u>on</u> the beautiful house on the Dato Beach.	ate together <u>in front of</u> the beautiful house on the Dato Beach.	
36	I just stayed <u>in</u> my home	I just stayed <u>at</u> my home	Selection
37	.... and clean up bedroom with in* my home	.... and clean up my bedroom then my house.	Insertion
38	Having arrived <u>at</u> uncle's house, we were greeted by...	Arrived <u>in</u> uncle's house, we were greeted by...	Selection
39	When I was in* the eleventh grade.	When I was eleventh grade.	Insertion
40	When we arrived <u>in</u> the beach	When we arrived <u>at</u> the beach	Selection
41	.... and while enjoying condition <u>in</u> Makassar city.	.... and while enjoying atmosphere <u>of</u> Makassar city.	Selection
42	.... I invited my mother to walk <u>to</u> the mall to shop ....	.... I invited my mother to walk <u>at</u> the mall for shopping	Selection
43	.... we also spend time to shop even though my time there in* only 20 days.	.... we also spent time to shop even though my holiday was only 20 days.	Insertion
44	One of this is Kilometer Sebelas <u>at</u> Poso	One of that was Kilometer Sebelas <u>in</u> Poso	Selection
45	I spend one day <u>in</u> Kilometer Sebelas.	I spent a day <u>at</u> Kilometer Sebelas.	Selection
46	I saw the wonderful view <u>in</u> the mountain.	I saw the wonderful view <u>of</u> the mountain.	Selection
47	After that, we went to bath <u>in</u> the beach together.	After that, we went to bath <u>at</u> the beach together.	Selection
48	When we arrived <u>at</u> the island ...	When we arrived <u>in</u> the island	Selection
49	... she really wanted to go to the water-boom Polman.	... she really wanted to go the water-boom in* Polman.	Omission
50	When I was a grade 1 senior high school.	When I was tenth grade at* senior high school.	Omission
51	In there, I in* invite my sister to watch competition.	There, I invited my sister to watch competition.	Insertion
52	When we stroll <u>at</u> Maros,	When we strolled <u>in</u>	Selection

	....	Maros,	
53	... and I arrived <u>at</u> Polman at 17.50 p.m	... and I arrived <u>in</u> Polman at 17.50 p.m	Selection
54	When we signed in* there.	When we signed there.	Insertion
55	...., my brother help me to put my clothes <u>on</u> the cupboard.	...., my brother helped me to put my clothes <u>in</u> the cupboard.	Selection
56	In* there, I must keep my grandmother.	There, I must keep my grandmother.	Insertion
57	My brother invite me goes <u>to</u> Amal Beach.	My brother invited me to go <u>at</u> Amal Beach.	Selection
58	At* there, we can ate coconut.	There, we can eat coconut.	Insertion
59-60	I had visited in ¹⁾ the water-park nature at ²⁾ wasponda, east luwu.	I had visited the water-park nature <u>in</u> wasponda, east luwu.	1) Insertion 2) Selection
61	I visited to the beach at* Salonsa Beach	I visited Salonsa Beach.	Insertion
62	I spent my time <u>in</u> the beach	I spent my time <u>at</u> the beach	Selection
63	I was reading <u>on</u> my house.	I was reading <u>in</u> my house.	Selection
64	We also took many picture <u>on</u> the some animals in the zoo.	We also took many pictures <u>of</u> some animals in the zoo.	Selection
65	I hope I can go <u>at</u> Bali again	I hope I can return <u>in</u> Bali again	Selection
66	... we were searching homestay at* around Toraja city	... we were searching homestay around Toraja city	Insertion
67-68	... my family and I got homestay ¹⁾ Lolai Lempe, in ²⁾ there very cold .....	... my family and I got homestay in Lolai Lempe. There, the atmosphere was so cold	1) Omission 2) Insertion
69	... our teacher brought us went to on* the big canteen.	... our teacher brought us to go the big canteen.	Insertion
70	... who are <u>on</u> the ship to be brought to the mainland.	... who are <u>in</u> the ship to be brought to the mainland.	Selection
71	I and my family went on vacation <u>to</u> Tanjungbira.	My family and I went on vacation <u>at</u> Tanjungbira.	Selection

