

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON THE USAGE OF PREPOSITION ERRORS IN
WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF MTS
ROUDHOTUL HUDA MULYOREJO I NORTH LAMPUNG**

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**

**AN ANALYSIS ON THE USAGE OF PREPOSITION ERRORS IN
WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF MTS
ROUDHOTUL HUDA MULYOREJO I NORTH LAMPUNG**

Presented as a Partial Fulfillment of the Requirement
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In English Education Department

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ABSTRACT

BY

DWI PUSPITA SARI

Writing skill is the most essential subject matter for junior high school, the student can share the information and idea in writing form. Recount is a text that telling the reader about a story, action, some event or someone experience in a past. In recount writing there is preposition. Preposition is one of part of speech that applied in a sentence which followed by noun or pronoun. Preposition in recount writing must used correctly because preposition have very important fuctions to show the meaning of the sentence, if only the preposition change it is enough to change the meaning entirely.

The research type is qualitative in the form of field qualitative. The primary goal of this research was to know what errors which are commonly made by studentson the usage of preposition in writing recount text. The researcher analyses 10 answer sheets of recount writing on the using preposition as her purposive sample. The data were collected by observation, interview and documentation. Miles and huberman model was used to analyses the data.

The researcher result shows that there are still many errors made by students in writing recount texts at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung. The errors were reduced by classifying them into two categories, namely errors on usage preposition of place and preposition time. After that, the researcher displayed all result of her finding. The result of analysis illustrated the frequency of errors in preposition of time 23% and preposition of place 77%. In conclusion, there are still many errors on the usage of preposition in writing recount text.

**MENGANALISIS KESALAHAN PADA PENGGUNAAN KATA DEPAN
DALAM PENULISAN RECOUNT TEXT DI MTS ROUDHOTUL HUDA
MULYOREJO I LAMPUNG UTARA**

ABSTRAK

**OLEH
DWI PUSPITA SARI**

Keterampilan menulis merupakan subjek paling penting bagi siswa MTs, siswa dapat berbagi informasi dan ide dalam bentuk tulisan. Recount text adalah teks yang menceritakan pembaca tentang suatu cerita, kegiatan, beberapa peristiwa atau pengalaman dimasa lampau. Dalam penulisan recount teks terdapat kata depan. Kata depan adalah salah satu bagian dari part of speech yang digunakan dalam kalimat yang diikuti oleh noun dan pronoun. Kata depan dalam penulisan recount harus digunakan dengan benar karena kata depan mempunyai fungsi yang sangat penting untuk menunjukkan makna dari kalimat, jika hanya kata depan yang berubah itu akan merubah maknanya secara keseluruhan.

Bentuk penelitian ini adalah penelitian kualitatif lapangan. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan-kesalahan apa yang biasanya siswa lakukan pada penggunaan kata depan dalam penulisan recount teks. Peneliti menganalisa 10 lembar kerja siswa dalam menulis recount pada penggunaan kata depan sebagai purposive sample. Teknik pengumpulan data menggunakan observasi, interview dan dokumentasi. Model yang digunakan untuk menganalisis data adalah model Miles and Huberman.

Hasil penelitian ini menunjukkan bahwa masih banyak kesalahan yang dibuat oleh siswa MTs Roudhotul Huda Mulyorejo I Lampung Utara dalam penulisan teks recount, kesalahan pada penggunaan kata depan dalam penulisan recount teks yang dikerucutkan dengan cara mengklasifikasikannya ke dalam 2 klasifikasi kategori, yakni kesalahan menulis preposisi waktu dan preposisi tempat. Setelah itu penulis menampilkan hasil temuannya. Hasil analisa menunjukkan jumlah kesalahan-kesalahan preposisi waktu sebanyak 23% dan preposisi tempat sebanyak 77%. Kesimpulannya, masih terdapat banyak kesalahan preposition pada hasil penulisan recount text siswa.



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

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

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An Undergraduate thesis entitled: AN ANALYSIS ON THE USAGE OF PREPOSITION ERRORS IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF MTS ROUDHOTUL HUDA MULYOREJO I NORTH LAMPUNG, written by Dwi Puspita Sari, student number 14121237, English Education Department, had been examined (Munaqosvah) in Tarbiyah and Teacher Training Faculty on July 12nd, 2019

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



Metro, July 4th 2019
The Researcer

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



Metro, 4 Juli 2019
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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ {٤}

“Who teaches by the pen”. (Q.S Al-alaq:4)

**“A person who never made a mistake is never tried new anything”
(Albert Einstien)**

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:
The lord of the world, Allah SWT and His Messenger, Muhammad
SAW
My beloved parents, Mr. Haryono and Mrs. Tugiyem for Loving,
Carrying, Praying and Great Supporting
My beloved brother, Agus Sulistyo Hadi.
My lovely family and all whom I love so
And My Almamater IAIN Metro.

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In this occasion, the researcher would like to express her greatest appreciation, honor, and gratitude to her beloved parent Bapak Haryono and Ibu Tugiyem who have vigorously done everything for their children. The biggest thanks go to both of you.

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The researcher feels that is it really pleasure for her to receive critisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, July 4th 2019
The Researcher

A handwritten signature in black ink, consisting of a large, stylized loop followed by a vertical line and several small, vertical strokes.

DWI PUSPITA SARI
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CHAPTER I

INTRODUCTION

A. Background of Study

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

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

Preposition are one of the parts of speech that apply in a sentence which is followed by noun or pronoun. According to Harmer prepositions is a word or group of words which is used to show the way in which other words are connected. Preposition as a medium how word or sentences meaningful sense. It can express meaning of place (e.g at the corner) and meaning of time

(e.g before now). Preposition has been called the biggest little words in English. They are usually quiet short and insignificant looking, but they have very important functions to show the meaning of the sentences if only the grammar parts that must be mastered by students of junior high school.

Nevertheless, not all students lay enough attention at preposition. It is still found errors on usage preposition in writing recount text by the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung. It was found that many students still make errors of using preposition in writing recount text, especially in using preposition of place and preposition of time. Recount is one of genre texts, which is taught at the eight year students of junior high school. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order) and to entertain.

It can be seen on pre survey conducted on March 21st, 2018. The researcher has conducted a pre survey at the Eighth Grade of MTs Roudhotul Huda Mulyorejo I North Lampung. The table below is the result of the pre survey:

Table 1

The result of student's written test os using preposition at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung

No.	Students	Score
1	AB	53
2	DR	72
3	DP	52
4	DA	51
5	EM	54
6	SB	56
7	TL	52

8	MN	63
9	YA	50
10	RY	54

Source: The teacher archives taken on May 15th, 2018.¹

Table 2

Passing Grade Criteria

No.	Range	Frequency	percentage	Category
1	65-100	1	10%	Good
2	55-64	3	30%	Fair
3	10-54	6	60%	Bad
	Total	10	100%	

From the table above can be known that 10 students at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung taken as sample in this pre-survey, in reality only 1 student who writing recount test is classified good and 3 students who their writing recount test is classified Fair and the last is 6 students who their writing recount test is classified bad.

Based the explanation above, the reseacher assume that most of the students has lack understanding of preposition in writing recount text. The student did not understand how the preposition usage in text.

In the fact, the students get difficulties in making recount text by using preposition. Preposition are functions in writing recount text. The student are not able to make recount text well.

Based on the reason above the reseacher would like to conduct the title “An Analysis on The Usage of Preposition Errors in Writing Recount Text at The Eighth Grade of MTs Roudhotul Huda Mulyorejo I North

¹ The Test Result of Pre Survey Writing Recount Text at The Eighth Grade of MTs Roudhotul Huda Mulyorejo I North Lampung, on March 21, 2018.

Lampung in the academic year of 2018/2019". The main goal of the research is analyzing students' errors in using preposition in writing recount text can be identify how many errors that made by the students. After knowing the students' errors be hoped can improve the student writing recount text especially in using prepositionof place and time.

B. Research Question

In line with the background of the study, the research question of this research are as follows:

1. What types of errors make by the students in using preposition writing recount text at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung.
2. Why do students often make errors of using preposition time and place in writing recount text at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung.

C. Objective and Benefit of the Study

1. Objectives of the Study

The objectives of this study aims:

- a. To investigate the types of errors made by the students in using preposition writing recount text at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung.
- b. To investigate the reasons why the students make the errors of using preposition writing recount text at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung.

2. Benefit of The Study

- a. Theoretical benefit, the result of study is expected able to give the positive contribution for the school and other to help in learning process of English.
- b. Practical benefit, there would be at least three kinds of practical benefit: there are for the students, English teacher and researchers:

1) For The Teachers

The result of this study is intended to become an input for them for the importance of giving more exercises about preposition and also can improve their teaching technique while teaching grammar especially in writing recount text.

2) For The Students

The writer hopes the students would be able to improve their ability in writing especially on the usage of preposition in writing recount text.

3) For The Researchers

This result can be used as a reference of our experience to teach English for the future and other consideration to investigate the problem in a writing field and for further research.

