

**STUDENTS' ERRORS ON PREPOSITION IN ENGLISH  
AT SMPN 19 MAKASSAR**

**SKRIPSI**

By

**FIDEL SETIAWAN SOSANG**

NIM 45111010069

**BOSOWA**



ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY "45" MAKASSAR  
2015

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Submitted in Partial Fulfillment of the Requirements  
for the Sarjana Degree (S.Pd.)

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “**Students’ Errors on Prepositions in English at SMPN 19 Makassar**” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 6 Maret 2015

Yang membuat pernyataan,

**Fidel Setiawan Sosang**

## ABSTRAK

*Fidel Setiawan Sosang. 2015. Students' Errors on Prepositions in English at SMP Negeri 19 Makassar. Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Hj. St. Haliah Batau S.S., M.Hum. dan Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.*

Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa kelas VIII-I SMP Negeri 19 Makassar dalam menggunakan Preposition of Place. Hasil penelitian ini diharapkan dapat bermanfaat bagi para pembaca khususnya dalam menggunakan Preposition of place.

Penelitian ini menggunakan metode analisis kuantitatif. Populasi penelitian adalah siswa kelas VIII yang berjumlah 390 siswa yang tersebar ke dalam 13 kelas pada tahun akademik 2014/2015, sedangkan sampel penelitian ini adalah siswa kelas VIII-I yang berjumlah 28 siswa, 13 laki-laki dan 15 perempuan

Hasil analisis data menunjukkan bahwa kemampuan siswa dalam menggunakan Preposition of Place masih kurang. Hal ini dapat dilihat pada nilai rata-rata yang diperoleh siswa, belum ada yang mencapai nilai 100 persen, justru hanya 7 siswa yang mencapai nilai rata-rata dan 21 siswa belum mencapai nilai rata-rata. Hal ini membuktikan bahwa siswa kelas VIII-I masih perlu meningkatkan pengetahuannya dalam berbahasa Inggris khususnya dalam menggunakan Preposition of Place.

Keywords: kesalahan, preposisi.

## ABSTRACT

*Fidel Setiawan Sosang. 2015. Students' Errors on Prepositions in English at SMPN 19 Makassar. Skripsi, English Department Faculty of Teacher Training and Education. Supervised by Hj. St. Haliah Batau S.S., M.Hum. and Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.*

The research is aimed to know the students ability in using preposition of place in class VIII-I at SMPN 19 Makassar. The result of this research is expected to give benefits for the readers especially in using Preposition of place.

This research used descriptive quantitative method. The populaton of this research is calss VIII-I academic year 2014/2015 that have 28 students and the sampling of this research is total sampling so, in this research the writer take all of the students in the class which is consist of 13 males and 15 females.

The result of this result indicated that the students' ability in using prepositon of place is weak. The data analysis show that there is none of students got 100%, but only 7 students could get average score and 21 student get below average. It means that the students in class VIII-I need to increase their knowladge in English especially in using preposition of place.

Keywords: error, preposition.

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Makassar, 6 Maret 2015

**Fidel Setiawan Sosang**



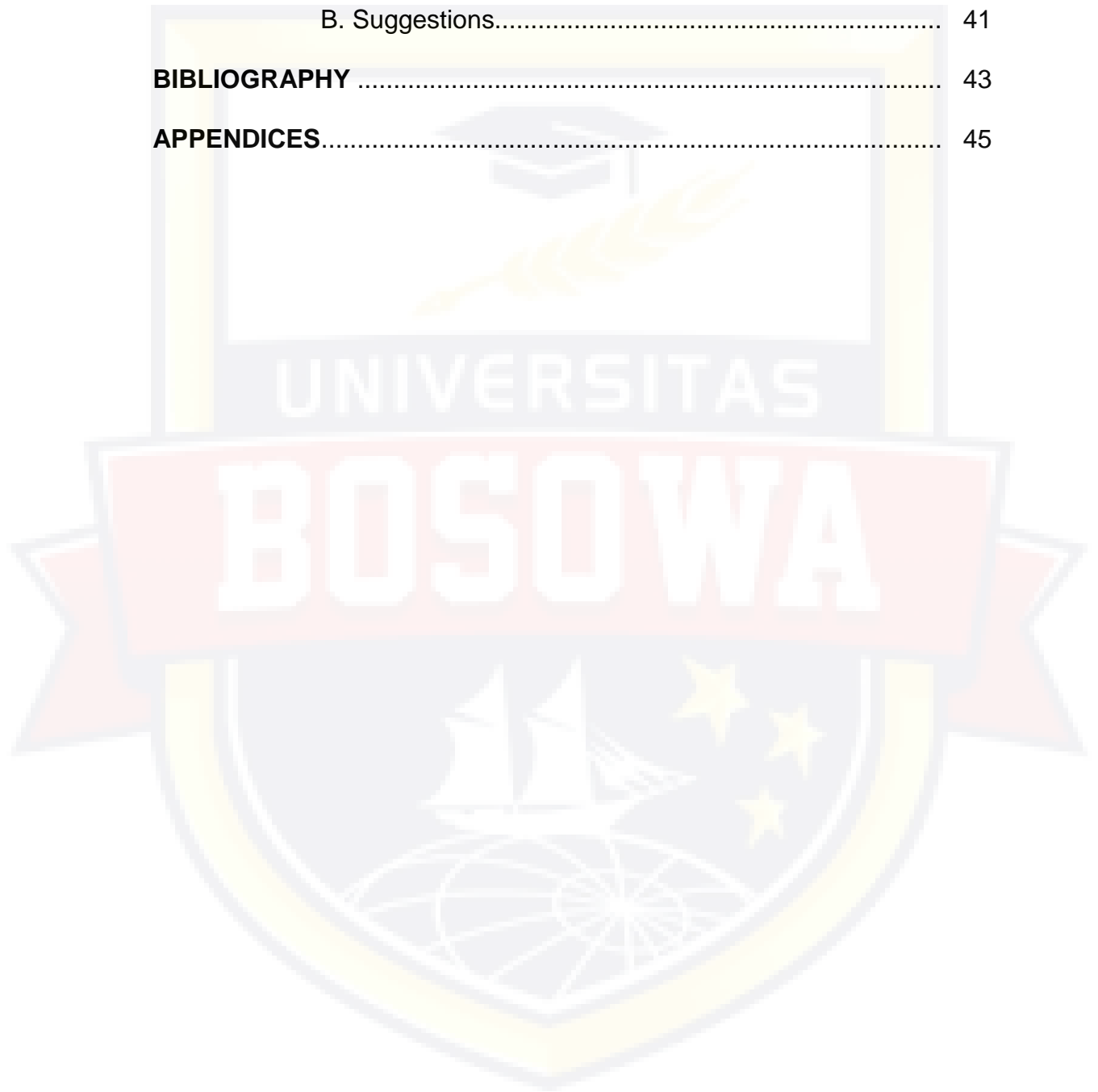
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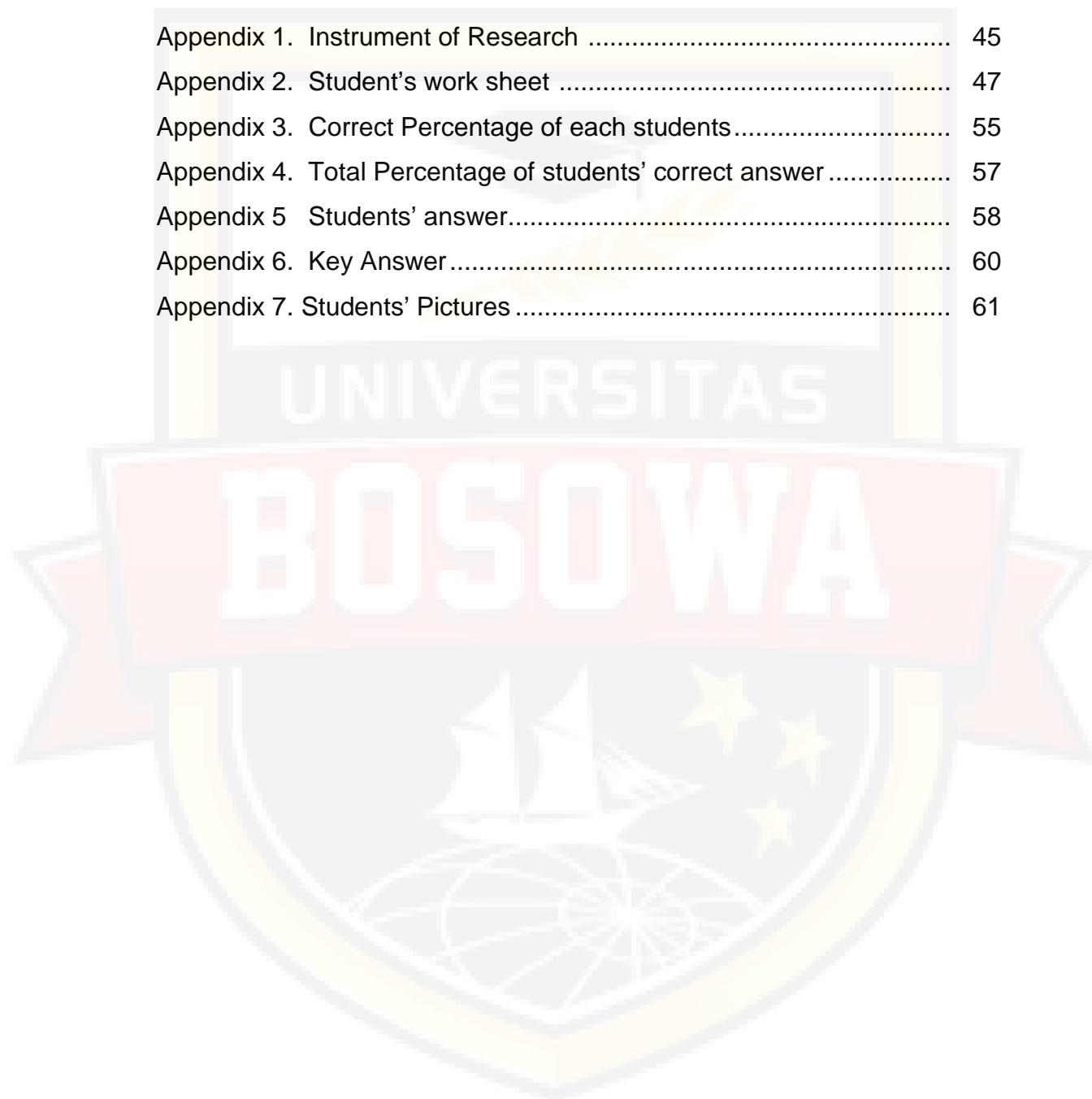
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## CHAPTER I

