AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON USING PREPOSITION IN WRITING RECOUNT TEXT AMONG THE EIGHTH GRADE AT SMPN 3 BATANGHARI LAMPUNG TIMUR

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

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AN ERROR ANALYSIS ON USING PREPOSITION IN WRITING RECOUNT TEXT AMONG THE EIGHTH GRADE AT SMPN 3 BATANGHARI LAMPUNG TIMUR

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Assalamu'alaikumWr. Wb.

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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Assalamu'alaikum, Wr. Wb

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

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much

Wassalamu'alaikum Wr. Wb

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AN ERROR ANALYSIS ON USING PREPOSITION IN WRITING RECOUNT TEXT AMONG THE EIGHTH GRADE AT SMPN N 3 BATANGHARI LAMPUNNG TIMUR

ABSTRACT

By:

Eti Renisa

The objectives of this research is to analyze the preposition errors commonly made by students in writing Recount text among the eighth grade at SMP N 3 Batanghari Lampung Timur. That consist of 32 students as the respondent.

This research type is Qualitative research, in the form of case study. The data collecting method used the documentation, observation and interview. Then the writer Analyzes the data by Creswell analysis technique.

The findings of the research shows that the students often did the errors on using preposition in wiritng recount text. The errors that made by the students on using prepoisition in writing recount text consist of two kinds, are: preposition of time errors as much 87,36% and preposition place errors as much 12,46%.

So, from the explanation above, the conclusion of this reserach is the students still difficult and oftenmade error on using preposition of time and place, especially in preposition of time. The students made errors because of many factors, are: the first, they do not know to be correct placement of preposition, the next, they do not know and do not understand the meaning, and the last is they feel difficult to translate.

So, the teacher must improve the lesson about the grammatical (preposition) in writing text, give the clear explanation and much exercise to enrich the students knowledge. Then the students should do much exercise and have much vocabulary, especially in writing recount text among the eighth garde at SMPN 3 Batanghari Lampung Timur.

Key Word: *Preposition, Recount Text.*

ANALISIS KESALAHAN DALAM PENGGUNAAN KATA DEPAN PADA PENULISAN TEKS RECOUNT DI KELAS DELAPAN SMPN 3 BATANGHARI LAMPUNG TIMUR

ABSTRAK

Oleh:

Eti Renisa

Tujuan dari penelitian ini adalah untuk menganalisis kesalahan dalam penggunaan kata depan pada umumnya yang dibuat oleh siswa dalam menulis teks recount di kelas delapan SMP N 3 Batanghari Lampung Timur. Yang terdiri dari 32 siswa sebagai responden.

Jenis penelitian ini adalah penelitian kualitatif, dalam bentuk studi kasus. Metode pengumpulan data menggunakan dokumentasi, observasi dan wawancara. Peneliti Menganalisis data dengan teknik analisis Creswell.

Hasil penelitian menunjukkan bahwa siswa sering kali melakukan kesalahan dalam penggunaan kata depan padapenulisan teks recount. Maka total kesalahan yang dibuat oleh siswa dalam menggunakan kata depanpada penulisan teks recount terbagi menjadi dua jenis, yaitu: kesalahan dalam penggunaan kata depan (waktu) sebesar 87,36%, dan kata depan (tempat) sebesar 12,64%.

Kesimpulan dari penelitian ini menunjukan bahwa siswa masih sering merasa kesulitan dan sering melakukan kesalahan dalam penggunaan kata depan waktu dan tempat, khususnya kata depan waktu. Siswa sering melakukan kesalahan dikarenakan banyak faktor, diantaranya: yang pertama, siswa merasa kesulitan dalam penempatan kata depan yang tepat, kemudian mereka tidak mengetahui dan mengerti artinya, kemudian yang terakhir yaitu merasa kesulitan dalam menerjemahkan. Maka dari itu, guru harus mengembangkan pembelajaran mengenai struktur grammar dan tata bahasa dalam menulis teks. Memberikan penjelasan yang jelas dan memberikan banyak latihan guna memperkaya pengetahuan siswa. Kemudian siswa juga seharusnya banyak melakukan latihan serta banyak memilki kosa kata, khususnya dalam penggunaan kata depan pada penulisan teks recount pada siswa dikelas delapan di SMPN 3 Batanghari Lampung Timur.

Kata Kunci: *Kata Depan, Teks Recount*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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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 exepcted from the bibliographies mentioned.

Metro, October 2019
The writer,

Eti Renisa
1501070058

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

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

Metro, Oktober 2019
Penulis,

Eti Renisa
1501070058

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"Verily every difficulties has a relief" (Q.S Al Insyirah:5)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

- ✓ My beloved family, especially for my parents Mr. Iskandar and Mrs. Rohani, who always give the best support, motivation, advice, du'a, and love me as long as I life patiently. Hope all of my parents's struggle will get the reward from Allah SWT, that I can not reply that as long as I life of course.

- ✓ My beloved old sister and little brother, (Ani Maharia, S.Pd, Alian Ridho, and Ilman Arsyanda) who always give support and motivate me during this process.

- ✓ My beloved almamater of IAIN Metro.

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Metro, October 2019

Eti Renisa
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CHAPTER I

INTRODUCTION

A. Background of The Study

English is one of language in this world. Nowadays, many of people use English Language as the first, second or foreign language to communicate with the others. Language is a tools of communication that use by people to communicate each other. As we know that Indonesia is one of country that applied the English language to communicate some people, for example with tourism or to speak with the native speakers when meet in some place. English language is used as the material of the curiculum almost for all of the school in Indonesia, start from the Kindergarten, Elementary school until to the University or Academy.

However, we know that in this modern era so many foreign people come to Indonesia to work, to study, to make the business or just to make the holiday. If we cannot understand what the speaker present or the writer mean, so we will be missunderstanding even do not know the meaning totally.

There are four skill which are taught in the teaching and learning English. Those are listening, speaking, reading and writing. These kinds cannot stand alone. They need language components, for example: grammar, vocabulary, pronunciation, to support each skill. Without these language component, those skill will not be perfect. As we know that

writing is the most important skill in teaching and learning English.Besides, grammar mastery is important thing in writing text. Without the correct usage of grammar, the written text will not be understood by the readers, because in written form we do not have direct interaction with the readres as we usually do in speaking.

Writing is a process that involve putting the main ideas of something to make a clause, phrase, sentence, and paragraph. To explore or to convey the knowledge of someone by writing on the paper. The purpose of writing is to explore the main idea of someone to inform the reader of the content that include in the topic that have been written. Morover, writing is one of the difficultskill in teaching and learning English, becuase when someone want to write something, they must know what the topic, how about the structure of grammar and should have much vocabulary to increase their mind to write as much as possible with the correct grammar and make a good writing.

One of the problem in writing is difficult to use of correct grammar. However, grammar is one of important component to wrote something to make a good writing, for example preposition.

The usage of preposition is dominant error made by the students when they want to write some types of text such as narrative or recount text. Prepostion is one of part of speech that use to state the time or the place and the others. The function of preposition is to make clear the explanation about something. So many kinds of preposition that can be use

in writing text. However, the preposition that usually used by the students is preposition of time and place. For example: at, in, on, atc. When the preposition is wrong, the meaning of something will be change.

Wiritng recount text is one of the material at the SMPN 3 Batanghari Lampung Timur. The students learn about the recount text, the generic structure, and kinds of preposition that used to state the time and place in the recount text is.However, based on the writer's experience when do the pre-survey at SMPN 3 Batanghari Lampung Timur, thereare many students who have problem in the writing recount text. Generally, they did not know about kinds of preposition that used in writing recount text. Preposition is often use in sentence especially in writing recount text, there are information about preposition of time and place.

In this case, the writer did the pre-survey at SMPN 3 Batanghari Lampung Timur,among the eight grade, In recount text material. The writer did the pre survey among 32 students.Based on the data pre-survey, the writer got the data score of English pre-test of writing recount text of the students in VIII 2 class.

It can look at the table below:

Table 1
The Authentication Table of the Teacher Archives, Pre-test of Writing Recount text of SMPN 3 BatanghariLampung Timur in VIII 2 class

No.	Score	Total of Students	Category	Percentage
1.	81-100	3	High	9.37 %
2.	61-80	5	Average	15.63 %
3.	20-60	24	Low	75 %
Total	32			100%

Source: The Teacher Archives, Taken inNovember26th 2018

Based on the data pre survey above, we can see thatthe students get the high score as much 9.37%, then the students get average score as much 15.63%, and the percentage of student's mastery in recount text that obtains low grade as much75 %. The result shows that the lower score that gets by students as much 24 students. So, it means that the students still have many difficulties in writing recount text. The writer could identify the problem faced by the students related to language form. One of the most obvious problems is the student's have less in understanding about language form, structure and grammar mastery, espeacially of the use of preposition in writing recount text.

We can see that it is difficult to use the correct prepositions in a foreign laguage. For example, the students prefer to write "**at** Sunday" it should be "**on** Sunday". *At* it is used to explain the time and the

specificpart of the day. *On* is used for explain the to show the day of week, the day of the month or period.At the same time, English preposition have very similar uses but different functions. The students do not understand yet about the generic structure in writing recount text, have lack of vocabulary to explore their ideas and less of knowledge of the grammar especially on using the preposition.

Therefore, the writer did the research on the title "An Error Analysis on Using Preposition in Writing Recount Text among the Eighth Grade at SMPN 3 Batanghari Lampung Timur."

B. Focus on The Study

In this research, the writer focuses on the use of preposition error in writing recount text commonly madeby the eight gradestudents at SMPN 3 Batanghari Lampung Timur.

C. Research Question

There are some research questions of this research.Those are:

1. What kinds of errors of the usepreposition variation in writing recounttext committed by the students among the eighth gradeat SMPN 3 BatanghariLampung Timur?

2. Why do they make errors on using preposition in writing recount text amongthe eighth graders at SMPN 3 Batanghari Lampung Timur?

D. Objectives of the Study

There are some objective of the study, as follows:

1. To know the kinds of error commonly commited by the studentson using preposition in writing recount text among the eighth gradeatSMPN 3 Batanghari Lampung Timur.

2. To find the reasons or the factor cuasedby the studentson using preposition in writing recount text among the eighth graders atSMPN 3 Batanghari Lampung Timur.

E. Benefits of the Study

1. For the Students

    This research as a new knowledge for the students to increase their writing ability, especially on using correctly preposition in writing recount text.

2. For the Teachers

    This research is as a description for the teacher togive the information about student's problems in writing, especially in writing recount text.

3. For the other researcher

    a) As the information in order to be used by all of the people.

    b) As the reference to the other researcher who will do the research in the future.

F. Prior Research

The first, in research about undergraduate thesis by Suyadi, from faculty of teacher training and education, English Education Study Program, of Batanghari University, entitled "An Analysis of Students' Writing Skills in Recount Text At The Eighth Grade Students of SMP Negeri 2 KOTA Jambi".This research is aimed at improving teaching Writing Skills for Recount Text especially Junior High School students at SMP Negeri 2 Kota Jambi. By using qualitative method this research tries to reveal some difficulties faced by the students in writing Recount Text and giving a resolution to overcome its difficulties.. The researcher builds complex, holistic picture, analyze words, reports detailed views of informants, and conducts the study in a natural setting. Findings of this research is considered to be good in category with the percentage of students' level skills is 6% in very good level, 14% classified in good level, 22% classified in fair level, 28% classified in weak level and 30% classified in poor level. The students' of writing skills in recount text that weak category, because the students have learnt recount text more than 4 meetings and the teacher have explained seriously. The findings of the research will be useful for the English teachers and the students at Junior High School in using its results as teaching strategy and learning material for the teacher and the students as well.[1]

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[1]Suyadi,", An Analysis of Students, "Writing Skills in Recount Text At The Eighth Grade Students of SMP Negeri 2 Kota Jambi" : *Journal of English Language Teaching,*(Jambi:English Education Study Progrm, Faculty Of Teachers Training And Education, Batanghari University), Vol.1/No.1, P.114

The second prior research fromRika Dartiara, from State Institute For Islamic Studies of Metro, Lampung, entitled "The Use Of Reflective Journal Writing In Teaching Writing Through Recount Text At The Tenth Grade Student Of Sman 1 Pagelaran Lampung". The research aims to analyze the process of using reflective journal writing through recount text at SMAN 1 Pagelaran and to analyze the students' problems in writing reflective journal through recount text. This was a case study. The data were collected by observation, documentation, and interview. The research was conducted in SMAN 1 Pagelaran Lampung from July 31st 2015 to September 9th 2015. The participants involve in the reseach consisted of 32 students of X.2. In this case the researcher focused on six students. The process of teaching learning activity was conducted for six meetings. The result of this study showed that the process of using reflective journal writing in teaching writing through recount text in X.2 run well. The students' writing task of reflective journal revealed that the use of reflective journal writing affected their writing.[2]

The last prior research in an undergraduate thesis by Selvia Lisa Asni and Susi Susanti, from from STKIP Al-Azhar Diniyyah, Jambi, Imdonesia, entitled "An Analysis of Grammatical ErrorS In Writing Recount Text AT The Eight Grade of SMP Negeri 20 Kota Jambi".This study aims to analyze and classify the types or mistakes of students using simple

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[2] Rika Dartiara, "The Use Of Reflective Journal Writing In Teaching Writing Through Recount Text At The Tenth Grade Student Of Sman 1 Pagelaran Lampung": *Journal English Of Language Teaching-STAIN Jurai Siwo Mtero", (Metro: State Institute For Islamic Studies of Metro), vol.5/no. 1, P. 57

past tense in writing recount text. In addition, this study also aims to identify the cause of errors made by the students using simple past tense in writing recount text. This research used qualitative method with case study approach. Furthermore, the researchers chose the 8th grade students and observed 26 students. The researchers used a written test and interviews to gain the data from student participants and an English teacher partcipant. Based on this research, it is found that students do all kinds of errors (omission, addition, selection and misordering). The type of error most often done by the students was omission error with 166 errors or 38.97%. The second position was a selection error with 162 errors or 38.03%. The third position was the addition error with 67 errors or 15.73%. Then the last last error was misordering error with 31 errors or 7.28%. In addition, the errors were caused by the complexity of the English system itself and not because of the influence of the Indonesian system (intralingual transfer). Moreover, students lacked of understanding of the grammar that became the cause of the error. In this study, most students did not understand verb forms (present and past form of the verbs) as well as the proper use of "be" in a sentence. This suggested that students had difficulty with the use of grammar in writing.[3]

Based on the three prior researches above, in this research the writer want to continue the research and focuses to investigate the

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[3] Selvilia Lisa Asni And Susi Susanti, An Analysis Of Grammatical Errors In Writing Recount Text At The Eight Grade Of SMPN Negeri 20 Kota Jambi*" : International Journal Of Language Teaching And Education*(Jambi: STKIP Al-Azhardiniyyah, Jambi, Indonesia), Vol.02/No. 2, P. 131

grammatical error in some difficulties that students face during writing recount text.Yet, here the writer just focus on analysis of using the preposition error only. This research did at SMPN 3 Batanghari Lampung Timur. The writer will use the qualitative research. In this research the writer use some instrument of research such as interview, documentation, and observation. Therefore, the writer proposes a research entitled "An Error Analysis on Using Prepositionin Writing Recount Text among the Eighth GradeatSMPN 3Batanghari Lampung Timur".

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Error Analysis

1. The Definition of Error

Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgment, miscalculations, and errornous assumptions from an important aspect of learning virtually any skill or acquiring informations. In this world, learning a foreign language is very different way from learning with our mother tongue. That is the one of reasons is natural and unavoidable when the students make error in learning a foreign language. Thus, it is impossible that learner never make some errors in language learning activities. Yet, the errors in learning the foreign language teaching is difficult to avoid espeacially in learning English.

In the fact, learner do the error, and that these error can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study learners error, called "error analysis".[1]

H. Douglash Brown states that, an error as a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error that reveals a portions of the

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[1]Brown, H. Douglas, *Principle of Language Learning and Teaching*, (San Fransisco, California: Addiso Wisley Longman Inc, 2000), 4th Edition, P.218

learner's competence in he target language.[2] So, in learning english that has the different level each other, automatically each levels of the learning process has the different cause of error was made by the students.

In line, Broughton Geoffrey states that the argument in its strong form runs that a learner must make errors as an unavoidable and necessary part of the learning process, so errors are not the bad thing once thought but visible proof that learning is taking place.[3]

However, Corde in Rod Ellis noted that errors could be significant in three ways: (1) they provide the teacher with information about how much the learner had learnt, (2) they provide the researcher with evidence of how language was learnt, (3) they served as devices by which the learner discovered the rules of the target language.[4]

Besides, Heidi Dulay state that "error are the flawed side of learner speech or writing. They are those part or composition that deviate from some selected norm of mature language performance".[5]

From the definition above the writer can conclude that error analysis is a study to identify or describe the error and cause of error that made by the students such as in their sepaking or wiritng. The

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[2] Ibid, p. 217

[3] Broughton Geoffrey, et al, *Teaching English as a Foreign Language,* Second Edition, (London: Routledge Education Books, 1980), p. 135

[4]Ellis Rod, *The Study of Second Language Acquisition,* (New York: Oxford University Press, 2008), 2nd Edition,p. 49

[5]Heidi Dulay, et. al, *Language Two,* (New York: Oxford University Press, 1982), p. 138

purpose is to know what factor and how the steps to do the error analysis.

2. The Differences Between Error and Mistake

An error refers to the result of one's systematic competence (the learner comptenece is incorrect), an error can not be self-corrected.[6] It means that lack of knowledge and it represented lack of competence. When a mistake refers to a performance errors that is random guess or a slip in that is in failure and utilize a known system correctly.[7] It means that mistake is when students fail to perfome their comptence well. Mistake is can be self corrected.

