

**ERROR ANALYSIS IN USING PREPOSITION OF PLACE AT THE EIGHTH
GRADE STUDENTS OF JUNIOR HIGH SCHOOL**
(A Descriptive Study at SMP Kartika XX-3 Yon Armed Makassar)



A THESIS

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NURDAWATI

ABSTRACT

NURDAWATI 2017. *An Error Analysis in Using Preposition of Place at the Eighth Grade Students of Junior High School at SMP Kartika XX-3 Yon Armed Makassar.* English Education Department. The Faculty of Teacher Training and Education. Muhammadiyah of Makassar. Supervised by Ummi Khaerati Syam and Nunung Anugrawati.

The objective of this study was to find the factors causes the students' error in using preposition of place. This study also intended to give some contributions concerning the factors that influence the grammatical errors on the use of preposition of place and how to overcome the errors.

The writer had chosen the eighth grade students of SMP Kartika XX-3 Yon Armed Makassar in the academic 2016/2017 and the subject were 13 students. The factors that influenced the errors were found out from the result of the test. Based on five grading student's achievement.

Based the result of data analysis, from the total students' error in using preposition of place, there was 56.5% error in using preposition of place in, 31.9% error in using preposition of place on, and 11.6% error in using preposition of place at. From the total of the students' score, there was 53.5% students gave incorrect answers or made errors in answering. Then, factors that influenced the errors were overgeneralization and carelessness.

Keywords : error analysis, preposition of place.

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The Writer

Nurdawati

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CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English has been taught as the foreign language. Ramelan (1992:1) adds “English has been taught in our country as the first foreign language since the proclamation in Indonesia on 17th of August 1945.” It is taught as a compulsory subject in junior high school (SMP) and senior high school (SMA), even it has been tried to be taught to the students in some elementary schools. The importance of teaching English is also stated in the basic course outlines (GBPP) of junior high school, it is said that English is understood as means of communication in speaking as well as in writing. In teaching guidelines “GBPP” 2004 (Depdikbud, 2003:6) states means of communication is understanding and expressing information, thoughts, feeling, developing knowledge, technology, and culture by using the language.

Based on the statement above, teaching English at Junior and Senior High School aims at developing the four language skills: listening, speaking, reading, and writing using the correct structure. Each language has its own rule. This is the problem, which often faced by Indonesian students to learn English, and they often make some errors. For an English teacher, they should help them to solve their problem.

There are many differences between Indonesian and English systems. One of the differences is structural system, and one of the difficulties in learning English structure is using English preposition of place. American Book Company (1986: 288) states that “English preposition is one of the items of English grammar that has differences from Indonesian preposition. So, it is possible if the teacher in teaching English preposition faces difficulties. They are caused by the differences between them. English preposition has been called the biggest little words in English.” They have very important function in sentences and different preposition can make different meaning for the sentences.

English preposition is different from Indonesian ones. Indonesian preposition “*di*” can be used interchangeably in utterances. It causes the Indonesian students face difficulties and make errors in using English preposition of place. Many students of Junior High School are confused in putting the right preposition. They often encounter difficulties in translating Indonesian preposition “*di*” into English. For instance, they often say, “*The book is in the table*”, instead of saying “*the book is on the table*”. They often say “*He is in the school now*”, instead of saying “*He is at school now*”.

The example above is one of the difficulties, which are made by Indonesian students, which can affect the result of English teaching. In order to succeed in the process of teaching and learning English, it is important for English teachers to help the students solve the problems. They must make an effort to improve English teaching process easily for their students. They can predict the

learning problems that are faced by their students in learning the language by understanding the differences between the two language systems. This is a job for the teacher to explain hardly about preposition because preposition is necessary, it is for to know where the things in the certain place.

In this research, the researcher would like to take the title “An Error Analysis in Using Preposition Place at the Eighth Grade Students of SMP Kartika XX-3 Yon Armed Makassar”, because there are many differences between Indonesian and English sentences in general. It makes Indonesian students have problem in learning English especially in using preposition of place.

B. Problem Statement

The problems that are discussed in this research can be stated as follows:

1. What are the causes of errors in using preposition of place made by students at the eighth grade of SMP Kartika XX-3 Yon Armed Makassar?

C. Objective of the Study

In accordance with the problem above, the objective of the study is to find out:

1. The causes of errors in using preposition of place made by students of eighth grade of SMP Kartika XX-3 Yon Armed Makassar.

D. Significance of the Study

The researcher hopes this research will be useful practically and theoretically for:

1. The teachers

The result of this research is hoped to help English teachers know the student's ability in comprehending the rules of preposition. They are also expected to know the errors made by the students in using preposition of place and teacher pay attention to it. They can predict the student's difficulties, and help them to solve the problem in order that its result will be better.

2. The students

After reading the result of this research, the students know their errors in using preposition. The students are expected to be able to avoid the same errors when they write in the future time.

3. The next researchers

This research will give valuable contribution to the next researcher in conducting the similar research study.

E. Scope of the Study

This research limits on the usage of preposition of place for the point itself categories (in, on, at) and function. The researcher also limits the factors that cause the interferences in learning it.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The purpose of this part is to present the literature associated with the areas of research related to error analysis. There are some studies related to this research.

Khuriyati (2013) in her research about *An Error Analysis of the Use of Preposition of Place of the Eighth Year Students in SMPN 3 Ampel in Academic Year of 2012/2013* found that the students' error of using preposition of place can concluded that the dominant source of errors is caused by overgeneralization. It happens in question 11 where there are 47 or 69,11 % students gave the wrong answer and 21 or 30,89% students gave the right answer. They thought that place shows something inside using preposition of place.