### INTRODUCTION

This chapter presents background, problem statement, objective the research, significance of the research, and scope of the research.

#### **A. Background**

English as an international language, is taught in most formal institution from elementary schools until university in Indonesia. Even though, it begins to be introduced in some kindergartens. Moreover, learning english is very important for applying a job, for example someone has to write an application latter, Syakur (2002: 23). That is why students need English lesson to face any challenge.

In learning English, there are four language skills that should be mastered, namely listening, reading, speaking, and writing. Listening and reading belong to receptive skills in which the language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written (Harmer, 2007: 76). These four language skills are integrated and related each other. All skills in teaching and learning English that are integrated each other must be learnt by the student. To be able to master those skills, students need to master at least one of the language elements, that is grammar. Grammar plays an important role that can not be ignored, because grammar is the rule of language for changing the form of the words and

combining them into sentences. Without involving grammar in learning a language, English, it will be difficult for students to master it well. Grammar is always needed in mastering the four language skills. The four language skill product is necessary to be grammatically correct, so in order to be able to maintain four good language skills, students must have a good grammatical ability.

There are many differences between Indonesia and English systems. One of them is structural system, and one of the difficulties in learning English is using preposition. If they master prepositions they will understand and identify sentences using prepositions correctly, Laksono (2014: 2). The bad effect of being unable to master preposition is that students can not construct good and correct sentences. Prepositions are important in showing relationship among the element or words in English sentences. Many students are often confused in using preposition in the correct sentences. They will find the same kinds of preposition, which have different usage.

English preposition is different from Indonesian preposition. Indonesian preposition “*di*” can be used interchangeably in utterance. It causes Indonesian students face difficulties and make errors in using English preposition. They often encounter difficulties in translating Indonesian preposition “*di*” into English. For example, they often say, “ *The pen is in the table*” instead of saying “ *The pen is on the table*”. Although preposition has been taught in school, university or even English course

about how to use it, to know the function and kind of preposition, but in reality, many students still make mistakes of the use of preposition. In this case, they still cannot differentiate which preposition is appropriate for each sentences form, Khuryati (2012: 2). Sometimes, when a preposition combined with certain nouns, verbs, or adjectives may produce new meaning or expression. Learners sometimes get confuse in using prepositions which is some of it have similar in function.

Each language has its own rule, This is the problem, which of face by indonesian students to learn English, as a result, a person needs to write not only coherently but correctly, which requires more time and effort. It leads students to be more susceptible to producing errors. Khuryati (2012: 2) states that the study of errors themselves without proper analysis will have been misleading. The number of correct responses gives a good picture of which items are being mastered and which are not. Therefore, this study hopes to enlighten teachers on the errors that require remedial work so that time is not wasted on teaching grammar items which pose little or no problems to the majority of the students in relation to writing compositions. The students' difficulties are shown by the errors they make. An error made by the students is not bad because it is part of learning process.

Brown (2000: 218) stated that probably most of teachers regard mistakes as undesirable, a sign of failure either on the students' part to pay attention or to listen properly or else on the teacher's part to make his

meaning clear or to give the students sufficient time to practice what they have been taught. But error can be an indicator of the learners' stage in their target language development and from errors; one can determine learners' level of mastery of the language system.

In this research, the writer's interest is students' ability in using preposition. This study is to describe the error that made by students of SMP 19 Negeri Makassar 2014/2015 academic year. The results of the analysis gives some contribution in attempting to reduce the difficulties faced by the students in learning English. From those errors itself, teachers might recognize how far their goal in teaching has been achieved and students might use their errors as their device in order to learn more to gain their own improvements.

### **B. Problem Statements**

Based on background above, the research questions of the study are :

1. What is the percentage of students' error in using preposition of place ?
2. What kind of preposition of place that most students get error ?

### **C. Objective of the Research**

The purposes of this study are:

1. To know the percentage of students' errors in using preposition.
2. To know kind of preposition that most students get error

#### **D. Significance of the Research**

The writer expects that this study will provide more information about preposition and problems faced by the students in choosing preposition. The writer also intends to show how far the students' knowledge of preposition and identify the difficulties of students in using preposition. The last point is the writer hopes that this study can be additional reference for those who are interested

to learn more about preposition.

#### **E. Scope of the Research**

This research limits on the usage of preposition of place for the point itself categories (in, on, at) and function.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with review of the previous research, definition of writing, writing component, definition of error analysis, error and mistake, source of errors, and preposition.

#### **A. Review of the Previous Research**

There are some writers of preposition that can be take as references for the writer, they are:

Wijayati in Khuryati (2012: 17) entitled an Error Analysis of the Students' Mastery of English Preposition in MAN Tenganan in the Academic Year of 2012/2013. In her study, she described the kind of English prepositions students' mastery. The dominant sources of errors made by the students in using english prepositions and the efforts to evercome the errors.

Arisma (2006: 6) entitled the Use of Simple Preposition by the Third Year Students of Pasantren Modern Immim Putra Makassar. She devides her test into two parts: Multiple choice question and fill in the blank. In this term, she tries to find out the capability of IMMIM students in using simple preposition.

Fajarianto (2010: 20) entitled Students' Ability To Use English Preposition ( A case Study at English Department of Hasanuddin University). In the research, the writer tries to investigate the basic

knowledge of English Department students about preposition, to find the types of preposition that are usually incorrectly by the students, and to investigate problems that are usually faced by students when they decide to choose correct preposition.

The all researches have relatively the same objectives and achievement. They try to identify the ability of students in using English preposition. Those people achieve the same thing namely they successfully figure out the students' ability in using English preposition.

What the writer is going to do in this research is a little bit different. In this research, the writer limits the preposition that she wants to identify those are the preposition with multiple meanings and preposition that often make the students confuse.

## **B. Definition of Error Analysis**

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

Language learning as any other human other involves making mistakes and errors. Brown (1992: 164) states that mistake, misjudgment, miscalculation and erroneous assumption from an important aspect of learning of skill and acquiring information.