3. Source of Error

Having examined procedures of error analysis used to identify errors in second language learner production the data, the final steps in the analysis of errornous learner speech is that of determining the source of error. By trying the source we can take another step toward understanding how the learners cognitive and affective processes relate to the linguistics system and to formulate an integrated understanding of the process of second language acquisition. There are some source of error,[8] those are:

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[6]Brown, H. Douglas, *Principle of Language Learning and Teaching*, (San Fransisco, California: Pearson Education Inc, 2007),Fifth Edition, p. 258
[7]Ibid, p. 257
[8]Ibid, p. 263-266

a. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stage of learning a second language acquisition are especially vulnerable to interlingual transfer from the native language or interference. In these early stage, before the system of the second language is familiar, the native language is the only previous linguistics system upon which the learner can draw.

b. Intralingual Transfer

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. It is now clear that intralingual transfer is a major factor in language learning. The analysis of intralingual error in corpus of production data can become quite complex. Jack richard on Brown H Douglash states that provided a list of typical English intralingual error in the use of articles these are not exhaustive either, but are examples of some of the errors commonly encountered in English learners from disparate native language background. Both Tylor's and Richard lists are restricted to

English, but clearly, their counterparts exist in other language.

c. Context of Learning

The third major source of error, although it overlaps both types of transfer, is the context of learning. "context" refers for example to the classroom with the teacher and its material in the case of school learning or the social situation in the case of untutores second language learning. In a classroom context the teacher or the text book can lead the learner to make faulty hypoteses about the language, what Richar called " false concept" and what stensons termed "induced error". Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized.

d. Communication Strategies

Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their message across, but at times these technique can themselve become a source of error.

4. Types of Error Analysis

Many linguists who study the error analysis have a standard that is often called taxonomy. It is useful when to classify the types of any errors that often arise in the second language learner speech and writing. In this context, a linguist, Heidi Dulay formulate Surface Taxonomy Strategy in terms of classification error in the sentence.[9]The types of errors are :

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morpheme carry the bulk of the referential meaning of a sentence: noun, verbs, adjectives, adverbs. For example:

Mary is the president of the new company

The words, mary, president, new and company are the content morphemes that carry the burden of meaning. If one heard

Mary president new company

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[9]Dulay Heidi, et. al, *Language Two...*, p. 148-163

One could deduce meaningful sentence, while if one heard. "is the/ of the" one could not even begin to guess what the speaker might have had in mind.

Is, the and *of* are grammatical morphemes those little words that play a minor role in conveying the meaning of sentence. They include noun and verb inflections, (the-*s* in birds, the-s in mothers, the-*ed* in *looked*, the-*ing* in *laughing,* etc); articles *(a, an, the, etc);* verb auxillaries *(is,will, can, etc); (is, was, am, etc);* preposition *(in, on, under, etc).* Language that are more richly inflected than english use a greater variety of grammatical morpehemes.

Language learner omitt grammatical morphemes much more frequently than content words. Within the set of grammatical morphemes, however some like to be omitted for a much longer time than others.

Omission error are found in greater abundance and across a greater variety of morphemes during the early stage of second language acquisition. In intermediete stage, when the learner have been exposed to more of the language, misinformation, misordering or over use of grammatical morphemes are more likely to occur.

b. Addition

Addition error are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition error usualy occur in the later stage of language acquisition. There are three types of addition error have been observed. Those are:

1) Double Marking

Double marking it is defined as a failure to delete certain items which are required n some linguistics construction, but not in others. For example in most English sentence some semantic features such as tense may be marked syntatically only once. In a sentence where an auxiallary is requiredin addition to main verb, the auxillary not the main verb, takes the tense. Learners who have acquired the tensed form for both auxillary and verb often place the marker on both, as in:

We did not went here

Because two items rather than one are marked for the same feature (tense, in these example), this types of addition error has been called *double marking*.

2) Regularizations

When the learner apply the rules used to produce the reguler ones to those that are irreguler, resulting in errors of regularizations. For examples, sheeps and putted are both regularizations in which the reguler plural and past tense markers-s and –ed, repectively have been added to items which do not take markers. Other such errors observed in learner performance includes *deer, hitted,* and *beated.*

3) Simple Additions

If an additions errors is not a double marking nor a regularization, it is called simple addition. No particular features characterize simple additions other than those that characterize all addition error-the use of an item which should not appear in a well-formed utterance.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplies at all, in misformation errors the larner supplies something, although it is incorrect. As in the case of additions, misformations are usually not random. Thus

far, three types of misformations have been frequently reposrted in literature as follows:

1. Regularization errors,

   That fall under the misformation category are those in which a reguler marker is used in place of an irreguler one, as in run*ned* for *ran* or goos*es* for gee*se*. Reguralization errors abound in the verbal output of both first and second language learners, child and adult in host and foreign language learning situations.

2. Archi-forms

   When the learner may temporarly select just one of English demonstrative edjectives such as *this, that, these,* and *those* to do the work. The selection of one member of a class of forms to represent other in the class is a common characteristics of all stage of second language acquisition, we have called the form selected by the learner an *archi-form.* The use of archi-form is a typical phenomenon in the acquisitions of a new language.

3. Alternating-forms

   Like addition errors, in misformation indicate that some learning has transpired and that barring certain attitudes or environmental circumtances, the

learner is on his or her way to target language proficincy. For example that second language learners use *dont* as wel as *no* and *not* to express negation in the first phase of learning English negation, whereas first learner have been observed to use only *no* and *not,* producing *dont* only in the second stage.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance. Mosordering errors occcurs systematically for both L2 and L1, learners in constructions that have already been acquired, specifically simple and embedded questions. In addition, to these creative misording errors, students have made written misordering errors that are word-for-word translation of native language surface structure.

5. Steps in Error Analysis

In analyzing learners' errors, there are some steps which have to be followed. Many linguists have already discussed how to analyze students'errors in their book. Corderin Ellis' book, suggests five steps in analyzing students' errors.[10]They are: collection of sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors.

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[10]Ellis Rod, *The Study ...,* p. 47-63.

a. Collection of Sample of Learner Language

The starting point in error analysis is deciding what samples of learner language to use for the analysis and how to collect these samples. We can identify three board types of error analysis according to the size of the sample. A massive samples involves colecting several samples of language use form a large number of learners in order to complie a comprehensif list of error, representative of the entire population. The seond a spesific sample consists of one sample language use collected from a limited number of learners, while an incidental samples involves only one sample of language use produced by a single learner. The errors that learners make can be influenced by a variety factor. Learner with one L1 may make particular error which learners with a different L1 do not. This point to the importance to collecting well-defined sample of learner so that clear statement can be made regarding what kinds of errors the learners produce and under what conditions.

b. Identifications Error

Once a corpus of learner language has been collected, the errors in the corpus have to be indentified. An error can be defined as a deviation from the norms of the target language. First, there is the question regarding which variety of the target language should serve as the norm. Second, concerns the

distinction between errors and mistake. An error take place when the deviation arises as a result of lack of knowledge, it represent a lack of competence. Mistake occurs when learner fail to perform their competence. A third question concenr weather the error is overt or covert. An overt error is easy to identify because there is a clear deviation in form. The covert error occurs in utterances that are superficially well-formed but which do not mean what the learner intended them to mean.fourth question concer weather the analysis should examine only deviation in correctness of also deviations in appropriateness.

c. Description of Error

The description of learners errors involves a comparision of the learner idiosyncratic utterance with the recontruction of those utterances in the target language. It requires therefore attention to the surface properties of the learners utterances. After the error was identifed, the next is describe the types of error. An alternative in classifying the errors is to use a surface strategy taxonomy by Dulay, Burt, and Krashen.[11]

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[11] Ibid, p. 54

Here are the table of examples in describing the errors:

Table 2
A Surface Strategy Taxonomy of Errors

No	Category	Description	Example
1	Omission	The absence of an item that must appear in well-formed utterance	She sleeping
2	Addition	The presence of an item that must not appear in well-formed utterance	We did not went here
3	Misformation	The use the wrong form of the morpheme or structure	The dog ated the chicken
4	Misordering	The incorrect placement of a morpheme or group of morphemes in an utterance	What daddy is going?

The description of errors like their identification, is problematic. Even if the error itself can be easily identified, it is often problematic to determine what the error consist.

d. Explanation of Error

Assuming that it is possible to identify and describe errors, the next steps is to try to explain them. Explanation is concerned with establishing the source of the error. This stage

is more important for SLA research as it involves and attempt to establish the processess responsible for L2 acquisition. As taylor in Rod Ellis book, poitns out the error source may psycholinguistics, sociolingistics, epistemic, or may reside in the discourse structure.[12]

e. Evaluation of Error

Error evaluation involves a consideration of the effect that errors have on the person, adressed. This effect can be gauged either in terms of the addressee's comprehension of the learners meaning or in terms of the addresses/s affective response to the errors. The design of error evaluation studied involves decisions on who the addresses will be, what errors they will be asked to judge and how they will be asked to judge them.

B. The Concept of Preposition

1. The Definition of Preposition

As a part of the grammatical system, prepositions seem to occur everywhere in speaking and writing. However, it is difficult to learn to use prepositions correctly as most of them have several different functions and there are not many rules to help in choosing which prepositions to use correctly. The learners still struggle with prepositions long after they have achieved a high level of proficiency

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[12]Ibid, p. 57

in English. There are some explanation about preposition will be explained bellow, those are:

Firstly, according to A.S Hornby, preposition is a word or group of word, such as *in, from, to, out of and onbehalf of,* used before a noun or pronoun to show the place, positions, time or method.[13] However Kosur in Roslim Norwati state that a preposition is a relationship word that expresses a connection to place, time, possession, accompaniment or comparison.[14]

In line, according to Josef Essberger, The name "preposition" (pre + position) means "place before".[15]

Besides, according to Bob Grubic, "preposition is a word placed before a noun or pronoun to define its relationship with another word in the sentence *on, under, between, during, with, at."*[16]

Not only that, Philip Gucker also state that, a *preposition* (literally, a word that *is placed before* another word) is the first word in the phrase: *to, at, under, with,* etc.[17] It is followed by a word standing for a person or thing, called the *object* of the preposition. *Store, school, table, me,* etc., are the objects of the prepositions. The preposition

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[13]A S Hornby, *Oxford Lerner Pocket Dictionary* (New York: University Press, 1995), P.1154

[14] Roslim Norwati, "English Language Teaching", *Textbook Representation of Prepositions,* (Selangor, Malaysia: Universiti Teknologi MARA, Negeri Sembilan), vol.2/no.4, p.13

[15] EssbergerJosef, *English Preposition List,* (England, Cambridge CB1 1AH England UK: 2012), P. 5

[16] GrubicBob, *Those Problematic English Preposition,* (Long Beach Clifornia, CFI-BACI Conference: 2004), p. 2

[17] GuckerPhilip, *Essential English Grammar,* (New York, Dover Publication, Inc: 1966), p.18

shows a relationship. A thing may be *under* the table, *at* the table, *on* the table, *by* the table, *between* the table and the wall (compound object).

Whereas, according to Marjolijn Vespoor and Kim Sauter, *Prepositions* are usually short words like *in, on, at, about, with, of, to, by, beside, before,* and *after.*[18]When put in front of a noun phrase, which denotes a person or a thing, the noun phrase changes into a prepositional phrase, denoting a manner, place, time, and so on.

While, Philip Gucker, "preposition is a word that conncets the noun or a pronoun to some other word in a sentence-to make a prepositional pharse."[19]

Nevertheless, Peter Knapp state that a Prepositions locate nouns, pronouns and noun groups in time, space or circumstance.[20] For example, *In* the morning *before* the bell rings, children like to play outside. Some common prepositions are:at on, before, in, from, since, for, during, to, until, after, soon, by, into, on, to, off, out, above, over, unde, below, across, after, around, beside, between, down, past, near, through, without.

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[18] Verspoor Marjolijn and Kim Sauter, *Eglish Sentence Analysis (An Intrudctory Course),* (Amsterdam: Jhon Benjamins Publishing Comapany, 2000), p. 109

[19] Gucker Philip, *Essential English Grammar,* (New York: Dover Publication Inc, 1966), P. 21

[20]Knapp Petter, *Genre, Text, Grammar (Technologi for Teaching And Assesing Writing),* (Australia: University of New South Wales Press Ltd, 2005), P. 60-61

The last, preposition links the complement to some other expression.[21]

So, from the some definiton above the writer can conclude that the definition of preposition is the word that connect to the other word, to explain the time, place, period, duration, comparision, etc that make the sentence more connective, so the sentence have the meaningful meaning.

2. **Types of Preposition**

There are some types of preposition in English Language, those are:

a. **Preposition of Place**

English uses only *to, to* convey motion toward something, whereas italian uses *in, at, by,* and *on.* Italian choose the preposition on the basis of various features of place.[22]

A preposition of place is a preposition which is used to refer to a place where something or someone is located. There are only three prepositions of place. However they can be used to discuss an almost endless number of place.[23]

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[21] Greenbaum Sidney And Gerald Nelson, *An Introduction To English Grammar,* (Hong Kong: Perason Education Limited, 2002), P. 112

[22] Gobetti Daniela, at al, *Intermediet Italian for Dummies,* (Indiana: Wiley Publishing Inc, 2008), p. 94

[23] https: //www.gingersoftware.com/content/grammar-rules/preposition/preposition-place, search on 28th march 2019, at 07.17 PM

1) On

Preposition ***On*** is used to show the location of the place. Such as to explain the street or the corner when the buliding is exactly on the corner.[24]

Example:

a) Roy Thompson Hall is ***On*** King Street.

b) The Strachona Hotel is ***On***the corner of York street and Wellington street.

2) At

Preposition ***At*** is used to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment.

Example:

a) City Hall is ***At*** the corner of York Street and Queen Street.

b) I live ***At*** 479 Jane Street.

Pattern: "at" si very general location-on or around, in or arround. If you are not sure, it is safer to use "at" rather than "on".

3) In

Preposition In is used to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place.[25]

Examples:

a) I live *In* the United State of America.

b) That clouds are *In* the sky.

c) My sisters live *In* Britain.

d) Your pen is *In* my briefcase.

b. Preposition of Time

Preposition of time behave somewhat like space : things can happen at a specific moment, or during a period of time, when you talk about duration.

1) On

Preposition *On* is used to explain the days of the week, the day of the month.[26]

Example:

a) *On* Sunday I went to the zoo.

b) My family and I went to the beach *On* Tuesday.

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[25] Gobetti Daniela, at al, *Intermediet ...,* p.94
[26] Rebecca E, et al, *Mastering America English,* (New Jersey: Prentice Hall Inc,),p. 174

2) *In*

Preposition of *In* is used to show themoments of the day, show the seasons, show the name of month, for expressing that something wil happened by a certain time. Example:

a) I was breakfast *In* the morning.

b) My friends and I climbed the mountain to saw the sunset *In* a summer.

c) *In* October I was vsisited my aunt on the Arjuna street.

d) My family and I spend time together *In* one weeks.

3) *At*

Preposition *At* is used to show the o'clock, to show the important day, to show the part of the day, explain the age

Example:

a) My train was arrived *At* 09:00 A.M.

b) My school was contributed *At* Independece Day.

c) This Cafe opens *At* noon and close *At* midnight.

4) *By*

Preposition of *By* is used to telling the time, for expressing the end ofa period of time in the future.[27]

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[27]ibid, p. 174

Example:

    a) I want to go to Jakara **By** the end of the day.

    b) Try to be there there **By** 02:00 P.M

5) Since

Preposition of since is used to express the origin in time and continuing action.

Example:

    a) We have been here *Since*2012.

    b) I have been doing my task *Since* yesterday.

6) For

Preposition of time used for explain the period of time.

Example:

    a) He travelled in the desert *For* six monts.

    b) They stayed *For* three weeks.

7) During

Preposition of during is used with known periods of time, such as period by name or periods which have been already defined.[28]

Example:

    a) *During* the summer.

    b) *During* his chilhood.

    c) *During* my holidays.

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[28] A.J Thomson And A.V Martinet, *A Practical English Grammar,* (London: Oxford University Press, 1986), P. 95

8) Till/Until

Preposition of until is used as a conjunction of time, often used with a negative verb to emphazise leatness.

Example:

a) Lets start now and wotk *till* dark.

b) We did not get home *till* 02:00 P.M.

c) We will stay here *till* it stops raining.

9) After and Before

Preposition after and before use to telling the time. After must be followed by a noun, pronoun and gerund. If we do not wish to use a noun/pronoun or gerund, we cannot use after but afterwards, after can also be use as a conjunctions.

Example:

a) Do not bathe immedietly *after* a meal.

b) Do not have a meal and bathe immedietly afterwards.

c) He always get home *before* 6:00 O'clock.

d) Call me again *after* 10:00 o'clock.

c. Preposition of Direction

Preposition of direction is used to express the direction of something. Such as into, to, through and towards.

Example:

1) They are going *to* the classroom.

2) The snake was coming ***toward*** her.

3) He threw a ball ***into*** a river.

d. Preposition of Manner

Preposition of manner is use to explain the way something happens or how something is done.[29] They often use the word by. Some example of perposition of manner are by, in, like, on and with.

Example:

1) You can go ***by*** bus

2) He fell ***in*** his dash for the finishing line

3) He walks ***like*** an old man

4) I accept your invitation ***with*** pleasure

5) I like to travel ***on*** a train.

3. The Example of Using Preposition Error

Here the writer will try to give the example of preposition error. For the more examples and explanation can see as follows:

a. I have knwon him since we were ***on*** primary school.[30]

[FALSE]

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[29]Rebecca, et al, *Mastering American English...*, p. 176

[30]De Felice Rachele And Stephen Pulamn, "Automatic Detection of Preposition Errors In Learner Writing", *CALICO Journal,* (London: Oxford University Computing Laboratory, 2009), p. 519- 522

The phrase above incorrect because to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment, is used *At.*

b. I have known him since we were *at* primary school. [CORRECT]

The classifier decision is : *at*

c. The training programme will start *at* the 1st August 1999. [FALSE]

The phrase above is incorrect, because to show themoments of the day, show the seasons, show the name of month, for expressing that something wil happened by a certain time is used *In.*

d. The training programme will start *in* the 1st August 1999. [CORRECT]

The clssifier decision is : *In*

In this research, the writer want to focus to analyze the error on using preposition of time and preposition of place, often because two types of that preposition is often to use by the learner in writing some text.

