AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON THE WRITING SENTENCE PREPOSITION OF THE 2018 ABSTRACTUNDERGRADUATE THESIS ENGLISH STUDENTSOF IAIN METRO

By:
NURUL ALAINA
Student Number: 14121937

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO
2019M / 1441 H

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Presented as a Partial Fulfillment of the Requirements

For the Degree of SarjanaPendidikan (S.Pd)

In English Education Department

By:

NURUL ALAINA
Student Number: 14121937

Tarbiyahand Teachers Training Faculty

English Education Department

Sponsor   : Dr. Mahrus As'ad, M.Ag

Co-Sponsor   : Ahmad Subhan Roza, M.Pd

STATE ISLAMIC INSTITUTE OF METRO

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AN ERROR ANALYSIS ON THE WRITING SENTENCEPREPOSITION

OF THE 2018 ABSTRACT UNDERGRADUATE THESIS

ENGLISH STUDENTSOF IAIN METRO

ABSTRACT
By:
NURUL ALAINA

The aims of this research are to analysis (1) errors of using prepositions by English students of IAIN Metro (2) the kinds of the errorsmade by the students; (3) the factors causing the errors in using prepositions. Thebenefits of this study are: (1) it can increase students' insight in the understandingof using the kinds of prepositions in their writing; (2) it can be an alternative forthe teacher to design teaching materials based on students' errors andthe factors causing the errors.

The form of this research was qualitative research. The population of this research was students' writing ofAbstract in the academic years 2018. The objects of thisresearch were the errors of using prepositions in students' writing. The data werecollected using a research and documentation of data. The data collected wereidentified based on the kinds of errors, described then concluded.

The results of this research are as follows: (1) the students made errors ofusing kinds of preposition. The types of errors made by the students are: omission,additions, diction, disordering, and errors in the using of prepositions with verbsand adjectives; (2) the factors causing preposition errors are: interference, lack ofpreposition mastery, and English prepositions having more than one meaning in Indonesian. Finally, the implications to the teachers are as follows: teachers mayuse the result as information or reflection for designing appropriate techniques orteaching materials.

MENGANALISA KESALAHAN PADA PENULISAN KALIMAT

PREPOSISI TAHUN 2018 PADA SKRIPSI ABSTRAK

MAHASISWA BAHASA INGGRIS

IAIN METRO

ABSTRAK
Oleh:
NURUL ALAINA

Tujuan dari penelitian ini adalah untuk menganalisa (1) kesalahan penggunaan preposisi oleh siswa Bahasa Inggris IAIN Metro (2) jenis kesalahan yang dibuat oleh siswa; (3) faktor-faktor yang menyebabkan kesalahan dalam menggunakan preposisi. Manfaat dari penelitian ini adalah: (1) dapat meningkatkan wawasan siswa dalam pemahaman menggunakan jenis preposisi dalam tulisan mereka; (2) itu bisa menjadi alternatif bagi guru untuk merancang bahan ajar berdasarkan kesalahan siswa dan faktor-faktor yang menyebabkan kesalahan.

Bentuk penelitian ini adalah penelitian kualitatif. Populasi penelitian ini adalah siswa yang menulis abstrak pada tahun akademik 2018. Objek penelitian ini adalah kesalahan dalam menggunakan preposisi dalam tulisan siswa. Data dikumpulkan dengan menggunakan penelitian dan dokumentasi data. Data yang dikumpulkan diidentifikasi berdasarkan jenis kesalahan, dijelaskan kemudian disimpulkan.

Hasil dari penelitian ini adalah sebagai berikut: (1) siswa membuat kesalahan dalam menggunakan jenis preposisi. Jenis-jenis kesalahan yang dilakukan oleh siswa adalah: kelalaian, penambahan, diksi, disordering, dan kesalahan dalam penggunaan preposisi dengan kata kerja dan kata sifat; (2) faktor-faktor yang menyebabkan kesalahan preposisi adalah: gangguan, kurangnya penguasaan preposisi, dan preposisi bahasa Inggris yang memiliki lebih dari satu makna dalam bahasa Indonesia. Akhirnya, implikasinya terhadap guru adalah sebagai berikut: guru dapat menggunakan hasilnya sebagai informasi atau refleksi untuk merancang teknik atau bahan ajar yang tepat.

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title   : AN ERROR ANALYSIS ON THE WITING SENTENCE
                   PREPOSITION OF THE 2018 ABSTRACT
                   UNDERGRADUATE THESIS OF ENGLISH STUDENTS OF
                   IAIN METRO.

Name   : Nurul Alaina

Students Number : 14121937

Faculty   : Tarbiyah and Teacher Training

Department   : English Education

APPROVED BY:

To be examined in the thesis munaqosyah in Faculty of Tarbiyah and Teacher
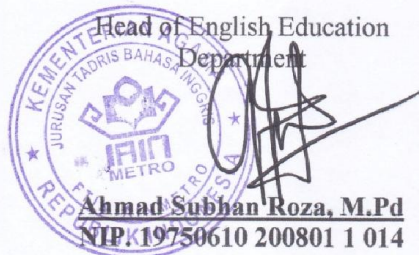Training of The State Institute for Islamic Studies (IAIN) Metro.

Metro,   January 2019

Sponsor   Co-sponsor

Dr. Mahrus As'ad, M.Ag   **Ahmad Subhan Roza, M.Pd**
NIP. 1961221 199603 1 001   NIP. 19750610 200801 1 014

Head of English Education
Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : In order to hold the Munaqosyah
of Nurul Alaina

To: The Honorable
The Dean of Faculty of Tarbiyah and Teacher Training
The State Institute For Islamic Studies (IAIN) Metro

Assalamu'alaikum Wr.Wb.

     We have given guidance and enough improvement to the undergraduate thesis proposal, which is written by:

Name   : NURUL ALAINA

St. Number : 14121937

Title   : AN ERROR ANALYSIS ON THE WRITING SENTENCE
PREPOSITION OF THE 2018 ABSTRACT UNDERGRADUATE
THESIS OF ENGLISH STUDENTS OF IAIN METRO.

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thanks you very much.

Wassalamu'alaikum Wr.Wb

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NIP. 1961221 199603 1 001

Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : Pengajuan Munaqosyah
                    Saudari Nurul Alaina

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh :

Name   : NURUL ALAINA
NPM   : 14121937
Title   : AN ERROR ANALYSIS ON THE WRITING SENTENCE
              PREPOSITION OF THE 2018 ABSTRACT UNDERGRADUATE
              THESIS OF ENGLISH STUDENTS OF IAIN METRO.

Sudah kami dapat setujui dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Metro,   January 2019

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Dr. Mahrus As'ad, M.Ag   **Ahmad Subhan Roza, M.Pd**
NIP. 1961221 199603 1 001   NIP. 19750610 200801 1 014

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. HajarDewantaraKampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

RATIFICATION PAGE

No: B-0343/In.234/D/PP.00.9/01/2019

An Undergraduate Thesis entitled: **AN ERROR ANALYSIS ON THE WRITING SENTENCE PREPOSITION OF THE 2018 ABSTRACT UNDERGRADUATE THESIS ENGLISH STUDENTS OF IAIN METRO**

Written by Nurul Alaina, Student Number 14121937 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 18ˢᵗ, 2019 at 10.00-12.00.
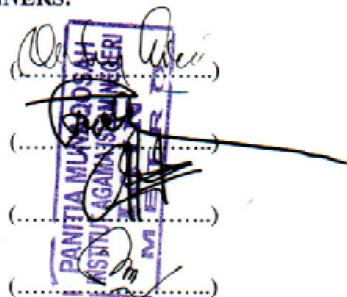
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Examiner II   : Ahmad Subhan Roza, M.Pd   (............................)

Secretary   : Ahmad Madzkur, M.Pd   (............................)

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   : NURUL ALAINA

St. Number   : 14121937

Department   : English Education Department

Faculty   : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, January 2019

The writer

NURUL ALAINA
St. ID 14121937

LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah ini:

Nama   : Nurul Alaina

NPM   : 14121937

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2019

Penulis

NURUL ALAINA
NPM. 14121937

MOTTO

Surah Al Insyirah
(The Relieve)

أَعُوْذُ بِاللهِ مِنَ الشَّيْطٰنِ الرَّجِيْمِ
بسم الله الرحمن الرحيم

أَلَمۡ نَشۡرَحۡ لَكَ صَدۡرَكَ ۝ وَوَضَعۡنَا عَنكَ وِزۡرَكَ ۝ ٱلَّذِىٓ أَنقَضَ ظَهۡرَكَ ۝ وَرَفَعۡنَا لَكَ ذِكۡرَكَ ۝ فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝ إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝ فَإِذَا فَرَغۡتَ فَٱنصَبۡ ۝ وَإِلَىٰ رَبِّكَ فَٱرۡغَب ۝

Did Wenot expand for you, O Muhammad, your chest?And We removed from you your burden. Which had weighed upon your back.And raised high for you your repute.For indeed, with hardship will be ease.Indeed, with hardship will be ease.So when you have finished your duties, then stand up for worship.And to your Lord direct yourlonging.

"Life is like riding a bicycle.

To keep your balance you must keep moving."

-Albert Einstein-

DEDICATION PAGE

I truly dedicate this undergraduate thesis to:

My beloved parents, Mr. Drs. Mulyadi and Mrs. Yulianingsih who always support me by their endless love

My beloved almamater of State Institute for Islamic Studies of Metro

ACKNOWLEDGEMENT

All praises due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the researcher could finish this research proposal successfully. The incredible blessings make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the researcher would like to express the deepest gratitude to:
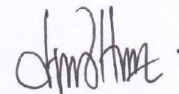
1. Prof. Dr. Enizar, M.Ag., as the Rector of State Institute for Islamic Studies of Metro.

2. Dr. Akla, M.Pd., as the Dean Tarbiyah and Teacher Training Faculty.

3. Ahmad Subhan Roza, M.Pd., as the Head of English Education Department

4. Dr.Mahrus As'ad, M. Ag., as my sponsor and Ahmad Subhan Roza, M.Pd as my co sponsor also as a consultant of this research proposal. Thanks for all of your suggestion, recommendation and support for this research proposal from beginning till the end.

5. All of the lectures in Faculty of Tarbiyah and Teacher Training English Education Study Department who had given valuable knowledge.

6. My beloved parents Mr. Drs. Mulyadi and Mrs. Yulianingsih. Allah bless you Mom and Dad.

7. My beloved brothers and sisters are Ardi pratama, and Mutiara Sherly, thanks for your kindness, support, and prayer.

8. My almamater IAIN Metro.

Finally, this Undergraduate Thesis is expected to be able to provide useful knowledge and information to the readers.

Metro,   January 2019

The researcher,

NURUL ALAINA

St. ID. 14121937

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

Writing is one of the language capabilities that has important role. In writing, the students are asked to be able develop their ideas and opinions in a written. To be able create the good written, the students also have to master about mechanical aspects in writing such as grammatical usage, spelling, punctuation, coherence, as well as prepositions. In this research, the researcheronly focused on the preposition writing errors on sentence writing in undergraduate thesis.Because of using prepositions errors on sentence writing in undergraduate thesis become phenomena in writing process, as the students' writing result of the State Institute for Islamic Studies of Metro that still many errors in using prepositions.

Besides, writing as encoding of a certain message or idea through writing it in a shape of a sequence of sentences put together in a systematic way. Then, preposition expresses a relation between two entities, one being represented by the prepositional complement of the various types of relational meaning. These relationship include those of time, position, direction, and various degrees of mental and emotional states.

Moreover, studies have shown that the preposition is one of the most problematic categories that students encounter in learning English, this is not to mention translating it into another language. It has been known that translating prepositions has always been a problem for Asian students, especially Indonesian

students. This is since some prepositions are ambigous in nature. In addition to that, in translating prepositions, linguistic errors such as mother tongue interference usually cause the mistranslation. Despite this ingrained problem, little research has been conducted with regard to Indonesian contrastive analysis of English prepositions.

In addition, preposition is not uncommon to find the use of English preposition reflecting Indonesian structures that is to say, literal translations from Indonesian to English. The differences between the prepositional system of English and Indonesian are believed to consitute the difficulty of the Indonesian learner in learning and using the English Prepositions.

Furthemore, Castro conducted a study entitled A Analysis of Preposional Errors of Collage Students. Her study concluded that the interference of Filipino is minimal as the results show the dominance of interlingual over interlingual errors. Given this scenario, the study explores ways by which teachers can address correcting the errors and restructuring the students' interlanguage system.

