AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN NARRATIVE COMPOSITION MADE BY THE ELEVENTH GRADE STUDENTS OF SMAN 1 BABAT TOMAN MUBA

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S. Pd)

By

MELISA UTARI
NIM. 12250087

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH
ISLAMIC STATE UNIVERSITY
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Hal   : Pengantar Skripsi

Kepada Yth.
Bapak Dekan Fakultas Tarbiyah UIN
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Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN NARRATIVE COMPOSITION MADE BY THE ELEVENTH GRADE STUDENTS OF SMAN 1 BABAT TOMAN MUBA"**, ditulis oleh saudari **Melisa Utari** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.
        Demikianlah terima kasih.

Wassalamu'alaikum Wr, Wb.

Palembang, 10 April 2017

Pembimbing I

Dr. Dian Erlina, M. Hum
NIP. 197301021999032001

Pembimbing II

Beni Wijaya, M. Pd
NIK. 14020110992

SURAT PERNYATAAN

Bersama ini saya menyatakan bahwa skripsi saya berjudul **"An Error Analysis on the Use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 Babat Toman MUBA"**, adalah benar hasil kerja saya sendiri. Apabila tenyata skripsi tersebut dikemudian hari terbukti secara jelas bukan hasil kerja saya, saya bersedia diberi sanksi sesuai pasal 70 Undang-undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional yang berbunyi: "Lulusan yang karya ilmiah digunakan untuk mendapat gelar akademik, profesi atau vokasi sebagaimana dimaksud dalam pasal 25 ayat (2) terbukti merupakan jiplakan dipidana penjara paling lama dua tahun atau pidana denda uang paling banyak sebesar Rp. 200.000.000 (Dua Ratus Juta Rupiah)".

Demikian pernyataan ini saya buat dengan sebenarnya.

Palembang, 28 April 2017

Yang Menyertakan,

Melisa Utari
NIM. 12250087

DEDICATION AND MOTTO

DEDICATION

This thesis is dedicated to:

- ❖ My beloved Allah SWT and prophet Muhammad SAW who always guide me and take care of me to be a good person.
- ❖ My beloved parents "Zainali and Markonah, A.Md" also my grandfather "H. Mahyah" who always have sincerity to grow up, educate, guide, accompany and pray for me until getting success and accomplish this thesis.
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MOTTO :

"Do not put off doing a job because nobody knows whether we can meet tomorrow or not"

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The writer,

Melisa Utari
NIM 12250087

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Keywords*: Preposition errors, Jha's classification, narrative composition*

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AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN NARRATIVE COMPOSITION MADE BY THE ELEVENTH GRADE STUDENTS OF SMAN 1 BABAT TOMAN MUBA

Melisa Utari

Melisautari14@yahoo.com

Abstract: The objectives of the study were: 1) to find out the types of errors on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA, 2) to find out the most frequent type of errors on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA. Thirty eight students were asking to write narrative composition in English based on the topics provided in forty five minutes. This study was a descriptive qualitative research which was describing the reality behind phenomenon deeply and descriptively. This study analyzed the students' narrative composition based on classification of preposition error by Jha (1991). Meanwhile, the frequencies of errors were calculated in percentage. This study revealed: 1) the eleventh grade students of SMAN 1 Babat Toman MUBA as the participants contributed three types of errors on the use of preposition in their narrative composition, those were (1) omission (23,47%), (2) insertion (26,08%), and (3) selection (50,43%), 2) the most frequent type of errors on the use of preposition contributed by the eleventh grade students of SMAN 1 Babat Toman MUBA on their narrative composition was selection with the occurrence 58 errors (50,43%).

Key words: *Preposition errors, Jha's classification, narrative composition*

INTRODUCTION

English is one of the most spoken languages in the world and widely accepted as a foreign language in many parts of the world. Bozkurt and Ataizi (2015, p. 155) explained that in the global networked world of the 21st century, English is acknowledged as lingua franca of the globe and World Wide Web. With the spread and development of English around the world, Hamra and Syatriana (2010, p. 27) suggested that English is the foreign language in Indonesia.

In learning English, there are four skills that should be learned by the students. They are listening, speaking, reading and writing. From those skill, writing is the most difficult skill among them. As mentioned by Choudhury (2013, p. 27), the four core language skills are listening, speaking, reading and writing where writing is obviously the most difficult skill for second and foreign language learners to master. He asserts that main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable.

In writing, the students can express their feeling to others, what felt, desired and thought with the written language. According to Harmer (2007, p. 112), writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. Since English is the foreign language in Indonesia, so it is not easy to master writing skill, it proven by the error found in students' writing. According to Rakasiwi (2008, p. 2), the low

writing ability is generated by difficulties in writing, the students are difficult to find the idea of writing and always make errors in learning those skill.

Errors in writing is the error which is inappropriate with certain grammar. Grammar has always been considered as an essential substance in teaching English especially in English as a foreign and second language generally (Mukundan & Roslim, 2009, p. 13). Learning grammar is something difficult to the students because there are many rules in grammar that cannot be ignored, the common errors often found in students' writing is the error on preposition. This statement is supported by Sudhakaran (2015, p. 1) who says that one major grammar error observed in both students' speech and writing is the error of preposition.

Seaton and Mew (2007, p. 132) define preposition as a word that connects one thing with another, showing how they are related. They assert that it is usually followed by a noun or pronoun. According to Mutmainna (2014, p. 3), prepositions can be categorized on the basis of their functions, for examples preposition for time (I will reach *at* five o'clock), place (He lives *in* Lahore), direction (Maria went *to* laboratory), agent (The room was painted *by* him), and instrument (She opened the locker *with* key). Therefore, most of the times the wrong use of prepositions changes the meaning of the sentence. As stated by Uddin and Alam (2015, p. 87), sometimes the meaning of a sentence depends on the preposition so much so that the using of wrong preposition totally changes the meaning of the sentence.

There are many types of text writing. They are descriptive, narrative, expository, and so on. From all those texts, narrative is easier to be analyzed and the students always made error in narrative composition. As explained by Yahya, Ishak, Zainal, Faghat and Yahaya (2012, p. 117), more errors were made in the narrative compositions compared to the descriptive compositions. According to Negrila and Ionel (2012, p. 1), a narrative text tells an imaginary story, although some narratives may be based on facts. Since the eleventh grade students of senior high school level learned about narrative text, it is related to the problem in which the use of preposition in narrative composition. As stated by Abdullah (2015, p. 1), one that must be considered when writing a narrative composition is a preposition.

Based on research's preliminary visit, when researcher did an informal interview to the teacher of English and the students of SMAN 1 Babat Toman. The teacher said that the students had some difficulties to write paragraphs, especially the paragraphs that described past event, because many students made mistakes in writing. Furthermore, the students said

that it was hard to choose the types of verb when making paragraphs in past event, such as narrative text. They were difficult in using English preposition because there were differences in their first language and English preposition.

Then, the test was conducted to the students which aimed to get the sample of this research by choosing the most errors made by every eleventh grade students. The test consisted 25 items were empty in a narrative composition. The students were asked to complete the sentence with the correct preposition. As the result, from 90 students, there were 63 students (15 students from XI IPA.1, 11 students from XI IPA.2, 12 students from XI IPS.1, 13 students from XI IPS.2, 12 students from XI IPS.3) whose scores were below 70. Therefore, error on the use of preposition became a serious problem in learning English especially for the foreign language learners such as the students of SMAN 1 Babat Toman MUBA.

From the above statement, it is important to analyze the error on the use of preposition in students' narrative composition, especially the eleventh grade students because they have learned narrative text (Since junior high school until senior high school) in addition, narrative composition many using preposition.

CONCEPT OF ERROR

In order to analyze learners' errors in a proper preposition, it is crucial to make a distinction between, mistake and error. To distinguish between these two concepts, Ellis (1997, p. 17) suggests two ways: the first one is to check the consistency of the learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is an error.

Therefore it can be concluded that error occur because the learner does not know what is correct, it usually made due to the lack of knowledge. This means that they do not aware, knowing and understand the patterns of the language used. Meanwhile, mistake occur because the learner is unable to perform what they knows, sometimes the learner forgets, it usually accidental, they know it's wrong. This means that they are actually already aware, knowing and understand the specific pattern in using the language to be used.

SOURCES OF ERRORS

Uddin and Alam (2015, pp. 89-90) mention two sources errors made by the learners, there are:

1. Interlingual transfer

   When learners make errors because of the first language, those errors are known as interlingual errors.

2. Intralingual transfer

   Intralingual errors are created without reffering to L1 resources. The outcomes produced by the learner are non-existent in the second language but result from the misapplication of language rules.

CONCEPT OF ERROR ANALYSIS

Brown (2000, p. 218) defines that error analysis is the study of student's errors which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Furthermore, Hendriwanto and Sugeng (2013, p. 58) argue that error analysis is a technique for identifying, classifying, and explaining incorrect forms of a target language made by a learner. So, it can be concluded that error analysis is the processes to analyze those errors made by second and foreign language learners which can be identified, classified and described.

CONCEPT OF PREPOSITION

Seaton and Mew (2007, p. 132) define preposition as a word that connects one thing with another, showing how they are related. They asserts that it is usually followed by a noun or pronoun.

Azar (1999, p. A3) states that there are common prepositions, such as:

about	along	behind	between	during	like	out	till	up
above	among	below	beyond	for	near	over	to	upon
across	around	beneath	by	from	of	since	toward(s)	with
after	at	beside	despite	in	off	through	throughout	within
against	before	besides	down	into	on	under	until	without

CONCEPT OF PREPOSITION ERROR

According to Mustafa, Kirana and Bahri (2017, p. 49), errors in preposition can be regarded as lexical errors since the errors affect meaning and hence students will correct those errors by the time they have an adequate vocabulary. Meanwhile, Arjan, Abdullah and Roslim (2013, p. 168) stated that the confusion normally happens when the learners are uncertain about which prepositions to be used in almost similar contexts. Addition, most English prepositions have several different functions. Furthermore, Murshidi (2014, p. 173)

suggested that the different parts of speech in sentences could confuse the learners and let them make some prepositional errors such as omission, addition or selection the wrong preposition in English.

CLASSIFICATIONS OF PREPOSITION ERROR

Jha (1991, pp. 51-52) classifies three types of errors in relation to the use of preposition which can be detected in writings of learners.

1. Omission of Preposition

   In omission of preposition, the learners drop using any preposition in the sentence where it is obligatory as in:

   a. I woke up in the morning * 5 o'clock.

   b. My class started * 10 to 4 o'clock.

   c. I was waiting * the bus.

2. Insertion of Preposition

   In insertion of preposition, students supply preposition in the sentences where it is undesirable as in:

   a. I reached to the Campus.

   b. I saw to my teacher.

   c. I read the books since to 4 o'clock.

3. Selection of Incorrect Preposition

   In selection of incorrect preposition, students supply prepositions in their sentences which are not appropriate. This type of error as in:

   a. I came here in the 15th of July.

   b. I came in Campus at 10 o'clock.

   c. He has done it from a systematic manner.

CONCEPT OF WRITING

According to Harmer (2007, p. 112), writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. Furthermore, Yahya et al., (2012, p. 114) argue that writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narration or description, or to transform information into new texts, as in expository or argumentative writing. Therefore, writing is effective skill which can help them understand what they know with through a process, planning, drafting, editing and final version.

CONCEPT OF NARRATIVE COMPOSITION

According to Negrila and Ional (2012, p. 1), a narrative text tells an imaginary story, although some narratives may be based on facts. Furthermore, Gaetz, Lynne and Phadke (2011, p. 1) argue that in narrative composition, the writer creates a story that will not only entertain the readers, but will have a concluding point or message. Because narrative composition are the telling of personal stories, the writer is able to be more creative with the structure and organization. Therefore, narrative composition is the composition that attempts to explain the chain of past events, by observing the time sequence so that the reader as though experiencing the event.

METHODOLOGY

The researcher conducted this study by using descriptive qualitative method. The population of this research was all of the eleventh grade students at SMAN 1 Babat Toman MUBA. There were five classes (180 students) set as population. Then, In this study, the researcher took one class of all the eleventh classes as the sample of study by using purposive sampling. In this case, the researcher took class of XI IPA.1, consisting of 38 students as the sample of this study. It was chosen because based on research preliminary study, when the researcher conducting test to the students. The test result shows that in class XI IPA.1 many students made more errors than others. Therefore, class XI IPA.1 was chosen as the sample.

In this research, test was used to collect the data. the students were asked to write a narrative composition consisted of three generic structures (orientation, complication, resolution) about 120 - 150 words within forty five minutes. The students chose one of the topics given. The topics were: *Sangkuriang, Bawang Merah Bawang Putih, Malin Kundang, Danau Toba, Timun Mas.* In addition, before the test was distributed to the students, the researcher asked the validator first to validate whether the instrument test was valid or not.

In conducting this research, to find out the types of errors on the use of preposition in narrative composition made by the eleventh grade students, the procedures of error analysis proposed by Ellis (1997) were followed. Azar's concept (1999) was used to explain the types of preposition. The analysis of types of error based on classification of preposition error by Jha (1991). Then, to find out the most frequent type of error on the use of preposition in narrative composition made by the eleventh grade students, the percentage of errors was measured.

FINDINGS

After collecting the data from the students, the students' narrative composition were identified and described. Identification referred to selecting the sentences contributed preposition errors. Description referred to classifying the errors into types of preposition errors based on Jha's classification (1991) which consisted of omission of preposition, insertion of preposition, and selection of preposition. The identification and description were figured out in the following table:

Table 1

Identification and Classification of Preposition Errors

No	Identified Sentence and Phrase	Classification of Errors
1	He went to home and he met.....	Insertion
2	In the sea, the sky instanly overcast	Selection
3	He turned into to stone	Insertion
4	One day, * Sumatra region, there lived a poor family	Omission
5	In some time, he to went sailing in his hometown with....	1) Selection 2) Insertion 3) Selection
6	....the lesson of the rural sector	Selection
7	Malin Kundang married ***** a famous girl	Omission
8	Malin encourage her to she fell	Selection
9	The fish turned to a beautiful princess	Selection
10	....part of the island on Sumatra	Selection
11	Malin was married * a beautiful girl named Ningrum	Omission
12	After marriage they plan *go to honeymoon	1) Omission 2) Selection
13	The stone was called the stone * Malin Kundang	Omission
14	He lived in the seashore with his mother	Selection
15	Malin still * his argument and....	Omission
16	The mother had to work of hard	Insertion
17	Almost all the activity in home....	Selection
18	Bawang Putih went down along the fast-flowing river	Selection
19	Bawang Putih until finally reached at the river that flows into the cave.	1) Insertion 2) Insertion
20	Malin Kundang to became very rich	Insertion
21	Wife * Malin wanted to know about her husband * his hometown and others	1) Omission 2) Omission
22	....look birthmark at her mother's arm	Selection
23	....migrated to look from work	Selection
24	After marriage they plan * go on honeymoon	Omission
25	....go home to the page until meet his mother in the village	Selection
26	....and after the time living in the city	Selection
27	There is a princess on West Java	Selection
28	Sangkuriang tell the event * his mother	Omission

29	After years * wandering, Sangkuriang was finally <u>for</u> back * homeland	1) Omission 2) Insertion 3) Omission
30	Stray <u>on</u> the northern part of....	Selection
31	The application is accepted <u>of</u> condition that....	Selection
32	....and finally <u>after</u> Malin expectation disappear	Insertion
33	<u>In</u> he hoped <u>of</u> when he returned	1) Insertion 2) Insertion
34	Malin lot to learn about seamanship cruise <u>on</u> the crew	Selection
35	In the middle <u>on</u> the journey	Selection
36	Malin Kundang <u>in</u> was favored by.....	Insertion
37	....and perseverance <u>on</u> work	Selection
38	His mother cursed Malin Kundang * a stone	Omission
39	They lived * Bulaga	Omission
40	....<u>on</u> the age of 17 years	Selection
41	He rarely visited <u>to</u> his mother	Insertion
42	....with his friend <u>on</u> the village	Selection
43	He lived with his mother <u>off</u> the coast	Selection
44	They lived <u>on</u> peace and harmony	Selection
45	....to shore <u>in</u> near their village	Insertion
46	His wife did not know * the actual Malin	Omission
47	....because he wanted <u>for</u> improve his family life	Selection
48	His mother did not <u>to</u> allow him	Insertion
49	She was concerned <u>by</u> Malin	Selection
50	<u>In</u> he hoped <u>of</u> later when he returned to his hometown	1) Insertion 2) Insertion
51	Malin Kundang stranded <u>of</u> the beach	Selection
52	With tenacity and perseverance * work	Omission
53	....every day waiting <u>on</u> him	Selection
54	Saw two people standing <u>of</u> the dock	Selection
55	One day, <u>at</u> a village....	Selection
56	Every day she <u>to</u> spends her time alone	Insertion
57	She want * had children	Omission
58	The middle <u>on</u> the road....	Selection
59	Mbok Sarni told <u>to</u> Timun Mas <u>for</u> run	1) Insertion 2) Selection
60	Sangkuriang had a magic powers <u>of</u> like his father	Insertion
61	.... hunting <u>on</u> the woods	Selection
62	Sangkuriang told Tumang * catch prey	Omission
63	Arrived <u>in</u> home	Selection
64	She saw marks cut <u>in</u> his forehead	Selection
65	He uses supernatural powers * call the genie	Omission
66	.... <u>for</u> make the morning	Selection
67	The mother had <u>of</u> work hard	Selection
68	Malin went to the big city <u>with</u> using a vessel	Selection
69	.... standing on the dock <u>on</u> the ship	Selection
70	....depend <u>in</u> forest yield	Selection
71	* this island he met an old lady	Omission
72	He realized that old <u>of</u> woman	Insertion

73	Malin had of change into stone	Selection
74	Within after he threw....	Insertion
75	He was amazed * see the fish scales	Omission
76	Consternation between the villagers	Selection
77	The farmers without flaws on his life	Selection
78	At time, his son always made irritated his father	Selection
79	Farmer's wife always remind for farmer to be patient on them	1) Insertion 2) Selection
80	Son disappeared * a trace	Omission
81	The trace * the farmer legs	Omission
82	Toba went to the river to fishing	Selection
83	Toba's of house	Insertion
84	Toba fell in love to a young woman	Selection
85	Toba is very angry by Samosir	Selection
86	You're a child * fish	Omission
87	.... and island * Samosir	Omission
88	The giant asked promise for take Timun Mas	Selection
89	He knew that he was deceived to husband and wife	Selection
90	When back home in the kingdom	Selection
91	Has a timeless of beauty	Insertion
92	The kingdom has changed to completely	Insertion
93	Giant to passed their residence	Insertion
94	At when Timun Mas 17th....	Insertion
95	The mother * Bawang Merah	Omission
96	She followed * the river....	Omission
97	Upon knowing of Bawang Putih....	Selection
98	Come on her grandmother	Selection
99	....with his friend at village	Selection
100	Malin wanted to sent her to away	Insertion
101	On the first time, his mother didn't allow him to go	Selection
102	Malin did not come back after his father did	Selection
103	He went sailing back with by his wife	Insertion
104	Malin went to the city for find a job	Selection

Note: * (omission error)

From the table 1, it could be seen that 115 preposition errors found in students' narrative composition. Those 115 errors appeared in each types of errors. The frequency and the percentage of types of errors could be seen in the following table:

Table 2

Frequency and Percentage of Errors

Types of Errors	Frequency	Percentage
Omission	27	23,47%
Insertion	30	26,08%
Selection	58	50,43%
Total	115	100%

1. Omission $= \dfrac{2}{1} \; X \; 100\% = 23{,}47\%$

2. Insertion $= \dfrac{3}{1} \; X \; 100\% = 26{,}08\%$

3. Selection $= \dfrac{5}{1} \; X \; 100\% = 50{,}43\%$

DISCUSSION

       Based on the findings of the study, it could be concluded that the types of preposition error that occurred in students' narrative composition were: omission (23,47%), insertion (26,08%) and selection (50,43%). This study revealed that the most frequent type of preposition error contributed by the eleventh grade students of SMAN 1 Babat Toman MUBA on their narrative composition was selection with the occurrence 58 errors (50,43%). Selection is marked by the supply prepositions in their sentences which are not appropriate (Jha, 1991, p. 52).

       The finding was similar as what found in the reseach conducted by Giantik (2016) that showed Selection became the most frequent type of errors with the frequency 52,7%. In this research, selection errors happened in all kinds of preposition. In this research, selection errors happened in all kinds of preposition. As Tetreault and Chodorow (2008, p. 865) state that the selection of a preposition for a given context also depends upon the intended meaning of the writer ("we sat at the beach", "on the beach", "near the beach", "by the beach"). Selecting the right preposition is the particularly difficult challenge to learners of English as a second language (ESL) (Tetreault, Foster & Chodorow, 2010, p. 353). Meanwhile, Huang, Shao and Chen (2016, p. 890) argue that the ambiguity of preposition selection not only causes confusion to non-native learners, but also makes challenges in natural language processing.

       Furthermore, these finding was also similar with a research by Tahaineh (2010). The research was conducted in Jordanian University, Jordania, Arab. These research found substitution errors or selection of incorrect preposition as the highest percentage with the frequency 78%. The prepositions proven to be the most common in use and the most difficult ones for the learners in this study are by, in, on, to, with, of, from, for and at. The majority of errors are the result of the learners' mother tongue interference as the major source. It was supported by Uddin and Alam (2015, p. 87) stated that the importance of using appropriate preposition can not be ignored. They also mentioned that most of the times the wrong use of prepositions changes the meaning of a sentence.

       In fact, some of students did the error of using preposition, whether in preposition to, of, on, in etc. Therefore, the students confused choosing the right preposition because for

the second language learner, prepositions can be perceived as one of the difficult topics to be mastered (Arjan et al., 2013, p. 167). According to Uddin and Alam (2015, p. 89), that is called interference, which becomes one of the sources of the errors in the second language. They also stated that when learners make errors because of the first language, those errors are known as interlingual errors.

