

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS DIFFICULTIES
IN UNDERSTANDING PREPOSITION
IN WRITING RECOUNT TEXT OF THE EIGHTH GRADERS
OF SMP TMI ROUDLOTUL QUR'AN METRO**

By:

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Student Number: 1701070173



Tarbiyah and Teacher Training Faculty
English Education Department

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

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OF SMP TMI ROUDLATUL QUR'AN METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
In English Education Department

BY:

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1443 H / 2021 M



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Kepada yth,
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AssalamualaikumWr.Wb.

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

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Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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APPROVAL PAGE

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TEXT OF THE EIGHTH GRADERS OF SMP TMI
ROUDLATUL QUR'AN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING PREPOSITION IN WRITING RECOUNT TEXT OF THE EIGHTH GRADERS OF SMP TMI ROUDLATUL QUR'AN METRO. Written by: DEWI SUGIARTI, Student Number 1701070173, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, december 09th, 2021 at 15:00– 17:00p.m

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**AN ANALYSIS OF STUDENTS' DIFFICULTIES
IN UNDERSTANDING PREPOSITION
IN WRITING RECOUNT TEXT OF THE EIGHTH GRADERS
OF SMP TMI ROUDLATUL QUR'AN METRO**

ABSTRACT

BY

DEWI SUGIARTI

The primary goal of this research was to know what the students difficulties in understanding preposition in writing which are commonly made by students on the usage of preposition in writing recount text. The data were collected by observation, interview and documentation. Miles and huberman model was used to analyses the data.

This study used method descriptive qualitative, where the document and interviewed was used as the instrument in collection data. The researcher analysis 34 answer sheets of recount writing on the using preposition as her purposive sample, and the researcher interview 15 students consist of 5 question items to findings the students difficulties in writing.

The researcher result shows that the students difficulties in writing recount texts of the eighth graders at SMP TMI Roudlatul Qur'an Metro. The difficulties were reduced by classifying them into two categories, namely students difficulties on usage preposition of place and preposition time. After that, the researcher displayed all result of her finding. The result of analysis illustrated the frequency of students difficulties in preposition of time 66% and preposition of place 34%. In conclusion, so many students was difficult on the usage of preposition in writing recount text.

Keywords : *Students Difficulties , Preposition, Writing , Recount Text.*

**ANALISIS KESULITAN SISWA
DALAM MEMAHAMI KATA DEPAN
PADA PENULISAN RECOUNT TEXT
DI SMP TMI ROUDLATUL QUR'AN METRO**

ABSTRAK

**OLEH
DEWI SUGIARTI**

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan apa yang biasanya siswa lakukan pada penggunaan kata depan dalam penulisan recount teks. Teknik pengumpulan data menggunakan observasi, interview dan dokumentasi. Model yang digunakan untuk menganalisis data adalah model Miles and Huberman.

Penelitian ini menggunakan metode deskriptif kualitatif, dimana wawancara dan dokumen merupakan instrumen yang digunakan peneliti. Peneliti menganalisa 34 lembar kerja siswa dalam menulis recount pada penggunaan kata depan sebagai purposif sampel, peneliti juga mewawancarai 15 siswa yang terdiri dari 5 pertanyaan untuk menemukan kesulitan dalam menulis.

Hasil penelitian ini menunjukkan bahwa masih banyak kesulitan pemahaman siswa yang dibuat oleh siswa SMP TMI Roudlatul Qur'an metro dalam penulisan teks recount, kesulitan siswa pada penggunaan kata depan dalam penulisan recount teks yang dikerucutkan dengan cara mengklasifikasikannya ke dalam 2 klasifikasi kategori, yakni kesulitan dalam menulis preposisi waktu dan preposisi tempat. Setelah itu penulis menampilkan hasil temuannya. Hasil analisa menunjukkan jumlah kesalahan-kesalahan preposisi waktu sebanyak 66% dan preposisi tempat sebanyak 34%. Kesimpulannya, masih terdapat banyak Kesalahan dan kesulitan preposition pada hasil penulisan recount text siswa.

Kata Kunci : *Kesulitan Siswa , Kata Depan, Menulis , Teks Recount.*

STATEMENT OF RESEARCH ORIGINALITY

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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, November 12th, 2021

The Researcher



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

Metro, 12 November 2021



Peneliti

Dewi Sugiarti

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Verily, with every difficulty, there is relief". – (QS. Al-Insyirah:6)"

“ A person who never made a mistake is never tried new anything”

(Albert Einstien)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. The lord of the world, Allah SWT and His Messenger, Muhammad SAW
2. My beloved parents, Mr. Johan and Mrs. Sunariyah for Loving, Caring, Praying and Great Supporting
3. My beloved Sister, Isni Supiani and her husband Mudi Hartono, and her child Azra Nidi Latisha.
4. My lovely family and all whom I love, and also my Almamater IAIN Metro.

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In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the writer that she could accomplish this undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

In this occasion, the researcher would like to express her greatest appreciation, honor, and gratitude to her beloved parent Mr. Johan and Mrs. Sunariyah who have vigorously done everything for their children. The biggest thanks go to both of you. The researcher would like to express her sincere gratitude to her sponsor Dr. Umi Yawisah, M.Hum. That has guided her to give understanding and motivation in the process of completing this undergraduate thesis.

Finally, the writer realizes that this thesis is still many mistakes. At last, the researcher hopes that the research have significant contribution in teaching learning English in IAIN METRO.

Metro, November 12th 2021

The Researcher



Dewi Sugiarti
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TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	vii
MOTTO	viii
DEDICATION PAGE.....	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. Research Questions	4
C. Objectives and Benefits of the Study	4
D. Prior Research	6
CHAPTER II REVIEW OF LITERATUR.....	9
A. The Concept of Writing Recount Text.....	9
1. The Definition of Writing	9
2. The Process of Writing.....	10
3. Narrative Text	11
4. Recount Text	13
B. The Concept of Preposition.....	15
1. The Definition of Preposition.....	15
2. The Rule of Preposition.....	16

3. The Kind of Preposition	17
CHAPTER III RESEARCH METHOD	23
A. The Type and Characteristics of Research.....	23
B. Data Resources.....	24
C. Data Collection Technique.....	25
D. Data Analysis Technique	27
CHAPTER IV RESULT AND DISCUSSION.....	29
A. Description of The Data	29
1. History of SMP TMI Roudlatul Quran Metro.....	29
2. The Condition of the Teachers and Thesis Educational Background of SMP TMI Roudlatul Qur'an Metro.....	29
3. The Quantity Students of SMP TMI Roudlatul Qur'an in the Academic Year of 2021/2022 M.....	30
4. The Location of SMP TMI Roudlatul Qur'an Metro.....	31
B. Description of Data Analysis	31
C. Description of Findings.....	33
D. Discussion	37
CHAPTER V CONCLUSION AND SUGGESTION.....	44
A. Conclusion.....	44
B. Suggestion.....	45
BIBLIOGRAPHY	47
APPENDICES	49

LIST OF TABLES

Table 1.1. Passing Grade Criteria	3
Table 4.1. Gerund Or Verb In Noun Form.....	17
Table 4.2. The Kind of Preposition.....	18
Table 4.3. Notice the use of the prepositions.....	18
Table 4.4. Preposition of Time.....	19
Table 4.5. The Quantity of the students at SMP TMI Roudlatul Qur'an Metro.....	30
Table 4.6. The Frequency of The Students Correct Answer Score of Using Preposition in Writing Recount Text.	33
Table 4.7. Table Frequency of The Most Dominant Type Preposition Used in The Students Writing Recount Text of Class VIII	39
Table 4.8. Diagram for Percentage Type of Preposition That Student Difficult	41

LIST OF FIGURE

Figure 3.1. Analysis Components of Miles and Huberman Model	27
Figure 4.1. The Data Teachers and Their Educational Background.....	30
Figure 4.2. The Location of SMP TMI Roudlatul Qur'an Metro	31

LIST OF APPENDICES

1. Blue Print of Observation Sheet.....	50
2. Blue Print of Documentation Sheet.....	52
3. Documentation Sheet	52
4. Interview Sheet.....	53
5. The Teacher and Official	55
6. Kartu Bimbingan I.....	56
7. Kartu Bimbingan II.....	57
8. Surat Izin Pra-Survey	58
9. Surat Balasan Izin Pra-Survey	59
10. SK Bimbingan Skripsi.....	60
11. Surat Keterangan Bebas Pustaka.....	61
12. Surat Keterangan Bebas Jurusan	62
13. Surat Izin Research	63
14. Surat Balasan Research	64
15. Surat Tugas.....	65
16. Students Writing Recount Text.....	66
17. Photo Documentation	72
18. Curriculum Vitae	75

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is not only for communicating ideas to another but also for thinking and writing ideas. There are four skills that must be learned by all language learners if they want to master the language. They are listening, speaking, reading and writing. The primary aim of learning English is the students can make some writing to communicate each other not only in spoken language but also in written language. In the context of English language teaching as a foreign language in Indonesia, the teaching and learning English especially recount writing paragraph, and for understanding how to write paragraph in one of particular important.

