AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON THE USE OF PREPOSITIONS IN DESCRIPTIVE TEXT OF THE ELEVENTH GRADERS AT SMAN 5 METRO

By :

Shella Permatasari
STUDENT ID. 1601070165

TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H/2021 M

AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN

DESCRIPTIVE TEXT OF THE ELEVENTH GRADERS

AT SMAN 5 METRO

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S. Pd)

in English Education Department

By :

SHELLA PERMATASARI

Student Number : 1601070165

Tarbiyah and Teacher's Training Faculty

English Education Department

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

Co-Sponsor: Andianto, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

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

APPROVAL PAGE

Title	: AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN DESCRIPTIVE TEXT AMONG THE ELEVENTH GRADERS OF THE SMA N 5 METRO
Name	: Shella Permatasari
Students Number	: 1601070165
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be examined in munaqosyah in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 23 August 2021

Sponsor,

Co-Sponsor,

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

Andianto, M.Pd
NIP. 19871102 201503 1 004

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Persetujuan Munaqosyah**

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

Assalamualaikum Wr. Wb.

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

Nama	: Shella Permatasari
NPM	:1601070165
Jurusan	: Tadris Bahasa Inggris (TBI)
Fakultas	: Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi	: AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN DESCRIPTIVE TEXT AMONG THE ELEVENTH GRADERS OF THE SMA N 5 METRO

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

Wassalmu'alaikum Wr. Wb

                                                            Metro, 23 Agustus 2021
            Pembimbing 1   **Pembimbing II**

    Dr. Mahrus As'ad, M.Ag   **Andianto, M.Pd**
    NIP. 19611221 199603 1 001   NIP. 19871102 201503 1 004

                    The Head of English Education Department

                            Andianto, M.Pd
                        NIP.19871022015031004

NOTIFICATION LETTER

Number   :
Appendix   :-
Matter   :**In order to hold the Munaqosyah of**
               Shella Permatasari

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

　　　Name   : Shella Permatasari
　　　Students Number   : 1601070165
　　　Faculty   : Tarbiyah and Teacher Training Faculty
　　　Department   : English Education
　　　Title   : AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN
　　　 DESCRIPTIVE TEXT AMONG THE ELEVENTH GRADERS OF THE
　　　 SMA N 5 METRO
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in
order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr. Wb

<table>
<tr><td>Sponsor,</td><td>Metro, 23 August 2021
Co-Sponsor,</td></tr>
<tr><td>Dr. MahrusAs'ad, M.Ag
NIP. 19611221 199603 1 001</td><td>Andrianto, M.Pd
NIP. 19871102 201503 1 004</td></tr>
</table>

The Head of English Education Department

Andianto, M.Pd
NIP.198711022015031004

KEMENTERIAN 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

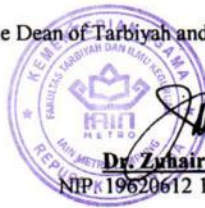## RATIFICATION PAGE
No. B-4017/In-28-1/D/PP-00-9/10/2021

An Undergraduate thesis entitled: AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN DESCRIPTIVE TEXT OF THE ELEVENTH GRADERS AT SMAN 5 METRO . Written by: Shella Permatasari, Student Number 1601070165, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, 22nd September 2021 at 14:00– 16:00 p.m

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M.Ag.	............)
Examiner I	: Dr. Dedi Irwansyan, M.Hum.	............)
Examiner II	: Andianto, M.Pd.	............)
Secretary	:Aisyah Sunarwan, M.Pd.	............)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP 19620612 198903 1 006

AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN DESCRIPTIVE TEXT OF THE ELEVENTH GRADERS AT SMA N 5 METRO

ABSTRACT

By :
Shella Permatasari

The objectives of this research were to investigate a kind of error on the used of prepositions in descriptive text and to analyze the most dominant error commited on the used of prepositions in descriptive text of the eleventh graders at SMAN 5 Metro. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of the use prepositions in descriptive text because prepositions is important for write a sentences or texts.

The method of this research was qualitative research in the form of a case study carried out at SMAN 5 Metro. The primary source of this research was the writing assignment result of the eleventh graders students of SMAN 5 Metro. The total numbers of the students were 24 students. The researcher used observation and documentation in collecting the data.

Based on the result of the data, the researcher find some types of error in using preposition. The types of errors find are 19 items (73%) of misformation errors, 4 items (15%) omission errors, and 3 items (12%) addition errors. The most dominant error is misformation.

ANALISIS KESALAHAN PENGGUNAAN PREPOSISI DALAM DESKRIPTIF TEKS PADA SISWA KELAS SEBELAS DI SMAN 5 METRO

ABSTRAK

Oleh :
Shella Permatasari

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan pada penggunaan preposisi dalam deskriptif teks dan untuk menganalisis kesalahan apa yang dominan dilakukan oleh siswa pada penggunaan preposisi dalam deskriptif teks pada kelas sebelas di SMAN 5 Metro. Penelitian ini diharapkan dapat bermanfaat dalam menginformasikan penggunaan preposisi karena preposisi sangat penting dalam menulis sebuah kalimat atau teks.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di SMAN 5 Metro. Sumber utama penelitian ini adalah hasil tugas menulis siswa kelas sebelas SMAN 5 Metro. Jumlah seluruh siswa adalah 24 siswa. Peneliti menggunakan observasi dan dokumentasi dalam mengumpulkan data.

Berdasarkan hasil data, peneliti menemukan beberapa jenis kesalahan dalam menggunakan preposisi. Jenis kesalahan yang ditemukan adalah 19 item (73%) kesalahan formasi, 4 item (15%) kesalahan penghilangan dan 3 item (12%) kesalahan penambahan. Kesalahan yang paling sering dilakukan siswa adalah kesalahan formasi.

Kata Kunci : Analisis Kesalahan, Preposisi, Deskriptif Teks.

MOTTO

...إِنَّ اللهَ لاَ يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُواْ مَا بِأَنْفُسِهِمْ ....

"Allah will not change the condition of a people until they change what is in themselves." (QS. Ar Ra'd: 11)

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name   : Shella Permatasari

St. Number   : 1601070165

Faculty   : Tarbiyah and Teacher Training

Department   : English Education Department

State that this undergraduate thesis is originally the result of the writer's research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro,   September 2021

The Researcher

Shella Permatasari
NPM :1601070165

ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama   : Shella Permatasari

NPM   : 1601070165

Program Studi   : Jurusan Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi sarjana ini merupakan hasil penelitian penulis, kecuali

bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   September 2021

Peneliti

Shella Permatasari
NPM. 1601070165

DEDICATION PAGE

"I highly dedicated this undergraduate thesis to :

Firstly, my beloved parents Mr. Suroso Atmaja and Mrs, Sri Rahayu

Secondly, my beloved brother Rizky Dwi Saputra

Thirdly, my beloved friends Shania, Anis, and Vina.

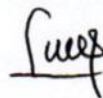*Finally, my beloved almamater IAIN Metro"*

ACKNOWLEDGEMENT

Alhamdulillahi rabil 'alamin.First of all the researcher expresses highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. Peace and blessing be upon our prophet Muhammad SAW.

The writer could finish her undergraduate thesis after long hard effort of writing. Thus, she would like to express her greatest gratitude to her beloved parents and family.

Furthermore, this research could not be successful without support, guidance, advice, help and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung

2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung and also as the second thesis supervisior.

4. Dr. Mahrus As'ad, M.Ag as the first thesis supervisior.

5. Headmaster, Teacher, Staff of SMAN 5 Metro, who gives permission to the researcher to conducts the research in this school.

Metro, September 2021
The writer,

Shella Permatasari
NPM. 1601070165

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

1. Instrument of the Observation
2. Documentation
3. Surat Izin Pra Survey
4. Surat Balasan Izin Pra Survey
5. Surat Bimbingan Skripsi
6. Surat Tugas
7. Surat Izin Research
8. Surat Balasan Research
9. Surat Keterangan Bebas Pustaka
10. Surat Keterangan Bebas Jurusan
11. Surat Konsultasi Bimbingan
12. Curriculum Vitae

CHAPTER I
INTRODUCTION

A. Background of Study

In human life Language is very important because language is a tool for communication. For communication people used Language to interact one another.Through language we are able to express our feeling. English is one of the foreign languages learned and used in Indonesia,

In learning English, writing is one of the most important skills. Through writing we can share our thoughts to the reader. It means that we can deliver our ideas as important information. In line with the statement above, the students should be mastered in their writing . Furthermore, the main purpose of writing in the school is that learners should be able to state theirfeelings in written form effectively. Some of the writingtexts that should be learnt by students at senior high school are narrative, descriptive, argumentative, and etc.

Descriptive text is a text which describes an object, a place, a person in a way that allows readers to picture what is beingclarified and summarize it. Generic structure of descriptive text as follows identification and description. Thus, the researcher analyzed the errors students wrote in descriptive text.