C. TheConcept of Writing Recoun Text

1. The Definition of Writing

There are four skill which are taught in the teaching and learning English. They are listening, speaking, reading and writing. These kinds cannot stand alone. They need language components, for example: grammar, vocabulary, pronunciation, to support each skill. Without these language component, those skill will not be perfect. As we know that writing is the most important skill in teaching and learning English. Besides, grammar mastery is important in writing text. Without the correct usage of grammar, the written text will not be understood by the readers, beacuse in written form we do not have direct interaction with the readres as we usually do in speaking. There some definition of writing that have stated by some experts. Those are:

Firstly, According to Sapkota in Allieni Haris states that "writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey". Supported by Nunan in Allieni Haris, which also explains that "writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly."[31]

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[31]Allieni Harris, Mohd. Ansyar, Desmawati Radjab "An Analysis Of Students' Difficulties In Writing Recount Text At Tenth Grade Of Sma N 1 Sungai Limau"*Journal English Language Teaching (ELT),* (Padang: English Education Program, State University Of Padang),Volume 2/No 1, p. 1

After that, according to Jeremy Harmer "writing like any other skill, has its "mechanical" components. These include handwriting, spelling, punctuation, and the construction of well-formed sentence, paragraph, and text."[32]

In line, David Crystal also state that "writing can refer to either process or a result; while we are actively anganged in the process, we are said to be writing and when we have finished the product (our composition or text) is also called a piece of writing."[33]

Besides, Trudy Wallace, et.al also states that "Writing is the final product of several separate acts that are hugely challenging to learn simultaneously."[34]

Whrereas, according to "James Heard, and Ted Tucker, "Writing is a continuous process of thinking, organizing, re-thinking and re-organizing. Writing is not a finished product. Writing involves a number of steps or activities. All writers go through the same process, whether they are writing a short letter to a friend or a dissertation for a doctorate degree."[35]

Morover the form of a writen includes its organization and layout. Form give the infromation to the reader about the main idea of

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[32]Harmer Jeremy, *How To Teach Writing,* (England:Pearson Education Limited, 2007), P. 44

[33]Crystal David, *The Cambridge Encyclopedia of The English Language* (London, New York: Sidney Toronto, 1994), P. 256

[34]Wallace Truddy, Et.Al, *International Academy of Education, (Teaching Sepaking, Listening And Writing),*(Unesco: Printed In France By Typhon, Annecy, 2004), P. 15

[35]Heard James, And Ted Tucker, *Advanced Writing, (*Seoul: An Accelerated Method For University Students), P. 40

what to expect, without reading the word, you could probably recognize a written piece by its form of written. The second one is strongly noticed, because it is too important and specifict part of writing some text or paragraph.

Based on some definition above, the writer can conclude that writing is a process of making something that used by people to share their idea, their thought, feeling, experience and informations. So, by writing the writer can share a good information to the reader to inform them about something new. Writing also can use to entertain the reader and share the expereince to motivate the other people in the world by writing. To describe of apreciate the great ideas or information of people around the world that can product in written text such as book, journal, magazine, novel, diaries, newspaper, comic, etc.

2. **Indicators of Writing**

As one of productive skill writing is a complex skill. It has several components that are very important to produce a good writing. David P. Haris p.68 states in Suyadi, that are five general components of writing:[36]

a. Content : The substance of the writing; the ideas expressed.

b. Organization : The organization of the content.

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[36]Suyadi, "Journal of English Language Teaching", *An Analysis of Students' Writing Skills in Recount Text At The Eighth Grade Students of SMP Negeri 2 Kota Jambi,*(Jambi:English Education Study Progrm, Faculty Of Teachers Training And Education, Batanghari University), Vol.1/No.1, p.6

c. Grammar : The employment of grammatical forms and syntactic patterns.

d. Vocabulary : The choice of structures and lexical items to give a particular tone or flavor to the writing.

3. The Process of Writing

In writing, if someone want to write something about information, personal experience, ideas, and the other need some steps of writing process to produce a good writing and the message of the writing can be accepted by the reader correctly. There are Seven steps in the writing process by James Heard and Ted Tucker,[37] those are:

a. Assessing the Assignment

This step in the process involves determining what is to be written, for whom, and where to get the information needed. Consideration must be given to the audience and the purpose of the composition. The audience will set the tone (style or manner of expression) and vocabulary use. The tone may be serious, humorous, personal, impersonal, formal, or informal. The purpose of the composition will determine the rhetorical form used. Information for the assignment may come from a variety of sources. Your own experiences or background knowledge (which may include your opinions and feelings) or from extended research of a specific topic with information

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[37]Heard James, And Ted Tucker, *Advanced Writing,* (Seoul: An Accelerated Method For University Students), P. 44

gathered from a library or the Internet. In addition, one must also think about how long the composition needs to be, when it needs to be completed, and for academic papers, the format to be used.

b. Generating Ideas

Brainstorming, clustering, and free writing activities can be used to help the writer develop ideas. Discussion of the topic with classmates or doing limited research in a library may also be used to aid the writer at this step. Keep in mind that if only a paragraph is being written, the topic must be narrowed sufficiently so the topic is not too broad.

c. Organizing Your Ideas

Before writing the first words in any assignment, one must decide on the most logical way to present the information. Depending on the topic, this may include chronological order, order of importance, comparison, or cause and effect organization. Outlining is one method to use when organizing your paper . When outlining, first determine the main topic and list it. After the main topic is listed, supporting ideas are listed under the main topic. When outlining, complete sentences do not need to be used, instead use short phrases. Another method to use to organize your thoughts is a tree diagram. A tree diagram is a more visual format than an outline. In a tree

diagram, place the main idea at the top of the page and use lines to connect the supporting ideas to the main point.

The following is a possible outline for a paragraph on the topic. Tree diagram are:

1. GoodCompanions, are affectionate and always available.

2. Independent, are easy to care for and take care of themselves also entertain themselves.

3. Provide service

d. Writing the First Draft

The first draft is written after your ideas are generated and organized through the use of an outline or tree diagram. It is important to consider your first attempt at the assignment as a draft, and not the finished product. During the drafting stage, the focus should be to put the ideas down on paper quickly and not worry about grammar, spelling, etc. Once the first draft is complete, it must be critically reviewed and analyzed to identify grammar, spelling, and punctuation errors in the editing stage. In addition, the writer should ensure that the organization and flow of ideas throughout the paper is smooth, logical, and easily understood by the reader. Start by writing the topic sentence and then develop supporting sentences, following the logical order developed in the outline.

e. Revising

Revision may be done immediately after the drafting stage. Some writers put the work aside and come back to it later. This allows them to attack it with a fresher perspective. Revision involves adding or eliminating material and reorganizing it by moving sentences around so the paragraph is more logical and understandable. During the revision, your concern should be only content and organization, not grammar, spelling, or punctuation.

f. Editing

In reality, editing takes place all the time when writing. In the editing stage the focus is onchecking spelling, grammar, punctuation, vocabulary, sentence structure, and page layout. When editing, check the following points:

1) Spelling

2) Punctuation

3) Grammar

4) Vocabulary

5) Sentence structure

6) Page layout

g. Publishing

In this stage the final copy of the composition is completed the one that will be submitted for review. In most

instances the final product should be done on a computer or typed. Hand written compositions may be difficult to read because of the differences in the quality of handwriting among individuals. Computers or word processing program should ideally be used on all written assignments. Some people may resist this idea if they have limited typing skills, but in the long run, it could save time and effort. Revisions and editing of the composition are so much easier on a computer or word processor.

4. **Three Qualifies of Good Writing**

Many very different kinds of writing are considered "good" and for many different reasons. There is no formula or program for writing well. However, there are certain qualities that most examples of good writing share. The qualities described here are especially important for academic and expository writing. According to Boardman that stated in Natael Saragih, there are three characteristics in writing a good text or paragraph, namely[38].

a. Coheren

A paragraph has coherence when thee supporting sentence are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for

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[38] Natael Siragih, Roswita Silalahi, Hilman Perdede, "The Effectiveness Of Using Recount Text To Improve Writing Skill For Grade III Students Of Kalam Kudus Elementary School 2 Pematangsiantar, *Iosr Journal Of Humanities And Social Science,* (Peamatangsiantar: Pstgraduate Program Of Universitas HKBP Nommense), Vol. 19 , P. 57

ordering depend on the types of paragraph you are writing. coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

b. Cohesion

Another characteristics of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences content each other in their support of the topic sentence.

c. Unity

The final characteristics of a well-written paragraph is unity. All the supporting sentence should relate to the topic sentence. Order in text of paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

D. General Concept of Recount Text

1. The Definition of Recount Text

Recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text function is to tell an incident in the past. It means that the students are expected to be able to write their past experience by learning recount. Here the writer will explain more about the defintion of recount text by some experts.

Firstly, A S Hornby state that, recount use to tell somebody about something that you have experienced.[39] Then according to Knapp, recount text basically it is written out to make a report about an experience of a series of relelated event. A recount is written out to inform an aevent or to entertain people. Recount text is text function as for telling an incident in the past.[40]

In line, M. Arifan Rosyadi also states that recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.[41]

Whereas, Key Heyland also states that Recounts "tell what happened."[42] The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of events so that it entertains, and this generally includes the writer's expressions of attitude about the events.

The last, recount is tell what happened, to reconstruct a chronologycally ordered sequence of past events.[43] Recount retell past

[39] A S Hornby, *Oxford Lerner Pocket Dictionary* (New York: University Press, 1995), P.1230

[40] Natanael Saragih, Et.Al, "The Effectiveness Of Using Recount Text To Improve Writing Skill For Grade III Students Of Kalam Kudus Elemntary School 2 Pematangsiantar" :*IOSR Journal Of Humanities And Social Science (IOSR-JHSS),* :Vol. 10, Issue 1, Ver. XII (2004)

[41] M. Arifian Rosyadi, *Learning Material Junior High School Grade Vii, Teaching Material Development, Recount Text*

[42] Heyland Key, *Second Language Writing,* (New York: Cambridge University Press, 2004), P.124

[43] Fortune And Tedick, *The Six Prototypical Written Text Types (Genres) Of Schooling,* (Mebourne, Autralia: Universisty of Melborney, 2003), p. 1

events, usually in the order in which they happened. It tells the audience what and when events occured. [44]

From some definition above, the writer can conclude that, recount is one of text types that retell about events in the past time. The purpose it to allow the writer or sepaker to retell events from the past. This include personal events, factual incidents or imaginary incidents. The intention of it to reconstruct and interpret experience and past events to inform or entertain the audience or reader.

2. **The Purpose of Recount Text**

A recount reconstruct past events in the time order in which they occured. Some recount assess the significance, other respond emotively while other critically assess different aspect of events.[45]So, in this text the writer can describe the experience or chronological order to inform or entertain the readers.

3. **The Language Features of Recount Text**

There are the language feature of recount text. Those are:

   a. Introducing personal participants, such as: I, We, Us, My group, etc.

   b. Using chronological connections, such as: the first, the second, then, next.

   c. Using linking verb, such as: was, were, saw, heard, etc.

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[44] Sydney,*Center For Innovation In Learning* :2018, P. 8
[45] Barwick Jhon, Et Al, *Targeting Text Recount, Procedur, Exposition Upper Level,* (Singapore: Green Gilant Press, 2006), P. 4

d. Using action verb, such as: look, go, change, write, walk, etc.

e. Using simple past tense.

4. The Generic Structure of Recount Text

Recount text has several elements, one of which is generic structure. According to M. Arifian Rosyadi, the generic structure as follows:

a. Orientation

The orientatition provides all the necessary background infromation to enable the audience to make sense of the text. Such as introducing the participants, place and time while the story happened. To ensure the orientation is detailed and through, use the words (who, what, when, why, how) the writer or speaker needs to gives information about what happened, who or what was involved, when and where the event occured and why.

b. Events

In the event the writer describes the series that happened in the past chronologically. It begins from the first event, followed by the second event to the last. The events depend on the creativity of the writer.

Events should be selected carefully to add to audience's understanding of the topic. Students should be prepared to

discard events and details that are unimportant or uninteresting. A recount in most cases, is more than a "shoping list" of every possible details. Strudents should be guiderd to select only those events that are relevant and that can be expanded through the inclusion of specifict details.

c. Re- orientation

The final section is re-orientation, it is optional.[46] Stating presonal comment of the writer to the reader. It concludes the recount by summarizing out comes or reesult, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. So, not all of recount closed by re-orientation.

5. Types of Recount Text

There are some types of recount text. Those are:

a. Personal Recounts

Personal recounts are retelling an activity the writer has been personally involved in and may be used to build the relationship between the writer and the reader. For examples of personal recounts are: diary entry, and personal letter.

Example:

Camping with my friends

My name is Danu, I live in Bandung. Last weekend, on June 2017, my friends and I went camping. We reached the camping ground after we walked for

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[46]M. Arifian Rosyadi, *Learning Material...,* P. 1

about one hour from he parking lot. We built the camp near to a small river. It was getting darker and colder, so we built a fire camp.

The next day, at 09.00 A.M, we spent our time to observing plantation while the girls preparing meals. In the afternoon we went to the riverand caught some fish for suppr. At night, we held a fire camp night. We sang danced, read poetry, and played magic tricks, and even some of us performeed a standing comedy.

On Monday, after we take a breakfast at 07.00 A.M, we packed our bags and got ready to go home together by car. That was very pleasent moment with my friend that I ever got.

b. Factual Recount

Factual recount is a documents as series of events sequentially and evaluates their significance. At this stage recount involves detailed research about unfamiliar topics for which students should be using print and technological resources.[47] For examples of factual reacounts are: police reconstruction of an accident, and biographical and/ or autobiographical recounts.

Example:

Children's day

On children's day in 1999, technology company treated more that 200 underprivilaged children to a "high-tech" experience. They were given tranng on information technology.

The company wanted to provide opportunities for these children to learn more about the internet and the latest technology. They wanted to help the less fortunate in the community

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for thes children. They fell that the skill the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside ona day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organisations.

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[47]Barwick Jhon, Et Al, *Targeting Text...,* P. 4

Many people had benefited from their efforts. May also praised the company for being so generous towards theneedy.

c. Imaginative Recount

Imaginative recount is telling about the role that is both

imaginative and imaginary connecting events.[48]

Example:

The First Day Activities of The Princess

Being a princess is never an easy task. That also applied for Princess Adelle. Her day was never easy. Her schedules had always been prepared beforehand by the royal assistant. She barely had any free day. Sometimes, even on national holidays, she got a schedule. That day was not very different.

It was the first day of 2017 and Princess Adelle was very tired because she was up all night, attending The New Year's Eve event in the Royal Palace. Although she could barely sleep, she tried to wake up early. She woke up at 6 a.m. She should be ready before 8 a.m., so she washed herself and put on the dress that had been prepared for her by her assistant. After that, she had breakfast with the member of the royal family. At 9 a.m., she went to a charity event for the orphans held by several social institutions of the country. The event finished right before the time for lunch, so Princess Adelle enjoyed her lunch with the company of social workers and the orphan children. After lunch, she continued her schedule to attend the inauguration of a new public school near the palace. She gave her speech there mentioning that she was very happy to be invited to the event. She hoped that the new school would be able to help the students to be successful in the future.

She arrived back at the palace at 3 p.m. and attended her riding class with her instructor. Horse riding was able to make her happy again and she could refresh her mind after a long day activities outside the palace. She finished her riding class at 6 p.m. and prepared herself for dinner with the member of the royal family. She was very relieved that the family dinner finished early.She finally went back to her room at 8 p.m. She threw herself in bed immediatelybecause she felt really tired and wanted to take a rest so badly.

One day felt so long for Princess Adelle and it was only one sample of her schedules for a day. Sometimes, the schedules were even tighter than this.

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[48]Suyadi, "An Analysis of..., p.7

Princess Adelle knew that it was one of her duty as a princess. She enjoyed it, because she could meet different kinds of people from her activities.

The writer just want to focus with one types of recount text, thats called personal recount. The reason to choose this types because almost the students when they wrote the text, they explain their stories. For example the story of their holidays in past time, etc.

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CHAPTER III

RESEARCH METHOD

A. Types and Characteristic of The Study

There are two types of research. Those are: qualittaive and quantitative research. In this research the writer is going to use the qualitative research based on the title above. Before know about the qualitative research, the writer will introduce first about the definition of qualitativeresearch it self to make more understand before doing the research. There are some definition of qualitative research, those are:

Firstly, according to Jhon Creswell,Qualitative researchis a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.[1] The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. Data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning. and the importance of rendering the complexity of a situation (adapted from Creswell. 2007).

Secondly, according to Gary Anderson and Nancy Arsenault, "Qualitative research is a form of inquiry that explores phenomena in their

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[1]Creswell W. Jhon, *Research Design,* (California: SAGE Publication Inc, 2009), 3th edition,P. 4

natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. Qualitative research is an inductive form of inquiry whose results are a blend of research skill, luck and a particular perspective".[2]

Thirdly, accroding to Donald Ary, "Qualitative research seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data."[3]

Based on some definition above, the writer can conclude that qualitative research is one of research that focused on the describing, thinking, analyzing rather than use the numeric to analyze the data.

Based on the explanation above, the writer conducted this research at SMPN 3 Batanghari Lampung Timur. In this research, the writer will investigate and analyze the students error on usingprepositionin in writing recount text at the eight grade os SMPN 3 Batanghari Lampung Timur. The representation will be shown by using the informative and detailed data of using preposition in writing recount text. It aims to encourage students knowledge and ability about the use of preposition in wriitng recount text.