From all discussions above, it can be summarized that the eleventh grade students of SMAN 1 Babat Toman MUBA who learn English as a foreign language tend to supply prepositions in their sentences which are not appropriate because to non-native learners it was challenges in natural language processing. Moreover, for the second language learner, preposition can be perceived as one the difficult topics to be mastered. Thus, the teachers pay more serious attention to the most serious problems because solving these problems would hasten the students' progress in writing to be more better. Furthermore, it was highly important to teach preposition first, as it was the most dominant and the most frequent, giving more attention to preposition and presenting the central meaning of each preposition.

CONCLUSIONS

From this research, there were some important informations that had been collected from the eleventh grade students of SMAN 1 Babat Toman MUBA in their narrative composition in term of preposition errors by using Jha's classification (1991). Based on the findings and discussion, the researcher concluded that:

Firstly, the eleventh grade students of SMAN 1 Babat Toman MUBA as the participants contributed three types of errors on the use of preposition in their narrative composition, those were (1) omission (23,47%), (2) insertion (26,08%) and (3) selection (50,43%).

Secondly, this research revealed that the most frequent type of errors on the use of preposition contributed by the eleventh grade students of SMAN 1 Babat Toman MUBA on their narrative composition was selection with the occurrence 58 errors (50,43%). Selection errors indicated that the students faced some difficulties in using preposition and it also implied that the students supply prepositions in their sentences which are not appropriate.

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CHAPTER I
INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; (4) limitation of the study; and (5) significance of the study.

1.1. Background

English is one of the most spoken languages in the world and widely accepted as a foreign language in many parts of the world. Bozkurt and Ataizi (2015, p. 155) explained that in the global networked world of the 21st century, English is acknowledged as lingua franca of the globe and World Wide Web. They assert that as a powerful language with which knowledge is created, articulated or exchanged, English is also one of the robust dynamics of globalization as it functions as an international language to bridge nations and unite the globe. Besides that, English nowadays also considered a powerful language in the world to transfer information and communication technologies for those in the very early stages of education (Pim, 2013, p. 17).

With the spread and development of English around the world, Hamra and Syatriana (2010, p. 27) suggested that English is the foreign language in Indonesia. English subject must be taught to the students from elementary school until higher education, so the students were easy to understand and interact in various aspects by using English. As stated by Mustafa, Kirana and Bahri (2017, p. 40), in Indonesia, English is taught as a foreign language starting from high school to university. They asserts that most high schools offer two classes of

English a week every semester throughout the two levels of high schools, i.e. junior and senior high schools, which take three years for each. For undergraduate university level, only two credits are offered.

In learning English, there are four skills that should be learned by the students. They are listening, speaking, reading and writing. From those skill, writing is the most difficult skill among them. As mentioned by Choudhury (2013, p. 27), the four core language skills are listening, speaking, reading and writing where writing is obviously the most difficult skill for second and foreign language learners to master. He asserts that main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable. Moreover, Suhuri (2001, p. 1) claims that as a teacher of English, he found that writing English is the most difficult skill to acquire, because one of the problems is on its system which is different from Indonesian language.

In writing, the students can express their feeling to others, what felt, desired and thought with the written language. According to Harmer (2007, p. 112), writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. Furthermore, Yahya, Ishak, Zainal, Faghat and Yahaya (2012, p. 114) argue that writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narration or description, or to transform information into new texts, as in expository or argumentative writing. At last, the quality of writing can showed students' ability in using English vocabularies and the ability in understanding English rules.

Huy (2015, p. 53) states that writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably. However, the ability to write well is not a naturally acquired skill. Writing skills must be practiced and learned through experience. As explained by Yahya et al., (2012, p. 114), the ability to write well is not an inborn skill. They also explained that it is usually learned through a set of instructional practices. Therefore, writing skill is needed to be mastered by students.

Since English is the foreign language in Indonesia, so it is not easy to master writing skill, it proven by the error found in students' writing. According to Rakasiwi (2008, p. 2), the low writing ability is generated by difficulties in writing, the students are difficult to find the idea of writing and always make errors in learning those skill. Moreover, Harmer (2007, p. 96) claims that errors are mistakes which they can't correct themselves, therefore, need explanation. Errors in writing is the error which is inappropriate with certain grammar. Grammar is one of the component in language should be mastered so that we can use language well and can be understood by other (Anjayani, 2016, p. 2). Grammar has always been considered as an essential substance in teaching English especially in English as a foreign and second language generally (Mukundan & Roslim, 2009, p. 13). Meanwhile, Okurkova (2008, p. 5) argues that grammar is an essential part of language learning, and that no one can have a claim against teaching it. Therefore, learning writing is not only a matter of habit, but also training accompanied by learning how to write with correct grammar.

Learning grammar is something difficult to the students because there are many rules in grammar that cannot be ignored, the common errors often found in students' writing is the error on preposition. This statement is supported by Sudhakaran (2015, p. 1) who says that one major grammar error observed in both students' speech and writing is the error of preposition. According to Arjan, Abdullah and Roslim (2013, p. 167), prepositions can be perceived as one of the difficult topics to be mastered by the second language learners. Meanwhile, Uddin and Alam (2015, p. 87) stated that preposition is a complex area which the learners find difficulty in using them correctly. Hence, the importance of using appropriate preposition cannot be ignored.

Seaton and Mew (2007, p. 132) define preposition as a word that connects one thing with another, showing how they are related. They assert that it is usually followed by a noun or pronoun. According to Mutmainna (2014, p. 3), prepositions can be categorized on the basis of their functions, for examples preposition for time (I will reach *at* five o'clock), place (He lives *in* Lahore), direction (Maria went *to* laboratory), agent (The room was painted *by* him), and instrument (She opened the locker *with* key). Meanwhile, Morgan (2014, p. 202) stated that prepositions are words which show a connection. He explained that Of, for example, is a simple preposition comprising one word, while complex prepositions, such as because of, and in comparison with consist of either two or three words. While the standard position for a preposition is immediately before its object (She put the book *in* her bag), a preposition phrase, which is a preposition plus its object, can also begin sentences for emphasis (*After* Monday

comes Tuesday). As well as this, there are cases where the object of a preposition is moved to the start of the sentence, with the preposition at the end (All tastes are catered *for*). From the above explanation, it can be concluded that important to know the correct use of prepositions. Therefore, most of the times the wrong use of prepositions changes the meaning of the sentence. As stated by Uddin and Alam (2015, p. 87), sometimes the meaning of a sentence depends on the preposition so much so that the using of wrong preposition totally changes the meaning of the sentence.

There are many types of text writing. They are descriptive, narrative, expository, and so on. From all those texts, narrative is easier to be analyzed and the students always made error in narrative composition. As explained by Yahya, et al., (2012, p. 117), more errors were made in the narrative compositions compared to the descriptive compositions. According to Negrila and Ionel (2012, p. 1), a narrative text tells an imaginary story, although some narratives may be based on facts. Basically, writing in narrative composition is to write down what is seen, what is heard, and what is perceived by writer. Hendriwanto and Sugeng (2013, p. 57) state that there are fourteen types of the grammatical errors of the students' narrative writing were found concerning verb tense, finite verbs, non-finite verbs, pronouns, prepositions, spelling, agreement of singular and plural, punctuation, contexts of usage, contexts of meaning, redundancy, word choices, word orders, and unintelligibility. Meanwhile, Watcharapunyawong and Usaha (2013, p. 67) suggest that in narration, the five most frequent errors found were verb tense, word choice, sentence structure, preposition, and modal/auxiliary.

Therefore, in this study, narrative is chosen as the instrument to investigate the errors, especially for EFL students.

Since the eleventh grade students of senior high school level learned about narrative text, it is related to the problem in which the use of preposition in narrative composition. As stated by Abdullah (2015, p. 1), one that must be considered when writing a narrative composition is a preposition. Error on the use of preposition often found in narrative composition made by the eleventh grade students. This is in line with the result of study done by Akhmar (2015, p. 2) which focus on An Error Analysis in Writing Narrative Made by the Eleventh Grade Students of SMK Teladan Sumatera Utara 1 Helvetia. The result of this research shows that there are some error found in narrative writing made by the eleventh grade students are the error in using past tense, preposition, adjective, adverb, article, possessive, conjunction, punctuation, capitalization and spelling. Meanwhile, Kartika (2016, p. 3) claims that the most common overgeneralization made by the eleventh grade students were error of preposition, error of article, errors of verb, error of word order, error of the tenses and error of gerund. Based on explanation above that is very important to learn preposition, especially the eleventh grade students. As stated by Arjan et al., (2013, p. 167), preposition needed to be taught because of the high level of importance in the grammatical system and eventually in the learning of the language. At last, preposition has a very important position in writing, without preposition the sentence would be difficult to understand.

Based on research's preliminary visit, when researcher did an informal interview to the teacher of English and the students of SMAN 1 Babat Toman. The teacher said that the students had some difficulties to write paragraphs, especially the paragraphs that described past event, because many students made mistakes in writing. Furthermore, the students said that it was hard to choose the types of verb when making paragraphs in past event, such as narrative text. They were difficult in using English preposition because there were differences in their first language and English preposition. They had to learn the new form and master all the prepositions. It makes learners got confused between their first language rule and English. They were difficult to understand how to use the right preposition in compositions they write.

Then, the test was conducted to the students which aimed to get the sample of this research by choosing the most errors made by every eleventh grade students. The test consisted 25 items were empty in a narrative composition. The students were asked to complete the sentence with the correct preposition. As the result, from 90 students, there were 63 students (15 students from XI IPA.1, 11 students from XI IPA.2, 12 students from XI IPS.1, 13 students from XI IPS.2, 12 students from XI IPS.3) whose scores were below 70. Therefore, error on the use of preposition became a serious problem in learning English especially for the foreign language learners such as the students of SMAN 1 Babat Toman MUBA.

From the above statement, it is important to analyze the error on the use of preposition in students' narrative composition, especially the eleventh grade students because they have learned narrative text (Since junior high school until

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senior high school) in addition, narrative composition many using preposition. Therefore, the researcher is interested in conducting a study entitled **An Error Analysis on the Use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 Babat Toman MUBA.**

1.2. Problems of the study

Based on the background of the study above, this study aims at answering the following questions:

1. What are the types of errors on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA?

2. Which is the most frequent type of errors on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA?

1.3. Objectives of the Study

Derived from the above questions, the study aims:

1. To find out the types of errors on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA.

2. To find out the most frequent type of errors on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA.

1.4. Limitation of the Study

This study is focused on analyzing errors on the use of preposition in narrative compositions made by eleventh grade students of SMAN 1 Babat Toman MUBA. Azar's concept (1999) was used to explain the types of preposition. Jha's classification (1991) was used to classify the types errors on the use of preposition made by the students. The error analysis on the use of preposition focused on narrative composition written by thirty eight students of eleventh grade IPA.1 of SMAN 1 Babat Toman (MUBA).

1.5. Significance of the Study

It is hoped that this study will give meaningful information for students in term of students' errors on the use of preposition. Moreover, students can get information for generating their awareness of their errors in writing compositions and helping student revise their composition more efficiently, especially in narrative composition. Then, this study is expected to help English teachers know the errors made by the students on the use of preposition in their writing composition, especially narrative composition. On the other hand, this study is expected to gives additional information and can increase knowledge for the researcher herself. Moreover, the researcher can know the kinds of errors on the use of preposition in narrative composition. In short, the results of this study is expected to be able to help other researchers who conduct research at the same subject and is able to be reference.

CHAPTER II
LITERATURE REVIEW

This chapter presents: (1) concept of error; (2) concept of error analysis; (3) concept of preposition; (4) concept of preposition error; (5) concept of writing; (6) concept of narrative composition; and (7) previous related studies.

2.1. Concept of Error

2.1.1. Definition

In language study phases, students not always use correct English. They will make mistakes and errors, when writing or speaking more freely (Harmer, 2007, p. 96). In order to analyze learners' errors in a proper preposition, it is crucial to make a distinction between, mistake and error. To distinguish between these two concepts, Ellis (1997, p. 17) suggests two ways: the first one is to check the consistency of the learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is an error. Furthermore, Keshavarz (2012, p. 61-62) argues that errors are regarded as rule governed since they follow the rules of the learner's interlanguage. Meanwhile, mistakes are random deviations, unrelated to any system, and instead representing the same types of performance mistakes that might occur in the speech or writing native speakers, such as slips of the tongue or pen, false starts, lack of subject-verb agreement in a long complicate sentence, and the like.

Moreover, Loke, Ali and Anthony (2013, p. 130) stated that mistakes are inevitable especially in the process of learning a new language. Furthermore,

Yahya et al., (2012, p. 117) argue that basically, error are unavoidable and they do occur for some reasons or other. They assert that L2 learners are non-native speakers of English who are strongly bound to the social and cultural aspects of their unique existence. In the course of learning and using foreign language, one of the most inhibiting factors in appears of making mistakes and errors. In the fact, "errors" and "mistakes" that are more correctly described as lapses (Sanal, 2007, p. 12).

However, error cannot be committed by native speaker of language. According to James (1998, p. 83), native speakers (NS) do not and cannot commit errors (of competence) since they know their language perfectly and comprehensively: they can only make mistake, when they are distracted and tired. He also asserts that the clearest and most practical deviances are divided into four types:

1. Slip, or alternatively lapses of the tongue or pen, or even fingers on a keyboard, can quickly be detected and self-corrected by their author unaided.

2. Mistake, can only corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of exact location and some hint as to the nature of the deviance, and we have a second-order mistake.

3. Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the

learner. In other words, errors require further relevant learning to take place before they be self corrected.

4. Solecisms are breaches of the rules of correctness as laid down by purists and usually taught in school, for example: 'split infinitives' and 'dangling participle'.

From the above statement, it can be concluded that mistake are inevitable especially in the process of learning a new language. Mistake are usually accidental, they know it's wrong. This means that they are actually already aware, knowing and understand the specific pattern in using the language to be used. While error cannot be committed by native speaker of language, it usually made due to the lack of knowledge. This means that they do not aware, knowing and understand the patterns of the language used.

2.1.2. Sources of Errors

Errors can be done by some sources. According to Jha (1991, p. 52), there are two sources of learner's errors, intralanguage interference and interlanguage interference.

1. Intralanguage interference

This transfer is positive when the rule of his mother tongue fits into the system of his target language. When the learner, after mastering his mother tongue, is exposed to a target language, it is a natural process language.

2. Interlanguage interference

   This transfer is negative when it does not conform to the system of the target language. The pull of mother tongue is responsible in three ways for the learners' errors.

   Brown (2000, p. 223) explained that the sources which influence second language learner in making error, there are:

1. Interlingual transfer

   In this stage, the system of the second language is familiar and the native language is the only previous linguistic system upon which the learner can draw. In the other word, the error is the result of transfer from the native language. The second language learners try to combine their information from their native language and second language they are learning.

2. Intralingual transfer

   In this stage, the second language learners have learned target language. They overgeneralized the information from target language in every structure of language the find.

3. Context of learning

   It refers to the situation in the case of untutored second language learning. The learners find different information from what they learn in class and the situation outside the class. It also can happen because of the incorrect information from the teacher.

4. Communication strategies.

Communication stategies were defined and related to learning style. Learners obviously use production strategies in order to enhance getting their messages error.

Uddin and Alam (2015, pp. 89-90) mention two sources errors made by the learners, there are:

1. Interlingual transfer

When learners make errors because of the first language, those errors are known as interlingual errors.

2. Intralingual transfer

Intralingual errors are created without reffering to L1 resources. The outcomes produced by the learner are non-existent in the second language but result from the misapplication of language rules.

They also said that there are some other reasons besides the two above mentioned main reasons such as defective teaching strategies, lacking of well written English grammar books or materials etc.

From the above explaination, it can be seen that sources which influence second language learner in making error such as intralanguage interference, interlanguage interference, intralingual transfer, interlingual transfer, context of learning, communication strategies and other reasons besides that such as defective teaching strategies, lacking of well written English grammar books or materials etc.

2.2. Concept of Error Analysis

Producing error can be perceived as a normal part of learning anything especially something as complex as a language, particularly, a foreign language. Processes to analyze those errors are called error analysis. According to Keshavarz (2012, p. 58), error analysis emerged as a reaction to the view of second language learning proposed by contrastive analysis theory, which say language transfer as the central process involved in second and foreign language learning. Moreover, Richards and Schmidt (2010, p. 201) stated that error analysis is the study of errors made by second and foreign language learners. He suggests that error analysis may be carried out in order to:

1. Identify strategies which learners use in language learning.

2. Try to identify the causes of learner errors.

3. Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.

Meanwhile, Brown (2000, p. 218) defines that error analysis is the study of student's errors which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Furthermore, Hendriwanto and Sugeng (2013, p. 58) argue that error analysis is a technique for identifying, classifying, and explaining incorrect forms of a target language made by a learner. Based on points of view above Ellis (1997, p. 15)) suggests four steps in analyzing students' errors, those are:

1. Identifying Errors

   In this step, the researcher must identify errors from data collection. For identifying error, the researcher must compare the sentence produced by students to the correct sentence in the target language.

   For example: *I sit <u>between</u> all of the students.*

   The correct form in target language is: *I sit <u>among</u> all of the students.*

   By comparing two sentences it can be seen that the student produces errors on the use of preposition where *between* is used when only two parties are involved instead of is used when more than two parties are involved.

2. Describing Errors

   After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they will be classified into the types of errors which consist of omission, insertion and selection. From example above, the student made error in selection of preposition where *between* is the selection of incorrect preposition.

3. Explaining Errors

   This step will explain why errors occur. This explanation concerns on the causes of errors. From example above, the researcher may consider that the student makes preposition error by using preposition *between* for more than two parties are involved instead of preposition *among* whether because of carelessness, first language or translation.

4. Error Evaluation

   In last step, the researcher evaluated the errors. Evaluating errors is essential if the error analysis is intended to identify students' problems so that teacher can help solve them. In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected.

   From the above definition, it can be concluded that error analysis is the processes to analyze those errors made by second and foreign language learners which can be identified, classified and described.

2.3. Concept of Preposition

   Seaton and Mew (2007, p. 132) define preposition as a word that connects one thing with another, showing how they are related. They asserts that it is usually followed by a noun or pronoun. Meanwhile, Humeid (2013, p. 102) argues that a preposition is used to express a relation between two entities, one is represented by the prepositional complement and the other is represented by another part of the sentence. Moreover, Murshidi (2014, p. 173) explained that preposition is a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause. Furthermore, Musliyanti (2012, p. 2) states that preposition is usually to show relationship, such as position, place, direction, time, manner, agent, possession, and condition, between object and another parts of sentence.

According to Morgan (2014, p. 202), prepositions are words which show a connection. He explained that *of*, for example, is a *simple preposition* comprising one word, while *complex prepositions*, such as *because of*, and *in comparison with* consist of either two or three words. While the standard position for a preposition is immediately before its object (She put the book *in her bag*), a preposition phrase, which is a preposition plus its object, can also begin sentences for emphasis (*After Monday* comes Tuesday). As well as this, there are cases where the object of a preposition is moved to the start of the sentence, with the preposition at the end (*All tastes* are catered *for*).

Azar (1999, p. A3) states that there are common prepositions, such as:

about	at	beyond	into	since	up
above	before	by	like	through	upon
across	behind	despite	near	throughout	with
after	below	down	of	till	within
against	beneath	during	off	to	without
along	beside	for	on	toward(s)	
among	besides	from	out	under	
around	between	in	over	until	

For examples:

	S	V	PREP		O of PREP
1.	The student	studies	*in*	the	*library.*

(NOUN)

	S	V	O	PREP		O of PREP
2.	We	enjoyed	the party	*at*	your	*house.*

(NOUN)

3. We went   *to the zoo   in the afternoon.*
                    (place)   (time)

4.   *In the afternoon*, we went to the zoo.

NOTE:

An important element of English sentence is the prepositional phrase. It consists of a preposition (PREP) and its object (O). The object of a preposition is a noun or pronoun. In (1): *in the library* is a prepositional phrase. In (3): In most English sentence, "place" comes before "time". In (4): Sometimes a prepositional phrase comes at beginning of a sentence.

Aarts and Aarts (1992, p. 58) divide preposition into two forms, they are one *word preposition* and *multi-word preposition.*

For examples:

1.   One-word preposition

at	*since*	*until*	*before*
from	*up*	*between*	*in*
with	*by*	*of*	

2. Multi-word preposition

according to *by means of* *in addition to*

as to *by virtue of* *in front of*

because of *in accordance with* *in spite of*

in terms of *on account of* *in behalf of*

out of *with regard of*

Based on its function, preposition can show place, time, direction and with special uses (Sargeant, 2007, p. 102)

1. Prepositions of Place

Some prepositions show where something happens. They are called prepositions of place.

For examples:

a. There's a wooden floor *underneath* the carpet.

b. Some geese flew *over* their house.

c. John and Sarah were hiding *inside* the wardrobe.

d. There was a tree *beside* the river.

e. I have a friend who lives *in* Wyoming.

f. Sally was sitting *under* a tree.

g. A big truck parked *in front of* their car.

h. The cat jumped *on top of* the cupboard.

i. One girl sits *in the middle of* the playground and the others dance round her.

2. Prepositions of Time

Some prepositions show when something happens. They are called prepositions of time.

For examples:

a. School starts *at* nine o'clock.

b. I brush my teeth *in* the morning and at night.

c. We're going to the zoo *on* Saturday.

d. No, you can't watch a video. It's *past* your bedtime already.

e. I visited my grandparents *during* the summer.

f. You must finish the work *by* Friday.

g. I'll do my homework *before* dinner.

h. "Mom, can you help me with my homework?" "Not now. You'll have to wait *until* this afternoon."

3. Prepositions of Direction

Some prepositions show where something is going. They are called prepositions of direction.

For examples:

a. The boys chased *after* each other.

b. The football rolled *down* the hill.

c. A man was walking his dog *along* the riverbank.

d. The freeway goes right *through* the city.

e. We were travelling *towards* Miami.

f. A girl went *past* them on a bike.

g. This road leads *away from* the stadium.

h. They watched the train pull *out of* the station.