Writing skill is the most essential subject matter for junior high school because they must master writing. The student can share information and ideas in the written form. To write well, the people must have good writing capabilities too. One of the capabilities is grammar that is needed by students because they cannot ignore construction of language in order to be able to share their message to another correctly specially in written text.

Writing is one of the English language skills, besides listening, speaking and reading used to convey messages from the writer to the reader. Writing is a way of expressing our thoughts, ideas, and feelings expressed in written language. In the writing process, there is a arrangement of symbols to

record, communicate and to accommodate aspirations that can entertain, provide information, and increase knowledge. Therefore writing is an activity of expressing the thoughts and feelings of the author as outlined in a written form which is expected to be understood by the reader and it is an indirect of communication.

Preposition is one of the parts of speech that apply in a sentence which is followed by noun or pronoun. According to Harmer prepositions is a word or group of words which is used to show the way in which other words are connected. Preposition as a medium how word or sentences meaningful sense. It can express meaning of place (e.g at the corner) and meaning of time (e.g before now). Preposition has been called the biggest little words in English. They are usually quiet short and insignificant looking, but they have very important functions to show the meaning of the sentences if only the grammar parts that must be mastered by students of junior high school.

Nevertheless, not all students pay enough attention at preposition. It is still found students difficulties in understanding preposition in writing recount text by the eighth grade of SMP Roudlatul Qur'an Metro. It was found that many students still difficulties in understanding of using preposition in writing recount text, especially in using preposition of place and preposition of time.

Recount is one of genre texts, which is taught at the eight year students of junior high school. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order) and to entertain.

Related to writing, the writer had conducted a pre-survey on August 02, 2021 at SMP ROUDLATUL QUR'AN METRO, in the pre-survey process, the writer reviewed the documents provided by the class English teacher. In the pre-survey process the writer found a preposition phenomenon in the results. The result of the writing assignment while the pre-survey is illustrated in the following:

Table 1.1
Passing Grade Criteria

No	Grade	Frequency	Percentage	Category
1	65-100	Student	10%	Good
2	55-64	Student	30%	Fair
3	10-54	Student	60%	Bad
	Total	34	100%	

Based on the information from the table, it is known that most of the preposition phenomena in students' writing fall into the category bad (60%) this shows the quality of the use preposition other than that based on the result of interviews with the teacher during the pre-survey process, the writer found the fact that students have difficulty in the writing process in English due to limited vocabulary, grammar, and low motivation.

Responding to the phenomena that the writer found in the pre-survey process, the writer intend to analyze more intensively the phenomena of preposition in writing.

Preposition is a head of the whole phrase, prepositions are generally short words that express relations, often locational relations in space or time. Prepositional phrase consist of a preposition and a noun or pronoun that acts as the object of the preposition, this object is sometimes modified by an

adjective or two. The importance of using a preposition to indicate that there are words or sentences about information direction, location and time.

Based on the description above, the writer intends to analyze more deeply the preposition phenomenon in the writing process. In this case the author will conduct qualitative research in the form of a case study. Therefore, the writer compiled a research proposal entitled “ An Analysis of Students’ Difficulties in Understanding Preposition in Writing Recount Text of the Eighth Graders of SMP TMI Roudlatul Qur’an Metro”.

B. Research Question

1. What are the students difficulties in understanding preposition of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro?
2. What is the most dominant type of preposition used in the students writing recount text of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro?
3. How to solve the difficulty in understanding preposition in writing recount text of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro?

C. Objective and Benefits of the Research

1. Objectives of the Research

Based on research questions, the writer determines the objectives of this research, including:

- a. To identify the students difficulties in understanding preposition of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro.

- b. To know the most dominant type of preposition used in writing recount text of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro.
- c. To find do the best solution to students' difficulties in understanding preposition in writing of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro.

2. Benefits of the Research

This research is expected to provide benefits not only for writers but also for students, teachers and other writer.

a. For the Students

This research is expected to provide benefits to students by providing information about their difficulties in understanding preposition in writing and their causes and solutions. In addition to providing information related to this, students can also take next steps to improve the quality of their writing.

b. For the Teacher

Through this research, the teacher will get information about the students' difficulties in understanding the preposition in writing and their causes and solutions. By knowing this, the teacher can help students improve their writing.

c. For the Others Researchers

This research is expected to provide benefits to other writer by not only providing information about preposition theory, but also technical steps for conducting research related to the topic. It means

that through this research other writer will get detailed information related to the steps analysis preposition in writing.

D. Prior Research

This research will be conducted by considering several prior researches. The first prior research In other research under title is “The Correlation Between Prepositions Mastery and Ability In Writing Recount Text of The First Year Students At State unior High School 1 XIII Koto Kampar Kampar Regency” The research was written by Ela Novita Sari from Department of English Education Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau Pekanbaru 1433 H/2012 M. This study was to find out the correlation between Prepositions mastery and recount text writing ability. In analyzing the data, the scores were analyzed by using Pearson Product Moment Formula by using SPSS 16.0 version. From the research findings, the score of Pearson Product Moment (r) is 0.306 and it compared to table at 5%, ($0.288 < 306$). It can be concluded that H_0 was rejected and H_a was accepted. The conclusion are that, there is a significant correlation between prepositions mastery and recount text writing ability at the first year students of State Junior High School 1 XIII Koto Kampar Kampar Regency, the students’ preposition mastery was categorized into enough level, and the students’ Recount text writing ability was categorized into enough level too.³ Based on the researches above, it indicates that preposition are crucial in writing process. The similarity with the research and the two previous researches above is the research focus on the use of preposition in

recount writing. As a result, the researcher would continue a research in term of an analysis on the usage of preposition which progresses in writing product, especially in writing recount text at The Eighth Grade of SMP TMI Roudlatul Qur'an Metro.¹

The second research was conducted by Eni Ismayanti, Abdul Kholiq who conducted a research entitled An Analysis of Student' Difficulties in Writing Descriptive Text In Academic E-Link Journal Of The English Teaching Forum. This research aims to describe the students' difficulties in writing descriptive text and to find out the causes of students' difficulties in writing descriptive text. This research uses quantitative descriptive methods. The research subjects are X MIPA 6 students of SMAN 1 Sukodadi who had difficulties when writing descriptive text, the data of this research are the result of students' worksheet and the students' answer in interview. This research used documentation and interview to collect the data. Data reduction, data display and drawing conclusion was used to analyze the data. The result of this research shows that the students of X MIPA 6 have difficulty in writing descriptive text, the difficulties are difficulties in generic structure, difficulties in grammar, and difficulties in spelling. While the factors that cause the students' difficulties in writing descriptive text are lack of proficiency in the text production skills, lack of knowledge relating to the subject contents of the script to be written, and lack of interest in learning English.²

¹ Ela Novita Sari, undergraduate thesis "*The Correlation Between Prepositions Mastery and Ability In Writing Recount Text*, Pekanbaru: 2012

² Eni Ismayanti & Abdul Kholik, "*An-Anlysis of Students' Difficulties in Writing Descriptive Text*", *E-Link Journal*, Vol. 7, No. 1, (2020)

This study has several similarities and differences with previous research. The similarities of this research and previous research is about student' difficulties in writing, the difference between this research and prior research in the topic to be studied.

The last research was conducted by Atikasari Husna, Akhmad Multazim who conducted the research entitled Students' Difficulties in Writing Recount Text in Inclusion classes. The objective of the study is to identify the students' difficulties in writing recount text in inclusion classes. The study belongs to a mixed-method research involving 30 students of 8th grade inclusion class. The data collecting techniques was testing. There were several steps to analyze the data: analyzing the students' work, calculating the average score by using descriptive statistic and the last step is descriptive analysis. The result of the study shows that the students' difficulties in writing recount text are related to content aspect, organization aspect, grammar aspect, mechanic aspect and generic structure of recount text aspect especially in orientation and reorientation.³

This study has several similarities and differences with previous research. The similarities of this research and previous research is students' difficulties in writing recount text. The difference about this research and prior research in the method use to be studied.

³ Atika Sari Husna & Akhmad Multazi, "Students' Difficulties in Writing Recount Text at Inclusion Classes", *LET: Linguistics, Literature, and English Teaching Journal*, Vol. 9, Issue, 1, (2019)

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Writing Recount Text

1. The Definition of Writing

Writing is a common medium for testing knowledge in much of the world including knowledge of the L2 itself, even within instructional programs that emphasize oral production. Writing is the most important productive activity for L2 learners to develop if they will use the language for academic purposes, or in certain types of service functions.⁴ It can be known that writing is a process that used to know second or foreign language learners capability in the target language.⁵ Thus, writing is the product of learning process that help the student in their instruction activity.