Mitchell and Myles ( 2004: 19 ) explains that error analysis serves three purposes. Firstly, to find out the level of language proficiency the

learner has reached. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language. From this statement it can be concluded that the study of errors should also be looked at as something positive both for learners and teachers.

Anyone attempts to acquire something by making mistakes and errors. The child who learns his native language makes countless mistake with his linguistic knowladge. However, he gradually manages to justify it after a series of errors.

Since language is process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learner need to be analyzed correctly in order to arranging learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teaching English as a foreign language. Such an analysis becomes the key for foreign language acquisition.

According to Brown in Sanal (2007: 59), error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and tecniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Brown as cited in Sanal (2007: 70) asserts that errors is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating. error analyses can be used to

determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence. He also makes distinction between errors and lapses (simple mistakes). lapses are produced even by native speakers, and can be corrected by themselves. They call for on the spot correction rather than remedial, which is needed for errors.

In foreign language teaching, error analysis becomes useful device to know the ability of students in language mastery. Errors provide feedback to teacher about the effectiveness of a teaching materials and teaching techniques. According to Ellis (1997: 15-20) there are procedures to analyze data in error analysis that consist of:

a. Identification of errors

In identifying errors the sentences that produced by students are compared with the normal and correct sentences in the target language

b. Describing error

In this step, the errors are classified into word order categories to the distribution of noun phrase in sentence or construction of sentence. Beside that, describing error is to identify the differences of disordering of word between students' utterances and the reconstructed of target language utterances.

### c. Explanation of errors

Explaining is a step to analyze the cause of errors. In other words, in this step the writer tries to explain how and why a sentence called to be erroneous.

### d. Evaluation of errors

Evaluation is a process to collect, clarify and verify relevant values and standards. It is designed to reduce, revise and devise remedial lessons in the teaching learning process. However, in this study, the writer uses evaluating the errors as a step that involves drawing conclusions.

Practically, it can be concluded that error analysis is a very useful device of foreign language teaching programs. Errors provide feedback, they tell the teacher something about the effectiveness of their teaching materials and their teaching techniques.

## **C. Errors and Mistakes**

An error is different from a mistake, so it is crucial to differentiate both of them. Corder in Kinsela (2012: 21) states that "an error is typically produced by people who do not yet fully command some institutionally listed language system". Based on Kinsela (2012: 22), errors are breaking the rule, due to lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence they tend to be not correctable.

According to Erdogan (2005: 263), a learner makes a mistake when writing or speaking because of a lack of attention, fatigue, carelessness, or

some other aspects of performance. Mistake can be self corrected when attention is called.

In other words, a mistake is a slip that the learner can self correct whereas an error is what a learner cannot self correct. From those definitions above, the writer can also conclude that a mistake is just a slip that the learners forget the right form. While, an error is a deviation made by the learner because he/she does not know the rule and will make it repetitively.

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

Indeed, learners often make mistakes in the process of foreign language learning. Thus, it is still not a big deal when the learners commit the mistake either in speaking or writing since they are capable to correct the mistake. However, learning other language becomes difficult since the target language has been different system from the native language. This difference sometimes makes the learners make error especially in grammar. This is why analyzing learner's error in learning other language will be interesting instead of mistake analysis.

## D. Source of Errors

The errors made by students are caused by some factor either from the students themselves or from the other person. Norrish (1983:20) classifies the causes of error into three types that are carelessness, first language interference, and translation.

### a. Carelessness

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

### b. First language

Norrish (1983: 37) states that language learning is a matter of habit formation. When someone tries to learn new habits the old ones will interfere with the new ones. This cause of error is called first language interference.

### 3. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. At the very heart of translation studies is the issue of translation quality. Yet, while there are numerous methods for assessing the quality of translations, little is known about what happens when a translator produces a bad translation. This paper will show that translation error, as a whole, can have significant consequences for both

translator and client and by examining a number of case studies gathered from official reports and communications, court records, newspaper articles and books it will illustrate the diversity of situations which can arise as a result of translation errors.

According to Brown in Asfitri ( 2009: 29 ) there are three major source of learners' errors, namely

a. Interlingual Transfer

The beginning of stages of learning a second language is characterized by a good deal of interlingual transfer from native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. In other words, interlingual refers to the interference of nature language (mother tongue) of the learners.

On the basis of this information it is possible to hypothesize that one of the reasons why acquisition and production of grammatical gender causes so many difficulties for second language speakers at all levels of proficiency is the interference from their first language. During second language production, both language systems are activated and searched in parallel: If a second language speaker wants to produce a nominal phrase in his or her second language, the lemmas of the corresponding first language translation equivalents and their grammatical features are also activated and may thus interfere with second language production.



## b. Interlingual Transfer

Intralingual transfer is the negative transfer of items within the target language, or put in other way the incorrect overgeneralization of rules within the target language. Intralingual interference "reflects the general characteristics of rule learning such as a faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply". A typical manifestation of an intralingual interference is thus overgeneralization. Brown in Heydari (2012: 158) distinguishes intralingual errors into four types:

### 1) Overgeneralization

These errors arise when the learners create a deviant structure on the basis of the other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures.

Example : *She can cooks.*

It should be : *She can cook*

### 2) Ignorance of Rule Restrictions

Ignorance of rule restriction is failure to observe the restriction of existing structures. That is the application of rules to context where they do not apply.

Example : *My sister crying was.*

It should be : *My sister was crying.*

### 3) Incomplete Application of Rules

These errors involve a failure to fully develop a structure. The learners fail to produce a correct sentence according to the standard rules.

Example : *You student.*

It should be : *You are student.*

### 4) False Concept Hypothesized

False concept hypothesized means basically errors are the result from faulty comprehension of distinction in the target language.

Example : *Santi is not go to school yesterday.*

It should be : *Santi did not go to school yesterday.*

In other words, interlingual transfer is error that comes from interference of mother tongue and interlingual transfer is error caused by interference of target language rules.

### c. Context of Learning

Context of learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its material, in the case of school learning. In the classroom context, frequently a teacher or textbooks can lead the learners to make errors because misleading explanation from the teacher or faulty presentation of a structure or words in a textbook. In social context, untutored language acquisition can bring about certain dialect acquisition, which may become a source of error.

## E. Preposition

Laksono (2014: 5) states that preposition is word or group of words which usually come before the word they control (noun or pronoun). Function of preposition is to express a relation in space between two or more entities or a relation in time between two events, or various other abstract relations.

Frank in Laksono (2014: 6) states that preposition is classified as a part of speech in traditional grammar, However preposition as well as conjunction is different from other part of speech in that:

1. Each is composed of small class of words that have no formal characteristic endings.
2. Each signal syntactic structures function as one of the other part of speech.

For those reasons, modern linguistic prefer function to classify preposition as structure words rather than as part of speech. Preposition have basically two function:

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

According explanation above, the writer concludes that preposition is an important element of English sentences that placed before a noun or pronoun.

According to Khuryati ( 2012: 30 ) place prepositions are prepositions that are used to describe the place or position of all types of nouns. It is common for the preposition to be placed before the noun. When we refer to place prepositions, we usually refer to in, at, on.

#### 1. Preposition of place in

*In* is usually used to state that someone or something is in a (the boundaries can be physical or virtual place). In general, we use *in* for an enclosed space: in the garden, a country, a town, a building, a room. *In* means inside only. According to Yates (1999: 146), the function of preposition of place *in* are:

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

Examples : She lives in California.

: She lives in San Francisco.

- b. A room, an area of a room

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

- c. The water, the air, the environment

Example : They are swimming in the water.

- d. The center, the middle

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

- e. The north/south/east/west.

Example : New England is in the north of the united states.

- f. A bodily attack

Example : The stone hit me in the face.

g. A vehicle one cannot walk around in it

Example : Ride in the car with us.

h. Print medium

Example : Read the article in the newspaper.

2. Preposition of place On

On is usually used to state someone or something is on top of a surface. In general on for a surface: on the wall, on the floor, on the door, on the cover, a street, a desk, a ceiling. According to Yates (1999: 146), the functions of preposition of place *on* are:

a. A street, a floor

Examples : She lives on a Oak street.

: She lives on the fourth floor.

b. An outside area

Examples : He is standing on the floor.

: He has an outdoor grill on the balcony.

c. A straight chair, a sofa, a couch

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

: We sat on the sofa and watched television.

d. Facing a coast, a beach

Example : The house is on the beach.

e. The side, left, right, surface

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

: My house is on the left side of the school.

f. The north side, south side, east side, west side.