Then, Tahaineh in this research entitled "Arab EFL University Students' Errors in the Use of Prepositions" found that EFL Arab Jordanian students at the teritary level experience serious difficulties in using the correct prepositions in their writing. The prepositons proved to be the most common in use and the most difficult ones for the learners in study are by, in, on, to, with, of, from, for, and at respectively. Mother tongue interference (MTI) is a learning strategy that most foreign-language learners fall back on especially in acquisition-poor classroom situations where exposure to the language is confined to a few hours per week of formal instruction.

Yatiningrum, conducted a study on a Contrastive Analysis between English and Indonesian Prepositions. Her study discovered that there are four differences between English and Indonesian prepositions of place.

1. Based on the meaning, to indicate a place, Indonesian prepositions of place uses "di" while English prepositions of place uses "in", "on", and "at".

2. Based on the meaning, the use of English prepositions of place of "above" and "over" differ from Indonesian Prepositions of place "di atas".

3. Based on the meaning, the prepositions of place "under", "underneath", "beneath" and "below" differ from the Indonesian prepositions of place of " di bawah".

4. Based on the meaning, the use of English prepositions of place of "between" and "among" differ from Indonesian prepositions of place "di antara".

Furthemore, in this research used descriptive design. The researcher described and analyzed he kind of errors in the use of preposition *in, on,* and *at,* and the causes of the errors as well. The source of the data is the transcription (document) which wasgotten from data of the research done in 2018 by the researcher herself. The data are all errors found in the use of preposition *in, on*, and *at*. The writer as the main instrument of this research analyzed the data by using theories proposed by Hooper, for the categorization of preposition *in, on*, and *at* errors, Ellis for the types of the errors, and Richards for the causes of the errors.

Table 1.1 Categorization and Percentage of Errors

Classification or Errors Types of Errors

Classification or Errors Types of Errors	Classification or Errors Types of Errors	Classification or Errors Types of Errors
1. Errors in the use ofpreposition "in"	1. Misformation	
	a. Substitution of "in" for "at"	55
	b. Substitution of "in" for "on"	12.5
	c. Substitution of "in" for "from"	2.5
	2. Addition	
	a. Addition of "in"	20
		Sub 90
2. Errors in the use of preposition "at"	1. Misformation	
	a. Substitution of "at" for "to"	2.5
	2. Substitution of "at" for "in"	
	Addition	5

	a. Addition of "at"	2.5
		Sub 10
Total		100

Furthermore, errors in the use of preposition "at" are also divided into two; misformation and addition. There are two misformation errors found, they are substitution of "at" for "to", and substitution of "at" for "in". It means that the useof "to" and "in" are taken over by "at". The context, actually, require preposition "to and in", but the speaker used "at". Then, addition of "at" also be found in inappropriate utterance. The detailed explanation about the errors found in students' utterance is given below.

The result of data analysis showed that the errors found are classified into two; errors in the use of preposition 'in", and errors in the use of preposition "at".The errors are included into two kinds of errors, namely misformation andaddition errors. Wrong preposition used by students mostly happened when theysubstitute "in" for "at", "in" for "on", "in for "from", and add "in" when it is not needed. The occurrence of the errors can be seen in table 1.1. Data from table 1.1 above indicate that the errors found in the students' interview transcription are categorized into two; errors in the use of preposition "in" that occurred for about 90%, and errors in the use of preposition "at" forabout 10%. While, errors in the use of preposition "on" are not found in this research. However, It does not mean that no errors found in the use

of preposition "on". It is found that several preposition "on" was placed by "in". Errors in the use of preposition "in" are divided into two types of errors, misformation and addition. Misformation errors are substitution of "in" for "at", "in" for "on", "in" for "from", and addition errors are addition of "in" in inappropriate place. Misformation errors mean that the use of "at", "on", and "from" is taken over by "in". Whereas, the use of 'in" is not correct for the contexts. Then, addition errors mean that preposition "in" is used, whereas the context does not need it.

B. FOCUS OF STUDY

In this research, the researcher will focus on the writings sentences with prepositions. "An Error Analysis on The Writings of Sentences with Prepositions of The 2018s Undergradute Thesis of The English Students of State Institute for Islamic Studies of Metro".

C. RESEARCH QUESTION

Regarding the background of the study, the researcher formulated the research question as follows:

1. What are the kinds of errors in the use of prepositions in writing abstract ?
2. What are the causal factors of errors in the use of prepositions in writing abstract ?
3. How should they write the use of prepositions in writing abstract ?

D. OBJECTIVES AND BENEFIT OF THE STUDY

The Primary goals this research are :

1. The Objective of the research

To investigate the writing errors performed by of the State Institute for Islamic Studies of Metro students when writing English undergraduate thesis.

To find out the difficulties of students in using preposition on sentence writing undergraduate thesis.

2. Benefit of the study

    a. For the Students

        By this research, it is hoped that students will be easier to writing English undergraduate thesis. It also contributes an additional knowledge for the students on the usage of appropirate preposition in the fuctions and uses.

    b. For the Teacher

        The research hopefully the lecturer will be able to overcome the problem which is students on sentence writing errors undergraduate thesis.

    c. For the Institution

        The result of this research can be a used as information to improve the English learning process in the future.

F. PRIOR RESEARCH

There have been some previous research on Analysis Prepositions Error. The first is the study by Nina Suzanne entitled "An Analysis Preposition Error: The Case of In, At, and On".[5] This study Errors and mistakes are similar but different, actually. Both are natural inlearning language. However, mistakes can becorrected by the learners, while errorsno. It means that errors give more serious effect to the

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[5]Nina Suzanne, *Grammatical and diction errors made by the first-year students ofSMAN 2 Padang when speaking English.Unpublished Thesis.*Padang:UniversitasNegeri Padang, 2005, p.1

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improvement of learners'language ability. Because of that, theoccurrence of errors in using English languagecannot be ignored.

In spokenlanguage, the use of correct word or structure is as important aswritten language. When a speaker utters such sentence, actually, the listener stillunderstands it. But, it is wrong structurally even though can be accepted semantically.If this happen often and continuously, the errors still exist whenever the speakerspeaks in English. Porte explains that errors tend to occur again and againuntil someonemasters the language he learned well.[6]

Because of that, the errors madeby thestudents should be decreased by conducting systematic analysis. The errorsmake by the students from their production of speaking or writing could be identifiedand classified to find appropriate feedback and correction.There are some studies about errors analysis done by several researchers. Mostof the studies analyzed the errors made by students in written language. However,basically, the kinds of errors, the analysis and also the causes of the errors are similarto the spoken language. Nonkukhetkhongin his research found that about47.41% of grammatical errors in the use of verbs, nouns, possessive case, articles,prepositions, and adjectives are made by students in their essays. The result of thestudy showed that preposition is one of grammatical aspects that are often used bystudents incorrectly.[7]

[6]Porte, G. K., Mistakes, errors, and blank checks.*English Teaching Forum*.July Edition, 21-25. New Delhi: University of Delhi, p.14

[7]Nonkukhetkhong, Grammatical error analysis of the first year Englishmajor students,UdonThaniRajabhat University.*The Asian Conference onLanguage Learning.OfficialConference Proceedings* 2013. Osaka, Japan, p.117

In another research, Hamzahfound that errors on the prepositional useare 12.31%.[8] It is in the fourth place among 14 categories of errors that mostly madeby students in English writing. The findings proved that errors in prepositionscommonly happen in using English and it becomes serious problem to be discussed.

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[8]Hamzah,*An analysis of the written grammatical errors produced byfreshment studentsinenglish writing*. Lingua Didaktika.Volume 6 No 1,Desember 2012, p.17

CHAPTER II
THE REVIEW OF RELATED THEORY

1. Theoretical Review

1) Concept of Error Analysis

a. Definition of Error Analysis

Analysis is expositor text. It is written to expose the truth of the fact of the object to the reader.[9] Analysis is the study (a problem) in detail by breaking it down into various parts.[10]In oxford dictionary, analysis is the detailed study or examination of something in order to understand more about it, the result of study.[11] And error is a mistake, especially one that causes problrms or affects the result of something.

Making errror is an inevitable part of learning. People can learn language without first systematically doing errors.[12] Thus, it is a natural thing if there are errors appear in the process of langauge learning. The errors should not seem as an indication of the student's failure. But in contrsry, they are the real sign that they are learning. In addition, the errors are the systematic deviations for the learners that are still developing knowledge of the language. The errors come from the students because their lack of understanding about the language they are learning.

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[9]Sanggam Siahaan, *Generic Text Structure.* Graha Ilmu Yogyakarta, 2008,p.51

[10]Lexicon, Danbury's. *The New Lexicon Webster's Dictionary of the language,* Danbury's Lexicon's publication Inc, New York 2004, p.48

[11]Hormby, A.S. Op.Cit. p.48

[12]Stephen. *Language Two* (New York: Oxford University Press,1982), p.138

Number of previous research provided different definitions for 'error analysis'.

Crystal defines EA in language teaching and learning as "the study of the unacceptable forms produced by someone learning a language, especially a foreign language".[13]Moreover, James points out that EA refers to "the study of linguistic ignorance, the investigation of whatpeople do not know and how they attempt to cope with their ignorance".[14]For Abi Samra,EA is defined as that kind of linguistic analysis that concentrates on errors performed by ESL or EFL learners.[15]

Ridha views EA as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner".[16]

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According to Hasyim error analysis carried out in order to:

1) find out how well someone knows a language,

2) find out how a person learns a language, and

3) obtain information on common difficulties in language learning, as an aid in teaching or in thepreparation of teaching materials.[17]

[13]Crystal, D, *The penguin dictionary of language.*(Penguin 1999)., p.108

[14]James, C, . (2001), *Errors in language learning and use: Exploring error analysis.* Beijing: Foreign Language Teaching and Research Press, p.62

[15]AbiSamra, N. (2003). An Analysis of Errors in Arabic Speakers' English Writing. In Mourtaga,K. (Ed.), Investigating writing problems among Palestinian students studying English as a foreign language. Unpublished doctoral dissertation.

[16]Ridha, N. (2012). The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error Analysis Study. *Journal of the College of Arts. University of Basrah,*p.26

[17]Hasyim, S. (2002). *Error analysis in the teaching of English,* p.43

b. Classification of Error Analysis

According to Richard and Schmidt, language errors can be classified into two main parts:interlingual and intralingual errors.[18] Interlingual errors can be detected as transfer errors caused by a learners' mother tongue merits such as lexical errors, grammatical errors, or pragmatic errors.Example true and false in Interlingual Error :

False : He came Bandung from

Tak apalah, it dosen't matter, That food has been eaten by Me

True : He came from Bandung

It's okay, it doesn't matter, I have eaten the food

Intralingual errors can be attributed to the ignorance of rule restrictions, imperfect implementation of rules, and false concepts assumed which all lead to overgeneralization. Ellis states that overgeneralization errors are caused when learners provide irregular structures unlike the target language structures, whereas unawareness of rule restrictions is related to the rule implementation in improper contexts. Ellis also added that imperfect implementation of rules appears when learners fail to evolve a full structure, whilst false concepts assumed arises when learners misunderstand the distinction in the target language.[19]

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[18]Richards, J. C. (2002). *Dictionary of Language Teaching & Applied Linguistics*.Pearson Education Limited. London: Longman.
[19]Ellis, R, *The study of second language acquisition*, (Oxford: Oxford University Press 1996), p.710.

Errors that often occur due to intralingual transfers include the following.Removal of Grammatical Morphemes included in the grammatical morphemes that are often omitted are:

1) The omission of prefixes in the forms of Indonesian.

Example:I like watching football. My sister is studying at FKIP. Now he doesn't work anymore. If so, it doesn't work. The President has granted a new factory.

The forms of watching, lecturing, working, walking, giving are forms that lose grammatical morphology, namely losing the prefix to watching, relaxing and losing the prefix in the form of lectures, work, roads. The forms should be watching, studying, working, walking, formalizing.

2) Ending endings. Example :

I teach Indonesian.

That person most likes to give advice.

I am not used to giving such information.