Ahmad, et al (2011) in his journal about *Error Analysis Learning Article and Preposition among Secondary School Students in Pakistan* found that the secondary school students faced more difficulties in learning preposition as compare to articles, the secondary school students faced more difficulties in learning preposition of time and were confused while using preposition in their

writing. This shows that the preposition were not properly thought when they were first introduced and there are no rules to govern usage.

Based on the previous findings above the researcher explains that this research is different from Khuriati's and Ahmad's finding. Khuriati's finding concerns the use of preposition of place and source of errors in Type of error term, it is overgeneralization and Ahmad's finding concerns the preposition of time, and while this research concerns to analyze error of using the preposition of place and source of error in cause of error term.

The other findings show that this research is the same with Khuriati's findings which concern to analyze error of using the preposition of place.

B. The Concept of Error

1. Error Analysis

In the course of learning and using foreign language, one of the most inhibiting factors is the appearance of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned.

According to Sanal (2007:597), states that error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics. It can be said that error analysis is a process based on analysis of the students' errors. Whereas, Brown as cited in Sanal (2007:598) asserts that error analysis is the activity to

observe, to analyze and to classify the students' errors for conveying something of the system operating.

Corder (1973) says that error analysis is the study analysis of the errors made by the second of foreign language learners to the predict the errors or the difficulties in learning foreign language. Error analysis may be carried out in order to find out:

- a. How well someone knows a language
- b. How a person learns a language
- c. Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Another concept of error analysis is given by Brown (1980:166). He defines error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. It seems this concept is the same as the one proposed by Crystal (1987:112), he says that error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Error analysis is significant for learners and teachers as Hasyim (2002) observed that errors are advantageous for both learners and teachers. It provides information to the teachers on students' errors. This helps the teachers in three ways, firstly to correct their errors, secondly to improve their teaching, and

thirdly to focus on those area that need reinforcement. Corder (1973) described that analysis of learner's errors provide insight into the innate nature of learner's learning system and process of language teaching.

Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the lecturers something about the effectiveness of their teaching materials and their teaching techniques. By conducting error analysis, hopefully the students' error can be eliminated. So, the students' capability in English is improved significantly.

2. Error and Mistake

We often hear that people make a lot of mistakes in their past time and eventually be successful in the future. It may be occurred in learning a language or a target language. An error is different from mistake, so it is crucial to differentiate both of them. Based on Corder (1973:257), errors are breaking the rule, due to lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence they tend to be not correctable.

According to Erdogan, (2005:263), 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.

A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and sometimes wrong. Norrish (1983:8) says that a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong.

To distinguish between an error and mistake, Ellis as mentioned by Erdogan (2005:263) also suggest two ways. The first one is to check the consistency of learner's writing, if he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is an error. The second way is to ask learner to try to correct his own deviant utterance. When he is unable too, the deviations are errors, while he is successful, they are mistake.

In other words, a mistake is a slip that the learner can self correct whereas an error is what a learner can not self correct. From those definitions above, the researcher can be conclude that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation made by the learner because he/she does not know the rule and will make it repetitively. A mistake is made by a learner because he does not apply the rule(s) that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

Indeed, learners often make mistakes in the process of foreign language learning. Thus, it is still not a big deal when the learners commit the mistake

either in speaking or writing since they are capable to correct the mistake. However, learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners make errors especially in applying grammar. This is why analyzing learner's errors in learning other language would be interesting instead of mistake analysis.

3. The Interference

English is a second language for Indonesian students, in learning English is a second language. There is grammatically difference in both of them. For example, there is difference about preposition in English and Indonesia. The Indonesian preposition "*di*" can be translated English into *in, on or at*. The Indonesian sentence, *buku yang di atas meja itu milik Andi* is translated into English *the book which is on the table belongs to Andi*. They often make an error in translating the Indonesian preposition "*di*" into English. The first language will hinder the learner in learning the new one.

This is how a case of *negative transfer* or in the most common terminology is called *interference*. In this way, the differences between the two language lead to interference, this is the cause of learning difficulties and errors.

Weinrich as quoted by Richard (1974:102) defines interferences as "those instance of deviation from the norms of either language which occur in

the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language in contact”.

4. Sources or Causes of Error

There are three terms which overlap one another. These terms are ‘sources of error’(Brown, 1980:173), ‘types of error’ (Richards, 1973:173), and ‘causes of error’ (Norris,1983:21-33). To have a clear understanding, the following explanation will be helpful.

a. The Sources of Error

In order to be able to decide whether it is error or not it is needed to understand fully the source of errors. Errors are stated by Brown (1992:166), arise from several possible general causes or sources. The source of error could be interlingual error of the interference from the native language, intralingual errors within the target language or and the sociolinguistic context of communication, psycholinguistics or cognitive strategies and no doubt countless affective variables.

1) Interlingual errors

This source of error can be called errors by negative transfer. Richard (1974:173) states if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual. For example, any Indonesian researcher learning English may write “*Ahmad dan Fatma menikah*” in his mother tongue, and he

may transfer his old habit to the target language. The result would be *Ahmad married with Fatma*, which is not acceptable in English.

Chainstain (1976:61) states that it is understood that interlingual errors are due to the interference from the mother tongue. They have something to do with constructive analysis as pointed out by Brown (1992:148): This hypothesis claimed that principal barrier to second language acquisition is the interference of the first language system with the second language system, and that scientific, structural analysis of the two language would yield a taxonomy of linguistic contrasts between them which in turn would enable the linguist to predict the difficulties a learner would encounter.

It is clear that constructive analysis aim at describing the differences and similarities of language with a view of predicting the possible learning problems. Elements of target language that are similar to the native language may be simple and easy for the learner and those are different may difficult. Predicting error using constructive analysis can be carried out in term of hierarchy of difficulty. Therefore, a teacher or linguist can make a prediction of the relative difficulty of a given aspect of the second language. And they will help the students to solve the student's error problems.