Error analysis means identify, classify and describe the errors made by someone in writing English sentences. Based on research observation about the student's error of writing, there are errors that students made when they are in writing activity. One of student's errors is preposition.

Preposition is important in writing a sentence or text. In English writing preposition is one of the function words. Prepositions are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object.[1] Therefore the use of appropriate prepositions is important in English writing .

Researchers assumed that by identifying errors of using prepositions that occur by students when writing descriptive texts can help students in the learning process and make students deeply understand how to use appropriate prepositions. The reasons for choosing this topic are based on students' writing. The students find it difficult to understand how to use and choose appropriate prepositions in the text.

Related to the general problem, researchers have done the pre-survey on March,31st 2020. The subjects of pre-survey are eleventh grade students at SMAN 5 Metro in English lessons. The researcher does pre pre-survey in Science B class of eleventh grade of SMAN5 Metro. In the pre-survey process, the researchers asked students for assignments from English teachers regarding students' writing. The pre-survey result is illustrated in the following table :

---

[1] Asmeza Arjan, Noor Hayati A, Norwati R, "A Corpus Based Study on English Preposition", Canadian : Canadian Center of Science Education, No.12/November 2013, 168.

Table 1

The Result Data of Students Error on the Use of Prepositions Based on
Pre-Survey of the Eleventh Graders Students of SMAN 5 Metro

No	Name	Students Error of Preposition	Classification of Error
1	AG	...August 28, 2003	Omission
2	ALA	I went to state ... SMA 5 Metro	Omission
3	IPS	I am the first child in three siblings	Misformation
4	KA	I was born on the metro	Misformation
5	NFS	I live on the street Swadaya	Misformation
6	NTG	My sister is in college in Jakarta	Misformation
7	RKS	Cover song on youtube	Misformation
8	SAP	I have cat on at home	Addition
9	SBA	My address is on the way Seputih	Misformation
10	W	Place of birth date... Sidokayo	Omission

From the results of students writing in the pra-survey process, the researcher investigated some problems in students' writing. First problem is caused by grammar. The main problem of students' writing is also caused by the lack of understanding of prepositions and disoriented to choose the appropriate preposition based on the context.

Based on the whole description above, it is important to understand about types of prepositions and use appropriate prepositions in writing. The researcher will analyze the error of using prepositions in descriptive text of the eleventh grade students of SMAN 5 Metro. Therefore the researcher will conduct a qualitative study entitled "An Error Analysis on the Useof Preposition in Descriptive Text of the Eleventh Graders at SMAN 5 Metro".

B. Research Question

1. What kind of errors faced by the eleventh grade students on the useof prepositions in descriptive text of the eleventh grade at SMAN 5 Metro?

2. What is the dominant error committed by the students on the useof prepositions in descriptive text of the eleventh grade at SMAN5 Metro?

C. Objectives and Benefits of the study

1. Objectives of the Study

From problem formulation above, the researcher determines the objective of the research as follows:

a. To investigate the kinds of errors on the use of prepositions in descriptive text of the eleventh graders at SMAN 5 Metro.

b. To analyze the most dominant error committed by studenr'son the use of prepositions in descriptive text of the eleventh graders at SMAN 5 Metro.

2. Benefits of the Study

a. For the Teacher

It is hoped that this research can assist the lecture to prepare the writing material and give more attention in writing especially in using appropriate prepositions in descriptive text.

b. For the Students

This research is expected to help students to know about the error they made and the causes of errors. It is also expected to help

students to use appropriate prepositions in writing descriptive text. So they will not make the same error.

c. For Readers

This research is hoped to be one of the references for the other researcher to conduct better research on the same topics.. This research can be one of the guidelines for other research.

D. Prior Research

The first research has been done by Ramani Ratnamali Jayasinghe with the research title.**"An Error Analysis on Preposition Used by the Learners of English as a Second Language in Writing".**[2] The objective of the first prior research is to investigate: whether the school children in lower grades tend to omit prepositions more often than in higher grades whereas in higher grades, they show more substitution and addition errors. The results from the first prior research are omission errors showed a clear decrease from grade 4 to grade 10 (30% to 7%). Meanwhile substitution errors increased from grade 4 to grade 10 (51%-65).

This study has similarities and differences with the first prior research. The similarities are the topic and the research method. The topic both of them is about Error analysis usingprepositions and the research method is qualitative. While the differences are the objective and the result of research. The objective of the first prior research is to investigate: whether the school

---

[2]Ramani Ratnamali Jayasinghe, " An Error Analysis on Preposition Used by the Learners of English as a Second Language in Writing", Sri Lanka : International Journal of Social Science and Technology, No.4 / June 2018, 82.

children in lower grades tend to omit prepositions more often than in higher grades whereas in higher grades, they show more substitution and addition errors. The objective of this research is to investigate the kind of errors and to analyze the most dominant errors committed by students.

The second prior research has been done by Pindho Anjayani and Suprapto. The research title is "**Error Analysis on the Use of Prepositions in Students' Writing(A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015)".[3]** The objective of the second prior research is to find out the students' dominant errors on the use of prepositions in their writings and to explain how students use prepositions in their writings. The result from the second prior research study shows that from 1002 prepositions found in 72 students' writing, these were 117 incorrect preposition usage. The dominant errors made by students are errors on the use of prepositions of place.

This study has similarities and differences with the second prior research. The similarities are the topic and the research method. Topic both of them is about Error analysis usingprepositions and the research method is qualitative research method. While the difference is the objective of the research. The objective of the second prior research is to find out the students' dominant errors on the use of prepositions in their writings and to explain how students use prepositions in their writings. Whereas, the objective of this research is to investigate a kind of error and to analyze the most dominant error committed by students.

---

[3]Pindho Anjayani, Suprapto, "Error Analysis on the Use of Prepositions in Students' Writing, Semarang : Journal of English Language Teaching No.2 / 2016, 3

The third prior research was done by Mehmet Tunaz, Emrah Muyan, and Nursel Muratoglu with the research title"**A Corpus Based Study on the Preposition Error Types Turkish EFL Learners Essays".**[4]. The objective of the third prior research is to investigate the categories of preposition error made by EFL learners of elementary and intermediate proficiency levels by comparing the rate of preposition error (addition, omission, substitution) to their total preposition uses in their essays, and by comparing the overall preposition usage of learners of both proficiency levels. The results from the third prior research are addition error very small, omission error count very large effect, substitution error count very large and overall percentage of preposition errors compared to total preposition used by each subject with a large effect.

The similarities of this research and the third prior research are the topic. The topic of both of them is analyzing student's error in using prepositions. While the differences are the method and the objective. The method of the third prior research is random assignment of subjects in each category. The method of this research is qualitative. The objective of this research is to investigate the kind of errors and to analyze the most dominant errors committed by students. While, the third prior research is to investigate the categories of preposition error made by EFL learners of elementary and intermediate proficiency levels by comparing the rate of preposition error (addition, omission, substitution) to their total preposition uses in their essays,

---

[4]Mehmet Tunaz, Emrah Muyan, and Nursel Muratoglu, "A Corpus Based Study on the Preposition Error Types Turkish EFL Learners Essays", Turkey:International peer-reviewed Journal, 2016, 1-10

and by comparing the overall preposition usage of learners of both proficiency.

CHAPTER II
THEORETICAL REVIEW

A. The Concept of Writing

1. The Definition of Writing

Beside speaking, reading, and listening, writing is a method for interacting with people. Nunan state writing is manipulating a pencil or pen in the manual process of committing symbols (letters of the alphabet, etc) to paper .[5] It means writing is an ability for delivering consideration in written form for communication.

According to Pilar, writingis an activity through which learners can solidify their knowledge of vocabulary and other grammatical structures. Writing is a matter of arranging words into sentences or paragraphs according to rhetoricalconvention.[6]From the explanationabove, writingis to arrange words into sentences or paragraphs using vocabulary and grammatical structures.

Based on Mehdi and Saeed writing is a basic communication skill. Writing present a deep knowledge of the grammar system, as a media for expressly language form.[7] So, writing is a tool of communication in the process of learning and helps students to have a deep understanding of the grammar system. in English is a complex process.

---

[5]David Nunan, *Teaching English to Speakers of Other Languages*, (New York:Routledge, 2015), 78.
[6]Maria Pilar Agustin Llach, *Lexical Errors and Accuracy in Foreign Language Writing*, (Canada:British Library,2011), 43
[7]Mehdi Mirolhi and Saeed Ketabi, *"The Effect of Instruction on Writing Performance of Intermediate EFL",* Iran : International Journal of Linguistics, No.4 / 2012, 327

Compared to the other skills, writing is considered the most complicated one for the students to master. Students and teacher have long knowledge that learning to write in English is a complex process. [8] The conclusion from some explanations above, can be said that writing is a complex process for delivering ideas, opinions, and thinking how to express in the form of writing text.