4. Prepositions with Special Uses

Many prepositions are used in other ways. Here are some of them.

1) of

For examples:

a. I bought a bag *of* rice and a quart *of* milk.

b. Would you like a glass *of* orange juice?

c. Kathleen is a member *of* the chess club.

d. I need three pieces *of* paper.

e. Most *of* the children in my class like school.

f. There are several ways *of* cooking meat.

2) for

For examples:

a. I made this bookmark *for* Mom.

b. Is there room *for* me on this seat?

c. I'd like a new computer *for* Christmas.

d. We're going downtown *for* a meeting.

e. What's this bag *for*?

f. This word is too difficult for me to spell.

3) with

For examples:

a. He pounds nails in *with* a hammer.

b. Mix the flour *with* water.

c. She painted the picture *with* her new paints.

d. Would you like to come *with* us to the arcade?

e. I can do difficult problems *with* help from Mom.

f. Who is the man *with* the beard?

g. Michael came home *with* dirty hands.

h. Cross the busy street *with* care.

4) except and **instead of**

For examples:

a. I like all kinds of food *except* pasta.

b. Everyone likes chocolate *except* Tom.

c. We go to school every day *except* Saturday and Sunday.

d. You should eat fruit *instead of* candy.

e. Dad is coming to the theater with us *instead of* Mom.

f. We could watch TV *instead of* reading our books.

5) like, as and **than**

The words *like, as* and *than* are used to compare things.

For examples:

a. Kathleen looks *like* her dad.

b. Andrew smiles *like* his mother.

c. Peter sings *like* a professional singer.

d. Are these shoes the same *as* those?

e. Sue is nearly as tall *as* the teacher.

f. My backpack is bigger *than* John's.

g. Dad is taller *than* all of us.

h. This painting is more beautiful *than* that one.

i. The neighborhood streets are less busy *than* downtown streets.

From definition above, it can be concluded that a preposition is a word that shows the relationship between two words in a sentence and usually followed a noun or pronoun. These relationships include those of time, position, direction, and various degrees of mental and emotional states.

2.4. Concept of Preposition Error

The errors is unavoidable in the learning process of English as a foreign language for Indonesian learners, especially the error on the use of preposition. According to Mustafa et al., (2017, p. 49), errors in preposition can be regarded as lexical errors since the errors affect meaning and hence students will correct those errors by the time they have an adequate vocabulary.

Since there are many prepositions in English, these errors are due to incomplete learning of the rules. It takes time for the students to learn the usage of the large number of prepositions. Arjan et al., (2013, p. 168) stated that the confusion normally happens when the learners are uncertain about which prepositions to be used in almost similar contexts. Addition, most English prepositions have several different functions. Furthermore, Murshidi (2014, p. 173) suggested that the different parts of speech in sentences could confuse the learners and let them make some prepositional errors such as omission, addition or selection the wrong preposition in English.

Thus, learners often become frustrated when trying to determine prepositional meanings and when trying to use them appropriately. Error on the use of prepositions are usually found in students' writing. As stated by Mustafa et al., (2017, p. 49), errors in preposition were also dominant in the essays.

2.4.1. The Classifications of Preposition Error

Jha (1991, pp. 51-52) classifies three types of errors in relation to the use of preposition which can be detected in writings of learners.

1. Omission of Preposition

   In omission of preposition, the learners drop using any preposition in the sentence where it is obligatory as in:

   a. I woke up in the morning 5 o'clock.

   b. My class started 10 to 4 o'clock.

   c. I was waiting the bus.

   d. I explained my teacher why I was late.

   e. I came my lodge.

2. Insertion of Preposition

   In insertion of preposition, students supply preposition in the sentences where it is undesirable as in:

   a. I reached to the Campus.

   b. I saw to my teacher.

   c. I read the books since to 4 o'clock.

   d. He has described about the incident.

   e. My teacher entered into the class.

3. Selection of Incorrect Preposition

In selection of incorrect preposition, students supply prepositions in their sentences which are not appropriate. This type of error as in:

a. I came here in the 15th of July.

b. I came in Campus at 10 o'clock.

c. My father prevented me to go to the film.

d. He has done it from a systematic manner.

Furthermore, Uddin and Alam (2015, p. 88) mentioned three types of errors that regarding the use of preposition which can be found in writing of learners.

1. Omission of Preposition

The learners drop using any preposition that is necessary for the correct interpretation of the sentence as in:

a. They are going university.

b. He walked three hours.

c. He wakes up 5 o'clock in the morning.

d. She is laughing me.

2. Insertion of Preposition

The learners include a preposition that should not be used in a sentence as in:

a. They discussed about the matter.

b. We reached at the station at 5 p.m.

c. He has described about the accident.

d. I am going to home.

3. Choosing of Incorrect Preposition

The learners use any preposition in a sentence instead of the correct one as in:

a. I have been reading from morning.

b. He prevented me to go there.

c. He broke the lock by a hammer.

d. Alcohol taking is harmful for health.

From the above statement, it can be concluded that preposition error are the student's errors on the use of preposition like omission of preposition, insertion of preposition and selection of preposition inappropriately in writing sentences.

2.5. Concept of Writing

Writing is not simply a way for students to demonstrate what they know. It is a way to help them understand what they know. In writing, the students can express their feeling to others, what felt, desired and thought with the written language. According to Harmer (2007, p. 112), writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. Furthermore, Furthermore, the importance of writing is contained in verse of Alquran which was first revealed to the Prophet Muhammad SAW. Are as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ﴿٢﴾

إِقْرَأْ وَ رُبُّكَ الأَكْرَامُ﴿٣﴾بِاعَلَميلَّذا لْقَلَمْ﴿٤﴾عَلَمَ الا نْسَا نَ مَا لَمْ يَعْلَمْ﴿٥﴾

"Read, in the name of thy Lord who createth(1), he has created human from a clot of blood(2), read, and thy Lord is the most gracious(3), who teaches (human) by

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the pen(4), he taught human what he did not know(5)".

In the above verse it is clear if literary culture is very influential on civilization and also affect the awareness and behavior of Muslims to cultured read and write.

One the objectives of English language teaching is to give students an effective writing skill. According to Huy (2015, p. 53), writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably. Moreover, Hussain, Hanif, Asif, and Rehman (2013, p. 831) stated that writing skill is the most complicated skill because it requires much concentration, conscious efforts and practice in composing, developing and finalizing. However, the ability to write well is not a naturally acquired skill. Writing skills must be practiced and learned through experience. As explained by Yahya et al., (2012, p. 114), the ability to write well is not an inborn skill. They asserts that it is usually learned through a set of instructional practices. Therefore, writing skill is needed to be mastered by students.

Harmer (2004, pp. 4-5) explained that there are some stages in writing process as the following:

1. Planning

    In this stage, the students should plan what they are going to write. The students can make list of all ideas in their mind related to the topic they want to write.

2. Drafting

    In this stage, the students write the rough draft or the first draft with a hope it can be revised later to make it better and well organized.

3. Editing

In this stage, the students can read their rough draft and check whether the order of information is clear, there is no confusing or ambiguous meaning from the sentences, and they can check the structure of the sentence.

4. Final Version

After the students edit the rough draft and rewrite it, the students can produce the final draft. Because of some changes in editing process, the students can produce the better draft.

Furthermore, Oshima and Hogue (2007, pp. 15-18) suggest four steps in writing process as the following:

1. Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

2. Organizing

The next step in the writing process is to organize the ideas into a simple outline.

3. Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper.

4. Polishing: Revising and Editing

In this step, you polish what you have written. This step is also called *revising and editing*. Polishing is most successful if you do it in two steps. First, attack

the big issues of content and organization (*revising*). Then work on the smaller issues of grammar, punctuation, and mechanics (*editing*).

From the above explanation, it can be concluded that writing is effective skill which can help them understand what they know with through a process, planning, drafting, editing and final version.

2.6. Concept of Narrative Composition

Writing is the process in which someone tries to produce something in written form, in this case in certain genre of text or composition. A composition is a piece writing that consists of one or mere paragraph. According to Hamza (2009, p. 3), one of the distinctive types of writing is a composition which is defined as a piece of writing made up of one or more paragraphs talking about a definite theme or subject. Whereas, narrative paragraph is paragraph that explain background, plot, and characters involved in a narrative composition.

Coffman and Reed (2010, p. 5) stated that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending. Then, narrative becomes part of how people understand the world they live in and they serve as a way of communicating that understanding to others. As stated by Meyers (2005, p. 52), narrative is one of the most powerful ways of communicating with others. According to Negrila and Ional (2012, p. 1), a narrative text tells an imaginary story, although some narratives may be based on facts. They assert that narratives are written in many different forms and each form has distinctive characteristics.

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Regarding, the generic structure of narrative text; Anderson and Anderson (2003, p. 6) explained three steps in constructing a narrative are. They are orientation, complication, and resolution.

1. Orientation, the writer tells the audience who is in the story, when it is happening where it is happening and what is happening.

2. Complication, the writer tells about something that will begin a chain of events.

3. Resolution is the ending of the story, it shows how the characters deal with the problem.

According to Negrila and Ional (2012, p. 1), there are many types of narrative texts: folktales, fairytales, fables, myths, legends, science-fiction, short stories, picture-story books and ballads, but also narration of past events, past experiences, incident reports, trip reports and other forms of military writing that may include narration etc. Basically, writing in narrative composition is to write down what is seen, what is heard, and what is perceived by writer. Gaetz, Lynne and Phadke (2011, p. 1) argue that in narrative composition, the writer creates a story that will not only entertain the readers, but will have a concluding point or message. Because narrative composition are the telling of personal stories, the writer is able to be more creative with the structure and organization. From the above explanation, it can be concluded that the narrative composition is the composition that attempts to explain the chain of past events, by observing the time sequence so that the reader as though experiencing the event.

2.7. Previous Related Studies

The reseacher finds out some previous studies which are related to the present study. First, "Arab EFL University Students' Errors in the Use of Prepositions" written by Thaineh (2010). The aim of this research was to find out the kinds of errors and the most frequent errors made by Jordanian 1st-, 2nd- and 3rd- year university EFL students in using prepositions. The findings of this study showed that from 2290 errors found in 162 students' writing, the highest percentage in *substitution* errors or selection of incorrect preposition were 78% (consists of 1783 errors). The prepositions proven to be the most common in use and the most difficult ones for the learners in this study are *by* (324 errors), *in* (259 errors), *on* (221 error), *to* (220 errors), *with* (206 errors), *of* (203 errors), *from* (181 errors), *for* (163 errors) and *at* (124 errors). The similarity of previous study and present study, they both focus on errors on the use of preposition in students' writing. The differences of previous study and present study were as follows: (1) the previous study analyzes preposition error in free compositions while present study analyzes preposition error in narrative composition, (2) the sample; previous study used the students of University while present study used the eleventh grade students of SMA.

Second, "An Analysis of the Grammatical Error in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta" written by Hendriwanto and Sugeng (2013). This research aimed at finding out the types of grammatical error and the causes of grammatical error in the students' narrative writing. The result of this study showed there were 51 preposition errors. The similarity of previous

study and present study, they both focus on analyze preposition error in narrative writing. The differences of previous study and present study were; (1) the previous study not only analyzes error on the use of preposition in narrative writing but also analyzing errors in punctuation and verbs tense, while present study focuses only in analyzing preposition error in narrative writing, (2) the sample; previous study used the students of first grade while present study used the eleventh grade students of SMA.

Third, "Preposition Error Analysis on the Students' Descriptive text of MAN Mejayan in Academic Year 2015/2016" written by Giatik (2016). The aim of this research was to find out the types of errors and to find out the most frequent error types made by first grade students in using preposition. The findings showed that students made three types of errors based on Jha's Theory: omission (67 errors), insertion (25 errors) and selection (123 errors); and students made the most frequent error types in selection (consists of 123 errors). The percentage was 52.7%. Then it was followed by omission error achieving 31.1%. The most infrequent type was insertion error. The frequency 11.7%. The similarity of previous study and present study, they both focus on errors on the use of preposition in students' writing and using Jha's Theory. The differences of previous study and present study were: (1) the previous study analyzes preposition error in descriptive text while present study analyzes preposition error in narrative composition, (2) the sample; previous study used the students of first grade while present study used the eleventh grade students of SMA.

Last, "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)" written by Anjayani (2016). The objective of this study was to know errors and explain the most dominant errors made by the eleventh grade students of SMA Negeri 9 Semarang in students' writing focused on preposition. The findings showed that there were 117 incorrect preposition usage. The most dominant errors was the use of preposition of place which was 66.67% or 78 errors. In general, those errors were mostly caused by interlingual transfer. The similarity of previous study and present study is both of the study focused on analyzing preposition errors made by the eleventh grade students in writing. The difference of previous study and present study is the previous study analyzes preposition error in free writing while present study analyzes preposition error in narrative composition.

CHAPTER III
METHOD AND PROCEDURES

This chapter presents: (1) method of research; (2) operational definitions; (3) population and sample; (4) data collection; and (5) data analysis.

3.1. Method of Research

The researcher conducted this study by using descriptive qualitative method. This method was used to describe the collected data. Descriptive research method was related to qualitative research. According to Lambert and Lambert (2012, p. 255), the goal of qualitative descriptive studies is a comprehensive summarization of specific events experienced by individuals or groups of individuals. They asserts that there are a number of researchers who believe and support the fact that 'qualitative descriptive' is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.

Therefore, this research described the observed phenomena in the form of words. In general, the aim of this research was to describe the reality behind phenomenon deeply and descriptively.

3.2. Operational Definitions

To clarify the study, some operational definitions are presented: *Error Analysis* is the processes to analyze those errors made by second and foreign language learners which can be identified, classified and described.

Preposition Error are the student's errors on the use of preposition like omission of preposition, insertion of preposition and selection of preposition inappropriately in writing sentences.

Narrative Composition is a students' activity in writing narrative text to measure whether they contribute preposition errors, to analyze what kind of preposition errors, and to count how many preposition errors they make in their narrative paragraphs.

3.3. Population and Sample

3.3.1. Population

Punch and Oancea (2014, p. 305) stated that population is a target group, usually large, about whom we want to develop knowledge, but which we cannot study directly; therefore we sample from the population. The population of this research was the eleventh grade students at SMAN 1 Babat Toman MUBA in the academic year 2016/2017. The number of students from each classes is different. The distribution of the population is as follows:

Table 1
The Population of the Research

No	Class	The Number of the Students
1	XI IPA.1	38
2	XI IPA.2	38
3	XI IPS.1	34
4	XI IPS.2	37
5	XI IPS.3	33
TOTAL		**180**

(*Source: Administration of SMAN 1 Babat Toman MUBA in academic year 2016/2017*)

3.3.2. Sample

Punch and Oancea (2014, p. 305) stated that sample is a smaller group that is actually studied, drawn from some larger population; data are collected and analyzed from the sample, and inferences are then made back to the population. In this study, the researcher took one class of all the eleventh classes as the sample of study by using purposive sampling. According to Fraenkel, Wallen and Hyun (2012, p. 100), purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need.

In the descriptive studies, a sample with a minimum number of 100 is essential, a sample of at least 50 is deemed necessary for correlational studies to establish the existence of a relationship, minimum 30 for experimental and causalcomparative studies, while in qualitative studies, the number of participants in a sample is usually somewhere between 1 and 20 (Fraenkel et al., 2012, p. 103).

Therefore, only one class was taken as the sample. In addition, this study was related to qualitative study, only small number of sample was chosen. In this case, the researcher took class of XI IPA.1, consisting of 38 students as the sample of this study. It was chosen because based on research preliminary study, when the researcher conducting test to the students. The test result shows that in class XI IPA.1 many students made more errors than others. Therefore, class XI IPA.1 was chosen as the sample. The distribution of the sample is as follows:

Table 2
The Sample of the Research

No	Class	The Number of Students
1	XI IPA.1	38

3.4. Data Collection

In this research, test was used to collect the data. According to Arikunto (2010, p. 266), test is any procedure for measuring ability there is or there is no and also higher ability research object. Brown (2004, p. 3) states that test is a method of measuring person's ability, knowledge, or performance in a given domain.

In this research, before doing the test, the researcher gave a brief explanation just to remind the students about narrative text that they had studied and to make sure so that the students would not contributed errors not mistakes. Then, the students were asked to write a narrative composition consisted of three generic structures (orientation, complication, resolution) about 120 - 150 words within forty five minutes. The students chose one of the topics given. The topics were: *(1) Sangkuriang (2) Bawang Merah Bawang Putih (3) Malin Kundang (4)*

Danau Toba (5) Timun Mas. In addition, before the test was distributed to the students, the researcher asked the validator first to validate whether the instrument test was valid or not.

3.5. Data Analysis

In conducting this research, to analyze preposition errors in narrative composition of the students, the procedures of error analysis proposed by Ellis (1997) were followed. There were three steps of error analysis. They were; identifying the errors, describing the errors and explaining the errors.

3.5.1. Identification and Description of Errors

After collecting the data, the errors were identified and described. Identification referred to analyzing the sentences contributed preposition errors. Description referred to classifying the errors into types of preposition errors which consisted of omission of preposition, insertion of preposition, and selection of preposition. After that the researcher asked the raters to crosscheck about the identification and description that was done by the researcher.

To identify and classify types of errors on the use of preposition in students' compositions, researcher applies the following steps:

a. Selecting the sentences which contained the errors on the use of preposition in the students' composition, and then underlining them.

b. Rewriting down the error sentences on the table 3.

c. Identifying and classifying the types of errors based on classifications of preposition error by Jha (1991).

Table 3
Identification and Classification of Errors

Identified Sentence and Phrase	Classification of Errors

3.5.2. Counting the Errors

After doing identification and classification process, researcher applies following steps:

a. Counting the total number of each type of preposition errors from the identification table.

b. Counting the total number of all types of preposition errors.

c. Making percentage for each type of preposition errors, in order to find out the most frequent type of errors on the use of preposition, it was done by dividing the total number of each type of preposition errors by the total number of all types of preposition errors and then multiplying with one hundred percent. The following formula was used:

$$P = \frac{n1}{\Sigma N} \; X \; 100\%$$

P = Percentage of error

$n1$ = Total number of each type of preposition errors

ΣN = Total number of all types of preposition errors

$$\text{Percentage of error} = \frac{\text{Total number of each type of preposition errors}}{\text{Total number of all types of preposition errors}} \times 100\%$$

The counting of those errors figured out in table below:

Table 4
Frequency and Percentage of Errors

Types of Preposition	Type of Errors			Total
	EO	EI	ES	
Total				

Notes:

EO= Errors of omission; EI= Errors of insertion; and ES= Errors of selection.

CHAPTER IV
FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings of the study; and (2) interpretations.

4.1. Findings

The findings of the study were (1) identification and classification of preposition errors, (2) the percentage of preposition errors.

4.1.1. Identification and Classification of Preposition Errors

This study aimed at finding the error on the use of preposition in narrative compositions made by the eleventh grade students of SMAN 1 Babat Toman MUBA. After collecting the data from the students, writer analyzed, underlined and identified student's sentences that contained preposition errors.

