AN ANALYSIS ON STUDENTS' ERRORS IN USING PREPOSITION AT THIRD GRADE OF SMP NEGERI 1 PANYABUNGAN UTARA MANDAILING NATAL SUMATERA UTARA

Submitted to Tarbiyah Faculty and Teachers Training of State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirement For S.1 Degree

THESIS

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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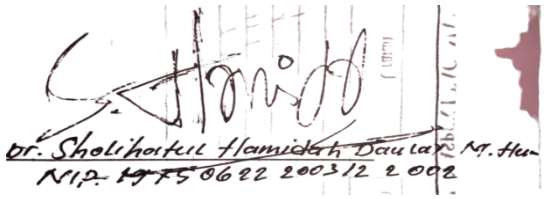	
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ABSTRACT

AN ANALYSIS ON STUDENTS' ERRORS IN USING PREPOSITION AT THIRD GRADE OF SMP NEGERI 1 PANYABUNGAN UTARA MANDAILING NATAL SUMATERA UTARA

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Thesis: Department of English Education. Faculty of Tarbiyah. State Islamic University of North Sumatera Medan. 2021.

Keywords: Error and Error Analysis, Preposition

The study aims to realize students' understanding and ability in using the prepositions of time and place. The research was conducted using both qualitative and quantitative methods. The subjects of this study were students of class 3A of SMP Negeri 1 Panyabungan Utara Mandailing Natal for the 2020/2021 academic year. In this study, researcher used qualitative and quantitative descriptive approach, the researcher recognized the errors and explained them. The qualitative data were taken from interviews, observation, documentation while the quantitative data were taken from a test containing the use of the prepositions of time and place from 20 students. The second step is identifying the errors based on the outside of the test range tested, and the third step is describing the errors made by students. The results showed that there were 212 students who get errors from 400 questions in using time and place preposition. Researchers found that some errors that occur due to misinformation. Another finding is that the source of the error is divided in two categories, namely overgeneralization (the effect of the previous rules/formulas) and ignorance of role limitations (the effect of failure to apply the rule formula). And based on the interviews, observations, sheets and documentation, it showed that students' responses in using prepositions are not good enough.

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In the name of Allah, the beneficence the merciful. Price to be Allah SWT by the whole modest heart, all praise and strength that enable me to complete this thesis. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives and his followers.

As we know in most college, university like UIN, each student who will finish the study should write the thesis to fulfill one of the requirements to get S1 degree. And my thesis was conducted by title: "AN ANALYSIS ON STUDENTS' ERRORS IN USING PREPOSITION AT THIRD GRADE OF SMP NEGERI 1 PANYABUNGAN UTARA MANDAILING NATAL SUMATERA UTARA".

In accomplishing this research, I deservedly would like to acknowledge my deepest appreciation to the following people who have helped and supported me to finish my thesis to:

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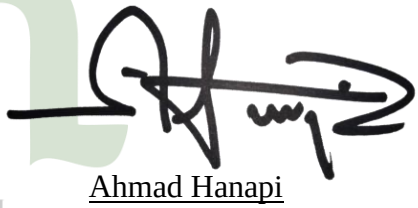
The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better.

Medan, 10 Februari 2021



Ahmad Hanapi

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CHAPTER I

INTRODUCTION

A. Background of Study

A language is an important part of human existence and social process that has many functions to perform the life of human beings. The language is an instrument to convey information; it is used to express ideas, feelings, thoughts, purposes, and opinions in written or oral way. Instead of concluding when language was first used by humans, linguists agree that no one is alert whenever the original language existed, where, how and who started it. The usual expression says that the history of language begins at the very beginning of human existence. Thus, the history of language lasts throughout human history,. This is different in the perspective of the Qur'an regarding the explanation of the origin of the language of the language described in Qur'an:

وَعَلَّمَ اٰدَمَ الْاَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰٓئِكَةِ فَقَالَ اَنْۢبِـُٔوْنِيْ بِاَسْمَآءِ هٰٓؤُلَآءِ اِنْ كُنْتُمْ صٰدِقِيْنَ . (٣١)

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Meaning: And He taught Adam the names (things), then conveyed them to the angels and then said: "Mention to Me the names of those things if you are really true people!" (Surah Al-Baqarah: 31)

This verse explains that Allah SWT. taught the names to Prophet Adam A.S, these names can be said to be part of language symbols. There is no information about the teaching-learning process between Allah and Prophet Adam, but what is clear is that the first human, namely Prophet Adam learned language through the

teaching-learning process, was not created by automatic tools. Allah has also taught humans to become creatures who are good at speaking, this has stated in His Word (Surah Ar Rohman: 3-4):

خَلَقَ الْإِنْسَانَ. (٣) عَلَّمَهُ الْبَيَانَ. (٤)

Meaning: He created man, taught him to be good at speaking (QS. Ar Rahman: 3-4)

According to Muhammad Thariq Aziz (in Tafsir Al-Mawardiy,1060: 423) explains "the word *al-bayan* which is meant by several meanings including: cleverness of speech, writing, guidance, reason, self-explanation & environment, and humans are created not knowing and then taught the way of knowledge."

It can be denied that *Albayan* is interpreted in practical terms as eloquence and the ability to explain something, while if interpreted as idealistic, it is a device (limb or reasoning ability) to explain something.

Through the language, we can share and transfer knowledge, transmit message from one to another, and from generation to the next generation. so that it can be valuable in worship with what we convey or we teach something useful to others, as the hadith of the Prophet Muhammad:

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عَن عَلِيٍّ رَضِيِ اللهُ عَنهُ قَالَ : قَالَ رَسُولُ اللهِ صَلَّى اللهُ عَلَيهِ وَسَلَّمَ : العَالِمُ يَنتَفِعُ بِعِلمِهِ خَيرٌ مِن اَلفِ عَابِدٍ. (رواه الديلم)

Meaning: From Ali R.A he said: Rasulullullah SAW said: people who have knowledge and then use that knowledge (for others) will be better than a thousand people who worship or worship experts. (H.R Ad-Dailami)[1]

In short, almost all of human activities are conducted through the use of

[1] M. Nashiruddin Al-Albani, (2003) *Kumpulan Hadits Shahih*, Jakarta: Gema Insani Press P.91

language. Daulay (2011) as mentioned in a great book of research that “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentence this combination answering to that of ideas into thoughts.”[2]

From the defenition above that is language can be defined as a socially shared symbols and combination of those symbols. So, the language can express in write and can be analysis .

In Indonesia, English is taught as a foreign language. English generally has been learned by the students since they were in the elementary school. (Emmaryana, 2010) stated the following: “when students learn English, they are focus on mastering four language skills: listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are improved in the process of teaching and learning English.”[3]

As a foreign language, English is different from Indonesian language, even in grammatical patterns, vocabulary etc. Therefore, to use accurately and meaningfully, the English language learners have to understand and need to know the grammatical rules of the language, either active or passive language. However, it is not an easy step to be programmed in a short time.

As set of rules, grammar is one of the language components taught to every language learner. It is a basic knowledge in understanding the language. (Ur, 1996, p. 87) stated that, “Grammar is a set of rules that define how words (parts of words) are combined of change to form acceptable units of meaning with in a language.”[4]

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[2]Sholihatul Hamidah Daulay,(2011) *Introduction to General Linguistics*. Medan: LaTansa Press. P.11

[3]Fajariani Emmaryana, *An Analysis on the Grammatical Errors in the Student Writing at SMAN 1 Cigudeg Bogor*, Jakarta, 2010, 1

[4] Penny Ur, *A Course in Language Teaching Practice and Theory,* (Cambridge: Cambridge University, 1996), p. 87

Meanwhile, according to (Swan, 1980, p. 24) stated that, "Grammar is the rule that say how words are combined, arranged, and changed to show different meaning."[5]

And the other side (Harmer, 1983, p. 12) stated that, "Grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language."[6]

On the other hand, (Hancock, 2005, p. 6) stated the following:"That grammar is the natural, inherent meaning- making system of the language, a system that governs the way words come together to form meanings; grammar is also the study of that system; the various theories or perspectives that attempt to understand and describe it".[7]

In English grammar, there are eight parts of speech in English grammar, namely, noun, pronoun, adverb, verb, preposition, adjective, conjunction and interjection. (Frank, 1972, p. 163) stated as following:

> Preposition is classified as a part of speech in traditional grammar. Prepositions as well as conjunctions differ from other parts of speech in that is each composed of a small class of words that have no formal characteristic endings and for these reasons modern linguistic prefer to classify prepositions as structure words rather than as parts of speech.[8]

Preposition is important to make up a sentence. In the most general terms, a preposition expresses a relation between two entities; one is represented by the prepositional complement. In expressing idea, either written or spoken a person certainly deals with the kind of preposition.

---

[5]Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1980), p.24
[6]Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman Group, 1983), p.12
[7]Craig Hancock, *Meaning-Centered Grammar*, (London: Equinox, 2005), p.6
[8] Marcela Frank, *Modern English a practical reference guide*. (Prentice-hall, New York University. 1972), p. 163

In English, there are many materials to be discussed, one of them is preposition. Preposition are one of the most difficult aspects of English grammar. They are called the biggest little word in English. They are usually quite short and insignificant looking but have very important functions.

Prepositions are so difficult to be learnt. They are short, simple but these are very tricky. Sometimes the choice of one over another in a particular seems arbitrary. Prepositions are limited but they have to serve a number of relational meanings. Therefore, it is not surprising that the learners encounter problems in mastering prepositions.

Then based on the researcher experienced at SMP Negeri 1 Panyabungan Utara Mandailing Natal, many students found difficulties in using preposition correctly in their writing tasks. Errors often occur when English language learners try to translate their native language.

In this case, prepositions often become a serious problem for the English language learners. An obvious reason is that the numbers of prepositions used in English are limited but they have to serve a variety of relational meaning.

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From the case above, the researcher intends to analyze the errors might become the triggers for the students who is in their difficulties in using preposition. Considering how large the material of preposition to be discussed, so the researcher intends to limit the object of discussion focused on preposition of time and place. Based on the explanation above, the writer interested in analyzing students' error entitled ***"An Analysis on Students' Errors in Using Preposition at Third Grade of SMP Negeri 1 Panyabungan Utara Mandailing Natal Sumatera Utara."***

B. Identification of Study

Based on the background of the problem described above, then researcher try tried to formulate the problem as follow:

a. There are several students who lack knowledge in learning English because students find difficulty in English structure already
b. The students are less concentration in English learning process
c. The students felt difficulty in language structure of Indonesia to English

C. Limitation of Study

In order to achieve the goal of the research, the writer limits the problem on students" errors in using preposition of time and place. The writer uses Duleys' error classification for this research. The problem is limited on analyzing the student's errors in the types of omission, addition and misinformation. While in analyzing the causes of errors, the writer uses Richard's theory which consists of; overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

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D. Formulation of Study

This research attempts to analyze one aspect of grammar which is focused on the use of preposition of time and place. In a hypothetic sentence, the research will answer these questions:

a. What are dominant of students' errors ?
b. What are the types of the students errors in using of preposition of time, and place?
c. What are the causes of the students errors in using preposition of time and place?

E. Objective of Study

Based on the problems before, the researcher decided to analyze the errors made by the third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal in using preposition of time and place. This research mainly intends:

a. To find out students' errors in using preposition of time and place made by third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal.
b. To find out the types of errors which committed by students in using preposition of time, place, direction and spatial relationships.
c. To find out the causes of student's errors in using preposition of time, place, direction and spatial relationships.

F. Significance of Study

The researcher expected to provided the useful information of student's errors in using preposition of time, place, direction and spatial relationships for teachers, students, and further more researchers. For teachers, the research will give better information to the teachers to deal with errors in grammar, especially in the use of preposition of time and place. Practically, it will provide feedbacks which can be used to adapt their teaching techniques.

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While for students, it can be an input to improve and to encourage students in mastery preposition of time, place, direction and spatial relationships. Finally, the research will extend useful information which can be use as basic information and reference for further researcher interested in conducting similar studies.

CHAPTER II

THEORITICAL FRAMEWORK

A. Error and Error Analysis

1. Definition of Error and Error Analysis

In learning a foreign language, English in this case, it is so possible for learners to make errors in language learning. Making of errors is naturally one part of language learning process. As like children learning their mother tongue, as first language, they also make errors. As mentioned in a great book of research:"When the children learn mother tongue, sometimes they use improper pronouns, ambiguous words or incorrect word formation." In fact, the learners must get through some errors first. (Rido, 2000, p. 218)[9]

In the other hand:"Errors are parts of the learner inter language that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he or she aims toward full mastery."[10]

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(Harmer, 1987, p. 170). In this case: "errors have also played an important role in the process of language learning acquisition."

According to (Douglas, 2000, p. 215) stated as following:

> Error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance. Brown has different opinion. He gives more attention on the interlingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the interlingual competence of the learner.[11]

---

[9] Valentinus Rido, *Types of Correction Supporting the Learner-Centered Learning in English Classes*, (New York: Addison Wesley Longman, 2000), p. 218

[10] Jeremy Harmer, *Principle of Language Learning and Teaching,* (New York: Prentice Hall Regents, 1987), p.170

[11] H.Douglas, Brown, *Principle of Language Learning and Teaching*, 4thed (New York:

The errors are caused by his willful of his negligence in using the rules appropriately. The term of breaches of the code could not be used for learning because he was imperfect knowledge of the language learned. The errors made are a sign of his incompetence in achieving the language learned and therefore, they were systematic in themselves.

From all definitions above, the writer can summarize that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics system of the target language, it will lead the students to make errors consistently.

Errors can occur in both comprehension and production, but comprehension errors are difficult to detect as it often impossible to locate the precise linguistic source of an error. While, production errors can be observe from competence of the learners' performance, in their speech or writing. As the great research stated that:"Errors are the flawed side of learner speech or writing. They are parts of conversation or composition that deviate from some selected norm of mature language performance. (Dullay, 1982, p. 138)"[12]

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It is important to analyze student's errors, as an aspect of performance or production, when they are learning second language. As mentioned in a great book of research:"The fact that learners do make errors and these errors can be observe, analyze and classify to reveal something of the system operating within the learner, led to a surge of study of learners" errors, in this case, called error analysis. (Brown, 2007, p. 259)[13]

Longman, 2000), p. 215

[12] Heidi Duley, et al, *Language Two*, (New York: Oxford University Press, 1982), p, 138

[13] Douglas Brown, *Principle of Language Learning and Teaching*, (New York: Longman,

Furthermore, (Crystal, 1987, p. 112) stated that:“Error analysis as 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.”[14]

As an activity to reveal errors found in writing and speaking, error analysis deals with the student performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. A primary focus on error analysis is the students error provide with an understanding of the underlying process of second language acquisition.

From the definitions above, the writer concluded that error is naturally part of language learning process which is unavoidable and will always occur. Meanwhile, error analysis is a set of procedure observing, analyzing, and classifying learner error in both speaking and writing.

2. Distinction between Error and Mistake

Before discussing error and mistake deeply, it would be better to make distinction between error and mistake first, technically both are very different. In a great book of research:“Mistake is a random performance slip caused by fatigue, excitement, and therefore can be readily self-corrected. Error is a systematic deviation made by learners who have not yet mastered the rules of the second language. (Larsen, 1991, p. 59)[15]

And the other hand, (Richards, 1973, p. 25) stated as following:

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2007), p. 259

[14] David Crystal, *The Cambridge Encyclopedia of Language*, (New York: Cambridge University Press, 1987), p. 112

[15] Diane Larsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research*, (London: Longman Group, 1991), p. 59

> Mistakes refer to errors of performance which are characteristically unsystematic occurred by memory lapses, physical states, and psychological condition, while errors refer to errors of competence which are considered as the systematic errors of the learners from which we are able to reconstruct their knowledge of the language to date.[16]

Meanwhile, (Brown, p. 257-258) mentioned :

> That mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Mistakes, when attention is called to them, can be self-corrected. While, an error reflects to the lack of competence of the learner, and error cannot be self-corrected.[17]

In learning language process, in this case English, errors may become a serious problem for learners. They can include phonemes, morphemes, words, sentences or even paragraphs. Actually, it would be a problem to comprehend the meaning what the speaker or the writer said and can be such a barrier in communication when occurs frequently.