2. **The Process of Writing**

    In writing process there are four steps as follows prewriting, organizing, writing, polishing and editing:[9]

    a. Prewriting

        A way to get ideas is called prewriting. Choose the topic and write your topic at the top of the paper and then quickly think and find the words that come into your mind.

    b. Organizing

        In this step the writer strings up the concept in a simple draft. The first sentence is the main idea and the other sentences give more information. Organizing means how ideas are presented.

    c. Writing

        Next step is to write a rough draft, using your outline as a guide. Write everything on your mind based on the topic that you have.

---

[8] Andianto, "The Effectiveness of Teacher Feedback Technique Toward Students Writing Ability (an Experimental Syudy at SMA Muhammadiyah 2 Metro), IAIN Metro:Pedagogy, Journal of English Language Teaching, Vol.4/14 March 2017, 10

[9] Alice Oshima, Ann Hogue, *Introduction to Academic Writing : Third Edition,* (New York : Pearson Longman, Inc, 2007), 16-18

d. Polishing and Editing

You must do polishing in two steps. The first is revising; looking for the big problem of contents and organization. The second is editing, repairing problems of grammar, punctuation, and mechanics.

3. The Components of Writing

Nurgiyantoro states that there are four components of writing such as mechanics, grammar, organisation, content, and sophistication:[10]

a. Mechanics

Mechanics of writing includes spelling, punctuation, capitalization, and handwriting.

b. Grammar

Grammar includes subjects such as subject-verb agreement, verb tense, pronoun, singular-plural form. Mastery in basic grammar is important for success in writing.

c. Content

Content is the substance of writing and the ideas expressed. Content includes anything that can inform a message to the audience.

d. Sophistication

Sophistication is a technique developed to a high degree of complexity, such as vocabulary, sentence length, sentence complexity, variety, and interest.

---

[10]Westwood Peter Stuart, *Learning and Learning Difficulties,*(Australia : ACER Press,20014), 109

Based on the components above, it can beconcluded that if students want to be successful in writing, they must do some steps. Every steps involves how to organize content well, how to develop logical ideas, the use of punctuation and spelling correctly, the use of vocabulary and the grammar rules.

4. **The Types of Writing**

There are three most common types of writing such as narrative,descriptive and expository:[11]

a. Narrative

Narrative text is a kind of text that retells the story in past tense. Entertaining the reader about the story is the purpose of narrative text. The example texts are legend, fable, fairy tale, and etc.

b. Descriptive

Descriptive illustrates a picture with words, so that readers can imagine the object or place you're describing. Descriptive text has a special characteristic in the form of generic structure and linguistic features. The conclusion is descriptive text describing something (person, place, thing, etc) specifically.

c. Expository

Expositories also require good coherence. Expository coherence is based on logic or reason. Logic depends on a person's view. It means expository text needs logical thinking to give exact

---

[11]Cynthia A. Boardman, Jia Frydenberg, *Writing to Communicate Paragraph Essay:Third Edition*, (New York : Pearson Edition, 2008), 18-20

meaning because new topics are not familiar so the text is difficult to the readers.

Those are the types of writing text. Every type of text has its own function. A writer is able to choose a type depending on the purpose, what sort of material is to be discussed, and what kind of effect that the writer wants for the reader.

B. The Concept of Descriptive Text

1. The Definition of Descriptive text

According to Gerot & Wignel cited in Noprianto descriptive text is a type of text which is used by the writer to describe particular things to the readers. The process of describing is done through ordering their characteristics clearly. So, the readers can notice what the writer is writing about directly through their own eyes.[12]Exactly descriptive text describes something based on classification. So, the readers can find out what the writer referred to.

Kane cited in Masitoh states descriptive text is a text that describes about eyesight how something looks, sounds, tastes. Most of about visual experiences, but description also deals with other kinds of perception.[13] So, descriptive text is a text that tells a particularly visual experience.

---

[12]Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives" , Indonesia : IJELTAL, No.1 / 2017, 67

[13]Siti Masitoh & Dasep Suprijadi, "Improving Student's Ability in Writing Descriptive Text Using Genre Based Approach (GBA)", Bandung : ELTIN Journal, No.1 / April 2015 ,40

Based on Knapp & Watkins cited in Fitriani, descriptive text is a process on how to explain the object. Descriptive text used by a person to explain a thing, individual, animals, location or incidents to a reader or listener.[14] It means that descriptive text is a text that is usedby a writer or person to describe and explain the object.

From explanations above the writer concludes descriptive text is a type of text that describes and gives more classification specifically about something such as things, person, animals, etc. So, the reader easily understands what the writer referred to.

2. **The Generic Structure of Descriptive Text**

According to Hammond there are two generic structures of descriptive text :[15]

a. Identification

Identify phenomena to be described. The writer needs to identify which particular thing and identifies a phenomenon. If the writer identifies clearly, the writer will develop ideas easily.

b. Description

Describes specifically parts, qualities, and characteristics of a phenomenon. It means the writer must be specific to describe an object. So, the reader can easily understand what the writer isdescribing.

---

[14]Fitriani, Rafi Hamdi, Bustamin, etc., "Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy ", Indonesia : International Journal for Educational and Vocational Studies, No.6/October 2019, 633

[15]Hammon. J , *English for Social Purpose*, (Sydney:Mackuarie University), 1992, 78

3. **The Linguistic Features of Descriptive text**

According to Djuharie cited in Wildan descriptive text usually used language features as follows:[16]

a. Using specific noun. Descriptive text describes only one phenomenon in detail. It means that phenomenon is something specific, not general. For example: father, school, my dog, etc.

b. Using simple present tenses. Descriptive text will describe the fact of the phenomenon that is described. To state the fact of phenomenon, descriptive text used simple present tense in sentences. The examples: I wash my clothes twice a week, every morning my mother cooks for my father, etc.

c. Using detailed noun phrases, A phenomenon that is described in descriptive text often has many characteristics. Some characteristics that refer to something of the phenomenon are usually summarized in noun phrases. The example: an intelligent student, a big large beautiful wooden house,

d. Using adjectives. The adjectives have purpose to describe or to classify. The examples: white house, beautiful girl, high trees, etc.

e. Figurative language. Figurative language in descriptive text means to create imagery by comparing something in descriptive text to other things that are known by the reader. The examples: my mother is as dry desert, her skin is white as cloud, etc.

---

[16]Wildan Iskandar Lubis, Asriani Hasibuan, Nirwana Wulandari, "The Effect of Wholesome Scattering Game on Descriptive Text", Indonesia: Journal Liner, No.1/March 2020, 92

C. **The Concept of Preposition**

1. **The Definition of Preposition**

According to Lokeman words that show the relationship between words in a sentence called preposition. These relationships include those of time, position, direction, and etc.[17] It means that preposition is a connecting word in sentences that indicate time, position, direction etc.

According to Cowan prepositions are words that show relations between the object of preposition and some other words in the sentence. The words indicated the important function of preposition in the sentences such as indicators of time, place, cause, manner ,or other relationship.[18]The conclusion preposition is words or phrases that indicate the relation between the object of preposition with the other word in sentences such as illustrated time, place, cause or other relationship.

According to Mitchell prepositions link nouns, pronouns, and phrases to other words in a sentence. The word phrase that the preposition links to is called its object.[19] It means preposition connecting nouns, pronouns, and phrases in a sentence.

So, the writer concludes that prepositions are words or phrases that point out the relationship between a noun, pronoun, verb, object and the other

---

[17]Darina Lokeman Loke, Juliana Ali, etc., "A Corpus Based Study on the Use of Preposition of Time ", Malaysia: Canadian Center of Science and Education, No.9/August 2013, 128.
[18]Abdelrazig Abdelghani Mahil Ibrahim, "The Difficulties Encountered Students in Using English Prepositions of Time", Saudi Arabia : IJHSEE, No.11/ November 2017, 215
[19]Shannon Mitchell, Leanne Baugh, and Julie Kelly, *Part of Speech*, (West Vancouver:School BC, 2016), 73

words in sentences. Usually prepositions indicate time, place, direction, etc.

2. The Types of Preposition

According to Ed Swick, prepositions are divided into seven categories. There are prepositions of time, preposition of place, preposition of direction (motion or movement), compound prepositions, prepositions that combine with other words, participal prepositions, and postpositive preposition, : [20]

a. Preposition of Time

Preposition of time indicates when something happens. There are several prepositions that are used in expressions of time. They are on, in, at, before, after, until/till, since, during, from, to, and by.

The examples :

1.) He works every day **from** morning.

2.) This school was built**in** 2005.

3.) We spend a lot of time in Mexico **during** the winter months.

b. Preposition of Place

Place can be thought of asan area, point, or surface of something. Here are some of the most commonly used ones:

Above, along, among, at, behind, below, beside, between, in, in back of, in front of, in the middle of, near, next to on, over, under, and with.