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[2]Anderson Gary With Nancy Arsenault, *Fundamentals Of Educational Research* (London: Taylor &Francis Library 2005), P. 126

[3]Ary Donald, Et Al, *Introduction To Research In Education,* (USA :Wadsworth Cengage Learning, 2006), Eight Edition, P. 29

B. Data Resource

Basicaly, data resource are devided into two types, those are:

1. Primary Data

Primary data was data that have been collected by first-hand observation. It means that the writer would collect the data from the students among the eighth grade at SMPN 3 Batanghari Lampung Timur in writing the recount text, and interview result of the studentsatSMPN 3 Batanghari Lampung Timur of writing recount text would be obtained by the writer as an object of this research.

2. Secondary Data

Secondary data can take from the other source such as book, article, english dictionary, e-journal, and the documentation that are related to the research. It is aimed to enrich the primary data.

C. Data Collecting Technique

In this study, the writer will conduct this research to select student's error on using preposition in writing recount text among the eighth grade atSMPN 3 BatanghariLampungTimur, as the object of writer.

Therefore, the data would be gained through several techniques as follows :

1. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term *documents* here refers to a wide range of written,

physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos.[4] This data is easy to got, it is not reactive so that the subject can not hide something from the writer. Based on the explanation above the writer use the documentation as one of instrument to collect the data likethe student's document at SMPN 3 Batanghari Lampung Timur, the history of the school, the total teachers, the total rooms, etc, that needed in this reserach.

2. Interview

In line, the writer also use the interview to collect the data that needed to enrich the data, such as list of interview questions or interview guidance. It purpose to know what are the reason of the students did the error on using preposition in writing recount text. In qualitative interviews,the writer conducts face-to-face interviews withthe participants, interviews participants by face to face, telephone, or engages in focus group interviews, with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the

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[4]Ary Donald, Et Al, *Introduction To...,* P. 442

participants.[5]The interview is probably the most widely used method of data collection in educational research. Interviews can be conducted on all subjects by all types of interviewers and they can range from informal incidental sources of data to the primary source of information used in a research study. When used with care and skill, interviews are an incomparably rich source of data, but seldom are inexperienced researchers sufficiently familiar with the requirements for a good interview or sufficiently practiced in the requisite interviewing skills. Perhaps the commonness of the interview is its major downfall. We use interviews in all walks of life for a wide range of purposes and to use it for research purposes requires more care and skill than is commonly exercised. While everyone conducts interviews to some degree, few do it well.[6]

3. Observation

Last instrument that writer used in this research was observation. In qualitative research, observation is one of way to collect the data. As Jhon W. Creswell said that "Qualitative observationsare those in which the researcher takes field notes on the behavior and activities of individuals at the research site". The object of this observation is the student's at SMPN 3 Batanghari Lampung Timur, and the data will take from this observation is like the observation when their make hand writing about recount

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[5]Creswell W. Jhon, *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* (2ndEd), (New Delhi, Sage: Publications, 2003), P. 181

[6]Anderson Gary With Nancy Arsenault, *Fundamentals Of ...,* P. 202

text or writing product. In these field notes, the writer records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant.[7]

D. Data Analysis Technique

In qualitative research analysis process and interpretation data need creative thinking, critical and careful. Data analysis is a process to get pattern or regular form. While interpretation data is a process giving a meaning toward pattern or regularity which be find in research.

The process analysis data can begin with beating whole data, that successed be gather from source various is interview, observation, and documentation. And then the next is abstraction. Abstraction is efforts to make summarize from anything data. Creswell mentioned that there are six steps in analyzing data, those are:[8]

1. Organize and prepare the data for analysis

    This involves transcribing interviews. Optically scanning material. Typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2. Read through all the data

    A first step is to obtain a *general sense* of the information and to reflect on its overall meaning. What general ideas are

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[7]Creswell W. Jhon, *Research design...,* p. 181
[8]Ibid, p. 185-189.

participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility. and use of the information? Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.

3. Begin detailed analysis with a coding process

   Codingis the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (called an in *vivo* term).

4. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

   Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description. This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects. Then use the coding to generate a small number of *themes* or categories, perhaps five to seven categories for a research study.

5. Advance how the description and themes will be *represented* in the qualitative narrative.

   The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes. Many qualitative researchers also use visuals, figures, or tables as adjuncts to the discussions. They present a process model (as in grounded theory), advance a drawing of the specific research site (as in ethnography), or convey descriptive information about each participant in a table (as in case studies and ethnographies).

6. A final step in data analysis involves making an interpretation or meaning of the data.

   These *lessons* could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the *literature* or *theories.* In this way. Authors suggest that the findings confirm past information or diverge from it.

Figure 1
Data analysis process

Interpreting the Meaning of Themes/Descriptions

Interrelating Themes/Description (e.g., grounded theory, ·case·study)

Themes

Description

Coding the Data (hand or computer)

Validating the accuracy of the information

Reading through all the data

Organizing and Preparing Data for Analysis

Raw Data (transcripts, fieldnotes, images, etc.)
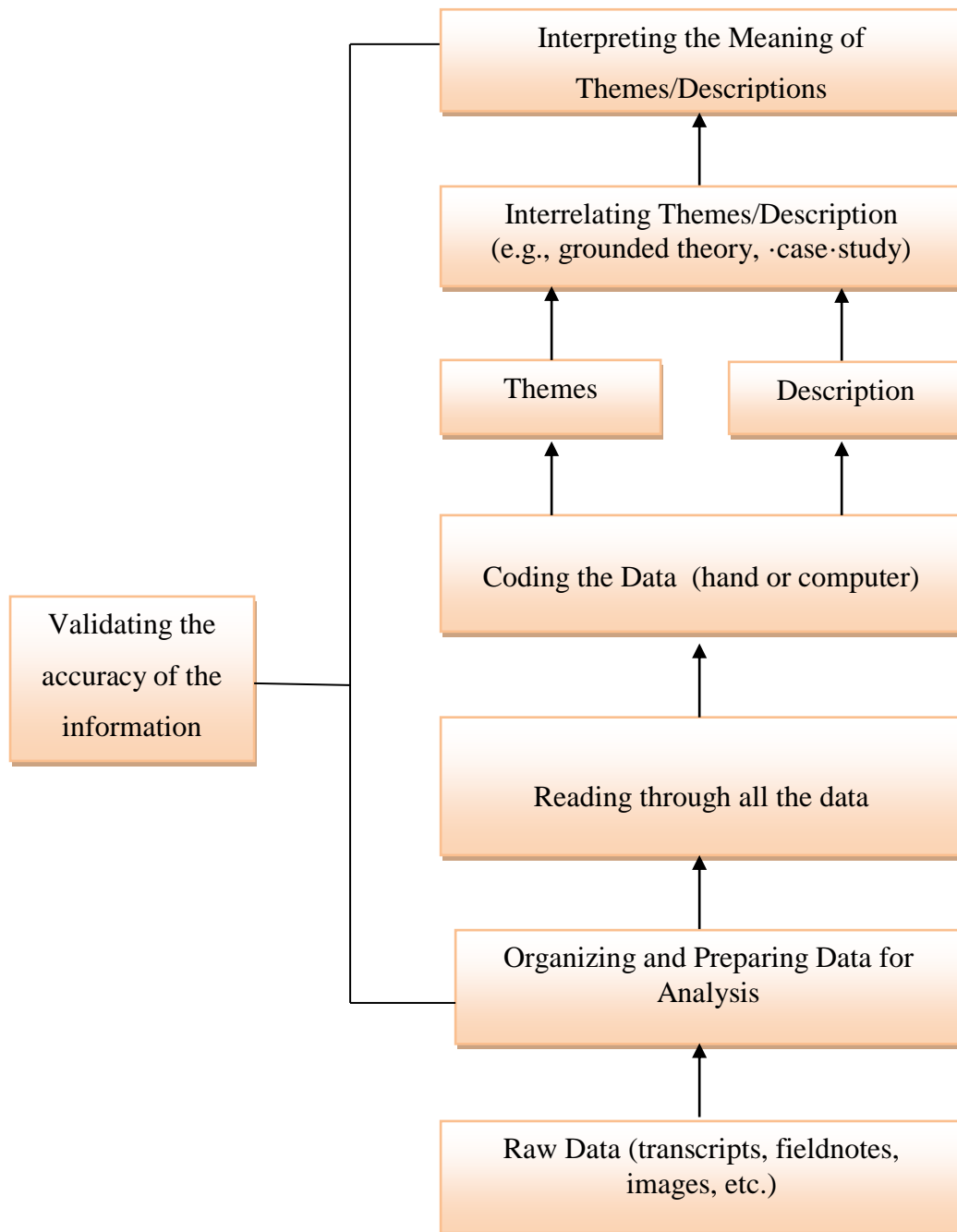
The data analysis above is by Jhon W Creswell model

E. Research Approach

In this study, the writer conduct the case study approach to the writer intention that is to analyze students error on using preposition in writing recount text among the eighth grade at SMPN 3 Batanghari Lampung Timur. However, the writer more focused among the eighthgrade. In this case, the writer adopted Donald Ary, Lucy Cheser Jcobs, et al in doing this approach.[9] The following are several steps to conduct this approach. Those are:

1. *Selecting a problem*

    The frst step is to select the problem to investigate. The problem should be consequential enough to warrant investigation. Also, the answer to the problem is not already available, but the means for finding answers are available. Qualitative researchers begin with a general topic of interest. The problem statement may ask the "why" or "how" of certain phenomena. For example, "How do elementary classroom teachers deal with aggressive children?" or "How do high school studentsbecome alienated from their peers?"

2. *Reviewing the literature on the problem.*

    Researchers should thoroughly review the relevant literature to gain more understanding and insight into the problem and to determine what research may already have been

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[9]Ary Donald, et al, *Introduction to..., P. 31-33*

done. The beginning researcher will likely turn to the literature for help in locating and formulating a researchable problem.

3. *Designing the research.*

The investigator next plans how to conduct research to answer the question. The design is the researcher's plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom. In qualitative research, the design is flexible and may change during the investigation if appropriate. The design of qualitative research is thus often described as "emergent."

4. *Collecting the data.*

The next step involves executing the research plan.Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.

5. *Analyzing the data.*

The data collected in research must be analyzed. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. Although the qualitative researcher does not deal with statistics,

analyzing qualitative data is not easy. It is a time-consuming and painstaking process.

6. *Interpreting the findings and stating conclusions.*

The researcher next tries to interpret the findings in terms of the research problem. Qualitative researchers present their interpretations and explanations in narrative form. They do not talk about probability but try to emphasize the *trustworthiness* and *credibility* of the findings.

7. *Reporting results.*

Researchers must make their procedures, findings, andconclusions available in a form intelligible to others who may be interested.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Description of Research Setting**

1. **The Historical Background of SMPN 3 Batanghari Lampung Timur**

   a. **Brief History of The Establishment of SMPN 3 Batanghari Lampung Timur**

      SMPN 3 Batanghari is one of school in East Lampung. SMPN 3 Batanghari has been built by the government on the year of 2004. This school located at Bumiharjo, 39 polos sub-district Batanghari, East Lampung. SMPN 3 Batanghari has wide area 10.000 m^2.Then SMPN 3 Batanghari East Lampung get operational on 1 October 2003 and operate on 2004/2005.

      Start from begining until now, SMPN 3 Batanghari East Lampung happened changing the headmaster of his school. The first headmaster named Mr. Drs. Sunardi, he is a headmaster of this school in the academic year 2005-2009. Now, the headmaster of SMPN 3 Batanghari East Lampung named Mr. Ahmad Saidi, S.Pd, M.M. he is the headmaster of the school since 2016 until now.

   b. **Vision and Mision of SMPN 3 Batanghari Lampung Timur**

      1) **VISION**

         a) Excellent in academic

         b) Excellent in non-academic

c) Excellent in religion activity

2) **MISION**

a) Procurement of school facilities and infrastructure to support the effectiveness and efficiency of teaching and learning activities to produce qualified graduates.

b) Implementing effective learning and guidance so that each student can develop optimally in accordance with its potential.

c) Growing spirit of achievement intensively to all school residents.

d) Fostering the appreciation of the religious teachings and the culture of the nation so that the source of wisdom in action.

e) Implementing participative management by involving all school residents and school community.

f) Improving the welfare of teachers and employees.

c. **The Structural Organization of SMPN 3 Batanghari Lampung Timur**

Figure 2


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                    ┌──────────────────────────────┐
                    │          Builder             │
                    │ Dikpora Department East Lampung│
                    └──────────────────────────────┘
                                   │
                    ┌──────────────────────┐        ┌──────────────────┐
                    │     Head Master       │ ·····> │  Head Committee  │
                    │ Ahmad Saidi, S.Pd., M.M│       │    Ikhsanudin    │
                    └──────────────────────┘        └──────────────────┘
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- **Builder** — Dikpora Department East Lampung
- **Head Master** — Ahmad Saidi, S.Pd., M.M
- **Head Committee** — Ikhsanudin
- **Administrator** — Agus Yulianto, S.Pd
- **Infrastructure Leader** — Samsul, S.Pd
- **Student's Leader** — Subandi, S.Pd
- **Curriculum Leader** — Wiwik Sudarmiyati, S.Pd
- **Humas Leader** — Drs. Budiono
- **Laboratory Leader** — Sumadewi, S.Pd
- **OSIS Coordinator** — PujiSusilo P, S.Pd
- **Evaluation Coordinator** — Budi Utomo, S.Pd
- **Social Coordinator** — Dwi Wuryani, S.Pd
- **Library Leader** — Sri Sulistyowati
- **Conselor Coordinator** — YeniHaryani, S.Pd
- **UKS Coordinator** — MaisyarohS.Pd
- **7K Coordinator** — SetitiErnawati, S.Pd
- **Homeroom Teacher**
- **Teachers**
- **Students**

d. Teacher and Officer of SMP N 3 BatanghariLampung Timur

Table 3

The condition of the teacher and office of SMP N 3 BatanghariLampung Timur in the Academic Year 2019/2020

NO.	NAME	POSITION
1.	Ahmad Saidi, S.Pd,M.M	Head Master
2.	Dra. Sri Hayati	Mathematic Teacher
3.	Drs. H. Budiono	Social Teacher
4.	Drs. Warsito	Counselor Teacher
5.	DwiWuryani, S.Pd	Social Teacher
6.	SihBudiwati, S.Pd	English Teacher
7.	Sukamto, S.Pd	English Teacher
8.	Sumadewi, S.Pd	Science Teacher
9.	Rustinah, S.Pd	Mathematic Teacher
10.	Samsul, S.Pd	Indonesian Teacher
11.	Marhanah, S.Pd	Moral Teacher
12.	SitiRomlah, S.Pd	Science teacher
13.	Sri Sulistyowati	Indonesian Teacher
14.	SlametSubarno	Moral Teacher
15..	WiwikSudarmiyati, S.Pd	Science teacher
16.	Subandi, S.P.d	Indonesian Teacher
17.	EstiRahayu, S.Pd	Science teacher
18.	SetitiErnawati, S.Pd	English Teacher
19.	YeniHaryani, S.Pd	Counselor Teacher
20.	WahyuPramono, S.Pd	Art Teacher
21.	Budi Utomo, S.Pd	Mathematic Teacher
22.	HabthinMasrijah, A.Md	Science teacher
23.	Media EkaSuswanti, S.Pd	Indonesian/ Lampung Teacher
24.	PaijanWinarto, S.Pd	Sport Teacher
25.	Sumyati, S.Pd.I	Islamic Teacher
26.	Dra.Damayanti	Art Teacher
27.	Maisyaroh, S.Pd	Social Teacher
28.	Suherni	Lampung Teacher
29.	Sri Sumasni, S.Pd	Indonesian Teacher
30.	Ansyori, S.Pd,M.M	Indonesian Teacher
31.	Ristri Fatimah, M.M.Pd	Islamic teacher
32.	DwiHaryani, S.Pd	Science teacher
33.	PujiSusiloPratomo, S.Pd	Sport Teacher
34.	Nelly Saptasari, S.Pd	TIK Teacher

35.	Hernili, S.Pd.I	Lampung Teacher
36.	Maryamah P. Ayu, S.Pd	Lampung Teacher
37.	AnisaWijayanti, S.Pd	Science Teacher
38.	Nurbaiti, S.Pd	TIK Teacher
39.	AgusYulianto, S.Pd	Staf
40.	FitaApriyani	Staf

e. **The Facilities at SMPN 3 Batanghari Lampung Timur**

In order to support the teacher and students, there are some facilities at SMPN 3 Batanghari Lampung Timur, namely: teacher's room, headmaster's room, vice-principal's room, staff room, library, sains laboratory unit, class, mosque, kitchen, warehouse, teacher's toilet, student's toilet, Consellor room, UKS, cooperative room, scout room, OSIS room, canteens, parking area, basket field, volley field, ceremony field. For getting the detail of the SMPN 3 Batanghari's facilities, it can be shown on the table below:

Table 4

Facilities at SMPN 3 Batanghari Lampung Timur

The Academic Year 2019/2020

No	Facilities	Total of unit	Large (pxl)
1.	Teacher's room	1	7x9
2.	Headmaster room	1	6x4
3.	Vice-principal's room	1	2x3
4.	Staff room	1	6x8
5.	Library	1	14x11
6.	Sains laboratory unit	1	21x11
7.	Class	18	
8.	Mosque	1	
9.	Kitchen	1	3x3
10.	Warehouse	1	4x6
11.	Teacher's toilet	2	2x2
12.	Student's toilet	6	2x3

13.	Consellor room	1	3X3
14.	UKS room	1	4X5
15.	A cooperative room	1	3x3
16.	OSIS Room	1	
17.	Scout room	1	
18.	Canteen	3	2x2
19.	Parking area	1	4x6
20.	Basket field	1	18x29
21.	Volley field	1	18x9
22.	Ceremony field	1	30x30

f. The Students at SMPN 3 Batanghari Lampung Timur

Table 5

The totals of students at SMPN 3 Batanghari in the Academic Year 2019/2020

Year	Total of Registration	VII Class	VIII Class	IX Class	Totals
2016/2017	167	129	137	140	406
2017/2018	207	181	125	131	437
2018/2019	173	145	173	111	429
2019/2020	97	87	142	168	397

B. General Description of Research Data

The objective of this research was to analyze the errors on using preposition and describe the result of students writing recount text and interview guidance. This research was conducted among the eighth grade at SMPN 3 Batanghari Lampung Timur. The subject of this research was 32 students as the respondents.