Based on the definitions above, the writer can be seen that a mistake happens because of the failure to convey the competence and it can be self-corrected. While, an error reflects to the lack of the competence and it cannot be self- corrected.

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3. Sources of Error

In Error occurs to many reasons, according to (Norris, 1983) stated: “There are three factors that can be classified as the sources of errors, they are: carelessness, first language interferences and translation.”[18]

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[16] J. C. Richards, *Error Analysis: Perspective on Second Language Acquisition,* (London: Longman, 1973), p. 25

[17] Douglas Brown, *op. cit.*, p. 257-258

[18] John Norris, *Language Learner and They Error*, (New York: Macmillan Press,1983),

a. Carelessness

It is often closely related to lack of motivation, as the result of the presentation style used by the teacher that does not suit students, or the materials are not interesting enough for students.

b. First language interferences

Error happens as the result of the language habits which have been buried in the students' native language which influence on students' production in target language being learnt.

c. Translation

It is the most common error made by students, translating word by word of idiomatic expression as the result of a situation when a learner does not know the appropriate expression or structure.

As mentioned in a great book of research, "Theory exposed four major categories of errors: interlingual, intralingual, induced error and compound ambiguous." (James, 1998, p. 179)[19]

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1) Interlingual

Errors are caused by mother tongue interference. The persistence of the first language influences the learners in using the target language.

2) Intralingual

Errors are caused by target language. Some rules of the target language make the learners fail to distinct each other.

3) Induced Error

Errors are caused by material-induced error, teacher-talk induced error,

[19] Carl James, *Errors in Language and Use: Exploring Error Analysis,*(London: Longman, 1998), p.179-200

exercise-based induced error, errors induced by pedagogical priorities, look-up errors.

4) Compound and ambiguous, a lexical and phonological causes.

Meanwhile, (Brown, 2007, p. 263) determines the sources of errors into four, they are interlingual transfer, intralingual transfer, context of learning and communication strategies.[20]

1) Interlingual Transfer

   Errors happen because the interference of a mother tongues into a target language, caused by the differences between both languages. Since the target language system is still unfamiliar, so that the first language becomes the only previous linguistic system that the learner can refer.

2) Intralingual Transfer

   Intralingual transfer is the source of errors caused by the influence of target language rules.

3) Context of Learning

   Errors caused by the learners misinterpretation of the teacher's explanation, faulty presentation of a structure or word in textbook and improperly contextualize pattern in a drill.

4) Communication Strategies

   Communication strategies are related to learning style. Errors occur when learner produce the second language by their own strategy with a little previous knowledge. Learners usually try an effort to cross their message, but sometimes it can be error.

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[20] Douglas Brown, *Principles of Language Learning and Teaching,* (San Francisco: Pearson Education, 2007), Fifth Edition, p. 263-266

(Richards, 1970, p. 8) also mentions in a great book of research stated:"There are some causes of errors into four areas, they are: overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concept hypothesized."[21]

1) Overgeneralization

   It happens when the students apply the previous rule that they learned before to another pattern that has a different rule.

2) Ignorance of Rule Restrictions

   It is still closely related to generalization. The students fail to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply.

3) Incomplete Application of Rules

   The structures occur as the representation of development of the rules required to make acceptable utterances.

4) False Concepts Hypothesized

   The errors happen as the result of the faulty comprehension of distinctions in the target language.

   However, some linguists above have explained that the target language and other sources may cause errors as well. To determine the source of errors, the researcher uses Richards theory, for it seems appropriate to use to analyzing the sources of student's errors in this case.

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4. Types of Error

According to (Dulley, 1982, p. 146) stated, "There are four types classifications of student's errors; linguistic category taxonomy, surface strategy taxonomy,

[21]Jack C. Richards, A Non-Contrastive Approach to Error Analysis, *International Center for Research on Bilingualism*, (Laval University, 1970), p. 8-14

comparative taxonomy, and communicative effect taxonomy."[22]

a. Linguistic Category Taxonomy

This taxonomy classifies errors based on either or both the language component and the particular linguistic constituent the error affect. Language component consists of phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

Meanwhile constituent consists of the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, and within clause, which constituent is affected (e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth).[23]

b. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures are altered: Learner may *omit* necessary items (omission) or *add* unnecessary ones (addition); they may *misinform* items (misinformation) or *misorder* them (misorderring).

Analyzing errors from a surface strategy perspective concerned with identifying cognitive process that underlie the learners reconstruction of the new language, aware that learners errors are based on some logic, to prove that the learners errors made are not the result of laziness or sloppy thinking but the influence of the learners internal principles to produce a new language.

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[22] Dullay, *Language Two*, (New York: Oxford University Press, 1982), p. 146
[23] Dullay. *op. cit.*, p. 146-147

1) Omission

Omission is the absence of an item that must appear in a well-performed utterance, although any morpheme or word in a sentence. Errors can be occurred because of the absence of either content morphemes or grammatical morphemes.

Content morphemes carry a major role in conveying the meaning of a sentence (e.g. nouns, verbs, adjectives, and adverbs). Meanwhile, the grammatical morphemes play a minor role in conveying the meaning of a sentence (noun and verb inflections, article, verb auxiliaries, and preposition).

For example in the sentence *Maela is the producer of the new movie*. The words *Maela*, *producer*, *new* and *movie* are the content morphemes that convey the meaning. If one heard *Maela producer new movie* he or she still could guess the sentence meaning. While the words *is*, *the*, and *of* are grammatical morphemes. If one heard *is the of the* he or she could not even begin to guess what the speaker might have had in his or her mind.

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2) Addition

Addition is the presence of an item which must not appear in a well-performed utterance, opposites of omission. It usually occurs in the later stages of second acquisition, when the learner has already acquired some target language rules, the result from the all- too-faithful use of certain rules.

There are three types of addition errors: double markings, regularizations, and simple additions.

I. Double Markings

Double markings occur when two items are marked for the same feature, as the failure to delete certain items which are required in some linguistic constructions. For example in the sentence *She did not came birthday party.*

II. Regularizations

It is typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. There are both regular and irregular forms and constructions in language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization. Such as, the verb *begin* becomes *begined;* the noun *man* becomes *mans* in the plural, where as *men*.

III. Simple Addition

Simple addition is the "grab bag" subcategory of additions. No particular features characterize simple additions other than those that characterize all addition errors.

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IV. Misinformation

Misinformation error is the use of the wrong form of a morpheme or a structure. There are three types misinformation; regularization errors, archi-forms, and alternating forms.

a) Regularization Errors

Regularization errors fall under the misinformation category in which a regular maker is used in place of an irregular one, as in *runned* for run or *gooses* for *geese.*

b) Archi-forms

It is the selection of one member of a class of forms to represent others in the class. For example, learners may temporarily select just one member of the class of personal pronouns to function for several others in the class. As in the sentence *Give me that. Methirsty.*

c) Alternating Forms

It is as the learners vocabulary and grammar grow, so the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example *He would have saw them.*

V. Misorderring

Misorderring errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

For examples:

She is all the time late.

All the time is misordered.

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c. Comparative Taxonomy

Comparative taxonomy is the classification of error based on comparison between the structure of second language errors and certain other types of constructions. There are four types of errors in comparative taxonomy; developmental, interlingual, ambiguous, and other errors.

1) Development Errors

Development errors are the errors made by the students learning target language as their first language. For example, dog eat it. The omission of the

article and the past tense marker may be classified a developmental because these are also found in the speech of students learning English as their first language.

2) Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learners native language. For example, the man is skinny produced by a Spanish speaker reflects the word order of Spanish adjectival phrases (e.g. el hombre fraco).

3) Ambiguous Errors

Ambiguous errors could be classified equally as well as development or interlingual. It is because these errors reflect the learners native language structure, and at the same time, they are found in the speech of children acquiring their first language. For example, in the utterance I no have a car, the negative construction reflects the native learners native Spanish and is also characteristic of the speech of children learning English as their first language.

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4) Other Errors

Other errors are the errors made by the students' native, neither using his/her native language structure nor second language developmental form, an error would go into the other category. For example, she do hungry.

d. Communicative Effect Taxonomy

Communicative effect taxonomy focuses on distinguishing between errors that seem to cause miscommunication and those they do not. Errors that affect the overall organization of the sentence hinder successful

communication (global error), While errors that affect a single element of the sentence usually do not hinder communication (local error).

As (Brown, 2007) stated, "Global Errors hinder communication; they prevent the hearer from comprehending some aspect of the message. Then, local errors do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer or reader to make an accurate guess about the intended meaning."[24]

e. Procedure of Error Analysis

In language learning process, errors are the bad language for being avoided. One way to find out how learners acquire a second language is to study how they use it in production. Therefore, error analysis is used as the methods for analyzing learner language and investigating how learners acquire the languages. As mentioned in a great book of research, (Ellies, 2005, p. 51) stated as following below:

> Learner errors are significant in three ways: First, they serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered. Second, they serve a research purpose by providing evidence about how languages are learned. Finally, they serve a learning purpose by acting as devices by which learners can discover the rules of the target language (i.e. by obtaining feedback on their errors).[25]

On the other hand, conducting an error analysis, there are some procedures as distinguishes into five stapes: (Corder, 2008, p. 46)[26]

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[24] Douglas Brown, loc. cit

[25] Rod Ellis and Gary Barkhuizen, Analysing Learner Language, (New York: Oxford University Press, 2005), p. 51

[26] Corder, The Study of Second Language Acquisition, Second Edition, (New York: Oxford

- Collecting of a sample of learner language
- Identification of errors
- Description of errors
- Explanation of errors
- Error evaluation

The first step is collecting of a sample of learner language. It is to provide the data obtained by giving and collecting a test containing of preposition of time and place to students.

The second step is identification of errors. The process of identifying of students‟ errors based on the tested area.

The third step is description of errors. It involves describing or specifying how errors form produced by students.

The forth is explanation of errors. This step attempts to explain the reason of students‟ errors happened. It involves determining their sources in order to account for why they were made. From the point of view of second language acquisition research, this is the most important stage in an error analysis.

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The last step is error evaluation, evaluating the errors made by students. Error evaluation is the analysis of learner errors as a supplementary produce for applying the results of an error analysis. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

University Press, 2008), p.46-60

B. Preposition

1. Definition of Preposition

Learning preposition is difficult because almost every definition for a preposition has exception. (Khantja, 1991).[27] Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence.

On the other hand, "A preposition is a word that shows the relationship of a noun or a pronoun to another word in a sentence. (John, 20014, p. 13)."[28] Another opinion prepositions is a connecting word that show the relation of noun or a pronoun to some other word in a sentence.[29]

According to (A. J. Thomson and A.V. Martinet, 2007, p. 41) stated that, "Prepositions are words normally placed before nouns or pronouns. A preposition signals that a noun or a pronoun follows it."[30] Meanwhile, (Crystal, 2007, p. 232) mentioned that, "Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence."[31]

And then (Randolph Quirk and Sidney Greenbaum, 1973, p. 143) stated, "Preposition expresses a relationship between two entities, one being that represented

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[27] Amar Khantja, Errors in the Use of Preposition by Maithili Learners of English Their Remedies". Tribhuvan University Journal. Vol XIX. 1991
[28] John, Grammar, Writing, and Research Handbook (Northshore High School 20014-2015), 13
[29] Margaret D. Shertzer, The Elements of Grammar (New York: Macmillan Publishing Company, 2007), 41
[30] A. J. Thomson and A.V. Martinet, A Practical English Grammar, Fourth Edition, (New York: Oxford University, 1986), p. 91
[31] D. Crystal, How Language Works, (London: Penguin Books, 2007), p. 232

by the presentational complement.[32] Furthermore, (Marcella Frank, 1972, p. 163) stated, "A preposition signals that a noun or a noun structure follows it; the preposition + noun combination constitutes a prepositional phrase."[33] It can be concluded that prepositions are the words shows a relationship between a noun, a pronoun and other word in the sentence.

From those definitions above, the writer can conclude that preposition is a word placed before noun or pronoun to show relationships. A preposition is a word or group of words that describes a relationship between other words in a sentence. A simple preposition is made up of one word: of, in, by, above, below. A compound preposition is made up of two prepositions: out of, from among, except for, because of.

2. Types of Preposition

There are many kinds of prepositions able to find in English grammar. It seems impossible to definite the exact list of English preposition. Therefore, (Essberger, 2012, p.6) clarified that it is not possible to produce a definitive list of English prepositions. That means that nobody can create a list of prepositions and say: "Here are all the prepositions in the English language, no more and no fewer".[34]

However, (Randolph Quirk and Sidney Greenbaum, loc cit) stated, "Of the various types of relation meaning, preposition of time and place are the most prominent and easy to identify.[35] (Crystal, 2003, p. 165) stated, "Emphasizes, expressing a relation of meaning, a preposition most often shows how the two parts

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[32] Randolph Quirk and Sidney Greenbaum, A University Grammar of English, (London: Longman. 1973), p. 143
[33] Marcella Frank, Modern English: A Practical Reference Guide, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972), p. 163
[34] J. Essberger, English Prepositions List, 2012, p. 6
[35] Randolph Quirk and Sidney Greenbaum. loc. cit

are related in space or time.)[36]

Based on the fact above, it shows how large the material of prepositions in English grammar. It seems impossible to discuss all comprehensively here. Therefore, the researcher intends to discus and to focus on preposition of time, preposition of place, preposition of direction, preposition of spatial relationships and preposition after selected adjective.

a. Preposition of Time

Preposition of time is use to indicate the time. (Randolph Quirk and Sidney Greenbaum, loc cit) state that, "At, on, and in as preposition of time when they are to some extent parallel to the same items as positive preposition of position, although in the time sphere there are only two dimension-types, point of time and period of time.[37]

Based on (Hewings, 1999, p. 214) stated as following,

> Preposition of time at is used to indicate point of time, chiefly clock-time (e.g. I saw him at five o'clock). Also idiomatically, for holiday periods or festival (e.g. we usually have special agenda at Idul Fitri time), to explain about a part of the day considered as a point (e.g. night, midnight, etc) and for phrases, used with a part of the day considered as a point or specific times of day, for example: he does not like driving at nigh.[38]

During or in used to explain about something that happens within a particular period of time (in the last … in the time … etc), during rather

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[36] Crystal, The Cambridge Encyclopedia of the English Language, Fifth Edition, (Cambridge: Cambridge University Press, 2003), p. 165

[37] Randolph Quirk and Sidney Greenbaum, A University Grammar of English, (London: Longman. 1973), p. 154

[38] Martin Hewings, Advanced Grammar in Use with Answer (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999),214

> than in when talk about something that happens within the same time as another event or activity rather that over a particular period of time. And prefer during when to emphasize that something continues for the whole of a particular period of time. (Hewings, 1999).[39]

Preposition of time on is used with phrases referring to day of the week, for example: she usually works on Monday, then, dates, for example: the interview is on 29th April.

Meanwhile, preposition of time in used to indicate long periods of time “months, years, seasons” (e.g. the pool is closed in winter). Also used with a part of the day or periods of time during the day (e.g. I usually have breakfast in the morning). And for describing the amount of time, starting at one point and ending at another, duration (e.g. she will ready in a few minutes).