The examples :

[20]Ed Swick, *English Pronoun and Prepositions Second Edition,* (New York : McGraw-Hill.Inc, 2011), 45-49

1.) The boy is **next to** table.

2.) We live **between** two large houses.

3.) The students are **in** the school.

c. Preposition of Direction (Motion or Movement)

The prepositions in this category do not suggest where someone or something is located. Instead, they describe someone's movement or direction. Below is a list of some commonly used preposition for this concept:

Along, at, by, from, in, into, off, on, onto, out of, to, and toward(s).

The examples:

1.) The woman walked **into** the river

2.) John is going **toward** the park

3.) He fell **onto** the floor.

d. Compound Preposition

When two or more words are strung together and end with to, of, or sometimes from called copound preeposition. They function like all other prepositions. The only difference is that they are composed of more than a single word. Here a list of the compound prepositions :

According to, ahead of, apart from, because of, by means of, by way of, in back of, in front of, in reference to, in regard to, in spite of, instead of, on account of, out of, up to, with respect to.

The examples :

1.) **Aaccording to** Jim, plan is perfect.

2.) The project was completed **ahead of** schedule.

3.) Work stopped **because of** the storm

e. Preposition that Combine with Other Words

Often prepositions combine with another word to form a commonly used adverb. Prepositions in this form are frequently used as prefixes.

a.) Combination of a preposition and another word forms a adverb :

By and by, by and large, downstairs, indoors, inside, outdoors, outside, underwater, up-country, uphill, upstairs, uptown.

b.) Combination of a preposition and another word forms a noun :

Bylaw, bypass, downfall, infield, insight, outbreak, outgrowth, outline, outlook, uderarm, underclassman, underwear, upheavel, uproar.

c.) Combination of a preposition and another word results in a verb :

Install, intone, outdo, outline, outlive, undergo, upgrade, uphold, upset.

d.) Adjevtive are also formed in this way :

Bygone, down-and-out, downcast, downhearted, ingrown, inland, together, uderage, undercover, upstanding, up-to-date.

f. Participial Prepositions

The present participal for of certain verbs, although not true prepositions, sometimes have the characteristic of a preposition and are used as one. Present participles are formed by adding *(ing)*to the verb.

Only certain present participles can act as prepositions :

Concerning, considering, excluding, following, regarding.

The examples :

1.) He often wrote me **concerning** this problem.

2.) The group spent hours **considering** this issue.

3.) We shall meet every Tuesday **excluding** the first Tuesday in May.

g. Postpositive Prepositions

They are derived from the shortened form of the preposition *toward*, which is *–ward*. Postpositive means that the prepositional form *–ward* occurs as a suffix. Notice how often another preposition acts as the prefix (up, down, in, out). Look at these examples :

Backward, downward, forward, heavenward, homeward, inward, landward, leeward, outward, seaward, upward, windward.

The examples :

1.) He walked **backward** without tripping.

2.) When he looked **downward**, he saw a vallery.

3.) Tom moved **forward** a little in the crowded bus.

D. The Concept of Error Analysis

1. The Definition of Error and Error Analysis

In foreign language learning, it is possible that making errors may actually help learners to learn when they self-correct the error they make.[21] Making errors is natural in the learning process. The learners will make errors when writing.

Al Zoubi shows error as evidence of the learners' level that describes how first and second language learners progress as an independent system of language. Additionally, most of the problems of errors happened in the process of language learning. [22] It means an error describing how to increase first language to second language as a system of language. Study of learners' errors is important to examine knowledge of grammar by analyzing learners' writing.

According to John errors means the inevitable uncertainty that attends. Errors are possibly happening and estimate how large they are.[23] It means that errors and deviations are made by learners which can not be avoided and happens often. We can say that errors are deviations made by learners such as grammar.

---

[21] Much Deniatur, "An Analysis of Students' Error in Pronounving English Dipthongs at the First Semester of STAIN Jurai Siwo Metro", IAIN Metro : Pendagogy, Journal of English Language Teaching. No.2/2016. 116

[22] Samer Mahmoud Al Zoubi, "The Significance of Error Analysis in Writing Production", Jordan : International Journal of English Language and Literature Studies, No.4/January 2018 ,151

[23] John R. Taylor, *An Introduction to Error Analysis*, (California:University Science Books, 1997), 3

2. The Cause of Error

Pooneh stated causes of errors divided to four categorised as follows:[24]

a. Interlingual errors

These considerations are built by a native who interferes with learning the target language. This means errors caused by mother tongue.

b. Intralingual errors

This type of errors are caused by the target language it is likes false comparison between two things in common, miss analysis, the learners don't use all the rules, exploiting errors, ignoring the rules, too much in correcting students' results, misuse of words or grammatical errors. It means the students make errors in target language, since they don'tknow the target language very well and they have difficulties in using it.

c. Communication strategy based errors are strategies that learners use to resolve the problems in order to inform the meaning.

d. Induced error.

Teachers being misled when giving an explanation, an example to learners. In other words, the errors are caused mostly by the teaching and learning process. It means induced errors refers to the teacher when teaching and learning process and the students often misunderstand and make errors in their writing.

---

[24]Pooneh Heydari & Mohammad S, "Error Analysis", Iran: Academy Publisher, No.8/August 2012, 1585

3. The Steps to Analyze the Learner's Error

These steps are collecting sample data, identification, description, explanations, and evaluation:[25]

a. Collecting Sample Data

The first step is to collect samplesof the learnerlanguage. Selecting a proper collection system is the main objective of this stage. A specific sample consists of one sample of language used, collected from the learners. The most common samples used by researchers taken from sample collection.

b. Identification of Error

The identification of error depends on four things. The first set up what target language should be used as the point of evaluation for the study. The second is related to the differences between error and mistakes. The third is about interpretation. The fourth is focused on deviations.

c. Description of Error

Comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language is descriptions of error. Researchersproposed that there are two description taxonomies of errors: linguistic categories and surface strategy.

d. Explanation of Error

---

[25]David Alberto Londono Vasquez, "Error Analysis in a Written Composition", Colombia: University of Colombia, April 2008, 136-140

There are two main points on the source of error. One holds that errors are caused by mother tongue. The other errors are caused by the processes used in getting the first language and a foreign language learners' errors like a child learning the language as his mother tongue.

e. Evaluation of Error

Evaluation of error influenced by the context in which the errors occurred. There are three basic categories: comprehensibility, seriousness, and naturalness of the grammar and the lexis.

4. The Classification of Error

S.P. Corder classified error into three classification as follows: omission is where some element is omitted which should be present, addition is where some element is present which should be not there, and misordering is where the elements presented are correct but wrongly sequenced. [26]

According to Hendri there are some errors both on morphological and syntactical levels. The errors include prepositions. There are three categories of error in preposition :[27]

a. Omission

---

[26]S. Pit Corder, *Error Analysis and Interlanguage*, (Oxford : Oxford University Press Walton, 1982), 38

[27]Hendri Gayo and Pratomo Widodo, "An Analysis of Morphological and Syntactical Errors on the English Writing", Indonesia: International Journal of Learning, No.4/April 2018, 65-68.

An omission refers to omitting English linguistic features from a sentence. It can be said that omission is the students careless of using prepositions in their sentences.

The examples :

1.) They usually breed in November ɷ April.

2.) There are two river field.

From the examples above omission of prepositions are *to* and *in*. The sentences should be:

1.) They usually breed in November <u>to</u> April.

2.) There are two river <u>at</u>field.

b. Addition

Addition means the presence of an extra linguistic element in English writing. Addition of such elements result in errors in the language. It means addition is putting words or prepositions that should not be required in a sentence.

The examples:

1.) It's located *in near* big city.

2.) Chicken is easy to find *in* anywhere.

From the examples above, addition of prepositions are *in near* and *in*. The sentences should be:

1.) It's located near big city

2.) Chicken is easy to find anywhere.

c. Misformation

The misuse of appropriate linguistic elements refers to misformation. Misformation also results in erroneous writing in English. We can say that misformation is misuse of words and causes a mistake in the sense of sentences.

The examples:

1.) Not only *to* communication, handphone or smartphone has other function,

2.) Some of them can jump to 30 feets *in* the air.

From the examples above the misformation of prepositions are *to* and *in*. The sentences should be:

1.) Not only <u>for</u> communication, handphone or smartphone has other function

2.) Some of them can jump <u>to</u> 30 feets on the air.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

The researcher will explain the types and characteristics of research. The researcher will decide to use qualitative research to investigate a kind of error and analyze the most dominant error in using prepositions in descriptive text at SMAN 5 Metro.

According to Carrie, qualitative research is a holistic approach that involves discovery. Qualitative research is also described as a model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experience.[28] It can be said that

---

[28]Carrie Williams, "Research Method", Grand Canyon:Journal of Business, No.3/March 2007, 67

qualitative research means the process of research that is describedin a natural setting from actual experience.