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

g. The surface of the body

Example : He has a scratch on his arm.

h. An electronic medium

Example : The file is save on the computer.

3. Preposition of place *at*

*At* is usually used to state something or someone is at a specific place. In generally, we use *at* for a point: at the corner, at the bus stop, at the station, at the top of page, at the end of the road. According to Yates (1999: 146), the functions of preposition of place *at* are:

a. A building, a house or apartement number

Examples : She lives at the 1260 Oak street.

: At home (in one's own house).

: At work (at one's job).

: At school (attending school).

b. A work area inside

Example : She is at the kitchen sink.

c. The coast, the beach

Example : The whole family is at the beach.

d. The biginning, start, end

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

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explained the research method and design, population and sample, research variables and their operational definitions, research instrumentation, procedures of collecting data, and technique of analyzing data.

#### **A. Research Design**

The writer applied descriptive quantitative method by giving fill the blank test and then analyze students' error on preposition of place (at, in, on).

#### **B. Population and Sample**

##### **1. Population**

The population of this research was the second year students of SMPN 19 Makassar 2014/2015 academic year. The population is one class thirteen, namely VIII-I.

##### **2. Sample**

This research applied total sampling technique. The writer took one class, namely class VIII-I. Total number of the sample was 28 students which consisting of 13 males and 15 females. It based on the suggestion of the school principal.

### **C. Location of the Research**

The Location of the research was at SMPN 19 Makassar 2014/2015 academic year on Jln. Tamangapa Raya Makassar.

### **D. Research Instrument**

The writer used fill the blank test to find out the students' error in using preposition. The writer chose fill the blank test as an instrument because it was easier for the writer to analyzed and counted the errors in using preposition of place (in, on, at) and then, the instrument have been examined before at SMPN 3 Ampel and the result had variation.

### **E. Procedures of Collecting Data**

The writer gave fill the blank test about preposition of place (at, in, on). The writer gave the student 80 minutes so, the students have time enough to do the test well. It was intended to find students' error on preposition.

### **F. Technique of Data Analysis**

To analyze the students' error in using preposition of place, the writer used quantitative ( statistical ) method.

#### **1. Statistical analysis**

The writer gave the test to the students. When the data is collected, they are classified into five groups: outstanding, very good, satisfactory, very week and fail grade. To know the students' error, the writer will group



the wrong answer they made. From that five data, the writer will analyze. Sudijono in Khuryati ( 2012 : 41 ), count the students' error in percentage with the formula:

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

Where : P: Percentage of error

F: Frequency is looking for percentage

N: Number of cases (number frequency / individual)

The writer also looks the average of the percentage of error by using formula:

$$M = \frac{\sum X}{N}$$

Where : M : The average of the score (Percentage)

$\sum X$  : The number of score (Percentage)

N : The number of cases

## 2. Non-statistical analysis

In the non statistical analysis, the writer classified the student's achievement using factor analysis by the use of five lettes: A, B, C, D, E, which expressed various level of achievement. In addition, it was relatively easy to translate from letter grading to percentage grading.

Percentage of correct answer	Grade	Level of achievement
(1)	(2)	(3)
93 – 100	A. Outstanding	Outstanding achievement

To be continued

continuation

85 – 92	B. Very good	Above average achievement
75 – 84	C. Satisfactory	Average achievement
60 – 74	D. Very weak	Below average achievement
< 60	E. Fail	Insufficient achievement

(Rahman, 2008:23)



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the findings of the research and discussion. The finding consist of the description of the result data collected through test and discussion consist of explanation about the finding.

#### A. Finding

After collecting the students' task to answer preposition test, the writer presents the result of analyzing data in this chapter. From this data the writer identified there were many errors made by students in each item and the data is explained in the table below.

Table 1: The error percentages of each student of class VIII-I.

No	Students' Initial	Total error	Percentage
(1)	(2)	(3)	(4)
1	NAS	8	38.09
2	NIP	7	33.33
3	PM	10	47.61
4	RFN	9	42.85
5	SB	9	42.85
6	WOR	6	28.57
7	RA	8	38.09
8	WV	11	53.38

To be continued

continuation

(1)	(2)	(3)	(4)
9	IFR	5	23.80
10	ARP	6	28.57
11	AA	9	42.85
12	DRA	10	47.61
13	FHS	4	19.04
14	FI	11	53.38
15	GAS	5	23.80
16	KJM	11	53.38
17	KS	5	23.80
18	MES	7	33.33
19	MAA	8	38.09
20	MA	6	28.57
21	MF	8	38.09
22	MI	5	23.80
23	MRM	7	33.33
24	MIB	6	28.57
25	RBS	7	33.33
26	RI	4	19.04
27	SI	5	23.80
28	YT	6	28.57

Source:  
SMP  
N 19  
Maka  
ssar

The table on page 25 indicated the errors and percentage that made by each student. The table showed that there were 2 students

(19.04%) made 4 errors which is the smallest total error, there were 5 students (23.80%) made 5 errors, then 5 students (28.57%) made 6 errors, 4 students (33.33%) made 7 errors, 4 students (38.09%) made 8 errors, 3 students (42.85%) made 9 errors, 2 students (47.61%) made 10 errors and 3 students (53.38%) made 11 errors which is the most total error.

Table 2: Students' total error and percentages

No	Kind of Preposition	Number of Item	Total Error	Total Student	Percentage of Error	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Preposition in	1	3	28	10.71 %	20.91%
		6	2	28	7.14 %	
		9	7	28	25 %	
		12	5	28	17.85 %	
		14	6	28	21.42 %	
		17	9	28	32.14 %	
		20	9	28	32.14 %	
2	Preposition on	3	6	28	21.42 %	32.64%
		4	11	28	39.28 %	
		7	12	28	42.85 %	
		10	8	28	28.57 %	
		11	11	28	39.28 %	
		15	9	28	32.14 %	

continuation  
to be continued

		19	7	28	25 %	
3	Preposition	2	17	28	60.71 %	50.50%
	at	5	13	28	46.42 %	
		8	11	28	39.28 %	
		13	13	28	46.42 %	
		16	14	28	50 %	
		18	18	28	64.28 %	
		21	13	28	46.42 %	
Average						

Source: SMPN 19 Makassar

From the data presented above, the writer explained that the result of the analysis of students in class VIII-I, showed that the average of the errors made by students are 34, 68%. Where the average of errors in using preposition *in* are 20,91%, preposition *on* are 32,64%, and preposition *at* are 50,50%. The greatest number of errors are in using preposition of place *at* and the smallest number of errors are in using preposition *in*.

To get the percentage of student's errors in using preposition of place, the writer analyzed by used the formula as follows:

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

Table 3: Analysis of preposition of place *in*

Kind of	Number	Total	Total		
---------	--------	-------	-------	--	--

Preposition	of Item	Errors	Student	Percentage	Average
In	1	3	28	10.71 %	20.91%
	6	2	28	7.14 %	
	9	7	28	25 %	
	12	5	28	17.85 %	
	14	6	28	21.42 %	
	17	9	28	32.14 %	

Source: SMPN 19 Makassar

**Item 1.**

Robert lives \_\_\_\_\_ Paris now, to continue his study.

There are 3 students answered incorrect and 25 students answered correct. The percentage of the wrong answer is:  $= \frac{3}{28} \times 100 \% = 10.71\%$ .

The correct answer is "Robert lives *in* Paris now, to continue his study". the answer of this question is *in*, because the place shows enclosed space as a town.

**Item 6.**

Three days later, my sister will be \_\_\_\_\_ Malaysia for traditional dance competition. There are 2 students answered incorrect and 26 students correct. The percentage of the wrong answer is:  $\frac{2}{28} \times 100\% = 7.14\%$ . The

correct answer is "three days later, my sister will be *in* Malaysia for traditional dance competition". The answer of this question is *in*, because the place shows enclosed space as a country.

**Item 9.**

The teacher stands up among the students \_\_\_\_\_ the yard.

There are 7 students answered incorrect and 21 student answered correct.

The percentage of the wrong answer is:  $\frac{7}{28} \times 100\% = 25\%$ . The

correct answer is "The teacher stands up among the students *in* the yard".

The answer is *in*, because the place shows enclosed place as the environment.