One major theme in pedagogical research on writing is the basic organization process of writing. Result of the written product are thinking, drafting and revising. The compositional nature of writing has to produce writing pedagogy that focuses student to bring in ideas, how to control them coherently, how to function discourse markers and rhetorical convention to locate them cohesively to be written text, how to repair text for really meaning, how to correct text for suitable grammar, and how to

⁴ Murriel Saville-Troike, *Introducing Second language Acquisition*, (New York: Cambridge University Press, 2006) p. 163

⁵ Jeremy Harmer, *How to Teach Writing*, (England: Longman Pearson Education Limited, 2004), p.40

result a final product.⁶ So, writing is the basic organization that focuses on student to bring in ideas, how to make cohesive and suitable grammar to be a good.

Based on the statements above, the writer can assume that writing is basically the process to express the ideas and the thought by using knowledge of construction and vocabulary to combine them in to a significant text. Writing is one of the extremely crucial aspects of english learning, by writing student can express and explore their ideas, knowledge, information, in writing extensively. Furthermore, writing is an activity to produce or reproduce useful written messages that are used the guidelines and the strategies of language.

2. The Process of Writing

There are three steps in writing process, according to Kristine as follows:⁷

a. Preparing to Write

To make a planning in writing, there are three sources to help you locate an produce information in writing, they are: (a) memory (something we knew), (b) observation (something we had seen), or (c) research something we had heard someone say).

⁶ Brown H. Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (San Fransisco Addison Wesley : Logman, 2000), p.335

⁷ Kristine Brown and Susan Hood, *Writing Matters Writing Skill and Strategies for Student of English*. (New York: Cambridge University Press, 1989), p. 6

b. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during planning can be shaped into a successful piece of writing.

c. Revising

Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.

3. Narrative Text

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events.⁸

Narrative text is a kind of text that exactly to tell the activities or event in the past, that show problematic experience and resolution means to amuse oftentimes meantto give moral lesson to the readers.⁹

Narrative is the most common of writing because the writer just tells about his/her story without any purposes. Narrative places acts in

⁸ Rodearta Purba, *Improving The Achievement on Writing Narrative Text Through Discussion Starter Story Technique*, Publishing 2018. P. 29

⁹ *Ibid.*, 94.

times and tells what happened according to natural time sequence. The genre of narrating or narrative is one of the most commonly read, though least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative does not have, for example, a singular generic purpose, as do some of the other genres. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinion and attitudes.

a. The Generic Structure of Narrative Text

The generic structure of narrative text involves the character with defined personalities/identities, and creates images in the reader's mind and enhances the story. It also focuses a text on a series of actions.

b. The Linguistic Features of The Narrative Text

The linguistic features of narrative text, there are some typical linguistic features common to narrative are focus on specific and usually individualized participants, use of material process, (and in this text, behavioral and verbal process), use of relation process and mental process, use of temporal conjunction, and temporal circumstances, and also use of past tense.¹⁰

¹⁰ *Ibid.*

4. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. In the syllabus of second grade of junior high school, it stated that recount text is one of text that should be mastered by the second grade students. Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened.¹¹

According to Pardiono a simple recount text type can be defined as a kind created with the aim to provide information about the activities of the past.¹²

In conclusion a recount text is a text that telling the reader about one story, action some event, accident, activity or someone experience in a past. The goal is to entertain.

a. The Purpose of Recount Text

The purpose of recount text is to list and describe past experience by retelling events in the order in which they happened (chronological order). Recount are written to retell events with the purpose of their informing or entertaining their audience (or both).¹³

¹¹ Olla Refilda, *Increasing Student Achievement in Reading Comprehension of Recount Text Through SQ4R Strategy*, (no publishing), 2012 .p. 12

¹² Pardiono, *Pasti Bisa! Teaching Genre-Based Writing* (Yogyakarta: ANDI, 2007) P.63

¹³ Doni Ramli, *A Research Journal, An Analysis on Students' Errors in Writing Recount Text* (Pontianak: Tanjungpura University, 2013), P. 2

b. The Characteristics of Recount Text

1) Generic Structure

According to Pardiono the generic structure of a recount text consists of three parts; they are the setting or orientation, events, and conclusion.¹⁴ The setting of orientation is the background information answering who, when, where, and why. It is also where you give an outline of what you are writing about. Events are where you write about the things that happened and are identified and described in chronological order. The last, conclusion expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened or mentioning something which will or may happen later.

2) Language Features

Language features are needed in the creating of recount text. It makes easier when the students want to write the recount text. Words related to time called adverbs, for example yesterday, outside, last year, and so on. The words in 1901, on top of Mt Kosciusko are used to indicate specific times and places.¹⁵ Language features are needed in the creating of recount text. It makes easier when the students want to write the recount text.

¹⁴ Pardiono, Pasti Bisa!. P. 64

¹⁵ Sue Stubbs, Targeting Text, (*Sydney: Blake Educaion, 2010*) , p. 9-10

According to Sue Stubbs there are several language feature in writing recount text such as:

- a) Simple past tense is tense that is used in most recount text. The students tell about events or experiences that had happened.
- b) Correcting sequence events by using time connectives such as firstly, next, and finally are used to link separate events or paragraphs into a cohesive whole text.
- c) Words related to time called adverbs, for example yesterday, outside, last year, and so on. The words in 1901, on top of Mt Kosciusko are used to indicate specific times and places.

B. The Concept of Preposition

1. The Definition of Preposition

Preposition has been called the biggest little words in English. They are usually quiet short and insignificant looking, but they have very important function.

Suswati Hendriani and Yuliana Kasuma define that, Preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence.¹⁶ Preposition is one of the parts of speech that apply in a sentence which is followed by noun or pronoun.

¹⁶ Suswati Hendriani, Yuliana Kusuma, Basic English Grammar for Student, (Perpustakaan nasiona : STAIN Batu Sangkar, press, 2009), p. 98-99

According to Horby, preposition is a word or cluster of word such as *in, from, to, out, of* and *on behalf of* used before a noun or pronoun to show place, position, time or method.¹⁷

Daniel Murphy suggest that a preposition is a word that conveys a meaning of position, direction, time, or other abstraction. It serves to relate its object to another sentence element.¹⁸ It means that Preposition has been called the biggest little words in English. They are usually quiet short and insignificant looking, but they have very important functions to show the meaning of the sentences if only the grammar parts that must be mastered by students of junior high school.

2. The Rule of Preposition

There is one very simple rule about prepositions. And, unlike most rules, this rule has no exceptions. Rule: A preposition is followed by a "noun". It is never followed by a verb. By "noun" we include:

noun (dog, money, love)

proper noun (name) (Bangkok, Mary)

pronoun (you, him, us)

noun group (my first job)

gerund (swimming)

¹⁷ A.S Horby, Oxford Advanced Learners Dictionary, (London: Oxford University Press, 1995), p. 911

¹⁸ Daniel Murphy, Schaum's Outline of English Grammar, (McGraw-Hill, United States of America, 1991), p. 119

A preposition cannot be followed by a verb. If you want to follow a preposition by a verb, you must use the "-ing" form which is really a gerund or verb in noun form. Here are some examples:

Table 4.1
Gerund Or Verb In Noun Form

Subject + Verb	Preposition	" Noun"
The food is	On	The table
She lives	In	Japan
Tara is looking	For	You
The letter is	Under	Your blue book
Pascal is used	To	English people
She isn't used	To	Working
I ate	Before	Coming

3. The Kind of Preposition

According to Suswati Hendriani and Yuliana kusuma defined that the preposition have three kind of preposition, preposition of place, preposition of time, and compound preposition. From the description we can understand that there are various kind of preposition. In this research the researcher focus on preposition of place and preposition of time. The kind of preposition as follows :¹⁹

a. Prepositions of Place

Preposition of place is a preposition which is used to refer to a place, where something or someone is located: *at, in, on* In general, you can use:

At for a Point

In for an Enclosed Space

¹⁹ Suswati Hendriani, and Yuliana Kusuma, Basic English Grammar for Student, (Perpustakaan nasiona : STAIN Batu Sangkar, press, 2009), p. 98-99

On for a Surface

Table 4.2
The Kind of Preposition

At	In	On
Point	Enclosed Space	Surface
At the corner	In the garden	On the well
At the bus stop	In London	On the ceiling
At the door	In france	On the door
At the top of the page	In the box	On the cover
At the end of the road	In my pocket	On the floor
At the entrance	In my wallet	On the carpet
At the cross road	In the building	On the menu
At the front desk	In a car	On a page

For the example :

- 1) Jane is waiting for you *at* the bus stop.
- 2) The shop is *at* the end of the street.
- 3) Do you work *in* an office?
- 4) I have a meeting *in* New York.
- 5) The author's name is *on* the cover of the book.