There were 115 preposition errors found in students' narrative compositions. The researcher provides all of those sentences in the table 5 on page 43 completed with the error types of each preposition. The errors were classified based on Jha's classification (1991), they were; omission, insertion and selection. There were 27 errors were found in *omission*, 30 errors were found in *insertion* and 58 errors were found in *selection*. The identified sentences were figured out in following table on page 43:

Table 5
Identification and Classification of Preposition Errors

No	Identified Sentence and Phrase	Classification of Errors
1	He went <u>to</u> home and he met.....	Insertion
2	<u>In</u> the sea, the sky instanly overcast	Selection
3	He turned into <u>to</u> stone	Insertion
4	One day, * Sumatra region, there lived a poor family	Omission
5	<u>In</u> some time, he <u>to</u> went sailing <u>in</u> his hometown with....	1) Selection 2) Insertion 3) Selection
6	....the lesson <u>of</u> the rural sector	Selection
7	Malin Kundang married ***** a famous girl	Omission
8	Malin encourage her <u>to</u> she fell	Selection
9	The fish turned <u>to</u> a beautiful princess	Selection
10	....part of the island <u>on</u> Sumatra	Selection
11	Malin was married * a beautiful girl named Ningrum	Omission
12	After marriage they plan *go <u>to</u> honeymoon	1) Omission 2) Selection
13	The stone was called the stone * Malin Kundang	Omission
14	He lived <u>in</u> the seashore with his mother	Selection
15	Malin still * his argument and....	Omission
16	The mother had to work <u>of</u> hard	Insertion
17	Almost all the activity <u>in</u> home....	Selection
18	Bawang Putih went <u>down</u> along the fast-flowing river	Selection
19	Bawang Putih <u>until</u> finally reached <u>at</u> the river that flows into the cave.	1) Insertion 2) Insertion
20	Malin Kundang <u>to</u> became very rich	Insertion
21	Wife * Malin wanted to know about her husband * his hometown and others	1) Omission 2) Omission
22	....look birthmark <u>at</u> her mother's arm	Selection

23	....migrated to look <u>from</u> work	Selection
24	After marriage they plan * go on honeymoon	Omission
25	....go home to the page <u>until</u> meet his mother in the village	Selection
26	....and <u>after</u> the time living in the city	Selection
27	There is a princess <u>on</u> West Java	Selection
28	Sangkuriang tell the event * his mother	Omission
29	After years * wandering, Sangkuriang was finally <u>for</u> back * homeland	1) Omission 2) Insertion 3) Omission
30	Stray <u>on</u> the northern part of....	Selection
31	The application is accepted <u>of</u> condition that....	Selection
32	....and finally <u>after</u> Malin expectation disappear	Insertion
33	<u>In</u> he hoped <u>of</u> when he returned	1) Insertion 2) Insertion
34	Malin lot to learn about seamanship cruise <u>on</u> the crew	Selection
35	In the middle <u>on</u> the journey	Selection
36	Malin Kundang <u>in</u> was favored by.....	Insertion
37	....and perseverance <u>on</u> work	Selection
38	His mother cursed Malin Kundang * a stone	Omission
39	They lived * Bulaga	Omission
40	....<u>on</u> the age of 17 years	Selection
41	He rarely visited <u>to</u> his mother	Insertion
42	....with his friend <u>on</u> the village	Selection
43	He lived with his mother <u>off</u> the coast	Selection
44	They lived <u>on</u> peace and harmony	Selection
45	....to shore <u>in</u> near their village	Insertion
46	His wife did not know * the actual Malin	Omission
47	....because he wanted <u>for</u> improve his family life	Selection
48	His mother did not <u>to</u> allow him	Insertion

49	She was concerned <u>by</u> Malin	Selection
50	<u>In</u> he hoped <u>of</u> later when he returned to his hometown	1) Insertion 2) Insertion
51	Malin Kundang stranded <u>of</u> the beach	Selection
52	With tenacity and perseverance * work	Omission
53	....every day waiting <u>on</u> him	Selection
54	Saw two people standing <u>of </u>the dock	Selection
55	One day, <u>at</u> a village....	Selection
56	Every day she <u>to</u> spends her time alone	Insertion
57	She want * had children	Omission
58	The middle <u>on</u> the road....	Selection
59	Mbok Sarni told <u>to</u> Timun Mas <u>for</u> run	1) Insertion 2) Selection
60	Sangkuriang had a magic powers <u>of</u> like his father	Insertion
61	.... hunting <u>on</u> the woods	Selection
62	Sangkuriang told Tumang * catch prey	Omission
63	Arrived <u>in</u> home	Selection
64	She saw marks cut <u>in</u> his forehead	Selection
65	He uses supernatural powers * call the genie	Omission
66	.... <u>for</u> make the morning	Selection
67	The mother had <u>of</u> work hard	Selection
68	Malin went to the big city <u>with</u> using a vessel	Selection
69	.... standing on the dock <u>on</u> the ship	Selection
70	....depend <u>in</u> forest yield	Selection
71	* this island he met an old lady	Omission
72	He realized that old <u>of</u> woman	Insertion
73	Malin had <u>of</u> change into stone	Selection
74	<u>Within</u> after he threw....	Insertion
75	He was amazed * see the fish scales	Omission
76	Consternation <u>between </u>the villagers	Selection

77	The farmers without flaws <u>on</u> his life	Selection
78	<u>At</u> time, his son always made irritated his father	Selection
79	Farmer's wife always remind <u>for</u> farmer to be patient <u>on</u> them	1) Insertion 2) Selection
80	Son disappeared * a trace	Omission
81	The trace * the farmer legs	Omission
82	Toba went to the river <u>to</u> fishing	Selection
83	Toba's <u>of</u> house	Insertion
84	Toba fell in love <u>to</u> a young woman	Selection
85	Toba is very angry <u>by</u> Samosir	Selection
86	You're a child * fish	Omission
87	.... and island * Samosir	Omission
88	The giant asked promise <u>for</u> take Timun Mas	Selection
89	He knew that he was deceived <u>to</u> husband and wife	Selection
90	When back home <u>in</u> the kingdom	Selection
91	Has a timeless <u>of</u> beauty	Insertion
92	The kingdom has changed <u>to</u> completely	Insertion
93	Giant <u>to</u> passed their residence	Insertion
94	<u>At</u> when Timun Mas 17th....	Insertion
95	The mother * Bawang Merah	Omission
96	She followed * the river....	Omission
97	<u>Upon</u> knowing of Bawang Putih....	Selection
98	Come <u>on</u> her grandmother	Selection
99	....with his friend <u>at</u> village	Selection
100	Malin wanted to sent her <u>to</u> away	Insertion
101	<u>On</u> the first time, his mother didn't allow him to go	Selection
102	Malin did not come back <u>after</u> his father did	Selection
103	He went sailing back with <u>by</u> his wife	Insertion
104	Malin went to the city <u>for</u> find a job	Selection

Note: * (omission error)

From the table 5, it could be said that in writing sentences, some students did not only contribute one preposition error, but there were found triple preposition errors in a sentence for example*: In <at> some time, he to <*> went sailing in <to> his hometown with merchant captain*. It indicated that the agen contribute triple preposition errors based on classification of errors. First, the agent contributed selection of preposition "*at*" using "*in*". Second, the agent also contributed insertion of preposition "*to*". Last, the agent also contributed selection of preposition "*to*" using "*in*".

Furthermore, there were found double preposition errors in a sentence for example: *After marriage they plan * <to> go to <on> honeymoon*. It indicated that the agen contributed omission of preposition "*to*" and also contributed selection of preposition "*on*" using "*to*". Moreover, there were found also double insertion errors in a sentence for example: *Bawang Putih until <*> finally reached at <*> the river that flows into the cave*. The correct sentence: *Bawang Putih finally reached the river that flows into the cave*.

4.1.2. Percentage of Preposition Errors

From the table 5, it could be seen that there were 115 preposition errors found in students' narrative compositions. Those 115 preposition errors contributed in each classification of errors and the percentages could be seen on the next page explanations.

4.1.2.1. Errors of Omission

There were 27 errors found in omission. From all 27 errors, 1 error was found on the use of *about*, 1 error was found on the use of *along*, 1 error was found on the use of *at*, 2 errors were found on the use of *in*, 1 error was found on the use of *into*, 1 error was found on the use of *like*, 7 errors were found on the use of *of*, 1 error was found on the use of *on*, 10 errors were found on the use of *to*, 1 error was found on the use of *with* and 1 error was found on the use of *without*.

These errors showed that students were not able to put some preposition where something happens or they are called preposition of place. It should be noticed and reflected that most of the students made the errors in the sentence "*One day, * Sumatra region,......*" instead of "*One day, in Sumatra region,......*", then "*They lived * Bulaga*" instead of "*They lived in Bulaga*". It indicated that the agen contributed omission of preposition "*in*". In the other sentence "** this island he met an old lady*" instead of "*On this island he met an old lady*". It indicated that the agen contributed omission of preposition "*on*".

Furthermore, the students were not able put some preposition where something is going or they are called preposition of direction. As an example in the sentence "*She followed * the river....*" instead of "*She followed along the river....*". It indicated that the agen contributed omission of preposition "*along*".

Moreover, the students were not able put some preposition in other way or they are called preposition with special uses. It should be noticed and reflected that most of the students made the errors in the sentence "*The stone was called the stone * Malin Kundang*" instead of "*The stone was called the stone of Malin*

Kundang", then "*Wife * Malin......*" instead of "*Wife <u>of</u> Malin......*", next "*.... and island * Samosir*" instead of "*.... and island <u>of</u> Samosir*". It indicated that the agen contributed omission of preposition "*of*". In the other sentence, the students eliminate preposition "*with*", for example "*Malin still * his argument and....*" instead of "*Malin still <u>with</u> his argument and....*". All of those omission errors could be seen in the following table:

Table 6
Errors of Omission

Type of Preposition	Identified Sentences	Total
about	1) ......did not know * the actual Malin	1
along	1) She followed * the river....	1
at	1) With tenacity and perseverance * work	1
in	1) One day, * Sumatra region,...... 2) they lived * Bulaga	2
into	1) His mother cursed Malin Kundang * a stone	1
like	1) .....about her husband * his hometown and others	1
of	1) The stone was called the stone * Malin Kundang 2) Wife * Malin...... 3) After years * wandering,....... 4) The trace * the farmer legs 5) You're a child * fish 6) .... and island * Samosir 7) The mother * Bawang Merah	7
on	1) * this island he met an old lady	1
to	1) Malin Kundang married * a famous girl 2) Malin was married * a beautiful girl 3) They plan *go ...... 4) After marriage they plan * go on honeymoon	10

	5) Sangkuriang tell the event * his mother	
	6) ......back * homeland	
	7) She want * had children	
	8) Sangkuriang told Tumang * catch prey	
	9) He uses supernatural powers * call the genie	
	10) He was amazed * see the fish scales	
with	Malin still * his argument and....	1
without	Son disappeared * a trace	1
Total of Omission Errors		27

After the errors were classified, then, in order to know the percentage of omission errors, the following formula was used:

$$P = \frac{n1}{\Sigma N} \ X \ 100\%$$

$$P = \frac{27}{115} \ X \ 100\% = 23{,}47\%$$

It could be seen that the overall percentage of omission errors were 23,47%. After that, in order to know the percentage in eleven errors on the use of *about, along, at, in, into, like, of, on, to, with* and *without*, the same formula was used. The percentage of amount identified omission errors could be illustrated in chart 1:

Chart 1
The Percentage of Omission Errors
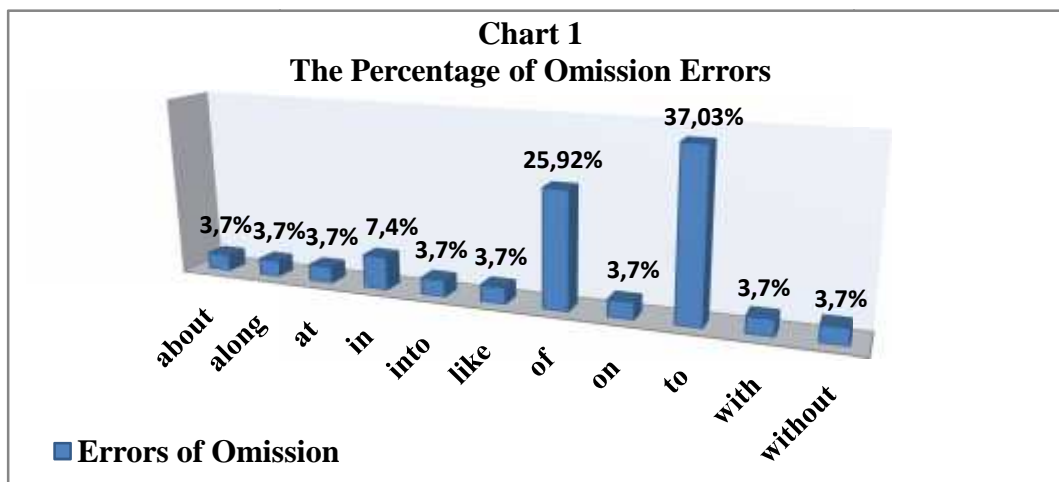
From chart 1, the results show that 3,7% errors were found in preposition *about*, 3,7% errors were found in preposition *along*, 3,7% errors were found in preposition *at*, 7,4% errors were found in preposition *in*, 3,7% errors were found in preposition *into*, 3,7% errors were found in preposition *like*, 25,92% errors were found in preposition *of*, 3,7% errors were found in preposition *on*, 37,03% errors were found in preposition *to*, 3,7% errors were found in preposition *with* and 3,7% errors were found in preposition *without*.

4.1.2.2. Errors of Insertion

There were 30 errors found in insertion. From all 30 errors, 1 error was found on the use of *after*, 2 errors were found on the use of *at*, 1 error was found on the use of *by*, 2 errors were found on the use of *for*, 4 errors were found on the use of *in*, 7 errors were found on the use of *of*, 11 errors were found on the use of *to*, 1 error was found on the use of *until* and 1 error was found on the use of *within*.

These errors showed that students were put some prepositions were not needed. For example, the students putting preposition "*in*" in the sentence "*....to shore in near their village*" instead of "*....to shore near their village*". It shows where something happened and preposition *in* not needed, because *in* represented by preposition *near*. Furthermore, "*.......and finally after Malin expectation disappear*" instead of "*.......and finally Malin expectation disappear*". It shows where something is going or they are called preposition of direction.

Moreover, the students were put some preposition in other way or they are called preposition with special uses. It should be noticed and reflected that most of

the students made the errors in the sentence "*Sangkuriang was finally for back homeland*" instead of "*Sangkuriang was finally back homeland*", then "*Farmer's wife always remind for farmer....*" instead of "*Farmer's wife always remind farmer....*". It indicated that the agen contributed omission of preposition "*for*". In other sentences, "*The mother had to work of hard*" instead of "*The mother had to work hard*", then "*He realized that old of woman*" instead of "*He realized that old woman*", next "*Toba's of house*" instead of "*Toba's house*". It indicated that the agen contributed omission of preposition "*of*". All of those insertion errors could be seen in the following table:

Table 7
Errors of Insertion

Type of Preposition	Identified Sentences	Total
after	1) ....and finally after Malin expectation disappear	1
at	1) ....finally reached at the river that flows into the cave. 2) At when Timun Mas 17th....	2
by	1) He went sailing back with by his wife	1
for	1) Sangkuriang was finally for back homeland 2) Farmer's wife always remind for farmer....	2
in	1) In he hoped.... 2) Malin Kundang in was favored by...... 3) ....to shore in near their village 4) In he hoped later.....	4
of	1) The mother had to work of hard 2) He hoped of when he returned 3) he hoped of later..... 4) Sangkuriang had a magic powers of like his father	7

	5) He realized that old <u>of</u> woman	
	6) Toba's <u>of</u> house	
	7) Has a timeless <u>of</u> beauty	
to	1) He went <u>to</u> home and he met.... 2) He turned into <u>to</u> stone 3) He <u>to</u> went sailing...... 4) Malin Kundang <u>to</u> became very rich 5) He rarely visited <u>to</u> his mother 6) His mother did not <u>to</u> allow him 7) Every day she <u>to</u> spends her time alone 8) Mbok Sarni told <u>to</u> Timun Mas 9) The kingdom has changed <u>to</u> completely 10) Giant <u>to</u> passed their residence 11) Malin wanted to sent her <u>to</u> away	11
until	1) Bawang Putih <u>until</u> finally reached....	1
within	1) <u>Within</u> after he threw....	1
Total of Insertion Errors		30

After the errors were classified, then, in order to know the percentage of insertion errors, the following formula was used:

$$P = \frac{n1}{\Sigma N} \ X \ 100\%$$

$$P = \frac{30}{115} \ X \ 100\% = 26,08\%$$

It could be seen that the percentage of insertion errors were 26,08%. After that, in order to know the percentage in nine errors on the use of *after, at, by, for, in, of, to, until* and *within*, the same formula was used. The percentage of amount identified insertion errors could be illustrated in chart 2:

Chart 2
The Percentage of Insertion Errors
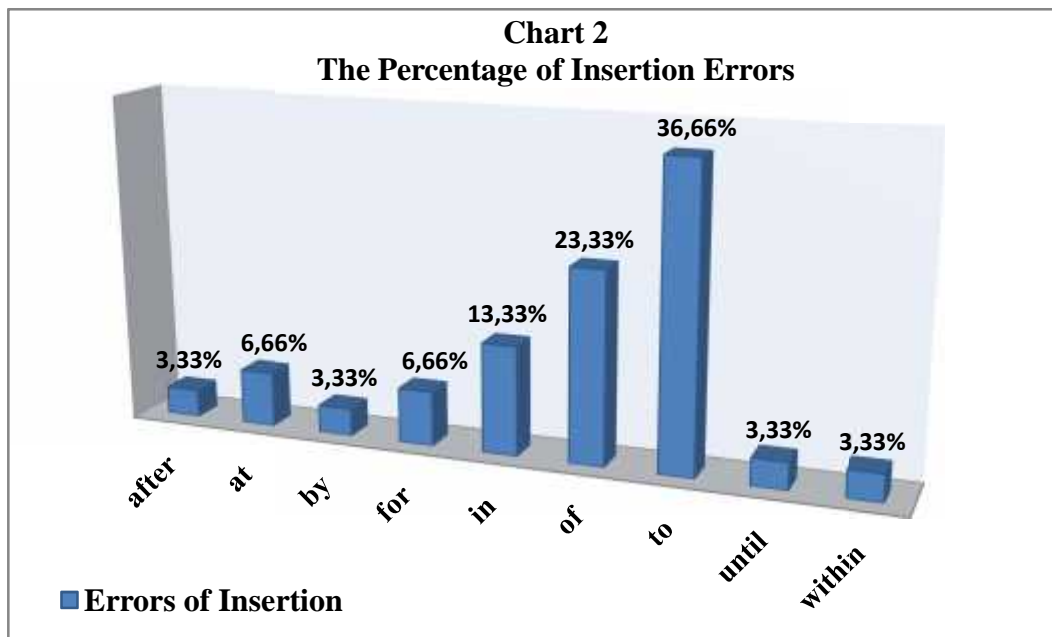
From chart 2, the results show that 3,33% errors were found in preposition *after*, 6,66% errors were found in preposition *at*, 3,33% errors were found in preposition *by*, 6,66% errors were found in preposition *for*, 13,33% errors were found in preposition *in*, 23,33 % errors were found in preposition *of*, 36,66% errors were found in preposition *to*, 3,33% errors were found in preposition *until* and 3,33% errors were found in preposition *within*.

4.1.2.3. Errors of Selection

There were 58 errors found in selection. From all 58 errors, 2 errors were found on the use of *after*, 4 errors were found on the use of *at*, 1 error was found on the use of *between*, 2 errors were found on the use of *by*, 1 error was found on the use of *down*, 5 errors were found on the use of *for*, 1 error was found on the use of *from*, 9 errors were found on the use of *in*, 6 errors were found on the use of *of*, 1 error was found on the use of *off*, 17 errors were found on the use of *on*, 6

errors were found on the use of *to*, 1 error was found on the use of *until*, 1 error was found on the use of *upon* and 1 error was found on the use of *with*.

These errors showed that the students choosing of incorrect prepositions. The students confused put the appropriate preposition, for example, in the sentece "*Consternation <u>between</u> the villagers*" instead of "*Consternation <u>among</u> the villagers*". It was wrong because "*between*" used to two objects, people or something while objects more than two people or something so it should be used "*among*". Furthermore, "*She was concerned <u>by</u> Malin*" instead of "*She was concerned <u>with</u> Malin*", then "*Toba is very angry <u>by</u> Samosir*" instead of "*Toba is very angry <u>with</u> Samosir*", it was wrong because to show the togetherness or a feeling, it should be used "*with*" not "*by*". In other sentece, "*<u>At</u> time, his son always made irritated his father*" instead of "*<u>Over</u> time, his son always made irritated his father*", it was wrong because to show a period of time, it was more appropriate to used was "*over*" not "*at*".

Moreover, the students confused choosing the right preposition where something happens or they called preposition of place. For example, in sentence "*One day, <u>at</u> a village....*" instead of "*One day, <u>in</u> a village....*", then "*........with his friend <u>at</u> village*" instead of "*........with his friend <u>in</u> village*", it was wrong because preposition "*at*" used for something more detailed while in sentence explained general scope or great without a detailed explanation, so it should be used preposition "*in*". All of those selection errors could be seen in the following table:

Table 8
Errors of Selection

Type of Preposition	Identified Sentences	Total
after	1) ....and <u>after</u> the time living in the city 2) Malin did not come back <u>after</u> his father did	2
at	1) ....look birthmark <u>at</u> her mother's arm 2) One day, <u>at</u> a village.... 3) <u>At</u> time, his son always made irritated his father 4) ....with his friend <u>at</u> village	4
between	1) Consternation <u>between</u> the villagers	1
by	1) She was concerned <u>by</u> Malin 2) Toba is very angry <u>by</u> Samosir	2
down	1) Bawang Putih went <u>down</u> along the fast-flowing river	1
for	1) ......because he wanted <u>for</u> improve his family life 2) Mbok Sarni told Timun Mas <u>for</u> run 3) ....<u>for</u> make the morning 4) The giant asked promise <u>for</u> take Timun Mas 5) Malin went to the city <u>for</u> find a job	5
from	1) ....migrated to look <u>from</u> work	1
in	1) <u>In</u> the sea, the sky instanly overcast 2) <u>In</u> some time,......... 3) he went sailing <u>in</u> his hometown with.... 4) He lived <u>in</u> the seashore with his mother 5) Almost all the activity <u>in</u> home....... 6) Arrived <u>in</u> home 7) She saw marks cut <u>in</u> his forehead 8) ....depend <u>in</u> forest yield 9) When back home <u>in</u> the kingdom	9
of	1) ....the lesson <u>of</u> the rural sector 2) The application is accepted <u>of</u> condition that......	6

	3) Malin Kundang stranded <u>of</u> the beach	
	4) Saw two people standing <u>of</u> the dock	
	5) The mother had <u>of</u> work hard	
	6) Malin had <u>of</u> change into stone	
off	1) He lived with his mother <u>off</u> the coast	1
on	1) ....part of the island <u>on</u> Sumatra 2) There is a princess <u>on</u> West Java 3) Stray <u>on</u> the northern part of....... 4) Malin lot to learn about seamanship cruise <u>on</u> the crew 5) In the middle <u>on</u> the journey 6) ....and perseverance <u>on</u> work 7) ....<u>on</u> the age of 17 years 8) ....with his friend <u>on</u> the village 9) They lived <u>on</u> peace and harmony 10) ......every day waiting <u>on</u> him 11) The middle <u>on</u> the road....... 12) ......hunting <u>on</u> the woods 13) ......standing on the dock <u>on</u> the ship 14) The farmers without flaws <u>on</u> his life 15) Farmer's wife always reminded the farmer to be patient <u>on</u> them 16) Come <u>on</u> her grandmother 17) <u>On</u> the first time, his mother didn't allow him to go	17
to	1) Malin encourage her <u>to</u> she fell 2) The fish turned <u>to</u> a beautiful princess 3) ......they plan to go <u>to</u> honeymoon 4) Toba went to the river <u>to</u> fishing 5) Toba fell in love <u>to</u> a young woman 6) He knew that he was deceived <u>to</u> husband and wife	6
until	1) ....go home to the page <u>until</u> meet his mother in the	1

	Village	
upon	1) <u>Upon</u> knowing of Bawang Putih....	1
with	1) Malin went to the big city <u>with</u> using a vessel	1
	Total of Selection Errors	58