**Item 12.**

She and her sister swim \_\_\_\_\_ the river everyday.

There are 5 students answered incorrect and 23 students answer correct.

The percentage of the wrong answer is:  $\frac{5}{28} \times 100\% = 17.85\%$ . The

correct answer is "She and her sister swim *in* the river everyday". The

answer is *in*, because the place shows enclosed place as the environment.

**Item 14.**

Mr. James saved the files \_\_\_\_\_ the cup board.

There are 6 students answered incorrect and 22 students answered

correct. The percentage of the wrong answer is:  $\frac{6}{28} \times 100\% = 21.42\%$ .

The correct answer is "Mr. James saved the files *in* the cup board". The

answer is *in*, because the place shows an enclosed space as inside the cup board.

**Item 17.**

Recently, all the news \_\_\_\_\_ the tabloid tell about Raffi Ahmad.



There are 9 students answered incorrect and 19 students answered correct. The percentage of the wrong answer is:  $\frac{9}{28} \times 100\% = 32.14\%$ .

The correct answer is “Recently, all the news *in* the tabloid tell about Raffi Ahmad”. The answer is *in*, because the palce shows a print medium.

**Item 20.**

The news about Taufik Keimas death becomes a headlines \_\_\_\_\_ the newspaper today.

There are 9 students answered incorrect and 19 students answer correct.

The percentage of the wrong answer is:  $\frac{9}{28} \times 100\% = 32.14\%$ . The correct

answer is “The news about Taufik Keimas death becomes a headlines *in* the newspaper today”. The correct answer is *in*, because the place shows a print medium.

Preposition of place *in* consist of 7 questions with different functions. It results different percentage of errors. The greatest number of errors are questions number 17 and 20 which have same percentage 32.14%. And the smallest number of error is number 6 which has 7.17%.

Table 4: Analysis of preposition of place *on*

Kind of Preposition	Number of item	Total Error	Total Student	Percentage	Average
Preposition On	3	6	28	21.42 %	32.64%
	4	11	28	39.28 %	
	7	12	28	42.85 %	

	10	8	28	28.57 %
	11	11	28	39.28 %
	15	9	28	32.14 %
	19	7	28	25 %

Source: SMPN 19 Makassar

**Item 3.**

The book which you borrowed is \_\_\_\_\_ the table.

There are 6 students answered incorrect and 22 students answered correct. The percentage of the wrong answer is:  $\frac{6}{28} \times 100 \% = 21.42\%$ .

The corret answer is "The book which you borrowed is *on* the table".

The answer of this question is *on*, because the place shows a surface of the table.

**item 4.**

Our house is . \_\_\_\_\_ the left side of the street.

There are 11 students answered incorrect and 17 students answered correct. The percentage of the wrong answer is:  $\frac{11}{28} \times 100\% = 39.28\%$ .

The correct answer is" Our house is *on* the left side of the street".

The answer of this question is *on*, because the place shows a side of left, right, surface.

**Item 7.**

There was many accidents \_\_\_\_\_ the street caused by ignoring the traffic light.

There are 12 students answered incorrect and 16 students answered correct. The percentage of the wrong answer is:  $\frac{12}{28} \times 100 \% = 42.85\%$ .

The correct answer is "There was many accidents *on* the street caused by ignoring the traffic light". The answer of this question is *on*, because the place shows the surface of the street.

**Item 10.**

Do not sit \_\_\_\_\_ the dirty floor! You have to sweep it before.

There are 8 students answered incorrect and 20 students answered correct. The percentage of the wrong answer is:  $\frac{8}{28} \times 100 \% = 35.29\%$ .

The correct answer is "Do not sit *on* the dirty floor! You have to sweep it before". The answer is *on*, because the place shows the surface of the floor.

**Item 11.**

This morning, I watched the news \_\_\_\_\_ the television about Anas Urbaningrum.

There are 11 students answered incorrect and 17 students answered correct. The percentage of the wrong answer is:  $\frac{11}{28} \times 100 \% = 39.28 \%$ .

The correct answer is "This morning, I watched the news *on* the television about Anas Urbaningrum". The answer is *on*, because the place shows an electronic medium.

**Item 15.**

Becareful! There are many pick pockets \_\_\_\_\_ the train.

There are 9 students answered incorrect and 19 students answered correct. The percentage of the wrong answer is:  $\frac{9}{28} \times 100\% = 32.14\%$ .

The correct answer is "Becareful! There are many pick pockets *on* the train". The answer is *on*, because the place shows a vehicle one can walk around.

**Item 19.**

My brother likes games \_\_\_\_\_ the computer very much.

There are 7 students answered and 21 students answered correct. The percentage of the wrong answer is:  $\frac{7}{28} \times 100\% = 25\%$ .

The correct answer is "My brother likes games *on* the computer very much". The answer is *on*, because the place shows an electronic medium.

Preposition of place *on* consist of 7 questions with different functions. It results different percentage of errors. The greatest number of errors is question number 7 which has percentage 42.85%. And the smallest number of errors are question number 3 which has percentage 21.42%.

Table 5: Analysis of preposition of place *At*

Kind of Preposition	Number of item	Total Error	Total Student	Percentage	Average
---------------------	----------------	-------------	---------------	------------	---------

Preposition	2	17	28	60.71 %	50.50%
at	5	13	28	46.42 %	
	8	11	28	39.28 %	
	13	13	28	46.42 %	
	16	14	28	50 %	
	18	18	28	64.28 %	
	21	13	28	46.42 %	

Source: SMPN 19 Makassar

**Item 2.**

She pays the items purchased \_\_\_\_\_ the cashier.

There are 17 students answered incorrect and 11 students answered correct. The percentage of the wrong answer is:  $\frac{17}{28} \times 100 \% = 60.71 \%$

The correct answer is “She pays the items purchased *at* the cashier”. The answer of this question is *at*, because the place shows a point as at work: one’s job.

**Item 5.**

Every Sunday, the christians are \_\_\_\_\_ the church for praying.

There are 13 students answered incorrect and 15 students answered correct. The percentage of the wrong answer is:  $\frac{13}{28} \times 100 \% = 46.42\%$ .

The correct answer is “Every Sunday, the christians are *at* the church for praying”. The answer of this question is *at*, because the place shows a point at church and attending church

**Item 8.**

I will be waiting for you \_\_\_\_\_ the gambir station when you are coming.

There are 11 students answered incorrect and 27 students answered correct. The percentage of the wrong answer is:  $\frac{11}{28} \times 100\% = 39.28\%$ .

The correct answer is "I will be waiting for you *at* the gambir station when you are coming". The answer is *at*, because the place shows a specific place.

**Item 13.**

Mr. Malik lives \_\_\_\_\_ Pantaran street no. 52.

There are 13 students answered incorrect and 15 students answered correct. The percentage of the wrong answer is:  $\frac{13}{28} \times 100\% = 46.42\%$

The correct answer is "Mr. Malik lives *at* Pantaran street no. 52". The answer is *at*, because the place shows a point place as number of the street.

**Item 16.**

She washed the dishes \_\_\_\_\_ the kitchen sink.

There are 14 students answered incorrect and 14 students answered correct. The percentage of the wrong answer is:  $\frac{14}{28} \times 100\% = 50\%$

The correct answer is "She washed the dishes *at* the kitchen sink". The answer is *at*, because the place shows a point as a work area inside.

**Item 18.**

The big theater is \_\_\_\_\_ the end of the street.

There are 18 students answered incorrect and 10 students answered correct. The percentage of the wrong answer is:  $\frac{18}{28} \times 100\% = 64.28\%$ .

The correct answer is "The big theater is *at* the end of the street". The answer is *at*, because the place shows a point as the end of the street.

**Item 21.**

The whole family is \_\_\_\_\_ the beach now.

There are 13 students answered incorrect and 15 students answered correct. The percentage of the wrong answer is:  $\frac{13}{28} \times 100\% = 46.42\%$

The correct answer is "The whole family is *at* the beach now". The answer is *at*, because the place shows a point place.

Preposition of place *at* consist of eight questions with different functions. It results different percentage of errors. The greatest number of errors is question number 19: 47.05%, it is about *the beginning, start, end*. and the smallest number of errors are question number 13: 14.70%, about *a building, a house or apartement* .

From the analysis above, the writer suggests for teachers and students. For the teachers, they have to give explanation or exercise more than before. For the students, they have to know that preposition of place *in* in English could not be used interchangeably. So, they should understand deeply about the differences and functions of preposition of place *in*.