Nikolaos said qualitative research is a research methodologies that deal with phenomena by analyzing experiences, behaviors and relations without the use of statistics and mathematics and the processing of numerical data.[29] It means that qualitative research is a research method based on analyzing phenomena such as experiences, behaviors and relations without numerical data.

From the explanation above qualitative is a research that is relatedto phenomena or human problem in social context. By using qualitative research, the researcher can comprehend about the phenomena that actually happens in social context and the researcher can describe it in a complex way withoutusingstatistics, mathematics and the processing of numerical data.

B. Data Resources

The researcher divide the source as primary source and secondary source:

1. Primary source

    Primary source is an original substance of the research. Primary sources present information in its original form. The primary source of this research is the students writing documents of the eleventh grade at SMAN 5 Metro that will be analyzed based on the phenomena.

2. Secondary source

---

[29]Nikolaos Basias, "Quantitative & Qualitative Research", Integrative Business Research, No.1/2018,94

Secondary sources give interpretation or analysis based on primary sources. The secondary resource is a data resource that provides the data to the researcher directly. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collecting Technique

In this study, the researcher used three techniques. There are observations, and documentation.

1. Observation

Observation is a field work that involves collecting impressions in a systematic and purposeful way by looking and listening. Collected data are in the form of field notes that are rich and detailed descriptions.[30] In this research, the researcher observed the result of students's writing of the eleventh graders of SMAN 5 Metro. The writer analyzes an error on the use of preposition in their writing.

2. Documentation

Document technique is used in this research to collect the data. Document is a systematic procedure for evaluating documents both printed and electronic material.[31] The researcher got the data from the

---

[30] Tijana Dabic and Zeljko Stojanov, "Technique for Collecting Qualitative field Data in Education Research", Bijeljina:Sinteza,2014, 363.

[31] Gleen Bowen," Document Analysis as a Qualitative Research Method", Western Carolina : Barry University, No.2/August 2009,28

result of student's writing document by photos. The documents also include all structure of the school organization.

D. Data Analysis Technique

The researcher will analyze the data. when the data has been obtained, for analysis the data consists of three activities as follows:[32]

1. Data Condensation

    Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview, transcript, documents, and other materials. Data condensation is a form of analysis that sharpens, sorts, focuses, and organizes data in such a way that "final" conclusion can be drawn and verified. In this step the researcher focusing find the errors on the use of preposition in descriptive text.

2. Data Display

    The second activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. After get some data from students writing the researcher organized the data

3. Drawing and Verifying Conclusion

    The third activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by nothing patterns, explanations, causal flows, and propositions. The

---

[32]Mattew B. Miles, *Qualitative Data Analysis 3rd Edition*, SAGE Publication. Inc, United States of America, 2014

competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. The last researcher summing up the data results from student writing.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMAN 5 Metro

   Senior high school 5 Metro is located at Wolter Monginsidi Street East Hadimulyo, Central Metro Lampung. SMAN 5 Metro was established in 2006 and started operation in 2006. SMAN 5 Metro begins from 07.30 am until 15.00 pm.

b. Scholl Identity

   Number of School   : 10809702

   Name of School   : SMAN 5 Metro

   Postal Code   : 3411

   Geographic Position : -5 latitude, 105 longitude

   Accreditation   : A

c. Vision and Mission

   Vision :

   Excels in performance, faithful and pious based on national values with an environmental vision.

   Mission :

   1.) Provide maximum educational services by improving the quality of discipline of teachers, employees, and all school residents.

2.) Creating a conducive, safe and comfortable learning environment to encourage the creation of an effective, creative, and innovative learning environment

3.) Develop the potential of students optimally to be able to achieve in academic and nonacademic.

4.) Provide adequate learning facilities and infrastructure for personality development, science and technology.

5.) Prepare students to the maximum to have a high competitive power to enter their favorite colleges.

d. Number of Teacher and Staff of SMAN 5 Metro

SMAN 5 Metro was a senior high school located in Central Metro. This school has a total of 72 teachers and staff. It was to support the learning process activities for the students. Consists of 29 male teachers and 43 female teachers. The details can be seen in the appendix.

e. Number of Students in SMAN 5 Metro

The number of students in Senior High School 5 Metro is 713 students. Consisting of 309 male students and 404 female students. As for detail as following :

Table 2. Number of Students of SMAN 5 Metro

No	Class	Sex		Total
		Male	Female	
1	Class X	110	113	223
2	Class XI	98	166	264
3	Class XII	101	125	226
Total				713

Source : Documentation of recapitulation data of SMAN 5 Metro in academic year 2021

f.   The Infrastructure Facilities

Senior High School Metro has infrastructure and facilities to support the teaching-learning process. It can be seen from the list of supporting infrastructure in the learning process such as 24 classes, 4 laboratories (biology, physics, chemistry, and computer, library, sports field and ceremony flag.

2.   **Description of Research Data**

Description of research data refers to the research question including what kind of errors faced by students in using prepositions in descriptive text and what is the dominant error committed by the students in using prepositions in descriptive text of the eleventh graders at SMAN 5 Metro.

a.   The Types of Error in Using Preposition in Descriptive Text

1)   Omission Error

The researcher found some omission errors in data analyzed. Omission refers to omitting English linguistic features from a sentence. There are 4 errors in omission. Omission error found in the students writing document written by NA, SR, WJI, and EF. The researcher only focussed on the use of errors in prepositions. Some omission errors are in the table below:

Table 3. Omission Errors on the Use of Preposition

No	Name	Sentence Error	Correct Sentence
1	NA	(....) Kuta you will see a great deal of visitors.	**In** Kuta you will see a great deal of visitors.
2	SR	I felt tired (....) two long hours.	I felt tired **after** two long hours.
3	WJI	When go to school we walked (....) the way together.	When go to school we walked **along** the way together.
4	EF	There are many coconut three (....) beach.	There are many coconut three **at** beach.

2) Addition Error

The researcher found some additional errors in data analyzed. Addition refers to the presence of an extra linguistic element in English writing. There are 3 errors in Addition. Additional errors found in students writing documents written by DP, EF and VO. The researcher only focussing on the use of errors in preposition Some addition errors are in the table below :

Table 4. Addition Errors on the Use of Preposition

No	Name	Sentence Error	Correct Sentence
1	DP	Marina beach is one of beach *in from* Lampung.	Marina beach is one of beach *in* Lampung.
2	EF	Usually I go *to in* the beach with family.	Usually I go *to* the beach with family.
3	VO	My home and Aldi's home is *to near.*	My home and Aldi'shome is *near.*

3) Misformation Error

The researcher found some misformation errors in data analyzed. Misformation refers to misuse of appropriate linguistics elements. There are   errors in Misformation. Misformation error found in students writing documents written by DMW, DS, EF, MBK, MR, BSN, DCA, BPB, DP, LSM and JPR. The researcher only focussed on the use of errors in prepositions. Some misformation errors are :

Table 5. Misformation Errors on the Use of Preposition

No	Name	Sentence Error	Correct Sentence
1	DMW	She born *on* Bali.	She born *in* Bali.
2	DS	I hold her *on* my hand.	I hold her *in* my hand.
3	EF	*On* beach I can see beautiful views.	*At* beach I can see beautiful views.
4	MBK	Position of this beach is *on* Badung.	Position of this beach is *in* Badung.
		This beach is near of Ngurah Rai airport *on* Bali	This beach is near Ngurah Rai airport *in* Bali.
		I like holiday *in* Kuta beach.	I like holiday *at* Kuta beach.
		I am very happy holiday *in* Kuta beach.	I am very happy holiday *at* Kuta beach.
		I am very happy holiday in Kuta beach *at* Bali.	I am very happy holiday at Kuta beach *in* Bali.

5	MR	My mother held umbrella *on* both of us because so heat.	My mother held umbrella ***above*** both of us because so heat.
6	BSN	We first meet ***from*** last June.	We first meet ***since*** June.
7	DCA	I put my swan in the stable ***beside*** my house at the backyard.	I put my swan in the stable***behind*** my house at the backyard.
		In the morning I waive my swan.	*On* the morning I Waive my swan.
8	BPB	*On* the beach you can go scuba diving or just swimming.	*At* the beach you can go scuba diving or just swimming.
		usually I go to the beach *in* afternoon.	Usually I go to the beach *on* afternoon.
		I usually follow and sit ***above*** the sailboat.	I usually follow and sit*on* the sailboat.
		I see beautiful sunset***beside*** cloud and sky	I see beautiful sunset ***between*** cloud and sky.