There is an omission of suffixes in the form of teaching and giving to the examples above. The form should be teaching Indonesian, giving advice, and giving information.

c. Benefits of Error Analysis

Error analysis is significant for all the parts involved in learning process.[20]Corder affirms the significance of identifying errors committed by second or foreign language learners. He states that, The study of error is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process. He adds that, Remedial exercises could be designed and focus more attention on the trouble spots. It is the learner who determines what the input is. The teacher can present a linguistic form, but this is not necessarily the input, but simply what is available to be learned.[21]

Error analysis is not only useful to students, teachers, and curriculum designers, but it is also beneficial to researchers through showing them the strategies learners employ to learn a target language. In addition, error analysis identifies the types of errors committed by

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[20]Kwok, H. L. (1998). *Why and when do we correct learner errors? An error correction project for an English composition class.*
[21]Corder, S. P. (1974). Error Analysis. *In J. P. B. Allen and S. P. Corder (eds.) Techniques in Applied Linguistics (The Edinburgh Course in Applied Linguistics: 3).* London: Oxford University Press (Language and Language Learning), p.122-154.

learners and attributes the reasons of making those errors.[22] To conclude, error analysis helps linguists to facilitate second or foreign language learners through training teachers and assisting them to identify and categorize learners' writing errors, as well as helping them employing appropriate strategies.[23] them to identify and categorize learners' writing errors, as well as helping them employing appropriate strategies.[24]

d. Previous Studies on Writing Error Analysis

A number of studies have been conducted to investigate the writing errors committed by students. Simbwa investigated the causes of syntactic errors in the English essays among Taiwan univeristy students. The sample of the study contained 94 males and 14 females' students of the academic year 1985. The participants were chosen randomly from four schools in Kambala (the capital city of Uganda). The results of the study showed that the predominant errors among male students were prepositions, pronouns and tense, the most predominant error type for females was prepositions.[25]

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[22]Nation, I. S. P., and Newton J. (2001). *Teaching EFL listening and speaking.* New York: Routledge/Taylor and Francis Group, p.90

[23]Nation, I. S. P., and Newton J. (2001). *Teaching EFL listening and speaking.* New York: Routledge/Taylor and Francis Group, p.90

[24]Simbwa, E. (1987). Investigating Writing Errors among University Students in Uganda. International Journal of Applied Sciences, p.90

[25]Ken Hylan, *Second Language Writing,* USA: Cambridge University Press,2003, p.9

2. Concept of Preposition

a. Definition of Preposition

Preposition are words normally placed before nouns or pronouns. Prepositions can also be followed by verbs but, except after **but** and **except,** the verb must be in the gerund.[26]

Learning preposition is difficult because almost every definition for a preposition has exception.[27] Prepositions are always followed by nouns or prounouns. 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 relationship, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence.

Prepositions are abstract words that have no concrete meaning. They merely show the relationships between groups of words. A good way to test if a word is a preposition is to position it in front of phrases like "the box" or "the side of the box" and se if the phrase makes sense. For preposition concerning time, try positioning the preposition in front of a phrase like "the movie".(This rule works for about nine out of ten prepositions).

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[26]A.J Thomson,*A Partical English Grammar*. Low-Predicted Edition, p.91

[27]Michael A. Plye And Mary Ellen Munoz, *Cliffs Toefl Preparation GuideFourth Edition,* (Singapore: John Wiley & Sons (SEA)Pte.Ltd,1991), p.210

A prepositions is a word that shows the relationship of a noun or a prounoun to another word in a sentence.[28] Another opinion prepositions is a connecting word that show the relation of noun or a prounoun to some other word in a sentence.[29]

The preposition is classifed as a 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 prepostions as sructure words rather than as part of speech. Prepositions range in meaning from such as defines semantic nations as time, place, etc. To such purely structural meaning as those shaped y the subject-verb-complement relationships.[30]

According to the Oxford Advanced Learner's Dictionary "Prepositions is a word or group of words, such as in, from, of, to and on behalf of, used before a noun or pronoun to show place, position, time or method".[31] The basic role of preposition is to detail the position something, its phsycal location or direction a more abstract relationship to other things.[32]

From those definitions above can conclude definitions prepositions is a word or groups of words that describe a relationships.

[28]Grammar, Writing, and Research Handbook (Northshoe High School 2014-2015), p.13

[29]Margaret D, Shertzer, *The Eements of Grammar* (New York: Macmillan Publishing Company, 2007), p.41

[30]Marcella Frank, *Modern English,* (a practical preference guide),(Prentice-Hall: America, 172), p.163

[31]A S Hornby, *Oxford Advanced Learner's Dictionary of Current English,* 996

[32]Pam Peters Macquarie, *The Cambridge Guide to English Usage,* (University: Cambridge University Press, 2004), p.438

A prepositions is a word or group of words that describe the relationship between other words in a sentence. A simple prepositions is made up of one word: of, in, by, above, below, A coumpound preposition is made up of two prepositions: out of, from among. Except for, because of.

There are several prepositions in English. Hooper in his book "A Quick English Reference" explains several prepositions, they are: 1) *preposition of time* – (a) one point in time (at), (b) period of time (on, in), and (c) extended time/duration (since, for, by); 2) *preposition of place* – (a) the point itself (in, inside, on, at), (b) toward the point (to, into), (c) neighboring the point (by, beside, next, between, near), and (d) away from the point (away, off, across, out of) and some others.[33]

Each preposition has its own function and cannot be replaced. The incorrect use of prepositions will influence the quality of the message from the speaker to the listener. Preposition *in, on*, and *at*, are commonly used by language learners. In Indonesian language, the three preposition forms mean "di."

In Indonesian, there are four basic prepositions, namely *di, dari, ke*, and *pada*. *Di* is used to place the position of something, such as *di rumah, di sekolah, di dalam*, etc. While, in English, *at* is used to say *at home*, *in* is used to say *in schools*, and *inside* is used to say *inside theroom*, etc.

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[33]Hooper, J.S, *A quick english reference*, (Kuala Lumpur: Oxford University,1980)

The examples given indicate that English prepositions are more various than Indonesian. No wonder that Indonesian students often get confused in using the appropriate preposition in English because in their own language, the same form can be used for various situations.

In Longman dictionary a preposition is defined as "a word that is used before a noun, pronoun, or gerund to show that word's connection with another word, such as 'of' in 'a house made of wood', and 'by' in 'We open it by breaking the lock' ". According to Wishon Burks, prepositions are "always followed by nouns or pronouns". "Prepositions are connective words that show the relationship between the nouns following them and one of the basic sentences elements: subject, verb, object, or complement."[34]

Webster's new English dictionary defines a preposition as "a word or expression that combines with a noun or pronoun to form a phrase." A preposition is a part of speech that introduces a prepositional phrase.[35]For example, in the sentence "Sadeq is reading French fiction in the room", the word *in* here is, grammatically speaking, a preposition, introducing the prepositional phrase "in the room". Studies show that in English, the most used prepositions are *of*, *to*, *in*, *for*, *with*, and *on*.

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[34]Harlow, *Longman Dictionary of Contemporary English* (3rd ed). (1995). Longman Group.

[35]*Webster's New Twentieth Century Dictionary of the English Language Unabridged*. (1976). Webster Dictionary Company, p. 395

A preposition expresses a relation between two entities, one being represented by the prepositional complement of the various types of relational meaning.[36] These relationships include those of time, position, direction, and various degrees of mental and emotional states.

b. **The Types of Preposition**

According to Ad Good, a Prepositions can be classified into six types base on the form :[37]

1) Simple preposition

   The most commonly used simple preposition are: after, at, by, for, from, of, over, or in, throught to, until, under, up, with, etc. Example : I saw him <u>on</u> Friday.

2) Double Preposition

   The most commonly used double preposition are : into, on, to, from, under, from among,from off, from within, over again, etc. Example : The boys gets <u>into</u> bed.

3) Compound Preposition

   Compound prepositions are similar to double prepositions but are generally created by prefixing a preposition to a noun, adjective or adverb. Some examples are about, across, among, beside, before, above, as long as, inside, between, around, behind, below, in front of.

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[36]Quirk, R, *A comprehensive grammar of English Language*. London: Longman.
[37]Anna Nurjanah, "*Makalah Preposition*",2014.

A compound preposition is a preposition witch is formed from noun, adjactive or adverb and it is combined with preposition "be" (by) or "a" (on).

Example : He sits <u>beside</u> me, I sit <u>among</u> the teachers, He hides <u>behind</u> the door, The little boy walked <u>beetwen</u> his father and his mother, The horses <u>accros</u> the river, I am <u>in front of</u> the door, <u>As long as</u> she gets the task done, I won't have problem with her.

4) Participial preposition

The most commonly used participial preposition are : during, not, withstanding, past, expect, save, concerning, considering, touching, regarding, and owing to.

Example : It is quarter <u>past</u> one.

5) Phrase Preposition

The most commonly used preposition phrase / phrase preposition are : Because of, by mean of, by reasons, in spite, etc.

Example : Ahmad doesn't enter the class <u>because</u> of this illnes.

6) Disguised preposition

A disguised preposition is shown in such words below :

Behind "be" : by hind = behind

Across "on" : "a" on cross = a cross

Example : He has gone <u>for</u> hunting.

c. The Use of Preposition

Dr. Murray and Anna C. Rockowitz   preposition are used to express a number of relationship, including time, location (place or direction), mean or agent, manner, state or condition, quantity or measure, and purpose or reason.

1) Time

about: about noon (approximately)

after: after the game, after lunch, after three,

at: at five o'clock, at last (finally)

by: by midnight (no later than)

for: for an hour (duration)

in: in the morning, in the fall

in April, in 1987, in six months (at he end of),

in time (early enough)

on: on the Tuesday (day of the week), on May 8 (date),

on time (punctual)

past: a quarter past three (15 munutes after)

to: a quarter to three (15 minutes before)

2) Place or Direction

around: She walked around the car.

at: They are at home.

We were at the restaurant.

He smiled at Her.

She looked at the menu.

down: they lived down the hall.

they cat walked down the stairs.

from: we immigrated from Peru in 1991.

The restaurant is one mile from here.

in: He lives in a trailer.

We waited in the bus.

inside: put it inside the house

of: we moved south of Montreal.

on: we sat on the ocean pier.

She left on the train.

to: give it to me.

up: he walked up the stairs.

3) Means or Agent

By: She came by train

He got there by swimming.

From: his success results from carefuly planning.

With: he went with me.

4) Manner

By: by doing it yourself, you save time.

In: he lift in confusion, you can do it in a day.

Like: he looks like a hero.

On: I swear it on my word of honor.

With: he ate with a fork.

5) State or Condition

As: I see her as a good person

At: She is at home

By: they are by themselves (alone)

For: I mistook you for someone else.

In: he is in a state of confusion

On: he is on duty. (scheduled to work)

6) Quantity or Measure

by: we bought them the kilo

for: we drove twenty miles.

7) Purpose or Reason

For: She went to the city sightseeing

d. **Ideometic Preposition**

Idiometic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communicaton, whether in listening, speaking, reading.[38]

Idiometic use of prepositin. The use preposition can vary greatly between languages, even between two variants of a single

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[38]Robert J. Dixson, *Longman Essential Idioms in English,* Prentice Hall Regents:Englewood Cliffs, New Jersey, p.1

language such as American English and Briish English. When a word phrase or expression is peculiar to a given langauge and cannot be understood from the individual meanings of its elements, it is called 'idiometic'. Because idioms (idiometic word patterns) cannot be deducted from a general knowledge of the words and their meaning,we need to simply memorize them. For native speakers of the language, this processusually happens unconsciously: certain word patterns just sound right. Non-native speakers may have to work at mastering idioms. Here are some comon prepositional idioms of American English.[39]

1) Abide **by** a rule

2) Abide **in** a place or state

3) According **to**

4) Afraid **of**

5) Base **on**the picture above

6) Certain **of**

7) Familiar **with**

8) Related **to**the problem identification that students

9) Similiar **to**

10) Familiar **at** place

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[39]Robert Buckmaster, *Idiomatic Use Preposition,*2007, p.1

3. **The Concept of Undergraduate Thesis**

a. **The Definition of Undergraduate Thesis**

Study at a college or university typically consist of degrees: undergraduate, graduate and research. According to Alice, academic writing is the kind of writing that are required for college or university, it differs from kind of rotting such as personal, literary, journalistic, or business writing.[36]Beside that, undergraduate thesis is one of academic writing and scientific writing. Undergraduate thesis is the culmination of a college experience. Undergraduate thesis is at present, graded on the quality research, the significance of the contributions and the style of presentation.[37]Undergraduate thesis is activity or process of exploring knowledge or science in written language. Undergraduate thesis aims to make the students able to compose and write a Scientifics. Students who are able to write undergraduate thesis are considered able to combine knowledge and skills in understanding, analyzing, describing, and explaining the problems related to the field of science it takes. Undergraduate thesis is a requirement to earn Sarjana status.