To know the varieties of SMPN 19 students mastery of using preposition of place, the writer used the five levels of student's achievements as follow:

Table 6: students' achievement in Using Preposition of Place

Percentage of correct answer	Total Student	Grade	Level of achievement
93 – 100	–	A. Outstanding	Outstanding achievement
85 – 92	–	B. Very good	Above average achievement
75 – 84	7	C. Satisfactory	Average achievement
60 – 74	13	D. Very weak	Below average achievement
< 60	8	E. Fail	Insufficient achievement

Source: SMPN 19 Makassar

The result of the analysis above shows that there are many students still have the wrong answer. None of the student answered 100% correctly or got an outstanding achievement. And there was no one who answered 85 – 92% or got above average achievement. There are 7 students got (75 - 84%) average achievement, there are 13 students got



(60 - 74%) below average achievement, there are 8 students got (below 60%) insufficient achievement or fail.

## **B. Discussion**

According to the data collected the writer think that there were many errors that the students made in using preposition of place. It is caused by:

1. Preposition of place between Indonesian and English language is different. To cover this problem the students should know that preposition of place in English could not be used interchangeably. They should be used in their own rule (enclosed space, surface or specific place).
2. In Indonesian language preposition “di” can be used interchangeably like “di atas”, “di bawah”, “di tengah”, “di rumah”, etc. But preposition of place in English there are *in*, *on*, *at* that have different function. For this case the students should understand deeply the different of using preposition of place in English.
3. The students are lack of knowledge about preposition of place. There are many rules in using preposition of place. To cover it the students should study it more and more, and they should give an attention to master it.

The dominant error in using preposition of place was “*at*”. The table 2 on page 26 showed that the average was 50.50%. It means that there were many students answered incorrectly. And then the most

students' error was at number 18 because there were 18 students (64.28%) did error. Preposition "on" was the second dominant error with average (32.64%), and preposition *in* was at the least students' error with average (20.91%).

Number 6 was the number that only 2 students (7.14%) made error, so was number 1, there were only 3 students (10.71%) made error, both of them about preposition *in*. It means most students know that if the sentence concerned about a continent, a country, a state, or town, they have to use preposition *in*.

The highest level of achievement that students reach out is average achievement or satisfactory, it must be improved because only 7 student got it (75-84%), it is less than half of total student in the class VIII-I. The teachers should help their students to overcome those problem above. They can give more explanations and exercises than before in the future learning process, so that many students can get outstanding or above average achievement level and none student get below average or insufficient achievement level.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section is conclusion, which is based on the research findings. The second section is suggestion based on the conclusion.

#### **A. Conclusions**

After finishing this research which is entitled "Students' Errors on Prepositions in English at SMPN 19 Makassar 2014/2015 Academic Year" the writer made some conclusions. The conclusions were based on the result of the test about the student's errors of using preposition of place as follows:

1. From the data analysis in finding, the students got error in using all the preposition. In using preposition *in* there are 20.71% students error, and then in preposition *on* there are 32.64% students error, and the last in using preposition *at* there are 50.50% students error. The average of using all preposition in class VIII-I is 34.69%
2. The varieties of student's mastery on using preposition of place still weak, because there were 13 students or almost 50% student's correct answer among 60 - 74%. It can be concluded that the teaching learning process of preposition of place at the second year students of SMPN 19 Makassar should be increased.

3. Based on the data about the student's errors on using preposition of place can be concluded that the dominant errors happened in preposition "at". It occurred in question number 18 where there were 64.28% students have wrong answer and 10 students ( 35.72% ) have the right answer.

## **B. Suggestions**

The writer then offers some suggestions to English teacher, the students and other writers.

### 1. To the English teachers

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

### 2. To students.

- a. In the teaching learning process, the students must be active and ask something about using preposition of place.
- b. The students must study hard and serious in learning English especially in using preposition of place.

- c. The students should pay attention to the characteristics preposition of place.
- d. The students must try to increase their abilities especially in using preposition of place

### 3. To the other writers

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

- a. The sociolinguistics and interlanguage interference. It is used to know the crucial factors that caused the students errors of using preposition of place.
- b. The background of the second year students of SMPN 19 Makassar, why they did not master preposition of place yet.
- c. What sources possibly lead the students to make errors and also to find an appropriate solution that can be used to minimize or reduce the students' errors.

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# Appendices



## Appendix 1. Instrument of Research

**Title** : Students' Errors on Prepositions in English at SMPN 19  
Makassar

### Keterangan :

1. Maksud pengisian tes ini adalah sebagai bahan penyusunan skripsi pada program strata satu (s1) jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab semua soal ini. Oleh karena itu, atas partisipasi para siswa di ucapkan terima kasih.

Name	:	_____
Class	:	_____
No. absent	:	_____

### Petunjuk Pengisian :

1. Bacalah soal dengan seksama sebelum anda menjawabnya
2. Jawablah soal dengan baik dan benar.
3. Gunakan preposition yang sesuai dengan soal yang telah disediakan

NAME :  
 CLASS :  
 NO.ABSENT :

**Isilah titik – titik di bawah ini dengan *preposition of place (in, on, at )!***

1. Robert lives ..... Paris, to continue his study.
2. She pays the items purchased ..... the cashier
3. The book which you borrowed is ..... the table.
4. Our house is ..... the left side of the street.
5. Every Sunday, the christians are ..... the church for praying.
6. Three days later, my sister will be ..... Malaysia for traditional dance competition.
7. There was many accidents ..... the street caused by ignoring the traffic light.
8. I will be waiting for you ..... the gambir station when you are coming.
9. The teacher stands up among the students ..... the yard.
10. Do not sit ..... the dirty floor! You have to sweep it before.
11. This morning, I watched the news ..... the television about Anas Urbaningrum
12. She and her sister swim ..... the river everyday.
13. Mr. Malik lives ..... Pantaran street no. 52.
14. Mr. James saved the files ..... the cup board.
15. Becareful! There are many pickpockets ..... the train.
16. She washed the dishes ..... the kitchen sink.
17. Recently, all the news ..... the tabloid tell about Raffi Ahmad.
18. The big theater is ..... the end of the street.
19. My brother likes games ..... the computer very much.
20. The news about Taufik Keimas death becomes a headlines ..... the newspaper today.
21. The whole family is ..... the beach now.

## Appendix 2. Student's work sheet (Student 1)

NAME : muh. Fajar  
 CLASS : VIII 1  
 NO ABSENT : 21

Isilah titik – titik di bawah ini dengan *preposition of place (in, on, at)*!

1. Robert lives ...in... Paris, to continue his study. ✓
2. She pays the items purchased ...to... the cashier. ✗
3. The book which you borrowed is ...on... the table. ✓
4. Our house is ...on... the left side of the street. ✓
5. Every Sunday, the christians are ...at... the church for praying. ✓
6. Three days later, my sister will be ...in... Malaysia for traditional dance competition. ✓
7. There was many accidents ...on... the street caused by ignored the traffic light. ✓
8. I will be waiting for you ...in... the gambir station when you are coming. ✗
9. The teacher stands up among the students ...at... the yard. ✗
10. Do not sit ...on... the dirty floor! You have to sweep it before. ✗
11. This morning, I watched the news ...at... the television about Anas Urbaningrum. ✗
12. She and her sister swim ...in... the river everyday. ✓
13. Mr. Malik lives ...on... Pantaran street no. 52. ✗
14. Mr. James saved the files ...in... the cup board. ✓
15. Becarefull! There are many pickpockets ...on... the train. ✓
16. She washed the dishes ...in... the kitchen sink. ✗
17. Recently, all the news ...on... the tabloid tell about Raffi Ahmad. ✓
18. The big theater is ...in... the end of the street. ✗
19. My brother likes games ...on... the computer very much. ✓
20. The news about Taufik Keimas death becomes a headlines ...in... the newspaper today. ✓
21. The whole family is ...at... the beach now. ✓

