AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO (IAIN)

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AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO

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For the Degree of SarjanaPendidikan (S.Pd)

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APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

Judul Skripsi	:	AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO

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To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
                of Era Octa Novita

> To: The Honorable the
> Dean of Faculty of Tarbiyah and Teacher
> Training
> State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Era Octa Novita
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Judul Skripsi   : AN ERROR ANALYSIS ON UNDERGRADUATE THESIS
                  WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE 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. Thank you very much.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE
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The Undergraduate Thesis entitled: AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO written by: ERA OCTA NOVITA, Student Number 1701070092, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 28, 2021 at 08.00-10.00 a.m.

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AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO

ABSTRACT

By:
ERA OCTA NOVITA

The purpose of this research are to analysis (1) preposition errors on the background of study undergraduate thesis written by the English department graduate of IAIN Metro (2) kinds of preposition errors made by the English department graduate of IAIN Metro (3) the factors causing the preposition errors on the background of study undergraduate thesis written by the English department graduate of IAIN Metro. The benefits of this study are: (1) increasing the quality of background of study in an undergraduate thesis (2) to become a reference for further research and can be developed into more perfect (3) the result of this research can be used as a reference and also an evaluation of the learning that has been done.

The form of this research was qualitative research. Data is collected through documentation and observation. Miles and Huberman models are used to analyse research data through several steps, namely data collection, data reduction, and data display.

The results of this research are as follows: (1) the English department graduate of IAIN Metro made preposition errors on the background of study undergraduate thesis (2) the types of errors made by the English graduate of IAIN Metro are: additions and misformation. (3) the factors causing preposition errors are intra-language and inter-language development error, interference, lack of preposition mastery, and English prepositions having more than one meaning in Indonesian. Finally, the implication of this finding are as follows: (1) for the students, the writer is expect the students can enrich their knowledge, especially in a preposition. (2) for the lecturer, the writer is expect, can provide the meaningful information about preposition error that is often used and often become the students' problem found in an undergraduate thesis. (3) for the other researcher, the writer is expect to be one of the references for the other researcher to develop the research on the topic of preposition error.

Keywords: undergraduate thesis, writing background of study, preposition errors

ANALISA KESALAHAN PADA SKRIPSI YANG DITULIS OLEH LULUSAN JURUSAN BAHASA INGGRIS IAIN METRO

ABSTRAK

Oleh:
ERA OCTA NOVITA

Tujuan dalam penelitian ini adalah untuk menganalisa (1) kesalahan preposisi pada latar belakang skiripsi yang ditulis oleh lulusan TBI IAIN Metro (2) jenis kesalahan preposisi yang dibuat oleh lulusan TBI IAIN Metro (3) faktor penyebab kesalahan preposisi pada latar belakang skripsi yang ditulis oleh lulusan TBI IAIN Metro. Manfaat dari penelitian ini adalah: (1) meningkatkan kualitas penulisan latar belakang skripsi (2) menjadi referensi untuk penelitian selanjutnya dan dapat dikembangkan menjadi lebih sempurna (3) hasil penelitian dapat dijadikan sebagai acuan dan juga sebagai bahan evaluasi pembelajaran yang telah dilakukan.

Bentuk penelitian ini adalah penelitian kualitatif. Data dikumpulkan melalui dokumentasi dan observasi. Model Miles and Huberman digunakan untuk menganalisis data penelitian melalui beberapa langkah yaitu data collection, data reduction, dan data display.

Hasil dari penelitian ini adalah sebagai berikut: (1) lulusan TBI IAIN Metro membuat kesalahan dalam menggunakan jenis preposisi pada latar belakang skripsi (2) jenis-jenis kesalahan yang dilakukan oleh lulusan TBI IAIN Metro adalah *addition* and *misformation* (3) faktor-faktor yang menyebabkan kesalahan preposisi adalah inter-bahasa, kesalahan pengembangan antar bahasa, gangguan, kurangnya penguasaan preposisi, dan preposisi bahasa Inggris yang memiliki lebih dari satu makna dalam bahasa Indonesia. Akhirnya, hasil dari penelitian ini sebagai berikut: (1) untuk siswa, penulis mengharapkan siswa dapat memperkaya pengetahuannya terutama pada preposisi (2) untuk dosen, penulis mengharapkan dapat memberikan informasi bermakna tentang preposisi yang sering digunakan dan sering menjadi permasalahan mahasiswa yang ditemukan didalam skripsi (3) untuk peneliti lain, penulis mengharapkan menjadi salah satu referensi bagi peneliti lain untuk mengembangkan penelitian dalam viiopic kesalahan kata preposisi.

Keywords: skripsi, penulisan latar belakang, kesalahan preposisi

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   : Era Octa Novita

Student Number: 1701070092

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 the bibliographies mentioned.

Metro, 28 June 2021
The writer

ERA OCTA NOVITA
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ORISINALITAS PENELITIAN

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Nama   : Era Octa Novita

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Menyatakan bahwa skripsi sarjana ini merupakan hasil penelitian penulis, kecuali

bagian-bagian tertentu yang dikutip dari bibliografi yang disebutkan.

Metro, 28 Juni 2021

ERA OCTA NOVITA
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MOTTO

"If you don't go after what you want, you'll never have it. And if you don't ask, the answer is always no. also if you don't step forward, you're always in the same place."- Nora Roberts

(Bila kamu tidak mengejar apa yang kamu inginkan, maka kamu tidak akan pernah mendapatkannya. Jika kamu tidak pernah bertanya, maka kamu tidak akan pernah mendapatkan jawaban. Dan bila kamu tidak melangkah maju, maka kamu akan tetap berada ditempat yang sama.)- Nora Roberts

DEDICATION PAGE

This undergraduate thesis would dedicate to the:

1. *My parents Mr. Fajari and Mrs. Harlina Wati, always pray and support me to be efficacious in my study.*

2. *My brothers, Doni Irawan, Ozi Rizki Saputra, Dicky Purnama, and Ricky Salendra who always give me sweet smile. Thanks for your goodness.*

3. *My Sponsor Dr. Mahrus As'ad, M.Ag, and Co-Sponsor Dr. Aria Septi Anggaira, M.Pd of undergraduate thesis who has guided me well as long as I wrote and finished my undergraduate thesis.*

4. *My beloved Almamater at State Institute for Islamic Studies of Metro.*

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Praise Allah the Almighty, The Creator of the universe, just because of His Mercy, the writer can finish this undergraduate thesis. The title of undergraduate thesis: AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO.

This undergraduate thesis is made by the writer to Presented as a Partial Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in the English Education Study Program. The writer would like to give her greatest gratitude to the following:

1. Dr. Siti Nurjanah, M.Ag as the Principal of State Islamic Institute of Metro.
2. Dr. Mahrus As'ad, M.Ag, and Dr. Aria Septi Anggaira, M.Pd as sponsor and co-sponsor who has given sponsor to finishing this undergraduate thesis.
3. The lectures or my friends whom the writer could not tell one by one especially those who have helped to finish this undergraduate thesis.

The critic and suggestion to improve this undergraduate thesis it is very hoping for me. Finally, the write pray May God blesses all of the people above, who had helped the writer directly or indirectly, who cannot be mentioned here one by one and the writer hope this undergraduate thesis can give significant for the reader and especially for the writer.

Metro, 28 June 2021
The writer

Era Octa Novita
St. Number 1701070092

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the primary language within the world that is utilized to interact and communicate with other individuals in the world. However, in English, there are four language skills such as speaking, listening, reading, and writing that must be aced.

Writing is a movement communicating one's considerations, thoughts, and sentiments communicated in written language. In another sense, writing is a movement to specific contemplations and sentiments in a written frame that is anticipated to be understood by readers and capacities as an indirect implies of communication. Writing is among the foremost complex human exercise.[1] Writing is a linguistic activity that plays a vital part in dynamic human civilization. Writing takes practice, it takes to teach and it takes time.[2] Through writing activities, people can benefit from the development of themselves because by writing people can do communicate, put forward thoughts both from inside and outside themselves, and able to improve their experience.

Besides, in line with the undergraduate thesis components, the introduction chapter contains the common outline which presents the topic.

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[1] Horvath Jozsef, *Advanced Writing in English As A Foreign Language (A Corpus-Based Study of Processes and Products)*, ed. Pecs Agora Nyomda (University of Pecs: Lingua Franca Csoport, 2001), 5.

[2] Vin Maskell and Gina Perry, *Write to Publish: Writing Feature Articles for Magazines, Newspapers, and Corporate and Community Publications* (Australia: Allen & Unwin, 1999), 109.

The introduction contains the background of the study it is the portion utilized by the writer who is reaching to build the ideality. Therefore, it is accepted that writing a great background of study is one of the criteria needed to form a qualified undergraduate thesis.

The background of study is the basis or starting point to provide an understanding to the reader or listener about what we want to convey. A good background must be prepared as clearly as possible and if necessary, accompanied by supporting data or facts.

To make a good undergraduate thesis, the student ought to ace in writing an undergraduate thesis because it requires a great understanding of the undergraduate thesis. Sometimes recently beginning to write, a writer ought to read some undergraduate thesis that has been written in great arrange so that the writer can comprehend it. In an undergraduate thesis, the thoughts and resources must be applied and presented in a right organize and great style.

In emphasizing this research, the writer had taken several backgrounds of study of student's undergraduate thesis to be pre-survey. The writer had analysed several errors in the writing of the background of study. In line with this, it was shown that most students still required more knowledge of prepositions.

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 ambiguous in nature. In addition to that, in translating prepositions, linguistic errors such as mother tongue interference usually cause mistranslation. Despite this ingrained problem, little research has been conducted about Indonesian contrastive error analysis of English prepositions.

In addition, the 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 constitute the difficulty of the Indonesian learner in learning and using the English Prepositions. The result of the pre-survey can be seen in the table below:

Table 1

Classification of Error

Classification of Errors	Classification of Errors	Total
1. Errors in the use of the preposition "to"	1. Misformation a. Substitution of "to" for "from"	1. Misformation a. 1
2. Errors in the use of the preposition "at"	1. Misformation a. Substitution of "at" for "of" b. Substitution of "at" for "on" c. Substitution of "at" for "in" d. Substitution of "at" for "for"	1. Misformation a. 3 b. 1 c. 9 d. 2
3. Errors in the use of the preposition "for"	1. Misformation a. Substitution of "for" for "of" b. Substitution of "for" for "about" c. Substitution of "for" for "in"	1. Misformation a. 6 b. 1 c. 2

	d. Substitution of "for" for "at"	d. 1
4. Errors in the use of the preposition "on"	1. Misformation a. Substitution of "on" for "in" b. Substitution of "on" for "of"	1. Misformation a. 13 b. 3
5. Errors in the use of the preposition "through"	1. Misformation a. Substitution of "through" for "by"	1. Misformation a. 3
6. Errors in the use of the preposition "from"	1. Misformation a. Substitution of "from" for "of"	1. Misformation a. 3
7. Errors in the use of the preposition "in"	1. Misformation a. Substitution of "in" for "of" b. Substitution of "in" for "at" Substitution of "in" for "of the" c. Substitution of "in" for "for" d. Substitution of "in" for "on" e. Substitution of "in" for "from"	1. Misformation a. 9 b. 2 c. 1 d. 1 e. 3 f. 1
8. Errors in the use of the preposition "of"	1. Misformation a. Substitution of "of" for "on" b. Substitution of "of" for "at" c. Substitution of "of" for "for" d. Substitution of "of" for "in" e. Substitution of "of" for "from" 2. Addition a. Addition of "of"	1. Misformation a. 2 b. 2 c. 1 d. 3 e. 1 2. Addition a. 1
9. Errors in the use of the preposition "with"	1. Misformation a. Substitution of "with" for "of" b. Substitution of "with" for "in" c. Substitution of "with" for "by"	1. Misformation a. 1 b. 1 c. 1

	d. Substitution of "with" for "to"	d. 2
10. Errors in the use of the preposition "by"	1. Misformation a. Substitution of "by" for "in"	1. Misformation a. 1
11. Errors in the use of the preposition "among"	1. Misformation a. Substitution of "among" for "between" b. Substitution of "among" for "of"	1. Misformation a. 2 b. 1
12. Errors in the use of the preposition "up to"	1. Misformation a. Substitution of "up to" for "to"	1. Misformation a. 1
Total		88

The result of data analysis showed that the error found are classified into: errors in the use of the preposition "to", errors in the use of the preposition "at", errors in the use the preposition "for", errors in the use of the preposition "on", errors in the use of the preposition "through", errors in the use of the preposition "from", errors in the of the preposition "in", errors in the use of the preposition "of", errors in the use of the preposition "with", errors in the use of the preposition "by", errors in the use of the preposition "among", and errors in the use of the preposition "up to."

Furthermore, the errors are included into two kinds of errors, namely misformation and addition. There are misformation substitution errors found substitution of preposition "to" for "from", substitution of preposition "at" for "of", substitution of preposition "at" for "on", substitution of preposition "at" for "in", substitution of preposition "at" for "for", substitution of preposition "for" for "of", substitution of preposition "for" for "about", substitution of preposition "for" for "in", substitution of preposition "for" for "at", substitution of preposition

"on" for "in", substitution of preposition "on" for "of", substitution of preposition "through" for "by", substitution of preposition "from" for "of", substitution of preposition "in" for "of", substitution of preposition "in" for "at", substitution of preposition "in" for "of the", substitution of preposition "in" for "on", substitution of preposition "in" for "from", substitution of preposition "of" for "on", substitution of preposition "of" for "at", substitution of preposition "of" for "for", substitution of preposition "of" for "in", substitution of preposition "of" for "from", substitution of preposition "with" for "of", substitution of preposition "with" for "in", substitution of preposition "with" for "by", substitution of preposition "with" for "to", substitution of preposition "by" for "in", substitution of preposition "among" for "between", substitution of preposition of "among" for "of", substitution of preposition "up to" for "to". Then, addition errors mean that preposition "of" is used, whereas the context does not need it.

In this case, after analysing pre-survey data, the conclusion which was covered was the students' English department ignore the importance of prepositions to convey their background of study in an undergraduate thesis. It should be highlighted that background of study is a crucial part of the undergraduate thesis so that the student should decrease the preposition error. The writer would analyse errors in the background of study students of the English Department for the last five years from 2016 to 2020. So the writer conducted the researched about **AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO.**

B. Research Question

Based on the background of study above, the writer formulates the problem in the research as follows:

1. What are kinds of preposition errors in the writing background of study?

2. What are the factor causing preposition errors in the writing background of study?

C.   Objective and Benefits of the Study

1. Objectives of the study

   The objectives of this research are:

   a. To investigate kinds of preposition errors in an undergraduate thesis written by the English department of IAIN Metro.

   b. To identified the factor causing of preposition errors in undergraduate thesis written by the English Department of IAIN Metro.

2. Benefit of the study

   The writer trusts that the result of the study will give some benefits to students, other researchers, and lecturers. The benefit of the study as follows:

   a. For the Students

   Hopefully, this research was expected to be useful and helpful to give good information to the students English Education Department in increasing the quality of background of study in an undergraduate thesis.

b. For Other Researchers

For other researchers, the researcher is anticipated to be able to become a reference for further research and can be developed into more perfect.

c. For the Lecturers

The result of the research can be used as a reference and also an evaluation of the learning that has been done.

D. Prior Researches

The writer will show the prior research that is in line with this research. The first entitled *Error Analysis of Written English Paragraphs by Jordanian Undergraduate Students: A Case study.* This research is written by Fadi Maher Saleh Al-Khasawneh[3]. The findings of the study reveal that the students of Ajloun National University have committed several errors such as spelling, word order, and subject-verb agreement. The results also showed that the most frequent error committed by the students was the improper use of English articles

The second prior research is written by Iman Muwafaq Muslim Muwafaq Al-Ghabra. The title of the research is *Analyzing Errors Committed in Paragraph Writing by Undergraduates.[4]* The main focus of the present study is to examine the type and frequency of errors in 87 paragraphs written by 87 of the 2nd year students (Department of English, College of Education for

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[3] Fadi Maher Saleh Al-khasawneh, "Error Analysis of Written English Paragraphs by Jordanian Undergraduate Students : A Case Study," no. September (2015).

[4] Iman Muwafaq and Muslim Muwafaq, "Analyzing Errors Committed in Paragraph Writing by Undergraduates" 10, no. 2 (2019): 264–70.

Women, University of Baghdad) when practicing paragraph writing as part of their syllabus. The researchers identified the type and frequency of their errors. Results have been arranged in a descending sequence: grammar, capitalization, spelling, punctuation, formatting, handwriting, and coherence.