3. Prior Research

First of all, the previous research is a under title “Error Analysis on the Use of Prepositions in Students’ Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015)” the journal was written by Drs. Suprpto², M. Hum, from English Department Faculty of Languages and Arts. State University of Semarang. The focus of this study is error analysis on the use of prepositions in students’ writing made by the eleventh grade students of States Senior High School 9 Semarang. This study was conducted to find out the students’ dominant errors on the use of prepositions in writings and to explain how students use prepositions in writings. The problems of this study are the students still confused in choosing the appropriate prepositions. Some of the students knew the function of prepositions but the students over generalized the information from target language in every structure of language they

² Suprpto, undergraduate thesis “*Error Analysis on the Use of Prepositions in Students’ Writing*”, Semarang: 2014.

found. The students also tried to combine information from their native language (Indonesian) and second language they are learning (English).

The result of data analysis showed that from 1002 prepositions found in 72 students' writing. There were 117 incorrect preposition usage or 11.68%. The dominant error was the use of preposition of place which was 66.67% or 78 errors. However, the students were able to use prepositions correctly because in general they could use the appropriate prepositions in their writing.

In other research under title is "The Correlation Between Prepositions Mastery and Ability In Writing Recount Text of The First Year Students At State Junior High School 1 XIII Koto Kampar Kampar Regency" The research was written by Ela Novita Sari from Department of English Education Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau Pekanbaru 1433 H/2012 M. This study was to find out the correlation between Prepositions mastery and recount text writing ability.

In analyzing the data, the scores were analyzed by using Pearson Product Moment Formula by using SPSS 16.0 version. From the research findings, the score of Pearson Product Moment (r) is 0.306 and it compared to r table at 5%, ($0.288 < 0.306$). It can be concluded that H_0 was rejected and H_a was accepted. The conclusion are that, there is a significant correlation between prepositions mastery and recount text writing ability at the first year students of State Junior High School 1 XIII Koto Kampar Kampar Regency,

the students' preposition mastery was categorized into enough level, and the students' Recount text writing ability was categorized into enough level too.³

Based on the researches above, it indicates that preposition are crucial in writing process. The similarity with the research and the two previous researches above is the research focus on the use of preposition in recount writing.

As a result, the researcher would continue a research in term of an analysis on the usage of preposition errors which progresses in writing product, especially in writing recount text at The Eighth Grade of MTs Roudhotul Huda Mulyorejo I North Lampung in The Academic Year of 2018/2019.

³ Ela Novita Sari, undergraduate thesis "*The Correlation Between Prepositions Mastery and Ability In Writing Recount Text*", Pekanbaru: 2012

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Preposition

1. The Definition of Preposition

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

Wishon and Burks define that, preposition are always joined by nouns (or pronoun), they are conjunction that indicate the correlation between the nouns following them and one of the main component of sentences there are: subject, verb, object, or complement. They usually display relationship, such as position place, direction, time, manner, agent, possession and condition, between object and other part of sentence.⁴

According to Horby, preposition is a word or cluster of word such as *in, from, to, out, of* and *on behalf of* used before a noun or prenoun to show place, position, time or method.⁵

Daniel Murphy suggest that a preposition is a word that conveys a meaning of position, direction, time, or other abstraction. It serves to relate its object to another sentence element.⁶

⁴ George E. Wishon, Julia M. Burks, *Lets Write English Revised Edition*, (New York: San Francisco. 1980),p. 288

⁵ A.S Horby, *Oxford Advanced Learners Dictionary*, (London: Oxford University Press, 1995), p. 911

Based on explanation above it can be conclude that preposition is on of part of speech that applied in a sentence which in followed by noun or pronoun.

2. Types of Preposition

The most of English preposition have several different and these may correspond to several different prepositions in another language.⁷ It is difficult to use preposition correctly in a foreign language.

Whison and Burks states that preposition can be classified in to some categories as follow: preposition of place, direction, time, purpose or reason, possesion, manner, or instrument, identification, distance, agent, material, and quality.⁸

From description above, we can understand that there are various types of preposition. In this research the researcher focus on preposition of place and preposition of time.

3. The Usage of Preposition

a. Preposition of place

1) At

At is used for a place when the exact position is not very important:

- He was standing **at** the gate.
- We were waiting **at** the station.

⁶ Daniel Murphy, *Schaum's Outline of English Grammar*, (McGraw-Hill, United States of America, 1991), p. 119

⁷ Swan, Michael, *Practical English Usage Second Edition*, (Oxford University Press, United Kingdom, 1995), p. 444

⁸ George E Wishon, Julia M. Burks, *Lets Write English*, P. 289-291

2) In

In is used when the place is seen as having volume or area:

- The dog was **in** the car.
- My keys are **in** my bag.

3) On

On is used when the place is seen as a line or surface:

- The cat sat **on** the table.
- There was a picture **on** the wall.⁹

b. Preposition of Time

1) One Point of Time

a) On

On is used to a day of week or to a day of the month:

- I saw him **on** Saturday.
- I saw him **on** September.

On as a preposition of time may be omitted:

- I saw him Saturday.

b) At

- I saw him **at** noon (or night, midnight). (**At** is used to part of the day considered as a point). But: he heard strange noises in (or during) the night. (In or during here imply duration rather than a point).

⁹ Elaine Walker, Steve Elworh, *New Grammar Practice for Pre-Intermediate Student with Key*, (England: Longman, 2000), p. 128

- I saw him **at** five o'clock. (At is used to an hour of the day) Occasionally, in informal usage at may be omitted: I saw him five o'clock.

c) In

- I saw him **in** September. (**In** is used to a month)
- I saw him **in** 1968. (**In** used with year)
- I saw him **in** the morning. (or afternoon, evening). (in is used to part of day)
- I saw him **in** the spring. (or summer, winter, autumn). (**in** is used to season)¹⁰

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

a) Since

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

b) By

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

c) From – to (or until, till).

I can see you **from** ten o'clock to two o'clock, a beginning point with from generally require and point with to. But:

¹⁰ Ibid. p.134

from now at (or from ten o'clock at). I will study very hard;

From then at I studied very hard.

If only the end point is given, *until* is used – I cannot see you *until* five o'clock. In speech, *till* is frequently heard.¹¹

d) For

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

e) During

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

f) In or Within

I can see you **in** an hour from now. (**in** gives a quantity of time before which something will happen).

The population has doubled **in** the last ten years. (In correspondent to during, but is used with quantity rather than with single block of time. With a word like decade that denotes an expanse of time, in or during may used,

¹¹ Ibid. p. 135

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

3) Sequence of Time, even that follow one another

a) Before

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

b) After

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

Subsequent to is a literary equivalent of **after**.

B. Writing Recount Text

1. The Concept of Writing

Writing is a common medium for testing knowledge in much of the world –including knowledge of the L2 itself, even within instructional programs that emphasize oral production. Writing is the most important productive activity for L2 learners to develop if they will use the language for academic purposes, or in certain types of service functions.¹² It can be known that writing is a process that used to know second or foreign language learners' capability in the target

¹² Murriel Saville-Troike, *Introducing Second language Acquisition*, (New York: Cambridge University Press, 2006) p. 163

language.¹³ Thus, writing is the product of learning process that help the student in their instruction activity.

One major theme in pedagogical research on writing is the basic organization process of writing. Result of the written product are thinking, drafting and revising. The compositional nature of writing has to produce writing pedagogy that focuses student to bring in ideas, how to control them coherently, how to function discourse markers and rhetorical convention to locate them cohesively to be written text, how to repair text for really meaning, how to correct text for suitable grammar, and how to result a final product.¹⁴ So, writing is the basic organization that focuses on student to bring in ideas, how to make cohesive and suitable grammar to be a good.

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

¹³ Jeremy Harmer, *How to Teach Writing*, (England: Longman Pearson Education Limited, 2004), p.40

¹⁴ Brown H. Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (San Fransisco Addison Wesley : Logman, 2000), p.335

2. Process of Writing

There are three steps in writing process, according to Kristine as follows:¹⁵

a. Preparing to Write

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

b. Drafting

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

c. Revising

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

3. Recount Text

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

¹⁵ Kristine Brown and Susan Hood, *Writing Matters Writing Skill and Strategies for Student of English*. (New York: Cambridge University Press, 1989), p. 6

unfolding sequence of events over time and the purpose is to tell what happened.¹⁶

According to Pardiono a simple recount text type can be defined as a kind created with the aim to provide information about the activities of the past.¹⁷

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

a. The Purpose of Recount Text

The purpose of recount text is to list and describe past experience by retelling events in the order in which they happened (chronological order). Recount are written to retell events with the purpose of their informing or entertaining their audience (or both).¹⁸

b. The Characteristics of Recount Text

1) Generic Structure

According to Pardiono the generic structure of a recount text consists of three parts; they are the setting or orientation, events, and conclusion.¹⁹

¹⁶ Olla Refilda, *Increasing Student Achievement in Reading Comprehension of Recount Text Through SQ4R Strategy*, (no publishing), 2012 .p. 12

¹⁷ Pardiono, *Pasti Bisa! Teaching Genre-Based Writing* (Yogyakarta: ANDI, 2007) P.63

¹⁸ Doni Ramli, *A Research Journal, An Analysis on Students' Errors in Writing Recount Text* (Pontianak: Tanjungpura University, 2013), P. 2

¹⁹ Pardiono, *Pasti Bisa!*. P. 64

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

2) Language Features

Language features are needed in the creating of recount text. It makes easier when the students want to write the recount text. Words related to time called adverbs, for example yesterday, outside, last year, and so on. The words in 1901, on top of Mt Kosciusko are used to indicate specific times and places²⁰.