## Student's work sheet (student 2)

NAME: *Mub Alfiar*  
 CLASS: *82*  
 NO.ABSENT: *20*

Isilah titik – titik di bawah ini dengan *preposition of place (in, on, at)*

1. Robert lives *in* Paris, to continue his study. ✓
2. She pays the items purchased *at* the cashier. ✓
3. The book which you borrowed is *on* the table. ✓
4. Our house is *on* the left side of the street. ✗
5. Every Sunday, the christians are *in* the church for praying. ✗
6. Three days later, my sister will be *in* Malaysia for traditional dance competition. ✓
7. There was many accidents *on* the street caused by ignored the traffic light. ✓
8. I will be waiting for you *at* the gambir station when you are coming. ✓
9. The teacher stands up among the students *in* the yard. ✗
10. Do not sit *on* the dirty floor! You have to sweep it before. ✓
11. This morning, I watched the news *on* the television about Anas Urbaningrum. ✓
12. She and her sister swim *in* the river everyday. ✗
13. Mr. Malik lives *at* Pantaran street no. 52. ✓
14. Mr. James saved the files *in* the cup board. ✓
15. Becarefull! There are many pickpockets *on* the train. ✓
16. She washed the dishes *in* the kitchen sink. ✗
17. Recently, all the news *on* the tabloid tell about Raffi Ahmad. ✓
18. The big theater is *at* the end of the street. ✓
19. My brother likes games *on* the computer very much. ✗
20. The news about Taufik Kelmas death becomes a headlinews *in* the newspaper today. ✓
21. The whole family is *at* the beach now. ✓

## Student' work sheet (student 3)

NAME : *Syaiba bellin*  
 CLASS : *VIII 1*  
 NO ABSENT : *5*

Isilah titik – titik di bawah ini dengan *preposition of place (in, on, at)*!

1. Robert lives *in* Paris, to continue his study. ✓
2. She pays the items purchased *at* the cashier. ✓
3. The book which you borrowed is *at* the table. ✓
4. Our house is *on* the left side of the street. ✓
5. Every Sunday, the christians are *at* the church for praying. ✓
6. Three days later, my sister will be *in* Malaysia for traditional dance competition. ✓
7. There was many accidents *in* the street caused by ignored the traffic light. ✗
8. I will be waiting for you *at* the gambir station when you are coming. ✓
9. The teacher stands up among the students *in* the yard. ✓
10. Do not sit *on* the dirty floor! You have to sweep it before. ✓
11. This morning, I watched the news *on* the television about Anas Urbaningrum. ✓
12. She and her sister swim *in* the river everyday. ✓
13. Mr. Malik lives *at* Pantaran street no. 52. ✓
14. Mr. James saved the files *on* the cup board. ✗
15. Becareful! There are many pickpockets *in* the train. ✗
16. She washed the dishes *in* the kitchen sink. ✗
17. Recently, all the news *on* the tabloid tell about Raffi Ahmad. ✗
18. The big theater is *in* the end of the street. ✗
19. My brother likes games *on* the computer very much. ✓
20. The news about Taufik Keimas death becomes a headlines *on* the newspaper today. ✗
21. The whole family is *in* the beach now. ✗

## Student's work sheet (student 4)

27

NAME: Rini Marlina  
 CLASS VIII 1  
 NO. ABSENT : 3

Isilah titik - titik di bawah ini dengan *preposition of place (in, on, at)*!

1. Robert lives <sup>in</sup> Paris, to continue his study. ✓
2. She pays the items purchased <sup>to</sup> the cashier. ✗
3. The book which you borrowed is <sup>on</sup> the table. ✓
4. Our house is <sup>at</sup> the left side of the street. ✗
5. Every Sunday, the christians are <sup>at</sup> the church for praying. ✓
6. Three days later, my sister will be <sup>in</sup> Malaysia for traditional dance competition. ✓
7. There was many accidents <sup>at</sup> the street caused by ignored the traffic light. ✗
8. I will be waiting for you <sup>at</sup> the gambir station when you are coming. ✗
9. The teacher stands up among the students <sup>at</sup> the yard. ✗
10. Do not sit <sup>on</sup> the dirty floor! You have to sweep it before. ✓
11. This morning, I watched the news <sup>on</sup> the television about Anas Urbaningrum. ✓
12. She and her sister swim <sup>at</sup> the river everyday. ✗
13. Mr. Malik lives <sup>at</sup> Pantaran street no. 52. ✗
14. Mr. James saved the files <sup>in</sup> the cup board. ✓
15. Becareful! There are many pickpockets <sup>on</sup> the train. ✓
16. She washed the dishes <sup>at</sup> the kitchen sink. ✓
17. Recently, all the news <sup>on</sup> the tabloid tell about Raffi Ahmad. ✗
18. The big theater is <sup>at</sup> the end of the street. ✗
19. My brother likes games <sup>on</sup> the computer very much. ✓
20. The news about Taufik Kelmas death becomes a headlines <sup>on</sup> the newspaper today. ✗
21. The whole family is <sup>at</sup> the beach now. ✗

## Student' work sheet (student 5)

27

NAME: Grace Angelina Sir  
 CLASS: VIII r  
 NO.ABSENT: 15

Isilah titik – titik di bawah ini dengan *preposition of place (in, on, at)*

1. Robert lives ...*in*... Paris, to continue his study. ✓
2. She pays the items purchased ...*on*... the cashier. ✗
3. The book which you borrowed is ...*on*... the table. ✓
4. Our house is ...*on*... the left side of the street. ✓
5. Every Sunday, the christians are ...*in*... the church for praying. ✗
6. Three days later, my sister will be ...*in*... Malaysia for traditional dance competition. ✓
7. There was many accidents ...*on*... the street caused by ignored the traffic light.
8. I will be waiting for you ...*in*... the gambir station when you are coming. ✗
9. The teacher stands up among the students ...*in*... the yard. ✓
10. Do not sit ...*on*... the dirty floor! You have to sweep it before. ✓
11. This morning, I watched the news ...*on*... the television about Anas Urbaningrum. ✓
12. She and her sister swim ...*in*... the river everyday. ✓
13. Mr. Malik lives ...*at*... Pantaran street no. 52. ✓
14. Mr. James saved the files ...*in*... the cup board. ✓
15. Becareful! There are many pickpockets ...*on*... the train. ✓
16. She washed the dishes ...*at*... the kitchen slink. ✓
17. Recently, all the news ...*in*... the tabloid tell about Raffi Ahmad. ✓
18. The big theater is ...*on*... the end of the street. ✗
19. My brother likes games ...*in*... the computer very much. ✗
20. The news about Taufik Kelmas death becomes a headlines ...*in*... the newspaper today.
21. The whole family is ...*at*... the beach now. ✓

## Student' work sheet (student 6)

27

NAME : Rahma Febriana Nisa  
 CLASS : VIII I  
 NO.ABSENT : 9

Isilah titik – titik di bawah ini dengan *preposition of place (in, on, at)*

1. Robert lives ...*in*... Paris, to continue his study. ✓
2. She pays the items purchased ...*on*... the cashier. ✗
3. The book which you borrowed is ...*on*... the table. ✓
4. Our house is ...*in*... the left side of the street. ✗
5. Every Sunday, the christians are ...*at*... the church for praying. ✓
6. Three days later, my sister will be ...*in*... Malaysia for traditional dance competition.
7. There was many accidents ...*at*... the street caused by ignored the traffic light.
8. I will be waiting for you ...*at*... the gambir station when you are coming.
9. The teacher stands up among the students ...*in*... the yard. ✓
10. Do not sit ...*on*... the dirty floor! You have to sweep it before. ✓
11. This morning, I watched the news ...*on*... the television about Anas Urbaningrum
12. She and her sister swim ...*in*... the river everyday. ✓
13. Mr. Malik lives ...*on*... Pantaran street no. 52. ✗
14. Mr. James saved the files ...*in*... the cup board. ✓
15. Becarefull There are many pickpockets ...*on*... the train. ✓
16. She washed the dishes ...*in*... the kitchen sink. ✗
17. Recently, all the news ...*on*... the tabloid tell about Raffi Ahmad. ✓
18. The big theater is ...*in*... the end of the street. ✗
19. My brother likes games ...*on*... the computer very much. ✓
20. The news about Taufik Keimas death becomes a headlnews ...*on*... newspaper today.
21. The whole family is ...*in*... the beach now. ✗



## Student' work sheet (student 7)

NAME: wa Ode Rizki amalia Citra  
 CLASS: VIII 1  
 NO.ABSENT: 6

Isilah titik – titik di bawah ini dengan *preposition of place (in, on, at)*!