Moreover, the third prior research is written by Sanaa Khatter. The title of the research is *An Analysis of the Most Common Essay Writing Errors among EFL Learners (Majmaah University).*[5] This study was conducted to explore and analyze the most common essay writing errors among Saudi female learners at the departments of English, Majmaa'h University, Kingdom of Saudi Arabia. Therefore, the aim has been to identify those difficulties from an error analysis standpoint and identify the sources underlying them. An analysis of a written corpus of forty students' written essays was thoroughly conducted. Types of errors were categorized, and the factors that contributed to them were analyzed.

The last prior research is written by Dedi Irwansyah. The title of the research is *TANTANGAN DAN PELUANG PEMBELAJARAN KOSAKATA (Studi di Program Studi PBI STAIN Jurai Siwo Metro).*[6] This research was conducted to identify the challenges and opportunities of teaching English vocabulary within a specific formal education background called English Language Teaching Department of STAIN Jurai Siwo Metro. Then, based on the result of this research the writer suggests that the department or institution

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[5] Sanaa Khatter, "An Analysis of the Most Common Essay Writing Errors among EFL Saudi Female Learners (Majmaah University)" 10, no. 3 (2019): 364–81.

[6] Dedi Irwansyah, "TANTANGAN DAN PELUANG PEMBELAJARAN KOSAKATA (Studi Di Program Studi PBI STAIN Jurai Siwo Metro)" *TAPIS Jurnal Penelitian Ilmiah* Vol. XII No. 02/Juli-Desember 2012.

pursue such policies as setting up a standardization of English-English dictionary, implementing the minimum requirement of vocabulary competency, and shifting paradigm or approach of teaching vocabulary.

Based on the three prior researches above. So, the writer will conduct a new kind of research about preposition errors on the background of study undergraduate thesis written by the English department graduate of IAIN Metro.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Error Analysis

1. Definition of Error Analysis

According to Corder, an error was looked at as a problem that ought to be killed.[7] In this case, it means that error is an error that must be corrected.

Based on Rosana Beatriz Zublin suggested that error is due to an interlanguage, a streamlined or misshaped representation of the target language.[8] From the definition, it can be summed up that errors occur because of between languages, simplified or formless representations of the target language.

Moreover, Carl James suggested that error analysis is the process of determining the frequency, natural causes, and results of unsuccessful language.[9] It means that error analysis is the process of determining the events, nature, causes, and consequences of language failure.

Ricard divided the errors delivered within the securing of English as a moment language into categories such as overgeneralization, obliviousness of run the show restriction, inadequate application rules, wrong concept hypothesized determining from faulty comprehension of

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[7] Monnipha Sompong, "Error Analysis" 16, no. 2 (n.d.): 109–27.
[8] Rosana Beatriz Zublin, *Error Correction Techniques in the EFL Class*, 2011.
[9] Carl James, Error in Language Learning and Use Exploring Error Analysis, P.1 *e*, n.d.

refinements within the target language.[10] From the definition, the writers conclude that error is a moment language with the categories such as overgeneralization, obliviousness, inadequate application, and wrong concept hypothesized.

Another definition according to Dulay specified that the term error alludes to efficient deviation from a chosen standard or set of norms. Error analysis is useful in moment language learning since this will uncover to us a teacher.[11] From the definition, it can be summed up that error is productive deviations from a chosen standard or set of norms.

2. **The Differences between Error and Mistake**

There are differences between error and mistake according to expert, as follows:[12]

According to James suggested that mistake alludes to the unsystematic error which is related to the learner's performance. Meanwhile, an error is characterized as a systematic error of the learner which relates to the learner's competence. According to James errors and mistakes are categorized as an abnormality. Since they are classified within the same category, types of errors and types of mistakes are too comparative. In this research, the researcher utilized typed errors.

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[10] Monika Ciesielkiewicz and Elena Má, "Error Analysis and Its Relevance to Teaching ESL Composition" 7, no. 5 (2015): 119–38, https://doi.org/10.5296/ijl.v7i5.8076.
[11] Ali Akbar Khansir, "Error Analysis and Second Language Acquisition" 2, no. 5 (2012): 1027–32, https://doi.org/10.4304/tpls.2.5.1027-1032.
[12] Hidayati, "Mistakes and Error Analysis of Cohesive Features in Argumentative Essay of Fifth Semester Students of English Department of Jambi University," *Learning Journal* 1, no. 1 (2014): 41–58.

Brown demonstrated that error analysis means observing, analysing, classifying to uncover something of system operating inside the learner, driven to a surge of study of learner's errors. Both etymologists have different stages in error analysis.

According to Ellis, there are four stages in doing error analysis. The first stage is a distinguished error. In this stage, there is a comparison between sentences that were created by the learner and the right sentences in the target language. The second stage is depicting error. It can be done by classifying learner's errors. The final stage is assessing errors. It center on which errors are categorized as genuine errors or not.

Corder states that an error (in this specialized sense) takes put when the deviation arises as a result of the need for information. He also states that a mistake occurs when learners fall flat to perform their competence, it is the result of preparing issues that avoid learners from getting to their information of the target language. We can define an error as a "lack of competence" and a mistake as a "performance phenome."

According to Richard, Platt and Platt, it is diverse from the meaning of mistake. By and large, errors result from fragmented information, while a mistake is made by a learner when writing or talking which is caused by the need for consideration, weakness, carelessness, or a few other perspectives of performance.

From the explanation above, between errors and mistakes is different. The error is related to the learner's performance. Errors and

mistakes are categorized as an abnormality. Since they are classified within the same category, types of errors and types of mistakes are too comparative. Error occurs due to lack of knowledge or skill, meanwhile mistake happen because of should be corrected.

3. **The Functions and the Aims of Error Analysis**

In doing error analysis for writing skills, of course, a teacher should know the function of error analysis before doing error analysis. There are four functions of error analysis that is defined by Sridhar in Tarigan's book, namely:[13]

a. To determine the organization of items to be taught in class or textbook from easy to difficult lessons.

b. To determine degrees of emphasis, explanation, and exercise of teaching material.

c. To arrange and improve remedial teaching and exercise.

d. To construct learner's proficiency test items.

Error analysis is very important because errors unavoidable in foreign language. Error analysis aims are to find and to know the characteristic of error that is done by students in their writing and make reconstruction in the students writing. Not only that, the aim of error analysis is to provide feedback to teachers and students. The error analysis is not only done for correcting but also reflecting for the learning and teaching strategies to be made.

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[13] "Error Analysis on Grammatical Aspects of Student's Narrative Writing (A Case Study at Economics and Business of Malikussaleh University in Academic Year 2014/2015)," 2015, 10.

B. The Concept of Preposition

1. Definition of Preposition

A preposition is 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.[14]

Learning prepositions is difficult because almost every definition for a preposition has an exception.[15] Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object or complement. They usually indicate relationships, such as prepositions, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence.

A preposition is abstract words that have no concrete meaning. They merely show the relationship 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 see if the phrase makes sense. For preposition concerning time, try positioning the preposition in front of a phrase like "the movie".

A preposition is a word that shows the relationship of a noun or a pronoun to another word in a sentence. Another opinion preposition is a

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[14] A.J Thomson, *A Partical English Grammar*, Low-Predic, n.d, 91.
[15] Marry Ellen A. Plye, Michael and Munoz, *Cliffs Toefl Preparation Guide Fourth Edition*, ed. John and Sons Wiley (Singapore: Pte. Ltd, 1991, n.d.).

connecting word that shows the relation of a noun or a pronoun to some other word in the sentences.

The preposition is classified as a part of speech in that is each composed of a small class of words that have no formal characteristic endings and for these reasons, modern linguistics prefer to classify preposition as structured words rather than as part of speech. Prepositions range in meaning from such as defines semantic notions as time, place, etc.

According to Oxford Advanced Learner's Dictionary "Preposition 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. The basic role of the preposition is to detail the preposition of something, its physical location, or direction.[16]

2. **The Types of Preposition**

According to Ad Good, a preposition can be classified into six types base on form:[17]

  a. Simple Preposition

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

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[16] A.S Hornby, "Oxford Advanced Learner's Dictionary of Current English," n.d., 996.
[17] R.A Quirk, *A Comprehensive Grammar of English Langguage* (London: Longman, n.d.).

b. Double Preposition

The most commonly used double preposition are : into, on, to, from, under, from among, from off, from with, over again, etc.

Example: The girls get into bed.

c. 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.

Example: She sits beside me.

d. 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 past one.

e. Phrase Preposition

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

Example: Melia doesn't enter the class because of this illness.

f. Disguised Preposition

A distinguished preposition is shown in such words below:

behind "be" : " by hind = behind

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

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

3. The Use of Preposition

According to Martin Hewings the use of preposition as follows:[18]

a. Preposition of position and movement

  1) Across, over

    a) We can use it across or over to talk about a position on the other side of, or moving to the other side of a road, bridge, border, river, etc.

    b) We use over rather than across when we talk about reaching the other side of something that is high, or higher than it is wide.

    c) When we are talking about something we think of as a flat surface or an area such as a country or sea, we prefer across rather than over

    d) We prefer all over rather than all across to mean to or in many different parts of an area.

  2) Along, through

    a) When we talk about following a line of some kind (a road, a river, etc.), we use it along

    b) We use through to emphasize that we are talking about movement in a three-dimensional space, with things all

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[18] Martin Hewings, *Advanced Grammar in Use*, Second Edi (Cambrige Univeristy Press, 2005), 88-94.

around, rather than a two-dimensional space, a flat surface or area

c) Through often suggests movement from one side or end of the space to the other.

3) Above, over, below, under, beneath, underneath, throughout

a) We can use either above or even when we say that one thing is at a higher level than another

b) However, we prefer the above, when one thing is not directly over the other.

c) We use over, not above, when something covers something else and touches it

d) And usually when we are talking about horizontal movement at a higher level than something

e) Below is the opposite of above, under is the opposite of over. The differences in the uses of below and under are similar to those between above and over.

f) We can use underneath as an alternative to under as a preposition of place. Beneath is sometimes used as a more formal alternative to under or below.

g) We can use it throughout to emphasize that something is in every part of a place.

b. Between and among

1) As a preposition of place, we use between two or more people or things, that we see as individual or separate, and we use among when we see the people or things as part of a group or mass. Among is only used with three more people or things.

2) Between and among are not only used as a preposition of place.

3) There are a number of common expressions using between and among, including among others (= what is said applies to other people or things, too), among other things (= including other things), between ourselves (= this should be kept secret), and between you and me (= this should be kept secret)

c. Preposition of time

1) During, in, over, throughout

a) We use during or in to talk about a period of time within which an event or activity occurs. The activity may continue for the whole of the period of time.

b) We can use it over or during when we talk about something that goes on for a length of time within a period of time, either for some of that period or for the whole of it.

2) Until, by, up to

a) There are several numbers of ways of saying when something that has continued for some time stops.

b) In informal contexts, we can use up to or up till instead of until we commonly use up to/ till with now and with then.

c) We can use until now to talk about a situation that will not continue beyond now.

3) Prepositions after verbs

a) Some verbs are frequently followed by particular prepositions.

Table 2

Some Common Verb + Preposition Combination

This table shows some common verb + preposition combinations:

	About	*After*	*for*	*Of*	*On*	*With*
Agree	✓				✓	✓
Argue	✓		✓			✓
Ask	✓	✓	✓	✓		
Care	✓		✓			
enquire (or inquire)	✓	✓				
Know	✓			✓		
Learn	✓			✓		
Talk	✓			✓	✓	✓

b) *About* usually means' concerning a particular thing

We use **care about** to talk about something we are not concerned about. *After* is used with **ask** and **enquire** meaning to try to get information about a person (but not a thing), particularly concerning their health. *For* is used with **ask** to talk about what people want and with **care** to talk

about doing the necessary things for someone or something to keep them in good health or condition or to mean 'like', particularly in negative sentences, and to mean 'want' in offers.

Both of these uses of **care for** are rather formal *of* is used with talk, know, and learn to talk about discussing, having or getting information. We use **ask of** when we make or talk about requests. On is used with **talk** and **agree** to mean 'concerned with a particular topic. Notice that we use **agree to** say that someone allows something topic. *With* is used with **argue** and **talk** when we go on to mention the person involved. We use **agree with** to say that two people have the same opinion and to say that we approve of a particular idea or action or to say that two descriptions are the same.

4) Prepositions after nouns

  a) Many nouns are followed by the same prepositions as their related adjective or verb. A few nouns are followed by different prepositions. Others nouns like this and their corresponding adjective or verb are **proud of/pride in, ashamed of/shame about/at.** Some nouns take a preposition where their related verb does not. Other nouns like this include **admiration for, amazement at, discussion**

about/on, improvement in, influence on, interview with, lack of.

b) Some nouns can be followed by **of + -ing** but not usually a t**o-infinitive.** Other nouns like this include **cost, effect, fear, likelihood, possibility, probability, problem, prospect, risk, sign**. Some nouns can be followed by a to-infinitive but not usually a to-infinitive but not usually **of + ing.**

c) Some nouns can sometimes be followed either by of + ing or a to-infinitive with a similar meaning, usually after the. Other nouns like this include **ambition, idea, option, plan**. However, some nouns such as chance, sense, and way, have more than one meaning and are followed either by **of + ing** or a **to+ infinitive** depending on which meaning is used. Notice also that **of + ing** usually follows **no/every/the sole/the slightest/(not) any/with the + intention**.

4. **Kinds of Preposition Error**

According to Dullay those types of error which belong to preposition error are as follows:

a. Omission

This type of error is characterized by the nonattendance of a thing, which must show up in a well-formed utterance. Certain linguistic forms may be omitted by the learner since of their complexity in production. Students made omission errors since they

didn't know they were certain other words or components that must appear in their sentences.[19]

The omission is indicated by the absence of certain items that must appear in sentences. This usually happens in the early stages of second language acquisition. Example: *"My sister smart swimming."* (Correction: *My sister is smart in swimming*.)

b. Addition

This type of error is characterized by the nearness of a thing, which must not show up in a well-formed utterance. It implies that learners not only omit components, which they respect as excess, but they include excess components. The addition is indicated by the presence of "unwanted" items in sentences. This happens when the learners overuse certain grammatical rules of the target language. Example: "*He didn't to come*." (Correction: *He didn't come*.)

c. Misformation

This type of error is characterized by the utilization of the wrong form of the morpheme or structure. Misformation is indicated by the use of wrong forms of certain morphemes or structures. Example: "*My house is among the bakery and the barbershop*." (Correction: *My house is between the bakery and the barbershop*.)

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[19] Muhammad Fajri Abdillah, "An Analysis of Grammatical Errors In Learners' Descriptive Writings At SMA Al-Kautsar Bandar Lampung" 51 (n.d.): 7.

d. Misordering

This type of error is characterized by the incorrect arrangement of morpheme in an expression. Misordering is indicated by the incorrect placement of certain morphemes. Example: "I am sitting next you happy." (Correction: I am happy sitting next you.)

5. **The Factors Causing Preposition Errors**

Error in a preposition is due to in complete learning of the rules. The different parts of speech in sentences could fluster the learners and let them make prepositional error such as omission, addition, or selection of the wrong preposition in English. The errors preposition in students' English writing are influenced by some factors as follows:[20]

a. Inter-language errors

The first is inter-language errors that are used by learners of their mother tongue.

b. Intra-lingual and developmental errors

The second is intra-lingual and developmental errors that are used by learners' ability at a specific phase and demonstrate certain of the general characteristic of language acquisition.

After analysing kinds of errors the writer found the students' error in using prepositions on the background of study undergraduate thesis. The writer found the cause of error there are inter-language,

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intra-language, lack of preposition mastery, interference, and English preposition having more than one meaning in Indonesia.

C. The Concept of Undergraduate Thesis

1. Definition of Undergraduate Thesis

According to Chandrasekhar, the undergraduate thesis is judged on a comparable premise to the postgraduate one.[21] From the definition, that can be concluded that an undergraduate thesis is assessed on a premise comparable to a graduate program.

Mutahar Qasem demonstrated that an undergraduate thesis is a format for reporting research that graduate students write as a portion of satisfying the prerequisites for a progressed academic degree.[22] From the definition above, that can be summed up that an undergraduate thesis is a format for reporting that graduate students for advanced academic degrees.

According to Munslich Mansnur suggested that an undergraduate thesis is scientific writing written by undergraduate program students that discusses a particular topic or field based on the results of a literature review written by experts, the results of field research, or the results of development. It can be summed up that, an undergraduate thesis is scientific writing by an undergraduate program.

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[21] R Cahndra, *How to Write a Thesis (A Working Guide)*, 2008,6.
[22] Mutahar Qassem, "Thesis , Dissertation and Article Writing Preparing Research Paper , Dissertation and Thesis By," no. February 2014 (2017).

Moreover, Jarwanto demonstrated that an undergraduate thesis is a scientific work compiled by an undergraduate student from the results of their research based on primary data analysis and secondary data analysis techniques. From the definition above, it can be summed up that, undergraduate thesis is a scientific work compiled by the undergraduate student.