After the errors were classified, then, in order to know the percentage of selection errors, the following formula was used:

$$P = \frac{n1}{\Sigma N} \; X \; 100\%$$

$$P = \frac{58}{115} \; X \; 100\% = 50{,}43\%$$

It could be seen that the percentage of insertion errors were 50,43%. After that, in order to know the percentage in fifteen errors on the use of *after, at, between, by, down, for, from, in, of, off, on, to, until, upon* and *with*, the same formula was used. The percentage of amount identified selection errors could be illustrated in chart 3:

Chart 3
The Percentage of Selection Errors
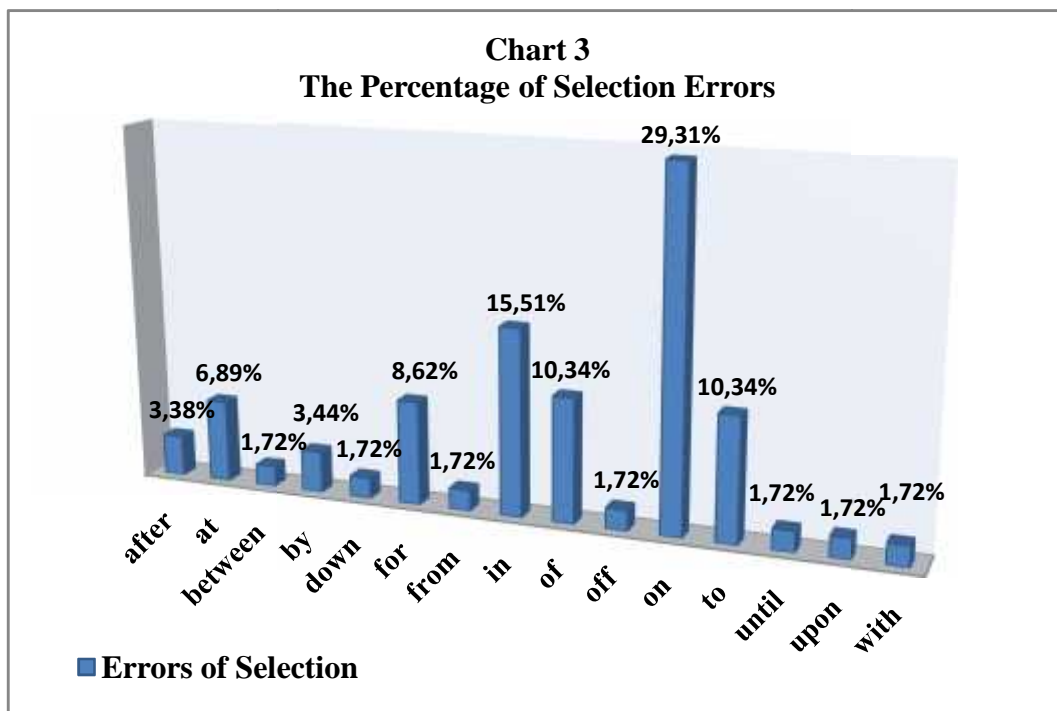
From chart 3, the results show that there were 3,44% errors were found in preposition *after*, 6,89% errors were found in preposition *at*, 1,72% errors were found in preposition *between*, 3,44% errors were found in preposition *by*, 1,72% errors were found in preposition *down*, 8,62% errors were found in preposition *for*, 1,72% errors were found in preposition *from*, 15,51% errors were found in preposition *in*, 10,34 % errors were found in preposition *of*, 1,72% errors were found in preposition *off*, 29,31% errors were found in preposition *on*, 10,34% errors were found in preposition *to*, 1,72% errors were found in preposition *until*, 1,72% errors were found in preposition *upon* and 1,72% errors were found in preposition *with*.

Based on the finding of the study, it could be said that from 115 preposition errors that occurred in students' narrative composition were: (1) Omission which was 23,47% (include 27 errors), (2) Insertion which was 26,08% (include 30 errors) and (3) Selection which was 50,43% (include 58 errors).

On other hand, the omission errors were occurred in 1 error was found on the use of preposition *about* (3,7%), 1 error was found on the use of preposition *along* (3,7%), 1 error was found on the use of preposition *at* (3,7%), 2 errors were found on the use of preposition *in* (7,4%), 1 error was found on the use of preposition *into* (3,7%), 1 error was found on the use of preposition *like* (3,7%), 7 errors were found on the use of preposition *of* (25,92%), 1 error was found on the use of preposition *on* (3,7%), 10 errors were found on the use of preposition *to*

(37,03%), 1 error was found on the use of preposition *with* (3,7%) and 1 error was found on the use of preposition *without* (3,7%).

Furthermore, in insertion errors, 1 error was found on the use of *after* (3,33%), 2 errors were found on the use of *at* (6,66%), 1 error was found on the use of *by* (3,33%), 2 errors were found on the use of *for* (6,66%), 4 errors were found on the use of *in* (13,33%), 7 errors were found on the use of *of* (23,33%), 11 errors were found on the use of *to* (36,66%), 1 error was found on the use of *until* (3,33%) and 1 error was found on the use of *within* (3,33%).

Last, in selection errors, 2 errors were found on the use of *after* (3,44%), 4 errors were found on the use of *at* (6,89%), 1 error was found on the use of *between* (1,72%), 2 errors were found on the use of *by* (3,44%), 1 error was found on the use of *down* (1,72%), 5 errors were found on the use of *for* (8,62%), 1 error was found on the use of *from* (1,72%), 9 errors were found on the use of *in* (15,51%), 6 errors were found on the use of *of* (10,34%), 1 error was found on the use of *off* (1,72%), 17 errors were found on the use of *on* (29,31%), 6 errors were found on the use of *to* (10,34%), 1 error was found on the use of *until* (1,72%), 1 error was found on the use of *upon* (1,72%) and 1 error was found on the use of *with* (1,72%). It could be seen in the table 9:

Table 9
Frequency and Percentage of Errors

Types of Preposition	Type of Errors			Total
	EO	EI	ES	
about	1 (3,7%)	-	-	1 (0,86%)
after	-	1 (3,33%)	2 (3,44%)	3 (2,6%)

	EO	EI	ES	Total
along	1 (3,7%)	-	-	1 (0,86%)
at	1 (3,7%)	2 (6,66%)	4 (6,89%)	7 (6,08%)
between	-	-	1 (1,72%)	1 (0,86%)
by	-	1 (3,33%)	2 (3,44%)	3 (2,6%)
down	-	-	1 (1,72%)	1 (0,86%)
for	-	2 (6,66%)	5 (8,62%)	7 (6,08%)
from	-	-	1 (1,72%)	1 (0,86%)
in	2 (7,4%)	4 (13,33%)	9 (15,51%)	15 (13,04%)
into	1 (3,7%)	-	-	1 (0,86%)
like	1 (3,7%)	-	-	1 (0,86%)
of	7 (25,92%)	7 (23,33%)	6 (10,34%)	20 (17,39%)
off	-	-	1 (1,72%)	1 (0,86%)
on	1 (3,7%)	-	17 (29,31%)	18 (15,65%)
to	10 (37,03%)	11 (36,66%)	6 (10,34%)	27 (23,47%)
until	-	1 (3,33%)	1 (1,72%)	2 (1,73%)
upon	-	-	1 (1,72%)	1 (0,86%)
with	1 (3,7%)	-	1 (1,72%)	2 (1,73%)
within	-	1 (3,33%)	-	1 (0,86%)
without	1 (3,7%)	-	-	1 (0,86%)
Total	27 (23,47%)	30 (26,08%)	58 (50,43%)	115 (100%)

Notes:

EO= Errors of Omission; EI= Errors of Insertion; and ES= Errors of Selection

Table 9 proved that the eleventh grade students of SMAN 1 Babat Toman MUBA made preposition errors in their narrative compositions. It also showed that the most frequent type of errors on the use of preposition contributed by the students was *selection* with the frequency 50,43%. In selection, the most frequent errors occurred was the use of preposition *on* (29,31%), this result showed that the students faced some difficulties in using preposition *on* and it also implied that the students supply preposition *on* in their sentences which are not appropriate.

Furthermore, followed by errors of *insertion* as the second with the frequency 26,08%. In insertion, the most frequent errors occurred was the use of preposition *to* (36,66%), this result showed that the students did not understand about the use of preposition *to* and it also implied that the students supply preposition *to* in the sentence where it is undesirable.

Last, errors of *omission* as the least with the frequency 23,47%. In omission, the most frequent errors occurred was the use of preposition *to* (37,03%), this result showed that the students did not put preposition *to* in place it is supposed to use the preposition *to* and it also implied that the students drop the use of preposition *to* in the sentence where it is obligatory.

4.2. Interpretations

Interpretation was presented as the way to discover the ideas related to the findings, previous study, and correlated theories. The finding showed that the elevent grade students of SMAN 1 Babat Toman MUBA produced errors in the three categories of errors based on Jha (1991), which is Omission, Insertion and Selection.

From the finding, it was found that selection was the most frequent type of errors which was made by the eleventh grade students of SMAN 1 Babat Toman MUBA with the total number of errors 58 (50,43%). Selection is marked by the supply prepositions in their sentences which are not appropriate (Jha, 1991, p. 52).

The finding was similar as what found in the reseach conducted by Giantik (2016) that showed Selection became the most frequent type of errors with the frequency 52,7%. In this research, selection errors happened in all kinds of preposition. As Tetreault and Chodorow (2008, p. 865) state that the selection of a preposition for a given context also depends upon the intended meaning of the writer ("we sat *at* the beach", "*on* the beach", "*near* the beach", "*by* the beach"). Selecting the right preposition is the particularly difficult challenge to learners of English as a second language (ESL) (Tetreault, Foster & Chodorow, 2010, p. 353). Meanwhile, Huang, Shao and Chen (2016, p. 890) argue that the ambiguity of preposition selection not only causes confusion to non-native learners, but also makes challenges in natural language processing.

Furthermore, these finding was also similar with a research by Tahaineh (2010). The research was conducted in Jordanian University, Jordania, Arab.

These research found substitution errors or selection of incorrect preposition as the highest percentage with the frequency 78%. The prepositions proven to be the most common in use and the most difficult ones for the learners in this study are *by, in, on, to, with, of, from, for* and *at*. The majority of errors are the result of the learners' mother tongue interference as the major source. The reason behind this might be that students felt unfamiliar and strange because the sentence were written in English but the structure of sentence was in Arabic, so that Arab Jordanian students tend to choosing of incorrect preposition. It was supported by Uddin and Alam (2015, p. 87) stated that the importance of using appropriate preposition can not be ignored. They also mentioned that most of the times the wrong use of prepositions changes the meaning of a sentence.

On the other hand, there some causes of errors might be a source of students' errors in preposition. This agrees with Uddin and Alam (2015, pp. 89-90) identify the source for which the learners make errors into two sources, they are: interlingual transfer and intralingual transfer. They also mentioned main reason besides the two sources such as defective teaching strategies, lacking of well written English grammar books or materials etc.

In fact, some of students did the error of using preposition, whether in preposition *to, of, on, in* etc. Therefore, the students confused choosing the right preposition because for the second language learner, prepositions can be perceived as one of the difficult topics to be mastered (Arjan et al., 2013, p. 167). According to Uddin and Alam (2015, p. 89), that is called interference, which becomes one of the sources of the errors in the second language. They also stated that when

learners make errors because of the first language, those errors are known as interlingual errors. While, Brown (2000, p. 223) explained that interlingual transfer is the system of the second language is familiar and the native language is the only previous linguistic system upon which the learner can draw. In the other word, the error is the result of transfer from the native language. The second language learners try to combine their information from their native language and second language they are learning.

From all discussions above, it can be summarized that the eleventh grade students of SMAN 1 Babat Toman MUBA who learn English as a foreign language tend to supply prepositions in their sentences which are not appropriate because to non-native learners it was challenges in natural language processing. Moreover, for the second language learner, preposition can be perceived as one the difficult topics to be mastered. Thus, the teachers pay more serious attention to the most serious problems because solving these problems would hasten the students' progress in writing to be more better. Furthermore, it was highly important to teach preposition first, as it was the most dominant and the most frequent, giving more attention to preposition and presenting the central meaning of each preposition.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions: and (2) suggestions

In this chapter, the researcher offered some suggestions which hopefully can be useful and helpful for teachers and also the students in teaching and learning English.

5.1. Conclusions

From this research, there were some important informations that had been collected from the eleventh grade students of SMAN 1 Babat Toman MUBA in their narrative composition in term of preposition errors by using Jha's classification (1991). Based on the findings and interpretations in the previous chapter, the researcher concluded that:

Firstly, the eleventh grade students of SMAN 1 Babat Toman MUBA as the participants contributed three types of errors on the use of preposition in their narrative composition, those were (1) omission (23,47%), (2) insertion (26,08%) and (3) selection (50,43%). On the other hand, the omission errors that occurred in students' narrative composition was the use of prepositions *about, along, at, in, into, like, of, on, to, with* and *without*. Furthermore, the insertion errors that occurred in students' narrative composition was the use of prepositions *after, at, by, for, in, of, to, until* and *within*. Meanwhile, the selection errors that occurred in students' narrative composition was the use of prepositions *after, at, between, by, down, for, from, in, of, off, on, to, until, upon* and *with*.

Secondly, this research revealed that the most frequent type of errors on the use of preposition contributed by the eleventh grade students of SMAN 1 Babat Toman MUBA on their narrative composition was *selection* with the occurrence 58 errors (50,43%). Selection errors indicated that the students faced some difficulties in using preposition and it also implied that the students supply prepositions in their sentences which are not appropriate.

5.2. Suggestions

Based on the findings from this research, it was expected for the teacher to give further corrections and clear explanations toward students' errors during learning process in learning grammar especially on the use of preposition. Moreover, the teacher should give the students more comprehension in writing and also putting the use the right preposition. The teacher might really focus on the use of preposition especially in selection the right preposition since the finding of this research showed that the students did that type of errors the most in selection of preposition.

Then, it was expected for the students to practice more in using preposition in their composition especially in selecting the appropriate preposition. The students might do more exercise for making sure their comprehension in using preposition in their composition. Meanwhile, it would be better for the students to knowing the types of preposition in accordance with its use. It could improve the students' knowledge and also their skills in selecting the appropriate preposition when they write composition.

Furthermore, it was expected for the other researchers, in order to improve teaching and learning process at senior high schools, the researcher hoped that there would be researches focusing on the analysis on factors affecting the students' weaknesses on the use of preposition in narrative composition and also hoped other researches to be able the finding learning strategy to improve the use of preposition.

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Name	:

Class	:

School	:

Complete the following sentences with the correct preposition.

Timun Mas

Once _____ a time, lived husband and a wife. They were a farmers. They very sad because they had been married ____many years and still not have a child. Everyday they always prayed _____ had a child.

One day the farmers met the giant. "I can give you a child. If the child is a girl, you must give her _____ me!" said the giant. The farmers were very happy. They didn't think _____ the risk _____ losing their child and agree_____ take the offer. Then the giant gave them a bunch _____ cucumber seeds.

The farmers planted them _____ the garden. Then the seeds changed _____ plants. After that, a big golden cucumber grew _____ plants. _____ it had ripe, the farmers picked and cut it. _____ that, they were very surprise _____ see beautiful girl inside the cucumber. They named her 'Timun Mas'.

A few years later, Timun Mas adult. She was very beautiful. But, that moment the giant came back _____ collect _____ the promise _____ his parents. "Give me your child" said the giant. Timun Mas were very scared. Then his father gave a pouch _____ Timun Mas. "My daughter take this pouch." said the father. "What do you meant father? I don't understand" said Timun Mas.

Then his father told she _____ run. The giant was angry and chased Timun Mas. Timun Mas kept running and she opened the pouch and threw a needles. It changed became bamboo forest. The giant's body was scratched and bled. But the giant could be freed ____ bamboo forest. Then Timun Mas threw a handful of salt and it changed became sea. The giant had _____ swimming _____ cross the sea. Then she threw a fish paste. It changed became mud pond. The giant difficult _____ pass. Finally the giant sink down _____ the sea. Timun Mas were very happy and she walked home _____ met his parents.

TIMUN MAS

Once _upon_ a time, lived husband and a wife. They were a farmers. They very sad because they had been married _for_ many years and still not have a child. Everyday they always prayed _for_ had a child.

One day the farmers met the giant. "I can give you a child. If the child is a girl, you must give her _to_ me!" said the giant. The farmers were very happy. They didn't think _about_ the risk _of_ losing their child and agree _to_ take the offer. Then the giant gave them a bunch _of_ cucumber seeds.

The farmers planted them _in_ the garden. Then the seeds changed _into_ plants. After that, a big golden cucumber grew _from_ plants. _After_ it had ripe, the farmers picked and cut it. _After_ that, they were very surprise _to_ see beautiful girl inside the cucumber. They named her 'Timun Mas'.

A few years later, Timun Mas adult. She was very beautiful. But, that moment the giant came back _to_ collect _on_ the promise _to_ his parents. "Give me your child" said the giant. Timun Mas were very scared. Then his father gave a pouch _for_ Timun Mas. "My daughter take this pouch." said the father. "What do you meant father? I don't understand" said Timun Mas.

Then his father told she _to_ run. The giant was angry and chased Timun Mas. Timun Mas kept running and she opened the pouch and threw a needles. It changed became bamboo forest. The giant's body was scratched and bled. But the giant could be freed _from_ bamboo forest. Then Timun Mas threw a handful of salt and it changed became sea. The giant had _to_ swimming _to_ cross the sea. Then she threw a fish paste. It changed became mud pond. The giant difficult _to_ pass. Finally the giant sink down _in_ the sea. Timun Mas were very happy and she walked home _to_ met his parents.

The Result of Test

Class: XI IPA.1

No	Name	Error of Preposition																									F	T	Score
		Upon	For	For	To	About	Of	To	Of	In	Into	From	After	After	To	To	On	To	For	To	From	To	To	To	In	To			
1	**Andi Matalata**			√								√									√						3	22	88
2	Angga Saputra			√	√		√	√	√			√	√	√		√	√	√		√	√	√	√		√		16	9	36
3	Anissa Dwielasari		√	√			√	√	√	√				√		√	√	√	√			√		√	√		14	11	44
4	Bayu Adhy Nugraha			√			√	√	√	√	√	√		√			√	√	√		√	√	√		√	√	16	9	36
5	**David Prayoga**								√									√									2	23	92
6	Dhea Rahmadini			√		√	√	√	√			√		√		√	√	√					√		√	√	13	12	48
7	Erik Mayasari		√	√	√		√	√	√	√	√	√		√			√	√	√		√	√	√	√	√	√	19	6	24
8	Erita Damayanti		√	√	√			√	√	√				√			√		√			√		√	√		12	13	52
9	Fitriani		√		√		√	√	√	√		√		√	√		√	√	√	√	√	√	√			√	17	8	32
10	Hengki Dwi. S				√			√		√	√			√	√			√				√	√	√	√		11	14	56
11	heni Kurnia			√				√				√		√				√	√			√	√	√	√		10	15	60
12	Indah Lestari			√				√		√	√						√	√	√				√		√		9	16	64
13	Kiki Widiasari			√			√	√		√	√	√		√		√	√	√					√		√		12	13	52
14	Nurul Mukminin		√	√				√		√	√	√					√	√	√	√			√		√		12	13	52
15	Ridho Kurnia Ganda		√	√				√	√	√		√		√			√	√					√	√	√		12	13	52
16	Siska			√	√	√						√		√			√	√					√		√		9	16	64
17	**Soni Hidayat**			√								√							√			√					4	21	84
18	Viola Aqila Fawwaz		√	√	√	√	√	√	√	√	√	√				√	√			√		√	√		√	√	17	8	32

From the test results of students' class XI IPA.1 of SMAN 1 Babat Toman MUBA show that from 18 students, there were 15 students whose scores are below 70.

The Result of Test

Class: XI IPA.2

No	Name	Upon	For	For	To	About	Of	To	Of	In	Into	From	After	After	To	To	On	To	For	To	From	To	To	To	In	To	F	T	Score
1	Amanda Devina			√	√		√	√		√						√	√	√			√		√				10	15	60
2	**Ari Kurniawan**	√													√											√	**3**	**22**	**88**
3	Firdaus			√	√		√			√				√		√	√				√	√	√				10	15	60
4	**Fitri Ariani**		√									√								√							**3**	**22**	**88**
5	**Dina Amelia**				√									√				√							√		**4**	**21**	**84**
6	M. Burhan. H			√			√		√	√		√	√				√				√	√	√		√		11	14	56
7	Melin	√	√			√	√				√	√		√		√		√			√		√		√		12	13	52
8	Mentari Rati.U			√	√	√	√	√			√	√				√		√			√		√		√		12	13	52
9	Nanda Irwantika			√	√					√					√	√	√				√		√				8	17	68
10	Novita Sari		√		√		√	√	√	√	√	√		√		√	√		√	√			√		√		15	10	40
11	**Oktavian**				√									√													**2**	**23**	**92**
12	Rani Meira. M			√	√		√	√	√	√	√	√		√	√	√	√	√				√	√		√		16	9	36
13	**Rere Santika**												√											√		√	**3**	**22**	**88**
14	**Rinda Tri Puspita. S**	√													√			√	√			√	√		√		**7**	**18**	**72**
15	Sherli Oktaviani	√	√	√	√		√	√	√			√	√					√			√		√		√		13	12	48
16	**Wira Kurniawan**		√								√																**2**	**23**	**92**
17	Yesa Daratista			√	√		√			√		√	√					√		√		√	√		√		11	14	56
18	Yuniarti Ardila		√	√		√	√	√	√			√	√	√		√	√	√	√	√	√	√	√		√	√	18	7	28

From the test results of students' class XI IPA.2 of SMAN 1 Babat Toman MUBA show that from 18 students, there were 11 students whose scores are below 70.