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[36]Alice Oshima, *Writing English Academic,* (New York: Addision Wesley Longman), p.2

[37] R (Chandra) Chandrasekhar, *How to Write a thesis: A Working Guide,* (AUSTRALIA: The University of Western Australia, 2008), p.2

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of The Research

This research is qualitative research in nature which according to John W. Creswell, it indicated the researcher's interpretation and created of the data. It included developing a description of an individual or setting, analyzing the data for themes or categories, and finally creating an interpretation or drawing conclusion about its meaning personally and theoretically, stating the lesson learned and offering further questions to be asked.[38]

In addition, a qualitative research took place in the natural setting. This allowed the researcher to develop a level of detail about individual or place and to be highly involved in actual experiences of the participants.[39] It could be concluded that by qualitative research, the researcher would have more occasion to do her research in many places. Beside that, Qualitative research is the research procedure that produces the descriptive data as written or spoken word from human and their behavior, which can observe so that the purpose of this research understands each individual an the nature of

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[38]John W. Creswell, *research design, the second edition,* (USA: Sage Publication,2003),p.182
[39]*Ibid.,* p. 181

background.[40] Qualitative research is fundamentally interpretive. It means that the research make as interpretation of the data.

Furthermore, the researcher was used qualitative to analyze a phenomenon deeply. The phenomenon that was analyzed by the researcher is An error on the writing sentences preposition undergraduate thesis of the State Institute for Islamic Studies of Metro.

In fact, there are five types of qualitative research approach to inquiry namely, narrative research, phenomenology, grounded theory, ethnography, and case study. The appropriate approach for this research is case study. Case study is a series of scientific activities carried out intensively, detailed and in-depth about a program, event, and activity, good at level of individuals, groups of people, institutions, or organization for gain deep knowledge of the event. Usually, the selected event, here in after referred to as the case, is the actual thing (real-life events), which is on going, not, something that passed.

B. Data Source

In gaining the data resource, the researcher divided into primary and secondary data. Primary data is the data resource which directly would be acquired from data collector. It means that the primary data of this research from the document students writing on undergraduate thesis of State Institute for Islamic Studies of Metro.

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[40] Edi Kusnadi, *Metodologi Penelitian,* Ramayana Pers and STAIN Metro, Metro, 2008,p.27-28

In addition, the secondary data is information about the students understanding about preposition and the use of it was taken from the books related to the research will be obtained and documents.

C. Data Collecting Technique

In many qualitative studies, inquire multiple forms of data and spend many times in the natural setting gathering information. In this research, the researcher applied the following techniques to collect the data:

1. Documentation

According to John W. Creswell, there are several advantages of using documentation to collect the data. It given the researcher to get the language and words of participants. Also, it represents data which are thoughtful in those participant have given attention to arranging them.[41] In addition, Documentation is an instrument to gain the information in the form of written source or documenter, such as: books, magazines, daily notes, notes, etc.[42]It can be understood that the documentation is exceedingly helpful to collect data which need the research.

Based on the statement above the researcher collected the data from document of English students' writing on undergraduate thesis of the State Institute for Islamic Studies of Metro in the academic year

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[41]*Ibid.,* P. 180.
[42] AS Hornby, *Oxford Advance Learner's Dictionary Of Current English,* (UK: Oxford University Press, 2010), P.391

2017/2018 that is taken from the library. The researcher take15 undergraduate thesis that it can be inferred undergraduate thesis.

2. Observation

Observation is the act of looking someone or something carefully for a period of time, especially to learn something. It is purpose to get information directly from the field. It would make observation more pure in collecting data. So, in conducted this research, the researcher applied observation in the library, and took some writing sentences abstract of english students' undergraduate thesis of the State Institute for Islamic Studies of Metro.

D. Analysis Data Technique

The process of data analysis can make sense out the text and imagine data. The researcher would like to apply the Miles and Huberman model to analyze the data. The components of this analysis model were illustrated by this figure.
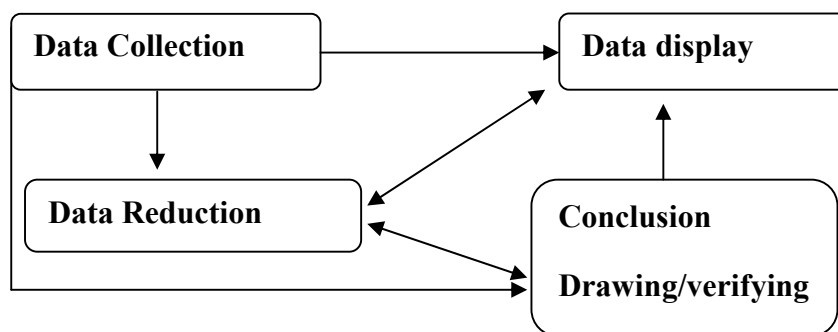
Figure II. *Analysis Components of Miles and Huberman Model[43]*

Data analysis by Miles and Huberman model consist of the following steps:

1. Data collection is the step when the researcher gathers all data which are used to complete the research.

2. The researcher reduced the data by summarizing and choosing specific things.

3. To display the data, the researcher used graphics, figures, or charts. The display should be able to describe the content entire the data.

4. Lastly, the researcher verified the analysis by making conclusion of data findings.

E. Research Approach

To conduct this research, the researcherfocused on analyzing the data and finally making conduction about the data. In qualitative inquiry, there have been some procedures in conducting this research, as follows:

1. Determining focus to the research and formulating question

   The researcher focused on the problem only to the errors preposition on sentence abstract writing inundergraduate thesis of State Institute for Islamic Studies of Metro.

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[43]Matthew B. Milles and A. Michael Huberman, *Qualitative Data Analysis, Second Edition,* (London: SAGE Publications, 1994), p.12,

2. Determining case, collecting and analyzing data

   After get the data from the students of undergraduate thesis the researcher determined the case that data was analyze.

3. Supplying collecting data instrument

   The purpose of the researcher on planning to determine several instrument to collect the data format and document the data.

4. Evaluating and analyzing the data

   The researcher evaluated the data and interpreted the data. It is to enactive the data is complete.

5. Making report

   The researcher generated a report to simplify the data collected in the form of resume or summary.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only one the State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN

RadenIntan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in TanjungKarang.

Referring to the decision of Indonesian President No. 27,1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in TanjungKarang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute RadenIntanTanjungKarang". Of the year 1993, IAIN RadenIntanTanjungKarang was changed to IAIN RadenIntan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was

legalized. That was the history of establishment of STAIN JuraiSiwo Metro.

Now, IAIN Metro has four faculties namely tarbiya faculty, syari'ah faculty, economy business faculty and Islamic announcement and communication faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ahfacultyincludes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business facultycomprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication facultycovers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

b. **The Structural Organization of IAIN Metro**

The structural organization of State Institute for Islamic Studies of Metro in academic year 2017/2018 as follows:

Figure 1

The organization structure of IAIN Metro
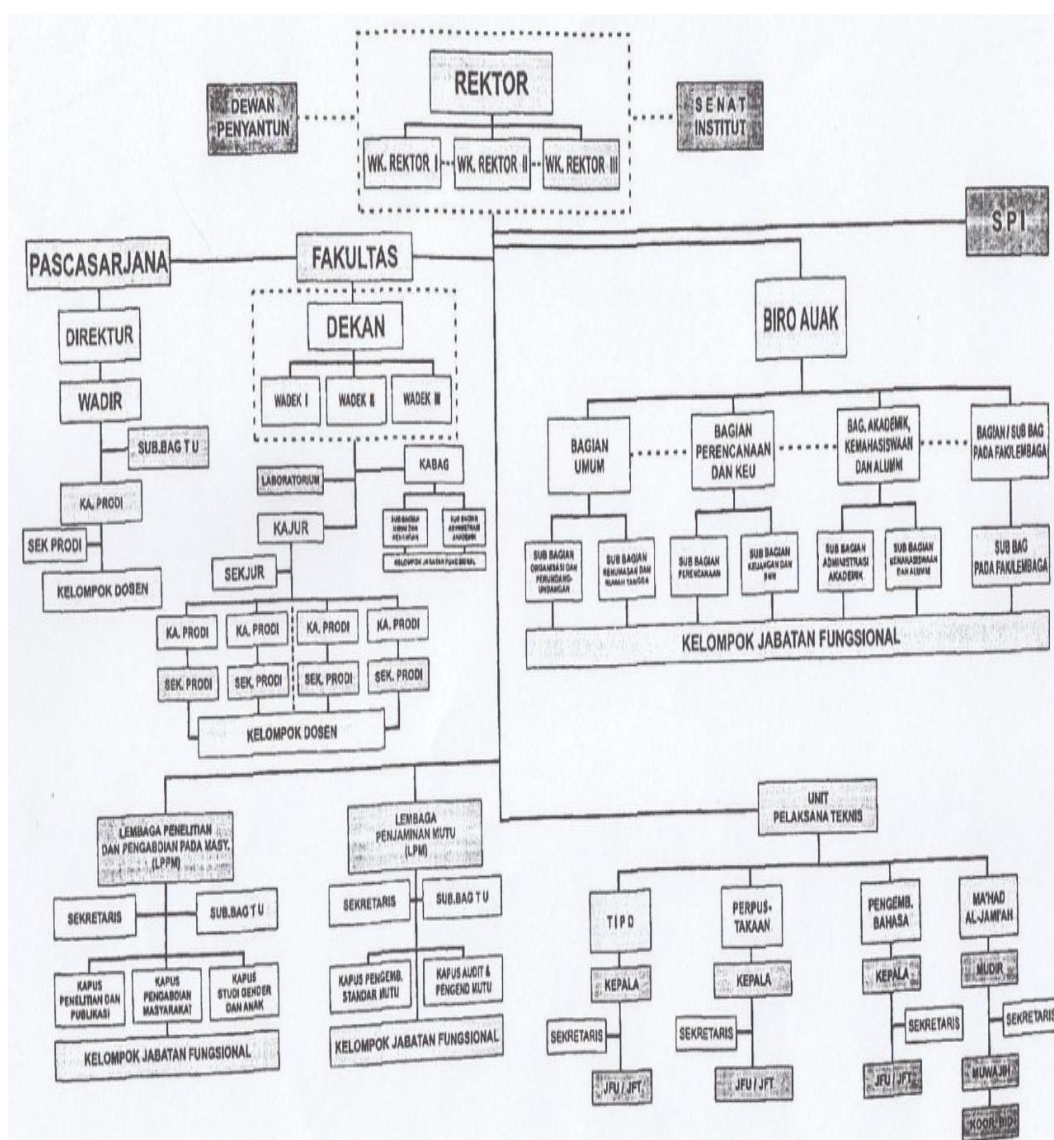
Source: observation of state institute for islamic studies in academic year 2017/2018.

c. **The Facilities of IAIN Metro**

In order to support lectures and students, there are some facilities in state institute for Islamic studies of metro, namely; lectures room, computer laboratory unit and baitul mal watanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket ball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office. For getting the details of facilities, it can be shown in the table bellow:

Table 1

Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of state institute for Islamic studies of metro

d. **The sketch of location of IAIN Metro**

Figure 2

The location sketch of IAIN Metro (Campus 1)
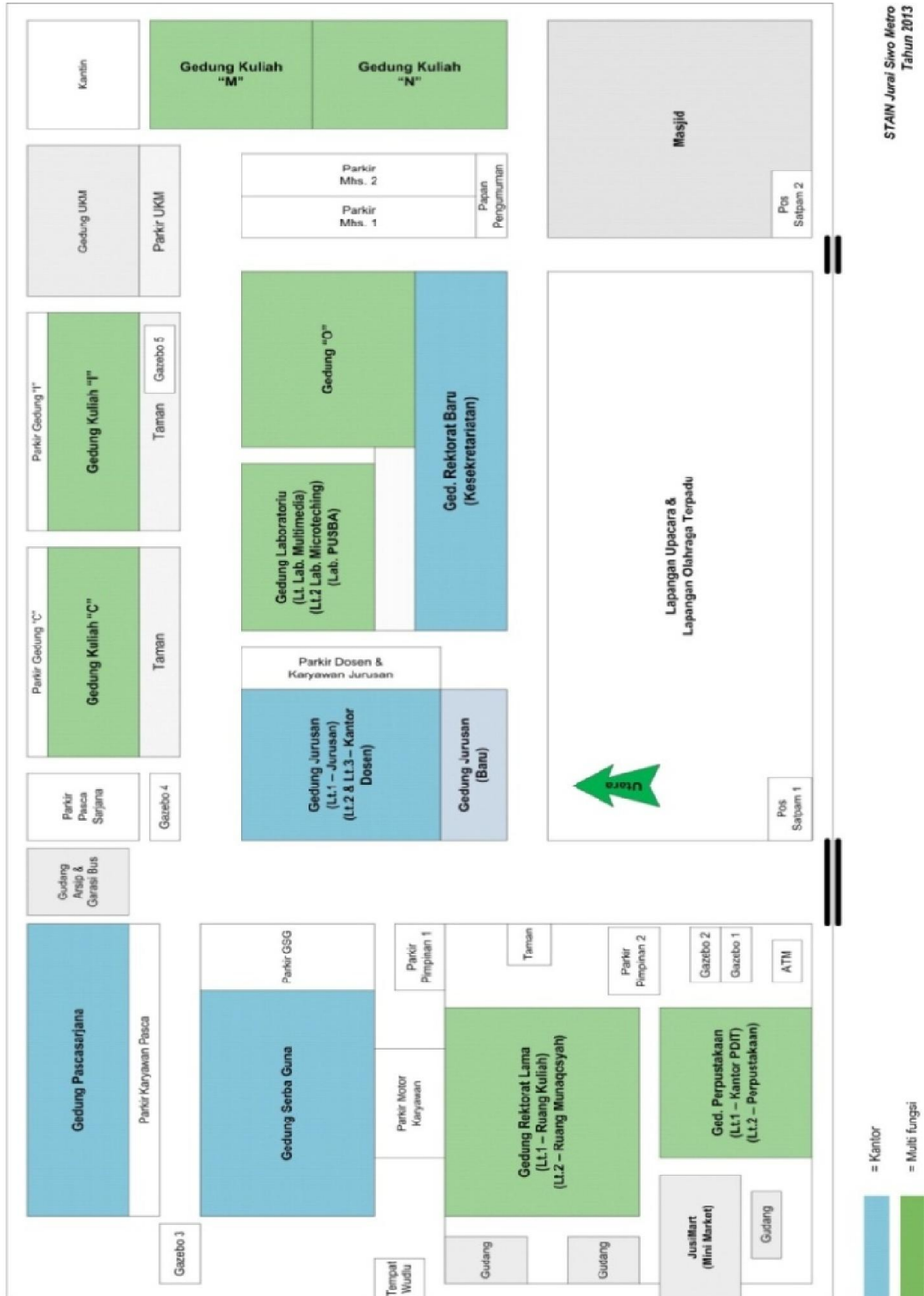
Figure 3

The location sketch of IAIN Metro (Campus 2)

A = Gedung Rektorat   F = Gedung Kuliah

B = Perpustakaan   G = Gedung Dosen

C = laboraturium   H = Gedung Kuliah

D = Gedung Kuliah   I = Gedung Kuliah

E = Gedung Kuliah
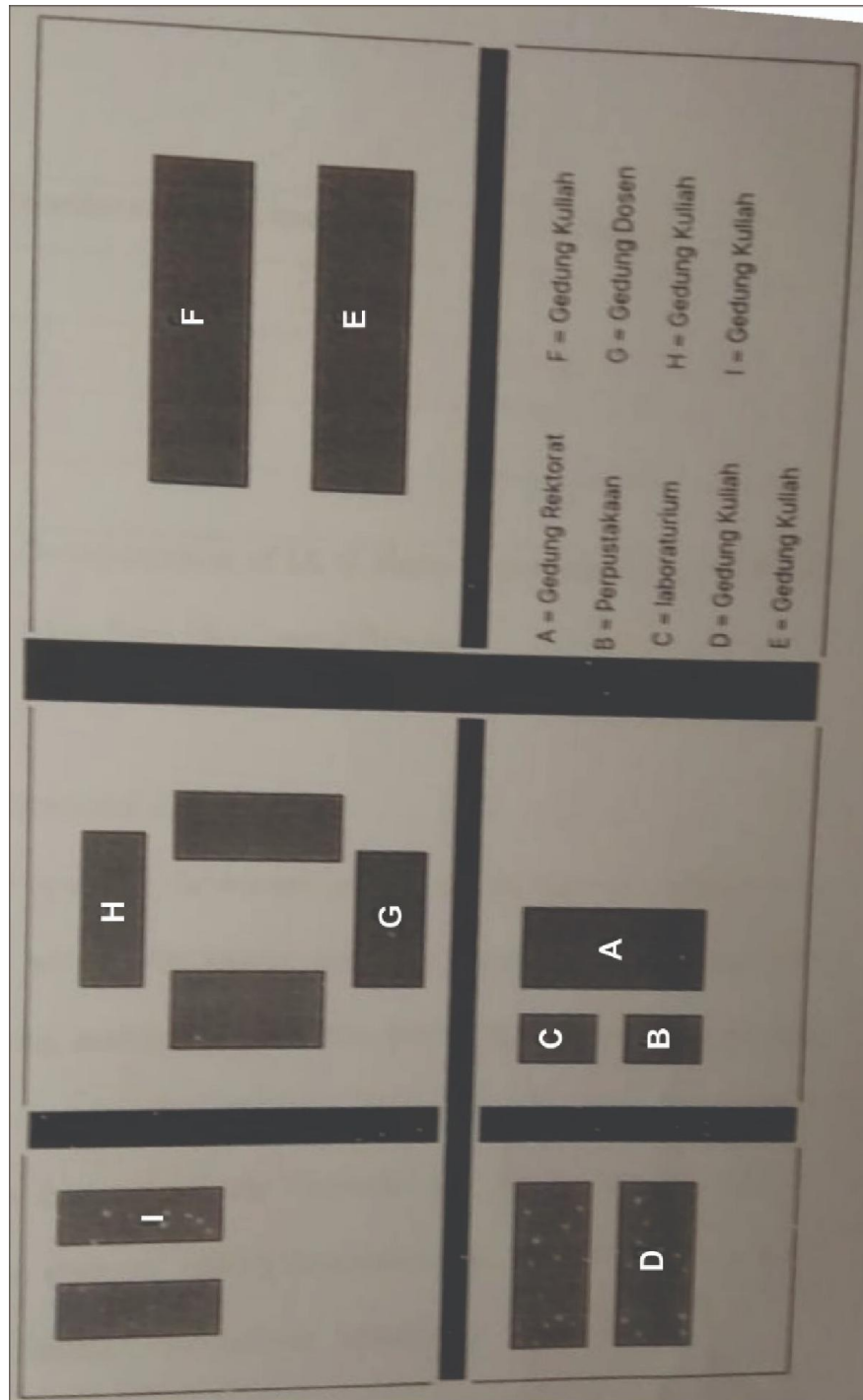
e. **The Students in IAIN Metro**

The total of the Students in State Institute for Islamic Studies of Metro is 7440 students.

Table 2

Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1018
		Islamic education program (PAI)	1268
		Arabic education program (PBA)	401
		Islamic elementary school education program (PGMI)	464
		Mathematic education program (TPM)	43
		Biology education program (TPB)	44
		Science social education program	39
		Islamic childhood education program (PIAUD)	146
2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
		Islamic accountant (AKS)	45
		Islamic economy program (Esy)	1179
		Pilgrimage management (MHU)	37
3	Syaria'ah Department	Islamic law program (AS)	422
		Islamic economy law program (HeSy)	708
		Islamic constitutional law (HTNI)	33

4	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	288
		Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

Source: observation on IAIN Metro in Academic year 2017/2018

2. English Education Study Program (TBI)

English education program (TBI) is one of strata 1 (S1) majors of Tarbiya faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies Of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies Of Metro in Jl. Ki HajarDewantara 15A Metro City.

English education study program (TBI has a vision in implementing education, namely: creating professional Descriptive Paragraph s in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are:

Developing the Students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

a. Building and developing humanist, democratic, and modern academic atmosphere.

b. Growing the professionalism ethic through theoretical knowledge basic mastery.

c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will be create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

B. Kinds of Prepositions Error

Dulay in Kuntjara divides errors into 5 types. They are Omission, Addition, Misformation, Misordering, and Blends.

1. Omission Error

A mistake that consists of not doing something should have done, or not including something such as an amount or fact that should be included:

Errors of omission are likely to be more common than errors of commission. Omission errors are characteristic by absence of an item that must appear in a well formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some tomes or morphemes are ommited more than others.

For example : mar wan headmaster new school

"*My mother smart cooking.*" It should be, *"My mother is smart in cooking."*

2. Addition Error

   Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: *"He does* **not to come."** It should be, *"He does* **not come."**

3. Misordering Error

   Misordering is any incorrect placement of certain morphemes in sentences or wrong placement of morpheme or a group of morphemes in an utterance.Misordering is any incorrect placement of certain morphemes in sentences. For example: *"She fights all the time her brother."* It should be *"She fights her brother all the time."*

For example: "She fights all the time her brother." It should be "She fights her brother all the time." I don't know what that is.

4. Diction Error

Mark Twain once quipped, "The difference between the right word and the almost right word is the difference between lightning and a lightning bug." Diction means "word choice," and diction errors occur when the "almost right word" is used in place of the "right word" in ACT English and SAT Writing passages.Diction is the selection and use of words or the manner of expression. But this fact does not rule out, as some purists would like to do, the companion meaning of mode of speaking or enunciation.

For example : The first key concept for diction questions is understanding the difference between "than" and "then."

Than is used to show a comparison.

I am smarter than you are.

He eats more rice than beans.

Then is used for showing what happens next.

First, she went to the store. Then, she went home.

I want to eat my rice, then my beans.

C.   Factor of Errors

According to Zeinab Gvarishvili Akdeniz Language Studies Conference 2012 Interference of L1 prepositional knowledge in acquiring of prepositional usage in English.

1. Interference

The definition of interference is the act of or something that obstructs or hinders :

a) The inter-lingual or intercommunicative errors caused by the users' native language

interference.

b) Usage and training errors.

c) The faulty presentations of the training materials by the language trainers.

d) The use of English within particular linguistic situations.

e) Second language communication strategies by which users and learners attempt to tackle

the loaded interaction encountering them.

Negative transfer of interference of L1 causes interlingual mistakes but it may be doubled with intralingual error - overgeneralization. This type of error mainly emerges when a preposition is originally thought as equivalent of a certain native preposition and afterward this knowledge is over generalized and used in inappropriate context. For example in erroneous sentence - in in lization (in) and on that the deviation in this

case is first of all the result of L1 negative interference since aforesaid sentence is constructed in Georgian language with postposition - [tsamokhta pekhze].on the other hand, after learning of constructions on on expert in preposition in the similar constructions. On the basis of these examples we can state that some interlingual errors may cause intralingual errors as well.

D. General Description of Research Data

1. **An Error on The Writing Sentence Preposition Found in the Abstract Undergraduate Thesis.**

Based on focus of the studythe researcher must be able to find the kinds of the an error preposition. Therefore, to answer the question, here the researcher elaborates the result of the analysis of error on the abstract english students writing sentence among the undergraduate thesis Students' of the State Institute for Islamic Studies of Metro.

a. Abstract 1

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the strategy applied in the classroom. Talking Chips is one of strategy that give students chance to do task by work together in pair to maximize their own and each other's learning.

In this Abstract the writer made an error by putting in between *difficulties* and *mastering* eventually the writer the pasage aimed to defines the difficulties in mastering speaking not the difficulties to

mastering speaking. And also to has role TO+Vbi. So, if the writer want to use this role the pasage must be *the difficulties to master speaking.*

b. Abstract 2

The researcher had outlined the problem in this research that focused on speaking performance. It is related <u>on</u> the problem identification that the students have low motivation to learn English especially in speaking, they get the difficulties <u>in</u> master<u>ing</u> speaking, and they are also not interested <u>about </u>the learning method in the class. They always feel bored in speaking subject.

In this abstract the writer made an error by using about after interested, its should be defines noun approcimetly like the duration from the house to get the school and the sentence must be *interested in* not interested about.

c. Abstract 3

The purposes of this research are to show that using Problem Based Learning strategy can increase the students' reading comprehension and students' learning activities <u>in</u> the seventh graders of SMP Negeri 02 Pubian in academic year 2017/2018. The researcher had outlined the problem in this research that focused on reading comprehension abilities. It is related <u>on</u> the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

In this abstract the writer made an error by using in into writing sentence preposition, the word *on* is not impropriety. Because there are ordinal number *seventh* while ordinal number should be begin with

preposition *at.* The word *on* it should begin word in such as : on two, on three, on five etc.

d. Abstract 4

The method used <u>on</u> this research is known as Classroom Action Research (CAR). The data were collected by documentation, observation, field note, interview, and test. The researcher conduct in MA Walisongo Sukajadi Bumi Ratu Nuban in the academic year of 2017/2018 which involved 29 students' in class XI B as the subject in this research.