Language features are needed in the creating of recount text. It makes easier when the students want to write the recount text. According to Sue Stubbs there are several language feature in writing recount text such as:

²⁰ Sue Stubbs, *Targeting Text*, (Sydney: Blake Eductaion, 2010) , p. 9-10

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

C. Error Analysis

1. The Concept of Error Analysis

Errors analysis is the study and evaluation of these condition of being indefinite; its two main function being to allow the practitioner to estimate how large the condition of being indefinite and to help her or him to reduce them when necessary. Its mean that evaluation of mistakes she or he makes can be conduct by this way to analyze.

Basically, errors the students commonly can be distinguished in two terms, they are mistake and errors. Brown assumed up that mistake refers to performance error that is either a random guess or a slip in that failure to utilize a known system correctly.²¹ It means that

²¹ Brown H. Douglas, *Teaching by Principle*, P. 217

mistake has a more general meaning than error itself. Error is something more specific than mistake.

According to Richard & Schmidt, Error Analysis had been carried out because of several purposes, namely: firstly it is utilized in order recognizing several strategies which is applied by the student in language learning; attempting to identify the cause of students' erroneous; obtaining some worth while information on the general evidently challenges may confront while in language learning process, at time, perhaps to be a tool to prepare of teaching materials.²²

2. Errors and mistakes

It is important to determine between error and mistake for the sake of analyzing the problems faced by language learners and applying error analysis to solve it. Therefore, the researcher provides several definitions of mistake and error as follows:

a. Mistakes

A mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Native speakers are normally capable of recognizing and correcting such 'lapses' or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the

²² Richard, J. C., & Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Longman, 2002), The Third Edition, P. 184

process of producing speech. Mistakes when attention is called to them, can be self-corrected.²³

Further, mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong. In addition mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance.²⁴

The researcher conducts the mistakes may arise as a result of hesitation, slips of tounge, random ungrammaticalities, lack of attetion, slips of memory, anxiety of pressure of time, etc. These mistakes, which is not caused by the lack in competence but the result of some temporary disturbances or imperfection in the process of producing language, are normally can be corrected when both learner and teacher pay attention to them.

b. Errors

Error is systematic deviation, when a learner has not learnt something and consistently gets it wrong. In addition, errors are systematic deviations from the norms of the language being learned.

Further, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage

²³ Brown, Douglas, *Principles of Language Learning and Teaching 4th Edition*. New York: Addison Weasley Longman. 2002. P. 216.

²⁴ Ibid. P. 218

competence of the learner.²⁵ Based on the definitions above, the researcher concludes that error is caused by lack of knowledge.

1) Types of Errors

According to Corder errors are that classified into four categories;

a) Omission

Omission is some necessary part of words, morphemes, or auxiliaries that may be left out by the learner because of his ignorance as to how to produce correct words.

b) Selection

Selection is choosing wrong word forms. For example, "*Aisyah is smartest than boby*", instead of "*Aisyah is smarter than boby*". The wrong word selection usually occurs in the selection of phoneme, morpheme, structure or vocabulary items. It happens when one word is substituted with another similar word.

c) Addition

Addition is the adding of some unnecessary or redundant parts of word, for instance, using both of modal and verb *be* or adding *-s* to nouns which are

²⁵ Ibid. P. 220

similar in forms for both singular and plural forms, or uncountable nouns.

d) Misordering

Misordering is an incorrect order of words in a sentence. As an illustration, “*do not leave in the rain her waiting outside*” where in the rain is incorrectly placed.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of The Research

The researcher has been widely known that qualitative and quantitative methods are often used in a research of scientific writing. In this study, the researcher will apply a qualitative inquiry to sense the data, in which the data collected involves the genre of words or picture rather than numeric. Qualitative is essentially interpretive, it means that the researcher eventually will create interpretation of the data.

As cited in Carrie Williams explains Qualitative research can be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences.²⁶ It can be assumed that by qualitative research, the writer will have more opportunity to do her research in many places she wants.

The type of this research is case study. Case study often becomes contravention whether it is categorized to a research methodology or parts of quantitative or qualitative methodology. Although case study has been known for a long time ago, it often emerges problem whether the data of the research quantitative or qualitative. Referring to this phenomenon, Soy in Setiyadi considers that the data due to case study research can be

²⁶ Carrie Williams, "Research Methods" in *Journal of Business & Economic Research*, (Grand Canyon University), Vol. 5, No. 3, 2007. P. 67

quantitative or qualitative. He emphasizes that neither term of sample or population is not familiar to be used in case study research. He also adds that based on historical review study case is tendency to qualitative approach. Completely he states that nowadays a lot of writers explicitly graft qualitative aspect in case study research.²⁷

In this case the researcher assumes that case study is a research methodology not to generalize the result of the research. In either word, the term of case study refers to the method of the research to determine the subject of the research. The subject of the research is people or case which chosen in certain reason without using term of sample. Shortly, case study approach in a research is frequently used in qualitative research.

Regarding with the theory above, the researcher aims to investigate the error of English writing which would focus on use of preposition errors in writing recount text. The data source consists ten written sheets of students in the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung.

B. Data Source

For collecting the data, the researcher would use two kinds of data source to present the research, namely primary and secondary data source.

1. The primary data source is the result of ten students' writing recount text.
2. The secondary data source of this research is everything that is related to this study that can support this research such as books,

²⁷ Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, Graha Ilmu, Yogyakarta, 2006, p.285

journals, articles, syllabus, English dictionary, and some relevant documents.

C. Data Collecting Technique

In accomplishing the research, the researcher would use some instruments for gathering the data. The researcher presents instrument gathering the data are follows:

1. Observation

Observation is the act of watching somebody or something carefully for a period of time, particularly to learn something. It is aimed to get some information directly from the field. In this case the researcher would apply observation in gaining information from the object of this research. That is about the use of preposition in writing recount text.

2. Interview

Interview is a purposeful dialogue. According to W. Gulo, Interview is the direct communication between the researcher and the respondents.²⁸ To aim of interview is to gain something about the people, occurrence, activity, organization, feeling, motivation, etc. Something on going based on the past experience

3. Documentation

According to John W. Creswell, there are several advantages of using documentation to collect the data. It gives the researcher to get

²⁸ W. Gulo, *Metodologi Penelitian*, Gramedia: Jakarta, 2003, p.199

the language and words of participants and it represents data which are thoughtful in those participant give attention to arranging them.²⁹

In addition, Documentation is an instrument to gain the information in the form of written source or documenter, such as: books, magazines, daily notes, note, etc.³⁰ it can be understand that the documentation is exceedingly helpful to collect data which need the research.

Based on the statement above the researcher would collect the data from document of English students' writing recount text on the use of peposition in MTs Roudhotul Huda would take from the English teacher archieves.

D. Data Analysis Technique

Analysis data in qualitative research is used when the data collecting is going on and data analysis is a process to get pattern or regular form. Whereas interpretation data is a process giving a meaning toward pattern or regularity which is finding in research.

The process analysis data can begin with beating whole data is gathered from various sources of observation and documentation.

This researcher would apply Miles and Huberman model conduct the following steps:

²⁹ Ibid. P. 180

³⁰ AS Hornby, *Oxford Advance Learners's Dictionary* P.391.

1. Data collection is the step when the researcher gathers all data which are used to complete the research.
2. The researcher reduces the data he had gotten by summarizing and choosing specific things.
3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the researcher verifies her research by making conclusion of data findings.

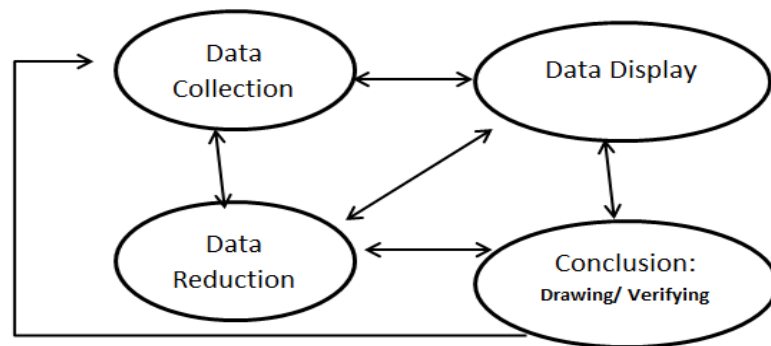


Figure 1. *Analysis Components of Miles and Huberman Model*

E. Research Approach

Research approach is the problem solving strategy of the account observation and accurate is conducted to organize the field fact and summary to take hold of understanding, explaining, predicting and managing the condition. In this research, the researcher will implement the qualitative research. Qualitative research focuses on analyzing the data and finally making condition about the data.

The approach in this research is case study. “Case study is a method of exploring and analyzing the life of a social unit - be that unit a person, a family, institution, culture group, or even an entire community.”³¹

The case study is used to give delineation about phenomenon in real life.