Notice the use of the prepositions of place *at*, *in* and *on* in these standard expressions below:

Table 4.3
Notice the use of the prepositions

At	In	On
At home	In a car	On bus
At work	In a taxi	On a train
At school	In a helicopter	On a plane
At the university	In a boat	On a ship
At collage	In a lift (elevator)	On a bicycle, on a motorbike
At the top	In the newspaper	On a horse, on an elephant
At the bottom	In the sky	On the radio, on television
At the side	In a row	On the left, on the right
At reception	In oxford street	On the way

b. Preposition of Time

Preposition of time is a preposition that allows to discuss a specific time, period such as a date on calendar, one of the days of the week, or the actual time something takes place: at, in, on

At for a Precise Time

In for Months, Years, Centuries and Long Period

On for Days and Dates

Table 4.4
Preposition of Time

At	In	On
Precise time	Months, Years, Centuries and Long Period	Days and Dates
At 3 o'clock	In may	On sunday
At 10.30 am	In summer	On tuesday
At noon	In the summer	On 6 march
At dinner time	In 1990	On 12 November 2021
At bed time	In the 1990s	On christmas day
At sunrise	In the next century	On independence day
At sunset	In the ice age	On my birthday
At the moment	In the past/ future	On new years

For the example:

- 1) I have a meeting *at* 9am
- 2) The stop closes *at* midnight
- 3) In England, it often shows *in* December
- 4) There should be a lot of progress *in* the next century
- 5) Her birthday is *on* 25 November

Notice the use of the preposition of time at in the following standard expressions:

Expression	Example
At night	The stars shine at night
At the weekend	I don't usually work at the weekend
At lunch time	Jane went home at lunch time
At the same time	We finished the test at the same time
At present	He's not home at present. Try later

Notice the use of prepositions of time in and on in there common expression:

In	On
In the morning	On tuesday morning
In the mornings	On saturday morings
In the afternoon (s)	On sunday afternoons
In the evening (s)	On monday evening

c. Compound Preposition

Another type of preposition is the compound preposition. It does a same as a common preposition but is composed of two or more words. Here are the most common compound prepositions: according to, in back of, instead of, in front of, because of, by means of etc.

1) Extend time, starting at one point and ending at another (duration)

a) Since

I have not seen him **since** Monday. (**since** gives the beginning point, if it is used with the present perfect tense, the end point is now).

b) By

I can see you **by** Monday. (**By** implies no better than, at any time up to this point).

c) From – to (or until, till)

I can see you **from** ten o'clock to two o'clock, a beginning point with from generally require and point with two. But: from now at (or from ten o'clock at). I will study very hard; From then at I studied very hard. If only the end point is given, **until** is used – I cannot see you **until** five o'clock. In speech, **till** is frequently heard.²⁰

d) For

I can see you **for** an hour. (**For** gives a quantity of time), it is usually accompanied by a number (I wait for two hours) or by an adjective or indefinite quality (I have seen him for some time: he has been working very hard for many weeks). In informal use, for may be omitted before a number (I waited two hours).

e) During

I can see you **during** the week. (**During** give a block of time, usually thought of as undivided).

f) In or Within

I can see you **in** an hour from now. (**in** gives a quantity of time before which something will happen). The population has doubled **in** the last ten years. (In correspondent to during, but is used with quantity rather than with single block of time. With a word like decade that denotes an expanse of time, in or during

²⁰ *Ibid.* p. 135

may used, depending at wether the time of is felt as a quantity or as a single block of time – the population has doubled **in** (or during) the last decade).

2) Sequence of Time, even that follow one another

a) Before

I will see you **before** Wednesday. (The event follows the time given in the **before** phrase).

b) After

I will wee you **after** Wednesday. (The event follows the time given in the **after** phrase). **Subsequent** to is a literary equivalent of **after**.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this regard, the writer must examine the students' difficulties in understanding preposition in writing recount text . The writer will decide to use a qualitative research which is used to analyze the preposition in writing recount text of eighth graders students in the Islamic school Roudlotul Qur'an Metro.

According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students²¹. It can be said, that qualitative research reveals phenomenon from an educational perspective.

This type of research is a case study because in order to achieve the objectives of this study, the writer must take the data from the research site. This is because the main data that will be taken in school is in the form of data about preposition in writing recount text.

This research is very focused on qualitative research. The writer will conduct a survey that will be used to describe the phenomenon. The purpose of the survey for descriptive research is to get clarity of good and correct steps. This analysis must include existing data. This research is intended to provide important information.

²¹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4rd Ed* (New Delhi: Sage Publications, 2012), 16

It can be concluded that the purpose of this study was to determine the difficulties on preposition in writing, the factors that caused students' difficulties on preposition in writing, and to examine the solutions to students' difficulties on preposition in writing.

In this case study, the writer considered the use of preposition in writing in students undergraduate thesis. The writer decided to use qualitative research to analyze the use of preposition in writing.

B. Data Resources

In this research the writer divides the sources into two items. They are primary and secondary.

1. Primary Source

The primary source is the original material on which the research will be based. This is direct testimony and evidence on the topic under consideration. This primary source presents information in its original form, not summarized or evaluated by the writer. The main sources of this research include recording student on preposition to be used in the analysis of students' deficiencies on preposition in writing recount text. In addition, the main source of this research is the results of interviews with students to determine the difficulties on preposition in writing skill. In addition, the source of this research is the results of interviews with English teachers related to solutions to the preposition.

2. Secondary Source

There are data sources used to complete the main data. Secondary source offers interpretation or analysis based on primary sources the secondary sources of this research is the result of interview with the english teacher in order to know the solution of in understanding preposition in writing recount text. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

In the data test process, the writer will absorb preposition in writing. In this study, writer used three data collection techniques. There are observations, documentation and interview.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site²². In this study, the written observed 34 student English assignment archives in the form of recorded documents related to writing competence.

²² John W. Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 53.

2. Documentation

Qualitative writer used writer documents or other artifacts to gain an understanding of the phenomenon under study.²³ In this study, writer will use documents to collect data. This document is one of the sources of information in qualitative research. Creswell has provided an example that documents represent both public and private. Public documents provided in the form of official memos and newspapers. Examples of personal documents are journals and diaries.²⁴ Therefore, secondary data is needed as a source of data in the documentation.

Furthermore, the writer will collect research document data to support the research results consisting of school history documents, a profile of the school's organizational structure, the quantity of teachers and students and a sketch of the school location.

3. Interviews

Interview is a conversation between two or more people and takes place between the source and the interviewer. In this research, the writer will use interview as a technique to collect data about preposition in writing. Based on the material above, the writer will conduct 15 students to interview, the writer will give five questions for interview result, and this interview will use to know what the student's difficulties in understanding preposition in writing recount text.

²³*Ibid.*, 432.

²⁴*Ibid.*, 180.

D. Data Analysis Technique

The writer applied Miles and Huberman model to analyze the data.²⁵

The componets of this analysis model are pictured by this figure. Data analysis using the Miles and Huberman model performs the following steps:

In conducting qualitative research, the author requires an appropriate technique for analyzing data. Data analysis technique is a way to process data into easy information to understand and useful for fiding solution the process problems. It is an important part and influential in determining the contents of research and making a conclusion of the research. According to Matthew B. Milles, A. M. Hubberman and johnny Saldana, there are three concurrent flows activity of data analysis technique such as data condensation, data display, and conclusion drawing/verification.²⁶

The author would apply Miles and Huberman model to analyze the data.²⁷ The components of this analysis model are pictured by this figure.

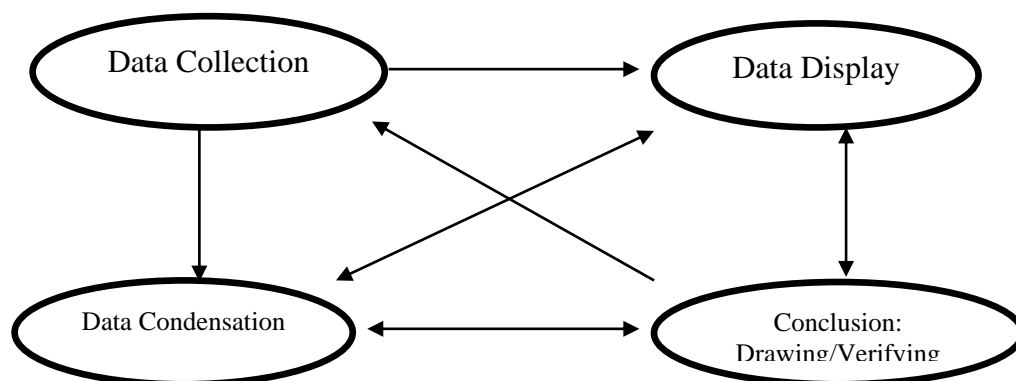


Figure 3.1 Analysis Components of Miles and Huberman Model

²⁵ Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds): Thousand Oaks, CA: Sage, 1994), 12

²⁶ Matthew B. Miles, A. M. Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014), 7.

²⁷ *Ibid.*, 9.