Based on those definitions, it can be concluded that preposition of time at is generally used in reference to specific times on the clock or points of time in the day and holiday periods. While preposition of time on is used with named days of the week and dates and preposition of time in generally refers to part of the day, long periods of time, and several hours/ time or more.

b. Preposition of Place

Preposition of place is used to indicate place or position, marks something’s location, which has the relation to the dimension properties. (Hewings, 1999)[40]

As mentioned in a great book of research, (Frank, p. 172) argued as following:

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[39]Ibid, 214
[40] Ibid., p. 146

> Preposition of place at is used to describe the specific place or points in space (e.g. I will see you at the bus stop). It also used to describe with public place (e.g. we bought some fruits at the traditional market). And refers to address with street number, complete address (e.g. he lives at 21 Park Avenue). At also refers to general vicinity, more presence at a place is indicated.[41]

At a more specific scope and focused on what is mean. Usually at also used before an addressed with street number for example is my house at Jalan Surabaya number 10, Medan. (Hewings)[42]

On the other hand, (A.J Thomsom and A.V Martinet, 1986) stated as following:

> Preposition of place on indicates the surface something, things that can be thought of as surface (e.g. it was a beautiful painting on the wall), and used for describing road/street, the things that can be thought of as a line (e.g. the public library is on the Sudirman Street. On top of emphasizes the uppermost horizontal surface, it is an object that has some height). On also can be used for both position and movement, whereas on to can be used chiefly people and animals when there is movement involving a change of level.[43]

Meanwhile, preposition of place in indicates the geographical region, a large area (e.g. I have lived in South Jakarta for 7 years ego), also for describing with building/ room and places (e.g. lots of people were reading books in the library).

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[41] Marcella Frank, Modern English (a practical preference guide), (Prentice-Hall: America, 172), 166

[42] Martin Hewings, Advanced Grammar in Use (a self-study reference and practice book for advanced learners

[43] A.J Thomsom and A.V Martinet, A Practical English Grammar, (New York: Oxford University Press, 1986)

And then, preposition of across or over is used to explain about position on the other side of and tell about large area, or getting to the other side of a bridge, road, border, river, etc. Over rather than across talk about reaching the other side of something that is high or higher than it is wide and if talk about country or sea use across rather than over. (Hewings, 1999)[44]

Preposition of below is the opposite of above; under is the opposite of over. The differences in the uses of below and under are similar to those between above and over. The distinction between under and below is not always care rally maintained. Below also the opposite of above and we can use it in a place. So, below used when something that has been put in a place that is clear.[45]

Alexander, 1990, p. 114) stated the following:

> Preposition of between usually use two or more people or things that we see as individuals or separate and among when to talk about the people or things as part of a group or mass. Between and among not only used as prepositions of place. To describe about something done to or by group or groups of things or people, we can use either between or among. That emphasize of between also explain to show a division between two people, things, or time, between to refers to more than two whereas among used to plural noun to refers to a mass of, among to refer can be viewed separately."[46]

(Frank, 1972) Preposition of beside, behind, by or next to if to explain that one something or person is at the side of another. For example, a country woman was

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[44] Martin Hewings, Advanced Grammar in Use (a self-study reference and practice book for advanced learners of English), (Cambridge University Press: England, 1999), 210

[45] L.G.Alexander, Longman English Grammar Practice for Intermediate Students, (Longman Group: New York, 1990), 114

[46] Ibid, 112

knitting beside a table. At the fireside sat two young women in back dress. Next an adjective to talk that something follows another thing in a series.[47]

Under is a felt to be generally lower than a point and sometimes either can be used. Underneath express the idea of close under, especially so as to be hidden. (Frank, 1972)[48]

By using a systematic analysis helps us establish some key meaning concepts in identifying and explaining the core usage of preposition of time and place.

Preposition of time and place at is a mechanism for denoting the specific; it usually refers to fixed points in time (e.g. clock times) and specific points in space. While preposition of time and place on is a mechanism which usually describes something in relation to a second, often linear dimension, hence it relates to the calendar (days and dates) and surfaces or lines.

Meanwhile, preposition of time and place in is a mechanism for describing something in relation to the things that surround it in time or space, hence it relates to periods of time and three dimensional spaces or containers.

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c. Preposition of Direction

Prepositions of direction tell you where to go or where to put something. Some examples are to, on, onto, in, and into.

Example:

Are : It is time *to* go to class

On : Put *on* your gloves and shoes

Onto : Push your way *onto* the crowded subway platform.

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[47] Marcela Frank, Modern English (a practical reference guide), (Prentice-Hall, INC: New York, 1972), 167

[48] Ibid, 167

In : Make sure your books are *in* your backpack.

Into : Put you book *into* your class[49]

d. Preposition of Spatial Relationships

The following are some prepositions which describe spatial relationships, where something is in relation to something else: above, across, against, ahead of, along, among, around, behind, below, beneath, beside, between, from, in front of, inside, near, off, out of, through, toward, under, within.

Example:

Undure : There is a small plaque *under* the painting.

Ahead : The dog ran *ahead* of its owner.

Between : There is a space *between* his front teeth.

Near : Come sit *near* the fire.

From : Where the heck did you come *from*?

e. Preposition after Selected Adjective

Besides followed by verbs, the other relationship of preposition is preposition after selected adjectives. There are some preposition follow the certain adjectives. The common adjectives used are below:[50]

a. Adjective + of/ to

Nice, kind, good, generous, polite, silly etc *of* somebody *to* do something.

Example:

Kind : It was *very kind* of you to help me

Nice, kind, good, generous, polite, friendly, cruel etc *to* somebody

Example :

[49] http://www.grammarly.com/handbook/grammar/prepositions/21-10-2020/01:48
[50] Raymond Murphy, op.cit., 258-260

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Nine :They have always been *very nice* to me.

*Afraid, frightened, terrified, scared*of

Example:

Afraid : Are you *afraid* of dogs?

Fond, proud, ashamed, jealous, envious of

Example:

Jealous : Why are you always so *jealous* of other people?

Suspicious, critical, tolerant, of

Example:

Suspicious :He did not trust me. He was *suspicious* of my intentions.

*Aware, conscious*of

Example:

Merried : Did you know he was married? No, I wasn't *aware* of that

Full, short of

Example:

Short : I am a bit *short* of money.

Certain, sure, of or about

Example:

Sure : I think she is arriving this evening but I am *not sure* of (about) that.

b. Adjective + at, by, with

Surprised, shocked, amazed, astonished at, by something

Example:

Surprised : Everybody was s*urprisedat (or by)* the news.

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Impressed with, by somebody, something

Example:

Impressed : I am very *impressed* with (or by) her English. It is very good.

Fed up, bored <u>with</u> something

Example:

Feed up : I don't enjoy my job any more. I am *fed up* with it.

c. Adjective + at, to, from, in, on, with, for

Good, bad, excellent, brilliant, hopeless etc. <u>at</u>

Example:

Good : He is *good* at painting. (not "good in" painting)

Married, engaged <u>to</u>

Example:

Merried : Linda is *married* to an American. (not "married with") But, Linda is *married* with three children same with she is *married* and has three children.

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Similar to

Example:

Similar : Your writing is *similar* to me.

Different <u>from (or to)</u>

Example:

Different : The film was *different from* (to) what I'd expected.

Interested <u>in</u>

Example:

Interested : I am *interested in* art.

3. Function of Preposition

Preposition has the function of connecting a noun or a pronoun to another word, usually a noun, verb or adjective in a sentence. (Frank, op. cit)[51] It can also be followed by verb but, except after but and except, the verb must be in the gerund form. (A. J. Thomson and A.V. Martinet. loc. Cit)[52] Preposition is connective word that shows relationship between the noun following them and of the basic of the sentence element: subject, verb, object or complement.

Preposition also indicates relationship such as place, direction, time, date, manner, agent, travel movement, reference, possession, separation, and condition between their objects and parts of the sentence. Furthermore, preposition may express such meanings as time, place, direction and possession. A preposition connects words, clauses, and sentences together and shows the relation between them.

4. Form of Preposition

Most of the common prepositions consist of only one word. However, several prepositions consist of more than one word. Marcella Frank mentions, the common furthermore, (Frank, op. cit., p. 201) stated, “English prepositions are short words, usually consisting of one or two syllables. Sometimes two short prepositions are joined into a one-word compound (into, within, upon); or two or more separate words function together as phrasal preposition.”[53] Most of them simply can be divided into two; simple preposition (monosyllabic preposition and polysyllabic preposition) and complex preposition (two-word preposition, three-word

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[51] Marcella Frank, op. cit., p. 171
[52] A. J. Thomson and A.V. Martinet. loc. cit
[53] Marcella Frank, op. cit., p. 201-205

prepositions, and four-word prepositions).

Simple preposition consists of one word, such as on, in, at, about, before, after etc., complex preposition consists of more than one word, such as due to, instead of, in spite of, as far as etc.

According to (Quick and Greenbaum, op. cit., p. 144) stated, "Monosyllabic simple preposition are normally unstressed, while polysyllabic preposition whether simple or complex are normally stressed. In complex prepositions, the stress falls on the word (adv, noun etc) preceding the final preposition."[54]

Preposition may take the form of:

a. Simple Prepositions

1. Monosyllabic Preposition

As, at, but, by, down, for, from, in, like, near, of, off, on, out, past, per, pro, qua, re, round, sans, since, than, through, till, via, to, up, with.

2. Polysyllabic Preposition

About, above, across, after, against, along, amid, among, anti, around, before, behind, below, beneath, besides, between, beyond, despite, during, except, inside, into, onto, opposite, without etc.

b. Complex Preposition

1. Two-word preposition

Such as, as for, but for, except for, save for, apart from, aside from, away from, devoid of, inside of, instead of, irrespective of, regardless of, upwards of, void of, defending on, according to, as to, close to, contrary to, due to, nest to, on to, opposite to, owing to, preliminary to, preparatory to,

[54] Randolph Quirk and Sidney Greenbaum, op. cit., p. 144-145

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previous to, prior to, relative to, subsequent to, thanks to, up to, along with, together with etc.

2. Three-word prepositions

As far as, as well as, in exchange for, in return for, a district from, by mean of, by virtue of, by way of, for lack of, for want of, in aid of, in back of, in case of, in charge of, in consequence of, in front of, in place of, in respect of, in search of, in spite of, in term off, in view of, on account of, on behalf of, on grounds of, on top of, as opposed to, by reference to, in addition to, in contrast to, in reference to, in regard to, in relation to, with regard to, with reference to, with respect to, at variance with, in accordance with, in comparison with, in compliance with, in contact with etc.

3. Four-word prepositions.

As a result of, at the expense of, for the sake of, in the case of, in the event of, in the light of,-on the ground(s) of, on the part of, with the exception of etc.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research applied qualitative descriptive method. It is because the data will collected and presented in words rather than numbers. The researcher uses a case study of the design of research which the data analysis that focused on one phenomenon. In this case, the researcher focused on the students' errors in using of preposition of time and place.

To get the data, the researcher visited the third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal to observe the teaching learning process and give the test focuse on the use of preposition of time and place.

After got the data, the researcher analyzed them. The analysis involved identifying and describing the data of students errors from the test given. The researcher analyzed the errors to determine the types of errors and to classifies the source of errors. To describe the data, the researcher used *Surface Strategy Taxonomy*. Furthermore, the researcher used Jack C. Richard theory to know the sources of errors that students made.

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The researcher presents types of errors in the tables and use the descriptive analysis technique to describe the frequency of occurrence, whether those errors are most serious or less serious.

B. Place and Time of Research

The research will conduct at the eighth grade students third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal, Provinsi Sumatera Utara. That

will hold over period from 1st to 14th December 2020.

C. Population and Sample

The population of the research will the third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal. The population numbers consisted of two classes but the researcher took the sample in one class only, 19 students from the class 3A, using a purposive sampling to collect the data.

According to Patton in (James H. McMillan and Sally Schumacher, 2006) stated, "Purposive sampling is selecting information-rich cases for study in-depth when wants to understand something about those cases without needing or desiring to generalize to all such cases."[55] In this research, the researcher intends to increases the utility of information obtained from small sample then searches for information-rich key information to study. Selecting students can best helping to understand phenomenon, especially about student errors in using preposition of time and place.

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D. Research Instrument

The researcher used the test as research instrument to collecte the data. The test gave to the third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natalfocused on the use of preposition of time and place. The test consists of 20 item number questions which included preposition of time on 3 item numbers, preposition of time in 3 item numbers, preposition of time at 2 item numbers, preposition of place on 4 item numbers, preposition of place in 5 item numbers, and preposition of time at 3 item numbers. Those item numbers will fill the blanks on the questions.

[55] James H. McMillan and Sally Schumacher, Research in Education: Evidencec-Based Inuiry, Sixth Edition, (Boston: Person Education Inc., 2006), p. 319

E. Instrument of Collecting Data

In collecting data, the researcher used:

1. Test in writing form.

The test is an instrument or procedure used to determine or measure something in the atmosphere, by the way and the rules that have been determined.

In the first meeting, the teacher would give pre-test to the students to know their writing ability, problem in writing and their attitude toward English lesson. The researcher gives one topic especially in preposition as the pre-test to know ability in preposition use. The time allocated was 15 minutes. After that, for the next meeting of researcher provide post-test to students is to develop a topic that has been specified in the form of preposition with the allocation of time of 20 minutes.

2. Observation sheets

Observation sheets that used to identify all location that happens during the teacher learning process including teacher, students, and the context of situation that was done by the collaboration

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3. Diary or field notes

Diary or field notes of personal records are usually done by the researcher itself that will write up daily. The diary notes were analyzed in order to know the all things that evaluation contained the personal writer about the running class or teaching learning process.

4. Documentation

Documentation is the form of photographs or images to show the activities for teaching and learning in the classroom. Researcher used a camera for taking

pictures and asking for the help researcher to another teacher to take a picture of the teaching and learning activities.

F. Technique of Collecting Data

In techniques of collecting data, the researcher gave the test to third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal. The researcher hoped that he could find some errors made by students in using preposition of time and place. Meanwhile, before giving the test, he observed the teaching learning process in the classroom.

G. Technique of Analysis Data

In this technique of analysis data, the researcher followed the steps in conducting an error analysis adopted from Corder.[56]

First, the researcher collected the samples of learners language by giving test to the samples of research, in this case the using of preposition of time and place. The data will use to answer the research questions.

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The second, the researcher analyzed data from the collected data whether students made errors or not.

The next, the researcher classified the errors made by the third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal in using preposition of time and place into the types of errors which present in the table.

The fourth, the researcher explained the errors, explained the reasons of errors occurred. In this step, the researcher clasified the errors into the sources of errors, using Jack C. Richard theory.

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[56] Rod Ellies and Gary Barkhuizen, Analysing Learner Language, (New York: Oxford University, 2009), p. 57

The last, the researcher evaluated the errors as a supplementary procedure for applying the result of an error analysis which involve determining the gravity of different errors with a view to decide which ones should receive instructions.

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BAB IV

RESEARCH FINDING

A. Data Description

1. Test

The researcher gave the test to the third grade of SMP Negeri 1 Panyabungan Utara Mandailing Natal Sumatera Utara. The test was focused on the use of preposition of time and place consisted of 20 item numbers to 21 students with 20 sentence questions. The table of test area as follows:

No.	Kinds of Preposition	Items	Item Numbers
1.	Preposition of time **on**	7, 12, 16	3
2.	Preposition of time **in**	1, 8, 9	3
3.	Preposition of time **at**	2, 18	2
4.	Preposition of place **on**	11, 14, 15, 20	4
5.	Preposition of place **in**	4, 5, 6, 10, 19	5
6.	Preposition of place **at**	3, 13, 17	3
Total		**20**	**20**

Table 4. 1 Table of Test Area

Based on the table above, the tested area was focused on the use of preposition of time and place, they were: preposition of time on (item numbers are 7, 12, and 16), preposition of time in (item numbers are 1, 8, and 9), preposition of time at (item numbers are 2 and 18), preposition of place on (item numbers are 11, 14, 15, and 20),

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preposition of place in (item numbers are 4, 5, 6, 10, and 19) and preposition of place at (item numbers are 3, 13, and 17). Total of test area was 20 item numbers.

After gave the test, the researcher collected and analyzed the students' answer sheet.

No.	Sample	Score	No	Sample	Score
1.	Student 1	50	11.	Student 11	40
2.	Student 2	65	12.	Student 12	45
3.	Student 3	60	13.	Student 13	45
4.	Student 4	60	14.	Student 14	45
5.	Student 5	55	15.	Student 15	20
6.	Student 6	55	16.	Student 16	20
7.	Student 7	70	17.	Student 17	25
8.	Student 8	55	18.	Student 18	30
9.	Student 9	55	19.	Student 19	45
10.	Student 10	55	20.	Student 20	45
Average Score					**47,00**
Highest Score					**70**
Lowest Score					**20**

Table 4. 2 The Score of Test Result

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Based on the table above, the research here found the student's score of test result about preposition of time and place. The average score was 47.00, the highest score was 70 (student 7) while the lowest score was 20 (stuedent15, and 16).