72	We enjoyed the beauty of Tanjungbira at night <u>by</u> the beach.	We enjoyed the beauty of Tanjungbira at night <u>on</u> the beach.	Selection
73	I was amazed by the beautiful scenery <u>at</u> waterfall, ...	I was amazed the beautiful scenery <u>of</u> waterfall, ...	Selection
74	Arriving <u>in</u> the school my sister, she is running entering her school.	Arriving <u>at</u> the school, my sister is running to enter her school.	Selection
75	Then <u>in</u> the left side of street I see ...	Then <u>on</u> the left side of street I saw ...	Selection
76-77	In ¹⁾ the school have many student, but on ²⁾ my classroom just little student.	The school had many students, but my class just had little student.	1) Insertion 2) Insertion
78	... eating on* under the tree together.	... eating under the tree together.	Insertion

Appendix B

Omission of Preposition

No	Identified Sentence and Phrase	
	The Wrong Sentences	The Correct Sentences
1	We waited at* Firdaus* park around 30 minute....	We waited for Firdaus at* the park around 30 minutes....
2	I play football with my friend in Stadium Masepe small Pinrang district.	I play football with my friend at Masepe Stadium in* Pinrang district.
3	Game started at 03.30 at the stadium Masepe Pinrang.	Game started at 03.30 at Masepe stadium in* Pinrang.
4	.... and order me to be center back.	.... and ordered me to be in*the center back.
5	... she really wanted to go to the water-boom Polman.	... she really wanted to go the water-boom in* Polman.
6	When I was a grade 1 senior high school.	When I was tenth grade at* senior high school.
7	... my family and I got homestay Lolai Lempe, in* there very cold .....	... my family and I got homestay in* Lolai Lempe. There, the atmosphere was so cold

$$P = \frac{F}{f} 100\%$$

$$P = \frac{7}{78} 100\% = (8.98\%)$$

Appendix C

Insertion of Preposition

No	Identified Sentence and Phrase	
	The Wrong Sentences	The Correct Sentences
1	I very happy in there....	I was very happy there
2	When in the middle of the journey one of my friends ran out of petrol.	When the middle of the journey, one of my friend run out of petrol.
3	So that he should be in pushed into the seller....	So that, he should be pushed into the seller....
4	At there, I always playing with my friends....	There, I played with my friends....
5	Me and my friend went on* a farewell show on the Puncak Bila waterpark.	My friend and I went a farewell show at the Puncak Bila waterpark.
6	I like to play football in there because....	I liked to play football there because....
7	I was on playing football in Kaballangan	I was playing football in Kaballangan
8	Beside, on * white sand has panorama, water clear, ...	Beside, white sand has panorama, clear water, ...
9	.... and clean up bedroom with in* my home	.... and clean up my bedroom then my house.
10	When I was in* the eleventh grade.	When I was eleventh grade.
11	.... we also spend time to shop even though my time there in* only 20 days.	.... we also spent time to shop even though my holiday was only 20 days.
12	In there, I in* invite my sister to watch competition.	There, I invited my sister to watch competition.
13	When we signed in* there.	When we signed there.
14	In* there, I must keep my grandmother.	There, I must keep my grandmother.
15	At* there, we can ate coconut.	There, we can eat coconut.
16	I had visited in* the water-park nature at wasponda, east luwu.	I had visited the water-park nature <u>in</u> wasponda, east luwu.
17	I visited to the beach at* Salonsa Beach	I visited Salonsa Beach.
18	... we were searching homestay at* around Toraja city	... we were searching homestay around Toraja city
19	... my family and I got homestay Lolai Lempe, in * there very cold .....	... my family and I got homestay in Lolai Lempe. There, the atmosphere was so

		cold
20	... our teacher brought us went to on* the big canteen.	... our teacher brought us to go the big canteen.
21- 22	In* the school have many student. but on* my classroom just little student.	The school had many students, but my class just had little student.
23	... eating on* under the tree together.	... eating under the tree together.