The writer tried to discuss the result of the writing recont text that made by the students among the eighth grade at SMPN 3 Batanghari Lampung Timur. The first, the students retell their own story in the past time on the paper by using some types of preposition, such as: preposition

of time and preposition of place (on, it, in, etc). The next, the writer gave the students six questions based on the topic. The questions will be answered by the 32 respondent. There are the result of analysis as follows:

1. Preposition of time

   The calculation of error precentage per-item was computed with formula:

   <u>Number of errors</u> X 100%
   Total number

   Error in preposition of time (ON) : 27/76X100% :35,53 %

   Error in preposition of time (AT) :12/76 X100% :15,79 %

   Error in preposition of time (IN) :37/76 x100% :48,68%

   From the description above, the writer can deduce that the students still confuse and difficult on using preposition. Based on the data analysis above, the writer found several error. Those are prepsotion of time (on, at, in) and preposition of place (on, at, in). In this case, the writer found 27 items error of preposition of time (ON) or 35,53%, then 12 items error of using preposition of time (AT) or 15,79%, and 37 items error on using preposition of time (IN) or 48,68%. So the totals of error on using preposition of time is 76 items of error or 87,36%.

2. Preposition of place

The calculation of error precentage per-item was computed with formula:

Number of errors X 100%
Total number

Error in preposition of place (ON)　　: 2/11X100%:18,18 %

Error in preposition of place (AT)　　:8/11 X100%:72,73 %

Error in preposition of place (IN)　　:1/11 x100% :9,09 %

Besides, the writer also analyze the use of preposition of place, the writer found 2 items of error on using preposition of place (ON) or 18,18%, then 8 items of error on using preposition of place (AT) or 72,73%, and 1 items of error on using preposition of place (IN) or 9,09%. So, the error that found on using prepsoition in writing recount text among the eighth grade at SMPN 3 Batanghari Lampung Timur as much 11 items or 12,64%.

3. Preposition of time and preposition of place

The calculation of error precentage per-item was computed wit h formula:

Number of errors X 100%
Total number

Error in preposition of time　　: 76/87X100% :87,36 %

Error in preposition of place　　:11/87 X100% :12,64 %

So, the use of preposition error of time and place, the writer found 87 items of error on using preposition of time or 87,36% and 11 items of error on using preposition of place or 12,64%.

For more detailed explanation related to the result of the data analysis of this research, the result of the data analysis can shown as bellow:

1. **Preposition of Time**

   Preposition of time behave somewhat like space : things can happen at a specific moment, or during a period of time, when you talk about duration.

   a. On

   Preposition *On,* is used to explain the days of the week, the day of the month. Here, the students that was made error on using preposition of time "On" was consist of 22 students, are:

   1) Students 2 (AK)

      "I am very happy after see a fire camp we do the stage. After that **"on 10;00"** we are sleeping. That was my story.

      Based on the sentence above, the writer use the wrong part of preposition of "on", the true preposition is "At", because preposition of "At" is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error becuase the writer do not know the meaning of preposition. It means that the writer have low knowledge related to the use of preposition.

   2) Students 6 (BFHN)

      "At the end, at 08:00 PM spent a time amd make a fire camp. I and my friends go to the field, to make a line and

formation to sing a song. I am very happy after see a fire camp we do the stage, after that **"on 11:32 PM"** we are sleeping"

Based on the sentence above, the writer use the wrong preposition of "on". The true preposition is "At", because preposition of "at" is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because do not understand the meaning of preposition.

3) Students 8 (DP)

"Day tuseday, **"on 10:00 AM"** my family and I went holiday to beach in there we see turtle was funny and beautiful coral, the blue water. Then we back to home **"on 4:30 PM"** my family and I very tired but experience that was very happy".

Based on the sentence above, the students use twice the wrong of preposition of "On". the true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because the writer feel difficult to be correct placement of the use of preposition in writing recount text.

4) Students 9 (DS)

"In may 2019, me and my family together holiday in the mutun, all happy in there and that swimming and then eatig and then take a photos, we are went to the beach from house **"on 7:30 AM".**

Based on the sentence above, the writer use the wrong part of preposition of "on". The true preposition is "At",

because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because feel difficult to correct placement of the use of preposition.

5) Students 10 (FM)

My name is Fanesa. I live in Lampung. I do my camping "**on september 2019".** I and my family do my camping. (1)

I am very happy after see a fire camp we do the stage, after that **"on 12:00 PM"** we are sleeping, thats my story". (2)

Based on the sentence that wrote by FM, she use the wrong preposition in twice in different sentence. The true preposition for the first paragraph is "In", because to show the name of the month the writer should use "In". The second paragraph should use preposition of "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the errors is because the writer feel difficult to translate.

6) Students 11 (FA)

"I am very happy after see a fire camp we do the stage, after that **"on 02:00 PM"** we are sleeping. Thats my story"

Based on the sentence above, the writer use the wrong preposition, The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of

the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because did not understand the meaning of the prepsoition.

7) Students 13 (FDP)

"After carnaval we go to the field to make a line and formation to see a fire camp and we do stage, after that "**on 01:00 PM**" we are sleeping. Thats my story."

Based on the sentence above, the writer use the wrong preposition, The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because feel difficult to be correct placement of the use of preposition in writing recount text.

8) Students 14 (LQD)

"My name is Laiyla, I live in lampung. In my holiday yesterday, **"on march 2019"** I and my family holiday together to the sariringgung beach"(1)
"After that grandfather back me and my mother accompany my grandfather in the houe in sunday **"on 02:00PM."** (2)

Based on the sentence above, the writer use the wrong preposition of "on". So, the writer should be use "in" to show the month. Then for the second paragraph based on the sentence above, the writer use the wrong preposition on to show the time, The true preposition is "At", because preposition of at is to show the o'clock, to show the important

day, part of the day and age. So, the writer should be use "At" to show the time, and "In" to show the month. The writer reason did the error is because feel difficult to translate.

9) Students 15 (LC)

"I am very happy after see a fire camp, we do the stage. After that **"on 12:30 PM"** we sleeping, thats my story"

Based on the sentence above, the writer use the wrong preposition of "on". The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because do not understand the meaning of the preposition.

10) Students 16 (MYA)

"I am very happy after see a fire camp, we do the stage after that **"on 01:00 PM"** we are sleeping."

Based on the sentence above, the writer use the wrong preposition, The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because do not understand the meaning of the preposition.

11) Students 17 (MI)

"My name is Mei, I live in Lampung. Last weekend **"on march 2018"** at my holidy, I and family at 09:00 we went to home sister and we arrived at 12:13 PM."

Based on the sentence above, the writer use the wrong preposition of "On", because perposition of "On" is use to show the days of the week. So, the writer should be use "In" to show the name of month. The writer reason did the error is feel difficult to be correct placement.

12) Students 18 (MDA)

" After we playing, we are prepare back my home, we holiday at Sunday, we went **"on 09:00 AM"** with my family".

Based on the sentence above, the writer use the wrong preposition, The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because feel difficult to be correct placement on using preposition.

13) Students 20 (NPP)

"My name is Nada, I live on Lampung. Last weekend I and my family holiday in the beach. We went to the beach **"on 07:00 AM".** (1)

"When I and my family arrived to the beach **"on 10:32 AM".** In there the vocation is very wonderful. So many visiting in there with their family and so many coral and stones that wonderful" (2)

Based on the sentence above, the writer use the twice wrong preposition of "On", The true preposition is "At" for show the o'clock, because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer

reason did the error is because feel difficult to be correct placement on using preposition.

14) Students 21 (NZ)

"The next day, **"on 09:00 AM"** girls prepare meals"

Based on the sentence above, the writer use the wrong preposition, The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because feel difficult to be correct placement on using preposition.

15) Students 22 (NH)

"Last weekend in January 2017, we went **"on 09:00 AM:"** with my family".

Based on the sentence above, the writer use the wrong preposition, The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because feel difficult to be correct placement on using preposition.

16) Students 24 (RSK)

"Last weekend I and my friends **"on september 2018"** went camping. We make a fire camp at night.

Based on the sentence above, the writer use the wrong preposition of "On", because perposition of "On" is use to

show the days of the week. So, the writer should be use "In" to show the name of the month. The writer reason did the error is because do not know the meaning of preposition.

17) Students 25 (RRM)

"My name is Manda, I live in Lampung. Last weekend **"on march 2019"**. My friends and I went camping. We reached the camping ground after we walked for about one hour from the parking lot." (1)

"The next day, **"on 09:00 AM,"** we spent our time to observing plantation while the girls prepareing meals. (2)

From the paragraph above, the writer use the wrong preposition in twice, first on stating the month and second in stating the time. When someone want to show the name of the month it must use "In" and when someone want to show the the time, its must use "At". The writer reason did the error is because do not understand the meaning of preposition.

18) Students 26 (RDA)

"Last weekend, in January 2019, we went **"on 09:00 AM"** with my family".

Based on the sentence above, the writer use the wrong preposition, The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because feel difficult to be correct placement on using preposition.

19) Students 27 (RS)

"I am very happy after see a fire camp and we do the stage, after that **"on 11:00 PM"** we are sleeping. Thats my story".

Based on the sentence above, the writer use the wrong preposition, The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because do not understand the meaning of preposition.

20) Students 29 (SK)

"Monday, after we take a breakfast **"on 07:00 AM"** we packed our bags and got ready to go home together by car. Thas was very pleasent moment with my friends".

Based on the sentence above, the writer use the wrong preposition of "On", The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because do not understand the meaning of preposition.

21) Students 30 (WS)

"My name is Wawan. I live in Lampung. Last weekend I and my friends **"on september 2018"** went camping. We make a fire camp at night."

Based on the sentence above, the writer use the preposition of "On" is the wrong preposition, because

perposition of on is use to show the days of the week. So, the writer should be use "In" to show the month. The writer reason did the error is because difficult to ttranslate.

22) Students 31 (WDH)

"On 09:00 AM" we do eat together by fred rice and chicken. The vocation is very beautiful.

Based on the sentence above, the writer use the wrong preposition of "on", The true preposition is "At", because preposition of at is to show the o'clock, to show the important day, part of the day and age. So, the writer should be use "At" to show the time. The writer reason did the error is because do not know the meaning of preposition.

b. **Preposition of At**

Preposition *At* is used to show the o'clock, to show the important day, to show the part of the day, explain the age. Based on the research data, the students that make error on using preposition of At, in writing recount text consist of 12 students, are:

1) Students 2 (AK)

"My name is Andika, I live at Lampung. Last weekend **"at June 2018"** my friends and I went camping when make a tent my group was present in the first line, then after make a tent, back to home to take a tools that need for tomorrow".

Based on the sentence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the

o'clock, the important day, part of the day and age. So, When the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because do not knwo the meaning of preposition.

2) Students 6 (BFHN)

"My name is Bimo FHN. I live at Lampung. last weekend **"at June 2018"** my friends and I went camping."

Based on the setyence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, When the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because do not undertsand the meaning of preposition.

3) Students 8 (DP)

"My name is Dian, I live in Lampung. Last holiday **"at date 28 December 208"** day Tuesday on 10:00 AM, my family and I went holiday to beach, in there we see turtle was funny and beautiful coral, the blue water".

Based on the setyence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, When the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because feel difficult to be correct placement on using prepsoition.

4) Students 11 (FA)

"My name is Febri, I live at Lampung. Last weekend **"at January 2019",** my friends and I went camping when make a tent, my group was present in first line, then after that make a tent, back to home to take a tools that need for tomorrow"

Based on the sentence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, When the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because do not understand the meaning of preposition.

5) Students 13 (FDP)

"My name is Ferza, I live at Lampung. Last weekend **"at May 2018",** my friends ad I wet camping. We reaced the camping ground after we walked for about one hour from parking lot. We built the camp near to a small river."

Based on the sentence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, When the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because feel difficult to correct placement on using preposition.

6) Students 15 (LC)

"My name is Luqman, I live at Lampung. Last weekend **"at June 2018",** my friends and I went camping. When make a tent my group was presnet in the first line. Then after make a tent we back to home to take a tools that need for tomorrow"

Based on the sentence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, the correct preposition when the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because do not understand the meaning of preposition.

7) Students 16 (MYA)

"My name is Yogi, I live at Lampung. Last weekend **"at April 2018",** my friends ad I wet camping. We reaced the camping ground after we walked for about one hour from parking lot. We built the camp near to a small river. It was getting darkerand colder, so we built a fire camp."

Based on the sentence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, the correct preposition when the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because do not understand the meaning of preposition.

8) Students 18 (MDA)

"I swimming with my family, in there so happy. After we playing we prepare back my home we holiday **"at Sunday"** we went on 09:00 AM with my family".

Baased on the sentence above, the writer use the wrong prepsoition of "at". Preposition of at is used to show the o'clock, the important day, part of te day and age. When the

writer want to explain about the days of the week, the writer should be use preposition of "on". Preposition of on is use to show the the day of the weeks. So, the correct preposition is "on". The writer reason did the error is because feel difficult to be correct placement on using preposition.

9) Students 23 (NTR)

"My name is Nerry, I live in Lampung. I will tell about my holiday with my cousin. **"At Thursday",** I am so tired but I am so happy with the nice vocation. In there so manybuilding in that city, was very nice to be take a photos."

Baased on the sentence above, the writer use the wrong prepsoition of "At". Preposition of at is used to show the o'clock, the important day, part of the day and age. When the writer want to explain about the days of the week, the writer should be use preposition of "On". Preposition of on is use to show the the day of the weeks. So, the correct preposition is "On". The writer reason did the error is because feel difficult to be correct placement on using preposition.

10) Students 27 (RS)

"My name is Rizal, I live at Lampung. Last weekend **"at June 2018",** my friend and I went camping. When make a tent, my group was present in the first line. Then after that make a tent we back to home to take a tools that need for tomorrow".

Based on the sentence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, the

correct preposition when the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because do not understand the meaning of preposition.

11) Students 28 (RKS)

"My name is Ryan, I live at Lampung. Last weekend **"at May 2017",** my school and friend camping. We reached the camping ground after we walked for one hour from the parking lot. Colder so we built a fire camp."

Based on the sentence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, the correct preposition when the writer want to explain or show the name of the month, the writer must use preposition of "In". The writer reason did the error is because do not understand the menaing of preposition.

12) Students 31 (WDH)

"My name is wisnu dwi haryanto, I live at Lampung. **"At July 2019",** I and my family go to the beach also with y friend to camping."

Based on the sentence above, the writer use the wrong preposition of "At". Preposition of "At" is use to show the o'clock, the important day, part of the day and age. So, the correct preposition when the writer want to explain or show the name of the month, the writer must use preposition of

"In". The writer reason did the error is because do not know the meaning of preposition.

c. Preposition of In

Preposition of **In** is used to show themoments of the day, show the seasons, show the name of month, for expressing that something will happened by a certain time.

Based on the research data, the students that make error on using preposition of "In", in writing recount text consist of 20 students from 32 students, are:

1) Students 1 (AM)

> "In Monday, after we take a breakfast **"in 08:00 AM",** we packed our bags and got ready to go together by car, that was very pleasent moment with my friend I ever got".

Based on the sentences above, the writer use the wrong part of preposition "In". "*In"* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. So, the correct preposition is "At" because prepsoition of "At" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because feel dificult to be correct placement on using preposition.

2) Students 2 (AK)

"On Sunday, I went to the camping, in there so many friends that come. We are in field to prepare **"in 09:00 AM"**, we went carnaval and sing together. After carnaval we ask to find a wood to make a fire camp".

Based on the sentences above, the writer use the wrong part of preposition "In". "*In"* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "At" because prepsoition of "At" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because do not know the meaning fo preposition.

3) Students 3 (BP)

"The next day **"in 09:00 AM"** we spent our time to observing plantations while the girls prepareing meals".
"in Sunday", after we take a breakfast "**in 08:00 AM"**, we packed our bags and got ready to go together by car, that was very pleasent moment with my friend I ever got".

Based on the sentences above, the writer use the wrong part of preposition "In" in triple ways in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "At" because prepsoition of

"At" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because difficult to translate.

4) Students 4 (BF)

> "The next day **"in 08:00 AM"** we spent our time to observing plantations while the girls prepareing meals".
> **"in Monday",** after we take a breakfast **"in 07:00 AM",** we packed our bags and got ready to go together by car, that was very pleasent moment with my friend I ever got".

Based on the sentences above, the writer use the wrong part of preposition "In" in triple ways in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. So, the correct preposition is "at" because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. Then the correct preposition to show the day of the week is "On". The writer reason did the error is because do not understand the meaning of preposition.

5) Students 5 (BP)

> "On Monday**,** after we take a breakfast **"in 07:00 AM",** we packed our bags and got ready to go together by car, that was very pleasent moment with my friend I ever got".
> Based on the sentences above, the writer use the

wrong part of preposition "in" in writing recount text. *in* in preposition is use to show the moment of the days, show

the seasons, the name of month, or for expressing that something will happened by a certain time. So, the correct preposition is "At" because prepsoition of "At" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because that was very hard.