The processes of conducting case study research plan commonly have some steps as follow:

1. Determining research focus and problem formulation.

The researcher focused on taking the data from the students’ worksheet of writing test on middle term examination.

2. Determining the case, ways of data collection technique and data analysis technique.

3. Preparing the instrument of data collection.

The researcher made research instrument to case collecting the data.

To collect the data, the researcher used various preparations namely preparing the schedule of collecting the data and research instrument.

4. Collecting the data.

In this research, the researcher took the data from the students’ score at the eighth grade of MTs Roudhotul Huda.

5. Evaluation and analysis data.

Evaluation is necessary to make sure that the data are complete and ready to interpret.

³¹ Yogest Kumar Sign, *Fundamental of Research Methodology and Statistic*, (India: New Age International Publisher, 2006), p.148

6. Writing report.

Creating the report is to simplify the data into summary then it will be handed as the requirement of strata 1 degree.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

The descriptive location of the research has taken by the researcher with using the data collecting method. There are many descriptions about location of the research such as: The history of MTs Roudhotul Huda Mulyorejo I North Lampung, the condition of teacher and official employees, the profil of school, vision, mission and aim, facilities and condition of students of MTs Roudhotul Huda Mulyorejo I North Lampung.

1. The Historical of MTs Roudhotul Huda Mulyorejo I North Lampung

Madrasah Tsanawiyah Roudhotul Huda Mulyorejo I North Lampung, was established since 1990 and has wide about 2.500 m². it is located at Mulyorejo I district of Bunga Mayang, North Lampung. The The status accreditation of Mts Roudhotul Huda is "C".

Under the auspices of a private educational institution, which is addressed in Mulyorejo I Village, district of Bunga Mayang, North Lampung, Lampung Province. MTs Roudhotul Huda Educational Foundation currently led by K.H.Bukhori and Mr. Triswanto,S.Pd has been the principal of MTs Roudhotul Huda since from July 16th 2012 until now.

2. The Profil of School

- a. Name of school : MTs Roudhotul Huda
- b. Accreditation : “C”
- c. Addres : Jalan Raya Pasar No.17 Mulyorejo
I subdistrict of Bunga Mayang, North Lampung.
- d. Headmaster : Triswanto,S.Pd

3. Vision, Mission and Aim of MTs Roudhotul Huda

- a. Vision of MTs Roudhotul Huda Mulyorejo I
“The realization of school who are faithful, knowledgeable, charitable, fearful and populist”.
- b. Mission of MTs Roudhotul Huda Mulyorejo I
 - 1) Improve implementation of education.
 - 2) Improve the implementation of guidance and counseling.
 - 3) Enhancing the relationship between student and society.
 - 4) Improve Administration, Madrasah Households, Libraries and Laboratories.
- c. The aim of MTs Roudhotul Huda Mulyorejo I
 - 1) Realization of madrasas citizens who have Islamic knowledge and are firm in faith.
 - 2) Accustomed to obeying worship and charity.
 - 3) The creation of an Islamic madrasas environment, full of affection among others
 - 4) Implementation of the optimal learning process

- 5) Implementation of madrasa rules for teachers and students
- 6) Excellent in competition for entering the MA / SMA / SMK level.
- 7) Excellent in the Application of Science and Technology, especially in the Field of Science and Mathematics.
- 8) Excellent in Sports, Arts, PMR and Scout competitions.
- 9) Excellent in Religious Activities and Madrasah Concerns.
- 10) Excellent in obtaining the value of the Computer Based National Examination (UNBK).
- 11) Superior in Hygiene and Greening of Madrasahs

4. The Condition of Teacher and Official Employees

The number of teachers and official employees in MTs Roudhotul Huda Mulyorejo I North Lampung in academic year 2018/2019 that can be identify as follows:

Table 3

The Condition of Teachers and Official Employees in MTs Roudhotul Huda Mulyorejo I North Lampung.

NO.	NAME	OCCUPATION
1.	Triswanto, S.Pd	Headmaster
2.	Rusiyanto,S.Pd	Mathematic Teacher
3.	Agus Sulistiyo Hadi,S.Pd.I	English Teacher
4.	H. Wakijan,S.Pd.I	Commite
5.	Selamet	Science Teacher
6.	H. Bukhori	Arabic Teacher
7.	Maryono	Social Teacher
8.	Syafi'i	PKN Teacher
9.	Sigit Prasetyo,S.Pd	Indonesia Teacher
10.	Hendras Prasetyo, S.Pd	Social Teacher
11.	Ahmad Imron, S.Pd	Fiqih Teacher
12.	Esti Komariyah, S.Pd	Science Teacher
13.	Era Indah, S.Pd	English Teacher

14.	Lilis Apriani, S.Pd.I	Art Teacher
15.	Dwi Martiningsih, S.Pd	BK Teacher
16.	M. Lutfi Aziz	Sport Teacher
17.	Dwi Agus F	Lampung Teacher
18.	Suryono	Qur'an Hadist Teacher

Source: Documentation of MTs Roudhotul Huda Mulyorejo I North Lampung.

MTs Roudhotul Huda Mulyorejo I North Lampung has profesional teachers and officers from various universities and also from various level education. This is due to a better quality of the graduates of MTs Roudhotul Huda Mulyorejo I North Lampung. Therefore, selected teachers and officers are very helpful in teaching learning procces.

5. Facilities in MTs Roudhotul Huda Mulyorejo I

The facilities of MTs Roudhotul Huda Mulyorejo I North Lampung have rooms division and building, there are:

Table 4
The Facilities in MTs Roudhotul Huda Mulyorejo I North Lampung

No.	Facilities	Quantity	Condition
1.	Headmaster Room	1	Good
2.	Teacher Room	1	Good
3.	Administration Room	1	Good
4.	Classrooms	6	Good
5.	Computer Laboratory	1	Good
6.	Science Laboratory	1	Good
7.	Language Laboratory	1	Good
8.	Multipurpose Hall	1	Good
9.	Mosque	1	Good

10.	Students' Toilet	7	Good
11.	Teachers' Toilet	5	Good
12.	Library	1	Good

Source: Documentation of data in MTs Roudhotul Huda mulyorejo I North Lampung 2018/2019

6. Condition of Students in MTs Roudhotul Huda Mulyorejo I North Lampung

MTs Roudhotul Huda North Lampung in academic year 2018/2019 consist of 138 person, VII class consist of 49 students, VIII class consist of 41 students, and IX class consist of 48 students.

Table 5
Condition of The Students in MTs Roudhotul Huda North Lampung in Academic Year 2018/2019

No.	Class	Sex		Total
		Male	Female	
1.	VII	26	23	49
2.	VIII	26	15	41
3.	IX	26	22	48
Total				138

Source: Documentation of data in MTs Roudhotul Huda Mulyorejo I North Lampung 2018/2019

B. Description of Data Analysis

The data of the research is the information collected by doing qualitative research. Qualitative is a research that explores a phenomenon

by describing it with non-numeric language in the context and scientific paradigm. Qualitative research is an approach that called investigation approach because the research collects data by facing and interacting with the object directly. It can be concluded that the data is conducting directly.

In this chapter, the researcher specifically analyzed types of errors about preposition in recount text at MTs Roudhotul Huda Mulyorejo I North Lampung and find out the reason why the students made errors. Researcher collected the primary data from the students' writing recount text at the eighth graders of MTs Roudhotul Huda Mulyorejo I North Lampung and interview result. The data were taken from ten students in class VIII. Then, the researcher classified the kinds of errors in using word preposition recount text.

1. The Analysis of Student's Writing Recount Text Errors

a. The Detail of Errors in Preposition of Place

Table 6
Description on an error on the usage of preposition of place made by students:

The Students' Code	The Errors in preposition of Place	The correct sentences
Std 1	1. <i>in</i> Kalianda resort 2. Many firework <i>in</i> siger monument.	1.at Kalianda resort 2. Many firework on siger monument

Std 2	1. <i>on</i> field subdistrict Bunga Mayang 2.claim <i>in</i> tree pinang	1. <i>at</i> field subdistrict Bunga mayang 2.claim <i>on</i> tree pinang
Std 3	1.sell <i>on</i> the canteen	1.sell <i>in</i> the canteen
Std 4	-	-
Std 5	1. <i>in</i> Labuhan Ratu East Lampung	1. <i>at</i> Labuhan Ratu East Lampung
Std 6	-	-
Std 7	-	-
Std 8	-	-
Std 9	-	-
Std 10	-	-

Source: Documentation of data in MTs Roudhotul Huda Mulyorejo I North Lampung 2018/2019.