Indonesian Dictionary, an undergraduate thesis is a scientific work that must be written by students as part of the requirements for completing their academic education. It can be summed up that, an undergraduate thesis is scientific writing for students for completing their academic education.

Based on the definition above we can conclude that an undergraduate thesis is frequently seen as the culmination of graduate work, and it is the formal item. An undergraduate thesis is a key component in your postgraduate consideration, anything your discipline or point. To write in it viably, you may have to obtain a set of academic writing aptitudes that are fundamental to your success. Your undergraduate thesis will likely be the longest piece of writing simply have endeavoured.[23]

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[23] NUI Galway and Dermot Burns, *Writing a Scientific-Style Thesis*, 2017.

2. The Structure of Undergraduate Thesis

The structures of an undergraduate thesis as follow:[24]

a. Abstract

Abstract ought to not surpass one passage and within the generic language structure style. The abstract ought to contain from 100 to 200 words to summarize the objective of your undergraduate thesis and how you accomplished it (what you outlined, create, and produced).

By writing an abstract at an early organize, you may give yourself a system for the rest of the article, it will direct you in choosing what to incorporate and what to omit, thus sparing you repetitive modifying, at that point, once you got to complete the paper, you will be able to return to the working abstract and recast it in its last frame.[25]

b. Introduction

According to Tony Linch, an introduction includes a statement of topic and focus, your vision and inspiration to investigate, and how you find it within broader work, your choice of research about setting and generally information collection strategy, and how your thesis is organized.[26] The introduction ought to depict the issue tended to by your undergraduate thesis, give the inspiration for your work (why

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[24] Information Science, *Writing the Undergraduate Thesis*, 2016.
[25] Bjorn Gustavii, *How to Write and Illustrate a Scientific Paper Second Edition*, 2003.
[26] Tony Lynch, "Structure and Introduction," *English Language Teaching Centre*, 2007, 1–13.

this issue required to be addressed), and briefly, in one passage, how to solve this issue and what were your primary commitments in this field.

In the standard talk, the introduction segment ought to reply to two questions: "What?" and "So What?" What is the paper almost, and why ought to peruser care? The logical diary paper may be a specialized shape of talk, and we utilize a more specialized arrange for our presentation but reply to these two questions is still required.[27]

c. Body

Sensibly separate the body into a few chapters. As a run the show, the body starts with a chapter on strategies and apparatuses which you utilized within the undergraduate thesis (portrayal of strategies, methods, and instruments, etc.)

d. Conclusion

The conclusion may start with a paragraph describing the accomplishment of your undergraduate thesis. The following few paragraphs ought to depict why this contribution can be noteworthy, what their potential application esteem is, and what seems to have been moved forward in the undergraduate thesis in agreement with the set goals.

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[27] Chris A Mack, *How to Write a Good Scientific Paper*, 2018,6.

e. Bibliography

The bibliography ought to list the referenced sources in the sequential list the referenced sources in alphabetical. The state as it was those sources that are cited or referenced within the text along isn't verification of a great nature with writing.

D. The Concept of Background of Study

1. Definition of Background of Study

According to Barly Bram illustrated that the background of study in this portion covers the depiction of the topic and the reason why the topic is chosen and worth considering. It is conceivable that the reason displayed here are influenced by a critic's supposition, an expert comment, fitting hypotheses, a few challenging explanations, and numerous others.[28]

Husein suggested that the background of study contains information about the problem or opportunity that can be questioned to be followed up through research, including the things behind it.

Moreover, Dermawan Wibisono expressed the background of study sections that explains why a study was carried out and what it is trying to achieve or know from the implementation of the research. Supporting facts and data must be stated.

Another definition according to Adrik Purwasito, demonstrated that the background of study contains at least what factors are of concern to

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[28] Barly Bram et.all, *Thesis and Research Paper Handbook*, 2016,9.

serve as a background, how contemporary cases relate to previous cases, and how theories can explain the phenomenon of change over time, and problematic milestones that contain various problems that will be answered in the following chapters.

Based on the definition according to the expert above, the researcher can conclude that background of study is information arranged systematically concerning problematic phenomena and problems that are interesting to examine. Problems occur when the ideal expectation of something is not the same as the reality that happened. Not all problems are phenomena and interesting. A phenomenal problem is when it becomes the attention of many people and is discussed in various circles in society.

The background is intended to explain the reasons why the problem in research wants to be studied, the importance of the problem, and the approach used to solve the problem both from a theoretical and practical side.

2. The Criteria of Good Writing Background of Study

The students ought to fulfil a few components or criteria. The research background can lead the reader to take after along the inquire about (where the extend was done, the proof, and the background

elements). In accomplishing the research background writing, the students should manage some criteria such as[29]

a. Recognize the subject area of intrigue.

b. Set up context by giving a brief and adjusted survey of the related distributed literature that's available on the subject.

c. Clearly state the hypothesis that you investigated.

d. The reason the researcher chose this kind of research study.

Hence, the researcher can say it as the focuses of trust and reality of the subject, other related hypotheses or investigate findings, a major adhere to pertinent data and the reason for choosing the subject. Moreover, good background of study would capture the interest of the groups of the audience.

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[29] Titik Susanti, Albert Rufinus, and Gatot Sutapa, "An Analysis on the Students' Research Background Writing" 5 (n.d.): 1–10.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Study

In this research, the researcher adopted a qualitative method. The qualitative method is descriptive. Qualitative method is the best for tending to numerous of the why questions that analyst has in intellect when they create in their ventures.[30] It implies that in this research the writers use a type of qualitative research that centered on the description.

This research created descriptive data in the shape of written words the topic and its behaviour can be watched. The type of qualitative research centered on the description. It means that descriptive studies are methods for clarifying the wonders of a group. This research will observe the data in the frame of written words.

The type of this research is a case study. It has been widely accepted that a case study is a movement in which the writer asks in-depth a wonder, an occasion, a movement, a program, or one or more individuals. Moreover, a case study could be a clear and particular analysis of a case with a bounded system.

The writer chooses to adopt a qualitative approach to explore errors in an undergraduate thesis. The researcher would be conducted in the State Institute for Islamic Studies of Metro (IAIN).

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[30] Christensen Larry Johnson R. Burke, *EDUCATIONAL RESEARCH: Quantutative, Qualitative, and Mixed Approaches*, Fifth (United States of America: SAGE, 2014).

B. Data Resources

To gather information, it could be necessary to find important and precise data from qualified sources. There are two kinds of sources, namely primary sources and secondary sources. In this research, the primary source is the students' undergraduate thesis for the last five years from 2016 to 2020. Then, the secondary sources are from books, journals, and English dictionaries.

C. Data Collecting Techniques

In conducting the research, the writer selects several backgrounds of study of an undergraduate thesis in State Institute for Islamic Studies of Metro for the last five years from 2016 to 2020. Because the scientific writings had been new the last five years in the undergraduate thesis. The background of study was written by the English Department Graduate of IAIN Metro.

In many qualitative researchers, the writers collect the data and expand the substantial time in the natural setting gathering information. The writer took undergraduate thesis from repository and library of IAIN Metro. On this occasion, the writer gathered the data by using documentation and observation steps that are applied in this technique.

1. Documentation

The generation and utilization of documents and visual data do not inalienably incorporate the researcher in social interactions as doing

interviews and observation, even though of course similarly, it may.[31] During the process of the research, every researcher collects several documents to be the data source. The data can be public documents such as newspapers or official reports or private documents such as private journals, e-mails, or letters. Due to those explanations, the writer directly collected some of background of study written by the English Department Graduate of IAIN Metro from the repository and library of IAIN Metro.

2. Observation

Observation is the act of looking at someone or something carefully for some time, especially to learn something. It is a purpose to get information directly from the field. It would make observation purer in collecting data. So, in conducting this research, the writer applied observation in the library and took some background of study of undergraduate thesis written by the English department graduate of IAIN Metro from repository and library of IAIN Metro.

D. Data Analysis Techniques

There are several components in analysing the data. One of these components is the process of data analysis. The process can make sense of text and image data. The process involves preparing the data for analysing, organizing, different analysis, understanding the data deeply, representing the data, and interpreting the large meaning of the data.[32]

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[31] Jennifer Mason, *Qualitative Researching*, second (London: SAGE, 2002).
[32] John W. Creswell, *Education Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research*, (New York: Pearson, 2012), fourth edition p.7.

According to LeCompte and Schensul recommended that data analysis be done as data are collected within the field, as before long as conceivable after the data have been collected, both whereas the researcher is still within the field and afterward when the researcher is no longer within the field. Paton demonstrates that three things happen during analysis data: data are collected, data are reduction through summarization and categorization, designs, and topics in the data are distinguished and connected.[33] The writer would apply Miles and Huberman model to analyse the data. The components of this analysis model are envisioned by this figure.
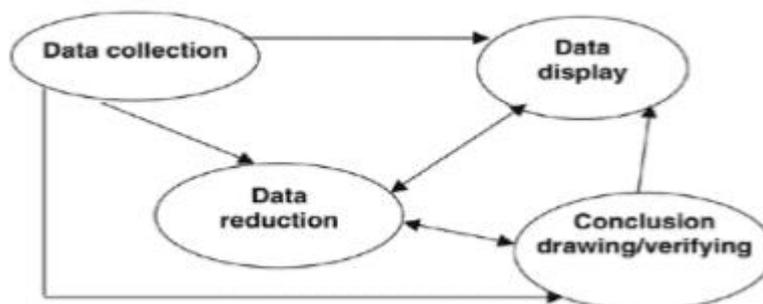
Figure 1. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the taking after steps:[34]

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[33] Barbara Kawulich, "Qualitative Data Analysis Techniques," 2015, 97.

[34] Matthew B. Milles and A. Michael Huberman, *Qualitative Data Analysis*, ed. Rebecca Holland, Second (United States of America: SAGE Publications, 1994), 12.

1. Data Collection

   Data collection is the step when the writer accumulates all data which are utilized to complete the research. Data collection, which is defined as the arrangement of interrelated activities designed to gather information to answer the emerging research questions.[35] In this step, the writer read the undergraduate thesis to get information about the main point as much as possible.

2. Data Reductions

   Data reduction alludes to the process of selecting, centering, rearranging, abstracting, and changing the data that show up in written-up field notes or transcriptions. In this step, the writer took students' errors in preposition errors aspect into categories. The writer described preposition errors in students' backgrounds of study to be analysed.

3. Data Display

   The third major flow of analysis activity is data display. Generically, a display is an organized, compressed gets together of data that licenses conclusion drawing and activity. In the display organize, additional, higher arrange categories or topics numerous rise from the data that go past those, to begin with, found amid the introductory process of data reduction. A few activities in analysing the data that are done by the writer in data display documentation.

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[35] Sarah Lewis, "Qualitative Inquiry and Research Design: Choosing Among Five Approaches," *Health Promotion Practice* XX, no. X (2015): 1–3, https://doi.org/10.1177/1524839915580941.

In the documentation step, the writer selects several backgrounds of study of undergraduate thesis written by the English Department Graduate of IAIN Metro for the last five years from 2016 to 2020.

E. Research Approach

In this research the writer uses six steps in the process of research, as follows:

1. Organizing and preparing the data for analysis

   For this step, the writer prepared to read the undergraduate thesis as source information for analysing process.

2. Beginning detailed analysis with a coding process

   The writer took students' errors in prepositions into categories and labelled those categories.

3. Using the coding process

   It was used to generate a description of the setting or people as well as categories or themes for analysis. The writer described prepositions errors in students' background of study to be analysed.

4. Advance

   It was about how the description and theme would be represented in the qualitative descriptive. The writer also used figures or examples of interference in the discussion.

5. Making interpretation or meaning of the data

   In the final step of data analysis, the writer interpreted the result of the research after finishing all the steps.

CHAPTER IV

RESEARCH RESULT

A. **Description of Research Setting**

1. **The Historical Background of IAIN Metro**

a. **The Brief History of IAIN Metro**

The forerunner to the establishment of STAIN Jurai Siwo Metro cannot be separated from the history of the establishment of IAIN Raden Intan in Bandar Lampung. This is none other than because the establishment of IAIN Raden Intan Bandar Lampung itself is the result of the effort of religious and community leaders who are members of the Lampung Islamic Welfare Foundation (YKIL) which was founded in 1961 chaired by RD. Muhammad Sayyid.

From the results of the deliberation, it was decided to establish two faculties, namely the Tarbiyah Faculty and the Syari'ah Faculty, whose positions in Tanjung Karang were under the foundation's assistance.

In 1964, to be precise, on 13 October 1964, based on the Decree of the Minister of Religion Number 86/1964, the status of the YKIL Tarbiyah Faculty from private to public was changed, but it did not stand alone through the branch of the Tarbiyah Faculty of IAIN Raden Fatah Palembang. In 1967 at the request of the Metro

community to YKIL to open the Tarbiyah Faculty and the Syari'ah Faculty in Metro with the approval of the Dean of the Tarbiyah Faculty in Metro with the approval of the Dean of the Tarbiyah Faculty of IAIN Raden Fatah Palembang.

Before 1965 the Faculty of Ushuluddin was established which was located in Tanjung Karang with due observance to the Presidential Degree No. 27 of 1963 because the provisions of establishing an independent university (al-jami'ah) had to have three faculties in preparation for the establishment of the State Islamic Institute (IAIN) Lampung.

In addition to YKIL in 1965, the Lampung Islamic College Foundation (LICF) was also founded, led by KH. Zakari Nawawi. Even though this foundation was started on 27 August 1966, this foundation tried hard to support the existing faculties and tried to change the status of these faculties from private to public.

After IAIN Raden Intan Lampung was officially opened, the Tarbiyah Faculty and all of them were assigned to IAIN Raden Fatah Palembang to become an independent faculty, as the Tarbiyah Raden Intan Lampung faculty based on the decree of the Minister of Religion RI No. 188 of 1966.

Shortly after changing the name IAIN Raden Intan Tanjung Karang to Raden Intan Bandar Lampung following the change in the name of the capital city of Lampung to Bandar Lampung, a circular

letter of Bimas Islam No. E.III.OT/OO/ AZ/1804/1996, dated 23 August 1996 concerning the institutional arrangement of IAIN faculties outside the mainland into the State Islamic Religious College.

As a continuation, from April 23rd to 25th, 1997 a working meeting of the faculty deans and rectors was held outside the main office. On this occasion also stipulated changes and ratification of faculties outside the mainland to become State Islamic High School (STAIN) based on Presidential Decree No. 11 of 1997.

In line with the change in status, Drs. Zakaria Zakir, who serving as dean of the Tarbiyah Faculty, proposed the name STAIN Metro, namely, STAIN Raden Imba Kusuma, STAIN Lampung, STAIN Jurai Siwo, STAIN A. Yasin, and STAIN Sostrodarmo. Based on the regent's suggestion (at that time Herman Sanusi), the name STAIN Metro is STAIN Jurai Siwo Metro considering that STAIN is located in the middle of the village which has the tradition and culture of "nine balancing clans."

As a follow-up of the 1997 presidential decree above, on June 30, 1997, 33 STAIN were simultaneously inaugurated and the chairperson was held by the respective Dean as acting chairperson. Then, on August 1, 2016, by following the presidential regulation 71 of 2016 STAIN Jurai Siwo Metro changed to IAIN Metro.

Now, IAIN Metro has four faculties namely FTIK, Economy Business Faculty, Syari'ah Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty cover 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 (TBIO), Social Science Education Study Program (TIPS). Besides, Syari'ah faculty includes Islamic Law Department (AS), Islamic Economy Law (Hesy), and Islamic Constitutional Law (HTNI). Furthermore, Islamic Economy and Business Faculty comprise D3 Syari'ah Banking (D3 PBS), 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 Faculty cover Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extention Guidance (BPI).

The struggle of all elements of the academic community, driven by the Head of STAIN Jurai Siwo Metro, Prof. Dr. Syaripudin, M.Ag, did not stop there. Towards the end of 2009 STAIN has been able to penetrate the old ideals, namely to open a Postgraduate Program with the Study Program of Islamic Education and Islamic

Law. In addition, the desire to change the status of STAIN to IAIN will also continue to be fought for.

Starting with the STAIN senate meeting in early 2008 which approved the pilot plan for the opening of the STAIN Jurai Siwo Metro Postgraduate Program. Based on the approval of the Senate forum, the Chairman issues Decree No. 78.a of 2008 concerning the Committee and Team for the Establishment of the Postgraduate Program of STAIN Jurai Siwo Metro dated May 2. 2008.

After the proposal is separated, STAIN officially submits it to the director-general of the Ministry of Religion of the Republic of Indonesia in Jakarta to be assessed by the Assessment Team for the Proposal for the Opening of Study Programs and Religious Higher Education Institutions. From the results of the team's selection and assessment, the proposal for the opening of PPs STAIN Jurai Siwo was selected in a group of 13 proposals that were called to deliver a presentation in front of assessors and officials of the Directorate of Islamic Higher Education in Jakarta on October 13, 2009.