$$P = \frac{f}{t} \cdot 100\%$$

$$P = \frac{23}{78} \cdot 100\% = (29.49\%)$$

Appendix D

Selection of Incorrect Preposition

No	Identified Sentence and Phrase	
	The Wrong Sentences	The Correct Sentences
1	....we went to festival Tunas Kelapa <u>in</u> STAIN Pare-pare	.... we joined Tunas Kelapa Festival <u>at</u> STAIN Pare-pare
2	On Sunday, my family and I go to grandma's village <u>at</u> Sidrap	On Sunday, my family and I went to grandma's village <u>in</u> Sidrap
3	In the Lasinrang park, we saw....	At the Lasinrang park, we saw....
4	We waited <u>at</u> Firdaus park around 30 minute....	We waited <u>for</u> Firdaus at the park around 30 minutes....
5	We spend the day <u>in</u> the beach with happiness	We spent the day <u>at</u> the beach happily
6	I played basketball with my friend <u>in</u> my school basketball hall	I played basketball with my friend <u>at</u> my school's basketball court
7	We played <u>in</u> the river for many hours.	We played <u>at</u> the river for many hours.
8	<u>In</u> home I got angry from my mother...	<u>At</u> home, my mother got angry at me
9	Playing <u>in</u> the river is dangerous.	Playing <u>at</u> the river is dangerous.
10	.... we never play <u>in</u> the river,	.... we never play <u>at</u> the river,
11	I play football with my friend <u>in</u> Stadium Masepe small Pinrang district.	I play football with my friend <u>at</u> Masepe Stadium in Pinrang district.
12	Me and my friend went on a farewell show <u>on</u> the Puncak Bila waterpark.	My friend and I went a farewell show <u>at</u> the Puncak Bila waterpark.
13	I was happy to be going <u>to</u> the beach with my mother back then.	I was happy to go <u>at</u> the beach with my mother, then back.
14	I went holiday in aunt's house <u>at</u> bantaeng.	I went holiday in my aunt's house <u>in</u> Bantaeng.
15	The trip at pinrang strive <u>at</u> bantaeng was so far.	The trip from Pinrang <u>to</u> Bantaeng was so far.
16	My family and I vacationed <u>to</u> my father's clove garden which is in Siwa.	My family and I took holiday <u>at</u> my father's clove garden which is in Siwa.
17	...., but it is not makes me bored while <u>on</u> the bus.	...., but it is not makes me bored while <u>in</u> the bus.

18	..., I played basketball with my friends <u>in</u> my school basketball hall.	..., I played basketball with my friends <u>at</u> my school's basketball court.
19	..., my own unforgettable experience is <u>in</u> white sand.	..., my own unforgettable experience is <u>at</u> white sand.
20	... and situation <u>in</u> white sand has panorama, ...	... and situation <u>of</u> white sand has panorama, ...
21	Because nothing People live <u>at</u> the island	Because nobody People lived <u>on</u> the island
22	After we arrive <u>on</u> the Dato Beach.	After we arrived <u>at</u> Dato Beach.
23	Then, I and my family eat together <u>on</u> the beautiful house on the Dato Beach.	Then, my family and I ate together <u>in front of</u> the beautiful house on the Dato Beach.
24	I just stayed <u>in</u> my home	I just stayed <u>at</u> my home
25	Having arrived <u>at</u> uncle's house, we were greeted by...	Arrived <u>in</u> uncle's house, we were greeted by...
26	When we arrived <u>in</u> the beach	When we arrived <u>at</u> the beach
27	... and while enjoying condition <u>in</u> Makassar city.	... and while enjoying atmosphere <u>of</u> Makassar city.
28	... I invited my mother to walk <u>to</u> the mall to shop ....	... I invited my mother to walk <u>at</u> the mall for shopping
29	One of this is Kilometer Sebelas <u>at</u> Poso	One of that was Kilometer Sebelas <u>in</u> Poso
30	I spend one day <u>in</u> Kilometer Sebelas.	I spent a day <u>at</u> Kilometer Sebelas.
31	I saw the wonderful view <u>in</u> the mountain.	I saw the wonderful view <u>of</u> the mountain.
32	After that, we went to bath <u>in</u> the beach together.	After that, we went to bath <u>at</u> the beach together.
33	When we arrived <u>at</u> the island ...	When we arrived <u>in</u> the island
34	When we stroll <u>at</u> Maros,	When we strolled <u>in</u> Maros,
35	... and I arrived <u>at</u> Polman at 17.50 p.m	... and I arrived <u>in</u> Polman at 17.50 p.m
36	..., my brother help me to put my clothes <u>on</u> the cupboard.	..., my brother helped me to put my clothes <u>in</u> the cupboard.
37	My brother invite me goes <u>to</u> Amal Beach.	My brother invited me to go <u>at</u> Amal Beach.
38	I had visited in ¹⁾ the water-park	I had visited the water-park