1. Robert lives *in* Paris, to continue his study. ✓
2. She pays the items purchased *at* the cashier. ✓
3. The book which you borrowed is *on* the table. ✓
4. Our house is *on* the left side of the street. ✓
5. Every Sunday, the christians are *in* the church for praying. ✗
6. Three days later, my sister will be *in* Malaysia for traditional dance competition.
7. There was many accidents *at* the street caused by ignored the traff light.
8. I will be waiting for you *at* the gambir station when you are coming.
9. The teacher stands up among the students *in* the yard. ✓
10. Do not sit *at* the dirty floor! You have to sweep it before. ✗
11. This morning, I watched the news *on* the television about Anas Urbaningrum
12. She and her sister swim *in* the river everyday. ✓
13. Mr. Malik lives *in* Pantaran street no. 52. ✗
14. Mr. James saved the files *in* the cup board. ✓
15. Becareful! There are many pickpockets *on* the train. ✓
16. She washed the dishes *on* the kitchen sink. ✗
17. Recently, all the news *in* the tabloid tell about Raffi Ahmad. ✓
18. The big theater is *in* the end of the street. ✗
19. My brother likes games *on* the computer very much. ✓
20. The news about Taufik Keimas death becomes a headlnews *in* newspaper today.
21. The whole family is *at* the beach now. ✓

### Appendix 3. Correct Percentage of each students

No	Name of Students	Total of Correct Answer	Percentage of correct answer
(1)	(2)	(3)	(4)
1	Nur Aminah Sarah	13	61.90%
2	Nurul Indri Pratiwi	14	66.66%
3	Putri Maharani	11	52.38%
4	Rahma Febriana Nissa	12	57.14%
5	Shinta Bella	12	57.14%
6	Wa Ode Rezki Aulia Citra	15	71.42%
7	Reski Amalia	13	61.90%
8	Widi Vitayanti	10	47.61%
9	Irma Fathirah Rahman	16	76.19%
10	Afifah Rizky Putri	15	71.42%
11	Ariyani Ahmad	12	57.14%
12	Dhewi Rizqhy Ananda P	11	52.38%
13	Fatma Humra Lestari	17	80.95%
14	Fitriani	10	47.61%
15	Grace Angelina Sir	16	76.19%
16	Kelvin Junior Suma	10	47.61%
17	Kurniawan Saputra	16	76.19%
18	Mikael Eko Setiawan	14	66.66%

To be continued

## Continuation

(1)	(2)	(3)	(4)
19	Muh. Ade Alif Arfian	13	61.90%
20	Muh. Alfian	15	71.42%
21	Muh. Fajar	13	61.90%
22	Muh. Ichsan	16	76.19%
23	Muh. Ragil Mahesa J	14	66.66%
24	Muhammad Ilham Bactiar	15	71.42%
25	Rahfzaldy Bara Sangara	14	66.66%
26	Rusdi	17	80.95%
27	Supriadi	16	76.19%
28	Yasafat	15	71.42%

Source: SMPN 19 Makassar

**Appendix 4: Total Percentage of students' correct answer**

No	Kind of Preposition	Number of Item	Total correct	Total Student	Percentage	Average
1	Preposition In	1	25	28	89.28 %	79.07%
		6	26	28	92.85 %	
		9	21	28	75%	
		12	23	28	82.14 %	
		14	22	28	78.57 %	
		17	19	28	67.85 %	
		20	19	28	67.85 %	
2	Preposition on	3	22	28	78.57 %	67.34%
		4	17	28	60.71 %	
		7	16	28	57.14 %	
		10	20	28	71.42 %	
		11	17	28	60.71 %	
		15	19	28	67.85 %	
		19	21	28	75%	
3	Preposition at	2	11	28	39.28 %	49.48%
		5	15	28	53.57 %	
		8	17	28	60.71 %	
		13	15	28	53.57 %	
		16	14	28	50 %	
		18	10	28	35.71 %	
		21	15	28	53.57 %	
Average						65,29%

### Appendix 5: Students' answers

No	Students' initial	Number of item																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	NAS	0	0	0	X	0	0	0	X	X	0	X	0	0	0	X	X	X	X	0	0	
2	NIP	X	X	X	0	0	0	X	0	0	0	0	0	0	0	X	0	0	0	X	0	X
3	PM	0	X	0	X	0	0	X	X	X	0	0	X	X	0	0	0	X	X	0	X	X
4	RFN	0	X	0	X	0	0	X	0	0	0	0	X	0	0	X	X	X	0	X	X	
5	SB	0	X	0	0	0	0	X	0	0	0	0	0	X	X	X	X	X	0	X	X	
6	WOR	0	0	0	0	X	0	X	0	0	X	0	0	X	0	0	X	0	X	0	0	0
7	RA	0	X	0	X	0	0	X	0	0	X	X	0	0	X	X	0	0	0	0	X	0
8	WV	0	X	0	X	X	0	X	0	0	X	0	0	0	X	X	X	X	X	0	0	X
9	IFR	0	0	X	0	X	0	0	0	0	X	0	0	0	0	X	0	X	0	0	0	0
10	ARP	0	0	0	0	X	0	0	0	0	0	X	0	X	0	0	X	0	X	0	X	0
11	AA	0	X	0	0	X	0	0	X	X	0	X	0	0	0	X	0	X	X	0	0	X
12	DRA	X	X	X	0	X	X	0	X	0	0	0	0	0	X	0	0	X	X	0	0	X
13	FHS	0	X	X	0	0	0	0	X	0	0	0	0	0	0	0	X	0	0	0	0	0
14	FI	0	X	0	0	X	0	X	X	X	0	X	0	0	0	X	0	X	X	0	X	X
15	GAS	0	X	0	0	X	0	0	X	0	0	0	0	0	0	0	0	0	X	X	0	0
16	KJM	0	X	0	X	X	0	0	0	0	X	0	X	X	X	X	0	0	0	X	X	X
17	KS	0	0	0	0	0	0	0	0	0	X	X	0	X	0	0	0	0	X	X	0	0
18	MES	0	0	0	X	0	X	X	0	0	0	0	0	X	0	X	0	0	X	0	0	X
19	MAA	0	X	X	X	0	0	0	X	0	0	X	0	X	0	0	X	0	0	0	0	X
20	MA	0	0	0	X	X	0	0	0	X	0	0	X	0	0	0	X	0	0	X	0	0

To be continued

Continuation

No	Students' initial	Number of Item																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
21	MF	0	X	0	0	0	0	0	X	X	X	X	0	X	0	0	X	0	X	0	0	0
22	MI	0	X	0	0	X	0	X	0	0	0	0	0	0	0	0	X	0	X	0	0	0
23	MRM	X	0	X	0	0	0	0	0	0	0	X	X	X	0	0	0	X	0	0	X	0
24	MIB	0	0	0	0	X	0	0	0	X	X	X	0	X	0	0	0	0	X	0	0	0
25	RBS	0	X	0	X	0	0	X	0	0	0	0	0	0	0	0	X	0	0	X	X	X
26	RI	0	0	0	0	X	0	0	X	0	0	0	X	X	0	0	0	0	0	0	0	0
27	SI	0	0	0	X	0	0	0	X	0	0	X	0	0	0	0	X	0	0	0	0	X
28	YT	0	X	0	0	0	0	X	0	0	0	0	0	X	X	X	0	0	X	0	0	0

Source: SMPN 19 Makassar

Note:

O = stands as correct answer

X = stands as incorrect answer

**Appendix 6. Answer Keys**

1. in

12. in

2. at

13. at

3. on

14. in

4. on

15. on

5. at

16. at

6. in

17. in

7. on

18. at

8. at

19. on

9. in

20. in

10. on

21. at

11. on

UNIVERSITAS

BOSOWA



## Appendix 7. Students' Pictures



Picture 1: The writer were giving explanation



Picture 2: Students were doing the test





Picture 3: A student was asking about the test



Picture 4: Students were answering the test

## BIOGRAPHY



Fidel Setiawan Sosang. He was born on Desember 20<sup>th</sup>, 1993 in Enrekang. He is the last child from the couple of Mr. Andarias Sosang and Mrs. Yohana. He started his elementary school at SDN 116 Enrekang in 1999 and finished at 2005. He continued his study to SMP Negeri 1 Enrekang in 2005 and graduated in 2008. After that he continued

his study to SMAN 1 Enrekang in 2008 and graduated in 2011. After graduated from SMA, he decided to enter to University of Bosowa 45 Makassar and took English Education Department and graduated at 2015.