After the Assessment team and assessors recommended several revision notes among the other things, the name of the study program was changed to Islamic Education (KI) and Islamic Law, the addition of lecturers and contract professors for the two study programs who came from universities that were bound by the MOU as well as sharpening the distinctive core curriculum content.

After the proposal revision was submitted, the assessor team from the Ministry of Religion of the Republic of Indonesia (Dr. Abu Amar, M.Sc and Drs. Abdullah) visited STAIN Metro to visit STAIN preparation and readiness for PPs on 11-12 December 2009. The results of the visitation team, reported to the Indonesian Ministry of Religion in Jakarta for a later trial. In January 2010, there was a decision by the director-general regarding scientific clumps and academic degrees, the Postgraduate Proposal of STAIN Jurai Siwo was asked to be adjusted to the decision, so it was proposed to change the Islamic Education study program and Islamic Law study program into Family Law (al-ahwal Al-Shakhshiyyah).

After waiting for several months the struggled of the academic community of STAIN Jurai Siwo has paid off with the issuance of the Decree of the Director-General of Islamic Education of the Ministry of Religion Number: Dj. 1/280/2010 concerning permits to organize Undergraduate Study Programs in Islamic Religious Education (PAI) and Family Law (al-Ahwal al-Syahsiyyah) dated May 25, 2010.

In a further development, in 2012 the Director of the Postgraduate Program was held by Husnul Fatarib, Ph.D. until 2015, then replaced by Dr. Hj. Ida Umami, M.Pd. Cons. (years 2015-2017). The next period the Director of Postgraduate is currently held by Dr. Tobobatussaadah, M.Ag. (years 2017-2021). To complete the ranks of postgraduate management, IAIN Metro is equipped with Assistant

Director (Dr. Mahrus As'ad, M.Ag), Head of Master's Degree Program in Islamic Education (Dr. Sri Andri Astuti, M.Ag.), Head of Master's Degree Study Program in Islamic Family Law (Dr. Edi Susilo, MHI), Head of Subdivision of Administration (Nur'aini, MM), Academic and Student Affairs Staff, Manager of Nizham Journals and Ri'ayah Journals and Library Staff.

In the next development in 2017, with the issuance of the Decree of the Director-General of Islamic Education Number 1331 dated March 3, 2017, concerning the implementation of study Programs at the Master Program of the Metro State Islamic Institute, the Postgraduate is allowed to open and accept new students two new Study Programs, namely the Master of Arabic Language Education and Masters in Islamic Economics, with the Head of Master's Degree Program in Arabic Language Education, Dr. Khoirurijal, M.A., and the Head of S2 Syariah Economic Study Program, Dr. Process Swastiks, M.I.F.

b. **Organization Structure of IAIN Metro**

The organization structure of IAIN Metro in the academic year 2020/2021, as follows:

Figure 1

The organization structure of IAIN Metro
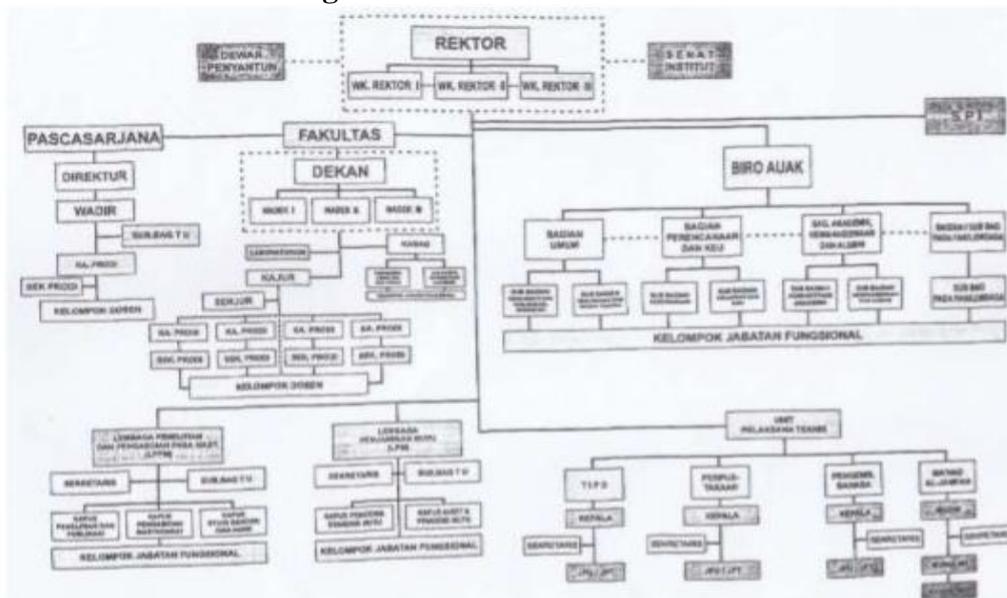
c. **The Facilities in IAIN Metro**

To support lecturers and students, there are some facilities in State Institute for Islamic Studies of Metro namely: lectures room, computer laboratory unit and BMT, library unit, language laboratory unit, micro-teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basketball field, wall climbing field, tennis field, auditorium, student's activities unit (UKM) room, student's committee office. For getting the details facilities, it can be shown in the table below:

Table 2
Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of Room	Large (M)
1	Lecture's 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 Condition of Lecturer and Official Employees

The number of lectures and official employers at the State Institute for Islamic Studies of Metro in the academic year 2020/2021 is 215. Otherwise, there are 1117 lectures non-PNS and 53 honorary workers. Consequently, the whole staff of the State Institute for Islamic Studies of Metro in academic years 2020/2021 is 45.

e. Students in State Institute for Islamic Studies of Metro

The total of the Students in State Institute for Islamic Studies of Metro is 8055 students.

Table 3
Total of Students in State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English Education Department (TBI)	769
		Islamic Education Department (PAI)	1229
		Arabic Education Department (PBA)	236
		Islamic Elementary School Education Department (PGMI)	529
		Mathematical Education Department (TPM)	243
		Biology Education Department (TBIO)	219
		Social Science Education Department (TPS)	225
		Islamic Childhood Education Department (PIAUD)	236
2	Economy Business Faculty	D3 Syari'ah Banking Program (D3 PBS)	15
		S1 Syari'ah Banking Program (S1 PBS)	1024
		Islamic Economy Department (ESY)	1186
		Islamic Accountant (AKS)	303
		Pilgrimage Management (MHU)	136
3	Syari'ah Department	Islamic Law Program (AS)	407
		Islamic Economy Law Program (HESY)	530
		Islamic Constitution Law (HTNI)	139
4	Islamic Announcementand Communication Department	Islamic Communication and Broadcasting (KPI)	417
		Language Arabic Literature Program (BSA)	88
		Islamic Extension Guidance (BPI)	124

Source: Observation on IAIN Metro in the Academic year 2020/2021

2. The English Education Study Program (TBI)

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

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

English education study program (TBI) has a vision in implementing education namely: creating professional students 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 a 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 skilful educator candidates who have a good attitude.

d) Applying an integrated education system which can give a significant input for educational development.

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

B. General Description of Research Data

In IAIN Metro, similar to the other colleges, the students who take a degree are required to write an undergraduate thesis. Before writing an undergraduate thesis, the students ought to conduct scientific research. While they finish doing the research, they will report the result through scientific writing in an undergraduate thesis.

Regarding the object of this research, the writer specified the main object of this research on the background of the study of students' undergraduate thesis of the English Education Study Program.

In this case, the writer specifically analysed the phenomena of error in the students' background of study of their undergraduate thesis. As the primary data research, the data taken from the students' undergraduate thesis was written by the English Education Department of IAIN Metro for the last five years from 2016 until 2020.

C. Data Analysis

In conducting the research, the writer analysed 28 background of study of students' undergraduate thesis of English Education Study Program for the last five years from 2016 to 2020. Based on the analysis, the writer found errors in the kinds of Preposition Error in the Background of Study of Undergraduate Thesis written by the English Department Graduate of IAIN Metro. The following table illustrates the errors which were gotten from that background of study.

Table 4

The percentage of kinds Preposition Error on the Background of Study Undergraduate Thesis Written by the English Department Graduate of IAIN Metro

Participants	Kinds of Preposition Error in Background of Study of Undergraduate Thesis				Total	Taken From
	Omission	Addition	Misformation	Misordering		
BOS 1	-	-	3	-	3	Background of Study Undergraduate Thesis 2016 (1)
BOS 2	-	-	3	-	3	Background of Study Undergraduate Thesis 2016 (2)
BOS 3	-	-	2	-	2	Background of Study Undergraduate Thesis 2016 (3)
BOS 4	-	-	1	-	1	Background of Study Undergraduate Thesis

						2016 (4)
BOS 5	-	-	2	-	2	Background of Study Undergraduate Thesis 2017 (1)
BOS 6	-	-	1	-	1	Background of Study Undergraduate Thesis 2017 (2)
BOS 7	-	1	3	-	4	Background of Study Undergraduate Thesis 2017 (3)
BOS 8	-	-	4	-	4	Background of Study Undergraduate Thesis 2017 (4)
BOS 9	-	-	4	-	4	Background of Study Undergraduate Thesis 2017 (5)
BOS 10	-	-	3	-	3	Background of Study Undergraduate Thesis 2018 (1)
BOS 11	-	-	3	-	3	Background of Study Undergraduate Thesis 2018 (2)
BOS 12	-	-	5	-	5	Background of Study Undergraduate Thesis 2018 (3)
BOS 13	-	-	3	-	3	Background of Study Undergraduate Thesis 2018 (4)

BOS 14	-	-	7	-	7	Background of Study Undergradu ate Thesis 2018 (5)
BOS 15	-	-	5	-	5	Background of Study Undergradu ate Thesis 2019 (1)
BOS 16	-	-	3	-	3	Background of Study Undergradu ate Thesis 2019 (2)
BOS 17	-	-	4	-	4	Background of Study Undergradu ate Thesis 2019 (3)
BOS 18	-	-	5	-	5	Background of Study Undergradu ate Thesis 2019 (4)
BOS 19	-	-	1	-	1	Background of Study Undergradu ate Thesis 2019 (5)
BOS 20	-	-	9	-	9	Background of Study Undergradu ate Thesis 2019 (6)
BOS 21	-	-	3	-	3	Background of Study Undergradu ate Thesis 2019 (7)
BOS 22	-	-	1	-	1	Background of Study Undergradu ate Thesis 2019 (8)
BOS 23	-	-	1	-	1	Background

						of Study Undergraduate Thesis 2019 (9)
BOS 24	-	-	3	-	3	Background of Study Undergraduate Thesis 2019 (10)
BOS 25	-	-	1	-	1	Background of Study Undergraduate Thesis 2020 (1)
BOS 26	-	-	3	-	3	Background of Study Undergraduate Thesis 2020 (2)
BOS 27	-	-	2	-	2	Background of Study Undergraduate Thesis 2020 (3)
BOS 28	-	-	2	-	2	Background of Study Undergraduate Thesis 2020 (4)
Total	**0**	**1**	**87**	**0**	**88**	
Percentage	**0%**	**1%**	**99%**	**0%**	**100%**	

Based on the result of the data analysis above, it could be described that there were some errors commonly found in the background of study. The writer furthermore, classified those errors into two types there are addition errors and misformation errors.

A brief description of error analysis on background of study undergraduate thesis for the last five years from 2016 to 2020, as follows:

1. Background of Study 1

   a. *Therefore, the purpose of source language (SL) becomes different to target language (TL), and them the message cannot be sent to the readers.*

   b. *Based on the documentation, it shows that translation competence at the students' STAIN Jurai Siwo Metro have less accurate (70%) for 218 students, not accurate (10%) for 32 student, and (20%) accurate for 55 student.*

   c. *This research was conducted at the students of STAIN Jurai Siwo Metro in the Academic Year 2014/2015.*

   In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using about after word *different*, the sentences must *different from* not different to. In the second example, the writer made an error by using a writing sentence preposition, the word *at* is not impropriety. In the last example, the writer made an error by using about after word *conducted*, the sentences must be in *conducted on* not conducted at. Then, the writer suggested that the sentences must be corrected to be as follows:

   a. *Therefore, the purpose of source language (SL) becomes different from target language (TL), and them the message cannot be sent to the readers.*

   b. *Based on the documentation, it shows that translation competence of the students' STAIN Jurai Siwo Metro have less accurate (70%) for*

218 students, not accurate (10%) for 32 student, and (20%) accurate for 55 student.

c. *This research was conducted on the students of STAIN Jurai Siwo Metro in the Academic Year 2014/2015.*

2. Background of Study 2

a. *The audio visual method for this research is use English movie subtitles.*

b. *Add subtitle in movie also can help students, when they do not understand the context well, they can immediately see on the movie that has been provided or subtitles that are already on the LCD screen / computer and of the movie they also can to take a content of immediately dialogue in movie.*

c. *This movie advantages can accomodate through read the subtitle.*

In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using the preposition *for*. The preposition *for* is used of a period of time and in this way is replaceable by since with the point in time when the action began. In the second example, the writer made an error by using the preposition *on*. Both *in* and *on* are prepositions. The preposition is used in a sentence to express the condition between words with another word. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. In the last example, the writer made an error by using the preposition *through*. The

writer must understand that the preposition *through* to emphasize that we are talking about movement in three-dimensional space, with things all around, rather than two-dimensional space, a flat surface, or area. Next, the writer suggested that the sentences must be corrected to be as follows:

a. *The audio visual method of this research is use English movie subtitles.*

b. *Add subtitle in movie also can help students, when they do not understand the context well, they can immediately see in the movie that has been provided or subtitles that are already on the LCD screen / computer and of the movie they also can to take a content of immediately dialogue in movie.*

c. *This movie advantages can accomodate by read the subtitle.*

3. Background of Study 3

   a. *Learning English language for the Indonesian students is not easy, for new learners.*

   In this background of study, the writer made an error by using a preposition *for*. The word Learning English language *for* the Indonesian students it's no impropriety, because the preposition *for* use of a period of time and in this way is replaceable by since with the point in time when the action began. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *Learning English language of the Indonesian students is not easy, of new learners.*

4. Background of Study 4

   a. *When teaching for comprehension, our challenge is twofold.*

   In this background of study, the writer made an error by using about after word *teaching*, the sentences must be in *teaching about* not teaching for. Next, the writer suggested that the sentences must be corrected to be as follows:

   a. *When teaching about comprehension, our challenge is twofold.*

5. Background of Study 5

   a. *Comprehension has the real correlation in reading, because in comprehension we get the point from what we read.*

   b. *The English minimum passing grade in this school is 75.*

   In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using about after word *the point*, the sentences must be in *the point of* not the point from. In the second example, the writer made an error by using the preposition *in*. The writer must understand that the preposition *in* is a preposition of time not to show the number or score. Then, the writer suggested that the sentences must be corrected to be as follows:

   a. *Comprehension has the real correlation in reading, because in comprehension we get the point of what we read.*

   b. *The English minimum passing grade of this school is 75.*

6. Background of Study 6

   a. *The writer conducted a pre survey 25th of September, found the grammatical errors in abstract of the students' English Department related to use of google translate.*

   In this background of study, the writer made an error in a preposition *of*. The preposition *of* has several functions in English, the first to indicate possession, the second is to indicate a reference, and the last is to indicate a number. Next, the writer suggested that the sentences must be corrected to be as follows:

   a. *The writer conducted a pre survey 25th on September, found the grammatical errors in abstract of the students' English Department related to use of google translate.*

7. Background of Study 7

   a. *Therefore the quality of the language skills students depends of the quantity and quality of on their vocabulary.*

   b. *The minimum standard criteria (MSC) for English subject is 70.*

   In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using about after word *depends*, the sentences must be in *depends on* not depends of. And in the first example, the writer made an error double preposition. In the last example, the writer made an error by using the preposition *for*. The preposition for has to function is to show the duration of a particular

activity or event. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *Therefore the quality of the language skills students depends on the quantity and quality of their vocabulary.*

b. *The minimum standard criteria (MSC) of English subject is 70.*

8. Background of Study 8

a. *It is the first foreign language which is learned and taught at school from kindergarten to university.*

b. *At Senior High School, the students are able to use English as a mean of communication in both spoken and written form.*

c. *Here are examples with the eight affixes.*

d. *Unfortunatelly, students from English Education of STAIN JURAI SIWO METRO thought still do these errors.*