6) Students 6 (BFHN)

"On Sunday, I went to the camping, in there so many friends that come. We are in field to prepare **"in 08:30 AM",** we went carnaval and sing together. After carnaval we ask to find a wood to make a fire camp".

Based on the sentences above, the writer use the wrong part of preposition "In" in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "At" because prepsoition of "At" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because do not understand the meaning of preposition.

7) Students 7 (BS)

"In Monday", after we take a breakfast **"in 07:00 AM"**, we packed our bags and got ready to go together by car, that was very pleasent moment with my friend I ever got".

Based on the sentences above, the writer use the wrong part of preposition "in" in twice ways in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. So, the correct preposition to show the day of the week is "On", then the correct preposition to show the time is "at" because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because do not understand the meaning of preposition.

8) Students 10 (FM)

"On Sunday, I went to the camping, in there so many friends that come. We are in field to prepare **"in 08:00 AM",** we went carnaval and sing together. After carnaval we ask to find a wood to make a fire camp".

Based on the sentences above, the writer use the wrong part of preposition "in" in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "at" because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because difficult to translate.

9) Students 11 (FA)

"On Sunday, I went to the camping, in there so many friends that come. We are in field to prepare **"in 07:30 AM",** we went carnaval and sing together. After carnaval we ask to find a wood to make a fire camp".

Based on the sentences above, the writer use the wrong part of preposition "in" in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "at" because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because do not understand the meaning of preposition.

10) Students 12 (FSA)

"In Monday", after we take a breakfast **"in 07:00 AM"**, we packed our bags and got ready to go together by car, that was very pleasent moment with my friend I ever got".

Based on the sentences above, the writer use the wrong part of preposition "in" in twice ways in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. So, the correct preposition to show the day of the week is "on", then the correct preposition to show the time is"at" because prepsoition of "at" is use to show the o'clock, the

important day, part of the day and age. The writer reason

did the error is because difficult to translate.

11) Students 14 (LQD)

"We are swimming and eating **"in 08:00 AM"** we waiting for eating, i and my family was arrived **"in 10:45 AM".**

"After that grandfather was sick and enter the hospital. My father and my mother went to the hospital **"in Thursday"** for acompanny that grandfather while sick. Grandfather in the hospital as long as 3 days, after that gradfather back and my mother acompanny my grandfather in the house **"in Sunday",** on 02:00 PM".

Based on the sentences above, the writer use the

wrong part of preposition "in" in Four ways in writing

recount text. *in* in preposition is use to show the moment of

the days, show the seasons, the name of month, or for

expressing that something will happened by a certain time.

so, the correct preposition is "at" and "on", because

prepsoition of "at" is use to show the o'clock, the

important day, part of the day and age. Meanwhile, on is

use to show the days of the week. The writer reason did the

error is because difficult to translate.

12) Students 15 (LC)

"On Sunday, I went to the camping, in there so many friends that come. We are in field to prepare **"in 07:00 AM",** we went carnaval and sing together. After carnaval we ask to find a wood to make a fire camp".

Based on the sentences above, the writer use the

wrong part of preposition "in" in writing recount text. *In*

in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "at", because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because do not understand the meaning of preposition.

13) Students 19 (MP)

"In Monday", after we take a breakfast **"in 08:00 AM",** we packed our bags and got ready to go together by car, that was very pleasent moment with my friend I ever got".

Based on the sentences above, the writer use the wrong part of preposition "in" in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. So, the correct preposition is "on" to show the day of the week, then "at", to show the time, because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because do not understand the meaning of preposition.

14) Students 23 (NTR)

"And then we do eat together **"in 12:30 PM"** Then we take a rest at 4:30 PM we go back to home that is my story".

Based on the sentences above, the writer use the wrong part of preposition "in" in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "at", because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because feel difficult to be correct placement on using prteposition.

15) Students 24 (RSK)

"In Sunday", we went hacking. After that we do eating together at 3:30 PM, and then we take a bath **"in 05:00 PM"** on Saturday, we try to ccollect the wood to make a camp fireand then we do the maghrib prayer together. **"In Sunday",** the camping end and we back to home at 02:00 PM, that was very happy moment for me".

Based on the sentences above, the writer use the wrong part of preposition "in" in triple ways in writing recount text. *in* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. So, the correct preposition is "on" and "at", because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. Meanwhile, on is

use to show the days of the week. The writer reason did the

error is because do not know nthe meaning of preposition.

16) Students 27 (RS)

"On Sunday, I went to the camping, in there so many friends that come. We are in field to prepare **"in 09:00 AM",** we went carnaval and sing together. After carnaval we ask to find a wood to make a fire camp".

Based on the sentences above, the writer use the

wrong part of preposition "in" in writing recount text. *In*

in preposition is use to show the moment of the days, show

the seasons, the name of month, or for expressing that

something will happened by a certain time. so, the correct

preposition is "at", because prepsoition of "at" is use to

show the o'clock, the important day, part of the day and

age. The writer reason did the error is because do not

understand the meaning of preposition.

17) Students 28 (RKS)

"The next day **"in 08:30 AM"** we spent our time to observing plantations while the girls prepareing meals". (1)
"in Tuesday", after we take a breakfast **"in 09:00 AM"**, we packed our bags and got ready to go together by car, that was very pleasent moment with my friend I ever got". (2)

Based on the sentences above, the writer use the

wrong part of preposition "in" in triple ways in writing

recount text. *in* in preposition is use to show the moment of

the days, show the seasons, the name of month, or for

expressing that something will happened by a certain time. so, the correct preposition is "at" and "on", because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. Meanwhile, on is use to show the days of the week. The writer reason did the error is because feel difficult to be correct placement on using preposition.

18) Students 29 (SK)

"The next day **"in 08:00 PM,"** we spent our time to observing plantation while the afternoon we went to the river and cought some fish for supper. At night we make a fire camp night. We sang a danced, read poetry, and played magic tricks, and even some of us performed a standing comedy."

Based on the sentences above, the writer use the wrong part of preposition "in" in writing recount text. *In* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "at", because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. The writer reason did the error is because do not understand the meaning of preposition.

19) Students 30 (WS)

"In Sunday", we went hiking. After that we do eating together at 3:30 PM, and then we take a bath **"in 05:00 PM"** on Saturday, we try to ccollect the wood to

make a camp fireand then we do the maghrib prayer together. **"In Sunday",** the camping end and we back to home at 02:00 PM, that was very happy moment for me".

Based on the sentences above, the writer use the wrong part of preposition "in" in triple ways in writing recount text. *in* in preposition is use to show the moment of the days, show the seasons, the name of month, or for expressing that something will happened by a certain time. so, the correct preposition is "on" and "at", because prepsoition of "at" is use to show the o'clock, the important day, part of the day and age. Meanwhile, on is use to show the days of the week. The writer reason did the error is because difficult to translate.

20) Students 31 (WDH)

"In Sunday," we went to pulau mahitam, the air is so fresh and the water is so blue."

Based on the sentence above, the writer use the wrong prepsoition of "in" to explain the days of the week. The correct preposition that should be use is preposition of "on", because preposition of "on" is use to show the days of the week in writing something. The writer reason did the error is because do not know the emaning of preposition.

2. Preposition of Place

A preposition of place is a preposition which is used to refer to a place where something or someone is located. There are three prepositions of place. However they can be used to discuss an almost endless number of place. There are three type of prepsition of place, are: On, At, In.

a. Preposition*On*

Preposition of on Is used to show the location of the place. Such as to explain the street or the corner when the buliding is exactly on the corner. Here, the students was made error on using preposition of place especially on using preposition of "on" consist of 2 students, will be explained bellow:

1) Students 20 (NPP)

"My name is Nada, I live **"on Lampung".** Last weekend I and my family holiday in the beach. We went to the beach on 07:00 AM and in every road so many nice vocation."

Based on the sentence above, The writer use the wrong preposition of "on" to show the place, as we know that preposition of in is use to explain the specific place such as the address. The correct preposition should be use is "In", preposition of in is use to explain the place whic is specifict, for areas with boundaries, explain

the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because feel difficult to be correct placement on using preposition.

1) Students 24 (RSK)

"My name is Radit, "**I live on Lampung".** Last weekend, I and my friends on september 2018 went camping".

Based on the sentence above, The writer use the wrong preposition of "on" to show the place, as we know that preposition of in is use to explain the specific place such as the address. The correct preposition should be use is "In", preposition of in is use to explain the place whic is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because do not know the meaning of preposition.

b. **Preposition of At**

Preposition of *At* is used to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the

corner. Then to explain the street number, when you are giving the exact address of a house or apartment. Here the totals students was made error on using preposition of at was consist of 8 students, those are:

1) Students 2 (AK)

> "My name is Andika, "**I live at Lampung"**. Last wekend at june 2018, my friends and I went camping. When make a tent my group was present in the first line ....."

Based on the sentence above, The writer use the wrong preposition of "At" to show the place, as we know that preposition of At is use to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment.. The correct preposition should be use is "In", preposition of in is use to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because do not know the meaning of preposition.

2) Students 6 (BFHN)

"My name is Bimo FHN, "**I live at Lampung**". Last wekend at june 2018, my friends and I went camping. When make a tent my group was present in the first line, Then after make a tent we back to home to take a tools that need for tomorrow"

Based on the sentence above, The writer use the wrong preposition of "At" to show the place, as we know that preposition of At is use to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment.. The correct preposition should be use is "In", preposition of in is use to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because do not understand the emaning of preposition.

3) Students 11 (FA)

"My name is Febri, "**I live at Lampung**". Last wekend at january 2019, my friends and I went camping. When make a tent my group was present in the first line, Then after make a tent

we back to home to take a tools that need for tomorrow".

Based on the sentence above, The writer use the wrong preposition of "At" to show the place, as we know that preposition of At is use to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment.. The correct preposition should be use is "In", preposition of in is use to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because do not understand the meaning of preposition.

4) Students 12 (FSA)

"My name is Femas, **"I live at Lampung"**. Last weekend, March 2019, my friends and I went camping. We reached the camping ground after we walked for about one hour from parking lot. We built the camp fire near to small river, it was getting darker and colder, so we built camp fire."

Based on the sentence above, The writer use the wrong preposition of "At" to show the place, as we know that preposition of At is use to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment.. The correct preposition should be use is "In", preposition of in is use to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because difficult to translate.

5) Students 15 (LC)

"My name is Luqman, "**I live at Lampung**". Last wekend at june 2018, my friends and I went camping. When make a tent my group was present in the first line, Then after make a tent we back to home to take a tools that need for tomorrow".

Based on the sentence above, The writer use the wrong preposition of "At" to show the place, as we know that preposition of At is use to explain the location of the place, but not in

exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment.. The correct preposition should be use is "In", preposition of in is use to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because do not understand the meaning of preposition.

6) Students 16 (MYA)

"My name is Yogi, **"I live at Lampung"**. Last weekend, at April 2018, my friends and I went camping. We reached the camping ground after we walked for about one hour from parking lot. We built the camp fire near to small river, it was getting darker and colder, so we built camp fire."

Based on the sentence above, The writer use the wrong preposition of "At" to show the place, as we know that preposition of At is use to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner.

Then to explain the street number, when you are giving the exact address of a house or apartment.. The correct preposition should be use is "In", preposition of in is use to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because do not understand the meaning of preposition.

7) Students 27 (RS)

"My name is Rizal, "**I live at Lampung**". Last wekend at june 2018, my friends and I went camping. When make a tent my group was present in the first line, Then after make a tent we back to home to take a tools that need for tomorrow".

Based on the sentence above, The writer use the wrong preposition of "At" to show the place, as we know that preposition of At is use to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment.. The correct preposition should be

use is "In", preposition of in is use to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because do not understand the meanikng of preposition.

8) Students 28 (RKS)

"My name is Rian, **"I live at Lampung"**. Last weekend, at May 2017, my school and friends went camping. We reached the camping ground after we walked for about one hour from parking lot. We built the camp fire near to small river, it was getting darker and colder, so we built camp fire."

Based on the sentence above, The writer use the wrong preposition of "At" to show the place, as we know that preposition of At is use to explain the location of the place, but not in exactly place. Such as when the building is very near the corner, but not exactly on the corner. Then to explain the street number, when you are giving the exact address of a house or apartment.. The correct preposition should be use is "In", preposition of in is use to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large

island, for explain the physical place. For example, "I live in USA". The writer reason did the error is because feel difficult to be correct placement on using preposition.

c. **Preposition of IN**

Preposition In is used to explain the place which is specifict, for areas with boundaries, explain the volumes, for the large island, for explain the physical place. From the research data, the students was made error on using preposition of "in" in writing recount text consisit of 1 students, is:

1) Students 20 (NPP)

> "My name is Nada, I live on Lampung. Last weekend I and my family holiday "**in the beach**". We went to the beach on 07:00 AM and in every road so many nice vocation."

From the sentence above, the writer use the wrong preposition of "in" to explain the place. Because preposition if in is use to explain the specific place. The writer must use preposition of "At" because preposition at is use to explain a place which is very general, because of the writer was not mention which beach that them visited. So it is safer to use "At" rather than

"In". The writer reason did the error is because feel difficult to be correct placement on using preposition.

C. Discussion

This research was conducted among the eighth grade at SMPN 3 Batanghari Lampung Timur in July 23th 2019. The result of this analysis is two categories were error on using preposition in writing recount text. The writer found two categories namely: first is preposition of Time are, ON, AT, IN, second is preposition of place are, ON, AT, IN. Accordingly, the highest error is common preposition of time of IN and smallest error is on using preposition of place of ON.

Based on the explanation above, the students at SMPN 3 Batanghari Lampung Timur still have low knowledge about the use of preposition correctly. It can be shown on the table above, the students did the error on using preposition of time of ON consist of 22 students, then the students did the error on using preposition of time of AT consisit of 12 students, the next was students did the error on using perposition of time of IN consist of 20 students.

In line, the students did the error on using preposition of place of ON consist of 2 students, and then the students did the error on using preposition of place of AT consist of 8 students. The last students did the error on using preposition of place of IN consist of 1 students. For more detailed it can seen by the figure bellow:

Figure 3
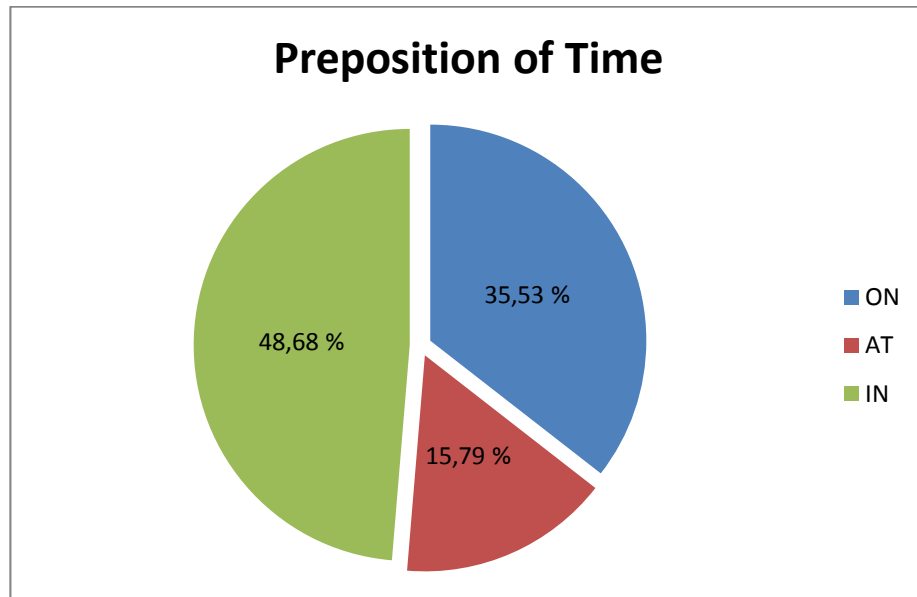**The Error Precentages on Using Preposition of Time Among the Eighth Grade at SMPN 3 Batanghari Lampung Timur**

Figure 4
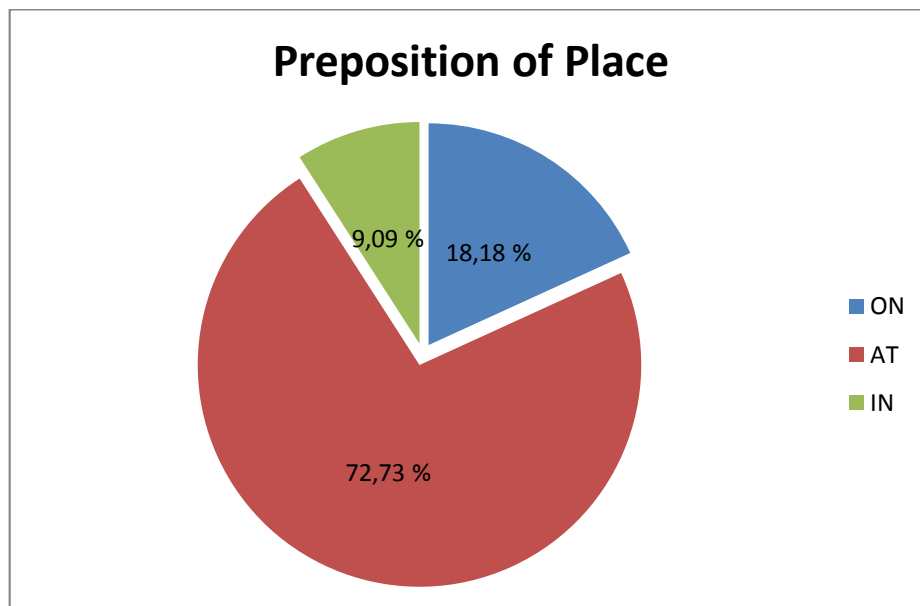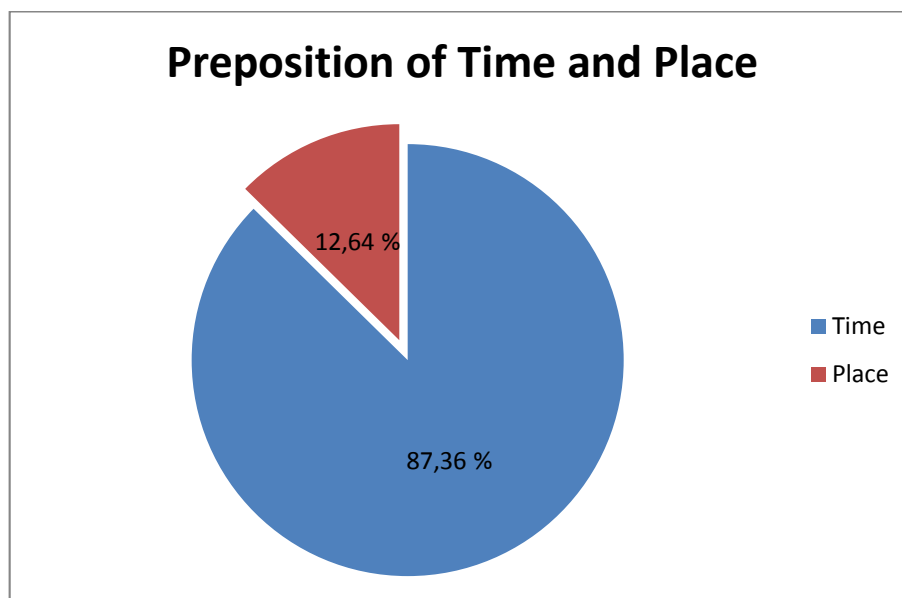**The Error Precentages on Using preposition of Place Among the Eighth Grade at SMPN 3 Batanghari Lampung Timur**

Figure 5
Precentages of The Error on Using Preposition In Writing Recount Text
That Made By The Students Among The Eighth Grade At SMPN 3
Batanghari Lampung Timur

The writer found 27 items error on using preposition of time of (ON) or 35,53%, then 12 items error on using preposition of time of (AT) or 15,79%, and 37 items error on using preposition of time of (IN) or 48,68%. Then, The writer found 2 items of error on using preposition of place of (ON) or 18,18%, then 8 items of error on using preposition of place of (AT) or 72,73%, and 1 items of error on using preposition of place of (IN) or 9,09%. So, the use of preposition error of time and place, the writer found as much 87 items of error on using preposition of time or 87,36% and found as much 11 items of error on using preposition of place or 12,64%.