From the data collected, the researcher breaks down the Students error occurrence based on the six areas, they are: preposition of time (on, in, at) and

preposition of place (on, in, at). The results of the data analysis asfollows:

2. Preposition of Time On

No.	Preposition of Time	Item	Frequency of Error
1.	**On**	7	10
2.		12	13
3.		16	12
Total		**3**	**35**

Table 4. 3 Students' Error in Preposition of Time On

Based on the table above, it could be stated that the frequency of students" error in preposition of time on were: 10 students made errors in item number 7, 13 students made errors in item number 12, and 12 students made errors in item number 16. There were 35 errors in students' answers.

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3. Preposition of Time In

No.	Preposition of Time	Item	Frequency of Error
1.	IN	1	0
2.		8	17
3.		9	6
TOTAL		**3**	**23**

Table 4. 4 Students' Error in Preposition of Time In

Based on the table above, it could be stated that the frequency of students" error in preposition of time in were: 0 student made errors in item number 1, 17 students made errors in item number 8, and 6 students made errors in item number 9. There were 23 errors in students" answers

4. Preposition of Time At

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No.	Preposition of Time	Item	Frequency of Error
1.	At	2	17
2.		18	7
Total		**2**	**24**

Table 4. 5 Students' Error in Preposition of Time At

Based on the table above, it could be stated that the frequency of students" error in preposition of time at were: 17 students made errors in item number 2, and 7 students made errors in item number 18. There were 24 errors in students" answers.

5. Preposition of Place On

No.	Preposition of Place	Item	Frequency of Error
1.	On	11	18
2.		14	10
3.		15	9
4.		20	15
Total		**4**	**52**

Table 4. 6 Students' Error in Preposition of Place On

Based on the table above, it could be stated that the frequency of students' error in preposition of place on were:18 students made errors in item number 11, 10 students made errors in item number 14, 9 students made errors in item number 15, and 15 students made errors in item number 20. There were 52 errors in students' answers.

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6. Preposition of Place In

No.	Preposition of Place	Item	Frequency of Error
1.	In	4	9
2.		5	8
3.		6	13
4.		10	10
5.		19	6
Total		**5**	**46**

Table 4. 7 Students' Error in Preposition of Place In

Based on the table above, it could be stated that the frequency of students' error in preposition of place in were: 9 students made errors in item number 4, 8 students made errors in item number 5, 13 students made errors in item number 6, 10 students made errors in item number 10, and 6 students made errors in item number 19. There were 46 errors in students' answers.

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7. Preposition of Place At

No.	Preposition of Place	Item	Frequency of Error
1.	**At**	3	5
2.		13	9
3.		17	18
Total		**3**	**32**

Table 4. 8 Students' Error in Preposition of Place At

Based on the table above, it could be stated that the frequency of students" error in preposition of place at were: 5 students made errors in item number 3, 9 students made errors in item number 13, and 18 students made errors in item number 17. There were 32 errors in students" answers

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8. Interview

The researcher gave the interview to the third grade of SMP Negeri 1 Panyabungan Utara Mandailing Natal Sumatera Utara. The interview was focused on the use of preposition of time and place consisted of 10 item questioners to 10students. The table of test area as follows:

No	Questioners
1	What time do you get up everyday?
2	When do you born?
3	When will you go for holiday?
4	When you go for sleep at night?
5	What time you do you breakfast everyday?
6	Where is your school address?
7	Where do you put your book?
8	Where do you do your homework?
9	Where is the popular market in here?
10	Where is your address?

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B. Data Analysis

1. Description of Errors

a. Test Description

In this part, the researcher intends to analyzed the data from the test given to third grade of SMP Negeri 1 Panyabungan Utara Mandailing Natal Sumatera Utara. It is focused on identifying and describing the errors made by the students in using preposition of time and place. The researcher used the types of errors based on *Surface Strategy Taxonomy* to classified the students" errors. The results of the data analysed as follows:

*S = Student

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Error	Correction of Errors
7	S12 S13 S14 S15 S16 S17 S1 S2 S11 S19	We have a plan to go to Bandung *in 27th August*. We have a plan to go to Bandung *at 27th August*.	Misinformation	Ignorance of rule restrictions Overgeneralization	We have a plan to go to Bandung *on 27th August*.
	S1	I have a plan to	Misinformation	Ignorance	I have a plan to

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12	S2 S6 S11 S12 S13 S14 S17 S18 S20	invite my classmate *in my birthday*.		of Rule Restrictions	invite my classmate *on my birthday*.
	S8 S9 S15	I have a plan to invite my classmate *at* my birthday.	Misinformation	Overgeneralization	I have a plan to invite my classmate on my birthday.
16	S11 S12 S13 S14 S17 S18 S19	My brother does not go to work in Sunday.	Misinformation	Overgeneralization	My brother does not go to work on Sunday
	S3 S6 S15 S16 S20	My brother does not go to work at Sunday.	Misinformation	Ignorance of Rule Restrictions	My brother does not go to work on Sunday

Table 4. 9 The Identification of Students' Errors in Using Preposition of Time On

Based on the table above, there were 10 students who made errors in item number 7, 13 students made errors in items number 12 and 12 students made errors in items number 16. It could be stated that the most of students error in using

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preposition of time on occurred in number 12.

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
1					
8	S3 S15 S16 S18 S20	Julia was born *on 1998*	Misinformation	Overgeneralization	Julia was born *in 1998*
	S1 S2 S7 S8 S9 S10 S11 S12 S13 S14 S17 S19	Julia was born *at 1998*	Misinformation	Ignorance of rule restrictions	Julia was born *in 1998*
9	S3 S10 S18	Nadia usually has a breakfast before school *on the morning*	Misinformation	Ignorance of rule restrictions	Nadia usually has a breakfast before school *in the morning*
	S15 S16 S20	Nadia usually has a breakfast before school		Overgeneralization	

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		at the morning			

Table 4. 10 The Identification of Students' Errors in Using Preposition of Time In

Based on the table above, there were no students who made error in item number 1, 17 students made errors in item number 8 and 6 students make errors in item number 9. It could be stated that the most of student error in using preposition of time in occurred on number 8.

Item No.	***S**	**Identification of Errors**	**Classification of Errors**	**Cause of Errors**	**Explanation of Errors**
2	S1 S4 S6 S7 S8 S9 S10 S11 S12 S13 S14 S16 S17 S20	I usually study English *on night*	Misinformation	Ignorance of rule restrictions	I usually study English *at night*
	S5 S18 S19	I usually study English *in night*	Misinformation	Over generalization	I usually study English *at night*

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18	S5 S8 S9 S18	My English class begins *on 10:30*	Misinformation	Ignorance of rule restrictions	My English class begins *at 10:30*
	S15 S16 S17	My English class begins *in 10:30*	Misinformation	Ignorance of rule restrictions	My English class begins *at 10:30*

Table 4. 11 The Identification of Students' Error in Using Preposition of Time At

Based on the table above, there were 17 students who made errors in item number 2 and 7 students made errors in item number 18. It could be stated that the students' errors in using preposition of time at occurred on number 2.

Item No.	***S**	**Identification of Errors**	**Classification of Errors**	**Cause of Errors**	**Explanation of Errors**
11	S1 S2 S3 S4 S7 S8 S9 S10 S11 S12 S13 S14 S15 S16 S17 S19	There is a picture *in the wall*	Misinformation	Ignorance of rule restrictions	There is a picture *on the wall*

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	S6 S18	There is a picture *at the wall*	Misinformation	Ignorance of rule restrictions	There is a picture *on the wall*
14	S5 S6 S7 S10 S12 S13 S14 S16 S18	There is a post office *in Sudirman Street*	Misinformation	Ignorance of rule restrictions	There is a post office *on Sudirman Street*
	S17 S19	There is a post office *at Sudirman Street*	Misinformation	Over generalization	There is a post office *on Sudirman Street*
15	S3 S4 S5 S15 S20	There is a novel "Laskar Pelangi" in my desk	Misinformation	Ignorance of rule restrictions	There is a novel "Laskar Pelangi" on my desk
	S8 S9 S16	There is a novel "Laskar pelangi "at my desk.	Misinformation	Ignorance of rule restrictions	There is a novel "Laskar pelangi"
20	S1 S2 S3 S4 S5 S6 S8 S9 S10	Look! There is a man *in the roof*	Misinformation	Ignorance of Rule Restrictions	Look! There is a man *on the roof*

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	S11 S20 S 15 S16 S17 S18	Look! There is a man *at the roof*			

Table 4. 12 The Identification of Students' Error in Using Preposition of Place On

Based on the table above, there were 18 students who made errors in item number 11,10 students made errors in item number 14, 9 students made errors in item number 15 and 15 students made errors in item number 20. It could be stated that the most of students" errors in using preposition of place on occurred in number 11.

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Item No.	***S**	**Identification of Errors**	**Classification of Errors**	**Cause of Errors**	**Explanation of Errors**
4	S15 S16 S18	Where is David? He is reading book on the library	Misinformation	Ignorance of rule restrictions	Where is David? He is reading book in the library
4	S4 S12 S13 S14 S17	Where is David? He is reading book at the library	Misinformation	Overgeneralization	Where is David? He is reading book in the library

	S1 S11				
5	S15 S16 S17 S18 S20 S5	There is a bottle of milk on the refrigerator There is a bottle of milk at the refrigerator	Misinformation	Ignorance of Rule Restrictions Overgeneralization	There is a bottle of milk in the refrigerator
6	S1 S6 S7 S11 S16 S18 S19	Anne used to look at the stars on the sky when she felt lonely	Misinformation	Ignorance of Rule Restrictions	Anne used to look at the stars in the sky when she felt lonely
	S4 S12 S13 S14 S15 S20	Anne used to look at the stars at the sky when she felt lonely	Misinformation	Ignorance of Rule Restrictions	Anne used to look at the stars in the sky when she felt lonely
10	S1 S2 S8 S9 S11	Bali is the beautiful city on Indonesia	Misinformation	Ignorance of Rule Restrictions	Bali is the beautiful city in Indonesia

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	S15 S16 S19				
	S4 S6 S17	Bali is the beautiful city at Indonesia	Misinformation	Ignorance of Rule Restrictions	Bali is the beautiful city in Indonesia
19	S15 S16 S17 S19 S20 S11	My mother cooks fried rice on kitchen My mother cooks fried rice at kitchen	Misinformation	Ignorance of Rule Restrictions	My mother cooks fried rice in kitchen

Table 4. 13 The Identification of Students' Error in Using Preposition of Place In

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Based on the table above, there were 9 students who made errors in item number 4, 8 students made errors in item number 5, 13 students made errors in item number 6, 10 students made errors in item number 10, and 6 students made errors in item number 19. It could be stated that the most of students" errors in using preposition of place in occurred in number 6.

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
3	S5 S10	My friend takes an English course *on BEC* (Basic English Course)	Misinformation	Ignorance of rule restrictions	My friend takes an English course *at BEC* (Basic English Course)
	S3 S17 S19	My friend takes an English course *in BEC* (Basic English Course)	Misinformation	Over generalization	My friend takes an English course *at BEC* (Basic English Course)
13	S5 S6 S10 S12 S13 S14 S17 S18	Marta lives *on 21 Semanggi II Street*	Misinformation	Over generalization	Marta lives *at 21Semanggi II Street*
	S15	Marta lives *in 21Semanggi II Street*	Misinformation	Ignorance of rule restrictions	Marta lives *at 21Semanggi II Street*
17	S4 S5 S7	I hear the doorbell. I think there is	Misinformation	Ignorance of rule	I hear the doorbell. I think there is

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	S11 S15	somebody *on the door*		restrictio ns	
17	S1 S2 S3 S8 S9 S10 S12 S13 S14 S16 S18 S19 S20	I hear the doorbell. I think there is somebody *in the door*	Misinformation	Ignorance of rule restrictions	I hear the doorbell. I think there is somebody *at the door*

Table 4. 14 The Identification of Students' Error in Using Preposition of Place At

Based on the table above, there were 5 students who made errors in item number 3, 9 students made errors in item number 13, and 18 students made errors in item number 17. It could be stated that the most of students' errors in using preposition of place at occurred in number 17.

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Test Sheet

Name :

Class : IX (Nine)

A. Complete these sentences with the correct answer by using preposition (on, in, or at)

1. I usually get up early ( ) the morning.
2. I usually study English ( ) night.
3. My friend takes an English course ( ) BEC (Basic English Course).
4. Where is David? He is reading book ( ) the library.
5. here is a bottle of milk ( ) the refrigerator.
6. Anne used to look at the stars ( ) the sky when she felt so lonely.
7. We have a plan to go to Bandung ( ) 27th August.
8. Julia was born ( ) 1998.
9. Nadia usually has a breakfast before school ( ) the morning.
10. Bali is the beautiful city ( ) Indonesia.
11. There is a picture ( ) the wall.
12. I have a plan to invite my classmate ( ) my birthday.
13. Marta lives ( ) 21Semanggi II Street.
14. There is a post office ( ) Sudirman Street.
15. There is a novel “Laskar Pelangi” ( ) my desk.
16. My brother does not go to work ( ) Sunday.
17. I hear the doorbell. I think there is somebody ( ) the door.
18. My English class begins ( ) 10:30.
19. My mother cooks fried rice ( ) the kitchen.
20. Look! There is a man ( ) the roof.

Table 4. 15 Test Sheet

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No	Key Answer
1	In
2	At
3	At
4	In
5	In
6	In
7	On
8	In
9	In
10	In
11	0n
12	On
13	At
14	On
15	On
16	On
17	At
18	At
19	In
20	On

Table 4. 16 The Answer Key of Test

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No	Questioners	Answer
1	What time do you get up everyday?	I get up on 6.35 am
2	When do you born?	I was born on 18 Desember 2002
3	When will you go for holiday?	I will go at 26 Desember 2020 to Bukit Tinggi
4	When you go for sleep at night?	I go for sleep at around 12.00 pm
5	What time you do you breakfast everyday?	I breakfast on around 6.00 am everyday
6	Where is your school address?	My school address at Jl. Bhayangkara Raya, Panyabungan Utara, Mandailing Natal
7	Where do you put your book?	I put my book in my bag
8	Where do you do your homework?	I do my homework in home
9	Where is the popular market in here?	In Pasar Baru Panyabungan
10	Where is your address?	In Jl. Pasar Lama Panyabungan

Table 4. 17 Questioner of Interview

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No	Preposition
1	At
2	In
3	At
4	At
5	At
6	At
7	In
8	At
9	In
10	In

Table 4. 18 Key Answer

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C. Interview Description

No	Questioners	Answer	Preposition
1	What time do you get up everyday?	I get up on 6.15 am	At
2	When do you born?	I was born on 22 January 2002	In
3	When will you go for holiday?	I will go at 26 Desember 2020 to Pulau Pandang	At
4	When you go for sleep at night?	I go for sleep on around 11.00 pm	At
5	What time you do you breakfast everyday?	I breakfast on around 6.45 am everyday	At
6	Where is your school address?	My school address in Jl. Bhayangkara Raya, Panyabungan Utara, Mandailing Natal	At
7	Where do you put your book?	I put my book in my bag	In
8	Where do you do your homework?	I do my homework at home	At
9	Where is the popular market in here?	In Pasar Baru Panyabungan	In
10	Where is your address?	My address at Jl. Sultan Soripada Kayu Jati, Number 102	At