In this background of study, the writer found some errors in a preposition. In the first example and the second example, the writer made an error by using the preposition *at*. The writer must understand that the preposition at is used to describe a more specific place and time. In the third example, the writer made an error by using the prepositions *with*. The writer must understand that the preposition *with* is used to show togetherness or ownership. In the last example, the writer made an error by using the preposition *from*. The preposition from is used to indicate place and time. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *It is the first foreign language which is learned and taught in school from kindergarten to university.*

b. *In Senior High School, the students are able to use English as a mean of communication in both spoken and written form.*

c. *Here are examples of the eight affixes.*

d. *Unfortunatelly, students of English Education of STAIN JURAI SIWO METRO thought still do these errors.*

9. Background of Study 9

a. *Language is a means in communication.*

b. *Writing is the last skill that mentioned on all the texts of language skills but it is not the least, because writing is the basic skill, just as important as listening, speaking, and reading.*

c. *Based on the picture above that is taken by the researcher, it can be found that some of students in eigth semester at IAIN Metro have the lack of using proper code mixing when they make conversation through BBM.*

In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using the preposition *in*. In the second example, the writer made an error by using the preposition *on*. In the last example, the writer made an error by using the preposition *in*. Both *in* and *on* are prepositions. The preposition is used in a sentence to express the condition between words with another word. The writer has to understand the feeling in the sentence and assign

the word in, on is used to express where the objects is a particular place, etc. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *Language is a means of communication.*

b. *Writing is the last skill that mentioned in all the texts of language skills but it is not the least, because writing is the basic skill, just as important as listening, speaking, and reading.*

c. *Based on the picture above that is taken by the researcher, it can be found that some of students at the eigth semester of IAIN Metro have the lack of using proper code mixing when they make conversation through BBM.*

10. Background of Study 10

a. *Basically, every word has one first meaning and other secondary meanings, which is in a way or another related together on the one hand and to the first meaning on the other.*

b. *In this case, the writer has conducted a pre-survey by the mid test score of subject translation at students' English Departement of IAIN Metro.*

In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using the preposition *on*. In the second example, the writer made an error by using the preposition *at*. Prepositions on and at are prepositions of time that are used as time indicators, namely at for a certain time and on for the day

and date. Next, the writer suggested that the sentences must be corrected to be as follows:

a. *Basically, every word has one first meaning and other secondary meanings, which is in a way or another related together of the one hand and to the first meaning of the other.*

b. *In this case, the writer has conducted a pre-survey by the mid test score of subject translation of students' English Departement of IAIN Metro.*

11. Background of Study 11

a. *It requires some aspects such as widely perception, involving thinking process and need good understanding on word order.*

b. *Third, students do not use objects on verbs that require them.*

c. *Regarding the justifications above the writer attempts to conduct a study which consists of a common error in the use of word order in the recount text performed by the students in Eighth Grader.*

In this background of study, the writer found some errors in a preposition. In the first example and the second example, the writer made an error by using the preposition *on*. In the last example, the writer made an error by using the preposition *in*. Both *in* and *on* are prepositions. The preposition is used in a sentence to express the condition between words with another word. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects

is a particular place, etc. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *It requires some aspects such as widely perception, involving thinking process and need good understanding in word order.*

b. *Third, students do not use objects in verbs that require them.*

c. *Regarding the justifications above the writer attempts to conduct a study which consists of a common error in the use of word order in the recount text performed by the students of the Eighth Grader*

12. Background of Study 12

a. *The habit can become a healthy addiction and adds to the information available on various topics.*

b. *This statement corroborate by the result of pre survey at the seventh graders of Junior High School 02 Pubian, only 20 % the students who passed for the material of reading and 80 % the students failed with the highest grade 80 and the lowest grade 20 with the minimum mastery criteria (KKM) for English is 65, the data can be known as follows:*

c. *From the result of pre survey it can seen that just 5 students from 30 students has good score in reading comprehension test, it can be said that 80% of the students do not reach minimum requirement yet.*

d. *The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher*

interested for using problem based learning strategy for helping students' reading comprehension.

e. *In this research, the researcher want to investigate whether problem based learning strategy gives the positive effect on the reading comprehension.*

In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using the preposition *on*. In the second example, the writer made an error by using the preposition *for*. In the third example, the writer made an error by using the preposition *from*. In the fourth example, the writer made an error by using about after *interested*, the sentence must be *interested in* not interested for. In the last example, the writer made an error by using the preposition *on*. The preposition *on* is a preposition to indicate time and place. In explaining time, it is used to give specific information about time. While, the preposition on to describe a place, this preposition is used to describe a subject that is above the surface. The preposition *from* is used to denote time and place, not the number. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *The habit can become a healthy addiction and adds to the information available in various topics.*

b. *This statement corroborate by the result of pre survey at the seventh graders of Junior High School 02 Pubian, only 20 % the students who passed for the material of reading and 80 % the students failed*

with the highest grade 80 and the lowest grade 20 with the minimum mastery criteria (KKM) of English is 65, the data can be known as follows

c. *From the result of pre survey it can seen that just 5 students of 30 students has good score in reading comprehension test, it can be said that 80% of the students do not reach minimum requirement yet.*

d. *The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher interested in using problem based learning strategy for helping students' reading comprehension.*

e. *In this research, the researcher want to investigate whether problem based learning strategy gives the positive effect in the reading comprehension.*

13. Background of Study 13

a. *Making the students active related to the writer's reason in choosing the topic of this research.*

b. *Moreover Based on the pra-survey was conduct on May, 9, 2017 in SMP Negeri 2 Metro, it was find out problems in teaching learning process.*

c. *The subject of this research is a English teacher of SMP Negeri 2 Metro.*

In this background of study, the writer found some errors in a preposition. In the first and the second example, the writer made an error

by using the preposition *in*. The preposition *in* is used to describe the place and time. In describing time, this preposition is used to describe the month of the year. Whereas, in describing of place this preposition is used to describe a meaningful location within. In the last example, the writer made an error by using the preposition *of*. The preposition *of* has several functions in English, the first to indicate possession, the second is to indicate a reference, and the last is to indicate a number. Next, the writer suggested that the sentences must be corrected to be as follows:

a. *Making the students active related to the writer's reason for choosing the topic of this research.*

b. *Moreover Based on the pra-survey was conduct on May, 9, 2017 at SMP Negeri 2 Metro, it was find out problems in teaching learning process.*

c. *The subject of this research is a English teacher at SMP Negeri 2 Metro.*

14. Background of Study 14

a. *By the time, the conventional way in learning English become so dull.*

b. *This method, which later becomes part of CALL approach, focuses in the potentiality of digital games and simulations that are estimable in language learning.*

c. *From various research Thorne, Black and Sykes also believe the MMORPGs provide some amount of advantages as the arena of language learning.*

d. *The game was released for iOS platforms on August 2nd, 2012 and on Google Play for Android on October 7th, 2013.*

e. *Clash of Clans became an App Store top 5 download in December 2012 until May 2013, and its success has been described as the emergence in multiplayer gaming on mobile devices.*

In this background of study, the writer found some errors in a preposition. In the first example and the second example, the writer made an error by using the preposition *in*. In the third example, the writer made an error by using the preposition *of*. The prepositions *of* has several functions in English, the first to indicate possession, the second is to indicate a reference, and the last is to indicate a number. In the fourth example, the writer made an error by using the preposition *on*. In the last example, the writer made an error by using the preposition *in*. Both *in* and *on* are prepositions. The prepositions are used in a sentence to express the condition between words with another word. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *By the time, the conventional way of learning English become so dull.*

b. *This method, which later becomes part of CALL approach, focuses on the potentiality of digital games and simulations that are estimable in language learning.*

c. *From various research Thorne, Black and Sykes also believe the MMORPGs provide some amount of advantages as the arena for language learning.*

d. *The game was released for iOS platforms on August 2nd, 2012 and in Google Play for Android on October 7th, 2013.*

e. *Clash of Clans became an App Store top 5 download from December 2012 until May 2013, and its success has been described as the emergence of multiplayer gaming on mobile devices.*

15. Background of Study 15

a. *In this research, the researcher only focused on the preposition writing errors on sentence writing in undergraduate thesis.*

b. *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.*

c. *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.*

d. *Given this scenario, the study explores ways by which teachers can address correcting the errors and restructuring the students' interlanguage system.*

e. *The prepositions 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.

In this background of study, the writer found some errors in a preposition. In the first example and the second example, the writer made an error by using the preposition *on*. Prepositions are used in a sentence to express the condition between words with another word. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. In the third example, the writer made an error by using the preposition *through*. The writer must understand preposition *through* is used to explain the movement. In the fourth example, the writer made an error in using prepositions *by*. The preposition by has a function to declare how to do something. In the last example, the writer made an error by using the preposition *of*. The preposition of has several functions in English, the first is to indicate possession, the second is to indicate a reference, and the last is to indicate a number. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *In this research, the researcher only focused on the preposition writing errors in sentence writing in undergraduate thesis.*

b. *Because of using prepositions errors in sentence writing in undergraduate thesis become phenomena in writing process, as the students' writing result in the State Institute for Islamic Studies of Metro that still many errors in using prepositions.*

c. *Besides, writing as encoding of a certain message or idea by writing it in a shape of a sequence of sentences put together in a systematic way.*

d. *Given this scenario, the study explores ways in which teachers can address correcting the errors and restructuring the students' interlanguage system*

e. *The prepositions 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 in formal instruction.*

16. Background of Study 16

a. *Language is a bridge among the people in conveying some information and making communication.*

b. *Therefore, in Indonesia, English has introduced earlier in Elementary School and it was learn more completely at Junior High School till to the University Level.*

c. *Furthermore, there are so many aspects in writing, one of them is inflectional morphemes, Inflectional morphemes whose process for relating such word forms play their central role.*

In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using prepositions *among*. The preposition *among* is always used of more than two people or things considered as a group rather than as individuals. In the second example, the writer made an error by using the preposition *at*. The writer must understand the preposition *at* is used to denote a place, a more specific location. In the last example, the writer made an error by using the preposition *for*. The preposition *for* are used to indicate usefulness, duration, and some indicate destination. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *Language is a bridge between the people in conveying some information and making communication.*

b. *Therefore, in Indonesia, English has introduced earlier in Elementary School and it was learn more completely in Junior High School till to the University Level.*

c. *Furthermore, there are so many aspects in writing, one of them is inflectional morphemes, Inflectional morphemes whose process of relating such word forms play their central role.*

17. Background of Study 17

a. *The length of time used for writing will vary among the writers.*

b. *Students will be good at writing when applying the writing mechanism appropriately so that appropriate sentences can be formed.*

c. *Moreover, the state of phsychology in good students will also produce good results on writing.*

d. *In addition, progressive aspect refers to a verb phrase made with a form of be plus-ing that indicates an action or condition contuining in the present, past, or future.*

In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using prepositions *among*. The preposition *among* is always used of more than two people or things considered as a group rather than as individuals. In the second example, the writer made an error by using the preposition *at*. The writer must understand the preposition *a*t is used to denote a place, a more specific location. In the third example, the writer made an error by using the preposition *on*. The prepositions are used in a sentence to express the condition between words with another word. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. In the last example, the writer made an error by using the preposition *with*. The writer must understand that the preposition *with* is used to show togetherness or ownership. Next, the writer suggested that the sentences must be corrected to be as follows:

a. *The length of time used for writing will vary between the writers.*

b. *Students will be good in writing when applying the writing mechanism appropriately so that appropriate sentences can be formed.*

c. *Moreover, the state of phsychology in good students will also produce good results in writing.*

d. *In addition, progressive aspect refers to a verb phrase made in a form of be plus-ing that indicates an action or condition contuining in the present, past, or future.*

18. Background of Study 18

a. *As the consequence, all countries in the world use English as one of the subjects studied at school.*

b. *It is the first foreign language which is learned and taught at every school in Indonesia from kindergarten to university.*

c. *The main purpose of teaching English as a foreign language is providing the competence of the students to achieve communication competence of English skills such as listening, speaking, reading and writing.*

d. *At Senior High School, the students are able to use English as a mean of Communication in both spoken and written form*

e. *Therefore, this research aims to determine whether the use of the dictation method has an effect that is generated in the learning*

process especially in learning listening subject for eleventh grader students of MA Ma'arif 1 Punggur.

In this background of study, the writer found some errors in a preposition. In the first example and in the second example, the writer made an error by using the preposition *at*. The writer must understand the preposition *at* is used to denote a place, a more specific location. In the third example, the writer made an error by using the preposition *of*. The preposition *of* has several functions in English, the first to indicate possession, the second is to indicate a reference, and the last is to indicate a number. In the fourth example, the writer made an error by using the preposition *at*. In the last example, the writer made an error by using the preposition *for*. The preposition *for* are used to indicate usefulness, duration, and some indicate destination. Then, the writer suggested that the sentences must be corrected to be as follows:

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b. *It is the first foreign language which is learned and taught in every school in Indonesia from kindergarten to university.*

c. *The main purpose of teaching English as a foreign language is providing the competence of the students to achieve communication competence in English skills such as listening, speaking, reading and writing.*

d. *In Senior High School, the students are able to use English as a mean of Communication in both spoken and written form.*

e. *Therefore, this research aims to determine whether the use of the dictation method has an effect that is generated in the learning process especially in learning listening subject at eleventh grader students of MA Ma'arif 1 Punggur.*

19. Background of Study 19

a. *There are many mistakes while putting the right conjunction at the sentences.*

In this background of study, the writer found errors in a preposition. In this background of study, the writer made an error by using the preposition *at*. The writer must understand the preposition *at* is used to denote a place, a more specific location. Next, the writer suggested that the sentences must be corrected to be as follows:

a. *There are many mistakes while putting the right conjunction in the sentences.*

20. Background of Study 20

a. *In a line, with learning first and second language, learning a foreign or new language has the same ways.*

b. *In writing lesson, they are expected to be able to different the types among the text taught.*

c. *Based on the pre-survey which is conducted by the researcher the eighth grade of Junior High School PGRI 1 Margatiga, on*

researcher finds that their ability in English especially writing is still low.

d. *The teacher said that their scores are always in low category from the minimum score in 70.*

e. *Based on the data score above, it can be analyzed that from 42 students who got good score is only 6 students represented as 13,6%, medium category is 10 students in 31,8% and the poor category is in the biggest value that is 26 students in 54,6%.*

f. *That scores show that the ability of writing at that class is categorized as low.*

g. *The students' low writing skill is also indicated through the following factors.*

In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using the preposition *with*. The writer must understand that the preposition *with* is used to show togetherness or ownership. In the second example, the writer made an error by using the preposition *among*. The preposition *among* is always used of more than two people or things considered as a group rather than as individuals. In the third example, the writer made an error by using preposition *of* and *on*. The preposition *of* have several functions in English, the first to indicate possession, the second is to indicate a reference, and the last is to indicate a number. In the fourth example, the writer made an error by using the preposition *in*. The writer

has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. In the fifth example, the writer made an error by using the preposition *from*. In the sixth example, the writer made an error by using the preposition *at*. The writer must understand the preposition *at* is used to denote a place, a more specific location. In the last example, the writer made an error on using preposition *through*. The writer must understand the preposition *through* is used to explain the movement. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *In a line, by learning first and second language, learning a foreign or new language has the same ways.*

b. *In writing lesson, they are expected to be able to different the types of the text taught.*

c. *Based on the pre-survey which is conducted by the researcher the eighth grade at Junior High School PGRI 1 Margatiga, in researcher finds that their ability in English especially writing is still low.*

d. *The teacher said that their scores are always in low category of the minimum score of 70.*

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f. *That scores show that the ability of writing in that class is categorized as low.*

g. *The students' low writing skill is also indicated by the following factors.*

21. Background of Study 21

a. *Furthermore, most of the people around the globe evaluated our English skill by looking at how good we were speaking in English, which mean they evaluated our pronunciation.*

b. *Therefore, to got an information about the students' pronunciation ability, in December 3rd 2018 the researcher conducted a pretest to the students at the tenth grader of SMK Muhammadiyah Sekampung, East Lampung.*

In this background of study, the writer found some errors in a preposition. In the first example, the writer made an error by using the preposition *at*. The writer must understand the preposition *at* is used to denote a place, a more specific location. In the second example, the writer made an error by using the preposition *in* and *of*. The preposition of has several functions in English, the first to indicate possession, the second is to indicate a reference, and the last is to indicate a number. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *Furthermore, most of the people around the globe evaluated our English skill by looking for how good we were speaking in English, which mean they evaluated our pronunciation.*

b. *Therefore, to got an information about the students' pronunciation ability, on December 3rd 2018 the researcher conducted a pretest to the students at the tenth grader at SMK Muhammadiyah Sekampung, East Lampung.*

22. Background of Study 22

a. *Therefore, the writer should find good way that can build the students' interest on reading.*

In this background of study, the writer found an error about after word *interest*, the sentences must *interest in* not interest on. Then the writer suggested that the sentences must be corrected to be as follows:

a. *Therefore, the writer should find good way that can build the students' interest in reading.*

23. Background of Study 23

a. *Most of the students also have difficulty in developing writing ideas in accordance with the right topic.*