2) Intralingual Errors

Interference from the student's own language is not the only reason for committing errors. Students may make mistakes in the target language, since they do not know the target language very well, they have difficulties in using it.

Richard (1974:6) writes, "intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language." Thus, intralingual errors are the direct result of the learner's attempt to create language system he is learning.

3) Context of Learning

Context of learning which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language.

4) Communication Strategies

It is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons. There are five main communication strategies, namely :

a) Avoidance

Avoidance can be broken down into several subcategories, and thus distinguished from other types of strategies. The most common type of avoidance strategy is 'syntactic or lexical avoidance' within a semantic category. When a learner, for example, cannot say "I lost my way" he might avoid the use of 'way' and say "I lost my road" instead. 'Phonological avoidance' is also common, as in the case of a learner of English who finds initial /I/ difficult to pronounce and wants to say "he is a liar" may choose to say "He does not speak the truth". A more direct type of avoidance is "topic avoidance", in which a whole topic of conversation is entirely avoided. To avoid the topic, a learner may change the subject, pretend not to understand, or simply not respond at all.

b) Prefabricated patterns

Another common communication strategy is to memorize certain stock phrases or sentences without understanding the components of the phrases or sentences. "Tourist survival" language is full of prefabricated patterns, most of which can be found in pocket bilingual "phrase" books which list hundred of stock sentences for various occasions. The examples of these prefabricated patterns are "How much does it cost?", "Where is the toilet?". "I don't speak English" and "I don't understand you".

c) Cognitive and personality style

One's own personality style or style of thinking can be a source of error, highlighting the idiosyncratic nature of many learner errors. A reflective and conservative style might result in very careful but hesitant production of speech with perhaps fewer errors but errors indicative of the conscious application of rules. Such a person might also commit errors of over formality. A person with high self-esteem may be willing to risk more errors, in the interest of communication, because he does not feel as threatened by committing errors with a person with low self-esteem. In answer to "How did you get there?" a person might be heard to say, "I drove my bicycle" while another might say, "I pedaled my bicycle" in an attempt to be precise. Language errors can thus conceivably be traced to sources in certain personal or cognitive idiosyncrasies.

d) Appeal to authority

Another common strategy of communication is a direct appeal to authority. The learner may directly ask a native speaker (the authority) if he gets stuck by saying, for example, "How do you say?" Or he might guess and then ask for verification from the native speaker of the correctness of the attempt. He might also choose to look a word or structure up in a bilingual dictionary.

e) Language Switch

Finally, when all other strategies fail to produce a meaningful utterance, a learner may switch to the so-called language switch. That is, he may simply use his native language whether the hearer knows that native language or not. Usually, just a word or two are slipped in, in the hope that learner will get the gist of what is being.

b. Types of Errors

Richard (1974:6) classifies the intralingual errors into four categories, namely (1) over generalization, (2) ignorance of rule restriction, (3) incomplete application of the rule, and (4) false concept hypothesis or semantic errors.

1) Over generalization.

Richard (1974:47-48) says “this group of error is the result of the use of previously available strategies in new situation”. In other words, it occurs when a learner creates a defiant structure based on his experience of other structure in the target language. Furthermore, overgeneralization is associated with redundancy reduction it may occur, for instance with items which are constructed in the grammar of the language but do not carry significant and obvious contrast for the learner.

The -ed marker, in narrative of in other past contexts, often appears to carry no meaning since pastness is usually indicated lexically in stories, and the essential notion of sequence in narrative can be

expressed equally well in the present *Yesterday I go to university and I meet my new professor.*

2) Ignorance of the rule restriction.

In this type of error, the learner fails to observe the restriction of existing structure. Some rule restriction errors may be accounted for in term of analogy and may result from the role learning rules. For example, a learners may use infinitive after verb like “*tell*” in “*tell him to return the book*” or “*ask*” in “*I ask you to go there*”. He, then produces an utterance “*I make him to do it*”. In this sentence, the learner ignores the rule restrictions of the verb “*make*” i.e. the verb “*make*” is always followed by infinitive without “*to*”. The learner mostly tends to generalize syntactic rules; he has previously learned, ignoring the rule.

3) Incomplete of the rule restriction

Intralingual error of this type may occur when the learner fails to apply the rules completely due to the stimulus sentences. It shows an utterance of stuctures whose deviancy represents the degree of development of the rules required producing acceptable utterances.

4) False concept hyphotized

It derived from the faulty comprehension of destinations in the target language. The learner fails to use the correct concepts. These errors are sometimes due to the poor gradation of teaching items. The form

“it’s” may be interpreted as “its” such as in *Its pleasant in the garden* instead of *It’s pleasant in the garden*.

c. Causes of Error

Norrish (1983:21-26) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference.

3) Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

Another expert who discusses the sources of error is Richards in Schumann and Stenson (1978 : 32) in his article "Error Analysis and Second language Strategies". He classifies sources of errors into:

- a) interference that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language;
- b) overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply;
- c) performance error, that is unsystematic error that occurs as the result of such things as memory lapses, fatigue, confusion, or strong emotion;
- d) markers of transitional competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition)
- e) strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so;
- f) teacher-induced error, that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.

5. Step of Error Analysis

Gass & Slinker (1994) identifies steps followed in conducting an error analysis:

- a. Identifying the Errors

A successful identification of errors is a prerequisite to any successful analysis of errors. It depends on two factors: (1) a clear understanding of what errors are (a working definition of error is therefore necessary, and if possible, a theoretical one), (2) the analyst's sensitivity or sensibility to the language.