Table 4. 19 Interview Description I

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No	Questioners	Answer	Preposition
1	What time do you get up everyday?	I get up on 6.15 am	At
2	When do you born?	I was born on 16 February 2002	In
3	When will you go for holiday?	I will go at 28 December 2020 to Padang Lawas Utara	At
4	When you go for sleep at night?	I go for sleep on around 10.15 pm	At
5	What time you do you breakfast everyday?	I breakfast on around 7 o'clock everyday	At
6	Where is your school address?	My school address in Jl. Bhayangkara Raya, Panyabungan Utara, Mandailing Natal	At
7	Where do you put your book?	I put my book in my bag	In
8	Where do you do your homework?	I do my homework in home	At
9	Where is the popular market in here?	In Pasar Baru Panyabungan	In
10	Where is your address?	In Jl. Sultan Soripada Kayu Jati	In

Table 4. 20 Interview Description II

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No	Questioners	Answer	Preposition
1	What time do you get up everyday?	I get up at 6 o'clock am	At
2	When do you born?	I was born in 2 January 2002	In
3	When will you go for holiday?	I will go at 28 December to Pintu Air	At
4	When you go for sleep at night?	I go for sleep at around 11.00 pm	At
5	What time you do you breakfast everyday?	I breakfast at around 6.30 am everyday	At
6	Where is your school address?	My school address in Jl. Bhayangkara Raya, Panyabungan Utara, Mandailing Natal	At
7	Where do you put your book?	I put my book in my bag	In
8	Where do you do your homework?	I do my homework in home	At
9	Where is the popular market in here?	In Pasar Baru Panyabungan	In
10	Where is your address?	In Jl. Lintas Timur, P	In

Table 4. 21 Interview Description III

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No	Questioners	Answer	Preposition
1	What time do you get up everyday?	I get up at 5.00 am	At
2	When do you born?	I was born in30 February 2002	In
3	When will you go for holiday?	I will go at 26 December 2020 to Padang	At
4	When you go for sleep at night?	I go for sleep at around 10.00 pm	At
5	What time you do you breakfast everyday?	I breakfast at around 6.25 am everyday	At
6	Where is your school address?	My school address in Jl. Bhayangkara Raya, Panyabungan Utara, Mandailing Natal	At
7	Where do you put your book?	I put my book in my bag	In
8	Where do you do your homework?	I do my homework in home	At
9	Where is the popular market in here?	In Pasar Baru Panyabungan	In
10	Where is your address?	In Jl. Pasar Lama, No. 152	In

Table 4. 22 Interview Description IV

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SUMATERA UTARA MEDAN

No	Questioners	Answer	Preposition
1	What time do you get up everyday?	I get up on 6.35 am	At
2	When do you born?	I was born on 18 December2002	In
3	When will you go for holiday?	I will go at 26 December 2020 to Bukit Tinggi	At
4	When you go for sleep at night?	I go for sleep at around 12.00 pm	At
5	What time you do you breakfast everyday?	I breakfast on around 6.00 am everyday	At
6	Where is your school address?	My school address at Jl. Bhayangkara Raya, Panyabungan Utara, Mandailing Natal	At
7	Where do you put your book?	I put my book in my bag	In
8	Where do you do your homework?	I do my homework in home	At
9	Where is the popular market in here?	In Pasar Baru Panyabungan	In
10	Where is your address?	In Jl. Pasar Lama Panyabungan	In

Table 4. 23 Interview Description V

Based on the table above, there were 3 students who made errors in item number 1, 3 students made errors in item number 2, 2 students made errors in item number 3, 2 students made errors in item number 4, 3 students made errors in item number 5, 4 students made errors in item number 6, 1 students made errors in item number 8. It

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could be stated that the most of students' errors in using preposition of time at occurred in number 1, 2, 5 and preposition of place in number 6.

D. Discussion of Errors

Every student is given 20 item numbers of test. It means there are 400 total sentences collected from 20 students. The test is focused on the use of preposition of time and place. From the collecting data, the researcher collected 212 errors. Based on the error occurrences, the researcher classifies that the errors are totally misinformation.

Misinformation occurred when the students choose or use the wrong form of a morpheme or a structure, such as the following examples:

a. Nadia usually has a breakfast before school ***on*** the morning. (committed by students 3,10 and 18)
b. I hear the doorbell. I think there is somebody ***in*** the door. (committed by students 1,2,3,8,9,10,12,13,14,16,18,19 and 20)
c. We have a plan to go to Bandung ***at*** 27th August. (committed by students 1,2,11 and 19)

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The sentences above show that students use the wrong preposition of the sentence structures. It is a result of misinformation in regularization in using preposition of time and place.

The use of preposition of time *on* in a sentence "Nadia usually has a breakfast before school *in* the morning" actually is not correct preposition to precede the noun phrase "the morning". Because *on* is used for a day of the week. "The morning" is a part of the day that shows the period of the time. So it should be preposition of time

in.

Meanwhile, the sentence "I hear the doorbell. I think there is somebody *in* the door" is not correct also. "The door" shows the specific or point of place, so it should be preposition of place *at* to precede the noun phrase "the door". Finally, the use preposition of time *at* in a sentence "we have a plan to go to Bandung *at* 27th August" is incorrect. It is simply different function between preposition of time *at* and *on* in this case. *At* is used to show clock times while *on* is used for date of the month. It should be preposition of time *on* for correct answer. Suggested corrections are:

a. Nadia usually has a breakfast before school ***in*** the morning.

b. I hear the doorbell. I think there is somebody ***at*** the door.

c. We have a plan to go to Bandung ***on*** 27thAugust.

Furthermore, the researcher intends to explain the error by finding out the sources of error. There are two main sources of error are considered: overgeneralization and ignorance of rule restrictions.

Overgeneralization is one of the common causes of error in this research. It is generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule. For examples:

a. Julia was born ***on*** 1998. (committed by students 3,15,16,18 and 20)

b. I usually study English ***in*** night. (committed by students 5,18 and 19)

c. There is a Post Office ***at*** Sudirman Street. (committed by students 17 and 19)

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The sentences above show that the students make generalization in using prepositions. The student apply preposition of time *on* in a sentence, ”Julia was born *on* 1998” as a result of the material being learned previously. The students assume that the use preposition of time *on,* in this case, is same as rule of day or date of the month. It is actually incorrect. It should be *in* to refer a long period of time, as like year.

The same case also happens in the sentence, ”I usually study English *in* night”. The word “night”, in this case, indicates a point of time. It is simply different with the word “the night” which refers a part of the day or time duration. Therefore, it should be *at* for the best correction. Finally, the use preposition of place *at* in a sentence “there is a Post Office *at* Sudirman Street” is incorrect. Sudirman Street is the name of street while the use preposition of place *at* is for address with street numbers. So, it should be *on.*

Whereas, the next source of error is ignorance of rule restriction. It is closely related to generalization, which students fail to apply rules to where they do not apply. For example:

a. My English class begins *on* 10.30. (committed by students 5,8,9 and 18)
b. There is a novel “Laskar Pelangi” *at* my desk. (committed by students 8,9,and 16)

From the examples above, the students" errors occurred by applying *on* and *at* without paying attention towards the rules. Preposition *at* and *on* to refer clock time and to describe the surface of something.

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E. Error Evaluation

The researcher would like to evaluate the students" errors based on the sources of error in using preposition of time and place. Overgeneralization and ignorance of rule restrictions are the most frequent errors occur. It is because of the influence of the previous grammatical rule and the failure of students to apply rules to where they do not apply in a sentence.

Overgeneralization will be a serious problem if the students cannot recognize the use of preposition of time and place correctly which some of them are simply similar form and function. In fact, overgeneralization occurs because of lack of information in grammar rule that causes the students apply the previous rule to another pattern that has a different rule.

While ignoring of rule restrictions should be considered as a crucial thing. The errors have been categorized as learning strategy-based error that occurs as result from the failure of students in applying the correct preposition. The students have to understand the rule in using preposition of time and place to ovoid the failure.

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F. Data Interpretation

After analyzing the collected data, the researcher intends to interpret the findings. The following tables bellow shows the frequency of students" errors in using preposition of time and place. The table described as follows:

No.	Kinds of Preposition	Item Numbers	Frequency of Error
1.	Preposition of time **on**	3	35
2.	Preposition of time **in**	3	23
3.	Preposition of time **at**	2	24
4.	Preposition of place **on**	4	52
5.	Preposition of place **in**	5	46
6.	Preposition of place **at**	3	32
Total		**20**	**212**

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Table 4. 24 The Frequency of Students' Errors in Using Preposition of Time and Place

The table above shows the frequency of students" errors in using preposition of time and place. Based on the table of data, it can be described that the frequency of error in preposition of time on is 35 errors from 3 item numbers, the frequency of error in preposition of time in is 23 errors from 3 item numbers, the frequency of error in preposition of time at is 24 errors from 2 item numbers.

The frequency of error in preposition of place on is 52 errors from 4 item numbers, the frequency of error in preposition of place in is 46 errors from 5 item numbers, and the frequency of error in preposition of place at is 32 errors from 3 item numbers.

It can be concluded that the highest frequency of error occurs in preposition of place on with 52 errors. It shows that the most students have problems in using preposition of place on. While the lowest frequency of error occurs in preposition of time In with 23 errors.

To classify the students" error in using preposition of time and place, the researcher uses the types of errors based on surface strategy taxonomy. The table described as follows:

No.	Error Classification	Frequency of Errors
1.	Omission	-
2.	Addition	-
3.	Misinformation	212
4.	Misorderring	-
Total		212

Table 4. 25 The Classification of Students' Error

The table above shows that the students" error is totally misinformation. It is 212 errors found from 400 item number questions of 20 students in using preposition of time and place. There is no error committed by students in omission, addition, and misorderring.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter, the researcher has analyzed the students" errors in using preposition. The result showed that the third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal Sumatera Utara still made some errors in using preposition of time and place. The researcher found that most of students face some difficulties how to determine and to distinguish them correctly in sentences.

Based on the data, the frequency of students' error in using preposition of time and place is mostly occurred in preposition of place on with 52 errors. The second is preposition of place In with 46 errors. The third is preposition of Time On with 35 errors. The next is preposition of place at with 32 errors and preposition of time at with 24 errors. The last is preposition of time in with 23 errors.

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The researcher also classified the types of errors committed by students. From the classification of students errors, it is totally misinformation with 212 errors found from 400 item number questions of 20 students in using preposition of time and place. There is no error committed by students in omission, addition, and misorderring.

Furthermore, they also identify the sources of errors which influence students to commit errors. They are overgeneralization and ignorance of rule restrictions. Based on the errors occurrence, the most of errors are caused of ignorance of rule

restrictions which is influenced by the students" fail to apply the rules to where they do not apply. Meanwhile, Overgeneralization generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule. After knowing the sources of students" errors, the researcher concludes that the most serious errors committed are caused by ignorance of rule restrictions.

B. Suggestion

Based on the conclusion above, the researcher hopes that the following recommendations could be helpful in solving students" problems in using preposition of time and place in English:

1. Prepositions are short and simple form but very tricky. In fact, it could become a serious problems for students also teacher in teaching and learning materials, especially preposition of time and place. Errors may unavoidable. So that, the errors in the use of preposition of time and place committed by students must become a concern for the teachers.

2. To minimize students" errors, English teachers should give more attentions in delivering the materials of preposition of time and place. They should choose the best method and present the materials in a clearly way, so that students understand materialseasily.

Finally, English teacher need to give some more exercises of the use of preposition of time and place from many sources to help students easy to master the materials. Besides he/she need to motivate the students to practice them in speech and writing, no need to be afraid in making mistake.

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APPENDIX

Appendix 1 lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

KD 1.1 & 3.1

Nama Sekolah : SMP NEGERI 1 PANYABUNGAN UTARA

Mata Pelajaran : BAHASA INGRIS

Kelas / Semester : IX/Gasal

Standar Kompetensi :

1. Mendengarkan

   Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar :

1.1. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator :

1. Mengidentifikasi makna dan fungsi ungkapan menyapa orang yang belum/sudah dikenal,
2. Mengidentifikasi makna dan fungsi ungkapan memperkenalkan diri sendiri/orang lain,
3. Mengidentifikasi makna dan fungsi ungkapan memerintah atau melarang.

Standar Kompetensi :

2. Berbicara

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Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar:

1. Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: orang menyapa yang belum dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator:

1. Menggunakan ungkapan menyapa orang yang belum/sudah dikenal,
2. Menggunakan ungkapan memperkenalkan diri sendiri/orang lain
3. Menggunakan ungkapan memerintah atau melarang

Jenis Teks : Transaksional dan interpersonal.

Aspek/Skill : Mendengar dan Berbicara

Alokasi Waktu : 2 x 45 menit

A. Tujuan Pembelajaran

Pertemuan 1

Pada akhir pelajaran siswa dapat:

1. Menemukan fungsi ungkapan sapaan
2. Menyapa dan merespon sapaan orang lain.
3. Memperkenalkan diri dan orang lain.

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Pertemuan 2

Pada akhir pelajaran siswa dapat :

1. Menemukan bentuk dan fungsi kalimat perintah dan larangan
2. Menggunakan ungkapan tersebut dalam komunikasi dengan teman.
3. Merespon perintah / larangan

B. Materi Pembelajaran

Pertemuan 1

1. Ungkapan sapaan : Good morning, afternoon, how are you, right, bye, Hi, Hello
2. Ungkapan untuk memperkenalkan diri dan orang lain: I’m Udin, This is Ida, please meet Ida.

Pertemuan 2

1. Vocabulary :

Verbs : stand up, sit down, take, put, touch, point at, show,

Nouns : book, pen, pencil, bag, table, chair, ruler.

2. Form and function : imperative, prohibition

3. Response : Yes, sir/mam, No I won't, Of course I will, Sure I will

C. Metode / Teknik : PPP (Presentation, Practice, and Production), TPR (Total Physical Response)

D. Langkah-langkah Kegiatan

Setiap pertemuan dikemas dalam 3 tahapan:

Pertemuan 1

1. Kegiatan awal:

- Greetings, Checking for the roll

- Pre-test, review.

2. Kegiatan inti

Guru memberi contoh cara menyapa seseorang

Teacher : Good morning, class.

Students : Good morning, sir.

Teacher : How are you?

Students : We are fine, thank you.

Teacher : Now listen and repeat it. (Rrepeat it twice or three times)

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Guru meminta siswa untuk menirukan ucapan guru.

Good morning / afternoon / evening / night / hey

Good morning, Sir / Mam / Ms / Madam

Hello, ani

Hi. Andy

SS : ……..

T : How are you? We are fine,/ I am fine / fine / very well

SS : ……

(Repeat this activity for several times until the students get their understanding)

c. Guru memberi contoh cara memperkenal diri dan orang lain (dengan

menggunakan

gesture / miming)

Script :

Teacher : Hello! I'm Udin. I live in Boyolali, Nice to meet you. And you?

Students : ……

(Go to the other students)

d. Guru mengulang kegiatan ini dan meminta siswa untuk menirukan.

e. Guru meminta siswa untuk duduk dalam kelompok dan meminta siswa untuk menyapa dan memperkenalkan dirinya kepada anggota kelompoknya.

Guru memberi contoh cara memperkenalkan orang lain.

(Guru dengan 2 siswa memperagakan)

Script:

Teacher : OK. Class. Pay attention to me.

Andi, Doni, Ida, Rahma, come here.

Teacher : This is Andi

Andi : Hi, class. Nice to meet you.

Class : Nice to meet you, too.

Teacher : This Doni.

Doni : Hello, I'm glad to meet you.

Class : Glad to meet you too.

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f. Guru meminta siswa untuk memperkenalkan temannya "B" kepada anggota kelompoknya.

3. Kegiatan akhir.

Guru dan siswa menyimpulkan kegiatan hari itu

Script :

Teacher : Ok. Before we end our lesson, let me ask you some questions.

Students : ……

Teacher : When we meet someone in the morning. What will you say?

Students : ……..

Teacher : Afternoon, evening. Well. What will you say if you want to introduce Ali to your mother, etc.

Guru memberi salam.

Pertemuan 2

1. Kegiatan awal:

- Greetings, Checking for the roll

- Pre-test, review.

Kegiatan inti

a. Guru memberi salam kepada siswa.

b. Guru meminta siswa untuk menebak isi tasnya.

Script :

Teacher : I have some things in this bag. Please guess what are they?