	nature at ²⁾ wasponda, east luwu.	nature <u>in</u> wasponda, east luwu.
39	I spent my time <u>in</u> the beach	I spent my time <u>at</u> the beach
40	I was reading <u>on</u> my house.	I was reading <u>in</u> my house.
41	We also took many picture <u>on</u> the some animals in the zoo.	We also took many pictures <u>of</u> some animals in the zoo.
42	I hope I can go <u>at</u> Bali again	I hope I can return <u>in</u> Bali again
43	... who are <u>on</u> the ship to be brought to the mainland.	... who are <u>in</u> the ship to be brought to the mainland.
44	I and my family went on vacation <u>to</u> Tanjungbira.	My family and I went on vacation <u>at</u> Tanjungbira.
45	We enjoyed the beuty of Tanjungbira at night <u>by</u> the beach.	We enjoyed the beauty of Tanjungbira at night <u>on</u> the beach.
46	I was amazed by the beautiful scenery <u>at</u> waterfall, ...	I was amazed the beautiful scenery <u>of</u> waterfall, ...
47	Arriving <u>in</u> the school my sister, she is running entering her school.	Arriving <u>at</u> the school, my sister is running to enter her school.
48	Then <u>in</u> the left side of street I see ... _____	Then <u>on</u> the left side of street I saw ...

$$P = \frac{f}{t} 100\%$$

$$P = \frac{48}{78} 100\% = (61.53\%)$$

Appendix E

DOCUMENTATION



The researcher distributed the paper test



The Researcher explained the instruction of test



Student did the writing test



Student did the writing test

*Appendix F***Table of Sum of Students' Error**

No	Name	Kinds of Error			Sum Error
		OP	IP	SIP	
1	Aifah	1	2	0	3
2	Nurul Inayah	0	1	1	2
3	Nur Rahma R	0	0	1	1
4	Ervina	0	0	1	1
5	Fitra Ramadhani	0	1	2	3
6	Wahyuni	1	1	1	3
7	Ikram Ibrahim	0	2	1	3
8	Al. Anas	0	0	1	1
9	Muh. Nurhidayat	0	1	4	5
10	Aswar Samad	2	0	1	3
11	Mirawati	0	1	1	2
12	Muh. Iqbal	1	1	1	3
13	Anggung Basri	0	0	1	1
14	Aulya Ramadhani	0	0	2	2
15	Ismaniar	0	0	1	1
16	Mutmainna Rajab	0	0	1	1
17	Nurafni Aulia Fitri MH	0	1	3	4
18	Hasdianti	0	0	3	3
19	Nurlina	0	1	1	2
20	Wahyu Supianto	0	0	1	1
21	Nurfadillah	0	1	1	2
22	Hendra Saud	0	0	1	1
23	Dirgahayu	0	1	1	2
24	Muh. Idris	0	0	3	3
25	Andi Refi Patajangi	0	0	1	1
26	Nurahma	0	0	2	2
27	Nur Asiah. S	1	0	0	1
28	Musdalifa Kadir	1	0	0	1
29	Fitriani Talib	0	1	1	2
30	Nur Ainun Ali	0	3	1	4
31	Muh. Wirfan	0	1	1	2
32	Alif Muh. Akbar	0	0	1	1
33	Haeriani	0	2	3	5
34	Potra Tama Suharto	0	1	3	4
35	Hajar Ramli	0	0	1	1
36	Oktaviana Karim	0	1	0	1
Total		7	23	48	78



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kantor: Jl. Sultan Alauddin No. 259 Telp. (0411) 860 837 Fax (0411) 860 132 Makassar 90221 <http://fkip-unismuh.info>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1153/FKIP/A.1-II/VIII/1438/2017
Lampiran : 1 Rangkap Proposal
Hal : **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di -
Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama : **MUSDALIFAH**
NIM : 10535556613
Jurusan : Pendidikan Bahasa Inggris
Alamat : JL. SULTAN ALAUDDIN NO. 59

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul: **An Error Analysis of English Preposition of Place in Writing Made by the Students at Eleventh Grade of SMA Negeri 2 Pinrang**

Demikian disampaikan utas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته


Agustus 2017

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 954



UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Karama Makassar No. 291 Telp. 404472 Fax. (0411) 845588 Makassar 90221 E-mail: lp3munimoh@plasa.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1783 Lzn-5 C 4-VIII/VIII/37/2017
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian
Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMMD Prov. Sulsel
di -
Makassar

10 Dzulqa'dah 1438 H
02 August 2017 M

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1153/TKIP/A-1-II/VIII/1438/2017 tanggal 1 Agustus 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **MUSDALIFAH**
No Stambuk : **10535 5566 13**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"An Error Analysis of English Preposition of Place in Writing Made by the Students at Eleventh Grade of SMA Negeri 2 Pinrang (A Descriptive Research)"