9	DP	So, if I arrive *in* Marina beach I just fishing.	So, If I arrive *at* Marina beach I just fishing.
10	LSM	She likes play *in* mygarden.	She likes play *at* my garden.
11	JPR	She comes into my housing *at* two monthago.	She comes into my housing *since* two month ago.

b. The Most Dominant errors in Using Preposition in Descriptive Text

In collecting the data of the first research question, the researcher used the technique of observation. Therefore the instrument is documented from the result of students writing. The data analysis based on the documentation sheet :

1.) Omission Error

The researcher found the error of omission in data analyzed. Based on the result from students' writing documents, it is investigated that there are 4 errors or 15% of students doing the omission error in their writing. It means that this type is rarely used in students writing descriptive text.

2.) Addition Error

The researcher found the error of addition in data analyzed. Based on the result from students' writing

documents, it is investigated that there are 3 students or 12% students making additional errors in their writing. It means that this type is rarely used in students writing descriptive text.

3.) Misformation Error

The researcher found the error of omission in data analyzed. Based on the result from students' writing documents, it is investigated that there are 19 errors or 73% students doing the omission error in their writing. It means that this type is often used in students writing descriptive text.

Table 6. The Most Dominant Error on the Use Preposition In Descriptive Text By Eleventh Graders Student of SMAN5 Metro

No	Types of Error	Frequency	Percentage
1.	Omission	4 Errors	15%
2.	Addition	3 Errors	12%
3.	Misformation	19 Errors	73%
Total		26 Errors	100%

Based on the table above, there is the most dominant error of using prepositions in descriptive text. That is Misformation error, it is about 73% (19 errors). Misformation refers to misuse of a word and causing a mistake in sense of sentence.The second is Omission error, it is about 15% (4 errors). Omission refers to omitting english linguistics features from a sentence. The third is Addition errors, it is about 12% (3 errors). Addition refers to the presence of an extra linguistic element.

Figure 1. The percentage of Students errors in writing
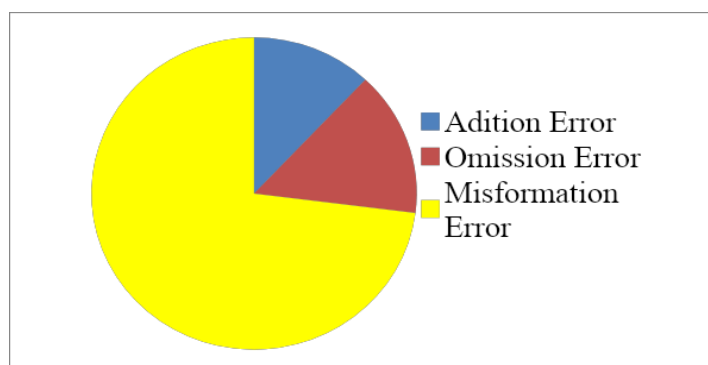
B. Discussion

This research is conducting at the eleventh graders of SMAN 5 Metro. It means that the result of this research is defined and limited only on this participant in that place. In other words, the result may be different when it is conducting in the different place and participant even though it has the same matter.

The findings of this research are consistent with the finding of several studies. According to John R. Taylor error analysis means the inevitable uncertainty that attends all measurements. Error is a proof of the learners' level that illustrates how first and second language learner's improvement as an independent system of language.[33] As a result, the study of learners' error has become a crucial field of applied linguistics to examine language grammatical knowledge by analyzing learners' writing that is necessary for teacher to assist learners in developing their writing in English. Additionally, the analysis of language learners' grammatical

---

[33]John R. Taylor, *An introduction to Error Analysis*., 3

knowledge enables the language teachers to expect and overcome problems of errors happened in the process of language, Al-Zoubi said. [34]

Furthermore, in this research the researcher finding some error on the use of preposition. S.P. Corder classified error on a superficial basis as error of omission, error of addition and error of misformation. This superficial classification of error is only a starting point for systematic analysis. It is only the evidence or data for an analysis.[35]

The percentage of student's error in using preposition in descriptive text, there are 15% students' omission error, 12% students' addition error, and 73% students misformation error. The highest percentage in students writing use preposition in descriptive text are misuse of using word and cause a mistake in sense of sentences. The students need more knowledge and choose an appropriate preposition, so that the students can answer and write descriptive text correctly.

To solve this student's problem that they have, the researcher conclude that students learning more about preposition and remembering what kinds of preposition. It helps students when writing a text. Besides, the students enriched their vocabulary because it helps them when they comprehend a text.

---

[34]Samer Mahud Al-Zoubi, *The Significance of Error Analysis*., 151
[35]S. P. Corder, *Error Analysis and Interlanguage*., 36

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In teaching learning activities writing is important. From the description of the data analysis on the previous chapter, it can be concluded that the students' error in using prepositions in descriptive text at the eleventh graders of SMAN 5 Metro are still low and need to be increased.

Based on the result of writing descriptive text it is found that the students have a low understanding of types of prepositions, do not understand the use of prepositions based on the context, and difficulty distinguishing the use of prepositions.

the percentage of students error in using preposition in descriptive text, there were 15% students omission error, 13% students edition error, and 73% students misformation error. The highest percentage of students writing using prepositions in descriptive text are misuse of words and cause a mistake in sense of sentences. The students need more knowledge and choose an appropriate preposition, so that the students can answer and write descriptive text correctly.

B. Suggestion

Based on the conclusion above, the researcher would like to propose some suggestion as follows :

1. Suggestion for the Teacher

The teacher has to make students aware of their mistakes by correcting the errors. Give explanation and reason if the students makes a mistake and tell the correct answer. The teacher is expected to motivate the students in order to be excited in English learning since many students regard that English is a difficult subject to learn.

2. Suggestion for the Students

The students should improve their understanding of the types of prepositions and choose appropriate prepositions in writing sentences or paragraphs.The students should have more practice in writing.

3. Suggestion for other Researchers

The results of the research only confirms the hypotheses, but it does not prove that something is absolutely true at all times. Moreover, the researcher needs improvement of thought for further studies. In addition, the finding of the research hopefully will be employed as a starting point of the future research on similar topics.

BIBLIOGRAPHY

Andianto, "The Effectiveness of Teacher Feedback Technique Toward Students Writing Ability (an Experimental Syudy at SMA Muhammadiyah 2 Metro)", IAIN Metro:Pedagogy, Journal of English Language Teaching, Vol.4/14 March 2017, 10.

Anjayani, Pindho, Suprapto, "Error Analysis on the Use of Prepositions in Students' Writing, Semarang : Journal of English Language Teaching No.2 / 2016, 3.

Arjan , Asmeza, Noor Hayati, "A Corpus Based Study on English Preposition", Canadian Center : English Language Teaching, No,12/November 2013, 168.

Basias, Nikolaos, Yannis Pollalis, "Quantitative and Qualitative Research in Business & Technology: Justifying a Suitable Research Methodology", Piraeus : University of Piraeus, Vol. 7(2018): 94.

Boardman, Cynthia A., Jia Frydenberg, *Writing to Communicate Paragraph Essay:Third Edition*, (New York : Pearson Edition, 2008), 18-20

Bowen, Glenn. A," Document Analysis as a Qualitative Research Method", Western Carolina : Barry University, No.2/August 2009,28.

Corder, S. Pit, *Error Analysis and Interlanguage*, (Oxford : Oxford University Press Walton, 1982), 38

Dabic, Tijana and Zeljko Stojanov, "Technique for Collecting Qualitative field Data in Education Research", Bijeljina:Sinteza (2014): 363.

Deniatur, Much, "An Analysis of Students' Error in Pronounving English Dipthongs at the First Semester of STAIN Jurai Siwo Metro", IAIN Metro : Pendagogy, Journal of English Language Teaching, No.2/2016. 116

Fitriani, Rafi Hamdi Nuri, Bustamin, Syaban Mada Ali, Nurisman , "Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy ", Indonesia : International Journal for Educational and Vacational Studies, No.6/October 2019, 632.

Gayo Hendri and Pratomo Widodo, "An Analysis Morphological and Syntatical Error on the English Writing", Indonesia : International Journal of Learning, No.4 / April 2018, 65-68.

Herdi, Nelisa Andriana, " A Study on the Students' Ability in Using Preposition of Direction", Indonesia : ELT-Lectura : Journal of Education, No.2 / August 2017, 72.

Heydari, Pooneh & Mohammad S. Bagheri, "Error Analysis", Iran:Academy Publisher, No.8/August 2012, 1584.

Ibrahim , Abdelrazig Abdelghani Mahil, "The Difficulties Ecounter Students in Using English Prepositions of Time", Saudi Arabia : IJHSEE, No.11/ November 2017, 215.

J. Hammon. , *English for Social Purpose*, (Sydney:Mackuarie University, 1992), 78.

Jayasinghe, Ramani Ratnamali, " An Error Analysis on Preposition Used by the Learners of English as a Second Language in Writing", Sri Lanka : International Journal of Social Science and Technology, No.4 / June 2018, 82.