Students : …….

(If the students answer in Indonesian accept it and say it in English)

e.g. : Students : Buku, sir, Yes.

Teacher : Yes, you're right. It is a book.

c. Guru menunjukkan lagi benda yang sudah diketahui sambil mengucapkan namanya dalam bahasa Inggris.

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Script :

Teacher : Look! This is a pen, a ruler, pencil, etc.

Students : ……

Teacher : Reapeat after me. (a pen, a ruler, a pencil etc.)

d. Guru meminta siswa untuk mengambil, alat-alat sekolah mereka dan menunjukkan pada guru.

Script :

Teacher : Attention, please. Show me your pen / Show me your pencil, etc.

Students : …….

Teacher : Good, thank you.

e. Guru meminta siswa duduk dalam kelompok 4 dan meminta mereka untuk menyuruh temannya mengambil, menunjuk, atau menunjukkan alat-alat sekolah

yang mereka punya.

Script :

Teacher : Class. Sit in group at 4. Then do like what I did just now.

Students : …….

Kegiatan akhir.

a. Guru dan siswa menyimpulkan kegiatan hari itu

Script :

Teacher : Ok. Before we end our lesson, let me ask you some questions.

Students : ……

Teacher : If someone ask you to do something, What will you say?

Students : …….

Teacher : If someone ask you not to do anything. What will you say?

b. Guru memberi salam.

Sumber Belajar:

1. Lingkungan kelas *(real objects in the classroom)*
2. Buku-buku yang relevan.
3. Teacher made material.

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Penilaian :

1. Teknik : Tes Lisan
2. Bentuk : Identifikasi

Catatan guru :

Mengetahui

Guru Mata Pelajaran

Ahmad Hanapi

Appendix 2 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

KD 1.1 & 3.1

Nama Sekolah : SMP NEGERI 1 PANYABUNGAN UTARA

Mata Pelajaran : BAHASA INGRIS

Kelas / Semester : IX/Gasal

Standar Kompetensi :

3. Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar :

3.1. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

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SUMATERA UTARA MEDAN

Indikator :

1. Mengidentifikasi makna dan fungsi ungkapan menyapa orang yang belum/sudah dikenal,
2. Mengidentifikasi makna dan fungsi ungkapan memperkenalkan diri sendiri/orang lain,
3. Mengidentifikasi makna dan fungsi ungkapan memerintah atau melarang.

Standar Kompetensi :

1. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar:

1. Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: orang menyapa yang belum dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator:

1. Menggunakan ungkapan menyapa orang yang belum/sudah dikenal,
2. Menggunakan ungkapan memperkenalkan diri sendiri/orang lain
3. Menggunakan ungkapan memerintah atau melarang

Jenis Teks : Transaksional dan interpersonal.

Aspek/Skill : Mendengar dan Berbicara

Alokasi Waktu : 2 x 45 menit

A. Tujuan Pembelajaran

Pertemuan 1

Pada akhir pelajaran siswa dapat:

1. Menemukan fungsi ungkapan sapaan
2. Menyapa dan merespon sapaan orang lain.
3. Memperkenalkan diri dan orang lain.

Pertemuan 2

Pada akhir pelajaran siswa dapat :

1. Menemukan bentuk dan fungsi kalimat perintah dan larangan
2. Menggunakan ungkapan tersebut dalam komunikasi dengan teman.
3. Merespon perintah / larangan

B. Materi Pembelajaran

Pertemuan 1

1. Ungkapan sapaan : Good morning, afternoon, how are you, right, bye, Hi, Hello
2. Ungkapan untuk memperkenalkan diri dan orang lain: I'm Udin, This is Ida, please meet Ida.

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SUMATERA UTARA MEDAN

Pertemuan 2

2. Vocabulary :

Verbs : stand up, sit down, take, put, touch, point at, show,

Nouns : book, pen, pencil, bag, table, chair, ruler.

Form and function : imperative, prohibition

Response : Yes, sir/mam, No I won't, Of course I will, Sure I will

C. Metode / Teknik : PPP (Presentation, Practice, and Production), TPR (Total Physical Response)

D. Langkah-langkah Kegiatan

Setiap pertemuan dikemas dalam 3 tahapan:

Pertemuan 1

1. Kegiatan awal:

- Greetings, Checking for the roll

- Pre-test, review.

2. Kegiatan inti

Guru memberi contoh cara menyapa seseorang

Teacher : Good morning, class.

Students : Good morning, sir.

Teacher : How are you?

Students : We are fine, thank you.

Teacher : Now listen and repeat it. (Rrepeat it twice or three times)

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Guru meminta siswa untuk menirukan ucapan guru.

Good morning / afternoon / evening / night / hey

Good morning, Sir / Mam / Ms / Madam

Hello, ani

Hi. Andy

SS : ……..

T : How are you? We are fine,/ I am fine / fine / very well

SS : ……

(Repeat this activity for several times until the students get their

understanding)

g. Guru memberi contoh cara memperkenal diri dan orang lain (dengan menggunakan *gesture / miming*)

Script :

Teacher : Hello! I'm Udin. I live in Boyolali, Nice to meet you. And you?

Students : ……

(Go to the other students)

h. Guru mengulang kegiatan ini dan meminta siswa untuk menirukan.

i. Guru meminta siswa untuk duduk dalam kelompok dan meminta siswa untuk menyapa dan memperkenalkan dirinya kepada anggota kelompoknya.

Guru memberi contoh cara memperkenalkan orang lain.

(Guru dengan 2 siswa memperagakan)

Script:

Teacher : OK. Class. Pay attention to me.

Andi, Doni, Ida, Rahma, come here.

Teacher : This is Andi

Andi : Hi, class. Nice to meet you.

Class : Nice to meet you, too.

Teacher : This Doni.

Doni : Hello, I'm glad to meet you.

Class : Glad to meet you too.

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j. Guru meminta siswa untuk memperkenalkan temannya "B" kepada anggota kelompoknya.

3. Kegiatan akhir.

Guru dan siswa menyimpulkan kegiatan hari itu

Script :

Teacher : Ok. Before we end our lesson, let me ask you some questions.

Students : ……

Teacher : When we meet someone in the morning. What will you say?

Students : ……..

Teacher : Afternoon, evening. Well. What will you say if you want to introduce Ali to your mother, etc.

Guru memberi salam.

Pertemuan 2

1. Kegiatan awal:

- Greetings, Checking for the roll

- Pre-test, review.

Kegiatan inti

f. Guru memberi salam kepada siswa.

g. Guru meminta siswa untuk menebak isi tasnya.

Script :

Teacher : I have some things in this bag. Please guess what are they?

Students : …….

(If the students answer in Indonesian accept it and say it in English)

e.g. :

Students : Buku, sir, Yes.

Teacher : Yes, you're right. It is a book.

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h. Guru menunjukkan lagi benda yang sudah diketahui sambil mengucapkan namanya dalam bahasa Inggris.

Script :

Teacher : Look! This is a pen, a ruler, pencil, etc.

Students : ……

Teacher : Reapeat after me. (a pen, a ruler, a pencil etc.)

i. Guru meminta siswa untuk mengambil, alat-alat sekolah mereka dan menunjukkan pada guru.

Script :

Teacher : Attention, please. Show me your pen / Show me your pencil,

etc.

Students : …….

Teacher : Good, thank you.

j. Guru meminta siswa duduk dalam kelompok 4 dan meminta mereka untuk menyuruh temannya mengambil, menunjuk, atau menunjukkan alat-alat sekolah yang mereka punya.

Script :

Teacher : Class. Sit in group at 4. Then do like what I did just now.

Students : …….

Kegiatan akhir.

c. Guru dan siswa menyimpulkan kegiatan hari itu

Script :

Teacher : Ok. Before we end our lesson, let me ask you some questions.

Students : ……

Teacher : If someone ask you to do something, What will you say?

Students : ……..

Teacher : If someone ask you not to do anything. What will you say?

d. Guru memberi salam.

E. Sumber Belajar:

1. Lingkungan kelas *(real objects in the classroom)*
2. Buku-buku yang relevan.
3. Teacher made material.

F. Penilaian :

1. Teknik : Tes Lisan
2. Bentuk : Identifikasi

Catatan guru :

Mengetahui

Guru Mata Pelajaran

Ahmad Hanapi

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Appendix 3 Exercise Sheet

Exercise Sheet

Complete these sentences with the correct answer by using preposition (on, in, or at)

1. I usually get up early ( ) the morning.
2. I usually study English ( ) night.
3. My friend takes an English course ( ) BEC (Basic English Course).
4. Where is David? He is reading book ( ) the library.
5. here is a bottle of milk ( ) the refrigerator.
6. Anne used to look at the stars ( ) the sky when she felt so lonely.
7. We have a plan to go to Bandung ( ) 27th August.
8. Julia was born ( ) 1998.
9. Nadia usually has a breakfast before school ( ) the morning.
10. Bali is the beautiful city ( ) Indonesia.
11. There is a picture ( ) the wall.
12. I have a plan to invite my classmate ( ) my birthday.
13. Marta lives ( ) 21Semanggi II Street.
14. There is a post office ( ) Sudirman Street.
15. There is a novel “Laskar Pelangi” ( ) my desk.
16. My brother does not go to work ( ) Sunday.
17. I hear the doorbell. I think there is somebody ( ) the door.
18. My English class begins ( ) 10:30.
19. My mother cooks fried rice ( ) the kitchen.
20. Look! There is a man ( ) the roof.

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Appendix 4 Key Answer

No	Key Answer
1	In
2	At
3	At
4	In
5	In
6	In
7	On
8	In
9	In
10	On
11	0n
12	on
13	At
14	On
15	On
16	On
17	At
18	At
19	In
20	On

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Appendix 5 Research Documentation

DOCUMENTATION

UNIVERSITAS ISLAM NEGERI

PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN
UPTD SMP NEGERI 1 PANYABUNGAN UTARA
Jln. BHAYANGKARA RAYA No. 02
MOMPANG JAE
NSS : 20.1.07.15.09.001

IX

DAFTAR NILAI K-13

SMP NEGERI 1 PANYABUNGAN UTARA

Tahun Pelajaran 2020/2021

Kelas : IX-1
Semester : GANJIL
Mata Pelajaran :
KKM :

No	NISN/NIS	Nama	Penilaian Uangan Harian						Penilaian Tugas						HPH[3]	HPTS[4]	HPAS[5]	NR[6]	Predikat
			KD. 1	KD.2	KD.3	KD.4	KD.5	RPH[1]	KD. 1	KD.2	KD.3	KD.4	KD.5	RPT[2]					
1	0054137406 / 6951	ALI USMAN FAHREZA																	
2	0068857094 / 6960	Birtgita Tabita Lubis																	
3	0053242937 / 6964	Dela Septiani Sitinjak																	
4	0061275244 / 6965	Delia Rahmi																	
5	0054807892 / 6967	Desta Maria Manalu																	
6	0051631459 / 6969	Dian Bestari																	
7	0066428189 / 6976	Frida Cahaya Mutiara																	
8	0069486034 / 6982	Herdi Anca																	
9	0069763396 / 6986	Istiqomah																	
10	0063488483 / 6993	LAULA INASARI																	
11	0065022350 / 7088	MUHAMMAD DIAN ARAFAT																	
12	0053111512 / 7013	MUHAMMAD TAISIR NASUTION	✓																
13	0067849050 / 7020	Nelly Bestaria	✓																
14	0064385040 / 7024	Nur Hamidah Rangkuti	✓																
15	0061660511 / 7035	Nurul Lara	✓																
16	0064505466 / 7055	ROYHAN JAYA NST	✓																
17	0057420648 / 7062	Siti Nur Halijah	✓																
18	0075647880 / 7063	Sthelamian Taurida Br Simatupang	✓																
19	0054245833 / 7071	Ulfa Sahirah	✓																
20	0044774909 / 7077	Yomaria Simanjuntak	✓																
21	0051289517 / 7078	Zahra Patimah	✓																
22																			
23																			

Catatan		
1	RPH	: Rata-Rata Penilaian Ulangan Harian
2	RPT	: Rata-rata penilaian Tugas
3	HPH	: (RPH + RPT)/2
4	HPTS	: Hasil Penilaian Tengah Semester
5	HPAS	: Hasil Penilaian Akhir Semester
6	NR	: ((2xHPH) + HPTS + HPAS)/4

Mompang Jae,
Guru Mata Pelajaran

RATNA SARI, S.Pd
NIP. 198108272006042012

DAFTAR NILAI K-13

SMP NEGERI 1 PANYABUNGAN UTARA

Tahun Pelajaran 2020/2021

Kelas : IX-3 Mata Pelajaran :

Semester : GANJIL KKM :

No	NISN/NIS	Nama	Penilaian Uangan Harian						Penilaian Tugas						HPH[3]	HPTS[4]	HPAS[5]	NR[6]	Predikat
			KD. 1	KD.2	KD.3	KD.4	KD.5	RPH[1]	KD. 1	KD.2	KD.3	KD.4	KD.5	RPT[2]					
1	0064664866 / 6945	AGUS ALI MANSURI																	
2	0062342691 / 6946	Ahmad Fauzan																	
3	0068944534 / 6949	Aida Sarah																	
4	0061900222 / 6953	Andy Sebastian																	
5	0066067498 / 6954	ANGEL SANTA BELA PEGA NABABAN																	
6	0058624647 / 6962	DANI ALFAREZY																	
7	0068950451 / 6971	Doni Saputra																	
8	0056368793 / 6987	JAYAN RIPALDO																	
9	0064706462 / 6989	KARTIKA																	
10	0045150084 / 6991	Khoirul Saleh																	
11	0059042389 / 6995	Lia Peratiwi																	
12	0063398412 / 6999	MADIHATUL HUSNA																	
13	0045150098 / 7001	Marena																	
14	0061243273 / 7011	MUHAMMAD RIZAL BATUBARA																	
15	0055836340 / 7018	NAIKAL BATUBARA																	
16	0054039820 / 7022	Nur Aisyah Nasution	✓																
17	0056459344 / 7023	Nur Halimah Lubis	✓																
18	0061279896 / 7033	Nursaniah	✓																
19	0069585111 / 7036	Padhilah Mulyani	✓																
20	0063500344 / 7037	Pahrudisah																	
21	0074640493 / 7042	RAHEL PRANSISIKA	✓																
22	0058513686 / 7053	Rosa Amelia Harahap	✓																
23	0063657879 / 7092	Rut Sahana Simamora	✓																
24	0066493234 / 7057	SASKIA	✓																
25	0035811199 / 6711	Siti Aisyah																	
26	0057513361 / 7073	WARDAH SURYANI	✓																
27	0055546615 / 7074	Welni Khairani	✓																
28	0066723281 / 7076	Wisna Bellina Pardede	✓																
29																			
30																			

Catatan		
1	RPH	: Rata-Rata Penilaian Ulangan Harian
2	RPT	: Rata-rata penilaian Tugas
3	HPH	: (RPH + RPT)/2
4	HPTS	: Hasil Penilaian Tengah Semester
5	HPAS	: Hasil Penilaian Akhir Semester
6	NR	: ((2xHPH) + HPTS + HPAS)/4

Mompang Jae,

Guru Mata Pelajaran

IRMA YUPITA, S.Pd

NIP. 198305052009012002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.William Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-15517/ITK.V.3/PP.00.9/12/2020
Lampiran : -
Hal : **Izin Riset**

07 Desember 2020

Yth. Bapak/Ibu Kepala Kepala Sekolah SMP Negeri 1 Panyabungan Utara

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	**: Ahmad Hanapi**
NIM	**: 34134034**
Tempat/Tanggal Lahir	**: Hutabargot Lombang, 11 April 1993**
Program Studi	**: Pendidikan Bahasa Inggris**
Semester	**: XI (Sebelas)**
Alamat	**: Desa Hutabargot Lombang Kec.Hutabargot Kab.Mandailing Natal-SUMUT Kelurahan Hutabargot Lombang Kecamatan Hutabargot**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP Negeri 1 Panyabungan Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

An analysis on student's erros in using preposition at third grade of SMP Negeri 1 Panyabungan Utara