Yang akan dilaksanakan dari tanggal 5 Agustus 2017 s/d 5 Oktober 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 11715/S.01P/P2T/08/2017
Lampiran :
Perihal : **Izin Penelitian**

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1783/zn-05/C.4-VIII/VIII/37/2017 tanggal 02 Agustus 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **MUSDALIFAH**
Nomor Pokok : 10535 5566 13
Program Studi : **Pend. Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa(S1)**
Alamat : **Jl. Sultan Alauddin No. 259, Makassar**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" AN ERROR ANALYSIS OF ENGLISH PREPOSITION OF PLACE IN WRITING MADE BY THE STUDENTS AT ELEVENTH GRADE OF SMA NEGERI 2 PINRANG (A DESCRIPTIVE RESEARCH) "

Yang akan dilaksanakan dari : Tgl. **05 Agustus s/d 05 Oktober 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 03 Agustus 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu


A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Np : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar.
2. Peninggal

SMA/PTSP 03-08-2017



Jl. Bougenville No 5 Teip. (0411) 441077 Fax. (0411) 448936
Website : <http://p2tkomd.sulselprov.go.id> Email : p2t_provysulsel@yahoo.com
Makassar 90222





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

Jalan Perintis Kemerdekaan Km. 10 Tamalanrea Telepon 586083.. Fax.584959
MAKASSAR 90245

Makassar, 03 Agustus 2017

Nomor : 070 / 657 - FAS.3/DISDIK
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMAN 2 Pinrang
di
Tempat

Dengan hormat,

Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov. Sulsel Nomor 11715/S.01P/P2T/08/2017 Tanggal 03 Agustus 2017 perihal Izin Penelitian oleh mahasiswa tersebut di bawah ini :

Nama : **MUSDALIFAH**
Nomor Pokok : 10535 5566 13
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sultan Alauddin No. 259, Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian di SMAN 2 Pinrang dalam rangka penyusunan skripsi dengan judul :

**"AN ERROR ANALYSIS OF ENGLISH PREPOSITION OF PLACE IN WRITING
MADE BY THE STUDENTS AT ELEVENTH GRADE OF SMA NEGERI 2 PINRANG
(A DESCRIPTIVE RESEARCH)"**

Waktu Pelaksanaan : 05 Agustus s.d 05 Oktober 2017

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

a.n **KEPALA DINAS PENDIDIKAN**
Kepala Bidang Fasilitas Paud,
Dikdas, Dikmas Dan Dikti



Drs. AHMAD FARUMBIAN, M.Pd
Pangkat: Pembina Tk. I
NIP : 196008291 198710 1 002

Tembusan :

1. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan (sebagai laporan);
2. Peringgal.



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Musdalifah
NIM : 10535 5566 13
Judul Penelitian : "An Error Analysis of English Preposition of Place in Writing Made by Students at Eleventh Grade of SMA Negeri 2 Pinrang (A Descriptive Research)"
Tanggal Ujian Proposal : 26 Juli 2017
Pelaksanaan Kegiatan Penelitian : SMA Negeri 2 Pinrang

No	Hari/Tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Jumat/11-07-2017	Mengantar Surat Penelitian ke Sekolah	Drs. Muh. Adam, M.Pd	<i>[Signature]</i>
2	Rabu/23-08-2017	Melakukan Tes di Kelas XI MIPA I	Syamsiah, S.Pd	<i>[Signature]</i>
3	Sabtu/26-08-2017	Melakukan Tes di Kelas XI MIPA 5	Syamsiah, S.Pd	<i>[Signature]</i>
4	Selasa/29-08-2017	Melakukan Tes di kelas XI IPS 1	Syamsiah, S.Pd	<i>[Signature]</i>
5	Rabu/30-08-2017	Melakukan Tes di kelas XI MIPA 2	Hj Nelly Hadian, S.S	<i>[Signature]</i>
6	Rabu/30-08-2017	Melakukan Tes di kelas XI MIPA 3	Hj Nelly Hadian, S.S	<i>[Signature]</i>
7	Rabu/30-08-2017	Melakukan Tes di kelas XI IPS 2	A. Tri Putri, Kerumawati, S.Pd	<i>[Signature]</i>
8	Kamis/31-08-2017	Melakukan Tes di kelas XI IPS 4	Hj Nelly Hadian, S.S	<i>[Signature]</i>
9	Kamis/31-08-2017	Melakukan tes di kelas XI MIPA 4	Hj Nelly Hadian, S.S	<i>[Signature]</i>
10	Kamis/31-08-2017	Melakukan Tes di kelas XI IPS 3	Hj Nelly Hadian, S.S	<i>[Signature]</i>