Data analysis by Miles and Huberman model conducts the following steps:²⁸

1. Data collection is to gather all the data needed to complete the research.
2. Data condensation is a process of simplifying the data he had gotten from the field notes, documents, and other empirical materials. The author selects the needed data and then the word or sentence is given the mark, and separate words are needed or not. Then summarizes or paraphrase and choose specific data for the research.
3. Display the data is organized information. It helps the author to understand what is happening, drawing conclusions and takes action. In this step, the data displayed or showed not only generally but specifically and clearly. The author will separate data based on type or category and make table to more noticeable the make analysis based on the type of markers.
4. Lastly Conclusion Drawing and verification, the author verified his research by drawing conclusion the data found during the research process.

²⁸ *Ibid.*, 7-8.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of The Data

1. History of SMP TMI Roudlatul Quran Metro

SMP TMI Roudlatul Qur'an is one of Islamic Junior High School in West Metro, Metro City. It is located on Mukti Praja street 16 C West Metro, Metro City. SMP TMI is school under the Islamic Boarding School of Roudlatul Qur'an. Roudlatul Qur'an was established on 2001 and Drs. KH. Ali Qomaruddin MM. Al-hafidz as the leader. SMP TMI was established on 2004 and Mr. M. Iqbal Beny Saputra, M.Pd. as the head master of SMP TMI Roudlatul Qur'an now.

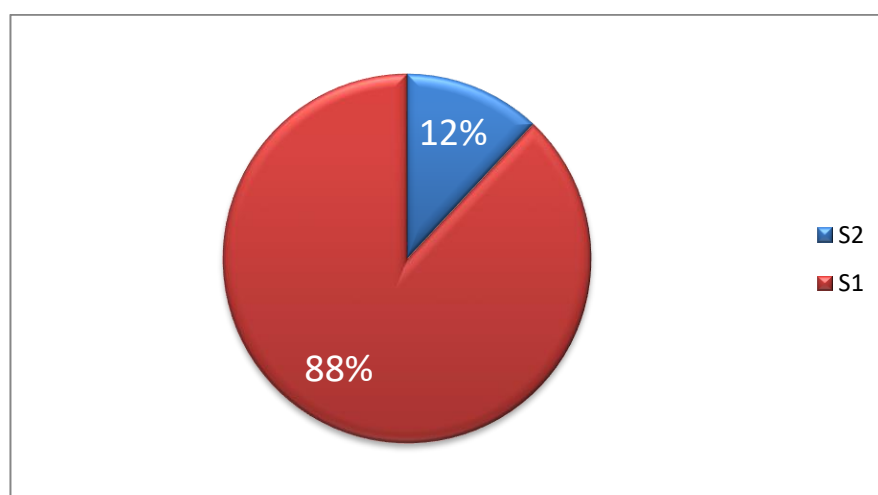
SMP TMI Roudlatul Qur'an Metro has 30 rooms which consist of 18 classrooms, a computer and language laboratory, a teacher room, a headmaster room, a vice headmaster room, a library, 2 student toilets, 2 teacher toilets, an OSIS room, an UKS/BP room, and a warehouse. The total of the teachers are 34 teachers, 1 officer and the total of the students are 510 students divided into three classes.

2. The Condition of the Teachers and Thesis Educational Background of SMP TMI Roudlatul Qur'an Metro

There are 34 teachers in SMP TMI Roudlatul Qur'an. The Thesis Educational Background of SMP TMI Roudlatul Qur'an Metro all the teachers have passed in S1 and S2. There are 3 teachers passed in Magister or S2, and 30 teachers graduated in S1. Based on the data, the researcher

use pie diagram to make it easier. This data is about the teachers and their educational background in Academic Year of 2021/2022 is identified as follows:

Figure 4.1
The Data Teachers and Their Educational Background



3. The Quantity Students of SMP TMI Roudlatul Qur'an in the Academic Year of 2021/2022 M.

The quantities of the students of SMP TMI Roudlatul Qur'an Metro in the Academic Year of 2021 is 510 students that can be identified as follows:

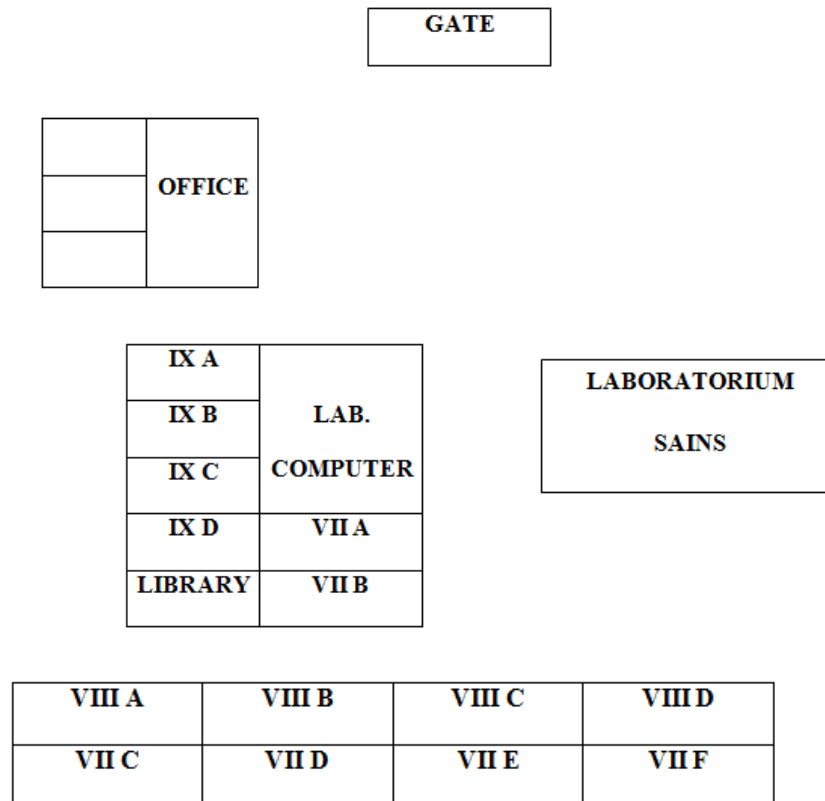
Table 4.5
The Quantity of the students at SMP TMI Roudlatul Qur'an Metro

No	Class	Amount
1	VII	218
2	VIII	137
3	IX	155
Total		510

Source: Documentation result at SMP TMI Roudlatul Qur'an Metro on October 12th, 2021

4. The Location of SMP TMI Roudlatul Qur'an Metro

Figure 4.2.
The Location of SMP TMI Roudlatul Qur'an Metro



Source: Documentation in SMP TMI Roudlatul Qur'an Metro

B. Description of Data Analysis

The data of the research is the information collected by doing qualitative research. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm. Qualitative research is an approach that called investigation approach because the research collects data by facing and interacting with the object directly. It can be concluded that the data is conducting directly.

In this chapter, the researcher specifically analyzed the students difficulties about preposition in writing recount text at SMP TMI Roudlatul Qur'an Metro and find out the reason why the students difficulties in understanding preposition in writing recount text. Researcher collected the primary data from the students' writing recount text at the eighth graders of SMP TMI Roudlatul Qur'an Metro and interview result. The data were taken from 34 students in class VIII. Then, the researcher classified the dominant types of preposition in using word when the students writing recount text.

In analyzing the data, the writer applied Miles and Huberman's model. Based on Miles and Huberman's model, the steps in analyzing the data were data reduction, data display, and conclusion.

For the first step, the writer collected the data, chose the main data, focused on the most important data, and decided the theme and the pattern. The writer collected the data from interview and observation. Then the writer only focused the research in finding the problem in teaching learning and also students' writing result. Afterwards, the writer also interviewed the students about what students difficulties in understanding preposition in writing.

The next step was data display. Here, the writer would make presentation about the data which were collected and reduced it into the simple explanation. The last step, the writer made the conclusion about the data which were conducted.

C. Description of Findings

1. Data Finding

Finding of the research conducted by the researcher focuses in the difficulties of students in writing recount text. The following table presents the frequency of the students correct answer and score preposition in writing document.

Table 4.6
The Frequency of The Students Correct Answer Score of Using
Preposition in Writing Recount Text.

No.	NIS	Name	Score
1	209111	Student 1	60
2	209312	Student 2	60
3	209413	Student 3	60
4	209514	Student 4	75
5	209615	Student 5	50
6	209716	Student 6	60
7	209817	Student 7	80
8	200618	Student 8	54
9	200419	Student 9	55
10	200520	Student 10	63
11	202221	Student 11	60
12	202322	Student 12	63
13	202423	Student 13	60
14	205824	Student 14	64
15	203325	Student 15	70
16	203326	Student 16	64
17	203327	Student 17	70
18	203428	Student 18	54
19	200429	Student 19	65
20	201430	Student 20	54
21	203531	Student 21	64
22	202532	Student 22	54
23	203533	Student 23	54
24	202634	Student 24	75
25	203635	Student 25	75
26	203636	Student 26	75
27	203737	Student 27	70
28	203738	Student 28	64

No.	NIS	Name	Score
29	200139	Student 29	54
30	200340	Student 30	75
31	201141	Student 31	75
32	201142	Student 32	64
33	201143	Student 33	75
34	201144	Student 34	70
Mean			80
Minimum			50
Mean			64

Source : The teacher achieves taken on october 24th, 2021.