Llach, Maria Pilar Agustin, *Lexical Errors and Accuracy in Foreign Language Writing*, (Canada:British Library,2011), 43

Lubis, Wildan Iskandar, Asriani Hasibuan, Nirwana Wulandari, "The Effect of Wholesome Scattering Game on Descriptive Text", Indonesia: Journal Liner, No.1/March 2020, 92

Loke, Darina Lokeman, Juliana Ali, and Norin Norain Zulkifli Anthony, "A Corpus Based Study on the Use of Preposition of Time", Malaysia: Canadian Center of Science and Education, No.9/August 2013, 128.

Londono, David Alberto, "Error Analysis in a Written Composition", Colombia: University of Colombia, April 2008, 136-140

Masitoh, Siti & Dasep Suprijadi, "Improving Student's Ability in Writing Descriptive Text Using Genre Based Approach (GBA)", Bandung : ELTIN Journal, No.1 / April 2015 ,40.

Miles, Matthew. B, A. Michael Huberman, Johnny Saldana,*Qualitative Data Analysis A Method Sourcebook 3rd Editio*n, USA : SAGE, 2014

Mirlohi, Mehdi, Saeed Ketabi, Mojgan Roustaei, "The Effect of Instruction on Writing Performance of Intermediate EFL Persian Students.", Iran : International Journal of Linguistics, No.4 / 2012, 327.

Mitchell, Shannon, Leanne Baugh, and Julie Kelly, *Part of Speech*, (West Vancouver:School BC, 2016), 73

Nunan, David, *Teaching English to Speakers of Other Languages*, (New York:Routledge, 2015), 78.

Noprianto, Eko, "Student's Descriptive Text Writing in SFL Perspectives" , Indonesia : IJELTAL, No.1 (2017): 67.

Oshima, Alice, and Ann Hogue, *Introduction to Academic Writing : Third Edition,* New York : Pearson Longman, Inc, 2007..

Stuart, Westwood Peter, *Learning and Learning Difficulties,*(Australia : ACER Press,20014), 109

Swick, Ed, *English Pronoun and Prepositions Second Edition,*New York : McGraw-Hill.Inc, 2011.

Taylor, John R., *An Introduction to Error Analysis*, (California:University Science Books, 1997), 3

Tunaz, Mehmet, Emrah Muyan, and Nursel Muratoglu, "A Corpus Based Study on the Preposition Error Types Turkish EFL Learners Essays", Turkey:International peer-reviewed Journal, 2016, 1-10

Vasquez, David Alberto Londono, "Error Analysis in a Written Composition", Colombia: University of Colombia, April 2008, 136-140

Williams, Carrie, "Research Method", Grand Canyon:Journal of Business, No.3/March 2007, 67

Zoubi , Samer Mahmoud Al, "The Significance of Error Analysis in Writing Production", Jordan : International Journal of English Language and Literature Studies, No.4/January 2018 ,151.

LIST OF APPENDIX

Appendix 1

Number of Teachers and Staff of SMAN 5 Metro

No	Name	Sex
1	Suparni, S.Pd. M.Pd	Male
2	Drs. Gana Priatna	Male
3	Jamaludin, S.Pd	Male
4	Dra. Sri Hartati	Female
5	Wiwik Wiji Rejeki, S.Pd	Female
6	Drs. Sismadi	Male
7	Dra. Sri Amanti	Female
8	Dra. Farida Tri R, M.Pd	Female
9	Darni Safitri	Female
10	Drs. Sukiran	Male
11	Ch. Harti Setyorini, S.Pd	Female
12	Ema Suryani, S.Pd, M.Pd	Female
13	Toto Yulianto, S.Pd	Male
14	Romualdus Tri Endah, M.Si	Female
15	Haronal, S.Pd	Male
16	Wari Prastiti, S.Pd, M.Pd	Female
17	Zulida S.Pd	Female
18	Dewi Utami Soewarno, S.Pd	Female
19	Drs. Wardaya, M.Pd	Female
20	Yulistin, S.Pd	Female
21	Eka Nirwana, S.Pd	Female
22	Sutarjo, S.Pd	Male
23	Cahyaningsih Waluyati, S.Pd	Female

24	Estiya Hayati, s.Pd	Female
25	Zaitaputri	Female
26	Silvista Sita Marharini, S.Sn, M.Pd	Female
27	Nunik Kiswati	Female
28	Mohtar Efendi, S.Pd	Male
29	Eni Purwaningsih, S.Pd	Female
30	Drs. Warino	Male
31	Yudhi Hardiyanto, ST	Male
32	Siti Aminah, S.Si	Female
33	Tri Setiawati, SS	Female
34	Gidion Guntoro, S.Kom	Male
35	Dian Puspasari, S.Pd	Female
36	Yudha Ranto Hari Bowo, S.Pd	Male
37	Budi Nugroho, S.Pd	Male
38	Muamar Dodi Prastiyo, SS	Male
39	Wiwi Alfiani, S.Pdi	Female
40	Samadi, S.Pd	Male
41	Novi Kusnawati, S.Pd	Female
42	Jatmiko Purwo Supatmo, S.Pd	Male
43	Didik Setiyadi, S.Pd	Male
44	Ida Suryati, SH	Female
45	Yulistri Andriyati, S.Si	Female
46	Eni Maryani, S.Si	Female
47	Marta Supri Hartati	Female
48	Dra. Lilik Masdiana	Female
49	Martono Eko Saputro, S.Pd	Male
50	Rina Septiana, S.Pd	Female
51	Ryska Puspitasari, S.Pd	Female
52	Hudori Saputra, S.Pd	Male
53	Yunita Agustini, S.Pd	Female

54	Anggun Rizki Amalia, S.Pd	Female
55	Neti Kusuma, S.Pdi	Female
56	Tyas Larasthasia, S.Pd	Female
57	Amalya Cahya Hardani, S.Pd	Female
58	Ka. Bernardo Satria Marsa, S.Pd	Male
59	Agustien Pranata Sukma, S.Pd	Male
60	Anggie Intan Lestari, S.Pd	Female
61	Zakia Nurul Jeniaty, S.Pd	Female
62	Fainal Abdi	Male
63	Suparno	Male
64	Diana Wati	Female
65	Hadrianus Rudi Palmajaya, A.Md	Male
66	Ana Suci Filis Triani, A.Md	Female
67	Ermi Septyoningsih , A.Md	Female
68	Ariyanto	Male
69	Aris Susilo	Male
70	Piscelia Putri Anggraeny, S.Pd	Female
71	Titin Nursilawati	Female
72	Syaiful Akbar, S.Pd	Male

Appendix 2

Instrument Test
WRITING TEST

Direction :

1. Write your name and class on your answer sheet!
2. Read the instructions before and answer the question carefully!
3. You may not cheat with your friends or open the internet, just write what's in your mind!
4. Check your answer before submitting!
5. You have 45 minutes to write down a descriptive text.

Question:

1. Write descriptive text should consist at least 3 paragraphs Choose one of topics below :

    a. My Friends   b. Favorite Pets   c. Beach

Name :   Class:

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

Appendix 3

Table of Student's Writing Analysis

No	Name of Students	Types of Errors			Total
		Omission	Adition	Misformation	
1	AF			1	1
2	DMW			1	1
3	DP		1	1	2
4	CDS				0
5	FS				0
6	FI				0
7	NA	1			1
8	MA				0
9	MBK			3	3
10	LSM			1	1
11	VO		1		1
12	SR	1			1
13	WJI	1			1
14	MR			1	1
15	NH				0
16	BSN			1	1
17	APS				0
18	EF	1	1	2	4
19	ANS				0
20	DS			2	2
21	BS				0
22	DCA			2	2
23	BPB			3	3
24	JPR			1	1
Total		4	3	19	26
Precentage		15	12	73	100

Appendix 4

The Result of Student's Writing of Eleventh Graders at SMA N 5 Metro

Name : Susi Susanti   11 June 2021
Class : XI IPS 4

Tes B:

1. After   6. Along
2. Since   7. on
3. on   8. inside
4. To   9. out
5. Arround   10. on

Clara Beach

I life in Lampung. There are many beach
in Lampung usually, on weekend I go to beach with
my friend. Last week I goto beach at Pesawaran.

There are motun beach, sari ringgung beach,
Maliam beach etc. Last week i visited clara beach.
The location is between ketapang and batu mandi beach.
For enter This beach we should pay 10 thoosand for
one people.

I really like to visit this beach because the place
so clean. The View is good and there are many people
enjoyed their holiday. This beach is recomended for family time.

Nama : Dwi Cahyo Andika   1 - 08 - 2021
class : XI IPS 5   A

                              6. With
1. While   7. In front of
2. And   8. go
3. Inside   9. Along
4. and   10. from
5. Around

My Swan

Swan is a large aquatic bird closely related to
geese and duck. The swan is known per its
pierce temperament and incredibly strong wing
which able to cause dangerous Northern-
though able to ca swan is generally whit
in colour with an orange beate.