Based on data above, the story tells about recount text. Actually, preposition are commonly used in the story. Many students are not adjusting related to the preposition. Students still used *in* to show a place when the exact position is not important, it should be used *at*, for example the the students prefer writing “**in Kalianda Resort South Lampung**” to “**at Kalianda Resort South Lampung**”. It is difficult to use preposition in a foreign language.

b. The Detail Errors in Preposition of Time

Table 7
Description on an error on the usage of preposition of time made by students:

The student's code	The errors in preposition of time	The correct sentences
Std 1	1. <i>in</i> 12:00 Am many fireworks	1. <i>at</i> 12:00 many fireworks
Std 2	-	-
Std 3	1. <i>on</i> year 2013 2. <i>on</i> the morning 3. <i>on</i> 13:30 Pm I start to help my father 4. <i>at</i> the night	1. <i>in</i> year 2013 2. <i>in</i> the morning 3. <i>at</i> 13:30 Pm I start to help my father 4. <i>in</i> the night
Std 4	1. <i>in</i> 06:30 I go to mosque 2. <i>at</i> the night ... 3. ... <i>idul fitri on</i> 2014	1. <i>at</i> 06:30 I go to mosque 2. <i>in</i> the night.. 3. ... <i>Idul fitri in</i> 2014
Std 5	1. <i>In</i> Thursday 8 august 2013 2. <i>In</i> Sunday I go to Kalianda resort	1. <i>On</i> Thursday 8 august 2013 2. <i>On</i> Sunday I go to Kalianda resort
Std 6	1. <i>At</i> the night of <i>idul fitri</i> celebration..... 2. <i>At</i> the morning... 3. <i>In</i> 04:30 Pm....	1. <i>In</i> the hight of <i>idul fitri</i> celebration..... 2. <i>In</i> the morning.... 3. <i>At</i> 04:30 Pm.....
Std 7	1. <i>On</i> the night of new year..... 2. <i>In</i> 1 January 2013....	1. <i>In</i> the night of new year 2. <i>On</i> January 1, 2013.....
Std 8	1. <i>In</i> 1 January 2013.....	1. <i>On</i> January 1, 2013.....
Std 9	1. <i>In</i> 17 August 2013..... 2. <i>On</i> year 2013.....	1. <i>On</i> August 17, 2013.... 2. <i>In</i> year 2013.....
Std 10	1. <i>In</i> 8 August 2013.... 2. <i>on</i> the morning	1. <i>On</i> August 17, 2013..... 2. <i>in</i> the morning....

The most English preposition several functions and these many correspond to several different prepositions in another language. At the

same time preposition have very similar usage (*in* the morning, *on* Monday morning, *at* night). The students prefer writing “in 1 january 2013” to “ on january 1, 2013”. Based on the data above, there are many errors made by students on the usage preposition of time.

The data above also represents what types of errors made by student in recount writing. The students are still difficult in using prepositions correctly. Generally, were found related to errors in preposition of place and time. It could be described the errors in constructing sentences as followed:

1. Std 1, the total of errors there were 3, on the usage preposition of place the errors were 2, the errors on the usage preposition of time there was 1 error.
2. Std 2, the total of errors there were 2, the errors on the usage preposition of place there were 2 and the errors on the usage preposition of time there were not errors.
3. Std 3, the the total of errors there were 5, the errors on the usage preposition of place there were 1 error and the errors on the usage preposition of time there were 4.
4. Std 4, the the total of errors there were 3, the errors on the usage preposition of place there were not error and on the usage preposition of time there were 3 errors made by stuudent.

5. Std 5, the total errors made by student there were 3, on the usage preposition of place just one error and the errors on the usage of preposition of time there were 3.
6. Std 6, the total of errors made by student there were 3, there were not errors on the usage of preposition of place but errors on the usage preposition of time there were 3.
7. Std 7, the total errors made by students there were 2, the errors on the usage preposition of place there were not error and errors on the usage preposition of time there were 2.
8. Std 8, the total errors made by student there were one, the errors that student made just on the usage of preposition of time.
9. Std 9, the total errors made by student there were 2, the errors on the usage of preposition of place there were not error and errors on the usage of preposition of time there were 2.
10. Std 10, the total errors made by student there were 2, the errors on the usage preposition of place there were not error and errors on the usage preposition of time there were 2.

Based on the description above, the highest errors the commonly made by students were on the usage preposition of time there were 20 errors. The biggest errors on the usage preposition of time made by std 3 and the total of highest errors were 5. The smaller errors the commonly made by student were on the usage preposition of place, the total errors on the usage preposition of place there were 6 errors.

2. The Analysis of Student's Interview in Recount Text

To know the factor that caused preposition error in recount text, the researcher also used interview technique to collect the data. This technique is chosen to make the research effectively. The interview were distributed to the 10 students in class VIII. The list of interview consisted of 5 questions. The student response is presented bellow:

1. Do you know about preposition ?

AB : Yes, I know
 DR : Yes, I know
 DP : Yes, I know
 DA : Yes, I know
 EM : Yes, I know
 EA : Yes, I know
 FI : Yes, I know
 HA : No, I don't know
 LN : Yes, I know
 MR : Yes, I know

In this case, most of students answered that they know definition of preposition and just one student said that she did know.

2. Do you know about recount text ?

AB : Yes, I know
 DR : Yes, I know

DP : Yes, I know

DA : Yes, I know

EM : Yes, I know

EA : Yes, I know

FI : Yes, I know

HA : Yes, I know

LN : Yes, I know

MR : Yes, I know

In this case, most of students answered that they know definition of recount text. So, researcher concluded that all of the students already understand about definition of recount text.

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

AB : Yes

DR : Yes

DP : Yes

DA : Yes

EM : No

EA : Yes

FI : Yes

HA : No

LN : Yes

MR : Yes

In this case, most of students said that using preposition in recount text is difficult. Only two students who said that using preposition in recount text is easy.

4. Do you know about the generic structure of recount text ?

AB : Yes, I know

DR : Yes, I know

DP : Yes, I know

DA : Yes, I know

EM : Yes, I know

EA : Yes, I know

FI : Yes, I know

HA : Yes, I know

LN : Yes, I know

MR : Yes, I know

In this case, most of students know about the generic structure of recount text. It because generic structure is the important things to make good recount text.

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

AB : No, I don't understand. I have not understood yet when the teacher explained the lesson because the material do not

structured well.

DR : Yes, I understand. Because when the teacher explains the material, I already know about the generic structure of recount text.

DP : No, I don't understand. Because, I have not understood yet when the teacher explained the lesson. So, I am still disoriented to arrange English sentence.

DA : No, I don't understand. I am still confused because my lack understanding in applying the rule of English grammar.

EM : No, I don't understand. My knowledge of English is poor and and I do not understand when the teacher explains the material.

EA : No, I don't understand. Because, I often make English sentence in Indonesian at first and then translate it into English.

FI : Yes, I understand. Because when the teacher explained about the material, I remember and know about how to make a recount text by using the generic structure of recount text properly.

HA : No, I don't understand. Because, my English structure mastering is low, so that it influences me to treat one pattern of sentence same with another sentence that almost equal.

LN : No, I don't understand. Because, I am not careful to organize English sentence.

MR : No, I don't understand. Because, I still do not understand with

with the pattern in English sentence so it makes me lazy to do the exercise.

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

C. Discussion

Based on the data analysis result above, the researcher considered that so many usage of preposition in writing recount text. It can be reflected from their mistake that they have made in using preposition. To make it clearly in this research, the researcher presented the chart that represented the types of preposition errors is frequently used in students' writing recount text as follow:

Table 8
The Frequency of Errors on The Usage of Prepositions in Daily Test Result

No Code	Types of Error on The Usage of Preposition		
	Error in preposition of time	Error in preposition of place	Total of Error
Std 1	2	1	3
Std 2	2	-	2
Std 3	1	4	5
Std 4	-	3	3
Std 5	1	2	3
Std 6	-	3	3
Std 7	-	2	2
Std 8	-	2	2
Std 9	-	2	2
Std 10	-	2	2
Total	6	20	26
Percentage	23%	77%	100%

The result of this analysis describe that fact there were some difficulties on the usage of preposition in writing recount text commonly made by student result. Out of 10 answer sheet of students' result taken from the eighth grade of MTs Roudhotul Huda Mulyorejo I North

Lampung. The students misunderstanding about applying preposition in writing recount text.

The researcher found the frequency of difficulties on the usage preposition in writing recount text are 6 errors in using preposition of time and 20 errors in using preposition of place.

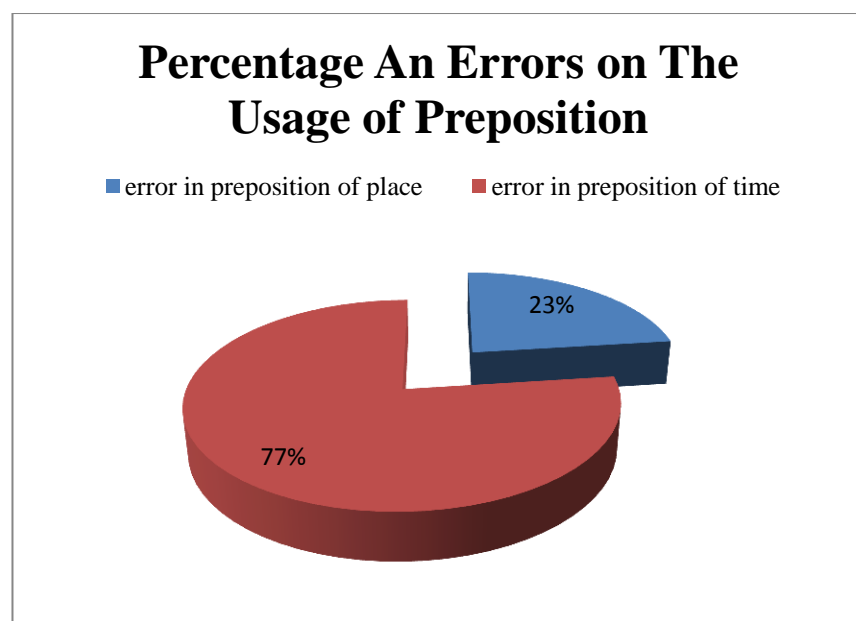


Figure 2: *percentage of students' errors on the usage of preposition in writing recount text.*

Based on the chart above clearly showed that the percentage errors made by tenth students on the usage of preposition in writing recount text. The total errors in percentage there were 23% errors made by tenth students on the usage preposition of place and 77% errors made by tenth students on the usage preposition of time.