Based on the table above, it is shows that the students sample class at The Eighth Graders of SMP TMI Roudlatul Qur'an Metro could not aswer exacly of the prepositions in writing recount text. Moreover the mean score all of students is 64%, with minimum score were 50 and maximum score were 80. Thus, it indicated that the students have difficulties in using preposition in writing recount text, it shows that the students cannot achieve the minimum criterion of completness (KKM) score of English subject. The minimum criteria completness (KKM) were 65 and higest score were 100. It means only one student achieve the KKM score. One student got score 65, therefore based on the explanation above, it can be stated that students in writing recount text using preposition is low.

Regarding to the object of the research, the writer had distributed a students writing recount text to 34 students of the eighth graders of Junior High School (SMP) TMI Roudlatul Qur'an Metro. The students' answers in writing text were the primary data of this research. Students' answers in writing text had been analyzed to find out how was the students' ability in the use of teacher's strategy on English learning. Furthermore, the writer

had interviewed the students as the second instrument. An interview was designed in order to recognize the causes that influence the students' difficulties in understanding preposition. To collect specific data, the writer personally visited all the respondents to have face to face interview. The total respondents in interview were 15 students who had answered the questions. This interview took on October 24th, 2021 at Junior High School (SMP) TMI Roudlatul Qur'an Metro.

2. Data Analysis

The analysis of student's interview in recount text the writer conducted the interview toward 15 students of the eighth graders on October 24th, 2021 At Junior High School TMI Roudlatul Qur'an Metro and the writer gave 5 questions to the participants related to the writing. The interview was used structured interview.

To know the factor that caused preposition is difficult in recount text, the researcher also used interview technique to collect the data. This technique is chosen to make the research effectively. The list of interview consisted of 5 questions. The student response is presented bellow:

The first question is , do you know about preposition?

All of students answer that they knows about preposition, and only one students answer that she don't know. " *No, I don't know miss*" .

The question number 2 is, do you know about recount text?

All of students answer that they know about recount text, so the researcher concludes that all of the students already understand about recount text.

The question number 3 is, do you think using preposition in recount text is difficult?

In this case, most of students said that using preposition is difficult, only two students said that using preposition in recount text is not difficult.

The question number 4 is, what are the difficulties in using preposition in writing recount text?

In this case the students code JA answer that : *"I think the difficulties is determine which is preposition of place, and which preposition of time"*.

The students code NM said that : *"I confused how to write recount text using preposition, i think its difficult"*.

In this case so many students said that using preposition in writing recount text is difficult, they confused how to apply it.

The question number 5 is, when the teacher teaches the material about recount text, do you understand the material clearly? Give your reason!

So many students said that they confused and not clearly about the material.

The student's with code YD said that: *"No, i don't understand i am still confused because my understanding about the material is not enough"*.

Only two student's understand and they have the material clearly.

The students with code AF said that: *"Yes, i understand the material clearly, because the teacher explain in detail so that i understand"*.

The students with code MP said that: *"Yes, i understand because when the teacher explain the material, i remember how to make a recount text by using generic structure of recount text properly"*.

In this case, so many answer that students gave in the list of interview. Most of students argued that learn preposition so complicated. Most of student is still confused with the material. But, only three student said that she is understand about the material.

Based on the interview results above which was conducted by the writer to the eighth graders at Junior High School TMI Roudlatul Qur'an Metro, the writer classified the reason why the students had any problems on English Writing as follows: The students felt difficult in writing activity, the students were lack of knowledge about structure grammar and vocabulary, and the students still confused to express their ideas in writing.

D. Discussion

Based on the result this section was discussed about preposition findings and was answered the Research Questions as follows :

1. What are the students difficulties in understanding preposition?

Based on the data interview result that the students difficulties in understanding preposition in writing recount text as follows :

- a. The student's don't understand the material clearly. It can be seen from the student's answer in interview result, that so many student's don't understand the material clearly.
- b. The student's can't determine which preposition of place and preposition of time. So many student's that they still confused to determine the preposition of place and preposition of time.
- c. The student's difficult and confused how to write the recount text using preposition, because the student's think their grammar and vocabulary is low.

Lack of writing experience, the students' should learn and practice more about preposition.

Lack of strategy in writing performance, when the teacher teach about recount text many students' argued that learn preposition that complicated. For example students interview number 5, most of students confused with the material.

Based on the explanation above, the students difficulties of understanding preposition in writing recount text at the eighth graders of SMP TMI Roudlatul Qur'an Metro. Because the students' still difficult to use preposition correctly. Lack of writing experience and lack of strategy in writing performance.

2. What is the most dominant type of preposition used in the student's writing recount text?

Table 4.7
Table Frequency of The Most Dominant Type Preposition Used in The Students Writing Recount Text of Class VIII

Student code	The Preposition of place	The Preposition of time	Total of Incorect Students
Std 1	2	1	3
Std 2	1	1	2
Std 3	2	-	2
Std 4	1	-	1
Std 5	1	4	5
Std 6	2	1	3
Std 7	1	-	1
Std 8	2	2	4
Std 9	2	1	3
Std 10	-	1	1
Std 11	-	1	1
Std 12	-	1	1
Std 13	-	3	3
Std 14	-	3	3
Std 15	-	2	2
Std 16	1	2	3
Std 17	-	2	2
Std 18	1	2	3
Std 19	1	1	2
Std 20	2	2	4
Std 21	-	3	3
Std 22	1	2	3
Std 23	1	2	3
Std 24	-	1	1
Std 25	-	1	1
Std 26	-	1	1
Std 27	1	1	2
Std 28	1	1	2
Std 29	2	1	3
Std 30	-	1	1
Std 31	-	1	1
Std 32	-	3	3
Std 33	-	1	1
Std 34	1	1	2
Total	26	50	76
Percentage	34%	66%	100%

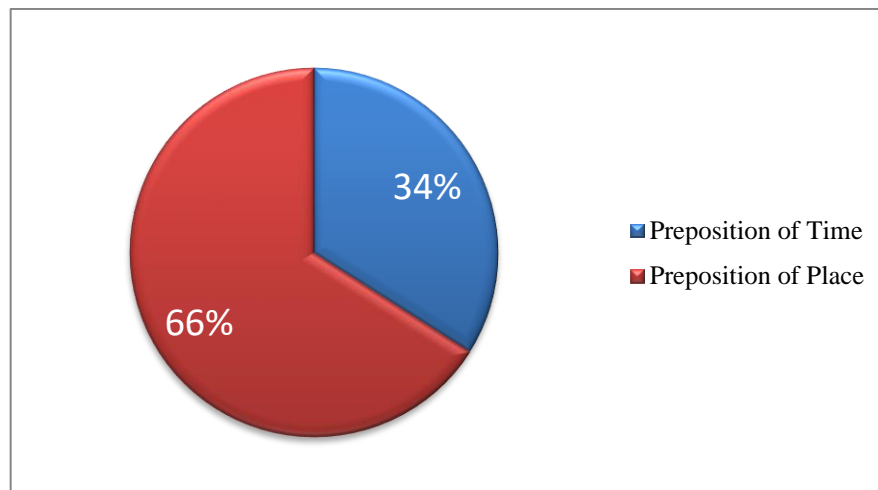
The result of this analysis describe that fact there were some difficulties on the usage of preposition in writing recount text commonly made by student result. Out of 34 answer sheet students' result taken from the eighth graders of SMP TMI Roudlatul Qur'an Metro. The students' misunderstanding about applying preposition in writing recount text.

In addition, the students' difficulties of using preposition, the students' still confused to use preposition correctly. The total of preposition of place incorrectly made by students were 26 and the persentage were 34%. Lack of writing experience, the students' should learn and practice more about the usage of preposition correctly. For example in answer sheet students' 5, 8, and 20. They often made false than others. In this case the preposition usage on the students writing recount text is low than preposition of time. The total of preposition of time incorrectly made by students were 50 and the persentage were 66%. It can be seen from the table above that the students made incorect answer is more incorect than preposition of place.

Based on the explanation above, the most dominant type on the usage preposition in writing recount text is preposition of time, there were 66%.

The researcher found the frequency of difficulties on the usage preposition in writing recount text are 26 incorrect in using preposition of place and 50 incorrect in using preposition of place.

Table 4.8
Diagram for Percentage Type of Preposition That Student Difficult



Based on the chart above, clearly showed that the percentage made by 34 students on the usage preposition in writing recount text. The total of students difficulty in persentage there were 26% incorrect made by 34 students on the usage preposition of place, and 66% incorrect total of students difficulty made by 34 students on the usage preposition of time.