In this Abstract the writer made error by using *on*. Both *in* and *on*are prepositions. Prepositions are used in a sentence to express the condition between the a word with another word. The writer have to understand the feeling at the sentence and the assign the word *in,on* is used to express where the objects is a particular place, atc.

e. Abstract 5

The aim of this research is to find out whether the use of constant and never ending improvement (cani) as a strategy could increase the students' speaking performance <u>of</u> the eleventh grade at SMA Negeri 1 Raman Utara.

In this Abstract the writer made error by using *of.* The word speaking performance of the eleventh grade its not impropriety, because the word *of*relation between noun and noun. For example : English Students of IAIN Metro.

f. Abstract 6

The goal of teaching speaking is the students can communicate in the target language. The students find some <u>difficulties in mastering the speaking</u>. Therefore, the teacher expected to be more creative to choose the strategy applied in the classroom. Board Game is one of

strategy that give students chance to do task by work together in pair to maximize their own and each other's learning.

In this Abstract the writer made an error by putting in between *difficulties* and *mastering* eventually the writer the pasage aimed to defines the difficulties in mastering speaking not the difficulties to mastering speaking. And also to has role TO+Vbi. So, if the writer want to use this role the pasage must be *the difficulties to master speaking.*

g. Abstract 7

Reading <u>as</u> one of the English skills, that is about understanding written texts. It is a complex activity involves both perception and thought, then it consists of two related <u>on</u> process: word recognition and comprehension. Reading comprehension is the process of making meaning from text.Think pair share is a simple, low risk cooperative group activity in which students can share and reflect on their ideas answer with a partner before sharing in the class.

In this abstract the writer made an error by using *on* into writing sentence preposition the word related on is not impropriety because related its should be with *to*.

h. Abstract 8

The invention of this research shows that there was improving from cycle II to cycle II. The result from the data in cycle I, it was gained the average score of pre-test was 57,4 and post test 67,2 and post test from cycle II was gained the average score 73,8. The result of cycle II was higher than the result of post-test at cycle I. The condition of the class was getting better. The students pay attention on teacher's explanation in learning activity. The students are more active in

learning process. The students can write descriptive text correctly. It means that the use of *SLOW CaPS* technique could improve the students writing skill <u>in</u> the tenth graders of MA Darul Amal Metro Barat

In this abstract the writer made an error by using in into writing sentence preposition, the word *on* is not impropriety. Because there are ordinal number *seventh* while ordinal number should be begin with preposition *at*.

i. Abstract 9

The purposes of this research are to show that using Problem Based Learning strategy can increase the students' reading comprehension and students' learning activities <u>in</u> the seventh graders of MAN 1 METRO. The researcher had outlined the problem in this research that focused on reading comprehension abilities. It is related <u>on</u> the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

In this abstract the writer made an error by using in into writing sentence preposition, the word *on* is not impropriety. Because there are ordinal number *seventh* while ordinal number should be begin with preposition *at*. And the word related on is not impropriety because related its should be with *to*.

j. Abstract 10

The purpose of this research is to know the influence of using peer tutoring method (X) and students speaking performance (Y) at the seventh grades of MTs Hidayatul Islam Sukadana. Based on the problem identification of this research is found some of students problem such as : 1) The students have limit vocabulary. 2) The students have difficulties to make the conversation without help. 3) The students have difficulties <u>on</u> speak and pronounce English word. 4) The students have less confident when speak English. The problem

formulation of this research is "Is there any positive and significant influence of using peer tutoring method toward students speaking performance at the seventh grade of MTs. Hidayatul Islam Sukadana.

In this Abstract the writer made an error by putting *on* is not impropriety,It shuold be the writer using *to* eventually the writer the pasagr aim to defines the difficulties to speak and pronounce English word. And also to has role TO+Vbi. So, if the writer want to use this role the pasage must be the *difficulties to* speak and pronounce English word.

2. The Kinds of Prepositions

The total of Kinds of prepositions devices used by the students in their undergraduate thesis is different in each kind of device. The different use of prepositons device is explained as the following:

a. The Dominant Kinds of Preposition

Abstract 1

The researcher found writing sentence preposition error in 1, ommision 2, and total preposition of using the writer is 24 preposition.It means that the dominant kind of preposition device written by students ommision.

Abstract 2

The researcher found writing sentence preposition error on 1, misordering 2, preposition of time 1 and total preposition of using the writer is 31 preposition.It means that the dominant kind of preposition device written by students misordering.

Abstract 3

The researcher found writing sentence preposition error on 1, misordering 2, preposition of time 1 and total preposition of using the writer is 33 preposition.It means that the dominant kind of preposition device written by students misordering.

Abstract 3

The researcher found writing sentence preposition error on 1, misordering 2, diction 0, preposition of time 1 and total preposition of using the writer is 30 preposition.It means that the dominant kind of preposition device written by students misordering.

Abstract 4

The researcher found writing sentence preposition error on 1, ommision 2, diction 0, preposition of time 3 and total preposition of using the writer is 30 preposition.It means that the dominant kind of preposition device written by students preposition of time.

Abstrat 5

The researcher found writing sentence preposition error diction 0, addition 0, misordering 0, preposition of place 1 and total preposition of using the writer is 19 preposition.It means that the dominant kind of preposition device written by students preposition of place.

Abstract 6

The researcher found writing sentence preposition error in 1, ommision 2, preposition of place 1 and total preposition of using the writer is 26 preposition.It means that the dominant kind of preposition device written by students ommision.

Abstract 7

The researcher found writing sentence preposition error in 1, addition 2, preposition of on 1 and total preposition of using the writer is 21 preposition.It means that the dominant kind of preposition device written by students addition.

Abstract 8

The researcher found writing sentence preposition error on 1, ommision 12, diction 0, preposition of time 1 and total preposition of using the writer is 29 preposition.It means that the dominant kind of preposition device written by students preposition of time.

Abstract 9

The researcher found writing sentence preposition error on 1, ommision 2, diction 0, preposition of time 3 and total preposition of using the writer is 19 preposition.It means that the dominant kind of preposition device written by students preposition of time.

Abstract 10

The researcher found writing sentence preposition error on 1, ommision 1, preposition of place 1, diction 2 and total preposition of using the writer is 26 preposition.It means that the dominant kind of preposition device written by students diction.

After analyzing 10 abstract english students the undergraduate thesis, the researcher got the frequency of using each writing sentence preposition. The researcher found ommision 71 items, misordering 131 items, time 5 items, and preposition place 37 items. It can be conclude that the dominant kind of error writing sentence preposition used by the students' in the abstract writing among the undergraduate thesis of the State Institute for Islamic Studies of Metro is conjunction with 131 items.

A. Discussion

The data analysis about the kinds of Preposition Error in Abstract Undergraduate Thesis of the State Institute for Islamic Studies of Metro. After collecting the data, the researcher found kinds of Preposition Error on the undergraduate thesis Abstract .

In addition, grammatical that are usually used by them, the researcher found several error .From the researcher found error in using preposition, an error a pattern of the sentence that used, and the lack of the training errors use.

From the collected data, the researcher found four kinds of PrepositionError which acquired from ten students' writing which were categorized intokindsnamely: omission, addition, diction, and misordering.

Errors of omission are likely to be more common than errors of commission. Omission errors are characteristic by absence of an item that must appear in a well formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some tomes or morphemes are ommited more than others.

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

Diction is the selection and use of words or the manner of expression. But this fact does not rule out, as some purists would like to do, the companion meaning of mode of speaking or enunciation.

Misordering is any incorrect placement of certain morphemes in sentences or wrong placement of morpheme or a group of morphemes in an utterance.Misordering is any incorrect placement of certain morphemes in sentence.

Table4

The percentage of kinds Preposition Error in Abstract writing

among the UndergraduateThesis

Participants	Kinds of Preposition Error in Abstract writing among the UndergraduateThesis				Total	Taken from
	Omission	**Addition**	**Diction**	**Misordering**		
ABST. 1	12	5	1	8	26	Abstract Undergraduate Thesis
ABST. 2	7	2	-	18	27	Abstract Undergraduate Thesis
ABST. 3	7	4	-	15	26	Abstract Undergraduate Thesis
ABST. 4	7	3	1	10	21	Abstract Undergraduate Thesis
ABST. 5	8	5	-	15	28	Abstract Undergraduate Thesis
ABST. 6	3	5	-	12	20	Abstract Undergraduate Thesis
ABST. 7	5	2	1	10	18	Abstract Undergraduate Thesis

ABST. 8	8	4	1	10	23	Abstract Undergraduate Thesis
ABST. 9	8	5	1	18	32	Abstract Undergraduate Thesis
ABST. 10	6	2	-	15	23	Abstract Undergraduate Thesis
Total	71	37	5	131	244	
Percentage	29%	15%	2%	54%	100%	

The data analysis about the kinds of preposition error english students writing among the undergraduate thesis of the State Institute for Islamic Studies of Metro in 2018 is that usually use of the students. After collecting the data, the researcher found all of kinds of preposition error in the abstract on undergraduate thesis which obtained from 10 students' that consist of 10 Abstract undergraduate thesis . In preposition of place, preposition of time, becomes the highest type of preposition that are usually used by them. The kinds of using preposition in abstractwriting on undergraduate thesis were 71 omission items (29%), 37 addition items (15%), diction 5 items (2%), and 131 misordering tems (54%) as the highest preposition.

Beside that, external analyzing on the preposition the researcher found several error that pointed with the grammatical. From the abstract 1, the researcher found error in using preposition, an error a pattern of the sentence that used, and the lack of the article use. An error of pattern of the sentence that is used, and the lack of the article.

The results of this research are as follows: The students made errors of using kinds of preposition. The types of errors made by the students are: omission,additions, diction, misordering, and errors in the using of prepositions with verbsand adjectives; The factors causing preposition errors english students of State Institut Ismamic of Metro are: interference, lack of preposition mastery, and English prepositions having more than one meaning in Indonesian.

Finally, the implications to the teachers are as follows: teachers mayuse the result as information or reflection for designing appropriate techniques orteaching materials.

Figure 4

The percentage of kinds on using Preposition Abstract among the undergraduate thesis
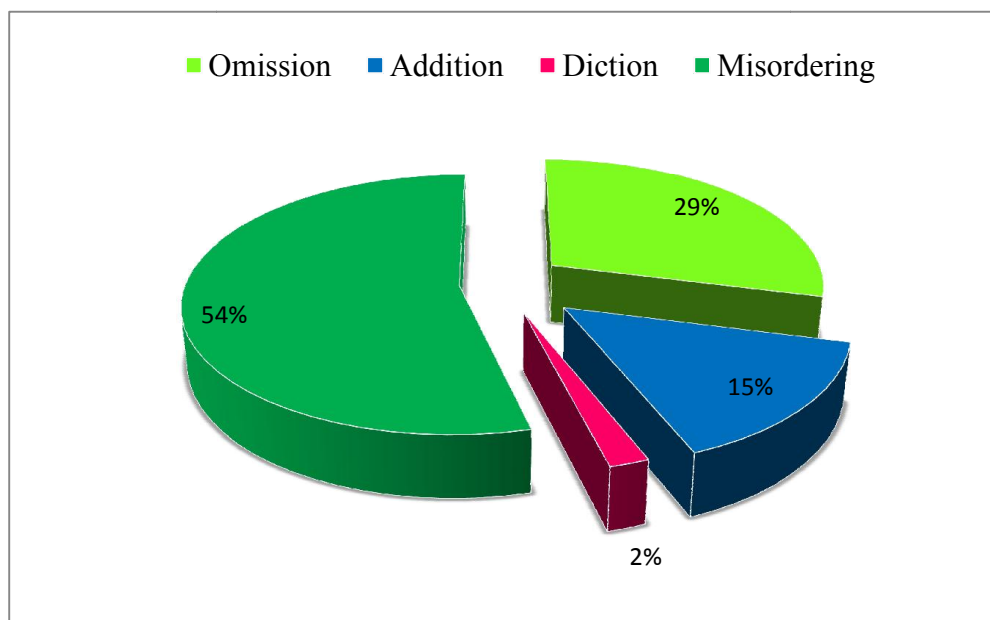
The figure above is the percentage of using preposition abstract on undergraduate thesis made by students. The using preposition error abstract were 29% of Misordering, 15% of addition, 2% of diction, and 54% of omission. The highest percentage of the use preposition error found in students' writing abstract among undergraduate thesis of the State Institute For Islamic Studies of Metro were 54% of the ommision. In conclusion, the dominant kind of Preposition Abstract writing on the undergraduate thesis of the State Institute for Islamic Studies of Metro in 2018 is omission.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the result of the data analysis, the researcher was eagerly going to deduce this research that some kinds of Preposition Error in undergraduate thesis of the State Institute for Islamic Studies of Metro. All of Preposition Error are still found in the 10 Abstract of english students among the undergraduate thesis of the State Institute for Islamic Studies of Metro.