In addition, the students make errors of using preposition; *the students still difficult to use preposition correctly.* It can be seen in

students' interview number three, 8 of 10 students answer that using preposition in writing recount text is difficult.

Lack of writing experience. The student should learn and practice more about the usage preposition correctly. For example in answer sheet students 1, 3, 4, 5, and 6. They often made errors than others.

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

Based on the explanation above, the students make errors of using preposition in writing recount text at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung because the students still difficult to use preposition correctly, Lack of writing experience and Lack of strategy in writing performance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher eagerly could like to conclude this research.

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

1. Types of errors made by students in using preposition in writing recount text at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung are follow:

- a. 23 % errors in preposition of place
- b. 77 % errors in preposition of time

As a result, errors in preposition of time has the biggest number of writing recount text.

2. The student make errors of using preposition in writing recount text at the eighth grade of MTs Roudhotul Huda Mulyorejo I North Lampung because some reasons, as follow:

- a. The students still difficult to use preposition correctly
- b. Lack of writing experience
- c. Lack of strategy in writing performance.

B. Suggestion

Considering the discussion of the research, the researcher proposes suggestion as follow:

1. For the English Teacher
 - a) The English teacher should motivate the students to be more active in English learning process by helping them.
 - b) The English teacher should add media to make easy the students in understanding the usage of preposition.
 - c) The English teacher is suggested the students to increase their ability in writing recount text performance.
 - d) The English teacher should understand the difficulties of students when they made recount text.
2. For the students
 - a) The students should enlarge knowledge about the preposition more in order to have good recount writing performance.
 - b) The students are suggested to increase their mastery in preposition and writing performance.
 - c) The student are suggested to increase their knowledge about preposition of place and preposition of time.
3. For the researcher

The researcher has to enhance her knowledge about preposition deeply in the way to support her research.

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APPENDIXES

KURIKULUM 2013 REVISI

SILABUS PEMBELAJARAN

Sekolah Menengah Pertama (SMP)/

Madrasah Tsanawiyah (MTs)

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan	:	Mts Roudotul Huda
Kelas	:	VIII / 1-2
Nama Guru	:	Agus Sulistiyo Hadi, M.Pd.I
NIP/NIK	:	

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SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek	Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa - <i>Fungsi sosial</i> Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.	Mengamati <ul style="list-style-type: none"> Menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Membaca dan mendengarkan teks-teks tersebut untuk 	Kriteria Penilaian <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

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<p>dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>- <i>Struktur text</i> (gagasan utama dan informasi rinci)</p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pe ngalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pe ngalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>- <i>Unsur kebahasaan</i> (1) Kata kerja dalam Simple Past tense, Past Continuous</p>	<p>memahami isi pesannya.</p> <ul style="list-style-type: none"> Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. 	<p>sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan 	<p>interpersonal/ transaksi al benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dail.yenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/ https://www.google.com/
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	<p>Tense</p> <p>(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p>	<ul style="list-style-type: none"> Membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan urutan kejadian secara kronologis, urut dan runtut komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. 	<p>tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <p>Cara Penilaian: SIKAP</p> <ul style="list-style-type: none"> Observasi Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana 	
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	<p><i>Topik</i></p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Berupaya berbicara secara 	<p>berbahasa</p> <p>Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> • Tes tertulis <p>Membaca dan menulis teks <i>recount</i> yang menuntut pemahaman dan pemaparan tentang kegiatan, kejadian, dan peristiwa.</p> <p>KETERAMPILAN</p> <ul style="list-style-type: none"> • Portofolio - Penilaian melalui karya-karya peserta didik dalam bentuk teks <i>recount</i> tentang kegiatan, kejadian, dan 	
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			<p>peristiwa nyata di lingkungan sekitar yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> - Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. - Kumpulan hasil analisis tentang beberapa teks <i>recount</i> karya peserta didik. - Lembar soal dan hasil tes <p>Observasi: (penilaian yang bertujuan untuk</p>	
	<p>lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> • Memicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			

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			memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika kesempatan, di dalam dan di luar kelas.		
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DATA ANALYSIS

Table Frequency of Preposition Errors found in Students' Writing Recount Text Result at the Eighth Grade of MTs Roudhotul Huda Mulyorejo I North Lampung

No Code	Types of Error on The Usage of Preposition		
	Error in preposition of time	Error in preposition of place	Total of Error
Std 1	2	1	3
Std 2	2	-	2
Std 3	1	4	5
Std 4	-	3	3
Std 5	1	2	3
Std 6	-	3	3
Std 7	-	2	2
Std 8	-	2	2
Std 9	-	2	2
Std 10	-	2	2
Total	6	20	26
Percentage	23%	77%	100%

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

$$\frac{\text{Number of Errors of each item} \times 100\%}{\text{Total Number}}$$

$$\text{Error in (preposition of time)} : \frac{6}{26} \times 100 = 23$$

$$\text{Error in (preposition of place)} : \frac{20}{26} \times 100 = 77$$

Subject : English (Writing)

Name : Dapita Ramadhan

Class : VIII

Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

Independent celebration

On 17 august 2018, many people follow the ceremony on field subdistrict pasir sakti east lampung.

~~On field pasir sakti east lampung many people~~
 competition there my panjat pinang, balap karung, tarik tambang, makan kerupuk and many other. I follow panjat pinang. I claim tree pinang to get the gift, when claim in pinang tree suddenly my friend fall so I also fall so I can not get the gift.

I and my friend very disappointed because can not get the gift.

"GOOD LUCK"

- Student error
1. On field pasir sakti
 2. In pinang tree

should be
 at the field pasir sakti
 On pinang tree.

Subject : English (Writing)

Name : Dwi Prayoga

Class : VIII

Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

New Year's Celebration

My experience on year 2019 I do not have friend to celebrate this new year because I must help my parent.

On the morning I help my mother to sell food on the canteen in 13:30 pm I start to help my father Canteen until finish.

At the night I was tired I sleep and forget about new year. I am very sad because I cannot go to celebrate this new year with my friend.

Student error	should be
1. On year 2019	In year 2019
2. on the morning	In the morning
3. on the canteen	In the canteen
4. In 13.30 pm	at 13.30 pm
5. at the night	In the night

"GOOD LUCK"

total error = 5.

Subject : English (Writing) Name : Dwi Artinda
 Class : VIII Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

IDUL FITRI CELEBRATION

When Idul Fitri Celebration I am Very happy because all my family gather. Beside that I also happy because I get now cloth and money from my family

On Thursday Agustus ~~2018~~ in 6:30 am I go to mosque to pray with my family. After that I go to my neighbour house. On Friday I go to my friend and my teacher house. After that at the night I and my friend roasted chicken in my house.

This Idul Fitri I am Very happy and I hope can enjoy Idul Fitri on ~~2020~~.

- student error
1. In 6.30 am
 2. at the night
 3. On 2020

"GOOD LUCK"

should be
 at 6.30 am
 in the night
 in 2020.

total error: 3

Subject : English (Writing)

Name : Enggar Maulana

Class : VIII

Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

Idul Fitri Celebration

In thursday August 2018 is the Idul Fitri Celebration
of Islamic People. All People very happy because
lebaran was coming.

At the first day of Idul Fitri, I go to
my Grand father house in Labuhan Ratu. The house
is not far from my house, and I go to my neighbours
and my friends house. we play water in the beach.

I am very happy because I can so with
my friend

"GOOD LUCK"

- Student error
1. In thursday
 2. In Labuhan ratu

total error = 2.

should be
 on thursday
 at Labuhan ratu.

Subject : English (Writing)

Name : Evi Astuti

Class : VIII

Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

Idul fitri celebration

At the night of idul fitri celebration, it is many takbiran sound. I am very happy and ianjoy idul fitri in this year.

At the morning, I prepare all my house. After finish in 04:30 pm. I went to mosque pray idul fitri. After that, I sungkem with my family and visit my neighbour house. Did not forget I also visit my friend and my teacher house.

I spent my time with my friend and my family.

student error "GOOD LUCK"

1. at the night
2. at the morning
3. In 04:30

total error = 3 -

should be
in the night
in the morning
at 04:30

Subject : English (Writing) Name : Fariz Isyanto
 Class : VIII Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

New Year Celebration

On the night of New Year celebration merry people happy to celebrated new year in 1 January 2019, I and my friend go to beach we walk around the beach and fun star fish and I play water.

at 15.30 I went home, when I on the way I saw the accident

after that I must go carefull because many people on the way.