Makassar, 2017

Mengetahui

Ketua Jurusan,
[Signature]
Emmi Kharati Svam, S.Pd., M.Pd.
NBM: 977 807

Kepala Sekolah,
[Signature]
Barwis L, M.Pd
NIP. 19587231 198601 1 049



PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 2 PINRANG

Jalan Poro Pinrang Polmas KM.24 Kode Tlp. 0421.3913372 Pos 91293
E-mail :



SURAT KETERANGAN

Nomor : 421.3 / 194 / SMA.02 / 2017

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 2 Pinrang, Kab. Pinrang menerangkan bahwa :

Nama : MUSDALIFAH
Nim : 10535556613
Tempat, tanggal lahir : UJUNG BARU, 15 MEI 1995
Agama : Islam
Jenis Kelamin : Perempuan
Jurusan : Pendidikan Bahasa Inggris
Perguruan Tinggi : UNIVERSITAS MUHAMMADIYAH MAKASSAR
Alamat : UJUNG BARU

Telah melakukan Penelitian di SMA Negeri 2 Pinrang pada tanggal 04 September 2017 dalam rangka penyelesaian Program Pendidikan Strata 1 (S. 1), dengan judul :

"AN ERROR ANALYSIS OF ENGLISH PREPOSITION OF PLACE IN WRITING MADE BY THE STUDENTS AT ELEVENTH GRADE OF SMA NEGERI 2 PINRANG"

Demikian Surat Keterangan dibuat untuk dipergunakan sebagaimana mestinya.

Lampa, 04 September 2017
Kepala Sekolah,


Drs. M. DARWIS L., M. Pd.
NIP.19851231 198602 1 049

Write a short text about your own unforgettable experience!

One day I was very happy because I went to the zoo with my family. There I had gone very interesting places - like goat, to birds, gorilla, lion and etc.

We were happy every time because we can see many animals from the other country. We also can see the culture of birds and right condition of bird. We also had many picture of the same animals in the zoo. We also saw the attraction of many animals. of (selection)

I hope I can go to the zoo again with my family and my friends. Because that is a nice place that can be visited.

Write a short text about your own unforgettable experience!

"Went to Karawa Waterfall"

Two Years ago, I and my friend went to Karawa Waterfall in Leakbang, South Sulawesi, it was the first time for us to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around one hour trip riding a motorcycle from Pettisala. When we arrived there, we were amazed by the beautiful scenery ~~at~~ at the waterfall, the water was so fresh at the time.

In there I could see the green country and hearing the sound of falling water while we were swimming and we feel peaceful and relaxing.

Finally, the day was getting dark it was time for us to go home, it was such an unforgettable experience for me.

I really enjoyed it.

Write a short text about your own unforgettable experience!

One day, I was very happy cause I went to Toraja.
On my way, I can look the best view, mountain,
traditional house, fog and tourist, and many traditional
at Toraja. My family and I ~~to~~ ^(insertion) go around until night.
So we were searching homestay ^(insertion) around Toraja City
and then ^(insertion) my family and I got ^(insertion) homestay
in (omission) ^(insertion) Lolo Lampe, ^(insertion) it ^(insertion) were very cold and make me hungry
so I went to ate and while enjoying in ^(insertion) front of the door.
I had saw tourist at toilet but he was busy so
I just saw him, because I washed my ^(insertion) plate or ^(insertion) wash
And the morning I was very happy after
awake I feel so ^(insertion) glad cause all ^(insertion) cloud close
in my place, the best view really beautiful because of god
So whose favors Allah did you deny?

CURRICULUM VITAE



Musdalifah was born on May 15, 1995 in Ujung Baru, Pinrang from the marriage of her parents Syamsari and Hajerah. She is the fifth child from six children in her family. She began her elementary school at SDN 223 Duampanua and graduated in 2007. Then, she continued at SMP Negeri 1 Duampanua and graduated in 2010. After that, she continued her Senior High School at SMA Negeri 2 Pinrang and graduated in 2013. At the same year, she was accepted as English Education Department student of Faculty of Teacher and Training and Education, Makassar Muhammadiyah University. She joined in UKM Bahasa UNISMUH Makassar. At the end of her study, she could finish her thesis in 2018 entitle *“An Error Analysis of English Preposition of Place in Writing Made by Students at Eleventh Grade of SMA Negeri 2 Pinrang”*.