The result of this analysis describe that fact there were some difficulties on the usage of preposition in writing reconun text commonly made by student result. Out of 34 answer sheet students' result taken from the eighth graders of SMP TMI Roudlatul Qur'an Metro. The students' misunderstanding about applying preposition in writing recount text.

In addition, the students' difficulties of using preposition, the students' still confused to use preposition correctly. It can be seen in students' interview, 13 of 15 students' answer that using preposition in writing recount text is difficult.

Lack of writing experience, the students' should learn and practice more about the usage of preposition correctly. For example in answer sheet students' 5, 8, and 20. They often made false than others.

Lack of strategy in writing performance, when the teacher teach about recount text many students' argued that learn preposition that complicated. For example students interview number 5, most of students confused with the material.

Based on the explanation above, the students' difficulties in understanding preposition in writing recount text at the eighth graders of SMP TMI Roudlatul Qur'an Metro. Because the students' still difficult to use preposition correctly. Lack of writing experience and lack of strategy in writing performance.

3. How to solve the difficulty in understanding preposition in writing recount text?

To answer futher research questions, the researchers conducted interviews with English teacher of the eighth graders of SMP TMI Roudlatul Qur'an Metro, and she said that learning English in this school always carried out in accordance with the policies and competencies set. This is as seen by researcher during the observation. Where the teacher provides excercise and explanation to the students, the teacher always provide an integrated motivation in the english lesson plan, especially to write something in english or make a sentences with english. Teachers also always try to develop the strategies and existing media to support the progress of children's knowledge development in writing. From this it can

be concluded that the effort made by teacher have also been maximal in improving the writing ability of the eighth grade students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and research results, researchers can conclude that there are still many students who have difficulty and don't understand about writing recount texts. Based on the result of data analysis, the researcher eagerly would like to conclude this research as follows:

Based on the research questions, there are three research of this research.

1. The students difficulties in understanding preposition of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro are:
 - a. The students don't understand the material clearly.
 - b. The students can't determine which preposition of place and preposition of time.
 - c. The students difficult and confused how to write the recount text using preposition, because the students think their grammar and vocabulary is low.
2. The most dominant type of preposition used in the students writing recount text of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro is preposition of time, that is 66%.

3. To solve the students difficulty in understanding preposition in writing recount text of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro are:

The teachers always try to develop the strategies and existing media to support the progress of children's knowledge development in writing. From this it can be concluded that the effort made by teacher have also been maximal in improving the writing ability of the eighth grade students.

B. Suggestion

Through this research, the writer would like to constructively give suggestions for:

1. The Students
 - a. The students should study more about vocabularies and structure and grammar deeply
 - b. The students should enrich their knowledge and sense about the types and functions of what they write.
 - c. The students should express their ideas about the learning process to the teacher if they have critics or suggestion as an input and consideration.
2. The Teachers
 - a. The teachers should give more attention in writing process of the students to minimize learner language phenomena.

- b. The method that was used in a learning process should be suitable with the material and the students condition
 - c. The teachers should master and practice about recount text teaching strategy on writing.
3. The researcher

The researcher should have more knowledge about almost teaching strategy on writing especially in applying to do assignments in writing that need more inspiration.

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APPENDICES

Blue Print of Observation Sheet

No	Aspect	Sub Aspect	References
1.	The preposition found in the students writing recount text of the eighth graders at SMP TMI Roudlatul Qur'an Metro.	The Appropriate found of Preposition in writing recount text.	M.A. K Halliday, An Introduction to Functional Grammar ^{2nd} E d (London:Edward Arnold, 1994).107
		The Inappropriate found of Preposition in writing recount text.	
2.	The dominant type of preposition used in the students writing recount text of the eighth graders at SMP TMI Roudlatul Qur'an Metro.	Types of Preposition: Preposition of place and Preposition of time.	George E Wishon, Julia M. Burks, Lets Write English, P. 289-291.

Blue print of Documentation Sheet

No.	Aspect
1.	The profile of SMP TMI Roudlatul Qur'an Metro
2.	The building condition and facilities in SMP TMI Roudlatul Qur'an Metro
3.	The quantity of Students' at SMP TMI Roudlatul Qur'an Metro
4.	Organization structure of SMP TMI Roudlatul Qur'an Metro.
5.	Location sketch

DOCUMENTATION SHEET

Table List of Document Point at SMP TMI Roudlatul Qur'an METRO

No	Documentation Point	Availability
1.	The profile of research setting.	V
2.	The quality of object research.	V
3.	The completeness of research materials.	V
4.	The location sketch of SMP TMI Roudlatul Qur'an Metro	V
5.	The usage of a document.	V

*Note :

(v) Tick for each positive availability !

Interview Sheet

A. The causes of students difficulties in understanding preposition in writing recount text

Do you know about preposition?

Answer : Yes, the students know about preposition.

Do you know about recount text?

Answer : Yes, the student know about recount text.

Do you think using preposition is difficult?

Answer : The students think using preposition is difficult.

What are the difficulties in using preposition in writing recount text?

Answer : The students have difficulty they are confused how to write preposition in writing recount text because their vocabulary is low.

When the teacher teaches the material about recount text, do you understand the material clearly? Give your reason!

Answer : The students dont understand the material clearly, and the students still confused to determine which preposition of place and preposition of time.

B. The solution to solve the students difficulties in understanding preposition in writing recount text.

Do students have difficulty in understanding prepositions in writing recount text?

Answer: Students have difficulty in understanding prepositions and can't even tell the difference between a preposition of place and a preposition of time because it's hard to distinguish it.

Why do students have difficulty in understanding prepositions in writing recount text?

Answer: Because they also have difficulty with the words that make them confused, because they have to string words together to make a piece of writing, to understand it requires accuracy.

How to overcome students' difficulties in understanding prepositions in writing recount text?

Answer: Keep asking questions to kids and big motivation for children to always practice and give good learning.

Can intensive teaching of prepositions be a solution to students' difficulties? in understanding prepositions in writing recount text?

Answer: Students have difficulty in understanding the text and can't even tell the difference between time prepositions and place prepositions because it's hard to tell the difference, many of them had trouble finding the words.

What is the importance of motivating students to write more sentences or texts?

Answer : The importance of motivating students to write more sentences or texts is so that students understand more and know vocabulary, making it easier for students to understand the meaning in writing. As a form of prevention and to continue to develop the potential possessed by students, as English teachers, they continue to provide great motivation for children to always practice and provide good learning.

The teacher and officer of SMP TMI Roudlatul Qur'an Metro

No.	Name	Occupation
1	M.Iqbal Beny Saputra, M.Pd.I	Headmaster
2	Laila Rismadiati, S.Pd.I	Islamic Education Teacher
3	Siti Jubaidah, S.Pd.I	Islamic Education Teacher
4	Ahmad Surahman, S.Pd.I	Islamic Education Teacher
5	Syamsuri, S.Pd	Civic Education Teacher
6	Millatun Yuniati S.Ag	Civic Education Teacher
7	Sukirno S.Pd	Indonesian Language Teacher
8	Sudarmi S.Pd	Indonesian Language Teacher
9	Leny Widyastuti, S.Pd	Indonesian Language Teacher
10	Auliarti Rahmawati SS	English Teacher
11	Lena Hendiyana S.Pd	English Teacher
12	Arlina Septilia, S.Pd	English Teacher
13	Deni Endri Saputra, S.Pd	Sport Teacher
14	Restu Kumalasari S.Pd	Mathematics Teacher
15	Dra Irmis Hasni	Mathematics Teacher
16	Sutarno S.Pd	Science Teacher
17	Samadi, S.Pd	Science Teacher
18	Heni Lidiyanti S.Pd	Science Teacher
19	Eka Oktaviana, S.Pd	Science Teacher
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22	Dra. Indi rahayu	Social Teacher
23	Nurhayati, S.Pd	Social Teacher
24	Ali Yusuf, S.Pd	Art and Culture Teacher
25	Eddy Priyatno Z, S.pd	Sport Teacher
26	Juariyah, M.Ti	Computer Teacher
27	Mohamad Komarudin S.Pd.I	Arabic Teacher
28	Adi Sahroni	Arabic Teacher
29	Dra. Evi Hariyanti	Lampung Language Teacher
30	Aji Mubarak, S.Pd	Counseling Guidance
31	Willy Perdana Putri, S.Pd	Counseling Guidance
32	Siti Anjarwati, S.Pd.I	Muthola'ah Teacher
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		I		
1.	Jumat 12/11/21	✓	- mistyping → revise - chapter II → clarification of preparation - chapter IV → revise - Table of contents?	
2.	Senin 15/11/21	✓	- Revision is ok - Acc for munaqosah	

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		I			
1	Selasa/06 Juli 2021	✓		<ul style="list-style-type: none"> - Explain about the novel & the writer - Chptr III : Discussion - Bibliography (?) 	
2.	Rabu 7/7-21	✓		<ul style="list-style-type: none"> - Revision is OK - ACC for seminar 	

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Kepada Yth.,
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METRO
di-
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Assalamu'alaikum Wr. Wb.