"GOOD LUCK"

- student error
1. On the night
 2. In 1 January 2019

should be
 In the night
 on January 1, 2019

Subject : English (Writing) Name : Hulma Ainun Nirmah
 Class : VIII Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

New Year

In 1 January 2019, was new year many people
celebrated the day for welcoming a new year.

I and my friends arranged a plan in the night
we played five works at 09.00 pm until 12.30 pm and
in the noon, we went to beach for vacation

I was really happy at the day. I hope that this new
year I can be better than last year.

Student error

should be

1. In 1 January 2019

On January, 1 2019.

Total error = 1

“GOOD LUCK”

Subject : English (Writing) Name : Jailatun Nikmah
 Class : VIII Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

Independent Celebration

In 17 Agustus 2018 in my Village Very noisy
 because many people gather see Panjat pinang, balap
 karung, tarik tambang, makan kerupuk, many people
 interest to see the event. from 08.00 - 17.00
 I am very happy because Independent day on year
2018 Very fun-tastic.

student errors

should be

1. In 17 Agustus 2018

On August 17, 2018

2. On year 2018

In year 2018.

“GOOD LUCK”

Total error = 2.

Subject : English (Writing) Name : M Fikri Zulhikar
 Class : VIII Time Allocation : 45 Minutes

Direction!

1. Please choose one of the themes below and then write recount text based on the theme that you have chosen!
 - a. Idul fitri celebration
 - b. Independent celebration
 - c. New year celebration
2. Write the paragraph at least three paragraphs (orientation, events, conclusion), each paragraph consist of 20-30 words!
3. Include preposition of place (in,on,at) and preposition of time (in,on,at)!
4. Write the text carefully!

Idul Fitri Celebration

In 8 Agustus 2018, All - Islamic people celebration Idul Fitri after finishing fasting I was very happy because I have a new cloth, beside that I got much money from my parents and family.

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

I like this Idul Fitri I am very happy busy because I meet many people especially my family.

student Errors.

"GOOD LUCK"

should be.

1. In 8 Agustus 2018
2. On the morning

1. On August 8. 2018
2. In the morning,

Total errors = 2.

**Interview Sheet Related to Error Analysis of Using Preposition In
Writing Recount Text**

Name : Aurelia Bunga Citra Lestari .
Class : VIII .

Direction :

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

1. Do you know about preposition?

yes, I know.

2. Do you know about recount text ?

yes, I know.

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

yes.

4. Do you know generic structure of recount text ?

yes, I know.

5. When the teacher teaches the material about recount text, do you

understand the material clearly? give your reason!

No, I don't understand. I have not understood
yet when the teacher explained the lesson because
the material do not structured well.

Interview Sheet Related to Error Analysis of Using Preposition In

Writing Recount Text

Name : Dafida Rasmadhan
Class : VIII

Direction :

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

1. Do you know about preposition?

Yes, I know

2. Do you know about recount text ?

Yes, I know

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

Yes

4. Do you know generic structure of recount text ?

Yes, I know

5. When the teacher teaches the material about recount text, do you

understand the material clearly? give your reason!:

Yes, I understand. Because when the teacher explains the material, I already know about the generic structure of recount text

**Interview Sheet Related to Error Analysis of Using Preposition In
Writing Recount Text**

Name : Dwi Prayoga

Class : VIII

Direction :

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

1. Do you know about preposition?

Yes, I know

2. Do you know about recount text ?

Yes, I know

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

Yes

4. Do you know generic structure of recount text ?

Yes, I know

5. When the teacher teaches the material about recount text, do you

understand the material clearly? give your reason!

No, I don't understand because I have not understood yet when the teacher explained the lesson. So, I am still disoriented to arrange English sentence.

Interview Sheet Related to Error Analysis of Using Preposition In

Writing Recount Text

Name : Dwi Arlinda

Class : VIII

Direction :

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

1. Do you know about preposition?

- Yes, I know

2. Do you know about recount text ?

- Yes, I know

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

- Yes

4. Do you know generic structure of recount text ?

- Yes, I ~~do~~ know

5. When the teacher teaches the material about recount text, do you

understand the material clearly? give your reason!

- No, I don't understand. I am still Confused my lack understanding in applying the rule of English grammar

Interview Sheet Related to Error Analysis of Using Preposition In

Writing Recount Text

Name : Enggar Maulana
Class : VIII

Direction :

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

1. Do you know about preposition?

Yes, I know

2. Do you know about recount text ?

Yes, I know

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

No

4. Do you know generic structure of recount text ?

Yes, I know

5. When the teacher teaches the material about recount text, do you

understand the material clearly? give your reason!

No, I don't understand. My knowledge of english is poor and I do not understand when the teacher explains the material

**Interview Sheet Related to Error Analysis of Using Preposition In
Writing Recount Text**

Name : Evi Astuti

Class : VIII

Direction :

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

1. Do you know about preposition?

Yes, I know

2. Do you know about recount text ?

Yes, I ~~too~~ know

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

Yes, I know

4. Do you know generic structure of recount text ?

Yes, I know

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

No, I don't understand. Because, I often make English
Sentence in Indonesian at first and then translate it into English.

Interview Sheet Related to Error Analysis of Using Preposition In

Writing Recount Text

Name : Fitri Isyarto
Class : VIII

Direction :

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

1. Do you know about preposition?

yes, I know

2. Do you know about recount text ?

yes, I know

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

yes

4. Do you know generic structure of recount text ?

yes, I know

5. When the teacher teaches the material about recount text, do you

understand the material clearly? give your reason!

yes, I understand because when the teacher explained about the material, I remember and know about how to make a recount text by using the generic structure of recount text properly

Interview Sheet Related to Error Analysis of Using Preposition In

Writing Recount Text

Name : Helma Azrin Nikmah

Class : VIII

Direction :

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

1. Do you know about preposition?

No, I don't know

2. Do you know about recount text ?

Yes, I know

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

No.

4. Do you know generic structure of recount text ?

Yes, I know

5. When the teacher teaches the material about recount text, do you

understand the material clearly? give your reason!

No, I don't understand. because, my english structure

mastering is low, so that it influences me to treat one pattern of sentence same with another sentence that almost equal.

Interview Sheet Related to Error Analysis of Using Preposition In

Writing Recount Text

Name : Lailaten Nikmah

Class : VIII

Direction :

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

1. Do you know about preposition?

Yes, I know

2. Do you know about recount text ?

Yes, I know

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

Yes

4. Do you know generic structure of recount text ?

Yes, I know

5. When the teacher teaches the material about recount text, do you understand the material clearly? give your reason!*

No, I don't understand. Because, I am not careful to organize English sentence.

Interview Sheet Related to Error Analysis of Using Preposition In

Writing Recount Text

Name : M. Rizki Zulfikar
Class : VII

Direction :

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

1. Do you know about preposition?

Yes, I know

2. Do you know about recount text ?

Yes, I know

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

Yes

4. Do you know generic structure of recount text ?

Yes, I know

5. When the teacher teaches the material about recount text, do you

understand the material clearly? give your reason!

No, I don't understand. because I still do not understand
with the pattern in english sentence so it makes me lazy to
do the exercise

**Interview with Some Students about
The Usage of Preposition**



Give Instruction to The Students





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro
 Lampung 34111 Telepon (0725) 41507 fax. (0725) 47296
 Website: www.tarbiyah.merouniv.ac.id, email: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Dwi Puspita Sari Fakultas / Jurusan : Tarbiyah / TBI
 NPM : 14121237 Semester : IX

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1	16/11-2018	Revisi Postnote & Bibliography	
2	23/11-2018	Revisi Chapter I	
3	5/12 2018	Revisi Chapter II	
4	12/12 2018	Revisi Chapter III	
5	14/12 2018	Acc Seminar	

Diketahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 197506102008011014

Dosen Pembimbing I

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



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0945/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS ROUDHOTUL HUDA
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

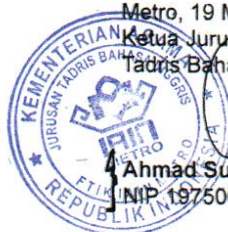
Nama : **DWI PUSPITA SARI**
NPM : 14121237
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS ON THE USAGE OF PREPOSITION ERRORS IN
WRITING RECOUNT TEXT AT EIGHT GRADERS OF MTS
ROUDHOTUL HUDA MULYOOREJO II NORTH LAMPUNG

untuk melakukan *pra-survey* di MTS ROUDHOTUL HUDA.