Corder in Brown (1988:168) provides a good model for identifying erroneous or idiosyncratic utterances in a second language. This model is presented below..

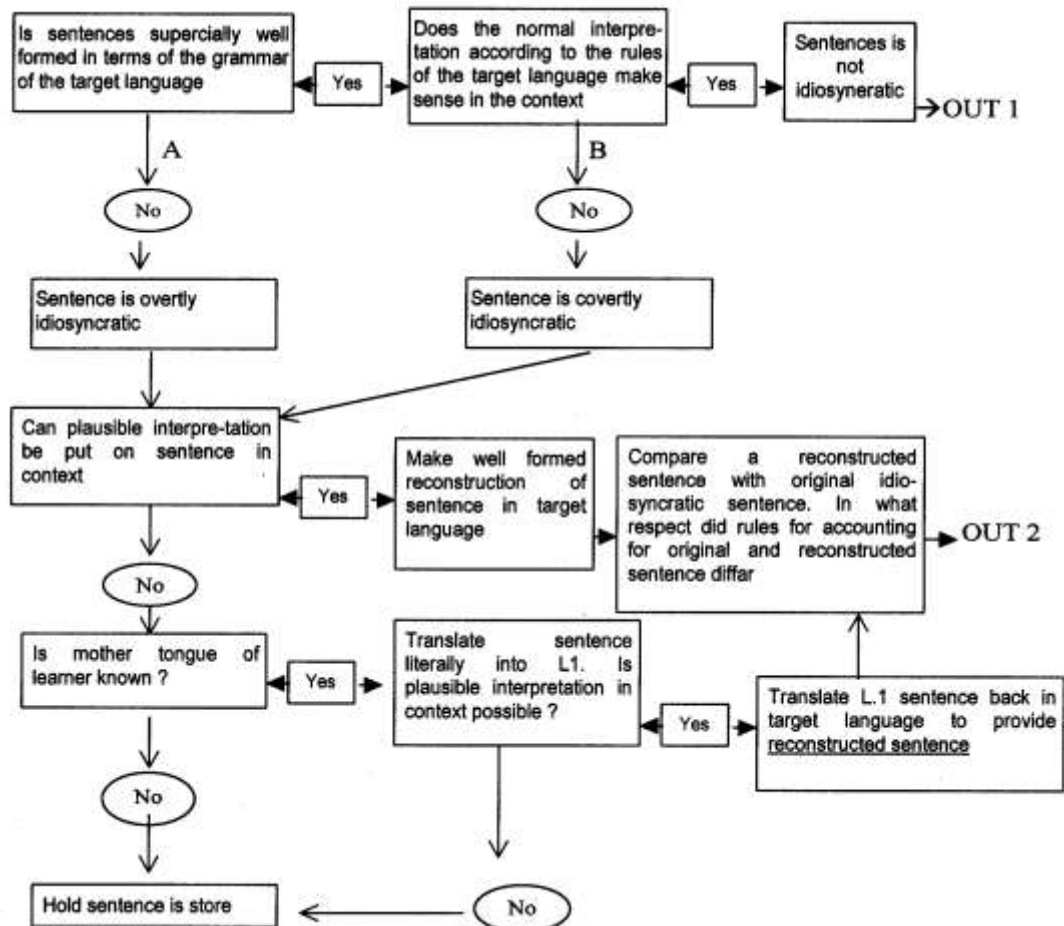


Figure 2.1 Model For Identifying Erroneous (Corder in Brown, 1988:168)

b. Classifying the Errors

Classification of students' error into error types which are grouped in accordance with the grammatical area (e.g. errors in articles, errors in nouns, errors in verb, etc.) and the causing factors of errors.

c. Quantifying the Errors

Scoring or counting of error was done at the same time when the identification task was being done-whatever error was found was immediately entered onto a corpus card.

d. Analyzing Source of Error

e. Remediating for Errors.

C. Preposition

The English preposition is often defined as a word that describes the location of one object in relation to another. However, prepositions are often vague and confusing, even for native speakers. Generally, we use at, in, and on when we talk about the location of things.

Preposition as, "... a word that shows the relationship between two words in a sentence. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentences elements: subject, verb, object, or complement.

They usually indicate relationship, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence” (Musliyanti, 2012:2).

Thomson and Martinet (1986:86) state that preposition are words normally placed before nouns or pronouns. While Frank (1972:163) says that preposition is classified as a part of speech in traditional grammar, 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.

For those reasons, modern linguistics prefer to classify preposition as structure words rather than as part of speech. Preposition has basically two functions:

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

1. Prepositions of place: at, in, and on

Evans and Tyler (2005), each preposition has a central meaning, which is the mental picture of a spatial relationship. That is, there are various meanings that originate with the central meaning and are systematically related to that meaning. These different meanings are arranged in a web, or network, branching out from the central meaning.

According to Leech and Svartvik (1973:82), preposition of place 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. *In* means inside only.

This preposition is fairly exact when talking about location and should be fairly easy to explain. However, if one were to try to explain this word to an ELL, he or she would find it quite difficult. To say “the ball is *in* the box” one might explain that the ball is surrounded by the box, but this explanation seems vaguer than the exact location implied by the original statement..

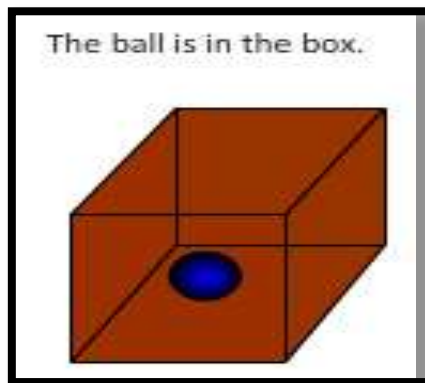


Figure 2.2 Preposition of Place “in”

According to Yates (1999:146), the functions of preposition of place *in*

are:

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

Example: She lives *in* California.