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 07 Desember 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:
- **Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan**

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN
UPTD SMP NEGERI 1 PANYABUNGAN UTARA
NSS : 20.1.07.15.09.001 / NPSN : 10208108
Jl. Bhayangkara Raya Mompang Jae No. 02 Kode Pos. 22978

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/127 /SMPN.1/2020

Yang bertandatangan di bawah ini Kepala SMP Negeri 1 Panyabungan Utara, memberikan keterangan kepada :

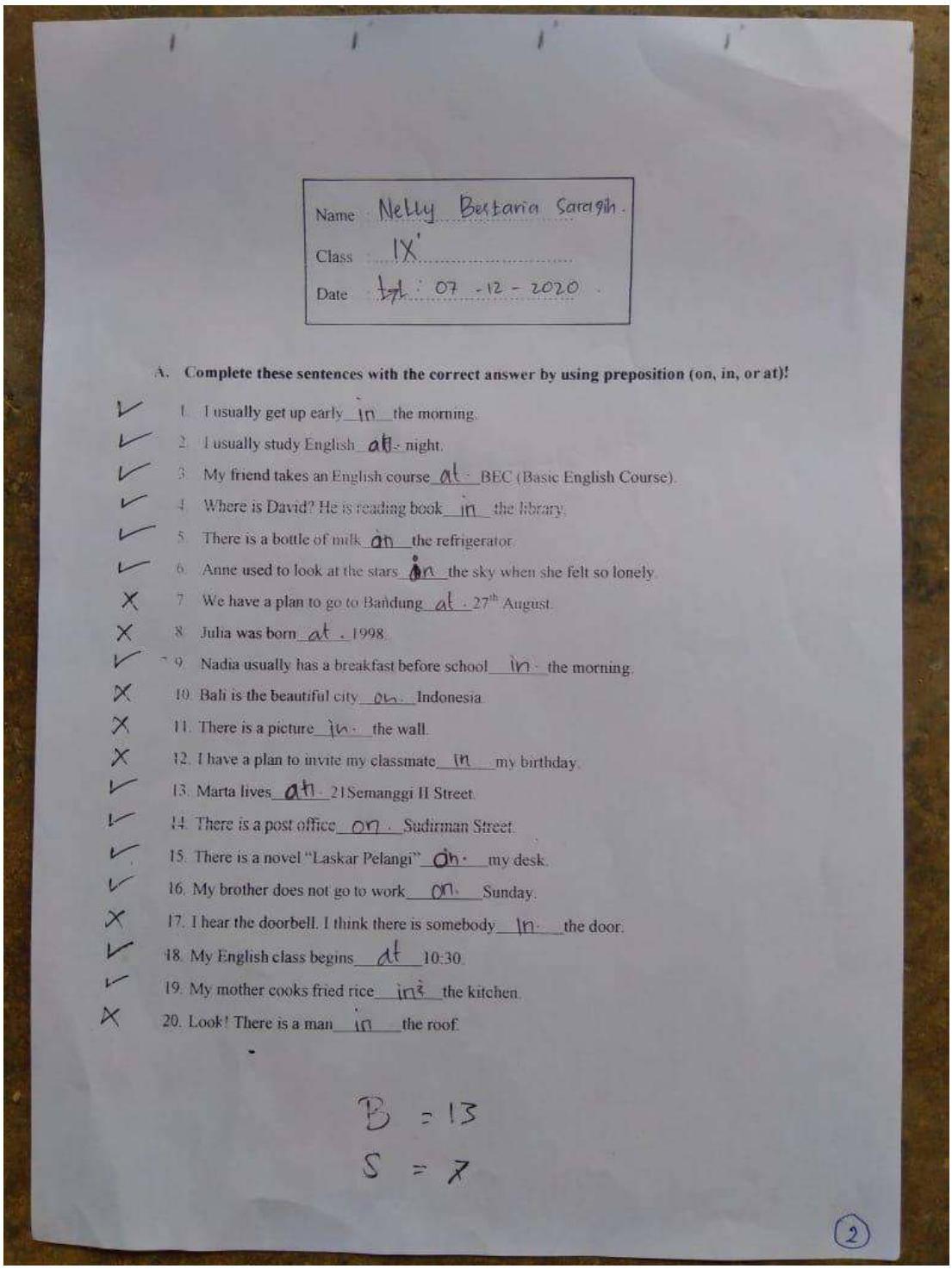
Nama	:	**AHMAD HANAPI**
Pekerjaan	:	Mahasiswa
NIM	:	34134034
Program Studi	:	Pendidikan Bahasa Inggris
Tempat Tinggal	:	Huta Bargot Lombang, Kec. Hutabargot Kab. Mandailing Natal, Sumatera Utara

Telah melaksanakan penelitian di kelas IX (Sembilan) SMP Negeri 1 Panyabungan Utara dalam rangka menyusun skripsi dengan judul ***"An analysis on student's errors in using preposition at third grade of SMP Negeri 1 Panyabungan Utara".***

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mompang Jae, 19 Desember 2020
Mengetahui
Ka. UPTD SMP Negeri 1 Panyabungan Utara

BANI SISTI NASUTION,S.Pd
NIP. 19640815 199103 2 003



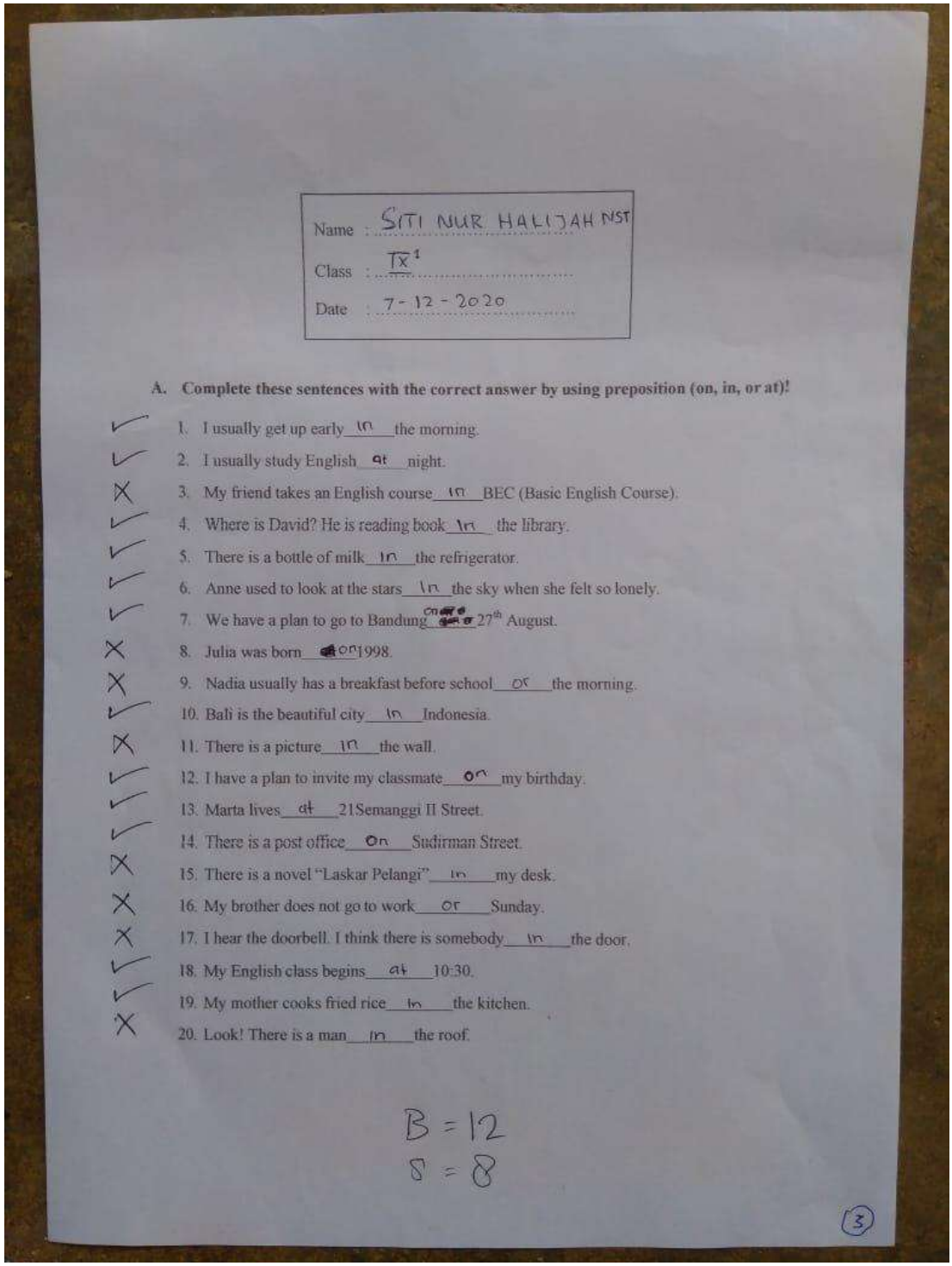
Name : Nelly Bertaria Saragih.
Class : IX'
Date : 7th : 07 - 12 - 2020

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

✓ 1. I usually get up early **in** the morning.
✓ 2. I usually study English **at** night.
✓ 3. My friend takes an English course **at** BEC (Basic English Course).
✓ 4. Where is David? He is reading book **in** the library.
✓ 5. There is a bottle of milk **on** the refrigerator.
✓ 6. Anne used to look at the stars **in** the sky when she felt so lonely.
✗ 7. We have a plan to go to Bandung **at** 27th August.
✗ 8. Julia was born **at** 1998.
✓ 9. Nadia usually has a breakfast before school **in** the morning.
✗ 10. Bali is the beautiful city **on** Indonesia.
✗ 11. There is a picture **in** the wall.
✗ 12. I have a plan to invite my classmate **in** my birthday.
✓ 13. Marta lives **at** 21Semanggi II Street.
✓ 14. There is a post office **on** Sudirman Street.
✓ 15. There is a novel "Laskar Pelangi" **on** my desk.
✓ 16. My brother does not go to work **on** Sunday.
✗ 17. I hear the doorbell. I think there is somebody **in** the door.
✓ 18. My English class begins **at** 10:30.
✓ 19. My mother cooks fried rice **in** the kitchen.
✗ 20. Look! There is a man **in** the roof.

B = 13
S = 7

(2)



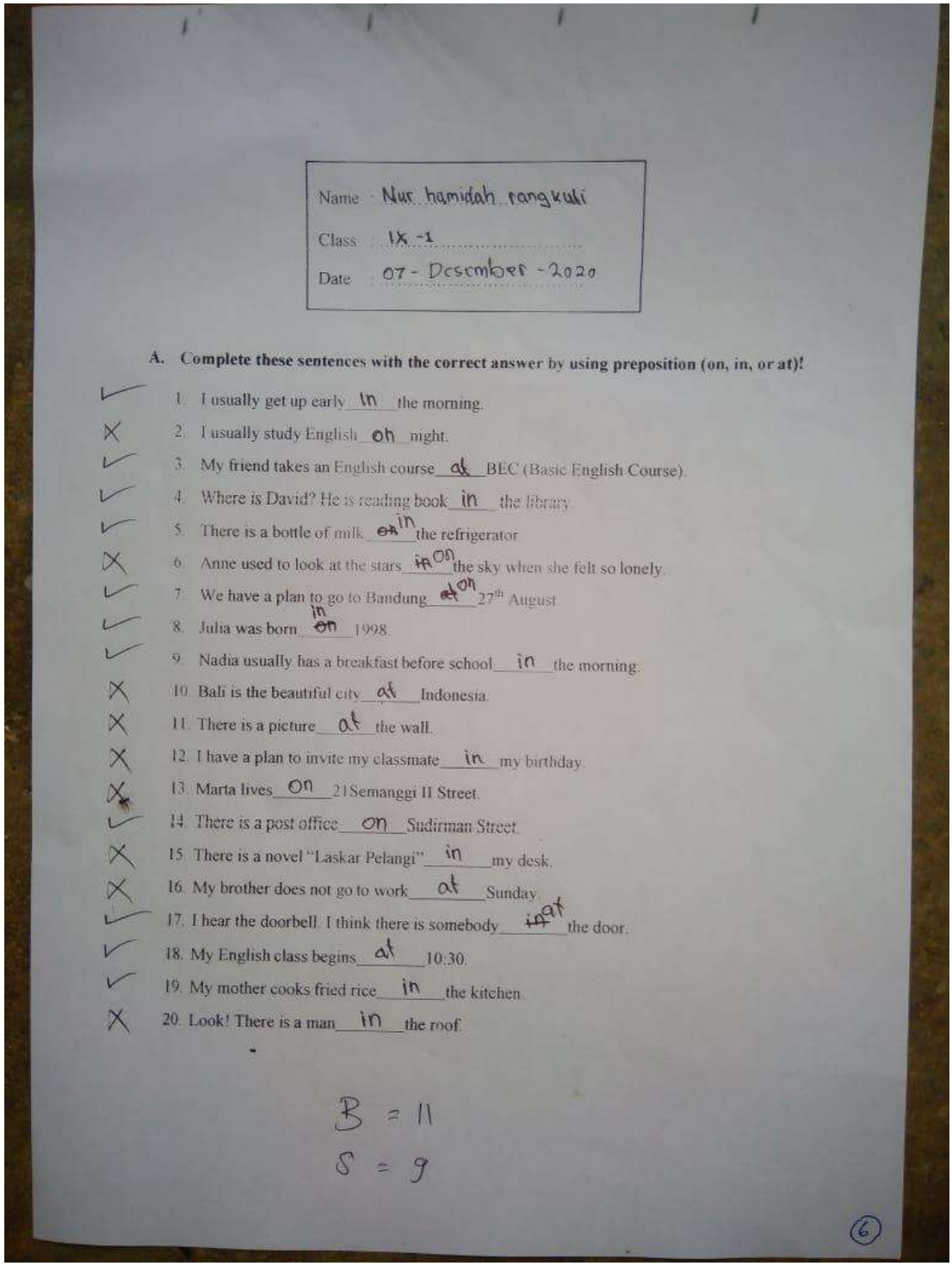
Name : SITI NUR HALIJAH NST
Class : TX 1
Date : 7 - 12 - 2020

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

1. I usually get up early **in** the morning.
2. I usually study English **at** night.
3. My friend takes an English course **in** BEC (Basic English Course).
4. Where is David? He is reading book **in** the library.
5. There is a bottle of milk **in** the refrigerator.
6. Anne used to look at the stars **in** the sky when she felt so lonely.
7. We have a plan to go to Bandung **on** 27th August.
8. Julia was born **on** 1998.
9. Nadia usually has a breakfast before school **or** the morning.
10. Bali is the beautiful city **in** Indonesia.
11. There is a picture **in** the wall.
12. I have a plan to invite my classmate **on** my birthday.
13. Marta lives **at** 21Semanggi II Street.
14. There is a post office **on** Sudirman Street.
15. There is a novel "Laskar Pelangi" **in** my desk.
16. My brother does not go to work **or** Sunday.
17. I hear the doorbell. I think there is somebody **in** the door.
18. My English class begins **at** 10:30.
19. My mother cooks fried rice **in** the kitchen.
20. Look! There is a man **in** the roof.