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, 19 Maret 2018
Ketua Jurusan
Pendidikan Bahasa Inggris
Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





**MADRASAH TSANAWIYAH ROUDHOTUL HUDA
MULYOREJO I KECAMATAN BUNGA MAYANG
KABUPATEN LAMPUNG UTARA
STATUS TERAKREDITASI**

Alamat Jalan Raya Pasar No. 17 Mulyorejo I Bunga Mayang

Nomor : 25/MTs.RH/MI/BM/III/2019

Lampiran : -

Perihal : **Balasan Izin Research**

Kepada Yth,

Ketua Institut Agama Islam Negeri Metro

Assalamualaikum. Wr . Wb

Menindak lanjuti surat No. B-0661/In.28/D.1/TL.00/03/2019, Perihal permohonan **Izin Research**. Maka dengan ini kami menyatakan bahwa mahasiswa berikut ini:

Nama : DWI PUSPITA SARI
NPM : 14121237
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS ON THE USAGE OF PREPOSITION ERRORS AT THE EIGHTH GRADE OF MTS ROUDHOTUL HUDA MULYOREJO I NORTH LAMPUNG.

Untuk itu kami memberikan izin melakukan **research** di MTs Roudhotul Huda Mulyorejo I, pada tahun 2018/2019.

Demikian surat izin ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Wassalamualaikum. Wr. Wb

Mulyorejo I, 25 Maret 2019
Kepala Madrasah



TRISWANTO, S.Pd



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-0 /In.28.1/J/PP.00.9/1/2019

11 Januari 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

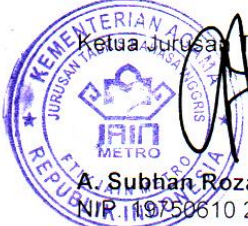
Nama : Dwi Puspita Sari
 NPM : 14121237
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : Am Analysis On The Usage Of Preposition Erros In Writing Recount Text At The Eighth Grade Of MTs Rounhotul Huda Mulyorejo 1 North Lampung

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507; Faksimili (0725) 47296; website: www.tarbiyah.metrouniv.ac.id; Email: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Dwi Puspita Sari**

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

Assalamu'alaikum Wr.Wb.

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

Name : Dwi Puspita Sari
Student Number : 14121237
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : AN ANALYSIS ON THE USAGE OF PREPOSITION
ERRORS IN WRITING RECOUNT TEXT AT THE
EIGHTH GRADE OF MTS ROUDHOTUL HUDA
MULYOREJO I NORTH LAMPUNG

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

Wassalamu'alaikum Wr.Wb

Sponsor

Drs. Kuryani , M.Pd

NIP. 19620215 199503 1 001

Metro, Juni 2019

Co-sponsor

Trisna Dinillah Harya, M.Pd

NIP. 19830511 200912 2 004



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

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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0661/In.28/D.1/TL.00/03/2019
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA MTS ROUDHOTUL HUDA
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0660/In.28/D.1/TL.01/03/2019, tanggal 21 Maret 2019 atas nama saudara:

Nama : **DWI PUSPITA SARI**
 NPM : 14121237
 Semester : 10 (Sepuluh)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS ROUDHOTUL HUDA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE USAGE OF PREPOSITION ERRORS IN WRITING RECOUNT TEXT AT THE EIGHT GRADERS OF MTS ROUDHOTUL HUDA MULYOOREJO I NORTH LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.



Metro, 21 Maret 2019
 Wakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 0031



**MADRASAH TSANAWIYAH ROUDHOTUL HUDA
MULYOREJO I KECAMATAN BUNGA MAYANG
KABUPATEN LAMPUNG UTARA
STATUS TERAKREDITASI**
Alamat Jalan Raya Pasar No. 17 Mulyorejo I Bunga Mayang

Nomor : 25/MTs.RH/MI/BM/III/2019

Lampiran : -

Perihal : **Balasan Izin Research**

Kepada Yth,

Ketua Institut Agama Islam Negeri Metro

Assalamualaikum. Wr . Wb

Menindak lanjuti surat No. B-0661/In.28/D.1/TL.00/03/2019, Perihal permohonan **Izin Research**. Maka dengan ini kami menyatakan bahwa mahasiswa berikut ini:

Nama : DWI PUSPITA SARI
NPM : 14121237
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS ON THE USAGE OF PREPOSITION ERRORS AT THE EIGHTH GRADE OF MTS ROUDHOTUL HUDA MULYOREJO I NORTH LAMPUNG.

Untuk itu kami memberikan izin melakukan **research** di MTs Roudhotul Huda Mulyorejo I, pada tahun 2018/2019.

Demikian surat izin ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Wassalamualaikum. Wr. Wb

Mulyorejo I, 25 Maret 2019
Kepala Madrasah



TRISWANTO, S.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0660/In.28/D.1/TL.01/03/2019

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

Nama : DWI PUSPITA SARI
NPM : 14121237
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS ROUDHOTUL HUDA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE USAGE OF PREPOSITION ERRORS IN WRITING RECOUNT TEXT AT THE EIGHT GRADERS OF MTS ROUDHOTUL HUDA MULYOREJO I NORTH LAMPUNG".
 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 : 21 Maret 2019

Mengetahui,
Pejabat Setempat

TRISWANTO, S.Pd.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA⁸⁷
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-185/In.28/S/OT.01/03/2019

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

Nama : Dwi Puspita Sari
 NPM : 14121237
 Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121237.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Maret 2019
 Kepala Perpustakaan

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



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 Website: www.tarbiyah.merouniv.ac.id, email: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Dwi Puspita Sari Fakultas / Jurusan : Tarbiyah / TBI
 NPM : 14121237 Semester : IX

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1	16/11-2018	Revisi Postnote & Bibliography	
2	23/11-2018	Revisi Chapter I	
3	5/12 2018	Revisi Chapter II	
4	12/12 2018	Revisi Chapter III	
5	14/12 2018	Acc Seminar	

Diketahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 197506102008011014

Dosen Pembimbing I

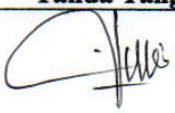



Drs. Kuryani, M.Pd
 NIP. 19620215 199503 1 001



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 Website: www.tarbiyah.merouniv.ac.id, email: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Dwi Puspita Sari Fakultas / Jurusan : Tarbiyah / TBI
 NPM : 14121237 Semester : VIII

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1	Senin / 4-june-2018	Revise Background of stud.	
2	Senin / 20 Agustus 2018	Acc ch-I Continue to ch-II	
3	Senin - 17/09-18	Insert Error analysis theory in your ch-II	
	Senin 1/10-18	Acc ch-II Continue to ch-III	

Diketahui :
 Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd.
 NIP. 197506102008011014

Dosen Pembimbing II


Trisna Dinillah Harya, M.Pd.
 NIP. 19830511 200912 2 004



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Dwi Puspita Sari Fakultas / Jurusan : Tarbiyah / TBI
 NPM : 14121237 Semester : IX

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1	Selasa 23/10-18	Please elaborate more data collecting technique!	
2	Selasa 30/10-18	Elaborate more about Triangulation.	
3	Selasa 6/11-18	Please explain more what will you do in your research in Data collecting technique!	
4	Selasa 13/11-18	Acc ch-III, Continue to 1st Advisor	

Diketahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 197506102008011014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
 NIP. 19830511 200912 2 004





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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Dwi Puspita Sari Fakultas / Jurusan : Tarbiyah / TBI
NPM : 14121237 Semester : X

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1	5 03 2019	- Analisis Guidance: what, why, how	
2	13 03 2019	Acc IPD	

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

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



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Dwi Puspita Sari Fakultas / Jurusan : Tarbiyah / TBI
 NPM : 14121237 Semester : X

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1	28/06 2019	<ul style="list-style-type: none"> - Lembar kerja siswa - Lembar pengantar kerja siswa - Revisi materi konil - iservisi 	
2	01/07 2019	- Revisi Chap 10 & 11	
3	04/07 2019	Acc Bab 10 & 11 Acc Mumpung	

Diketahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 197506102008011014

Dosen Pembimbing I

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

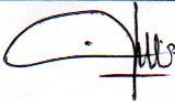


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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Dwi Puspita Sari Fakultas / Jurusan : Tarbiyah / TBI
NPM : 14121237 Semester : X

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1	29/01/2019.	Revise Instrument syllabus, and interview sheet.	
2	Rabu 13/2 - 19.	Revise IPD, please make a clear question	
3	Rabu 27/02-19	Acc IPD	

Diketahui :
Ketua Jurusan TBI

Dosen Pembimbing II

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NIP. 197506102008011014

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Dwi Puspita Sari
 NPM : 14121237

Jurusan : TBI
 Semester : X

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 8/5/2019	Revise ch. IV	
2	Rabu 15/5/2019	Revise the Analyse the data	
3	Rabu 19/6/2019	Explain briefly about the error.	
4	Rabu 26/6/2019	Acc ch. IV - V	

Mengetahui :
 Ketua Jurusan Tarbiyah

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Dosen Pembimbing II

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CURRICULUM VITAE



The researcher was born at Bunga Mayang, North Lampung on January 21st 1997. She comes from Javanese family descent and she is the second child of two siblings of the of the harmonious couple Bapak Haryono and Ibu Tugiyem.

She was started her education at State Elementary School 2 Isorejo. After finishing her study at the school, she continue study to State Junior High School 01 Bunga Mayang. Talking about school, the researcher would like to study at Islamic school. She was selected MA Tri Bhakti At-taqwa East Lampung and she was decide to stay at Islamic boarding school Tri Bhakti At-taqwa. She has been studying at English Education of State Institute for Islamic Studies of Metro.