In this background of study, the writer found an error by using a preposition *with*. The writer must understand that the preposition *with* is used to show togetherness or ownership. Next, the writer suggested that the sentences must be corrected to be as follows:

a. *Most of the students also have difficulty in developing writing ideas in accordance to the right topic.*

24. Background of Study 24

a. *Starting from the Elementary School up to the level of University, English is learned by all the grade of students.*

b. *Idea Listing Technique is the fastest way to collect the ideas of their various discussions.*

c. *Based on the table above, it can be known that 30 students at the eighth graders on MTs.Raudhotul Jannah Central Lampung as sample in this pra-survey,which the standard minimum requirement (KKM) is 70, in reality 2 students who are their abilities are clasified pass, and 28 students who are their abilities are classified fail.*

In this case, the writer found some errors in a preposition. In the first example, the writer made an error by using the preposition *up to*. In the second example, the writer made an error by using the preposition *of*. The preposition of have several functions in English, the first to indicate possession, the second is to indicate a reference, and the last is to indicate a number. In the last example, the writer made an error by using the preposition *on*. The writer has 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, etc. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *Starting from the Elementary School to the level of University, English is learned by all the grade of students.*

b. *Idea Listing Technique is the fastest way to collect the ideas from their various discussions.*

c. *Based on the table above, it can be known that 30 students at the eighth graders of MTs.Raudhotul Jannah Central Lampung as sample in this pra-survey,which the standard minimum requirement (KKM) is 70, in reality 2 students who are their abilities are clasified pass, and 28 students who are their abilities are classified fail.*

25. Background of Study 25

a. *This has led to an increasing demand for English language learning at Indonesia from year to year.*

In this background of study, the writer made an error by using preposition *at*. The writer must understand the preposition *at* is used to denote a place, a more specific location. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *This has led to an increasing demand for English language learning in Indonesia from year to year.*

26. Background of Study 26

a. *For example the inaccuracy of the selection of audio models in accordance with the correct pronunciation rules will be the source of the wrong model so that problems arise in the students' speaking quality.*

b. *In addition, the speaking problem of students in class 10 of Vocational High School 1 Metro was also caused by the low psychological factors that hampered the fluency of speaking.*

c. *Furthermore, low-confidence, speech anxiety, and low self-esteem are almost common problem in classroom, and occur on both teachers and students.*

In this background of study, the writer found some errors in the preposition. In the first example, the writer made an error by using the preposition *with*. The writer must understand that the preposition *with* is used to show togetherness or ownership. In the second example, the writer made an error by using the preposition *in*. In the last example, the writer made an error by using the preposition *on*. Both *in* and *on* are prepositions. The prepositions are used in a sentence to express the condition between words with another word. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *For example the inaccuracy of the selection of audio models in accordance to the correct pronunciation rules will be the source of the wrong model so that problems arise in the students' speaking quality.*

b. *In addition, the speaking problem of students at class 10 of Vocational High School 1 Metro was also caused by the low psychological factors that hampered the fluency of speaking.*

c. *Furthermore, low-confidence, speech anxiety, and low self-esteem are almost common problem in classroom, and occur in both teachers and students.*

27. Background of Study 27

a. *To give a proof about the problems above, the writer has done a presurvey at the eighth grade of students in SMP MA'ARIF 9 Way Jepara.*

b. *The result of writing daily examination at the first semester is shown in the table below.*

In this background of study, the writer found some errors in the preposition. In the first example, the writer made an error by using the preposition *in*. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. In the second example, the writer made an error by the using preposition *at*. The writer must understand the preposition *at* is used to denote a place, a more specific location. Then, the writer suggested that the sentences must be corrected to be as follows:

a. *To give a proof about the problems above, the writer has done a presurvey at the eighth grade of students of SMP MA'ARIF 9 Way Jepara.*

b. *The result of writing daily examination for the first semester is shown in the table below.*

28. Background of Study 28

a. *Furthermore, we, as the teachers, should help them to prepare their skill in answering the questions for listening section in English final national examination.*

In this background of study, the writer made an error in a preposition *for* and *in*. The preposition *for* are used to indicate usefulness, duration, and some indicate destination. The writer has to understand the feeling in the sentence and assign the word in, on is used to express where the objects is a particular place, etc. Next, the writer suggested that the sentences must be corrected to be as follows:

a. *Furthermore, we, as the teachers, should help them to prepare their skill in answering the questions in the listening section of English final national examination.*

The Frequency of Errors on the Background of Study

1%

99%

- addition
- misformation
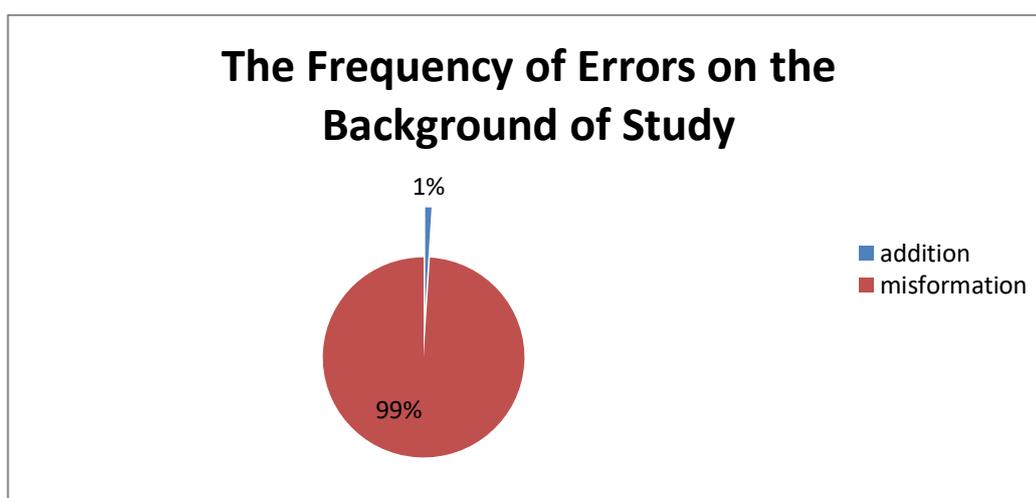
Figure 1 the frequency of preposition errors on the background of study

The figure above is the frequency of error in the background of study on an undergraduate thesis written by the English department graduate of IAIN Metro. The using preposition error on the background of study was 1% of addition and 99% of misformation. The highest percentage of the use preposition error on the background of study undergraduate thesis was 99% of misformation. In conclusion, the dominant kind of Preposition error in the background of study undergraduate thesis written by the English department graduate IAIN Metro is misformation.

D. The Implication of Error in the Teaching Writing

In English learning, writing skill is considered by many people, the most difficult skill to be mastered. Errors and mistakes in writing are unavoidable and a large amount of them has been detected with a variety of types. Previous researchers have also proved the significance of error analysis and correction in enhancing the writing skills of English learners, but the belief and applications of teachers in error correction methods still differ. Some commonly effective activities utilized; furthermore, there is a remarkable outcome that teachers seldom have an academic basis on error correction but mainly depend on their own experience in teaching practice.[36]

Error correction feedback can be referred to many names such as peer response, peer review, peer critiquing, and peer editing, depending on what aspects are focused on. In a writing classroom, feedback is providing and making

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[36] Anh Nguyen Duy Thao, Nguyen Thi Thu, "Error Correction in Teaching Writing Skill: From Teacher's Point of View to Practice, A Study at A Pedagogical University in Vietnam," *Journal of Developmenny REsearch* 1, no. May (2017): 24–28.

any necessary markings or suggestions as well as receiving the same treatment for students' writing for further improvement. It is a learning strategy in feedback from a reader to a writer in which a teacher evaluates a student's work by providing any information about the correctness, criticism, or suggestion. In another word, error correction feedback refers to strengthen the students with the process of sharing and receiving their ideas. Therefore, error correction feedback should be applied for the writing classroom that the students can get any kind of correctness of their writing. [37]

In spoken language, the use of correct words or structures is as important as a written language. When a speaker utters such a sentence, actually, the listener still understands it. But, it is wrong structurally even though can be accepted semantically, if this happens often and continuously, the errors still exist whenever the speaker speaks in English. According to Porte explains that errors tend to occur again and again until someone masters the language learned well. Because of that, the errors made by the students from their production of speaking or writing could be identified and classified to find appropriate feedback and correction.

The results of this research indicate that the error preposition in writing the background of study written by the English Education Department Graduate of IAIN Metro. The result of data analysis showed that the errors found are included into kinds of errors, namely addition and misformation. The wrong preposition used by students mostly happened when they substitute preposition to, at, for, on,

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[37] Rosdiana, "The Effectiveness of Error Correction Feedback in Improving Students' Writing Skill," n.d., 74–83.

through, from, in, of, with, by, among, and up to. There are two common types of errors prepositions, namely addition errors and misformation errors.

Then the number of errors preposition from the addition errors is 1 item, misformation errors are 87 item. The implication of this research is increasing the quality of background of study in an undergraduate thesis, to become a reference for further research and can be developed into more perfect and the result of the research can be used as a reference and also an evaluation of the learning that has been done.

The results of this finding, the first for the students, the writer is expected the students can enrich their knowledge, especially in a preposition. The second, for the lecturer the writer is expected, can provide the meaningful information about preposition error that is often used and often become the students' problem found in an undergraduate thesis. The third, for the other researcher, the writer is expected to be one of the references for the other researcher to develop the research on the topic of preposition error.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer eagerly would like to conclude this research as follows:

1. Some errors prepositions are still found in the background of study of students' undergraduate thesis written by the English Department Graduate of IAIN Metro. The errors repeatedly addition errors and misformation errors.

2. Most of the graduate students of the English Education Department in the years from 2016 until 2020 have a lack of preposition errors. This is confirmed by the number of errors found in their background of study.

3. The frequency of preposition errors found in the background of study shows that there is 1 error of addition and 87 error of misformation.

B. Suggestion

Through this research, the writer would suggest as follow:

1. The students have to improve their preposition mastery so that they can avoid their errors in writing the background of study.

2. The institution should provide some program to improve the ability of the students not only in comprehending preposition error but also in writing an undergraduate thesis.

3. The lecturer should give a clear elaboration about preposition errors because there will be many error types in writing.

4. The students may take additional classes to improve their ability in writing an undergraduate thesis.

5. The writer hopes that there are the students who want to preposition errors analyse the background of study in the next exchange.

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APPENDICES

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

Nama : Era Octa Novita   Jurusan : TBI
NPM : 1701070092   Semester : VII/2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTangan Mahasiswa
		I	II		
1.	Kamis /08 Okt 2020	✓		Acc Seminar	✓

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

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

Nama   : Era Octa Novita   Jurusan   : TBI
NPM   : 1701070092   Semester   : VIII/2021

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa /06 April 2021	✓		- Lampirkan Types of Errors - Buat paragraph yang mudah dipahami - Revise Data analysis	
2.	Rabu/05 Mei 2021	✓		- Revise Data analysis	
3.	Kamis/27 Mei 2021	✓		- Rebenta Strads o Ace Soopesita	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 9871102 201503 1 004

Dosen Pembimbing I

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

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

Nama : Era Octa Novita   Jurusan : TBI
NPM : 1701070092   Semester : VIII/2021

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday / 14 June 2021	✓		- Revise The Brief History Of IAIN Metro - Lampirkan Pasca sarjana - Revise Data Analysis	
2.	Tuesday / 15 June 2021	✓		- Lampirkan Tabel Frequency	
3.	Wednesday / 16 June 2021	✓		- The Implication of Error in Teaching Writing	
4.	Thursday / 17 June 2021			- Presentasi / Menjelaskan isi Skripsi - Perbaiki ditrima ACC di munaqosah	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

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

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   : Era Octa Novita   Jurusan   : TBI
NPM   : 1701070092   Semester   : VII/2020

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 15 Juni 2020		✓	Pengesahan judul dan Bimbingan Bab 1	
2.	Jumat, 28 Agustus 2020		✓	Bimbingan Bab 1,2,3	
3.	Jumat, 04 Sept 2020		✓	Revisi Bab 1,2,3	
4.	Senin, 07 Sept 2020		✓	Instrumen Rubrik Menulis Artikel	
5.	Rabu, 09 Sept 2020		✓	Revisi Bab 1	
6.	Jumat, 18 Sept 2020		✓	Artikel	
7.	Kamis, 24 Sept 2020		✓	Revisi The Concept of Article	
8.	Rabu, 30 Sept 2020		✓	Acc chapters 1,2,3. next to Supervisor.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II,

Dr. Aria Septi Anggaira, M.Pd.
NIP. 19790929 200502 2 006

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

Nama : Era Octa Novita   Jurusan : TBI
NPM : 1701070092   Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday / 16 March 2021			Revise An Error Analysis Rubric	
2.	Thursday / 18 March 2021			ACC APD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II,

Dr. Aria Septi Anggaira, M.Pd.
NIP. 19790929 200502 2 006

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

Nama : Era Octa Novita   Jurusan : TBI
NPM : 1701070092   Semester : VIII/2021

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1.	Thursday / 01 April 2021		✓	Bimbingan Bab 4 & 5	
2.	Tuesday / 06 April 2021		✓	- Revise Data Analysis - Revise Interpretation - Revise Limitation - Lampirkan APD & Dokumentasi	
3.	Wednesday / 05 May 2021		✓	- Revise General Description of Research Data	
4.	Thursday / 27 May 2021		✓	- Revise Data Analysis - Revise Tabel Pre - Survey - Revise Abstract - Revise Documentation Research - Bimbingan bab 4 & 5	
5.	Friday / 28 May 2021		✓	- Acc for Munaqosah	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II,

Dr. Aria Septi Anggaira, M.Pd.
NIP. 19790929 200502 2 006

Nomor   : B-500/In.28.1/J/TL.00/02/2021
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
Aria Septi Anggaira (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ERA OCTA NOVITA**
NPM	:	1701070092
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib mengenggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Februari 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014
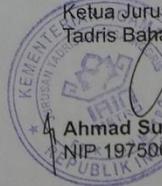
KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

Nomor   : B-1338/In.28.1/J/TL.00/06/2020
Lampiran   :-
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KETUA JURUSAN TBI INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
di-
        Tempat

Assalamu'alaikum Wr. Wb

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

Nama	: ERA OCTA NOVITA
NPM	: 1701070092
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: AN ERROR ANAYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO

Untuk melakukan *pra-survey* di PERPUSTAKAAN INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselengaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Metro, 17 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

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

SURAT KETERANGAN IZIN RISET
Nomor : P.07/In.28/U.1/OT. 1/02/2021

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-1338/In.28.1/J/TL.00/06/2020 tanggal 17 Juni 2020 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama	:	ERA OCTA NOVITA
NPM	:	1701070092
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 22 Februari 2021
Kepala Perpustakaan,

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

S U R A T   T U G A S

Nomor: B-1708/In.28/D.1/TL.01/05/2021

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

Nama	:	**ERA OCTA NOVITA**
NPM	:	1701070092
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Melaksanakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE 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 tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksankan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal   : 03 Mei 2021

Mengetahui,
Pejabat Setempat

Dn. As'ad, S.Ag., S.Hum., MH.
NIP. 19750505 200112 1 002

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Nomor   : B-1709/In.28/D.1/TL.00/05/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-1708/In.28/D.1/TL.01/05/2021, tanggal 03 Mei 2021 atas nama saudara:

Nama	:	**ERA OCTA NOVITA**
NPM	:	1701070092
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2021
Wakil Dekan I,
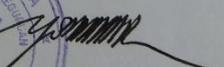
Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003
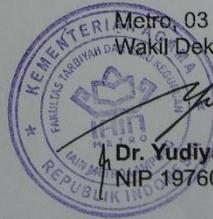
SURAT KETERANGAN IZIN RISET
Nomor : P.38/In.28/U.1/OT. 1/06/2021

Berdasarkan Surat Wakil Dekan I Nomor : B-1709/In.28/D.1/TL.00/05/2021 tanggal 03 Mei 2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama	:	ERA OCTA NOVITA
NPM	:	1701070092
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ERROR ANALYSIS ON UNDERGRADUATE THESIS WRITTEN BY THE ENGLISH DEPARTMENT GRADUATE OF IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 14 Juni 2021
Kepala Perpustakaan,

Dr. As'ad, S.Ag., S.Hum., MH.
NIP. 197505052001121002

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-245/In.28/S/U.1/OT.01/03/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
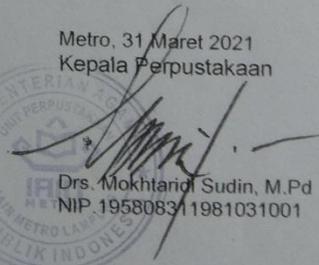
Nama	:	Era Octa Novita
NPM	:	1701070092
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070092

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 Maret 2021
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.19580831 1981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Era Octa Novita

NPM : 1701070092

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Angkatan : 2017

Telah menyerahkan buku berjudul English Language and Literature and Teaching English Language and Literature for Secondary Schools.
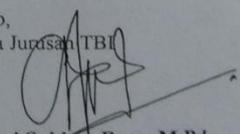
Metro,
Ketua Jurusan TBI

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

DOCUMENTATION OF RESEARCH

1. The writer collected data undergraduate thesis of the English Department in library IAIN Metro in the Academic years from 2016 until 2020.