2). A room, an area of a room

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

3). A comfortable chair

Example: He sat *in* the chair and watched television.

4). The water, the air, the environment

Example: 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: He reads the articles *in* the newspaper.

b. Preposition of place *on*

On, like *in*, seems rather concrete and easy to explain until one tries to do so. If we say “the ball is *on* the box” we mean that the ball is located vertically above the box, but is still touching it.

On is usually used to state someone or something is on top of a surface. In general, we use *on* for a surface: on the wall, on the floor, on the door, on the cover, a street, a desk, a ceiling.

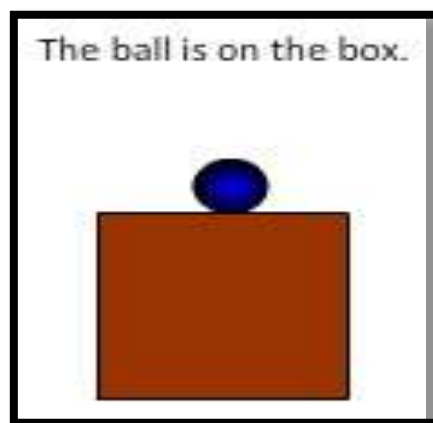


Figure 2.3 Preposition of Place “on”.

Here the students can quickly see the full meaning of the preposition. The ball has contact with the object, but is above or over it. Again, because there is no movement implied in this preposition, the diagram is still.

According to Yates (1999:146), the functions of preposition of place *on* are:

- 1). A street, a floor

Example: She live *on* the fourth floor.

2). An outside area

Example: He is standing *on* the corner.

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

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

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.

9). An individual vehicle (horses, bicycle)

Example: He came over *on* his bike.

10). An electronics medium

Example: The file is save *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.

At is in some ways just as difficult as *on*. Where *on* is very specific spatially, *at* can be rather elusive. But while *on* is nearly impossible temporally, *at* is rather exact. Let us consider the spatial meaning of this word first. If someone were to tell a child that his ball was *at* the park, the reference could be to a number of locations. First, the ball could be located anywhere inside the park. Or, the person could mean that the ball is somewhere near the park.

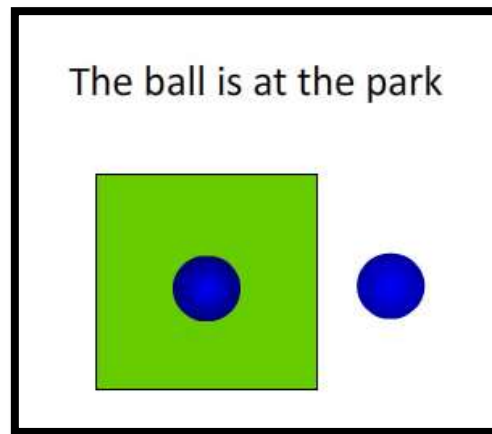


Figure 2.4 Preposition of Place “at”

Most people use *at* precisely when they mean to be vague. If a husband calls his wife from work and asks where she is, she might reply “*At* home.” He does not need to know whether she is in the laundry room or in the garden or in the nursery. It is enough to know that she is in the vicinity of

the house. Furthermore, if a friend calls wanting to meet for lunch and the both of them are trying to find a meeting place, one might say she is *at* DeMoss and the other might say she is *at* North Campus. In these cases, the listener only wants to know the relative location of the speaker, so *at* is sufficient.

In fact, in some cases, if the speaker is too specific (“I’m in the library”) the listener may become confused. Which library does the speaker mean? Is he or she at the one on campus, or the public library? Or could the speaker even mean his or her personal library? So something more vague, like “I’m *at* school,” will be a better indicator of where the speaker is. Once the listener is closer to the speaker, then the speaker can switch to more specific prepositions, like “I’m in the library.”

According to Yates (1999:146), the functions of preposition of place *at* are:

- 1). A building, a house or apartment number

Example: She lives *at* the 265 Sultan Alauddin street.

- 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.

2. The Misuse of Preposition

The learners reveal that misuse of preposition is one of the observable errors in the students' use of English in the school. Out of the various uses of prepositions; the use of preposition after adjective is the most commonly misused preposition. This was followed by misuse of preposition after verb which was next in rank table correlation. The respondents were also found to frequently commit error or misuse preposition at the end of questions. The result of the study also shows that students were found to show and demonstrate good knowledge of preposition of place and avoid error of omission of definite articles in the use of preposition.

a. Preposition mistakes.

The three categories of preposition mistakes which learners face are:

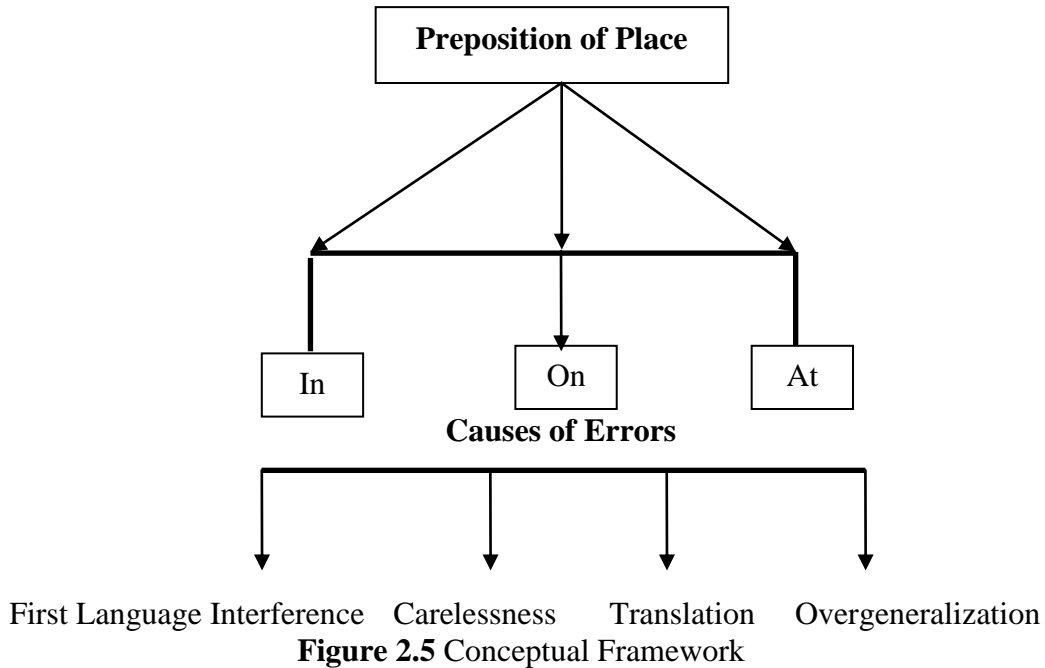
- 1) The use of an incorrect preposition
- 2) The omission of a required preposition
- 3) The inclusion of an unnecessary preposition.

Learners of English tend to have three types of problems with prepositions: Choosing the wrong preposition, omitting a needed preposition, and using a preposition where one is not needed. This is perhaps because they are such small words and frequently have direct equivalents in the mother tongue and the foreign language. As a consequence, the learners

tend to think every preposition in their mother tongue and in the target language can be applied in the same way. Unfortunately, this strategy often ends up in a misuse of preposition.

Considering that practically every learner of English engages in multilingual education in a formal setting such as at school and university, it is logical to say that they constantly face the problem of language interference.

D. Conceptual Framework



This research is study about the usage of preposition of place for the point itself categories (in, on, at) and the factors that cause the errors made by students.

a. Preposition

In is usually used to state that someone or something is in a (the boundaries can be physical or virtual place). **On** is usually used to state someone or something is on top of a surface. **At** is usually used to state someone or something is at a specific place.

b. Causes of errors

1) First Language Interference

When someone tries to learn new habits, the old ones will interfere the new ones. This causes of error is called first language interference.

2) Carelessness

Carelessness is often closely related to lack of motivation.

3) Translation

This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

4) Overgeneralization

Overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply.

Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design in this study was a descriptive study about the student's error in using Prepositions. In this research, the researcher conducted the test to the eighth grade students of SMP Kartika XX-3 Yon Armed Makassar to collect the data and did the analysis to come to conclusion.

B. Variables and Indicators

1. The Variable

The variable of the research was student's error in using preposition of place (in, on, at).

2. The Indicators

The Indicator of this research was the analysis of error in using preposition of place made by students that rarely caused of First Language Interference, Carelessness, Translation, and Overgeneralization.

C. Population and Sample

1. Population

In this study the researcher took the eighth grade students of SMP Kartika XX-3 Yon Armed Makassar as a population, which consisted of one class; that consisted of 13 students. The total population of this study was 13 students.

2. Sample

In this research the researcher used purposive sampling. Arikunto (1996:183), Purposive sampling is a technique of sampling based on some consideration.

Some consideration to take the sample that the researcher used are as follow:

- a. The subject which taken as the sample in this research should be the eighth grade students of SMP Kartika XX-3 Yon Armed Makassar. The researcher choosed this qualification because those students had been learnt about preposition of place.
- b. The researcher took one class which are taught by one teacher because this factor helps to make sure that the teaching and learning condition are likely similar.

From consideration above, the researcher took class VIII students as the sample. It means that there was 13 students are taken as the sample of this research.

D. Research Instrument

The instrument which was used by the researcher in collecting the data was a test in short answer. In this case the researcher conducts with objective test in short answer.

The researcher gave some questions, that consisted of two of five objective test, they were: ten questions for completion and ten questions for true false.

E. Data Collection

The researcher applied the test to get data about errors made by the students in using preposition of place. There were two kinds of test namely; subjective test which the students organize, interpret or associate their knowledge. Whereas objective test is a test which the students only give short and complete answer. There are five of objective test, they are: true false, multiple choice, matching, completion, and short answer. Hence the researcher conducted with objective test in short answer.

There were some techniques of collecting data, as follows:

1. The researcher explained about the preposition of place (in, on, at).
2. The researcher gave the test to the students. Which consisted of ten questions for completion test and ten questions for True False test.

F. Data Analysis

To analyze the students' error in using preposition of place, the researcher used both quantitative (statistical) and qualitative descriptive analysis (non-statistical qualitative analysis).

1. Statistical analysis

The researcher gave the test to the students to get data collection. When the data was collected, they were classified into five groups: outstanding, very good, satisfactory, very week and fail grade. To know the student's error, the researcher classifies the wrong answer they made. The researcher analyzes those five data to get to the conclusion.

Anas Sudijono (1991:41), count the student's error in percentage with the formula:

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

By which:

P = percentage, is the final value of the total number of analysis that has been carried out. It is used to see how many percent the test covers indicators.

F = frequency, is the total number of indicators that are sampled in determining the appropriateness of the test.

N = number of cases (number of frequency / number of individual), is the whole total indicators.