The Result of Test

Class: XI IPS.1

No	Name	Upon	For	For	To	About	Of	To	Of	In	Into	From	After	After	To	To	On	To	For	To	From	To	To	To	In	To	F	T	Score
1	Anggun Hevi. P		√	√									√						√		√		√	√	√		8	17	68
2	Ariansyah. P			√			√	√	√	√	√		√						√					√			9	16	64
3	Ardilla Yuningsi			√	√		√	√	√	√		√	√		√	√	√	√			√	√			√	√	16	9	36
4	Bima Sunardi			√	√			√	√	√	√	√		√				√	√		√	√			√	√	14	11	44
5	**Bambang. M**	√				√							√							√							4	21	84
6	Fajar Kurniawan			√	√	√	√	√	√	√		√				√		√	√			√	√		√	√	15	10	40
7	Fitri Andini			√			√	√	√	√		√	√	√			√	√			√		√		√		13	12	48
8	**Friska Liza**			√			√				√				√			√				√			√		7	18	72
9	Khoiri Nabila	√	√				√	√	√		√	√	√		√	√		√	√		√		√	√	√		16	9	36
10	M. Azriel	√	√				√	√	√	√		√	√					√			√		√		√		12	13	52
11	Marcell			√	√		√						√			√	√	√					√	√	√		10	15	60
12	Monika			√			√	√	√	√		√	√			√		√					√	√	√		12	13	52
13	Muhammad Ridho			√						√			√		√			√	√		√				√		8	17	68
14	**Neoty Ovnia**	√									√											√					3	22	88
15	**Nopenti. K**						√						√						√							√	4	21	84
16	**Rahmat Romadhon**										√								√						√		3	22	88
17	Rico Meidiansyah				√	√	√	√	√	√		√		√			√	√	√				√			√	13	12	48
18	**Shahira Al A'lah**										√										√						2	23	92

From the test results of students' class XI IPS.1 of SMAN 1 Babat Toman MUBA show that from 18 students, there were 12 students whose scores are below 70.

The Result of Test

Class: XI IPS.2

No	Name	Error of Preposition																								F	T	Score
		Upon	For	For	To	About	Of	To	Of	In	Into	From	After	After	To	To	On	To	For	To	From	To	To	To	In	To			
1	Adawiyah Ripai			√				√	√	√		√		√		√	√	√					√		√		11	14	56
2	Ade Puspita		√	√			√	√	√		√	√	√		√	√	√	√			√		√		√	√	16	9	36
3	**Alpin**											√									√						**2**	**23**	**92**
4	**Bella Safitri**							√		√	√			√			√	√			√						**7**	**18**	**72**
5	Doni Zuliansyah		√	√	√		√	√	√	√		√	√			√			√	√	√		√		√		15	10	40
6	M. Angga Saputra			√			√	√		√	√	√		√	√		√	√				√	√		√		13	12	48
7	M. Jumaidi	√		√	√			√		√	√							√				√	√				9	16	64
8	M. Salman			√	√		√		√			√	√			√	√	√				√	√	√	√	√	14	11	44
9	Muhamadan Ilyas			√		√	√			√				√		√					√						7	18	32
10	**Nina Indah Safitri**	√													√												**2**	**23**	**92**
11	Puput Monalisa				√			√								√		√	√	√	√				√	√	9	16	64
12	Putri Dewi. L						√			√			√			√	√				√		√		√		8	17	68
13	**Priska Sari**					√						√		√							√						**4**	**21**	**84**
14	Silvia Sari			√			√	√			√		√			√	√	√			√				√		10	15	60
15	Siska			√			√		√	√	√		√				√	√					√		√		10	15	60
16	Tripuspita Sari		√					√				√		√		√				√		√				√	8	17	68
17	**Veronika. K**					√								√			√				√			√			**5**	**20**	**80**
18	Viona Fatiyah			√	√		√	√		√	√	√	√	√		√		√			√		√		√		14	11	44

From the test results of students' class XI IPS.2 of SMAN 1 Babat Toman MUBA show that from 18 students, there were 13 students whose scores are below 70.

The Result of Test

Class: XI IPS.3

No	Name	Upon	For	For	To	About	Of	To	Of	In	Into	From	After	After	To	To	On	To	For	To	From	To	To	To	In	To	F	T	Score
1	Aura Salsabillah		√	√	√		√	√	√					√	√			√			√	√		√	√		13	12	48
2	Boby Saputra			√			√		√	√		√	√		√			√	√		√						10	15	60
3	**Cellin Natasha . A**			√			√	√			√							√	√		√						**7**	**18**	**72**
4	Dina Aulia		√	√			√	√		√		√	√			√		√			√		√	√	√		13	12	48
5	Herlina		√	√	√		√			√		√				√			√		√	√	√	√			12	13	52
6	Ilham Wahyudi				√		√	√		√		√	√			√			√		√			√	√		11	14	56
7	**Jeri Saputra**																√	√			√						**3**	**22**	**88**
8	M. Raihan		√	√	√	√	√	√		√		√	√		√	√	√	√	√	√	√	√			√		18	7	28
9	**Miftahul Jannah**							√				√		√			√		√				√				**6**	**19**	**76**
10	**Monalisa Febrianti**						√		√								√	√					√				**5**	**20**	**80**
11	Nur Azizah						√		√	√		√					√	√	√			√		√			9	16	64
12	Nurul Fadillah			√	√		√		√			√					√	√				√	√	√			10	15	60
13	**Orin Karina**													√											√		**2**	**23**	**92**
14	**Rian Syahputra**			√										√							√						**3**	**22**	**88**
15	Rika Anjelina			√			√	√	√	√	√						√	√			√	√		√			11	14	56
16	Rinda Tri Julianti		√	√				√	√			√		√		√	√				√	√	√	√			12	13	52
17	Rizqi						√		√		√	√			√	√	√	√				√	√	√			11	14	56
18	Sarah Lestari		√	√	√		√		√	√	√	√					√	√	√	√	√	√		√			15	10	40

From the test results of students' class XI IPS.3 of SMAN 1 Babat Toman MUBA show that from 18 students, there were 12 students whose scores are below 70.

WRITTEN TEST

Direction!

1. Write a narrative composition. Choose one of the topics below:

a. Sangkuriang	b. Bawang Merah Bawang Putih
www.lokerseni.web.id	www.brilio.net
c. Malin Kundang	d. Danau Toba
https://rahayusawitri.wordpress.com	www.caroldoey.com
e. Timun Mas	
https://herdyah.wordpress.com	

2. Your composition should consist three generic structures (orientation, complication, resolution) about 120-150 words.

3. You have 45 minutes to write down a narrative composition.

GOOD LUCK!!!

Appendix E

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Validator : Deta Desvntarani, M.Pd. Institution : PBI UIN RF

Occupation : English Lecturer   Date : Jan 30, 2017

Information: The writing test will be conducted for the eleventh grade students of SMA N 1
Babat Toman MUBA.

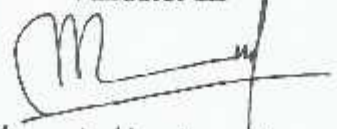The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by
placing a tick (√) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction				✔		Appropriate
2	Time Allocation				✔		Appropriate
3	Topic					✔	Very Appropriate

Comment:

Revise as suggested.

Palembang, 30 January 2017

Validator

Deta Desutrani, M.Pd.
English Lecturer

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Validator : AISYAH SHAHAB, M.Pd Institution : UIN RADEN FATAH PLG.

Occupation : ENGLISH LECTURER Date : JANUARY 31, 2017

Information: The writing test will be conducted for the eleventh grade students of SMA N 1 Babat Toman MUBA.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction					✓	Very Appropriate
2	Time Allocation					✓	Very Appropriate
3	Topic					✓	Very Appropriate.
Comment:							

Palembang, 31 January 2017

Validator II

A ISYAH SHAHAB, M.Pd.

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Validator : Manalullaili, M.Ed Institution : UIN Raden Fatah

Occupation : English lecturer Date : 1 Februari 2017

Information: The writing test will be conducted for the eleventh grade students of SMA N 1 Babat Toman MUBA.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction				√		
2	Time Allocation				√		
3	Topic				√		
Comment:							

Palembang, 1 February 2017

Validator III

Manalullaili, M. Ed

Name: Andi Maklala

Topic: Malin Kuntay (Narrative) **Answer sheet**

Once upon a time that was a young lived in West Sumatra named Malin Kunteng. He lived with a poor family. His father went to go the mater come back to home. All people made an issue about his father's died. This issue made his mother and Malin Kundang annoy every day.

Several months later Malin couldn't stand with his mother's suffering he decided sailing and make money. He wanted mother didn't allowed him to go. She was afraid malin did not come back life his father did. At the last Malin got his mother allowance to go.

Several years later he become a rich sailor he had many ships and crews. He was married with a beautiful girl and had there children.

One day he were home and he meet a old lady. She is his mother. Malin do not acknowledge that the did baby was her mother. then her mother very sad and angry. She preyed and said that Malin Kundang had to change into share.

After finishing his bussines he went saling back with his wife and children. On the sea the sky instantly overcast. Heavy lighting and rain was falling. their ship hit the rock and crashed. Malin swayed to the shore. The magic happened he turned into stone liked her mother wish. It was known as Malin Kundang stone by people of west Sumatra.

Once upon a time they live an old woman with her son name malin. They lived suffered and lonre with the forest wood.

one day malin is requesing Permission to next day malin went to town, and ofter some time lived in the city, malin become a Successful entreffrenur. And malin married a beautiful Ari named Nitnim.

After marriage they Plan go to on a honeymoon to the due ansa island. There accidentaly malin meet him mother whom he had not given the news But the master does not want to admit that the old woman't mother. Because they feel humili ated and are not recognized by her mother's. master was angry and said. "I curse you into stome "

Suddent the sky darkens and the ship master tottering at the Same instant master body becomes hard and can not be moved into stone.

And since that time the stone called the stone main Kundang of

Once upon a time, lived a childent boy named malin kundang. He lived in the seashore with his mother. ther were very poor but ther lived quiet and harmonies.

One day a big ship closed to the beach near their visade. ther asked People to take work in their ship and went to the cross island. malin kundang wanted to join with them because he wanted to improve his family's life but his mother didn't Permit him. she worried to malin. malin still with his argument and Finally he sailed with the bigship. several years later, malin kundang succed and he become rich trader. than he come to his native village with his beatiful wife. but his wife didn't know malin's real descent. his mother quickir approached malin and brought a Plate of cake. malin's Favorite but malin didn't admit that women as his Poor mother, and then he kicked the village cake which brought by his mother until scattered. his mother very broken heart because malin's had was recilated by a big storm and all off. his crewman tossed aside. and malin realized that was his fault that rebellious his mother. He bound down and became a stone.

A long time ago there was a poor family consisting of a mother and his name is Malin Kundang, Because his father had left, the mother had to work (as) hard themselves to be able to support his family.

Malin is a smart kid but a little mischievous when she was growing up, Malin felt sorry for his mother, who had always worked hard to live it, malin then asked for permission to go abroad look for a job in the big city. The next morning, Malin went to the big city by using a vessel. after several years of hard work he succeeded in his colony Malin is now a rich man who even have many merchant ships. And Malin was already married to a beutiful woman there. News about the master who became a rich man came to her mother, she was very happy to hear that she is always waiting at the beach every day. hoping her only child back and elevating her mother but never come malin.

One day my wife asked about the mother malin. and wanted to meet him. then they meet malin mother's, Malin did not acknowledge that it was her then malin mother's malin cursed into stone.

—— THE END ——

One day in Sumatra region the there lives a poor family has a child name is Malia kndang in some time had to sailing in his hometown the merchant captain who smart malin kundang many studied the lessons of the rual sector.

Come here Mam Kndang work very diligently from the day to time mann kndang to become very rich. After malin kndang married to a famous girl in the village. after that cure malin kundang cranked to know about her husband's homefown and anothers mothers' malin kndang worried about his son and went to the beach hoping that his son would return. malin kundang came to where he was born.

After a close enough look birthmart on her mother's's arm and hugged his master. malin kndang encourage her to fage malin kndang not recognize his mother because his mother is old and wearing dirty clothes. listen to her falk because her mother angry and cursed malin kndang into stone. malin kndang body instantly becomes rigid and eventolly become the master.

his mother's feel corry for her malin kndang but it was too late.

Thank you

#JM

Name: David Prayogo

Topic: Bawang Merah Bawang
Putih

Answer sheet

Once upon a time in a village, there lived a widow who has two
children beautiful girl, Bawang Merah dan Bawang Putih. Bawang Putih has
long been the father died. Bawang Merah and Bawang Putih have very different
character. Almost all the activity in home is always done by Bawang Putih while
the Ibu Tiri and Bawang Merah always laze lazy.

One day Bawang Putih went to the river to wash Ibu Tiri and Bawang Merah's clothes.
Bawang Putih was suprised when one of the clothes drifted along the river stream.
Bawang Putih down along the fast - flowing river. Bawang Putih was finally reached a
river that flows into the cave. She was suprised to learn that there was an old grand-
mother who lived in the cave. Grandmother know where it going but cloth she
Stipulating that Bawang Putih should help, Bawang Putih also agreed. Grandmother also wash
the clothes and gave a pumpkins

When returning home, the Ibu Tiri was angry because garlic bring a small pumpkin
she took it and slammed pumpkin. Pumpkin was broken, in it there are gold jewelry
and gems. They very Suprised. Because of greedy Bawang Merah was washed
clothes in the river and followed him to the cave. Do not like Bawang Putih, bawang
merah arrived lazy refused to help the grandmother and grandmother was even asked
to surrender a big pumpkin. After get it, Bawang Merah directly solve the big pumpkin
and acquired various kinds of snakes. They were running Scared. Finally Ibu Tiri and
Bawang Merah realized the vices and greed. They regretted and apologized to Bawang
Putih. Bawang Putih Kindhearted even forgave them both

One day there lived a family, the family living in the small village. Mother and her son, his father away from home.

Then, the child is gone migrated to look (for) work, and met a girl beauty and rich. Malin fall in love with the girl and finally settled down.

A day Malin decided to go home to the page. (Until) meet his mother in the village. But Malin forget the her old mother and life poor. Malin don't want to admit her mother who had given birth to and raising him. One the day Malin met with her old mother, but when he was in aspect, he last torture and insulted her mother does she think of it. Malin doesn't matter with his mother who she considers as parents poor it, he continued to child him. And her mother tweak curling Malin into a stone.

And until now stone is called stone Malin kundang.

Name: Emilia Nursapitri

Topic: Malin Kundang

One day there lived a family. the family living in the small village. Mother and her son deserted his mother away from home.

Then, the child is gone migrated to earn for work, and met a girl beauty and rich. Malin fell in love with the girl and eventually settled down. ~~b~~ for ~~Ho~~

A day Malin decided to go home to the page (until) meet his mother in the village. But Malin forget the her old mother and life poor. Malin don't want to admit his mother who had given birth to and rearing malin. On the Day Malin met with her old mother, but When Malin he saw in fact, he lash torture and insulted her mother. does She think of it. Malin doesn't matter with his mother who She considers as parents poor it, he continued to chided him. And her mother tweet so cursing Malin into a rock.

And until now Stone was called Stone. Malin Kundang
of

Once upon a time they live an old women with her son name Malin. They lived suffered and hange with the forest woall.

One day Malin is requesting permission to go wander to town, and her mother was allowed Next day Malin went to town, and after that time living in the city, Malin become a successful entrepreneur And Malin married with a beautiful girl, named Wingrum.

After marriage they plan to go on honeymoon to the Dun Pasya Island There accidentally Malin meet his Mother, whom he had not given the news Bup the master does not want to admit the that old Woman's mother Because they feel humiliated and are opt recognized by her mother's master was angry and said "I curse you, I carce you into Stone".

Suddenly the sky darkens and the Ship master lantering at the same instant master body becomes hard and can not be moved into stone.

And · Since that time the stone called the stone Malin Kundang.

Orientation

One day. There is Princess in the west java name is dayang sumbi. she have a child brother name is sangkuriang. child is very like hunt. He is hunt with tumang or dog. Sangkuriang don't know that dog is titisan dewa and his father too.

Complication

One day Tumang don't know follow direction for Chase hunt animal. after that banished to the woods. When back home to kingdom, sangkuriang tell event to his mother. not play angry Dayang sumbi heard that story. With deliberate she hit head sangkuriang with spoon rice. sangkuriang injured. He is very disappointed and go wander. after event that Dayang sumbi really regret her self. she will forever young and has a timeless beauty.

Resolution

After years of wandering sangkuriang finally for back home land. when he got there, the kingdom has changed completely, there met a beautiful lady name is Dayang sumbi. He is like his beautiful. He want married. Sangkuriang Deal because time specifed has expired. and his job yet finished. Then sangkuriang angry and then kick boat his made. after that, boat fly and fall to be a mountaint name is "Tangkuban perahu".

In ancient time, the lived a young farmer youn through in the northern part of the island of Sumatra. Terkebue also dry companion Suohdun, the young man alive from Baruni and fishing. On the day he Buoro yona ng socker very beautiful fish. The colour is golden-yellow, so holding the fish turns into a beautiful princes proin it is the woman who was comdemned for violating the ban unou he will turn into a kind of creature who first touched. Therefore the human touch it then he become a princes.

Olch enchanted beauty, the prasent youth are the princess to be his wife. The application is accepted (op) condition that the young man would not tell the origin derived from fish. The from true undertaker the syorat. After a-year, the couple whom she had a son he has a bad habit there in never saturated. He ate an the food. One day the child was eating all the food from his parents, young man was very annoyed shirts: " baure off spring fish the statement by sendineya unto do the secrets of have been violated. Her wife and son disapeard secure un seen former footing munka munyembur lah ground springs the water that flows from these springs came getting bigger and becoming a vast lake. The lake is now called lake toba.

Name: fitroni

Topic: Malin kundang

Once upon a time, there lived a family in the coastal of sumatra. the family that has a son who was named malin kundang. because of their family situation is very alarming, then the master father decided to go to the country side. After months malin's father did not come home and finally after malin expectation disappear later after Malin kundang growing up, thought to make a living in the country side. on the hope of when he returned to his hometown, he was already a wealthy man, malin finally go saling along with a merchant ship captain.

While on the ship, malin kundang lot to learn about Seamanship cruise on the crew who are already experienced. one day in the middle of the journey, suddenly dumbed Malin kundang ship attacked by Pirate. Malin kundang very lucky he was not killed by the pirate. Malin kundang stranded on a beach. Malin kundang favored by the people in the village. with tenaaty and perseverance at work, malin kundang gradually managed to become a wealthy man. he has a lot of merchant ships with man of more than 100 people. after becoming rich, malin kundang married. After a long marriage, malin and his wife set sail. the mother of malin kundang very happy because she is certain he is her son. but malin kundang is not Recognize her mother. the mother of malin kundang very sad and very angry and her mother cursed malin kundang a Stone.

into

the end

Upon a time, there live a couple of farmers. They live Ubulaga. Unfortunately they have not blessed with any children they pray that soon gave birth to child. one day a giant passed their residence giant hear the prayers of husband and wife. would give tham a child in a cucumber, but with one condition at the age of 17 years the child must be returned to the Giant without thinking they agree.

When the fruit was ripe, they pick it. carefully they cut the fruit. Their surprise, inside the fruit that they found the baby girl is very happy They named the baby Timun mas, years passed Timun mas grown into a beautiful girl Both her parents were very proud of her But they became very takit. Because at the time timun mas 17th, the Giant came back, the Giant asked promise to take Timun mas.

Farmer is calling Growers Timun mas and handing him a bag inside the fabric kantang will help Timun Mas against the giants. Timun Mas immediately fled. The husband and wife were saddened by the departure of Timun Mas. But they were not willing to have her as giant meal. Giant sus pending long Enough she became impatient. He knew, had lied to hus band and wife

Once upon a time, industrious life of a child named Malin Kundang. He lived with brother off the coast. They are very poor, but they lived in peace and harmony.

One day, there is a large enclosed vessel to shorting near their village. They are asking the public to join the work on their boats and go to cross the island. Malin Kundang want to join them because he wanted to improve his family life. But his mother did not allow him. She was concerned with Malin. Malin continue with determination and finally he sailed with the ship.

A few years later, Malin Kundang successful and he become a wealthy merchant. Then, he came to his home village with a pretty wife, but his wife did not know the actual Malin. His mother quickly approaching Malin and bring a plate of cookies, a cake favorite Malin. But Malin does not recognize that women as a bad mother as he mother, and then his kicked a cake brought by his mother to spread. His mother was broken heart because Malin his rebellious, which has a very rapid change. Then, mother condemned malin become a stone. Suddenly, large ship that has been tottening by a massive storm an all hull thrown out. Malin relize that this is his mother rebellious error. Now he crelt and into stone.

Once upon a time, industrious life of a child named Malin Kundang. He lived with his mother off [on] the coast. They are very poor, but they live in peace and harmony.

One day, there is a large enclosed vessel to shore near their village. They are asking the public to join the work on their boats and go to cross the island. Malin kundang want to join them because he wanted for [to] improve his family life. But his mother did not allow him. His was concerned with Malin. Malin continue with determination and finally he sailed with the ship.

A few years later, Malin Kundang successful and he became a wealthy merchant. Then, he came to his home village with a pretty wife, but his wife did not know about the actual Malin. His mother quickly approaching Malin and bring a plate of cookies, a cake favorite Malin. But Malin does not recognize that women as a bad mother as his mother, and then he kicked a cake brought by his mother to spread. His mother was broken heart because Malin his rebellious, which has a very rapid change. Then, mother condemned Malin become a stone. Suddenly, large ship that has been tottering by a massive storm an all hull thrown out. Malin realize that this is his mother rebellious error. Now he knelt and into stone.