In Addition, after collecting the data, the researcher found all of kinds of preposition error in the abstract on undergraduate thesis which obtained from 10 students' that consist of 10 Abstract undergraduate thesis . In preposition of place, preposition of time, becomes the highest type of preposition that are usually used by them. The kinds of using preposition in abstract writing on undergraduate thesis were 71 omission items (29%), 37 addition items (15%), diction 5 items (2%), and 131 misordering tems (54%) as the highest preposition.

The inter-lingual or intercommunicative errors caused by the users' native language interference. Usage and training errors. The faulty presentations of the training materials by the language trainers. The use of English within particular linguistic situations.Second language communication strategies by which users and learners attempt to tackle the loaded interaction encountering them.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follows:

1. The institution and the scientific writers

   a. The institution should pay many attention for the students who want to study about the error analysis because little students interest to this case. In fact, Preposition is one of a subject in this institution especially for English education department (TBI).

   b. Being aware of this research is not perfect enough, the researcher hopes that there will be other researchers who want to investigate in the theme of discourse analysis in the future time.

2. For the researcher

   After analyzing Error in Preposition. It is suggested that the researcher should enrich knowledge and dig up various language input related to analysis.

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APPENDICES

An error analysis on the writing sentence of preposition the 2018

abstract undergraduate thesis

No	Type of Preposition	Definition	Example of preposition
1	Preposition of Time	The preposition used for the word time There are 3 kinds of words, namely On, In, and At.	This is used for : Months and years in September, In 1991. Certain times : In the morning, In first week of December, In winter. On is used on : Day On Saturday Date On 1924 Certain days On my birthday At Hour At 7:30 a.m. At a certain time clearly At noon, at lunch time.
2	Preposition of Place	To show a place Just like the preposition of time there are 3 types of words used, namely On, In, At.	It is used in a place with spaceIn hall, In school, In a Building. On is used on the surface of a place: On a table. On the wall. On the roof. At is used in certain places. Usually street names, city names.

			At Bogor. At the entrance ofSchool.
3	Preposition for Direction	Used to describe direction. Usually using the words to, toward, through, into.	She goes to library. She ran away when she felt someone was coming toward her.
4	Preposition for Agent	Used for an object that is a cause or an actor in a sentence. Usually it uses the words by, and with.	This book is written by Ateng. The bottle is filled with water.
5	Preposition for Device , Instrument, or Machine.	As the title suggests, this type of word is used on a tool or a machine. Usually using the word by or with	She comes by Bus daily. She opens the door with key.
6	Prepositional phrases	Combination of verbs and prepositions.	She is listening to music. We Believe in God.
7	Idiometic Preposition	Idioms are expression which is a meaning that is not obvious from the individual words.	For Example, the idiom drive somebody a round the bend means *makes somebody angry or frustased,* but we cannot know this just by looking at the words.

ABSTRACT

INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH CONSTANT AND NEVER ENDING IMPROVEMENT (CANI) STRATEGY AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA

BY:
RIALITA NUR ASTUTI

The aim of this research is to find out whether the use of constant and never ending improvement (cani) as a strategy could increase the students' speaking performance <u>of</u> the elevebth grade at SMA Negeri 1 Raman Utara.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' speaking performance. It consists of four phases; planning, acting, observing and reflecting. This research is conducted in 2 cycles. subject of this research is the students of the eleventh grade science two of SMA Negeri 1 Raman Utara. In collecting the data, this research used test, observation and documentation.

The results of the research showed that, from two cycles, the average scores of students' speaking performance are (a) 45,71in pre-test, and (b) 63,57 in post-test 1 as well as (c) 77,14 in post-test 2. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 15 active students (71.42%) and 6 inactive students (28,57%). In cycle 2, the students' activities consisted of21active students (100%) and 0 inactive students (0%) This result also drew conclusions thatConstant and Never Ending Improvement (CANI) strategy was able to increase the students' speaking performance.

Key words: Speaking, Speaking Performance, and Constant and Never Ending Improvement (CANI) Strategy

IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO

ABSTRACT
By:
DIANA EKA RUSTIARY

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the strategy applied in the classroom. Talking Chips is one of strategy that give students chance to do task by work together in pair to maximize their own and each other's learning.

This research is aimed to find out whether the Talking Chips Strategy can increase the students speaking performance. This research is classroom action research. The research used test, observation, documentation to collect the data.

The classroom action research was conducted by 2 cycle. There are four steps in each cycle : they are planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatment and two post-test, the subject of this action research are the seventh graders in SMP Muhammadiyah 3 Metro. This research used 19 students as object of research. The researcher used average formula to prove whether hyphotesis is accepted or rejected.

The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 55,78 and post test 64,73 and post test from cycle 2 was gained the average score 68,94 The result of cycle 2 is higher than the result of post-test at cycle 1. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can speak in front of class. It means that the use Talking Chips Strategy can increase the students speaking performance at the seventh graders of SMP Muhammdiyah 3 Metro .

**INCREASING THE STUDENTS SPEAKING PERFORMANCE
THROUGH COMMUNITY LANGUAGE LEARNING (CLL) METHOD
AT THE SEVENTH GRADE OF MTs Al-HIKMAH BATANGHARI
ACADEMIC YEAR 2017/2018**

ABSTRACT
By:
NOFA ALFANIA

The purposes of this research are to show that using Community Language Learning (CLL) method can increase the students' speaking performance and students' learning activities at the seventh grade of MTs Al-Hikmah Batanghari.

The researcher had outlined the problem in this research that focused on speaking performance. It is related on the problem identification that the students have low motivation to learn English especially in speaking, they get the difficulties in mastering speaking, and they are also not interested about the learning method in the class. They always feel bored in speaking subject.

This research was classroom action research that consisted of two cycles. The research was conducted at MTs Al-Hikmah Batanghari on VII A class which consisted of 26 students. The data collecting technique used test, documentation, and observation. Regarding to the research process, the researcher gave the pre-test for the students to know their speaking performance score. Then, the researcher gave the treatment for the students. In addition, the change of the students' speaking performance score could be known through post test that had been given in every cycle.

The result of the research illustrated the average of the students' score in pre-test was 62,11 and post test 1 was 64,88 and post test 2 in cycle II was gained the average score was 66,19. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Community Language Learning (CLL) method can increase the students' speaking performance at the seventh grade of MTs Al-Hikmah Batanghari.

THE INFLUENCE OF USING
PROBLEM BASED LEARNING STRATEGY
ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE
TEXT AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 02
PUBIAN IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT
By:
TRI ASTUTI

The purposes of this research are to show that using Problem Based Learning strategy can increase the students' reading comprehension and students' learning activitiesin the seventh graders of SMP Negeri 02 Pubian in academic year 2017/2018. The researcher had outlined the problem in this research that focused on reading comprehension abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

In this research conducted a quantitative, in form of experiment research; the characteristic of the writer is correlated at seventh grade of SMP Negeri 02 Pubian. The population of this research consist of 151 students. And the sample is of the class VII.1 grade students. Is the established through the total sampling technique. The instruments used test, observation, and document. Before writer give test, writer has been teaching about 6 times at the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 26,67% students that can fulfill minimum mastery criteria (KKM) and mean of the pre-test is 51. it can say that the result of pre-test was unsatisfactory. Then, in post-test there are 56,67% students that can fulfill minimum mastery criteria (KKM) and mean of the post-test is 66. it means that there is a significant influence of using problem based learning strategyon thethe students reading comprehension at the seventh graders ofSMP Negeri 02 Pubian in academic year 2017/2018.

Keywords: *Reading Comprehension, Problem Based Learning Strategy.*

INCREASING THE STUDENTS' LISTENING COMPREHENSION BY USING DICTOGLOSS METHOD AT ELEVENTH GRADE OF MA WALISONGO SUKAJADI BUMI RATU NUBAN CENTRAL LAMPUNG

ABSTRACT

BY

TONI ALFIAN

The primary goal of this research is to know whether the use of Dictogloss Method can improve the students' listening comprehension, to upgrade and refine the learners use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts. The researcher found the problem of the students' are uninterested in listening subject and have difficulties to comprehend the audio, identify the topic and main idea of the text.

The method used on this research is known as Classroom Action Research (CAR). The data were collected by documentation, observation, field note, interview, and test. The researcher conduct in MA WalisongoSukajadiBumiRatuNuban in the academic year of 2017/2018which involved 29 students' in class XI B as the subject in this research.

The conclusion of this research is Dictogloss Method can improve the students' listening comprehension at eleventh class of Ma WalisongoSukajadiBumiRatuNuban Central Lampungespecially students' interest in listening learning.Based on the data that there is significant improving on the students' listening comprehension. It is proofed on the students' average score in pre-test and post-test 1 was from 56,20 to 69,31 or improved 13,11 while in post-test 1 and post-test 2 was from 69,31 to 78,62 or improved 9,31. It means that the use of Increasing The Students' Listening Comprehension By Using Dictogloss Method at Eleventh Gradeof Ma WalisongoSukajadiBumiRatuNuban Central Lampung. Listening Comprehension By Using Dictogloss Method at Eleventh Gradeof Ma WalisongoSukajadiBumiRatuNuban Central Lampung.

Keyword :*Listening Comprehension, Dictogloss Method*

THE IMPLEMENTATION OF USING THINK PAIR SHARE TECHNIQUE TO IMPROVE READING COMPREHENSION ABILITY

AT THE EIGHTH GRADERS OF SMP YPI 2 METRO

IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT

By:

ROHIMAH

Reading as one of the English skills, that is about understanding written texts. It is a complex activity involves both perception and thought, then it consists of two relatedon process: word recognition and comprehension. Reading comprehension is the process of making meaning from text.Think pair share is a simple, low risk cooperative group activity in which students can share and reflect on their ideas answer with a partner before sharing in the class.

This research is a classroom action research. The research is conducted in two cycles: Each cycle consists of planning, acting, observing, and reflecting. In collecting the data uses observation, test, documentation.

Furthermore, the implementation of the students' reading comprehension ability can be seen from the progress of the average score in pre-test, post-test I, and post-test II. The score of post-test in cycle I were 62,72 and post-test II were 72,27.Its mean that the increasing student score in cycle I to cycle II were 9.55. Besides, in the last cycle most of the students (70%) are success to pass Minimum Standard Criteria (MSC) of English. Hence, it can be concluded that the implementation using think pair share technique   to improve reading comprehension ability at eighth grade SMP YPI 2 Metro.

Key words:*Think Pair Share, Reading Comprehension Ability*

THE USE OF BOARD GAME TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1 METRO KIBANG EAST LAMPUNG

ABSTRACT
By:
TRI RAHMAWATI

The goal of teaching speaking is the students can communicate in the target language. The students find some <u>difficulties in mastering the speaking</u>. Therefore, the teacher expected to be more creative to choose the strategy applied in the classroom. Board Game is one of strategy that give students chance to do task by work together in pair to maximize their own and each other's learning.

This research is aimed to find out whether the Board Game can increase the students speaking performance. This research is classroom action research. The research used test, observation, documentation to collect the data.

The classroom action research was conducted by 2 cycle. There are four steps in each cycle : they are planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatment and two post-test, the subject of this action research are the eight graders in SMP Negeri 1 Metro Kibang East Lampung. This research used 26 students as object of research. The researcher used average formula to prove whether hyphotesis is accepted or rejected.

The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 62,11 and post test 64,88 and post test from cycle 2 was gained the average score 66,19 The result of cycle 2 is higher than the result of post-test at cycle 1. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can speak in front of class. It means that the use of Board Gamecan increase the students speaking performance at the eight graders of SMP N 1 Metro Kibang East Lampung.