B = 12
S = 8

(3)



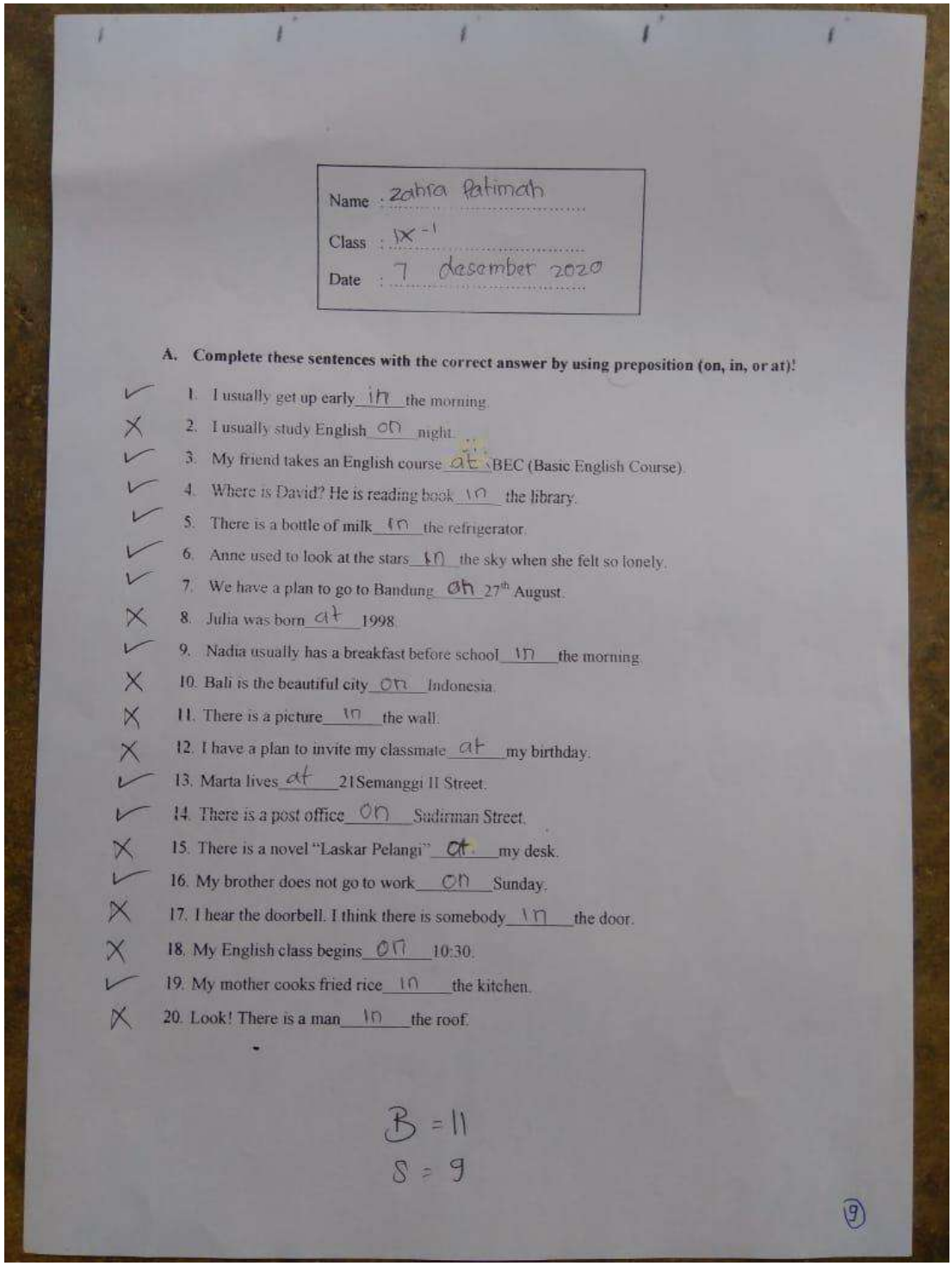
Name : Nur hamidah rangkuti
Class : IX -1
Date : 07 - Desember - 2020

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

1. I usually get up early **in** the morning.
2. I usually study English **on** night.
3. My friend takes an English course **at** BEC (Basic English Course).
4. Where is David? He is reading book **in** the library.
5. There is a bottle of milk ~~on~~ **in** the refrigerator.
6. Anne used to look at the stars ~~in~~ **on** the sky when she felt so lonely.
7. We have a plan to go to Bandung ~~at~~ **on** 27th August.
8. Julia was born ~~on~~ **in** 1998.
9. Nadia usually has a breakfast before school **in** the morning.
10. Bali is the beautiful city **at** Indonesia.
11. There is a picture **at** the wall.
12. I have a plan to invite my classmate **in** my birthday.
13. Marta lives **on** 21 Semanggi II Street.
14. There is a post office **on** Sudirman Street.
15. There is a novel "Laskar Pelangi" **in** my desk.
16. My brother does not go to work **at** Sunday.
17. I hear the doorbell. I think there is somebody ~~in~~ **at** the door.
18. My English class begins **at** 10:30.
19. My mother cooks fried rice **in** the kitchen.
20. Look! There is a man **in** the roof.

B = 11
S = 9

6



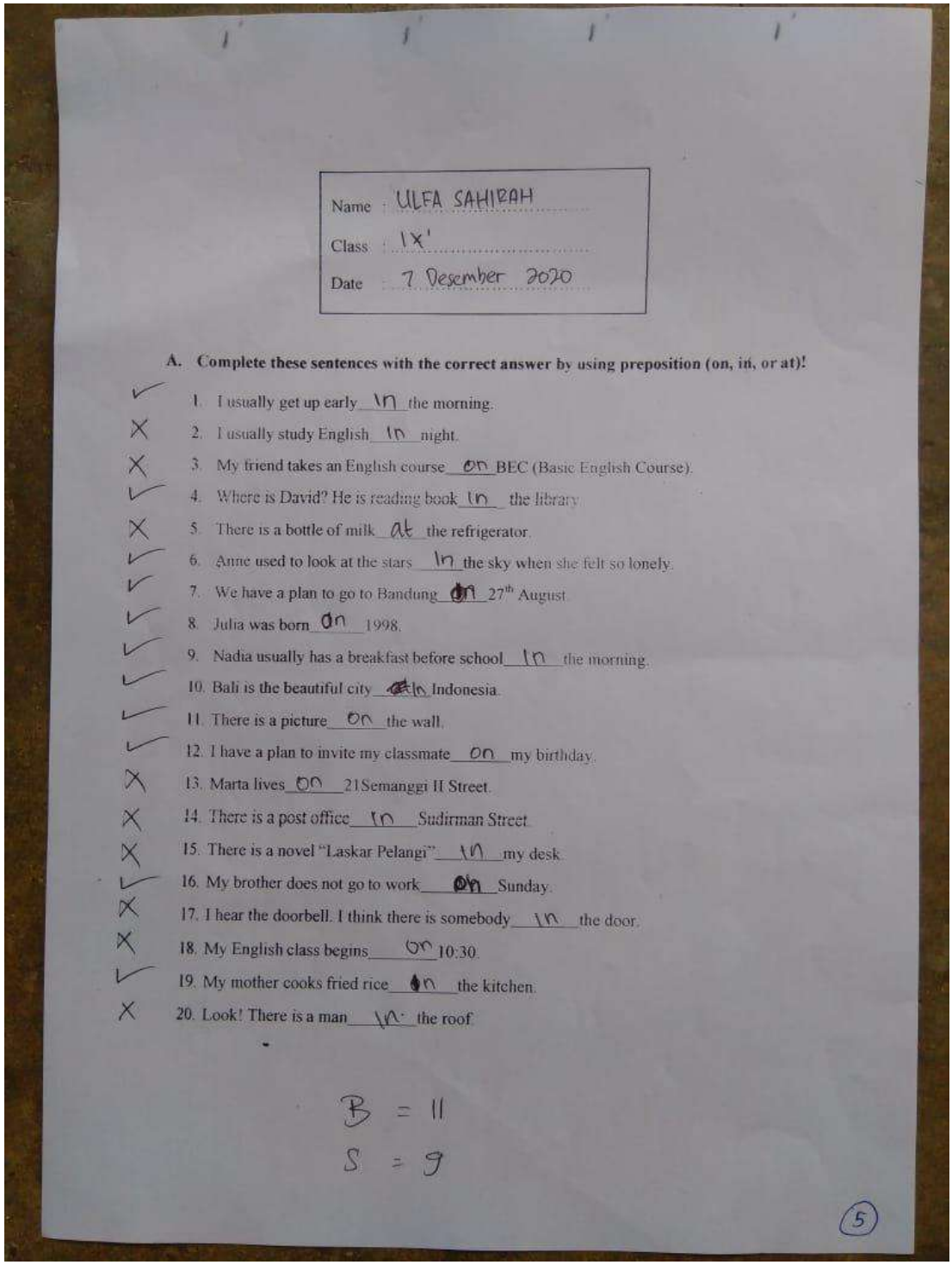
Name : zahra fatimah
Class : IX-1
Date : 7 desember 2020

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

✓ 1. I usually get up early in the morning.
✗ 2. I usually study English on night.
✓ 3. My friend takes an English course at BEC (Basic English Course).
✓ 4. Where is David? He is reading book in the library.
✓ 5. There is a bottle of milk in the refrigerator.
✓ 6. Anne used to look at the stars in the sky when she felt so lonely.
✓ 7. We have a plan to go to Bandung on 27th August.
✗ 8. Julia was born at 1998.
✓ 9. Nadia usually has a breakfast before school in the morning.
✗ 10. Bali is the beautiful city on Indonesia.
✗ 11. There is a picture in the wall.
✗ 12. I have a plan to invite my classmate at my birthday.
✓ 13. Marta lives at 21 Semanggi II Street.
✓ 14. There is a post office on Sudirman Street.
✗ 15. There is a novel "Laskar Pelangi" at my desk.
✓ 16. My brother does not go to work on Sunday.
✗ 17. I hear the doorbell. I think there is somebody in the door.
✗ 18. My English class begins on 10:30.
✓ 19. My mother cooks fried rice in the kitchen.
✗ 20. Look! There is a man in the roof.

B = 11
S = 9

9



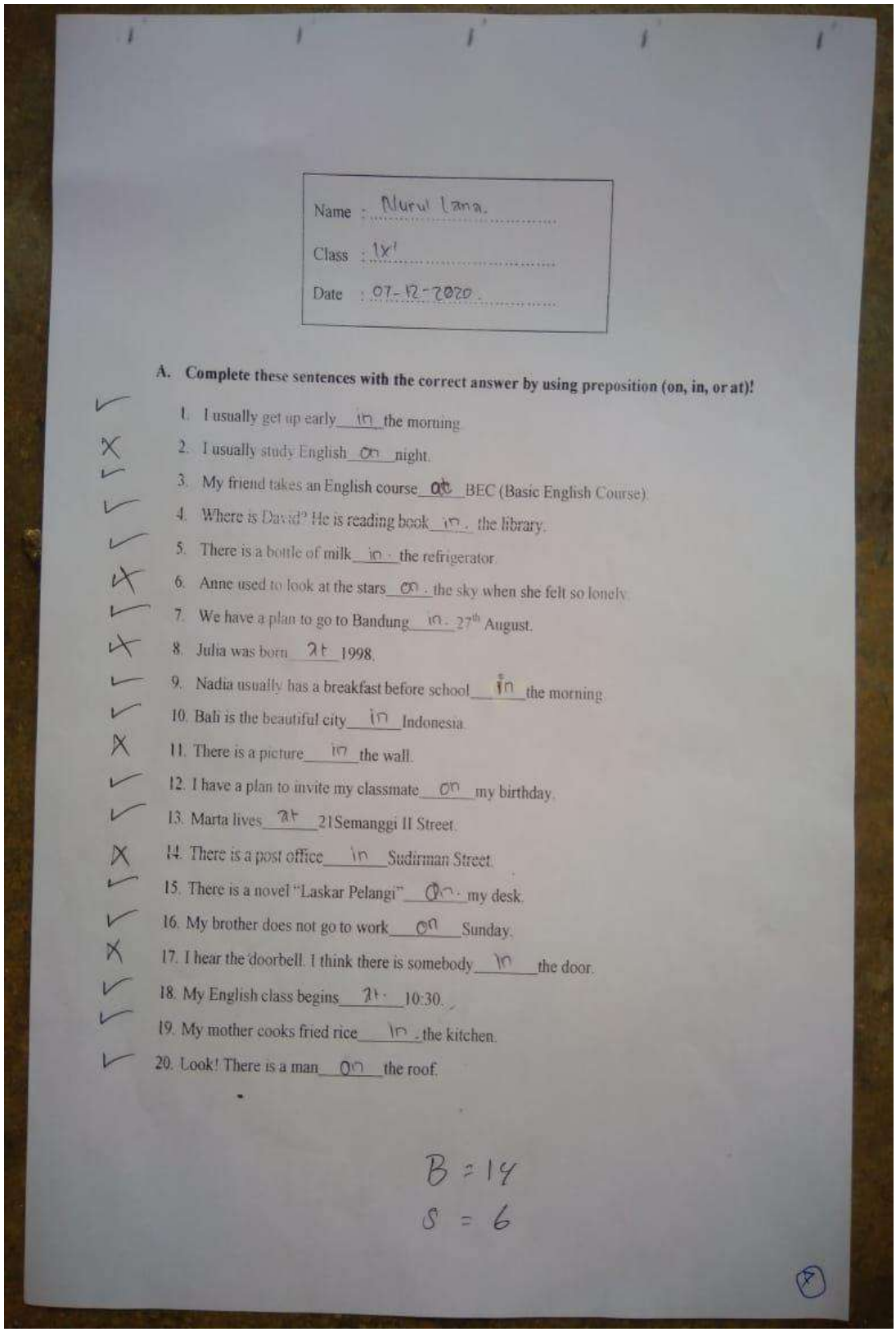
Name : ULFA SAHIRAH
Class : IX'
Date : 7 Desember 2020

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

1. I usually get up early __in__ the morning.
2. I usually study English __in__ night.
3. My friend takes an English course __on__ BEC (Basic English Course).
4. Where is David? He is reading book __in__ the library.
5. There is a bottle of milk __at__ the refrigerator.
6. Anne used to look at the stars __in__ the sky when she felt so lonely.
7. We have a plan to go to Bandung __on__ 27th August.
8. Julia was born __on__ 1998.
9. Nadia usually has a breakfast before school __in__ the morning.
10. Bali is the beautiful city ~~in~~ in Indonesia.
11. There is a picture __on__ the wall.
12. I have a plan to invite my classmate __on__ my birthday.
13. Marta lives __on__ 21Semanggi II Street.
14. There is a post office __in__ Sudirman Street.
15. There is a novel "Laskar Pelangi" __in__ my desk.
16. My brother does not go to work __on__ Sunday.
17. I hear the doorbell. I think there is somebody __in__ the door.
18. My English class begins __on__ 10:30.
19. My mother cooks fried rice __in__ the kitchen.
20. Look! There is a man __in__ the roof.

B = 11
S = 9

5



Name : Nurul Lana.
Class : IX'
Date : 07-12-2020.

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

1. I usually get up early __in__ the morning.
2. I usually study English __on__ night.
3. My friend takes an English course __at__ BEC (Basic English Course).
4. Where is David? He is reading book __in__ the library.
5. There is a bottle of milk __in__ the refrigerator.
6. Anne used to look at the stars __on__ the sky when she felt so lonely.
7. We have a plan to go to Bandung __on__ 27th August.
8. Julia was born __at__ 1998.
9. Nadia usually has a breakfast before school __in__ the morning.
10. Bali is the beautiful city __in__ Indonesia.
11. There is a picture __in__ the wall.
12. I have a plan to invite my classmate __on__ my birthday.
13. Marta lives __at__ 21Semanggi II Street.
14. There is a post office __in__ Sudirman Street.
15. There is a novel "Laskar Pelangi" __on__ my desk.
16. My brother does not go to work __on__ Sunday.
17. I hear the doorbell. I think there is somebody __in__ the door.
18. My English class begins __at__ 10:30.
19. My mother cooks fried rice __in__ the kitchen.
20. Look! There is a man __on__ the roof.

B = 14
S = 6

BIOGRAPHY

Personal Detail

Name	: AHMAD HANAPI
Place and Date of Birth	: Hutabargot Lombang, 11 April 1993
Address	: Desa Hutabargot Lombang, Kec. Hutabargot, Kab. Mandailing Natal - SUMUT
Gender	: Male
Religion	: Islam
Citizenship	: Indonesia
Status	: Single
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Education Background

SD Negeri 123 Hutabargot Dolok	2000 – 2006
Mts.S Musthafawiyah Purba Baru	2006 – 2009
MA.S Musthafawiyah Purba Baru	2009 – 2012
Universitas Islam Negeri Sumatera Utara	2013 - 2021

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