One day, there lived a family in the coast of Sumatra. The family has a son who was named Malin Kundang, because of their family situation is very alarming then the master father decided to go to the country side. After months of master father did not come home and finally (after) Malin expectations disapper later after _____ Malin Kundang growing up, is thought to make a living in the country ride. (in) he hoped (of) ~~these~~ when he returned to his hometown he was already a wealthy man. Malin master finally go sailing along with a merchant ship captain. While on the ship Malin Kundang lot to learn about seamanship cruise (by) the crew who are already experienced. One day in the middle of the journey suddenly climbed Malin Kundang ship attacked by Pirates Malin Kundang very lucky he was not killed by the Pirates. Malin Kundang stranded (of) a beach Malin Kundang (in) favoured by the People in the village. With tenacity and perseverance → at work, Malin gradually managed to become a wealthy man, he has a lot of merchant ships with men of more than 100 people. After becoming rich, Malin Kundang married. After a long married, Malin and his wife to sail with the ship and lovely with the crew and the body guards were many. Malin Kundang mothers who every day waited (on) him, saw two people standing (of) the door (on) the ship. He was convinced that was standing is his Malin and his wife Malin.

Malin Kundang came down from the ore. He was greeted by ___ Malin to called her mother. His mother called Malin Kundang and hugging Malin Kundang. But the Malin Kundang immediately release her mother's arms and pushed it fell. Malin mother became angry and cursed Malin into stone.

                    The End

Name: LAKAS AGRIANTIKA

Topic: Malin Kundang

Answer sheet

One day there lived a family, the family living in the small Village. Mother and her son deserted his father away from home.

Than, the Clind is gone migrated to look for work, and met a girl beauty and rich. Malin fell in love with the girl and eventually settled down. A day Malin decided to go home to the page (until) meet is mother in the Village. But Malin forgot this his old mother and life poor. Malin don't wom to admie her mother who had given birth to and rising malin.

One the day Malin met with her old mother, but when malin he saw In pact he lase torture and insulted her mother does she think of it. Malin doesn't matter with his mother who she considers as parents poor it, he continued to chided him. And her mother twoak so cursing malin into a rock.

And until now stone is called stone Malin Kundang

One day at the a village, there was an old widow, her named is Mbok Sarni. Everyday she spends her time alone because mbok sarni did not a child. Actualy She wanted have children, to help her work. at the afternoon Mbok Sarni Went to forest to got wood and in the middle on the road Mbok Sarni met with giant. Mbok Sarni asked the giant to gave him a child, but mbok Sarni did not have a child.

Regarding mbok Sarni said that she did not had a child and wanted to have children, then the Giants giving Cucumber seeds to be Planted by Mbok Sarni to have children. After two weeks, Mbok Sarni pick it up and after the split It turns out It was a very beautiful baby. The baby was given a name Timun Mas. On the day, the giant came to claim the promise.

Mbok Sarni told to Timun Mas for run and then gave her four small packages. There are cucumber seeds needles, Salt and shrimp paste, Then Timun Mas ran away and she threw the Package and the giant extinct soon.

~ end ~

Name: Muhammad Andi Irango...

Topic: Danau Toba

Answer sheet

Lake Toba is ancient times, there lived a young farmer young times in the northern part of the island of Sumatra. Perhaps are dry Sangariah tyah day, the young man alives from Bernni and fishing on the day he Pindu yona ng soclra very beautiful fish. The color is golden yellow to holding, the fish turns into a beatiful princess Previ... is the woman who was Condemned for violating the ban area she will turn into a kind of creature who first touched there fore the human touch it, then be Charge became a princess.

Oleh enchanted beauty, the Peasant Youth ask the princess to be his wife, the oplication is accepted of condimation that the young man would not tell the origin darived from fish. The frum youth Undertakes the syarat after a year, the couple When she had acon. He Has a bad habit that is never satisated He ate all of the food, one day the child was eatleg all the food from his parents, Young man war very annoyed chirts " basic offspring want the statements by sandianya unlock the secrets of his wife thus the premies they have been Violated. His wife and son disappeared secura untoon. former footing mercka menyemburish ground springs, the water that flows from these springs lamm getting bigger and becoming a vast Lake the later is now called Lake Toba.

In acient times, there was a women named Dayang
Sumbi. Dayang sumbi had child named Sangkuriang.
Sangkuriang had a magic Powers of his like his Father,
and he only knows Tumang as a faithful dog.
One day Sangkuriang and Tumang hunting on the
woods when Sangkuriang told Tumang catch prey.
Tumang would not Then Sangkuriang angry and slaughter.
Arrived in home, he cooks Tumang's meat and eat
with his mother. After her mother know Dayang
Sumbi very angry and hit his Forehead with a spoon
Sangkuriang upset and go wandering to leaving his
mother. One day he return to his native land
and he met beautiful woman and he want to
marry a woman who is none other than her mother,
but he doesn't know yet. When approaching her
wedding day, Sangkuriang asked Permission to hunt,
When Dayang sumbi hair of Straightening Sangkuriang,
she saw marks cut in his Forehead and istantly
he realized that he was to marry his own son.

Then Dayang Sumbi a precondition that could not be
resolved by Sangkuriang is a dam that can cover the entire
hill and make a boat to traverse the dam. All that malst
be completed before tamorrow morning. Sangkuriang agree,
he uses supernatural powers the call the genie to help create
conditions that are given when it is almost complete Dayang sumbi,
viewed from afar and she feared that Sangkuriang afford then she
asked for the help of villagers for make the morning.
The genie went because it was morning knowing it Sangkuriang
angry and thus cursed Dayang sumbi and kicked the boat.

One upon a time, there was a poor family consisting of a mother and his name is Malin Kundang. Because his father had left, the mother had to work hard themselves to be able to support his family.

Malin is a smart kid but a little mischievous. When she was growing up, Malin felt sorry for his mother, who had always worked hard to live it, Malin then asked for permission to go abroad look for a job in the big city. Next morning, Malin went to the big city by using a vessel. After several several years of hard work he succeded in his colony. Malin is how a rich man who even have many merchant ships and Malin was already married to a beautiful woman there. News about the master who become a rich man come to her mother. She was very happy to hear that she always waited at the beach everyday. hoping her only child back and elevating her mother but never come Malin.

One day my wife asked about the mother Malin and wanted to meet him. Then they meet Malin mother's. Malin did not acknowledge that it was her them mother Malin's cursed Malin into stone.

Once upon a time there lived an old women with her son name Malin. They lived suffered and depend (in) forest wield.

One day malin is requeisting permission to next day malin went to town. and after some time living in the city master became a successfull entrepreneur. And malin married a beatifull girt named ningrum.

After marriage they plan go to on honeymoon to the dua Angga Island There accidentally malin meet his mother whom he had not given the news. But the muster does not want to admit that the old woman is mother. Because they feel humili ated and are not recognized by her mother's master was angry and said " I curse you into stome "

Suddenly the sky darwens and the snip master tottering at the some instant master body becomes heard and can not be moved into stone

And since that time the scone called the stone of malin Kundang

Name: MARCELLA Ika Putri

Topic: Malin Kundang

Answer sheet

One day, he had a business in an island which is his hometown.
The thing he met on car was. She happen Malin very fright However, Malin
scolded and pushed her. He realized that she come to his mother. But he was afraid
if his wife and children knew about his mother. So he told to the car that to go away and
He said his mother was from a rich family. Knowing about his son had
attitude, she was sad and angry. She prayed and said that Malin has [to] change
into stone. Malin knowing even scolded her more.

After finishing business, he went sailing home with his wife and children.
One the day, the sky instant overcast. Heavy lighting and rain was falling.
Their ship hit the reefs and crashed. Malin swimed to the shore.
The magic happened. He turned into stone liked her mother wish.
It was known as Malin kundang stone by people of West Sumatera.

In the morning there's someone farmer fish in the river within. after he threw the hoot into the river the fish immediately grabbed the bait and he got a big fish. He shocked see fish scales. The fish scales that pink reddish golden yellow Round and glowing eyes flashing amazing. Then it's not old some old fish turned into a beautiful girl his name Puteri. Puteri willing to be the wife of a farmer because he had saved the princess. Then become their husband and wife. The beautiful girl agreed to his request but he should not being up the past of that beautiful girl. Toba approved among it and they were married. After arriving in the village, consternation between the villagers see the beautiful girl with farmers. The farmer are very happy and ease. As a good husband, he continued to work to earn a living bu cultivating rice fields with diligent and tenacious. in Because the diligence and tenacity, the farmers without flaws on his life. Many people envy and suspicion spreading their evil to bring down the success of farmer's efforts. A year later, the farmers wife gave birth to a little son. The son grew into haelty children and grow over at one his son always irritated his father. farmers wife always remind for farmers to be patient on them with/to indeed man said that patience has limite. One day the son given the task to deliver food and drinks to the fields where his father was working. But he didn't fulfill his duty he immediately go home and see her son playing foot ball and the farmers said "The son don't trow in profit! Ungrateful! Basic fry!". After farmers spoke those words at that very moment his wife and son disappeared a trace and the trace the former legs suddenly gush water was very auft farmers and surrounding villages submerged and formed a lake, and finally forming a lake lake was eventually known as lake toba. While small island known island middle samosir.

Once upon time the life a young man, his name's
Toba. He go to area other to search werk.

Once upon time Toba went to river to fishing moment
Toba get a gold fish, that gold fish can speak, Toba become
afraid and gold fish say " Hi young man help me ! "
Finally Toba fove go home.

Tomorrow gold fish become a young wemen her is
beautifull, deligent, Every day young women cleaned Toba house
and cooked to Toba. Finally Toba know that gold fish is
a beautiful women she always help Toba. Toba Fell in
love to young women and they are married. after they are
married they have a child, the child name is Samosir

Samosir is naugty child and usually make his father
angry. Once upon time, Toba is very angry by Samosir and Toba
say " You're Child Fish " Moment come rain and move toba
afraid, Toba dead in water and Samosir dead too in
water. Samosir live dead become Samosir island and Toba
become Toba lave. Finally Samosir mather come back to
a gold fish and life in lake Toba.

Finally in Medan is there lave Toba and
island, Samosir.
OF   Finish

Name: Nurul Rahmania

Topic: Timun Mas

Answer sheet

Upon a time there lived a couple of farmers. They were marriage, unfortunately they have not only blessed with any children, they pray that soon gave birth to child. One day a giant passed their residence giant hear the Prayer of husband and wife and would give them a Child in a cucumber, but with one condition at the age of 17 years the child must be returned to to the giant without thinking they agree.

When the fruit was ripe, they put it. Carefully they cut the fruit. Their surprise on the fruit, that they found the baby and they very happy. They named the baby Timun mas. Years passed, Timun mas grown into a beautiful girl. Both of his parents were were very proud of him but they became very fakil because of the when timun mas 17th, the giant came back the giant asked Promise for are timun mas.

farmer is calling grawers timun mas and handing him a bag inside the kobric bandang will help Timun mas against the giants. Timun mas immediately fred. The husband and wife were saddened by the departure of timun mas but the were not willing to have here giant moon giant sus budped long enough. She became im patient. He knew that he was deceived by husband and wife.

Once upon a time, industrious lif of a child named Malin Kundang. He lived with his mother off the Coast. They are very poor, but they live in Peace and harmony.

One day, there is large enclosed vessel to shore near their village. They are asking the public to join the work on their boats and go to cross the Island. Malin kundang want to join them because he wanted to improve his family life. But his mother did not allow him. His was concerned with Malin. Malin continued with determination and finally he sailed with the ship.

A few years later, Malin kundang succesful and he became a wealthy merchant. Then, he came to his home village with a pretty wife, but his wife did not know the actual about Malin. His mother quickly approaching Malin and bring a plate of cookies, a cake favorite Malin. But Malin does not recognize that women as a bad mother as his mother, and then he kicked a cake brought by his mother to spread. His mother was broken heart because Malin his rebellious, which has a very rapid change. Then, mother condemned Malin become a stone. Suddenly, large ship that has been tottering by a massive storm an all hull thrown out. Malin realize that his mother rebellious error. Now he knelt and into stone.

Orientation

A long day there is princes in the west java name is Dayang Sumbi. She have a child brother name is Sangkuriang. child is very like hunt. he is hunt with Tumang or dog. Sangkuriang don't know that dog is Titisan dewa and his father too

Complication

One day Tumang don't know follow direction for chase hunt animal. After that dog banished into the woods. when back home in the kingdom, Sangkuriang tell the event it to his mother. not play angry Dayang sumbi hear that story. without deliberate her hit head Sangkuriang with spoon rice. Sangkuriang ingured. he is very dissapointed and go wander. after event that Dayang Sumbi really regret her self. She will forever of young and has a time less of beauty.

Resolution

After years wondering, Sangkuriang finally intend for back homeland. When he got there, the kingdom has changed to complately there met a beautiful lady name is Dayang sumbi. he is like his beautiful. he want married. Sangkuriang Deal because time specified has expired. and his job yet finished. then Sangkuriang angry and then kick boat his made. after that boat fly and fall to be a mountaint name is "Tangkuban perahu"

Name: Folha Vision Gomes

Topic: Town Map

Once a time there live before importunately they have not only blessed with any children they pray that they gave birth to a child one day a genie passed their residence genie hears the prayer of husband and wife and will give them a child in a december, but with one condition at the age of 17 years the child must be returned to the genie without thinking the agree when the fruit was ripe they eat it. Eventually them eat the fruit that they found the baby girl is very pretty husband and wife is very happy they named the baby town may, years passed, town may grown into a beautiful girl, both of his parents were / were very proud of her but they become very habit, because of the time when town may 17th the genie came back, the genie asked promise to take town may.

Farmer is calling growers town may and handing him a long needle the future keeping will help town may against the genie, Town may immediately fixed the husband and wife were saddened by the departure of town may but they were not willing to have her heart meal about expending long enough she became impatient she knew had lived two husband and wife

One day there is a happy family life. Father mother and daughter named Bawang Putih. Where it lived a widow who has a daughter named Bawang merah.

One day the mother Bawang putih died. Dad Bawang putih is very sad as did her. Once Bawang putih father to marry the mother of Bawang Merah. Initially the mother Bawang merah and Bawang merah very good. Eventually they came to power and wishes to Bawang putih. Morning as usual Bawang putih to the river to wash clothes. But one shirt her stepmother drift. She followed along the river until evening to the saw a hut there lived a grandmother. Then she find shirt her stepmother. When she wanted to go home grandmother gave her a pumpkin. And it turns out that little flask containing gold. Upon knowing of the Bawang putih gets flask containing gold. after stepmother told Bawang merah also to come on her grandmother.

After getting a big pumpkin Bawang merah return with pleasure. When opened large pumpkins contain no gold but venomous animals such as snakes and scorpions etc. The animals are immediately attacked them and killed.

That is the reward for those people who are greedy.

^^ - the end - ^^

Name: SISKA

Topic: Malin kundang

Answer sheet

One day, there is a family who lived in a village.
In the family there are a son named Malin his
mother named mande rubaya. His father had died.
One day, Malin go to city for find a job. He
leave his mother with his friend a village.
But after he into the rich man, he rarely goes to
his mother and his forget his mother. His mother
waited his visit but Malin never return. With
a sense of longing his mother was following
Malin in town. After they met, Malin does not
recognize his own mother, and he said that
his mother had died. And Malin wanted to
sent her to away.

After hearing the words of Malin, his mother
was very sad and condemn Malin into stone.
After Malin into stone, her mother wept to
see the current state of Malin now.

finish.

Once upon a time there was a young lived in west sumatra named "main kundang". He lived with a poor family. He's father went to go sea and never come back to home. All people made an issue about his father's death. This issue makes his mother and main kundang anxious every day.

Several month's later Main couldn't stand with her mother's suffering. He decided to go sailing and made money. He wanted to become a rich man so he could help his mother. The first time, his mother didn't allowed him to go. She was afraid was "Main" did not come back after his father did. At the last Main got his mother announce to go.

Several years later, he became a rich sailor. He had many ships and crews. He was married with a beautiful girl and had three children.

One day, he gotohome and to meet a old lady, she is her mother. Main do not acknowledge that the old lady was her mother, then her mother very sad and angry, she prayed and said that main kundang had for change into stone.

After finishing his bussines, he went sailing back with his wife and children. On the sea the sky instantly overcast. Heavy lighting and rain was falling. Their ship hit the rocks and crashed, Main swayed to the store. The magic happened he turned into stone liked her mother wish it was known as main kundang stone by people of west sumatra.

Name: Siti Permaysih

Topic: ~~Place~~ Danau Tobo

In ancient times, there lived a young farmer yaun strays in the northern part of the island *on* Sumatra. Terkebut area dry cangarlah Syahdan. the young man alive from Beruni and fishing. On the day he Ruatu yana ng socker very golden yellow. So holding. the fish turns into a beautiful princes pluin it a the woman who was condemned for violating the ban wraw. He will turn into a kind of creature who first touched therefore the human touch it. then che Bhange to become a princess.

Olch enchanted beauty. the peasant youth ask the princess to be his wife. The application is accepted *with/on* condition that the young wari would not tell the origin derived from fish. The farm youth undertakes. After a year, the couple whom she had a son. He ate all the food one day the child was eating all the food from his parents. young wan was very annoyed skirts "basic offspring fish the statement by " sendirnya unlock the secrets of his wife thus the promise they have been violated. His wife ~~at s~~ and son disappeard unseen. Former foothing ~~wereka~~ *thay* ground springs. the water that flows from these springs lamm getting bigger and becoming a vast lake. the lake is now called Lake Toba.

Once upon a time they live an old women with here son name malin.
They lived succered and hange with the forest yeold
One day malin is requesting permission to next day malin went to town
and after some time living in the city master become a successful
entreprenevr. And malin married a beautifull girl named ningrum.
After marriage they plan go to honeymoon to the Jua anaco
Island. There accidentally malin meet his mother whom he had not given
the news. But the master does not want to admit that the old woman't
mother. Because they feel humill afed and are not recognized by her mother's
Master and said " I curse you into stone".
Suddenly the sky darkens and the ship master tottering, at the same
master body becomes hard and can not be moved into store.
And since that time, the store is called the stone malin kundang.

Name: VIOLA AQILA FAUWAZ

Topic: Malin Kundang.

Answer sheet

Orientation

One day, there is a family who lived in a village, in the family there are a son named Malin, his mother named Mande Rubayah. Where is his father? his father had died.

Complication

One day, Malin went to the city for find a job he to leave his mother with his friend in the village. but after after he into was rich he rarely visited his mother and forget her. his mother wanted his visit but malin never return with a sense to longing, her mother was following Malin in town. After they met, Malin does not recognize his own mother and he said that his mother had died. and Malin want to rent him to go away.

Resolution

After hearing the words of Malin, his mother was very sad and condemn Malin into a stone. After malin into a stone, her mother wept to see the current stat of malin now.

finish

Lake toba in ancient times, there lived of young farmer youngstrongs in the northern part of the island of Sumatra. Perkebul area dry cang alah Syahidan the young man alive from Beruni and fishing. one the days he ruato yanang socker very beautiful fish The color is golden yellow so holding the fish turns into a beautiful Princess pruin it is the woman who was comdemned for violating the ban unau he will turn into a king for of Creature who first touslhed therefore the human touch it, then ho change become a princess olch enchanted beauty the peasant youth ask the princess to be his wife the Confiication is accepted on condition the the young man would not tell the origin derived from fish the from young undertakes the syarat after a year the couple whom she had a son. he has a bad habit that in never satiated he one an the food. one day the Child was eating all the food from his parents. young man was very annoyed shirts : basic offspiring fish the statement by Sendimya unlock the secrets of his wife thus the promise they have been violeted his wife and son disappeard sccara unseen formen footing Mercka menyemburlah ground springs the water that flows from tueso springslmum getting bigger spring and becoming a vast lake. the lake is now called lake toba.

Name: ANGGA SAPUTRA

Topic: MALIN KUNDANG

Answer sheet

- One day in Sumatra region, The three lived at a poor family a child named malin kundang. In some time, he when sailing in to his home town with merchant captain who smart. malin kundang many studied the lessons on from the rural sector.

- Came here malin kundang worked very diligently from time to time to become very rich. After malin kundang married pro a famous girl in the village. After wife married malin kundang wanted to know about her husband's home town of another. mother's malin kundang worried about his son and went to beach hoping that he's son would return. malin came to where he was born

- After a close enough look birthmark on her mother's arm and malin kundang encourage her until pass. malin kundang not recognize his mother because of his mother was old and wearing dirty clothes. listen to her task because her mother angry and cursed malin kundang into stone malin kundang body instantly becomes rigid and eventually becoms the matter his mother's feel sorry for her malin kundang but it was too late.

In ancient times, there lived a young former Youn Straus in the northern Rilth of the island of Sumatra. Enliehi area dry companiah Sisandain, the young man alive from beruni and fishing. Onc the day he lucky Ycinaing Sacuor Vera beautiful fish, the color is golden Yellow. Sea tinues, the fish turned into a beautiful princess. Prunk It is the woman who was contamored for violating the ban unay, he will turn into a kind of creature who first lourhed therefore the human louch it, then he brubain become a princess.

Alch enchanted beauty, the peasant youth trashut ask the princess to be his wife. the application that the young man would not tell the origin derived from fish. the farm youth underlawes the sucror. After a year, the Couple whom she had a son, he has a bad habit that is never satiated: he ate all the food, one day the child was eating all the foot from his parents. Young man was very annoyed shirts: " basic offspring Ikoni the statement by Sandinai unlock the secrets of his wife thus the promise they have been violated. his wife and son disappeared sciara unsaso. Forme feathring incrasa incassemborian ground springs. the water that flows from these spring tamm setting bigger and becoming a vast love - the lakette now called lake toba.

RATER CONSULTATION FORM

I. **Classifications of Preposition Error**

This study aimed to find out error on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA. This research uses error classification proposed by Jha (1991). There are three classifications, they are:

1. Omission

In omission of preposition, the learners drop using any preposition in the sentence where it is obligatory as in:

Examples: a) I woke up in the morning 5 o'clock.

b) My class started 10 to 4 o'clock.

2. Insertion

In insertion of preposition, students supply preposition in the sentences where it is undesirable as in:

Examples: a) I reached to the Campus.

b) I saw to my teacher.

3. Selection

In selection of incorrect preposition, students supply prepositions in their sentences which are not appropriate. This type of error as in:

Examples: a) I came here in the 15th of July.

b) I came in Campus at 10 o'clock.