Based on the interview result by the students among the eighth grade at SMPN 3 Batanghari Lampung Timur, the common answer that

show the reason why the students among the eighth garde at SMPN 3 Batanghari Lampung Timur still made error on using preposition are: they still difficult to be correct placement of preposition. They are do not understand and do not know the meaning of the types of preposition and the last is they are feel difficult to translate the meaning. The most highest they feel difficult and made the errors is on using preposition of time, as much 87, 36%

It is better for the teacher to give the clear explanation both of oral and writen, in order to make the students more understand related the theory especially in structure and grammar in writing text. Then, give the students much exercise to enrich their knowledge about English, so the students can face the problem when they meet the difficulties in learning english, especially on using preposition in writing recount text. Then the last is students must do much exercise also have much vocabulary to face the difficulties durig learning process and to enrich the knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Regarding to the result of the data analysis, the writer can concludes that use of preposition error still exist in students compositions especially in recount text among the eighth garde at SMPN 3 Batanghari Lampung Timur.

The reslut of the analysis show that the total error on using preposition of time as much 87,36%, and then the total error on using preposition of place as much 12,64%. Based on the high precentages of errors, it means that the student's mastery in writing recount text need to be improved especially on using preposition to avoid the student's making some errors.

The errors came from many factors, those are: the students still dificult to be correct placement of the preposition will use. Besides, the students have low knowledge about the meaning of the types of preposition, so they was not know and do not understand the meaning of the word. Some students tried to translate the words one by one from Indonesian language into English without paying attention to the English stucture rules. It means that the student's feel difficult to translate the meaning of the word too.

B. Suggestion

Through this research, the writer suggest several things as the feedback for all of the stakeholders bellow:

1. For the headmaster to follow up this research, the headmaster should establish valuable program to improve the student's understanding about English material, especially in structure and grammar in writing, in order to enrich the student's competence in their school.

2. For the teacher: it is better for the teacher to give the clear explanation both of oral and writen, in order to make the students more understanding related the theory.

3. For the students: the students need to read many texts in order to enrich the vocabulary mastery, then do the exercise in everywhere as can as their possible related the use of prepositions in writing text, so the students can master and elaborate the preposition in the daily life.

4. For the researcher: the researcher should enhance and exchange their knowledge, become open-minded to all constructive suggestion in order to support their research.

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APPENDIXES

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Semester/TA   : IX/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	5/9 20y	✓		Revisi Chapter IV V	
2	9/9 20iy	✓		Revise Chapter IV V	
3	12/9 20y	✓		Acc keseluruh	

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Eti Renisa   Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
NPM : 1501070058   Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa / 26/8 2019		✓	- Revise cover - Revise chapter I–V	
2	Jumat / 30/8 2019		✓	- Check the typing - Check font size - margin	
3	Senin / 2/9 2019		✓	Acc munaqosah ke I advisor.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama : Eti Renisa
NPM : 1501070058

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 15-5-20..	✓		Revisi IPD.	
2	Jumat 17-5-20..	✓		Acc IPD.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

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

Nama : Eti Renisa   Jurusan   : TBI
NPM : 1501070058   Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat $\frac{10}{5}$ 2019		✓	Bimbingan APD - Questionaire is different from Interview	
2.	Senin $\frac{13}{5}$ 2019		✓	ACC APD/Instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

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

Nama : Eli Renisa
NPM : 1501070058

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	$\frac{15}{03}$ 2019	✓		Revise footnote & bibliography	
2	$\frac{22}{03}$ 2019	✓		Revise footnote and chapter I	
3	$\frac{21}{03}$ 2019	✓		Revise Chapter II	
4	$\frac{29}{03}$ 2019	✓		Revise chapter III	
5	5-04-2019	✓		Acc Seminar	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

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

Nama : Eti Renisa
NPM : 1501070058

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	$\frac{10}{12}$/2018		✓	Revise chapter I	
	$\frac{14}{12}$/2018		✓	Chapter I ACC	
	$\frac{9}{4}$/2018		✓	Add the theory on Chapter II	
	$\frac{20}{12}$/2018		✓	Check grammar	
	$\frac{21}{12}$/2018		✓	Check numbering	
	$\frac{8}{01}$/2019		✓	Revise chapter II	
	$\frac{9}{01}$/2019		✓	ACC Chapter II	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

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

Nama : Eti Renisa
NPM : 1501070058

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	$\frac{11}{01}$/2019		✓	Chapter III : Revise Data Collecting technique	Sign
	$\frac{11}{03}$/2019		✓	Acc Chapter III Acc to Seminar.	Sign

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

Nomor : B-1188 /In.28.1/J/PP.00.9/5/2019   03 Mei 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Much Deiniatur, M.Pd.B.I (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : Eti Renisa
NPM   : 1501070058
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : An Error Analysis On Using Preposition In Writng Recount Text Among The Eighth Grade At SMPN 3 Batanghari Lampung Timur

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

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Nomor   : B-3561/In.28.1/J/TL.00/11/2018
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMPN 3 BATANGHARI LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**ETI RENISA**
NPM	:	1501070058
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ERROR ANALYSIS ON USING PREPOSITION IN WRITING RECOUNT TEXT AT THE EIGHT GRADE OF SMPN 3 BATANGHARI LAMPUNG TIMUR

untuk melakukan *pra-survey* di SMPN 3 BATANGHARI LAMPUNG TIMUR.

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

Wassalamu'alaikum Wr. Wb.

Metro, 08 November 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

SURAT KETERANGAN
Nomor: 072/178/02/SMPN 3/2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan :

Nama   : ETI RENISA
NPM   : 1501070058
Jurusan   : Pendidikan Bahasa Inggris

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melaksanakan Pra-Survey dalam rangka menyelesaikan penulisan Tugas Akhir /Skripsi.

Demikian surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Batanghari, 23 November 2018
Kepala Sekolah,

AHMAD SAIDI, S.Pd., M.M
NIP. 19670617 200701 1 041

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SURAT TUGAS

Nomor: B-1592/In.28/D.1/TL.01/05/2019

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

Nama	:	**ETI RENISA**
NPM	:	1501070058
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMPN 3 BATANGHARI LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON USING PREPOSITION IN WRITING RECOUNT TEXT AMONG THE EIGHTH GRADE AT SMPN 3 BATANGHARI LAMPUNG TIMUR".

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   : 22 Mei 2019

Mengetahui,
Pejabat Setempat

NIP. 196706172007011041

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 196670531 199303 2 003

130

Nomor : B-1593/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 3 BATANGHARI
LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1592/In.28/D.1/TL.01/05/2019,
tanggal 22 Mei 2019 atas nama saudara:

Nama	: **ETI RENISA**
NPM	: 1501070058
Semester	: 8 (Delapan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 3 BATANGHARI LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON USING PREPOSITION IN WRITING RECOUNT TEXT AMONG THE EIGHTH GRADE AT SMPN 3 BATANGHARI LAMPUNG TIMUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2019
Wakil Dekan I,

Dra. (st) Fatonah MA
NIP 19670531 199303 2 003

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PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI
Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

SURAT KETERANGAN TELAH MELAKSANAKAN OBSERVASI
Nomor: 070/050/02/SMPN.3/2019

Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur dengan ini menerangkan bahwa mahasiswa :

Nama	: ETI RENISA
NPM	: 1501070058
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro

Benar-benar telah melaksanakan Observasi di SMP Negeri 3 Batanghari Kabupaten Lampung Timur pada tanggal 23 Juli 2019 s/d selesai, dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan.

Demikian surat keterangan ini diberikan kepada yang bersangkutan, agar dapat digunakan sebagaimana mestinya.

Batanghari, 31 Juli 2019
Kepala Sekolah,

AHMAD SAIDI, S.Pd., M.M
NIP.19670617 200701 1 041

SURAT KETERANGAN
Nomor: 072/037/02/SMPN 3/2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan :

Nama	: ETI RENISA
NPM	: 1501070058
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melaksanakan Observasi/Survey dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi.

Demikian surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Batanghari, 19 Juli 2019
Kepala Sekolah,

AHMAD SAIDI, S.Pd., M.M
NIP. 19670617 200701 1 041

SILABUS

KURIKULUM 2013
REVISI 2018

BAHASA INGGRIS
Kelas VIII

KURIKULUM 2013

Oleh :
SETITI ERNAWATI, S.Pd
NIP. 19810712 200801 2 019

SMP NEGERI 3 BATANGHARI
T.P. 2018 / 2019

SILABUS
BAHASA INGGRIS

Satuan Pendidikan : SMP Negeri 3 Batanghari
Kelas : VIII

Kompetensi Inti :

- KI1 dan KI2: **Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai** dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

- KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

- KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan	- Menyimak, meniirukan, dan memeragakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Ungkapan a.l. Excuse me, Is it clear?, Great, I think so, den. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	- Menemukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan can, will)	• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan)	- Menyimak, membaca, dan meniirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: *can, will.* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *must, should*)	• Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan keharusan, larangan, himbauan dengan modal *must, don't, should.* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan a.l *let's ..., can you ..., would you like ... may I, please.* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta izin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di KI	- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *greeting card*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks *greeting card* dapat mencakup - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan a.l. *Congratulations, Well done, Good job*, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb, yang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat *greeting card* terkait hari istimewa yang relevan dengan peserta didik saat itu - Melakukan refleksi tentang proses dan hasil belajarnya
4.5 Menyusun teks khusus dalam bentuk *greeting card*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan dengan *There is/are* - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*. - Frasa kata depan *in, on, under, in front of, below, above*, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan simple present tense)	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*. - Adverbia: *always, often, sometimes, never, usually, every ...* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their, dsb.* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan meniru kan guru membacakan teks-teks pendek dan sederhana tentang kegiatan rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di kehidupan sehari-hari untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks-teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks		
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Present Continuous Tense* - Adverbia: *now* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their, dsb.* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan meniru kan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan degree of comparison)	• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ... the most ... - Perbandingan jumlah: more, fewer, less - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan meniru guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks		
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya, (Perhatikan unsur kebahasaan simple past tense)	• Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam bentuk Simple Past Tense - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup - orientasi - urutan kejadian/kegiatan - orientasi ulang	- Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan alir untuk mempelajari alur cerita - Didiktekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan
4.11 Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Past tense* - Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya. - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI	- Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang disediakan, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan	- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis
4.12 Teks pesan singkat dan pengumuman/pemberitahuan (*notice*) 4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (*notice*), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik	- Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan	- Membaca, menyimak, dan meniirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	- Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.	- Melakukan refleksi tentang proses dan hasil belajarnya

Batanghari,   Januari 2019

Kepala SMP Negeri 3 Batanghari

Guru Mata Pelajaran

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Name: Andira Kurniawan

Class: VIII 2

experience yesterday

that Was very happy

My name Is Andira I live at Lampung last wekend at june 2018 my friends and I went Camping Wehan make a tent my group was present in the first line then after make a temwe back to home to take a tools that nene for tumurou

On Sunday I went to the Camping in there so many my criens that Com the we are in Files to prepare in 09 00 am we ment war natul an Siang toge ther the after kornseal we asik to frind sword to make a Eire camp.

at he end at 06 00 pim we sprent a time and make a Erine lamp. I and my friend go to the Eield to make a line an formation to sing a song. I am very happy after see a Eine camp we do the stage. after that on 10 00 pm we are sleping

thats my stary.

Name: DIAN PRAMESWARI

Class: 8.2

My Holiday

My name is Dian. I live in Lampung. last holiday at date 88 december 2018 day tuesday on 10.00 AM my family and I went holiday to beach. In there we see turtle was funny and beautiful coral the blue water

Then we back to home on 16.30 PM my family and I very tired but experience that was very happy

Errors
at time : 1
on time : #2

Name: FEBRI AFREZA
Class: VIII²

Experience yesterday
that was very happy

My name is FEBRI. I leve at lampung. Last weekend of January 2019 my friends and I went camping. When make a tent my group was prent in the first line then after make a tentwe back to home to take a tools that none for tumorou.

oh ~~saturday~~ Sunday I whent to the camping in there so many my friends that come then we are in freld to prepare in 07.30 a.m we Went karnaval. We ask to frsel a weed to make a fire camp.

Atthe end at 09.00 p.m a teme and mak a fire camp. I and my frrend go to the field to make a line and formation to song asong. I am very happy after see a fire camp. we do the stage. after that on 02.00 p.m we are sleeping. Thats my story.

Error
at place - 1
at time - 1
in knic - 1
on time - 1

Name: LAIYLA GURNIA DEWI

Class: VIII²

My holiday

My name is Laiyla. I live in Lampung. In my holiday yesterday (in) march 2019 I and my family holiday together to the Sariringgung beach, all of us was very happy. we are swimming and eating (in) 08.00 A.M we waithing for eating. I and my family was arrived (in) 10.40 A.M.

but I litle sad because my old brother canot went together because he must warking and cannot leave it

Ather dat grandfather my sick and enter hospital my father and mother went to the hospital (in) thussday for a card pany that grandfather while sick grandfather in the hospital as long as 3 days, aither dat grandfather back my and mother and ucompany my grandfather in the house (in) sunday (in) 02.00 P.M

Error
in time : 4
on time : 2

Name: Luqman Cahyadi

Class: VII²

experience yesterday but
that was very happy

My name is ~~Luq~~ Luqman. I live at Lampung last weekend,
at June 2018. my friends and I went Camping.
when make a ~~tent~~ tent my groub was present in the first
Cine then after make a tent we back to home to take
a tools that need for tomorow.

On Sunday I whent to the Campiry in there so many my
friends that come then we are in field To Prepare in
07.06 a.m we ~~breht~~ Karnaval and Sing togheter then
after karnoval we ask to find a wood to make a fire comp.

A the ond at 07.00 we spent a time and make A
fre comp I and my friends go to the field to make a
Line and formation to sing asony. I am very happy after
See a fire comp we do the Stage, after after
that on 00.20 Pm we Sleeping thats my Story

Name: NaDA putri phatwi

Class: 81

Camping With my Family

My name is NaDa, I live On Lampang. Las weekend I'd
my family Holiday (in) the bEAch. we Went To the bEach
on 01.00. and every road So many nice Vocation.
I'and famy when In The way Always tey Something.
When I and my family Arrived To The beach
on 12.32. I'm There. The Vocatiyon Is Very Wonderful.
So many Visiting I'n There With their famy. And So
Many Coral. and Stone Stons That Wonderful.
The Air Is Very breezy. And Theen The Trees.
Thats My holiday with my Family. I'm So happy

Name: RAdit SETEVEN kurnia

Class: 8^2

Camping with my Friends

My name is Radit I Live on LamPung
Last weekend I and my Friends on
September 2018 went camping. We make
a Fire camp at night in Sunday we went hacking
after that we do eating tojeter at 3:30 PM,
and then we take a bath in 05:00 PM. On
Saturday we try to collect the wood to make
a Camp Pire and then we do the mashrib Prayer
tojeter in Sunday the campin was
and we backto hom at 02:00 Pm
and that was very happy momens for ns

Name: Rizal Sanjaya
Class: VIII²

experince yesterday
That was very happy...

My name is Rizal, I Live at Lampung. Last weekend, at june 2018, my Friend and I went camping. when make a tent. my group was present in the First Line. then after make a tent we back to home to take a tools that need for tomorrow.

On sunday, I went to the camping In there so many my friends that com thent we are in Field to prepare In 09.00 A.M we went karnaval and sing together then after karnaval we ask to find a wood to make a Fire camp.