I have one pair of swan (pur my swan
in the stable beside my house at backyard.
My swan already 5 month old. They usually eat
Lora poddly and catterpilar.

In the morning I wake my swan so they
are feel pot On the afternoon they come
back to the stable.

Name : Dewi Mariyam Wulandari
Class : XI Mipa 2
Text C

1. In the Middle of
2. At
3. And
4. By
5. Arround
6. To
7. Until
8. Until
9. After
10. With

My best friend

I have a best friend. Her call name is Hanum. She is very beautiful. She born on Bali. She is deligent student.

She always make me to happy. She is very kind. I also go to school together with Hanum.

I am very grateful to have friend like Hanum. I always remember she forever. I love her so much ♡

Appendix 4

Observation with the Teacher

Nomor   : B-0628/In.28.1/J/TL.00/03/2020
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMA NEGERI 5 METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**SHELLA PERMATASARI**
NPM	:	1601070165
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS ERROR IN USING PREPOSITION IN DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD IN SENIOR HIGH SCHOOL

untuk melakukan *pra-survey* di SMA NEGERI 5 METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Maret 2020
Ketua Jurusan
Tadris Bahasa Inggris

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

SURAT IZIN PENELITIAN
Nomor: 045.2 /436 / V.01 / 05 / 2020

Menanggapi surat dari Ketua Jurusan Tadris Bahasa Inggris Nomor: B-0628/In.28.1/J/TL.00/ 03/2020 pada tanggal 06 Maret 2020, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama   : SHELLA PERMATASARI

NPM   : 1601070165

Jurusan   : Pendidikan Bahasa Inggris

Memberikan izin untuk melaksanakan penelitian lapangan (*Field Study*) di SMA Negeri 5 Metro sebagai salah satu syarat menempuh ujian skripsi dengan judul: "An Analysis Of Students Error In Using Preposition In Descriptive Text Through Contextual Teaching And Learning (CTL) Method In Senior High School".

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 15 Juli 2020
Kepala Sekolah

SUPARNI, S.Pd. M.Pd.
NIP 196406081989031014

Nomor   : B-0042/In.28.1/J/TL.00/01/2021
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
Andianto (Pembimbing 2)
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**SHELLA PERMATASARI**
NPM	:	1601070165
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ERROR ANALYSIS IN USING PREPOSITION IN DESCRIPTIVE TEXT OF THE ELEVENTH GRADERS AT SMAN 5 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, 12 Januari 2021
Ketua Jurusan
Tadris Bahasa Inggris

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

S U R A T   T U G A S
Nomor: B-1773/In.28/D.1/TL.01/05/2021

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

Nama	:	**SHELLA PERMATASARI**
NPM	:	1601070165
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMA N 5 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS IN USING PREPOSITION IN DESCRIPTIVE TEXT OF THE ELEVENTH GRADERS AT SMA N 5 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.
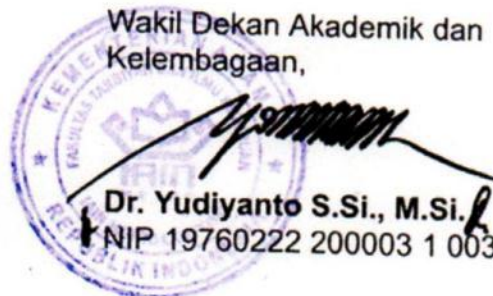
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 Mei 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

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

Nomor   : B-1774/In.28/D.1/TL.00/05/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 5 METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1773/In.28/D.1/TL.01/05/2021, tanggal 03 Mei 2021 atas nama saudara:
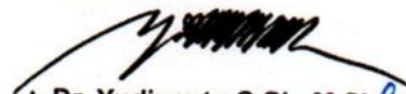
    Nama   : **SHELLA PERMATASARI**
    NPM   : 1601070165
    Semester : 10 (Sepuluh)
    Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 5 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS IN USING PREPOSITION IN DESCRIPTIVE TEXT OF THE ELEVENTH GRADERS AT SMA N 5 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya 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

Nomor: 045.2 / 116 / V.01 / 05 / 2021

Menanggapi surat dari Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan   Nomor: B-1774/In.28/D.1/TL.00/05/2021 pada tanggal 03 Mei 2021, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama   : **SHELLA PERMATASARI**

NPM   : 1601070165

Semester   : 10 (Sepuluh)

Jurusan   : Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 5 Metro sebagai salah satu syarat penyelesaian tugas akhir/skripsi dengan judul: "AN ERROR ANALYSIS IN USING PREPOSITION IN DESCRIPTIVE TEXT OF THE ELEVENTH GRADERS AT SMA N 5 METRO. "

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 17 Juni 2021
Kepala Sekolah

SUPARNI, S.Pd, M.Pd.
NIP. 19640608 198903 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-395/In.28/S/U.1/OT.01/05/2021

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

Nama	:	SHELLA PERMATASARI
NPM	:	1601070165
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 1601070165

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 Mei 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Shella Permatasari

NPM : 1601070165

Fakultas : Tarbiyah

Angkatan : 2016

Telah menyerahkan buku berjudul : Teaching language and literature in Elementary Classrooms

Metro, 1 Desember 2020
Ketua Jurusan TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Shella Permatasari   Fakultas/Jurusan : FTIK/TBI
NPM   : 1601070165   Semester/TA   : IX/ 2020

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
	4 / 11 / 20		Proposal *acc* untuk diseminarkan	*(ttd)*

Diketahui :
Kepala Jurusan TBI

(tanda tangan)

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

Dosen Pembimbing I

(tanda tangan)

Dr. Mahrus As'ad M.Ag
NIP. 1961221 199603 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Shella Permatasari   Fakultas/Jurusan : FTIK/TBI
NPM : 1601070165   Semester/TA : IX/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
	19/9/2020		Revise Chapter I problem fermulation etc.	Iwg
	24/9/20		Arrange the research fource - paragraph	Iwg
	1/10/20		Revise Source of Chapter II	Iwg
	22/9		Meet the first Advisor to get. Suggetion. Bring your guidence book.	Iwg

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Shella Permatasari   Fakultas/Jurusan   : FTIK/TBI
NPM   : 1601070165   Semester/TA   : IX/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
	6/11 2v		Ace fenu	Suup

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

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

Nama : Shella Permatasari
NPM : 1601070165

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	27/01 21			Sediakan teks descriptive yg di dalamnya banyak menggunakan Preposisi.	
2.	8/02 21			Ambil tulisan yg ditulis orang luar negeri.	
3.	24/02 21			Betulkan kata-kata yang salah	
4.	12/03 21			Sertakan lagi dua teks yg sejenis	
5.	28/05 21			Perbaiki APD Instrias...	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 1961221 199603 1 001

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

Nama : Shella Permatasari
NPM : 1601070165

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	25/01/21			Prepare your instrument	
2.	22/01/21			Revise your instrument	
3.	27/01/21			Ask to Mr. Mahrus to set Suggestion related to the instrument.	
4.	28/5/21			Acc APD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Shella Permatasari   Fakultas/Jurusan : FTIK/TBI
NPM : 1601070165   Semester/TA : IX/ 2020

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1.	22/21 /07	✓	Revisi daftar isi sesuaikan.	
2.	28/21 /07	✓	Revisi tulisan yang salah	
3.	3/21 /08	✓	Revisi Disscusion	
4.	23/21 /08		*Probailo strui. Acc Brunyasalile*	

Diketahui :
Kepala Jurusan TBI

Andianto M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Mahrus As'ad M.Ag
NIP. 1961221 199603 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Shella Permatasari   Fakultas/Jurusan : FTIK/TBI
NPM : 1601070165   Semester/TA : IX/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1.	23/7 21		- proof of Result. Revise Chapter IV Revs.	
2.	28/7 21		- Classification of Error - Mechanic Spelling - Correct Sentence - Comma	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Shella Permatasari   Fakultas/Jurusan : FTIK/TBI
NPM : 1601070165   Semester/TA   : IX/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
3.	18/8 21	.	Revise all. E Read all.	
4.	25/8 21		2X find some error	
	2/9			

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 2015031004

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

CURRICULUM VITAE

Shella Permatasari was born in Banjar Agung on September 13rd, 1998. She is the first daughter of Mr. Suroso Atmaja and Mrs. Sri Rahayu. Currently she live in the village of Banjar Agung, Kec, Seputih Mataram, Kab. Lampung Tengah. She enrolled her study at SDS 02 Gula Putih Mataram in 2005-2010. After that, she continued Junior High School at SMP Sugar Group Companies in 2010-2013. After graduating in the Junior High School, she studied in SMAN 1 Seputih Mataram in 2013-2016. Then in 2016 the writer continued her education at IAIN METRO by majoring in English Education Program.