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

Nama	: DEWI SUGIARTI
NPM	: 1701070173
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING PREPOSITION IN WRITING RECOUNT TEXT OF THE EIGHTH GRADERS OF SMP TMI ROUDLATUL QURAN METRO

untuk melakukan prasurvey di SMP TMI ROUDLATUL QURAN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Agustus 2021
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Metro, 07 Agustus 2021

Lampiran : -

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Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT, Aamiin.

Berdasarkan surat Lembaga Pendidikan IAIN Metro. Dengan ini Kepala Sekolah SMP TMI Roudlatul Qur'an Metro menerangkan bahwa :

Nama : DEWI SUGIARTI

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Program Study : Tadris Bahasa Inggris

Dapat Melaksanakan Observasi Pra-Survey di SMP Tarbiyatul Mu'alimin wal Muallimats Al-Islamiyyah Roudlatul Qur'an Metro.

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Kepala Sekolah
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M. Iqbal Beny Saputra M. Pd. I



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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 menggunakan 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, 24 September 2021

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Nama : Dewi Sugiarti
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Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070173

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Nopember 2021
Kepala Perpustakaan

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Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

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Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 25 November 2021
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Nomor : B-3973/In.28/D.1/TL.00/10/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TMI ROUDLATUL
QURAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3974/In.28/D.1/TL.01/10/2021, tanggal 07 Oktober 2021 atas nama saudara:

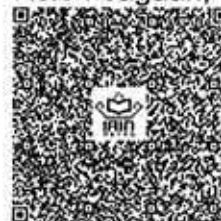
Nama : **DEWI SUGIARTI**
NPM : 1701070173
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDLATUL QURAN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING PREPOSITION IN WRITING RECOUNT TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLATUL QURAN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Oktober 2021
Wakil Dekan Akademik dan
Kelembagaan,



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



تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN : 10809699

NSS : 202126103024

TERAKREDITASI A

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Email: smptmimetro@gmail.com website: www.smptmimetro.sch.id, www.pprq.or.id

Nomor : 109/ SMP-TMI RQ/VIII/2021

Metro, 09 Oktober 2021 M

Perihal : Keterangan Melaksanakan Research

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT, Amin.

Menindak lanjuti perihal surat tugas dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.

Nama : DEWI SUGIARTI

NPM : 1701070173

Semester : IX (Sembilan)

Jurusan : Tadris Bahasa Inggris

Dengan ini memberikan izin, untuk melaksanakan Research di SMP TMI Roudlatul Qur'an Metro dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING PREPOSITION IN WRITING RECOUNT TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLATUL QUR'AN METRO"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih..

Wassalamualaikum Wr. Wb

Kepala Sekolah
SMP TMI Roudlatul Qur'an

M. Iqbal Beny Saputra M. Pd. I



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

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SURAT TUGAS

Nomor: B-3974/In.28/D.1/TL.01/10/2021

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

Nama : **DEWI SUGIARTI**
NPM : 1701070173
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP TMI ROUDLATUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING PREPOSITION IN WRITING RECOUNT TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLATUL QURAN 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 : 07 Oktober 2021

Mengetahui,
Pejabat Setempat

ADI SAHRONTI

Wakil Dekan Akademik dan
Kelembagaan,



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

Students Writing Recount Text

Subject : English (Writing)

Name : Syifa Salsabilah Abr

Class : VIII.

Time Allocation : 45 minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!

- a. Your personal experience
- b. Idul fitri celebration
- c. Independent celebration

2. Write the paragraph at least three paragraphs (orientation , event, conclusion), each paragraph consist of 20-30 words !

3. Include preposition of place (in, on , at) and preposition of time (in, on, at) !

4. Write the text carefully !

~~My life in the boarding school~~ my life in the boarding school

I live in the Second dormitory, Islamic boarding school of pondoklulaur'an.

on the morning i'm break feast at 07:00 o'clock.

I don't break fast rice cause for me that rice heavy.

after break fast I go to school at 07:20 and in the school i'm study with my friend.

on Monday i can meet with my favorite teacher. he is Mr. Adi Syahroni.

i can repeat my activity every day.

Student false

Good luck!
oohel??

Should be

1. on the morning

1. In the morning

Subject : English (Writing)

Name : Jessilia aulia putri

Class : VIII.

Time Allocation : 45 minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!

- Your personal experience
- Idul fitri celebration
- Independent celebration

2. Write the paragraph at least three paragraphs (orientation , event, conclusion), each paragraph consist of 20-30 words !

3. Include preposition of place (in, on, at) and preposition of time (in, on, at) !

4. Write the text carefully !

Holiday in my Hometown. (Personal experience).

I wanna tell you about my holiday, my hometown in DKI Jakarta, if I go at the morning I am gonna arrive in the night.

In Jakarta, I see so many of building, street that a lot of transportation, so many train in station, there is MRT and LRT, MRT under the station, LRT on the station

I am so happy to holiday in my hometown, cause I love Jakarta so much, and I miss Jakarta so much. see you soon Jakarta.

Student false

- In DKI Jakarta
- At the morning
- In Jakarta.

Good luck !

Should be

- At DKI Jakarta.
- In the morning
- At Jakarta.

Subject : English (Writing)

Name : Annissa Luthfi Nabillah

Class : VIII.

Time Allocation : 45 minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!

- a. Your personal experience
- b. Idul fitri celebration
- c. Independent celebration

2. Write the paragraph at least three paragraphs (orientation , event, conclusion), each paragraph consist of 20-30 words !

3. Include preposition of place (in, on , at) and preposition of time (in, on, at) !

4. Write the text carefully !

Idul Fitri Celebration

In 14 May 2021 All Islamic People Celebration

Idul fitri after finishing fasting I was very happy, because I have a new cloth, beside that I got much money from my parents and family.

In Idul fitri day, I want to my big family home to forgive our mistake the second day I went to water boom on the morning. The last I went to beach with friend.

I like this Idul fitri I am very happy bussy because I meet many people specially my family.

student false

Good luck !

should be

1. In 14 May 2021

2. On the morning

1. On May, 14 2021

2. In the morning.

total false : 2.

Interview Sheet Related to Analysis The Difficulties In Using Preposition In Writing Recount Text

Name : Dera Aulia

Class : VII

Direction :

- You have answer questions based on your opinion !
- You are not allowed to discuss with your friends !
- Answer the question clearly !

1. Do you know about preposition?

Yes, I know

2. Do you know about recout text?

yes, I know

3. Do you think using preposition in recount text is difficult?

Yes

4. What are the difficulties in using preposition in writing recount text?

I think the difficulties is because I dont understand how to write recount text in english

5. When the teacher explain the material about recount text do you understand the material clearly?

Give your reason!

No, I dont understand I am still confused because my lack understanding in applying the rule of english grammar.

Interview Sheet Related to Analysis The Difficulties In Using Preposition In Writing Recount Text

Name : Kiren Larasati

Class : VIII

Direction :

- You have answer questions based on your opinion !
- You are not allowed to discuss with your friends !
- Answer the question clearly !

1. Do you know about preposition?

Yes, I know

2. Do you know about recout text?

Yes, I know

3. Do you think using preposition in recount text is difficult?

Yes

4. What are the difficulties in using preposition in writing recount text?

It is difficult for me, for determine the Preposition.

5. When the teacher explain the material about recount text do you understand the material clearly?

Give your reason!

I dont understand my knowledge in english is poor, and I dont understand when the teacher explain the material.

Interview Sheet Related to Analysis The Difficulties In Using Preposition In Writing Recount Text

Name : Azkia Maghfira

Class : VIII

Direction :

- You have answer questions based on your opinion !
- You are not allowed to discuss with your friends !
- Answer the question clearly !

1. Do you know about preposition?

Yes I know

2. Do you know about recount text?

Yes, I know

3. Do you think using preposition in recount text is difficult?

Yes

4. What are the difficulties in using preposition in writing recount text?

I dont know, I dont have much idea to writing recount text.

5. When the teacher explain the material about recount text do you understand the material clearly?

Give your reason!

No. I dont understand because I often make english sentence in Indonesian at first and than translate it into english.

PHOTO DOCUMENTATION

Give Instruction to The Students'



Students Discussion



**Interview With Some Students
About The Difficulties in Understanding Preposition**



CURRICULUM VITAE



The researcher was born in Sri Harjo, Central Lampung on February 20, 1999. She comes from a Javanese family and is the second child of two siblings from the harmonious couple Bapak Johan and Ibu Sunariyah.

She started her education at Al-Mu'awanah Sri Harjo Kindergarten. After completing her studies at school, she continued to study at Elementary school 2 Negara Bumi Ilir Sri Harjo. after that she studied at MTs Tri Bakti Al-Ikhlas Bumi Mas, Central Lampung. After graduating she continued her study at MA Al-Mu'awanah Sri Harjo. She has been studying at English education of IAIN Metro Lampung since 2017.