2. The writer analysed errors on the background of study an undergraduate thesis written by the English department graduate of IAIN Metro for the last five years from 2016 until 2020.

3. The writer analysed strategy preposition errors on the background of study an undergraduate thesis written by the English department graduate of IAIN Metro for the last five years from 2016 until 2020.

4. The writer also collected data on the background of study undergraduate thesis written by the English department graduate in Repository IAIN Metro.

Undergraduate thesis, STAIN Jurai Siwo.

Agustin, Indah Dwi (2019) *An Analysis of the Disjunction Used in Undergraduate Thesis of English Department at IAIN Metro.* Undergraduate thesis, IAIN Metro.

Agustin S, Tri (2020) *The Use of Cognitive Academic Language Learning Approach to Improve Students' Reading Comprehension at Eight Grade of MTs Ma'arif 18 Roudhotul Ulum Pasir Sakti East Lampung.* Undergraduate thesis, IAIN Metro.

Agustina, Titin (2017) *The Effect of Buzz Group Technique on Students' Writing Descriptive Text at the Tenth Grade Of Sman 2 Sekampung East Lampung in Academic Year 2017/2018.* Undergraduate thesis, IAIN Metro.

Aini, Dian Nur (2019) *Using Question-Answer Relationship Strategy (QAR) to Improve Students Reading Ability of The Eleventh Grade Of MA Ma'arif 06 Seputih Raman The Academic Year 2019/2020.* Undergraduate thesis, IAIN Metro.

Akyunina, . (2020) *Improving Reading Comprehension by Using Read Encode Annotated Ponder (REAP) Strategy Among The Tenth Grade at SMK Muhammadyah 1 Terbanggi Besar in The Academic Year of 2019 / 2020.* Undergraduate thesis, IAIN Metro.

Al Hadi, Robin (2020) *The Influence Of Using Dictogloss Technique On The Students Narrative Text Writing Ability Among The Eighth Grade Of Smp Ma'arif 9 Way Jepara.* Undergraduate thesis, IAIN Metro.

Alaina, Nurul (2019) *An error analysis on the writing sentence preposition of the 2018 abstract undergraduate thesis english students of IAIN Metro.* Undergraduate thesis, IAIN Metro.

Alaisya, Kiki (2019) *The use of pace (presentation, attention, co-construction and extension) strategy to improve the mastery of complex sentence among the tenth graders of SMA Negeri 1 Rumbia Central Lampung.* Undergraduate thesis, IAIN Metro.

Alfania, Nofa (2017) *Increasing The Students Speaking Performance Through Community Language Learning (CLL) Method at The Seventh Grade of MTs Al-Hikmah Batanghari Academic Year 2016/2017.* Undergraduate thesis, IAIN Metro.

Alfian, Toni (2018) *Increasing The Students' Listening Comprehension By Using Dictogloss Method At Eleventh*

Undergraduate Thesis as the Researched for the Last Five Year from

2016 until 2020

Year	No	Title	Author
2016	1	The Influence of Using Communicative Method on the Students Translation Result at the English Education Study Program of STAIN Jurai Siwo Metro in the Academic Year of 2015/2016	Isnaini Lutfia
	2	The Effect of Movie Subtitle Media on the Students Vocabulary Mastery at the Eleventh Grade of SMA 02 Sekampung East Lampung in the Academic Year 2016/2017	Binti Latifah
	3	An Error Analysis of Using Noun Phrase on the Students Descriptive Text Writing Ability at the Eleventh Grade of Senior High School Kosrogo Sekampung East Lampung in the Academic Year of 2015/2016	Neti Inayati
	4	The Influence of Using Herringbone Technique Toward the Students' Reading Comprehension at the Eight Grade of MTs Darun Najah Sambikarto Sekampung East Lampung	Vivi Anisa Dewi
2017	1	The Influence of Using Metacognitive Strategy on the Students Reading Comprehension at the Tenth Graders of Madrasah Aliyah (MA) Muhammadiyah Metro	Wiji Lestari
	2	An Analysis of Grammatical Errors of Using Google Translation from Indonesia to English in Writing Undergraduate Thesis Abstract among the Students' English Department of IAIN Metro in the Academic Year 2016/2017	Indah Kurniasih
	3	The Influence of Using Scrabble Game on the Students' Vocabulary Mastery at the Eight Grade of SMP PGRI 1 Batanghari East Lampung	Liftin Kharisma
	4	An Error Analysis of Using Inflectional Affixes in Students' Writing Ability at the Third Semester of STAIN Jurai Siwo Metro in Academic Year 2016/2017	Lukmanul Hakim

	5	An Analysis of Using Code Mixing in English Written Blackberry Massager (BBM) Comments at the Eight Semester Students of English Department of State Islamic Institute of Metro	Fresy Fentiarisca
2018	1	An Error Analysis on Using Lexical Polysemy Translation at the English Department of IAIN Metro in the Academic Year of 2018/2019	Khazirotul Azizah
	2	An Error Analysis on Using Word Order in Recount Text Made by the Students of the Eight Grader at the MTs N 1 Lampung Timur	Yulia Astuti
	3	The Influence of Using Problem Based Learning Strategy on the Students Reading Comprehension in Descriptive Text at the Seventh Grader Students of SMP Negeri 02 Pubian in the Academic Year of 2017/2018	Tri Astuti
	4	An Analysis of Teacher and Learner Interaction in the Classroom by Using Flander Interaction Analysis Category System (FIACS) Techniques at the Second Grade of SMP Negeri 2 Metro in Academic Year 2017/2018	Retno Asih
	5	An Analysis of Language Learning Media Elements in "Clash of Clans" Game	Muhammad Najimussaqib Diya Alhaq
2019	1	An Error Analysis on the Writing Sentence Preposition of the 2018 Abstract Undergraduate Thesis English Students of IAIN Metro	Nurul Alaina
	2	An Error Analysis of Using Inflectional Morpheme Made by the Tenth Students of SMK PGRI 1 Punggur Central Lampung	Apriyanto
	3	An Error Analysis of Stative Verb in Students Writing Skill at MAN 1 Metro	Sri Rahayu
	4	The Effect of Dictation Method on the Students' Listening Skill among the Eleventh Grader at Ma'arif 1 Punggur	Anni Alimatul Azizah
	5	An Analysis on the Usage of Conjunction Device on the Student's Writing Recount Text at Junior High School 8 of Metro in Academic Year of 2018/2019	Gesty Ayu Setya Ningrum
	6	The Influence of Four Square Method on the Students Ability in Writing Narrative Text at Junior High School PGRI 1 Marga	Nova Anggia

		Tiga in the Academic Year of 2019/2020	
	7	The Influence of Using Google Assistant on the Students' Pronunciation Ability of the Tenth Grader of SMK Muhammadiyah Sekampung East Lampung	Diki Anggara
	8	An Analysis on the Students Reading Skill in Descriptive Text among the Eight Grade at SMP Darul Ulum Sekampung	Rega Frans Andian
	9	An Analysis of the Disjunction Used in Undergraduate Thesis of English Department at IAIN Metro	Indah Dwi Agustin
	10	The Effect of Idea Listing Technique on Students' Writing Ability of Descriptive Text at Eight Graders of MTs Raudhotul Jannah Central Lampung	Ahmad Asrofi
2020	1	An Analysis of Film Subtitle in Listening Testing at the Ninth Graders of MTs Tholibin Sukadana East Lampung	Ferliana Aryantika
	2	An Analysis of Psychological Factors Affecting English Speaking Performance at the Eight Graders of SMK N 1Metro	Lupita Nor Alifia
	3	The Influence of Using Dictoglos Technique on the Students Narrative Text Writing Ability among the Eight Grade of SMP Ma'arif 9 Way Jepara	Robin Al Hadi
	4	The Influence of Using Audio Lingual Method Toward of Listening Comprehension of the Eight Graders Students of SMP Purnama Trimurjo	Mega Kusuma Dewi

INSTRUMENT OF DATA COLLECTION

In conducting this research, the writer selects several backgrounds of the study of undergraduate thesis written by the English Department graduate of IAIN Metro for the last five years from 2016 to 2020. The writer has chosen the background of study written by the English Department graduate of IAIN Metro as the research. The background of study is section includes the description of the topic and the reasons why the topic was chosen and worthy of consideration.

The writer had conducted the data at the repository and library of IAIN Metro by investigating the students' by doing documentation of undergraduate thesis written by the English department graduate of IAIN Metro. After observing the students' undergraduate thesis, the writer found preposition errors in the background of study undergraduate thesis written by the English department graduate of IAIN Metro.

There are some errors that the writer found in the background of study undergraduate thesis written by the English department graduate of IAIN Metro, as follows:

1. THE INFLUENCE OF USING COMMUNICATIVE METHOD ON THE STUDENTS TRANSLATION RESULT AT THE ENGLISH EDUCATION STUDY PROGRAM OF STAIN JURAI SIWO METRO IN THE ACADEMIC YEAR OF 2015/2016 WRITTEN BY ISNAINI LUTFIA

No	Original Sentence	Correction
1	Therefore, the purpose of source language (SL) becomes different *to* target language (TL), and them the message cannot be sent to the readers.	Therefore, the purpose of source language (SL) becomes different *from* target language (TL), and them the message cannot be sent to the readers.
2	Based on the documentation, it shows that translation competence *at* the students' STAIN Jurai Siwo Metro have less accurate (70%) for 218 students, not accurate (10%) for 32 student, and (20%) accurate for 55 student.	Based on the documentation, it shows that translation competence *of* the students' STAIN Jurai Siwo Metro have less accurate (70%) for 218 students, not accurate (10%) for 32 student, and (20%) accurate for 55 student..
3	This research was conducted *at* the students of STAIN Jurai Siwo Metro in the Academic Year 2014/2015.	This research was conducted *on* the students of STAIN Jurai Siwo Metro in the

		Academic Year 2014/2015.

2. THE EFFECT OF MOVIE SUBTITLE MEDIA ON THE STUDENTS VOCABULARY MASTERY AT THE ELEVENTH GRADE OF SMAN 02 SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR 2016/2017 WRITTEN BY BINTI LATIFAH

NO	ORIGINAL SENTENCE	CORRECTION
1	The audio visual method *for* this research is use English movie subtitles.	The audio visual method *of* this research is use English movie subtitles.
2	Add subtitle in movie also can help students, when they do not understand the context well, they can immediately see *on* the movie that has been provided or subtitles that are already on the LCD screen / computer and of the movie they also can to take a content of immediately dialogue in movie.	Add subtitle in movie also can help students, when they do not understand the context well, they can immediately see *in* the movie that has been provided or subtitles that are already on the LCD screen / computer and of the movie they also can to take a content of immediately dialogue in movie.
3	This movie advantages can accomodate *through* read the subtitle.	This movie advantages can accomodate *by* read the subtitle.

3. AN ERROR ANALYSIS OF USING NOUN PHRASE ON THE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL KOSGORO SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016 WRITTEN BY NETI INAYATI

NO	ORIGINAL SENTENCE	CORRECTION
1	Learning English language *for* the Indonesian students is not easy, *for* new learners.	Learning English language *of* the Indonesian students is not easy, *of* new learners.

4. THE INFLUENCE OF USING HERRINGBONE TECHNIQUE TOWARD THE STUDENTS'READING COMPREHENSION AT THE EIGHTH GRADE OF MTS. DARUN NAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG WRITTEN BY VIVI ANISA DEWI

NO	ORIGINAL SENTENCE	CORRECTION
1	When teaching *for* comprehension, our challenge is twofold.	When teaching *about* comprehension, our challenge is twofold.

5. THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE TENTH GRADERS OF MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO WRITTEN BY WIJI LESTARI

NO	ORIGINAL SENTENCE	CORRECTION
1	Comprehension has the real correlation in reading, because in comprehension we get the point *from* what we read.	Comprehension has the real correlation in reading, because in comprehension we get the point *of* what we read.
2	The English minimum passing grade *in* this school is 75.	The English minimum passing grade *of* this school is 75.

6. AN ANALYSIS OF GRAMMATICAL ERRORS OF USING GOOGLE TRANSLATE FROM INDONESIA TO ENGLISH IN WRITING UNDERGRADUATE THESIS ABSTRACT AMONG THE STUDENTS' ENGLISH DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR 2016/2017 WRITTEN BY INDAH KURNIASIH

NO	ORIGINAL SENTENCE	CORRECTION
1	The writer conducted a pre survey 25th *of* September, found the grammatical errors in abstract of the students' English Department related to use of google translate.	The writer conducted a pre survey 25th *on* September, found the grammatical errors in abstract of the students' English Department related to use of google translate.

7. THE INFLUENCE OF USING SCRABBLE GAME ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHT GRADE OF SMP PGRI 1 BATANGHARI EAST LAMPUNG WRITTEN BY LIFTIN KHARISMA

NO	ORIGINAL SENTENCE	CORRECTION
1	Therefore the quality of the language skills students depends *of* the quantity and quality *of on* their vocabulary.	Therefore the quality of the language skills students depends *on* the quantity and quality *of* their vocabulary.
2	The minimum standart criteria (MSC) *for* English subject is 70.	The minimum standart criteria (MSC) *of* English subject is 70.

8. AN ERROR ANALYSIS OF USING INFLECTIONAL AFFIXES IN STUDENTS' WRITING ABILITY AT THE THIRD SEMESTER OF STAIN JURAI SIWO METRO IN ACADEMIC YEAR 2016/2017 WRITTEN BY LUKMANUL HAKIM

NO	ORIGINAL SENTENCE	CORRECTION
1	It is the first foreign language which is learned and taught *at* school from kindergarten to university.	It is the first foreign language which is learned and taught *in* school from kindergarten to university.
2	*At* Senior High School, the students are able to use English as a mean of communication in both spoken and written form.	*In* Senior High School, the students are able to use English as a mean of communication in both spoken and written form.
3	Here are examples *with* the eight affixes.	Here are examples *of* the eight affixes.
4	Unfortunatelly, students *from* English Education of STAIN JURAI SIWO METRO thought still do these errors.	Unfortunatelly, students *of* English Education of STAIN JURAI SIWO METRO thought still do these errors.

9. AN ANALYSIS OF USING CODE MIXING IN ENGLISH WRITTEN BLACKBERRY MESSENGER (BBM) COMMENTS AT THE EIGHT SEMESTER STUDENTS OF ENGLISH DEPARTEMEN OF STATE ISLAMIC INSTITUTE OF METRO WRITTEN By FRESY FENTIARISCA

NO	ORIGINAL SENTENCE	CORRECTION
1	Language is a means *in* communication.	Language is a means *of* communication.
2	Writing is the last skill that mentioned *on* all the texts of language skills but it is not the least, because writing is the basic skill, just as important as listening, speaking, and reading.	Writing is the last skill that mentioned *in* all the texts of language skills but it is not the least, because writing is the basic skill, just as important as listening, speaking, and reading.
3	Based on the picture above that is taken by the researcher, it can be found that some of students *in* eigth semester *at* IAIN Metro have the lack of using proper code mixing when they make conversation through BBM.	Based on the picture above that is taken by the researcher, it can be found that some of students *at* the eigth semester *of* IAIN Metro have the lack of using proper code mixing when they make conversation through BBM.

10. AN ERROR ANALYSIS ON USING LEXICAL POLISEMY TRANSLATION AT THE ENGLISH DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR OF 2018/2019 WRITTEN BY UMI KHAZIROTUL AZIZAH

NO	ORIGINAL SENTENCE	CORRECTION
1	Basically, every word has one first meaning and other secondary meanings, which is in a way or another related together *on* the one hand and to the first meaning *on* the other.	Basically, every word has one first meaning and other secondary meanings, which is in a way or another related together *of* the one hand and to the first meaning *of* the other.
2	In this case, the writer has conducted a pre-survey by the mid test score of subject translation *at* students' English Departement of IAIN Metro.	In this case, the writer has conducted a pre-survey by the mid test score of subject

		translation *of* students' English Departement of IAIN Metro.