INCREASING THE READING COMPREHENSION ABILITIES BY USING NUMBERED HEADS TOGETHER (NHT) STRATEGY AT THE TENTH GRADERS OF MAN 1 LAMPUNG TIMUR

ABSTRACT
By:
PENTRI MEIVA

The purposes of this research are to show that using Numbered Heads Together (NHT) strategy can increase the students' reading comprehension abilities and students' learning activities at the tenth grade of MAN 1 Lampung Timur.

The researcher had outlined the problem in this research that focused on reading comprehension abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

This research was classroom action research that consisted of two cycles. The research was conducted at MAN 1 Lampung Timuron X IAI class which consisted of 35 students. The data collecting technique used test, documentation, observation and field note. Regarding to the research process, the researcher gave the pre-test for the students to know their reading comprehension abilities score. Then, the researcher gave the treatment for the students. In addition, the change of the students' comprehension abilities score could be known through post test that had been given in every cycle. The test consisted 20 items of multiple choice forms.

The result of the research illustrated the average of the students' score in pre-test was 62 and post test 1 was 73 and post test 2 in cycle II was gained the average score was 77. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Numbered Heads Together (NHT) strategy can increase the students' reading comprehension abilities at the tenth grade of MAN 1 Lampung Timur.

IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT SKILL
THROUGH SLOW CaPS TECHNIQUE
AT THE TENTH GRADERS OF MA DARUL AMAL METRO BARAT

ABSTRACT

By:

RIZKI APRILIANI

This research is aimed to find out whether the *SLOW CaPS* technique can improve the students' writing descriptive text skill at the tenth graders of MA Darul Amal Metro Barat. This research is classroom action research. In collecting the data, this research used test, observation, documentation to collect the data.

Based on the pre-survey data, the problems which had been identified was the students found difficulties in descriptive writing because of not having ideas. Which are from *SLOW CaPS* technique the students couid find the idea in writing descriptive text. By *SLOW CaPS* technique the students got the information and illustration through their own words.

This classroom action research was conducted by 2 cycles. There are four steps in each cycles, such as : planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatments and two post-tests, the subject of this action research are the tenth graders of MA Darul Amal Metro Barat. This research used 25 students as object of research. To prove whether the hyphotesis was accepted or rejected, the researcher used average formula.

The invention of this research shows that there was improving from cycle II to cycle II. The result from the data in cycle I, it was gained the average score of pre-test was 57,4 and post test 67,2 and post test from cycle II was gained the average score 73,8. The result of cycle IIwas higher than the result of post-test at cycle I. The condition of the class was getting better. The students pay attention onteacher's explanation in learning activity. The students are more active in learning process. The students can write descriptive text correctly. It means that the use of *SLOW CaPS* technique could improve the students writing skillinthe tenth graders of MA Darul Amal Metro Barat

THE INFLUENCE OF USING PEER TUTORING METHOD TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GRADE OF MTs HIDAYATUL ISLAM SUKADANA IN THE ACADEMIC YEAR 2017/2018

ABSTRACT

By:

TRIA ERMALIA

The purpose of this research is to know the influence of using peer tutoring method (X) and students speaking performance (Y) at the seventh grades of MTs Hidayatul Islam Sukadana. Based onthe problem identification of this research is found some of students problem such as : 1) The students have limit vocabulary. 2) The students have difficulties to make the conversation without help. 3) The students have difficulties on speak and pronounce English word. 4) The students have less confident when speak English. The problem formulation of this research is "Is there any positive and significant influence of using peer tutoring method toward students speaking performanceat the seventh grade of MTs.Hidayatul Islam Sukadana.

This research is quantitative research. The sample of this research are 20 students and the population is seventh grade of MTs Hidayatul Islam Sukadana. The data colleting method of this research such as : test, observation and documentation. To know there is influence of peer tutoring method toward the students speaking performance the researcher use Chi-Square. Based on the data analysis result, the data show that " f_o= 13,748 is higher than "f_t=5,991 in 5% and 9,210 in 1%. It means that alternatifhyphothesis (Ha) is accepted , and (Ho) is rejected.

Based onthe analysis result of chi-square it can be concluded that using peer tutoring method has positive and significant influence on students speaking performance in seventh grade of MTs Hidayatul Islam Sukadana

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2639/In.28.1/J/TL.00/08/2018
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
REKTOR IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : **NURUL ALAINA**
NPM   : 14121937
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : AN ERROR ANALYSIS ON SENTENCE WRITING IN UNDERGRADUATE THESIS ON PREPOSITION.

untuk melakukan *pra-survey* di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Agustus 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

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INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor   : 3047/In.28/B.3/TL.00/09/2018   05 September 2018
Lampiran : 1 (satu) bundel
Perihal   : Balasan Permohonan Data Penelitian

Kepada Yth.
Nurul Alaina
di
    Tempat

Assalamu'alaikum Wr. Wb.

    Menindaklanjuti surat Saudara tanggal 30 Agustus 2018 perihal permohonan data penelitian, maka dengan ini kami memberikan data penelitian terlampir kepada:

Nama	: **Nurul Alaina**
NIM	: 14121937
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul skripsi	: An Error Analysis on Sentence Writing in Undergraduate Thesis on Preposition

    Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Kabag Akademik dan Kemahasiswaan,
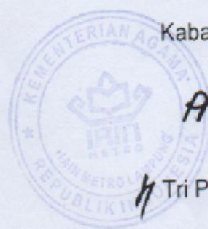
Tri Pramasetia

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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-4180/In.28/D.1/TL.01/12/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama   : **NURUL ALAINA**
NPM   : 14121937
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE WRITING SENTENCE PREPOSITION OF THE 2018 ABSTRACT UNDERGRADUATE THESIS OF IAIN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 26 Desember 2018

Mengetahui
Pejabat Setempat

Ahmad Subhan Roza, M.Pd
NIP 19760610 200801 1 014

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor	: B-4181/In.28/D.1/TL.00/12/2018	Kepada Yth.,
Lampiran	: -	REKTOR IAIN METRO
Perihal	: IZIN RESEARCH	di-
		Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4180/In.28/D.1/TL.01/12/2018, tanggal 26 Desember 2018 atas nama saudara:

Nama	:	NURUL ALAINA
NPM	:	14121937
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE WRITING SENTENCE PREPOSITION OF THE 2018 ABSTRACT UNDERGRADUATE THESIS OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Desember 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

26/12/2018 13.41

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

Nomor   : B   /In.28.1/J/TL.00/11/2018   27 Desember 2018
Lampiran   : -
Perihal   : Balasan Permohonan Izin Research

Kepada yth,

Nurul Alaina

Di

    Tempat

Assalamualaikum Wr.Wb.

    Menindaklanjuti surat Saudara tanggal 26 Desember 2018 perihal permohonan izin research, maka dengan ini kami memberikan izin research kepada :

    Nama   : **NURUL ALAINA**
    NPM   : 14121937
    Fakultas   : Tarbiyah dan Ilmu Keguruan
    Jurusan   : Tadris Bahasa Inggris(TBI)
    Judul Skripsi : An Error Analysis On The Writing Sentence Preposition Of The
                  2018 Abstract Undergraduate Thesis Of IAIN Metro

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb

                            Ketua Jurusan
                            Tadris Bahasa Inggris

                            Ahmad Subhan Roza, M.Pd
                            NIP 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN
No.B-009/In.28.I/J/PP.009/11/2018

Berdasarkan Surat Research No B-4180/In.28/D.1/TL.01/12/2018, tanggal 26 Desember 2018, perihal surat izin pelaksanaan Research atas nama:

Nama	:	NURUL ALAINA
NPM	:	14121937
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	AN ERROR ANALYSIS ON THE WRITING SENTENCE PREPOSITION OF THE 2018ABSTRACT UNDERGRADUATE THESIS OF IAIN METRO

Menerangkan bahwa nama tersebut benar-benar telah melaksanakan penelitian (Research) di Institut Agama Islam Negeri (IAIN) Metro pada tanggal 27 Desember s/d selesai.

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Metro, 31 Desember 2018
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3841 /In.28.1/J/PP.00.9/11/2018   29 November 2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Nurul Alaina
NPM	:	14121937
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	An Error Analysis On The Writing Sentence Preposition Of The 2018 Abstract Undergraduate Thesis Of IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan + 1/6 bagian
   b. Isi + 2/3 bagian
   c. Penutup + 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP 19750610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-01079/In.28/S/OT.01/12/2018

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Nurul Alaina	
NPM	: 14121937	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121937.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Desember 2018
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Nurul Alaina

NPM   : 14121937

Fakultas   : Tarbiyah

Angkatan   : 2014

Telah menyerahkan buku berjudul : The Bilingual Mental Lexicon

Metro, 03 Januari 2019

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

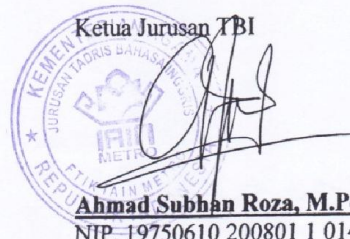Nama   : Nurul Alaina

NPM   : 14121937

Fakultas   : Tarbiyah

Angkatan   : 2014

Telah menyerahkan buku berjudul : The Bilingual Mental Lexicon.

Metro, 31 Januari 2019

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Alaina   Jurusan : TBI
NPM : 14121937   Semester : IX/2018

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis . 27 / 18 / 09			- Revise cover	*(signature)*
2.	Senin 01 / 18 / 10			- Revise Table of Content	*(signature)*
3.	Jumat 05 / 18 / 10			- Add materi about Idiometic preposition	*(signature)*
4.	Senin 08 / 18 / 10			- Revise about Idiometic preposition and Add materi about Hornby : Guide to pattern English usages.	*(signature)*

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : **Nurul Alaina**   Jurusan   : TBI
NPM   : 14121937   Semester : IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan
1.	Kamis 06/12	✓		Make a tabel and list	
2.	Senin, 10/12	✓		Add unsur	
3.	Kamis, 13/12	✓		Catagories of Preposition	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I

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NIP. 19611221 199603 1 001

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INSTITUT AGAMA ISLAM NEGERI
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Nurul Alaina   Jurusan   : TBI
NPM   : 14121937   Semester : IX

No.	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 07-01-19	✓		- Revise Abstrack /Abstrak - Revise Acknowlegement - ex. Ideometic preposition - Add : a. Definition of Error Analysis b. Classification of Error Analysis c. Benefit of Error Analysis	
2.	Rabu 09/17/01		✓	- Give explain and ex. - Types of Preposition - The Use preposition According to ... - Give example. - Kinds Error explain and example - Revise Discussion - Give example in classifcasin of Error Analysis · Interlingual · Intralingual	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 196750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iainmetro@metrouniv.ac.id Website: www.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama	: Nurul Alaina	Jurusan	: TBI
NPM	: 14121937	Semester	: IX

No.	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3		✓		*(handwritten)*	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 196750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19620215 199503 1 001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Nurul Alaina   Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
NPM : 14121937   Semester/TA : IX/ 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	Kamis, 30-08-2018	- Revise cover - Revise chapter I, ii - Revise footnote	
2.	Jumat, 14-09-2018	- Revise chapter I, ii - Revise footnote	
3	Kamis, 20-09-2018	- Revise cover	
4			

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama	: **Nurul Alaina**		Jurusan	: TBI
NPM	: 14121937		Semester	: IX
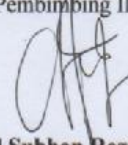
No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan
		I	II		

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
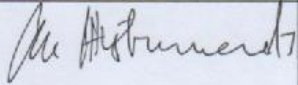**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id
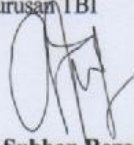
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama	: **Nurul Alaina**		Jurusan	: TBI
NPM	: 14121937		Semester	: IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan
1	Kamis 03/19 /01		✓	- Revise cover luar - Revise cover dalam - Revise motto - Add matun - Chapter 4.	
2	Jumat. 04/19 /01		✓	- Revise Acknowledgement - Add exc - Add explain - Revise bassuusian	
3			✓	ACC Munaqosah & ACC seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

CURRICULUM VITAE

The name of the writer is Nurul Alaina.She was born in Teluk Betung, in October03, 1996. Sheisthe second child of Mr. Drs. Mulyadi and Mrs. Yulianingsih.

She enrolled her study at SDN 6Metro Pusat in 2002-2008. Soon after that, she continuedto Junior High School at Mts N Batanghari, Batanghari in 2008-2011. She stood her study atMAN 2 Metroin 2011-2014. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.