2. Non-statistical qualitative analysis

In the non statistical analysis, the researcher classified the student's achievement using factor analysis by the use of five letters: A, B, C, D, E, which expressed various level. In addition, it was relatively easy to translate from letter grading to percentage grading (Wilmar Tinambunan (1998:129):

Table 3.1 Percentage Grading Students' Achievement

Percentage of Correct Answer	Grade	Level of Achievement
93 – 100 % correct	A. Outstanding	Outstanding Achievement
85 – 92 % correct	B. Very Good	Above Average Achievement
75 – 84 % correct	C. Satisfactory	Average Achievement
60 – 74 % correct	D. Very Weak	Below Average Achievement
Below 60 % correct	E. Fail	Insufficient Achievement

In order to find the causes of errors, the researcher analysed the data by using non-statistical analysis based on the performance data.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussion. The research findings show the data obtained from the result in order to see the errors made by the eighth grade students of SMP Kartika XX-3 Yon Armed Makassar in using preposition of place. The discussion contains the description and interpretation of the research findings.

A. Findings

The data described in this finding was taken from errors made by the eighth grade students of SMP Kartika XX-3 Yon Armed Makassar in using preposition of place.

The following table shows total of the students' error in using preposition of place. This total error percentages is acquired from the errors of 13 students.

1. Percentage of The Students' Error In Using Preposition Of Place

Table 4.1 The Total of the Students' Error in Using Preposition of place.

Preposition of Place	Sum of Errors	Percentage of Errors
Preposition of place <i>in</i>	78	56.5%
Preposition of place <i>on</i>	44	31.9%
Preposition of place <i>at</i>	16	11.6%
TOTAL	138	100%

From the table above, there are errors made by eighth grade Students of SMP Kartika XX-3 Yon Armed Makassar in using preposition of place.

The percentage of errors in using preposition of place *in* are 56,5%, *on* are 31,9%, and *at* are 11,6%. The greatest number of errors are in using preposition of place *in* and the smallest number of errors are in using preposition of place *at*.

a. Analysis of preposition of place *in*

Table 4.2 The Total of the Students' Error in Using Preposition of Place *in*.

Preposition of Place	Number of Question	Sum of errors
Preposition of place <i>in</i>	A.1	6
	A.3	10
	A.4	11
	A.9	11
	A.10	10
	B.1	13
	B.3	13
	B.4	1
	B.6	3
TOTAL		78

Preposition of place *in* consist of nine questions with different functions. The questions in number B.1 “The stone hit me *on* the face” the answer is False and B.3 “There is pollution *in* the air” the answer is True the whole students made error in answering it. Because the don't know the different function of preposition of place *in* and *on*.

b. Analysis of preposition of place *on*

Table 4.3 The Total of the Students' Error in Using Preposition of Place *on*.

Preposition of Place	Number of Question	Sum of errors
Preposition of place <i>on</i>	A.2	5
	A.7	7
	A.8	7
	B.2	8
	B.5	7
	B.8	-
	B.9	10
	B.10	-
TOTAL		44

Preposition of place *on* consist of eight questions with different functions. The question in number B.9 “I put the dictionary *in* the table.” The answer is False. But, there are 10 from 13 students made error in answering the questions. While B.8 and B.10 the whole students gave the correct answer.

c. Analysis of preposition of place *at*

Table 4.4 The Total of the Students' Error in Using Preposition of Place *at*.

Preposition of Place	Number of Question	Sum of errors
Preposition of place <i>at</i>	A.5	4
	A.6	10
	B.7	2
TOTAL		16

Preposition of place *at* consist of three questions with different functions. The questions in number A.6 “Our house is ... the end of the street.” The answer is *at*, because the function of preposition of place *at* is use to show the place at the *beginning, start, end*. There are 10 from 13 students made error in answering the question. There are 6 students gave *on* answer and 4 students gave *in* answer.

The difference of errors percentage is caused by different functions of preposition of place *in, on, and at* where the students have not really understand yet.

Table 4.5 The total of the student's score

Item	Total Score	Percentage
Correct	121	46,5%
Incorrect	139	53,5%
Total	260	100%

From the table above shows that there are 53,5% students incorrect in answering the questions and 46,5% students correct in answering the questions.

Table 4.6 The total of the student's correct score

No.	Score
1	8
2	7
3	7
4	9
5	9
6	12
7	12
8	7
9	12
10	9
11	10
12	9
13	10
Total	121

From the table above, shows the total of the 13 students' correct score in answering 20 preposition of place questions. The students number 2, 3, and 8 give lowest score. They answer the 20 questions in only 7 correct answers and 13 incorrect answers.

Table 4.7 The total of the student's incorrect score

No.	Score
1	12
2	13
3	13
4	11
5	11
6	8
7	8
8	13
9	8
10	11
11	10
12	11
13	10
Total	139

From the table above, shows the total of the 13 students' incorrect score in answering 20 preposition of place questions. The students number 2, 3, and 8 give the highest incorrect score. They answer 20 questions and give 13 incorrect answers and only 7 correct answers.

There are many students who made error in answering the questions. The result of the test shows that, from 13 students or 100% students there are only 46,5% that give correct answer from 20 questions. While 53,5% give incorrect answer. It shows that the students did more errors. The error is caused by the students did not really understand about the functions of preposition of place *in, on, at*. They confused in putting the right preposition. For instance, they created a deviant structure on the basis of his experience of other structures

in the target language. It is called as overgeneralization. For example, the instrument number B.1 “The stone hit me *on* the face” some of the students wrote that it is true, and the instrument number B.5 “He is standing *on* the corner.” Some of the students wrote that it is False.

Some of the students do not too interest to learn about those preposition of place. It is called Carelessness cause of error. It shows when the researcher explained about the preposition of place almost the whole students did not give attention or appreciation.

The difference of errors percentage is caused by different functions of preposition of place *in*, *on*, and *at* where the students have not really understand yet.