11. AN ERROR ANALYSIS ON USING WORD ORDER IN RECOUNT TEXT MADE BY THE STUDENTS OF THE EIGHTH GRADER AT THE MTs N 1 LAMPUNG TIMUR WRITTEN BY YULIA ASTUTI

NO	ORIGINAL SENTENCE	CORRECTION
1	It requires some aspects such as widely perception, involving thinking process and need good understanding *on* word order.	It requires some aspects such as widely perception, involving thinking process and need good understanding *in* word order.
2	Third, students do not use objects *on* verbs that require them.	Third, students do not use objects *in* verbs that require them.
3	Regarding the justifications above the writer attempts to conduct a study which consists of a common error in the use of word order in the recount text performed by the students *in* Eighth Grader.	Regarding the justifications above the writer attempts to conduct a study which consists of a common error in the use of word order in the recount text performed by the students *of the* Eighth Grader.

12. 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 WRITTEN BY TRI ASTUTI

NO	ORIGINAL SENTENCE	CORRECTION
1	The habit can become a healthy addiction and adds to the information available *on* various topics.	The habit can become a healthy addiction and adds to the information available *in* various topics.
2	This statement corroborate by the result of pre survey at the seventh graders of Junior High School 02 Pubian, only 20 % the students who passed for the material of reading and 80 % the	This statement corroborate by the result of pre survey at the seventh graders of Junior High School 02 Pubian,

		students failed with the highest grade 80 and the lowest grade 20 with the minimum mastery criteria (KKM) *for* English is 65, the data can be known as follows:	only 20 % the students who passed for the material of reading and 80 % the students failed with the highest grade 80 and the lowest grade 20 with the minimum mastery criteria (KKM) *of* English is 65, the data can be known as follows:
3	From the result of pre survey it can seen that just 5 students *from* 30 students has good score in reading comprehension test, it can be said that 80% of the students do not reach minimum requirement yet.	From the result of pre survey it can seen that just 5 students *of* 30 students has good score in reading comprehension test, it can be said that 80% of the students do not reach minimum requirement yet.
4	The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher interested *for* using problem based learning strategy for helping students' reading comprehension.	The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher interested *in* using problem based learning strategy for helping students' reading comprehension.
5	In this research, the researcher want to investigate whether problem based learning strategy gives the positive effect *on* the reading comprehension.	In this research, the researcher want to investigate whether problem based learning strategy gives the positive effect *in* the reading comprehension.

13. AN ANALYSIS OF TEACHER AND LEARNER INTERACTION IN THE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS) TECHNIQUES AT THE SECOND GRADE OF SMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018 WRITTEN BY RETNO ASIH

NO	ORIGINAL SENTENCE	CORRECTION
1	Making the students active related to the writer's reason *in* choosing the topic of this research.	Making the students active related to the writer's reason *for* choosing the topic of this research.
2	Moreover Based on the pra-survey was conduct on May, 9, 2017 *in* SMP Negeri 2 Metro, it was find out problems in teaching learning process.	Moreover Based on the pra-survey was conduct on May, 9, 2017 *at* SMP Negeri 2 Metro, it was find out problems in teaching learning process.
3	The subject of this research is a English teacher *of* SMP Negeri 2 Metro.	The subject of this research is a English teacher *at* SMP Negeri 2 Metro.

14. AN ANALYSIS OF LANGUAGE LEARNING MEDIA ELEMENTS IN "CLASH OF CLANS" GAME WRITTEN BY MUHAMMAD NAJMUSSAQIB DIYA ALHAQ

NO	ORIGINAL SENTENCE	CORRECTION
1	*By* the time, the conventional way *in* learning English become so dull.	*By* the time, the conventional way *of* learning English become so dull.
2	This method, which later becomes part of CALL approach, focuses *in* the potentiality of digital games and simulations that are estimable in language learning.	This method, which later becomes part of CALL approach, focuses *on* the potentiality of digital games and simulations that are estimable in language learning.
3	From various research Thorne, Black and Sykes also believe the MMORPGs provide some amount of advantages as the arena *of* language learning.	From various research Thorne, Black and Sykes also believe the MMORPGs provide some amount of advantages as the arena *for* language learning.

NO	ORIGINAL SENTENCE	CORRECTION
4	The game was released for iOS platforms on August 2nd, 2012 and *on* Google Play for Android on October 7th, 2013.	The game was released for iOS platforms on August 2nd, 2012 and *in* Google Play for Android on October 7th, 2013.
5	Clash of Clans became an App Store top 5 download *in* December 2012 until May 2013, and its success has been described as the emergence *in* multiplayer gaming on mobile devices.	Clash of Clans became an App Store top 5 download *from* December 2012 until May 2013, and its success has been described as the emergence *of* multiplayer gaming on mobile devices.

15. AN ERROR ANALYSIS ON THE WRITING SENTENCE PREPOSITION OF THE 2018 ABSTRACT UNDERGRADUATE THESIS ENGLISH STUDENTS OF IAIN METRO WRITTEN BY NURUL ALAINA

NO	ORIGINAL SENTENCE	CORRECTION
1	In this research, the researcher only focused on the preposition writing errors *on* sentence writing in undergraduate thesis.	In this research, the researcher only focused on the preposition writing errors *in* sentence writing in undergraduate thesis.
2	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.	Because of using prepositions errors *in* sentence writing in undergraduate thesis become phenomena in writing process, as the students' writing result in the State Institute for Islamic Studies of Metro that still many errors in using prepositions.
3	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.	Besides, writing as encoding of a certain message or idea *by* writing it in a shape of a sequence of sentences put together in a systematic way.

4	Given this scenario, the study explores ways *by* which teachers can address correcting the errors and restructuring the students' interlanguage system.	Given this scenario, the study explores ways *in* which teachers can address correcting the errors and restructuring the students' interlanguage system
5	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.	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 *in* formal instruction.

16. AN ERROR ANALYSIS OF USING INFLECTIONAL MORPHEME MADE BY THE TENTH GRADE STUDENTS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG WRITTEN BY APRIYANTO

NO	ORIGINAL SENTENCE	CORRECTION
1	Language is a bridge *among* the people in conveying some information and making communication.	Language is a bridge *between* the people in conveying some information and making communication.
2	Therefore, in Indonesia, English has introduced earlier in Elementary School and it was learn more completely *at* Junior High School till to the University Level.	Therefore, in Indonesia, English has introduced earlier in Elementary School and it was learn more completely *in* Junior High School till to the University Level.
3	Furthemore, there are so many aspects in writing, one of them is inflectional	Furthemore, there are so many aspects in writing,

	morphemes, Inflectional morphemes whose process *for* relating such word forms play their central role.	one of them is inflectional morphemes, Inflectional morphemes whose process *of* relating such word forms play their central role.

17. AN ERROR ANALYSIS OF STATIVE VERB IN STUDENTS WRITING SKILL AT MAN 1 METRO WRITTEN BY SRI RAHAYU

NO	ORIGINAL SENTENCE	CORRECTION
1	The length of time used for writing will vary *among* the writers.	The length of time used for writing will vary *between* the writers.
2	Students will be good *at* writing when applying the writing mechanism appropriately so that appropriate sentences can be formed.	Students will be good *in* writing when applying the writing mechanism appropriately so that appropriate sentences can be formed.
3	Moreover, the state of phsychology in good students will also produce good results *on* writing.	Moreover, the state *of* phsychology in good students will also produce good results *in* writing.
4	In addition, progressive aspect refers to a verb phrase made *with* a form of be plus-ing that indicates an action or condition contuining in the present, past, or future.	In addition, progressive aspect refers to a verb phrase made *in* a form of be plus-ing that indicates an action or condition contuining in the present, past, or future.

18. THE EFFECT OF DICTATION METHOD ON THE STUDENTS' LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR WRITTEN BY ANNI ALIMATUL AZIZAH

NO	ORIGINAL SENTENCE	CORRECTION
1	As the consequence, all countries in the world use English as one of the subjects studied *at* school.	As the consequence, all countries in the world use English as one of the subjects studied *in* school.
2	It is the first foreign language which is learned and taught *at* every school in Indonesia from kindergarten to	It is the first foreign language which is learned and taught *in*

NO	ORIGINAL SENTENCE	CORRECTION
	university.	every school in Indonesia from kindergarten to university.
3	The main purpose of teaching English as a foreign language is providing the competence of the students to achieve communication competence *of* English skills such as listening, speaking, reading and writing.	The main purpose of teaching English as a foreign language is providing the competence of the students to achieve communication competence *in* English skills such as listening, speaking, reading and writing.
4	*At* Senior High School, the students are able to use English as a mean of Communication in both spoken and written form	*In* Senior High School, the students are able to use English as a mean of Communication in both spoken and written form
5	Therefore, this research aims to determine whether the use of the dictation method has an effect that is generated in the learning process especially in learning listening subject *for* eleventh grader students of MA Ma'arif 1 Punggur.	Therefore, this research aims to determine whether the use of the dictation method has an effect that is generated in the learning process especially in learning listening subject *at* eleventh grader students of MA Ma'arif 1 Punggur.

19. AN ANALYSIS ON THE USAGE OF CONJUNCTION DEVICE ON THE STUDENT'S WRITING RECOUNT TEXT AT JUNIOR HIGH SCHOOL 8 OF METRO IN ACADEMIC YEAR OF 2018/2019 WRITTEN BY GESTY AYU SETYA NINGRUM

NO	ORIGINAL SENTENCE	CORRECTION
1	There are many mistakes while putting the right conjunction *at* the sentences.	There are many mistakes while putting the right conjunction *in* the sentences.

20. THE INFLUENCE OF FOUR SQUARE METHOD ON THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT AT JUNIOR HIGH SCHOOL PGRI 1 MARGA TIGA IN THE ACADEMIC YEAR OF 2019 / 2020 WRITTEN BY NOVA ANGGIA

NO	ORIGINAL SENTENCE	CORRECTION
1	In a line, *with* learning first and second language, learning a foreign or new language has the same ways.	In a line, *by* learning first and second language, learning a foreign or new language has the same ways.
2	In writing lesson, they are expected to be able to different the types *among* the text taught.	In writing lesson, they are expected to be able to different the types *of* the text taught.
3	Based on the pre-survey which is conducted by the researcher the eighth grade *of* Junior High School PGRI 1 Margatiga, *on* researcher finds that their ability in English especially writing is still low.	Based on the pre-survey which is conducted by the researcher the eighth grade *at* Junior High School PGRI 1 Margatiga, *in* researcher finds that their ability in English especially writing is still low.
4	The teacher said that their scores are always in low category *from* the minimum score *in* 70.	The teacher said that their scores are always in low category *of* the minimum score *of* 70.
5	Based on the data score above, it can be analyzed that *from* 42 students who got good score is only 6 students represented as 13,6%, medium category is 10 students in 31,8% and the poor category is in the biggest value that is 26 students in 54,6%.	Based on the data score above, it can be analyzed that *of* 42 students who got good score is only 6 students represented as by 13,6%, medium category is 10 students in 31,8% and the poor category is in the biggest value that is 26 students in 54,6%.
6	That scores show that the ability of writing *at* that class is categorized as low.	That scores show that the ability of writing *in* that class is categorized as low.
7	The students' low writing skill is also indicated *through* the following factors.	The students' low writing skill is also indicated *by* the following factors.

21. THE INFLUENCE OF USING GOOGLE ASSISTANT ON THE STUDENTS' PRONUNCIATION ABILITY OF THE TENTH GRADER OF SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG WRITTEN BY DIKI ANGGARA

NO	ORIGINAL SENTENCE	CORRECTION
1	Furthermore, most of the people around the globe evaluated our English skill by looking *at* how good we were speaking in English, which mean they evaluated our pronunciation.	Furthermore, most of the people around the globe evaluated our English skill by looking *for* how good we were speaking in English, which mean they evaluated our pronunciation.
2	Therefore, to got an information about the students' pronunciation ability, *in* December 3rd 2018 the researcher conducted a pretest to the students at the tenth grader *of* SMK Muhammadiyah Sekampung, East Lampung.	Therefore, to got an information about the students' pronunciation ability, *on* December 3rd 2018 the researcher conducted a pretest to the students at the tenth grader *at* SMK Muhammadiyah Sekampung, East Lampung.

22. AN ANALYSIS ON THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT AMONG THE EIGHTH GRADE AT SMP DARUL ULUM SEKAMPUNG WRITTEN BY REGA FRANS ANDIAN

NO	ORIGINAL SENTENCE	CORRECTION
1	Therefore, the writer should find good way that can build the students' interest *on* reading.	Therefore, the writer should find good way that can build the students' interest *in* reading.

23. AN ANALYSIS OF THE DISJUNCTION USED IN d UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO WRITTEN BY INDAH DWI AGUSTIN

NO	ORIGINAL SENTENCE	CORRECTION
1	Most of the students also have difficulty in developing writing ideas in accordance *with* the right topic.	Most of the students also have difficulty in developing writing ideas

		in accordance *to* the right topic.

24. THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH GRADERS OF MTS RAUDHOTUL JANNAH CENTRAL LAMPUNG WRITTEN BY AHMAD ASROFI

NO	ORIGINAL SENTENCE	CORRECTION
1	Starting from the Elementary School *up to* the level of University, English is learned by all the grade of students.	Starting from the Elementary School *to* the level of University, English is learned by all the grade of students.
2	Idea Listing Technique is the fastest way to collect the ideas *of* their various discussions.	Idea Listing Technique is the fastest way to collect the ideas *from* their various discussions.
3	Based on the table above, it can be known that 30 students at the eighth graders *on* MTs.Raudhotul Jannah Central Lampung as sample in this pra-survey,which the standard minimum requirement (KKM) is 70, in reality 2 students who are their abilities are clasified pass, and 28 students who are their abilities are clasified fail.	Based on the table above, it can be known that 30 students at the eighth graders *of* MTs.Raudhotul Jannah Central Lampung as sample in this pra-survey,which the standard minimum requirement (KKM) is 70, in reality 2 students who are their abilities are clasified pass, and 28 students who are their abilities are clasified fail.

25. AN ANALYSIS OF FILM SUBTITLE IN LISTENING TESTING AT THE NINTH GRADERS OF MTsMIFTAHUT THOLIBIN SUKADANA EAST LAMPUNG WRITTEN BY FERLIANA ARYANTIKA

NO	ORIGINAL SENTENCE	CORRECTION
1	This has led to an increasing demand for English language learning *at* Indonesia from year to year.	This has led to an increasing demand for English language learning *in* Indonesia from year to year.

26. AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE AT THE TENTH GRADER OF SMK N 1 METRO WRITTEN BY LUPITA NOR ALIFIA

NO	ORIGINAL SENTENCE	CORRECTION
1	For example the inaccuracy of the selection of audio models in accordance *with* the correct pronunciation rules will be the source of the wrong model so that problems arise in the students' speaking quality.	For example the inaccuracy of the selection of audio models in accordance *to* the correct pronunciation rules will be the source of the wrong model so that problems arise in the students' speaking quality.
2	In addition, the speaking problem of students *in* class 10 of Vocational High School 1 Metro was also caused by the low psychological factors that hampered the fluency of speaking.	In addition, the speaking problem of students *at* class 10 of Vocational High School 1 Metro was also caused by the low psychological factors that hampered the fluency of speaking.
3	Furthermore, low-confidence, speech anxiety, and low self-esteem are almost common problem in classroom, and occur *on* both teachers and students.	Furthermore, low-confidence, speech anxiety, and low self-esteem are almost common problem in classroom, and occur *in* both teachers and students.

27. THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE ON THE STUDENTS NARRATIVE TEXT WRITING ABILITY AMONG THE EIGHTH GRADE OF SMP MA'ARIF 9 WAY JEPARA WRITTEN BY ROBIN AL HADI

NO	ORIGINAL SENTENCE	CORRECTION
1	To give a proof about the problems above, the writer has done a presurvey at the eighth grade of students *in* SMP MA'ARIF 9 Way Jepara.	To give a proof about the problems above, the writer has done a presurvey at the eighth grade of students *of* SMP MA'ARIF 9 Way Jepara.
2	The result of writing daily examination	The result of writing

		at the first semester is shown in the table below.	daily examination *for* the first semester is shown in the table below.

28. THE INFLUENCE OF USING AUDIO LINGUAL METHOD TOWARD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO WRITTEN BY MEGA KUSUMA DEWI

NO	ORIGINAL SENTENCE	CORRECTION
1	Furthermore, we, as the teachers, should help them to prepare their skill in answering the questions *for* listening section *in* English final national examination.	Furthermore, we, as the teachers, should help them to prepare their skill in answering the questions *in* the listening section *of* English final national examination.

CURRICULUM VITAE

The name of writer is ERA OCTA NOVITA. She was born in Bandar Surabaya, on October 06th 1997. She is the only daughter of the happy couple, Mr. Fajari and Mrs. Harlina Wati.

She was enrolled in her study at SDN 1 Surabaya Ilir in 2004-2010. She decided to continue her study at SMPN 1 Bandar Surabaya, Central Lampung in 2010-2013. She studied in SMAN 1 Bandar Surabaya, Central Lampung in 2013 and graduated in 2016. In the year 2017, she continued her study at the State Institute for Islamic of Metro.