Atke end, at 08.56 P.M we spent a time and make a Fire camp, I and my Friend go to the Field to make a Line and tomorrow to sing a song. I am very happy after see a Fine camp we do the stage. After that on 11.00 P.M we are sleeping.

Thats my story

Name: Ryan Kurniawan

Class: ~~VIII~~ II

Camping with my Friend
~~Camping with my friend~~

my name is Ryan. I live at lombeng last weekend
at may 2017, my of school and friend camping we
reached the camping around after we walked for
about one hour from the reaching lot colder so
we built of ice camp

The next day in ~~0896~~ 08.30 A.M we went out
time to observing plantation white the girl
prepering meals in the afternoon went to
the riverland cought some fish for super At
night we held a ice camp night we sang danced
read poesansy and played magic triks, and even
some of us perfor weed istanding comody

the lusday, fafter we take a break fast in
09.00 A.M. we packed our bags and got ready
to go home together bay car. Phatwas very
pleasant moment with my. friend that I evesal

more
at place 1
in time 3
at time 1

Name: wawan Sandika
Class: VIII²

Camping with my Friends

My name is wawan I love camping last weekend I and my Friends on september 2d8 went camping we make a Fire camp at night insunday we went hakking a Fies that we so going topeter at 3:30Pm and then wetake a bath in 05:00Pm on saturday we try to Collect the wod to make a camp Fire and then weto the wod Prayer togaeer in sunday the campin was and we back hom at ee : Pm and that was very happy momens for ms

Errors
in habit - 3
on time - 1

The are the result list of interview. Those are:

Questions:

   1. What Do You Know About Preposition?

   Answer:
   AM   :*Preposition is a word connecting to show the time and place in writing recount tex.*
   AK   :*Preposition is group of word that place before noun or pronoun to show the time, place, the days of the week.*
   BP   :*Preposition is a word connecting to show the time and place in writing recount text.*
   BF   :*Preposition is a word connecting to show the time and place in writing recount text.*
   BP   :*Preposition is a word connecting to show the time and place in writing recount text.*
   BFHN   :*Preposition is a word connecting to show the time and place in writing recount text.*
   BS   :*Preposition is a word connecting to show the time and place in writing recount text.*
   DP   :*Preposition is a word connecting to show the time and place in writing recount text.*
   D   :*Preposition is group of word that place before noun or pronoun to show the time, place, the days of the week.*
   FM   :*Preposition is group of word that place before noun or pronoun to show the time, place, te days of the week.*
   FA   :*Preposition is a word connecting to show the time and place in writing recount text.*
   FSA   :*Preposition is a word connecting to show the time and place in writing recount text.*
   FDP   :*Preposition is a word connecting to show the time and place in writing recount text.*
   LQD   :*Preposition is a word connecting to show the time and place in writing recount text.*
   LC   :*Preposition is a word connecting to show the time and place in writing recount text.*
   MYA   :*Preposition is group of word that place before noun or pronoun to show the time, place, the days of the week.*
   MI   :*Preposition is group of word that place before noun or pronoun to show the time, place, the days of the week.*

MDA	*:Preposition is group of word that place before noun or pronoun to show the time, place, the days of the week.*
MP	*:Preposition is a word connecting to show the time and place in writing recount text.*
NPP	*:Preposition is group of word that place before noun or pronoun to show the time, place, the days of the week.*
NZ	*:Preposition is a word connecting to show the time and place in writing recount text.*
NH	*:Preposition is a word connecting to show the time and place in writing recount text.*
NTR	*:Preposition is group of word that place before noun or pronoun to show the time, place, the days of the week.*
RSK	*:preposition is a word that show the time and place.*
RRM	*:Preposition is a word connecting to show the time and place in writing recount text.*
RDA	*:Preposition is group of word that place before noun or pronoun to show the time, place, days of the week.*
RS	*:Preposition is a word connecting to show the time and place in writing recount text.*
RKS	*:Preposition is group of word that place before noun or pronoun to show the time, place, days of the week.*
SK	*:Preposition is a word connecting to show the time and place in writing recount text.*
WS	*:Preposition is a word connecting to show the time and place in writing recount text.*
WDH	*:preposition is word show the time and place.*
WPS	*: Preposition is group of word that place before noun or pronoun to show the time, place, days of the week.*

2. What Do You Know About The Types of Preposition?

Answer:

AM	*: preposition: place, time*
AK	*: place, time*
BP	*: place, time*
BF	*: preposition: place, time*
BP	*: preposition: place, time*
BFHN	*: preposition: place, time*
BS	*: preposition: place, time*
DP	*: preposition place and preposition time*
DS	*: place, time*
FM	*: preposition: place, time*
FA	*: place, time*
FSA	*: preposition: place, time*
FDP	*: preposition: place, time*
LQD	*: place, time*

LC	*: preposition: place, time*
MYA	*: preposition: place, time*
MI	*: preposition: place, time*
MDA	*: place, time*
MP	*: place, time*
NPP	*: place, time*
NZ	*: preposition: place, time*
NH	*: preposition: place, time*
NTR	*: place, time*
RSK	*: place, time*
RRM	*: place, time*
RDA	*:preposition place and preposition time*
RS	*: place, time*
RKS	*: place, time*
SK	*: preposition: place, time*
WS	*: place, time*
WDH	*: place, time*
WPS	*: place, time*

3. How About The Use of Preposition? Is It Dificult For You?

Answer:

AM	*:yes, very difficult*
AK	*:yes, difficultt*
BP	*:yes*
BF	*:yes*
BP	*:yes, very hard*
BFHN	*: yes, difficultt*
BS	*: yes, difficultt*
DP	*:no, it is not difficult*
DS	*: yes, very difficult*
FM	*: no, it is not difficult*
FA	*: yes, very difficult*
FSA	*: yes, very difficult*
FDP	*: yes, difficultt*
LQD	*: no, it is not difficultt*
LC	*: yes, difficultt*
MYA	*: yes, very difficult*
MI	*: yes, difficultt*
MDA	*:not difficult*
MP	*: yes, difficultt*
NPP	*: yes,it is difficultt*
NZ	*: yes, difficultt*
NH	*: yes, it is difficultt*
NTR	*:yes*

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RSK	*:yes, it is difficult*
RRM	*:no, it is not difficult*
RDA	*:yes*
RS	*:yes*
RKS	*: yes, difficult*
SK	*: yes, difficultt*
WS	*: yes, it is difficultt*
WDH	*: yes, so difficultt*
WPS	*: no, it is not difficultt*

4. What Are The Problems That Make You Feel Difficult or Do Some Errors When Using Preposition?

Answer:

AM	*:Feel difficult to be correct placement*
AK	*:Do not know the meaning*
BP	*:Difficult to translate*
BF	*:Because do not understand the meaning*
BP	*:Very hard*
BFHN	*:Do not understand the meaning*
BS	*: Do not understand the meaning*
DP	*: Feel difficult to be correct placement*
DS	*: Feel difficult to be correct placement*
FM	*: Difficult to translate*
FA	*: Do not understand the meaning*
FSA	*: Difficult to translate*
FDP	*: Do not understand the meaning*
LQD	*: Difficult to translate*
LC	*: Do not understand the meaning*
MYA	*: Do not understand the meaning*
MI	*: Feel difficult to be correct placement*
MDA	*: Feel difficult to be correct placement*
MP	*: Do not understand the meaning*
NPP	*: Feel difficult to be correct placement*
NZ	*: Feel difficult to be correct placement*
NH	*: Feel difficult to be correct placement*
NTR	*: Feel difficult to be correct placement*
RSK	*: Do not know the meaning*
RRM	*: Do not understand the meaning*
RDA	*: Feel difficult to be correct placement*
RS	*: Do not understand the meaning*
RKS	*: Feel difficult to be correct placement*
SK	*: Do not understand the meaning*
WS	*: Difficult to translate*
WDH	*: Do not know the meaning*
WPS	*: Difficult to translate*

5. What Do You Know About Recount Text?

Answer:
AM   : Tell the past event in life
AK   : Tell the past event in live
BP   : Tell the past event in live
BF   : Tell the past event in live
BP   : Tell the past event in live
BFHN   : Tell the past event in live
BS   : Tell the past event
DP   : Tell the past event
DS   : Tell the past event
FM   : Retell the past event
FA   : Tell the past event in live
FSA   : Tell the past event in live
FDP   : Tell the past event in live
LQD   : Tell the past event in live
LC   : Tell the past event in live
MYA   : Tell the past event in life
MI   : Tell the past event
MDA   : Tell the past event
MP   : Retell the past event
NPP   : Tell the past event
NZ   : Tell the past event
NH   : Tell the past event
NTR   : Tell the past event
RSK   : Recount text is tell what happen
RRM   : Tell the past event
RDA   : Tell the past event
RS   : Retell the past event
RKS   : Tell the past event in live
SK   : Tell the past event in live
WS   : Tell the past event in live
WDH   : is text tell past events
WPS   : Retell past event

6. What Do You Know About The Generic Structure of Recount Text?

Answer:
AM   : Orientation, Event, Re-orientation
AK   : Orientation, Event, Re-orientation
BP   : Orientation, Event, Re-orientation

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BF : Orientation, Event, Re-orientation
BP : Understand the meaning
BFHN : Orientation, Event, Re-orientation
BS : Orientation, Event, Re-orientation
DP : Orientation, Re-orientation
DS : Orientation, Re-orientation
FM : Orientation, Re-orientation
FA : Orientation, Event, Re-orientation
FSA : Orientation, Event, Re-orientation
FDP : Orientation, Event, Re-orientation
LQD : Orientation, Event, Re-orientation
LC : Orientation, Event, Re-orientation
MYA : Orientation, Event, Re-orientation
MI : Orientation, Event, Re-orientation
MDA : Orientation, Re-orientation
MP : Orientation, Event, Re-orientation
NPP : Orientation, Event, Re-orientation
NZ : Orientation, Event, Re-orientation
NH : Orientation, Re-orientation
NTR : Orientation, Re-orientation
RSK : Orientation, Event, Re-orientation
RRM : Orientation, Event, Re-orientation
RDA : Orientation, Event, Re-orientation
RS : Orientation, Event, Re-orientation
RKS : Orientation, Event, Re-orientation
SK : Orientation, Event, Re-orientation
WS : Orientation, Event, Re-orientation
WDH : Orientation, Event, Re-orientation
WPS : Orientation, Event, Re-orientation

Table 6

Table Frequency of Preposition Errors (of Time) In Writing Recount Text Among The Eighth Grade At SMPN 3 Batanghari Lampung Timur

No	Initial	The Source of Error on Using Preposition			Total of Error	Precentage
		Preposition of Time				
		ON	AT	IN		
1	AM	0	0	2	2	2,63%
2	AK	1	1	1	3	3,95%
3	BP	0	0	3	3	3,95%
4	BF	0	0	3	3	3,95%
5	BP	0	0	1	1	1,32%
6	BFHN	1	1	1	3	3,95%
7	BS	0	0	2	2	2,63%
8	DP	2	1	0	3	3,95%
9	DS	1	0	0	1	1,32%
10	FM	2	0	1	3	3,95%
11	FA	1	1	1	3	3,95%
12	FSA	0	0	2	2	2,63%
13	FDP	1	1	0	2	2,63%
14	LQD	2	0	4	6	7,89%
15	LC	1	1	1	3	3,95%
16	MYA	1	1	0	2	2,63%
17	MI	1	0	0	1	1,32%
18	MDA	1	1	0	2	2,63%
19	MP	0	0	2	2	2,63%
20	NPP	2	0	0	2	2,63%
21	NZ	1	0	0	1	1,32%
22	NH	1	0	0	1	1,32%
23	NTR	0	1	1	2	2,63%
24	RSK	1	0	3	4	5,26%
25	RRM	2	0	0	2	2,63%
26	RDA	1	0	0	1	1,32%
27	RS	1	1	1	3	3,95%
28	RKS	0	1	3	4	5,26%
29	SK	1	0	1	2	2,63%
30	WS	1	0	3	4	5,26%
31	WDH	1	1	1	3	3,95%
32	WPS	0	0	0	0	0,00%

Total	27	12	37	76	100%
Precentage	**35,53%**	**15,79%**	**48,68%**	**100%**	**100%**

The calculation of error precentage per-item was computed with formula:

<u>Number of errors</u> X 100%
Total number

Error in preposition of time (ON)   : 27/76X100%   :35,53 %

Error in preposition of time (AT)   :12/76 X100%   :15,79 %

Error in preposition of time (IN)   :37/76 x100%   :48,68 %

Table 7

Table Frequency of Preposition Errors (of Place) In Writing Recount Text Among The Eighth Grade At SMPN 3 Batanghari Lampung Timur

No	Initial	The Source of Error on Using Preposition			Total of Error	Precentage
		Preposition of Place				
		ON	AT	IN		
1	AM	0	0	0	0	0,00%
2	AK	0	1	0	1	9,09%
3	BP	0	0	0	0	0,00%
4	BF	0	0	0	0	0,00%
5	BP	0	0	0	0	0,00%
6	BFHN	0	1	0	1	0,09%
7	BS	0	0	0	0	0,00%
8	DP	0	0	0	0	0,00%
9	DS	0	0	0	0	0,00%
10	FM	0	0	0	0	0,00%
11	FA	0	1	0	1	9,09%
12	FSA	0	1	0	1	9,09%
13	FDP	0	0	0	0	0,00%
14	LQD	0	0	0	0	0,00%
15	LC	0	1	0	1	9,09%
16	MYA	0	1	0	1	9,09%
17	MI	0	0	0	0	0,00%
18	MDA	0	0	0	0	0,00%
19	MP	0	0	0	0	0,00%
20	NPP	1	0	1	2	18,18%
21	NZ	0	0	0	0	0,00%
22	NH	0	0	0	0	0,00%
23	NTR	0	0	0	0	0,00%
24	RSK	1	0	0	1	9,09%
25	RRM	0	0	0	0	0,00%
26	RDA	0	0	0	0	0,00%
27	RS	0	1	0	1	9,09%
28	RKS	0	1	0	1	9,09%
29	SK	0	0	0	0	0,00%
30	WS	0	0	0	0	0,00%
31	WDH	0	0	0	0	0,00%

32	WPS	0	0	0	0	0,00%
Total		2	8	1	11	100%
Precentage		**18,18%**	**72,73%**	**9,09%**		**100%**

Source: taken from the data of documentation of the research of the students

among the eighth grade at SMPN 3 Batnghari Lampung Timur, in July 2019

The calculation of error precentage per-item was computed with formula:

Number of errors X 100%
Total number

Error in preposition of place (ON)　: 2/11X100%　　:18,18 %

Error in preposition of place (AT)　:8/11 X100%　　:72,73 %

Error in preposition of place (IN)　:1/11 x100%　　:9,09 %

Table 8

Table Frequency of Preposition Errors (of Time and Place) In Writing Recount Text Among The Eighth Grade At SMPN 3 Batanghari Lampung Timur

No	Initial	Source of error on using preposition		Total of error	Precentage
		preposition of time	Preposition of place		
1	AM	2	0	2	2,30%
2	AK	3	1	4	4,60%
3	BP	3	0	3	3,45%
4	BF	3	0	3	3,45%
5	BP	1	0	1	1,15%
6	BFHN	3	1	4	4,60%
7	BS	2	0	2	2,30%
8	DP	3	0	3	3,45%
9	DS	1	0	1	1,15%
10	FM	3	0	3	3,45%
11	FA	3	1	4	4,60%
12	FSA	2	1	3	3,45%
13	FDP	2	0	2	2,30%
14	LQD	6	0	6	6,90%
15	LC	3	1	4	4,60%
16	MYA	2	1	3	3,45%
17	MI	1	0	1	1,15%
18	MDA	2	0	2	2,30%
19	MP	2	0	2	2,30%
20	NPP	2	2	4	4,60%
21	NZ	1	0	1	1,15%
22	NH	1	0	1	1,15%
23	NTR	2	0	2	2,30%
24	RSK	4	1	5	5,75%
25	RRM	2	0	2	2,30%
26	RDA	1	0	1	1,15%
27	RS	3	1	4	4,60%
28	RKS	4	1	5	5,75%
29	SK	2	0	2	2,30%
30	WS	4	0	4	4,60%
31	WDH	3	0	3	3,45%

32	WPS	0	0	0	0,00%
Total		76	11	87	100%
Precentage (%)		87,36%	12,64%		100%

The Calculation Of Students' Errors On Using Preposition In Writing

Recount Text Amomg The Eighth Grade At SMPN 3 Batanghari Lampung

Timur

a. Error in preposition of time (ON)   : 27/76X100%   :35,53 %

    Error in preposition of time (AT)   :12/76 X100%   :15,79 %

    Error in preposition of time (IN)   :37/76 X100%   :48,68 %

b. Error in preposition of place (ON)   : 2/11X100%   :18,18 %

    Error in preposition of place (AT)   :8/11 X100%   :72,73 %

    Error in preposition of place (IN)   :1/11 X100%   :9,09 %

Conclusion:

    a. Preposition of time   : 76/87X100%   :87,63%

    b. Prepositon of place   : 11/87X100%   :12,36%

Documentation

CURRICULUM VITAE

Eti Renisa, was born in Gedung Ketapang village, October 4th 1997. She is the second daughter of Mr. Iskandar and Mrs. Rohani.

Enrolling at SDN 01 Gedung Ketapang, since 2003-2009. Then, she continued her study at SMPN 01 Sungkai Selatan, since 2009-2012. After graduating from the SMPN 01 Sungkai Selatan, she continue her study at SMAN 2 Kotabumi, since 2012-2015. Nevertheles, IAIN Metro has become her next destination to continued her study to get the bachelor of English Education Department since 2015- up to now.

For the writer, nothing is impossible, as long as we have Allah to ask everything and give us everything we needed.