Table 4.8 Percentage Grading Student’s Achievement

Percentage of Correct Answer	Grade	Level of Achievement
93 – 100 %	A. Outstanding	Outstanding Achievement
85 – 92 %	B. Very Good	Above Average Achievement
75 – 84 %	C. Satisfactory	Average Achievement
60 – 74 %	D. Very Weak	Below Average Achievement
Below 60 %	E. Fail	Insufficient Achievement

Result of the analysis shows that many students still gave the wrong answer. There is no one who answered 100% correctly or get an outstanding, very good, and satisfactory achievement. There are only 46,5% students get correct answer below 60% or fail. They are included in Insufficient Achievement level or fail grade.

B. Discussion

After identifying and analyzing the students errors in using preposition of place, the researcher intends to discuss the findings that have been investigated in this section to answer the research question.

As stated in previous chapter, the data sources of this study is the students' error in using preposition of place. This study revealed that the students did many errors in answering the test about preposition of place. It caused the students did not really understand about grammar in English, especially in the usage of preposition of place in, on, and at.

Norrish (1983) says that error is systematic deviation from the accepted system of the target language. It means that errors may occur because of human factor in mastering the target language such as the limitation of memory, psychological problem, and do not understand about the material of subject. In this section, the researcher analyzed the systematic deviation from the accepted system of the target language.

1. The Factors Causes the Students' Errors in Using Preposition of Place.

Preposition of place in Indonesia is just one that is “*di*” but in preposition of place in English there are *in*, *on*, and *at*. The students are still influenced by their mother tongue. They do not think about the form, just think about the meaning. They make generalization in using preposition of place.

Based on Corder, (1973) says that error analysis is the study analysis of the errors made by the second of foreign language learners to predict the errors or the difficulties in learning foreign language. It indicates similar with the previous study by Sunardi Hasyim (2002) who said that the error analysis provides information to the teachers on students' errors. This helps the teachers in three ways, firstly to correct their errors, secondly to improve their teaching, and thirdly to focus on those area that need reinforcement.

Based on the explanation above, the researcher concluded that the errors made by the students in using preposition of place which are categorized as Causes of errors term that the errors caused by Carelessness, and Overgeneralization.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comes as the last part of this study, which consists of conclusion and suggestion. The conclusion is drawn according to the results of this research, while suggestion is intended to give information for future researchers who interested in similar study.

A. Conclusion

Based on the data about the student's errors in using preposition of place can be concluded that the factors cause the students' errors are the different functions of preposition of place *in*, *on*, and *at* where the students have not really understand yet, incomplete of the rule restriction. It happens because the students are still influenced by their mother tongue. They do not think about the form, just think about the meaning. For this case the students should understand deeply the different of using preposition of place in English.

B. Suggestions

The researcher then offers some suggestion to English teacher, the students and other researchers.

1. To the teachers

- a. The teachers should motivate their students in learning English especially in using preposition of place.
- b. The teacher must focus on the student's motivation in using preposition of place by explaining the characteristics and function of preposition of place.
- c. The teachers should give some exercises and examples of English sentences especially in using preposition of place.
- d. The teacher should give the way to identify English especially preposition of place, so they know how to use English and how to motivate the students in order to improve their skill in using sentences.

2. To the students.

- a. In the teaching learning process, the students must be active and they must ask something about using preposition of place.
- b. The students must study hard and serious in learning English especially in using preposition of place.
- c. The students pay attention to characteristics or function of preposition of place.
- d. The students must try to increase their abilities especially in using preposition of place.

3. To the other researchers

There are many errors, which is made by students in using preposition of place. It may be influenced by differences between English and Indonesia. The researcher suggest to the other researcher to search about:

- a. The sociolinguistics and interlanguage interference. It is used to know the crucial factors that caused the students errors of using preposition of place.
- b. The background of the eighth grade students of SMP Kartika XX-3 Yon Armed Makassar, why they not master preposition of place yet.

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Appendix

Research Instrument

A. Fill in the blanks using Suitable Preposition Of Place (In, On, At) !

1. She lives ... Makassar.
2. He sat ... the chair and ate the dinner.
3. The ball is ... the box
4. He reads the articles ... the newspaper.
5. She lives ... the jl. Sultan Alauddin, No. 12
6. Our house is ... the end of the street.
7. The file is save ... the computer.
8. He has a scratch ... his arm.
9. Our house is ... the center of the town.
10. She is ... the kitchen.

B. Write *True* or *False* theusing preposition of place **in, on ,at** below !

True/False

1. The stone hit me *on* the face.
2. I put the dictionary *at* the table.
3. There is pollution *in* the air.
4. There are three students *in* my school.
5. He is standing *on* the corner.
6. New England is *at* the north of the United States.
7. My mother is *at* home.
8. She live*on* the fourth floor.
9. I put the dictionary *in the table*.
10. The market is *in* the right side of the hospital.

CURRICULUM VITAE



NURDAWATI is the third child of HasanBasri and Hafsah. She was born on June 08th1991 in Ujung Pandang. She has two older sisters and one younger brother. She comes from Makassar, Sulawesi Selatan. She finished her study at SD InpresSambungJawa III Makassar in 2004, at SMPN 24 Makassar in 2007, at SMK Tamalatea Makassar in 2010, and directly registered as a student of Muhammadiyah University of Makassar in English Department.

She participated actively in some organization such as OSIS and Paskibra at Junior and Senior High School.

At the end of her study, she could finish her thesis with tittle **An Error Analysis in Uaing Preposition of Place at the Eighth Grade Students of Junior High School at SMP Kartika XX-3 Yon Armed Makassar (A Descriptive Study).**