II. Identified Sentences

Following table 1 shows the identified sentences that researcher founded from student's narrative composition. The researcher provides all of those sentences in the table below complete with the error types of each prepositions. The errors are classified based on Jha's classification (1991), they are, omission, insertion and selection, please write right (✓) or wrong (x) whether those sentences are identified as certain type of preposition errors.

Table 1
Identification of Preposition Error

No	Identified Sentence and Phrase		Classification of Error	Right (✓) or Wrong (x)
	The Wrong Sentences	The Correct Sentences		
1	He went to home and he met....	He went home	Insertion	R
2	In the sea, the sky instanly overcast	On the sea,	Selection	R
3	He turned into to stone	He turned into stone	Insertion	R
4	One day, * the Sumatra region, there lived a poor family	in the Sumatra region	Omission	R
5	In some time, he to went sailing in his hometown with....	1) at some time, 2) He went sailing 3) to his hometown	1) Selection 2) Insertion 3) Selection	R
6	.... the lesson of the rural sector	from the rural sector	Selection	R
7	Malin Kundang married * a famous girl	to a famous girl	Omission	R
8	Malin encourage her to she fell	until she fell	Selection	R
9	The fish turned to a beautiful princess	into a beautiful princess	Selection	R

10	_ part of the island on Sumatra	island of sumatra	Selection	R
11	Malin was married * a beautiful girl named Ningrum	to a beautiful girl	Omission	R
12	After marriage they plan *go to honeymoon	1) plan to 2) go on honeymoon	1) Omission 2) Selection	R
13	The stone was called the stone * Malin Kundang	stone of Malin Kundang	Omission	R
14	He lived in the seashore with his mother	on the seashore	Selection	R
15	Malin still * his argument and....	with his argument	Omission	R
16	The mother had to work of hard	work hard	Insertion	R
17	Almost all the activity in home___	at home	Selection	R
18	Bawang Putih went down along the fast-flowing river	through along	Selection	R
19	Bawang Putih until finally reached at the river that flows into the cave.	1) Bawang Putih finally 2) reached the river	1) Insertion 2) Insertion	R
20	Malin Kundang to became very rich	Malin Kundang became	Insertion	R
21	Wife * Malin wanted to know about her husband * his hometown and others	1) Wife of Malin 2) like his hometown and others	1) Omission 2) Omission	R
22	... look birthmark at her mother's arm	on her mother's arm	Selection	R
23	... migrated to look from work	for work	Selection	R

24	After marriage they plan * go on honeymoon	plan to go on honeymoon	Omission	R
25	go home to the page until meet his mother in the village	to meet his mother	Selection	R
26	and after the time living in the city	at that time	Selection	R
27	There is a princess on West Java	in West Java	Selection	R
28	Sangkuriang tell the event * his mother	to his mother	Omission	R
29	After years * wandering Sangkuriang was finally for back * homeland	1) of wandering 2) finally back 3) to homeland	1) Omission 2) Insertion 3) Omission	R
30	Stray on the northern part of	in the northern	Selection	R
31	The application is accepted of condition that	on condition	Selection	R
32	and finally after Malin expectation disappear	finally Malin	Insertion	R
33	In he hoped of when he returned	1) He hoped 2) hoped when	1) Insertion 2) Insertion	R
34	Malin lot to learn about seamanship cruise on the crew	with the crew	Selection	R
35	In the middle on the journey	of the journey	Selection	R
36	Malin Kundang in was favored by the people in the village	Malin Kundang was favored	Insertion	R
37	and perseverance on work	at work	Selection	R

38	His mother cursed Malin Kundang * a stone	into a stone	Omission	R
39	They lived * Bulaga	in Bulaga	Omission	R
40	... on the age of 17 years	at the age	Selection	R
41	He rarely visited to his mother	visited his mother	Insertion	R
42	... with his friend on the village	in the village	Selection	R
43	He lived with his mother off the coast	in the coast	Selection	R
44	They lived on peace and harmony	in peace	Selection	R
45	... to shore in near their village	shore near	Insertion	R
46	His wife did not know * the actual Malin	about Malin	Omission	R
47	... because he wanted for improve his family life	to improve	Selection	R
48	His mother did not to allow him	did not allow	Insertion	R
49	She was concerned by Malin	with Malin	Selection	R
50	In he hoped of later when he returned to his hometown	1) he hoped 2) hoped later	1) Insertion 2) Insertion	R
51	Malin Kundang stranded of the beach	on the beach	Selection	R
52	With tenacity and perseverance * work	at work	Omission	R
53	... every day waiting on him	waited to him for	Selection	R
54	Saw two people standing of the dock	on the dock	Selection	R
55	One day, at a village...	in a village	Selection	R

56	Every day she to spends her time alone	she spent	Insertion	R
57	She want * had children	to have children	Omission	R
58	The middle on the road...	of the road	Selection	R
59	Mbok Sarni told to Timun Mas for run	1) told Timun Mas 2) to run	1) Insertion 2) Selection	R
60	Sangkuriang had a magic powers of like his father	powers like	Insertion	R
61	... hunting on the woods	in the woods	Selection	R
62	Sangkuriang told Tumang * catch prey	to catch prey	Omission	R
63	Arrived in home	at home	Selection	R
64	She saw marks cut in his forehead	on his forehead	Selection	R
65	He uses supernatural powers * call the genie	to call the genie	Omission	R
66	... for make the morning	to make	Selection	R
67	The mother had of work hard	to work hard	Selection	R
68	Malin went to the big city with using a vessel	by using a vessel	Selection	R
69	... standing on the dock on the ship	of the ship	Selection	R
70	...depend in forest yield	on forest yield	Selection	R
71	* this island he met an old lady	on this island	Omission	R
72	He realized that old of woman	old woman	Insertion	R
73	Malin had of change into stone	to changed be	Selection	R

74	Within after he threw___	After he threw___	Insertion	R
75	He was amazed * see the fish scales	to see	Omission	R
76	Consternation between the villagers	among the villagers	Selection	R
77	The farmers without flaws on his life	in his life	Selection	R
78	At time, his son always made irritated his father	Over time,	Selection	R
79	Farmer's wife always remind for farmer to be patient on them	1) reminded the farmer 2) with them	1) Insertion 2) Selection	R
80	Son disappeared * a trace	without a trace	Omission	R
81	The trace * the farmer legs	of the farmer legs	Omission	R
82	Toba went to the river to fishing	for fishing	Selection	R
83	Toba's of house	Toba's house	Insertion	R
84	Toba fell in love to a young woman	with a young woman	Selection	R
85	Toba is very angry by Samosir	with Samosir	Selection	R
86	You're a child * fish	of fish	Omission	R
87	___ and island * Samosir	island of Samosir	Omission	R
88	The giant asked promise for take Timun Mas	to take Timun Mas	Selection	R
89	He knew that he was deceived to husband and wife	by husband and wife	Selection	R
90	When back home in the kingdom	to the kingdom	Selection	R

91	Has a timeless of beauty	timeless beauty	Insertion	R
92	The kingdom has changed to completely	changed completely	Insertion	R
93	Giant to passed their residence	Giant passed	Insertion	R
94	At when Timun Mas 17th...	When Timun Mas was 17th....	Insertion	R
95	The mother * Bawang Merah	of Bawang Merah	Omission	R
96	She followed * the river....	along the river....	Omission	R
97	Upon knowing of Bawang Putih...	After knowing	Selection	R
98	Come on her grandmother	Come to her grandmother	Selection	R
99	.... with his friend at village	in village	Selection	R
100	Malin wanted to sent her to away	her away	Insertion	L
101	On the first time, his mother didn't allow him to go	For the first time,	Selection	R
102	Malin did not come back after his father did	like his father did	Selection	R
103	He went sailing back with by his wife	with his wife	Insertion	R
104	Malin went to the city for find a job	to find a job	Selection	R

Rater's comment:

Palembang, 22 February 2017
Rater

Amalia Hasanah

RATER CONSULTATION FORM

I. **Classifications of Preposition Error**

This study aimed to find out error on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA. This research uses error classification proposed by Jha (1991). There are three classifications, they are:

1. Omission

In omission of preposition, the learners drop using any preposition in the sentence where it is obligatory as in:

Examples: a) I woke up in the morning 5 o'clock.

b) My class started 10 to 4 o'clock.

2. Insertion

In insertion of preposition, students supply preposition in the sentences where it is undesirable as in:

Examples: a) I reached to the Campus.

b) I saw to my teacher.

3. Selection

In selection of incorrect preposition, students supply prepositions in their sentences which are not appropriate. This type of error as in:

Examples: a) I came here in the 15th of July.

b) I came in Campus at 10 o'clock.

II. Identified Sentences

Following table 1 shows the identified sentences that researcher founded from student's narrative composition. The researcher provides all of those sentences in the table below complete with the error types of each prepositions. The errors are classified based on Jha's classification (1991), they are; omission, insertion and selection, please write right (✓) or wrong (x) whether those sentences are identified as certain type of preposition errors.

Table 1

Identification of Preposition Error

No	Identified Sentence and Phrase		Classification of Error	Right (✓) or Wrong (x)
	The Wrong Sentences	**The Correct Sentences**		
1	He went to home and he met....	He went home	Insertion	✓
2	In the sea, the sky instanly overcast	On the sea,	Selection	✓
3	He turned into to stone	He turned into stone	Insertion	✓
4	One day, * the Sumatra region, there lived a poor family	in the Sumatra region	Omission	✓
5	In some time, he to went sailing in his hometown with....	1) at some time, 2) He went sailing 3) to his hometown	1) Selection 2) Insertion 3) Selection	✓ ✓ ✓
6	... the lesson of the rural sector	from the rural sector	Selection	✓
7	Malin Kundang married * a famous girl	to a famous girl	Omission	✓
8	Malin encourage her to she fell	until she fell	Selection	✓
9	The fish turned to a beautiful princess	into a beautiful princess	Selection	✓

10	___ part of the island on Sumatra	island of sumatra	Selection	✓
11	Malin was married * a beautiful girl named Ningrum	to a beautiful girl	Omission	✓
12	After marriage they plan *go to honeymoon	1) plan to 2) go on honeymoon	1) Omission 2) Selection	✓
13	The stone was called the stone * Malin Kundang	stone of Malin Kundang	Omission	✓
14	He lived in the seashore with his mother	on the seashore	Selection	✓
15	Malin still * his argument and ...	with his argument	Omission	✓
16	The mother had to work of hard	work hard	Insertion	✓
17	Almost all the activity in home ...	at home	Selection	✓
18	Bawang Putih went down along the fast-flowing river	through along	Selection	✓
19	Bawang Putih until finally reached at the river that flows into the cave	1) Bawang Putih finally 2) reached the river	1) Insertion 2) Insertion	✓ ✓
20	Malin Kundang to became very rich	Malin Kundang became	Insertion	✓
21	Wife * Malin wanted to know about her husband * his hometown and others	1) Wife of Malin 2) like his hometown and others	1) Omission 2) Omission	✓
22	___ look birthmark at her mother's arm	on her mother's arm	Selection	✓
23	... migrated to look from work	for work	Selection	✓

24	After marriage they plan * go on honeymoon	plan to go on honeymoon	Omission	✓
25	_ go home to the page until meet his mother in the village	to meet his mother	Selection	✓
26	_ and after the time living in the city	at that time	Selection	✓
27	There is a princess on West Java	in West Java	Selection	✓
28	Sangkuriang tell the event * his mother	to his mother	Omission	✓
29	After years * wandering, Sangkuriang was finally for back * homeland	1) of wandering 2) finally back 3) to homeland	1) Omission 2) Insertion 3) Omission	✓
30	Stray on the northern part of _	in the northern	Selection	✓
31	The application is accepted of condition that _	on condition ~with	Selection	✓
32	_ and finally after Malin expectation disappear	finally Malin	Insertion	✓
33	In he hoped of when he returned	1) He hoped 2) hoped when	1) Insertion 2) Insertion	✓
34	Malin lot to learn about seamanship cruise on the crew	with the crew	Selection	✓
35	In the middle on the journey	of the journey	Selection	✓
36	Malin Kundang in was favored by the people in the village	Malin Kundang was favored	Insertion	✓
37	_ and perseverance on work	at work	Selection	✓

38	His mother cursed Malin Kundang * a stone	into a stone جعله	Omission	⌣
39	They lived * Bulaga	in Bulaga	Omission	⌣
40	... on the age of 17 years	at the age	Selection	⌣
41	He rarely visited to his mother	visited his mother	Insertion	⌣
42	... with his friend on the village	in the village	Selection	⌣
43	He lived with his mother off the coast	in the coast عن	Selection	⌣
44	They lived on peace and harmony	in peace	Selection	⌣
45	... to shore in near their village	shore near	Insertion	⌣
46	His wife did not know * the actual Malin	about Malin	Omission	⌣
47	... because he wanted for improve his family life	to improve	Selection	⌣
48	His mother did not to allow him	did not allow	Insertion	⌣
49	She was concerned by Malin	with Malin	Selection	⌣
50	In he hoped of later when he returned to his hometown	1) he hoped 2) hoped later	1) Insertion 2) Insertion	⌣
51	Malin Kundang stranded of the beach	on the beach	Selection	⌣
52	With tenacity and perseverance * work	at work	Omission	⌣
53	... every day waiting on him	waited to him For	Selection	⌣
54	Saw two people standing of the dock	on the dock	Selection	⌣
55	One day, at a village ...	in a village	Selection	⌣

56	Every day she to spends her time alone	she spent	Insertion	✓
57	She want * had children	to have children	Omission	✓
58	The middle on the road ...	of the road	Selection	✓
59	Mbok Sarni told to Timun Mas for run	1) told Timun Mas 2) to run	1) Insertion 2) Selection	✓
60	Sangkuriang had a magic powers of like his father	powers like	Insertion	✓
61	___ hunting on the woods	in the woods	Selection	✓
62	Sangkuriang told Tumang * catch prey	to catch prey	Omission	✓
63	Arrived in home	at home	Selection	✓
64	She saw marks cut in his forehead	on his forehead	Selection	✓
65	He uses supernatural powers * call the genie	to call the genie	Omission	✓
66	___ for make the morning	to make	Selection	✓
67	The mother had of work hard	to work hard	Selection	✓
68	Malin went to the big city with using a vessel	by using a vessel	Selection	✓
69	.... standing on the dock on the ship	of the ship	Selection	✓
70	....depend in forest yield	on forest yield	Selection	✓
71	* this island he met an old lady	on this island	Omission	✓
72	He realized that old of woman	old woman	Insertion	✓
73	Malin had of change into stone	to changed be	Selection	✓

74	Within after he threw	After he threw	Insertion	✓
75	He was amazed * see the fish scales	to see	Omission	✓
76	Consternation between the villagers	among the villagers	Selection	✓
77	The farmers without flaws on his life	in his life	Selection	✓
78	At time, his son always made irritated his father	Over time,	Selection	✓
79	Farmer's wife always remind for farmer to be patient on them	1) reminded the farmer 2) with them	1) Insertion 2) Selection	✓
80	Son disappeared * a trace	without a trace	Omission	✓
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82	Toba went to the river to fishing	for fishing	Selection	✓
83	Toba's of house	Toba's house	Insertion	✓
84	Toba fell in love to a young woman	with a young woman	Selection	✓
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86	You're a child * fish	of fish	Omission	✓
87	and island * Samosir	island of Samosir	Omission	✓
88	The giant asked promise for take Timun Mas	to take Timun Mas	Selection	✓
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90	When back home in the kingdom	to the kingdom	Selection	✓

91	Has a timeless of beauty	timeless beauty	Insertion		✓
92	The kingdom has changed to completely	changed completely	Insertion		✓
93	Giant to passed their residence	Giant passed	Insertion		✓
94	At when Timun Mas 17th	When Timun Mas was 17th	Insertion		✓
95	The mother * Bawang Merah	of Bawang Merah	Omission		✓
96	She followed * the river	along the river	Omission		✓
97	Upon knowing of Bawang Putih	After knowing	Selection		✓
98	Come on her grandmother	Come to her grandmother	Selection		✓
99	with his friend at village	in village	Selection		✓
100	Malin wanted to sent her to away	her away	Insertion		✓
101	On the first time, his mother didn't allow him to go	For the first time,	Selection		✓
102	Malin did not come back after his father did	like his father did	Selection		✓
103	He went sailing back with by his wife	with his wife	Insertion		✓
104	Malin went to the city for find a job	to find a job	Selection		✓

Rater's comment:

See my suggestions.

Palembang, 24 February 2017

Rater

Dita Diventasari, M.Pd.

RATER CONSULTATION FORM

I. **Classifications of Preposition Error**

This study aimed to find out error on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA. This research uses error classification proposed by Jha (1991). There are three classifications, they are:

1. Omission

   In omission of preposition, the learners drop using any preposition in the sentence where it is obligatory as in:

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   In insertion of preposition, students supply preposition in the sentences where it is undesirable as in:

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3	He turned into to stone	He turned into stone	Insertion	✓
4	One day, * the Sumatra region, there lived a poor family	in the Sumatra region	Omission	✓
5	In some time, he to went sailing in his hometown with...	1) at some time, 2) He went sailing 3) to his hometown	1) Selection 2) Insertion 3) Selection	✓
6	___ the lesson of the rural sector	from the rural sector	Selection	✓
7	Malin Kundang married * a famous girl	to a famous girl	Omission	✓
8	Malin encourage her to she fell	until she fell	Selection	✓
9	The fish turned to a beautiful princess	into a beautiful princess	Selection	✓

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11	Malin was married * a beautiful girl named Ningrum	to a beautiful girl	Omission	✓
12	After marriage they plan *go to honeymoon	1) plan to 2) go on honeymoon	1) Omission 2) Selection	✓
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14	He lived in the seashore with his mother	on the seashore	Selection	✓
15	Malin still * his argument and....	with his argument	Omission	✓
16	The mother had to work of hard	work hard	Insertion	✓
17	Almost all the activity in home	at home	Selection	✓
18	Bawang Putih went down along the fast-flowing river	through along	Selection	✓
19	Bawang Putih until finally reached at the river that flows into the cave.	1) Bawang Putih finally 2) reached the river	1) Insertion 2) Insertion	✓
20	Malin Kundang to became very rich	Malin Kundang became	Insertion	✓
21	Wife * Malin wanted to know about her husband * his hometown and others	1) Wife of Malin 2) like his hometown and others	1) Omission 2) Omission	✓
22	.... look birthmark at her mother's arm	on her mother's arm	Selection	✓
23	.... migrated to look from work	for work	Selection	✓

24	After marriage they plan * go on honeymoon	plan to go on honeymoon	Omission	✓
25	go home to the page until meet his mother in the village	to meet his mother	Selection	✓
26	and after the time living in the city	at that time	Selection	✓
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28	Sangkuriang tell the event * his mother	to his mother	Omission	✓
29	After years * wandering, Sangkuriang was finally for back * homeland	1) of wandering 2) finally back 3) to homeland	1) Omission 2) Insertion 3) Omission	✓
30	Stray on the northern part of	in the northern	Selection	✓
31	The application is accepted of condition that	on condition	Selection	✓
32	and finally after Malin expectation disappear	finally Malin	Insertion	✓
33	In he hoped of when he returned	1) He hoped 2) hoped when	1) Insertion 2) Insertion	✓
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64	She saw marks cut in his forehead	on his forehead	Selection		✓
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68	Malin went to the big city with using a vessel	by using a vessel	Selection		✓
69	.... standing on the dock on the ship	of the ship	Selection		✓
70	....depend in forest yield	on forest yield	Selection		✓
71	* this island he met an old lady	on this island in	Omission		✓
72	He realized that old of woman	old woman	Insertion		✓
73	Malin had of change into stone	to changed be into	Selection		✓

74	Within after he threw ...	After he threw ...	Insertion		✓
75	He was amazed * see the fish scales	to see	Omission		✓
76	Consternation between the villagers	among the villagers	Selection		✓
77	The farmers without flaws on his life	in his life	Selection		✓
78	At time, his son always made irritated his father	Over time,	Selection		✓
79	Farmer's wife always remind for farmer to be patient on them	1) reminded the farmer 2) with them	1) Insertion 2) Selection		✓
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85	Toba is very angry by Samosir	with Samosir	Selection		✓
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87	.... and island * Samosir	island of Samosir	Omission		✓
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89	He knew that he was deceived to husband and wife	by husband and wife	Selection		✓
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97	Upon knowing of Bawang Putih	After knowing	Selection	✓	
98	Come on her grandmother	Come to her grandmother	Selection	✓	
99	___ with his friend at village	in village	Selection	✓ —? Can be both
100	Malin wanted to sent her to away	her away	Insertion	✓	
101	On the first time, his mother didn't allow him to go	For the first time,	Selection	✓	
102	Malin did not come back after his father did	like his father did	Selection	✓	
103	He went sailing back with by his wife	with his wife	Insertion	✓	
104	Malin went to the city for find a job	to find a job	Selection	✓	

Rater's comment:

Revise as suggested.

Palembang, 24 February 2017

Rater

AISYAH SHAHAB, M.Pd.

Documentations of XI. IPA 1 Class

THESIS CONSULATATION CARD

NAME	:	Melisa Utari
STUDENT NUMBER	:	12250087
FACULTY	:	Tarbiyah
ADVISOR 1	:	Dr. Dian Erlina, M. Hum
THESIS TITLE	:	An Error Analysis on the use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 Babat Toman MUBA

No.	Date	Aspect Consulted	Comment	Signature
1	01-02-17	Chapter I	background, research problems, objectives, limiation } Revise!	*(signature)*
		Chapter II	- Write conclusion for each concept discussed in chapter ii - Chart/picture on page 22 (title explanation - Previous related studies	
		Chapter III	- Operational definitions - Data Collection Have spelling & Grammar Check	*(signature)*

6-02-2017	ok chapter I, II, III		
27-02-2017	Chapter IV	Revise as suggested	
28-02-2017	ok Chapter IV		
04-04-2017	Revise chapter V - Conclusions - Suggestions		
	Abstract → Revise		
06-04-2017	ok. Prepare for munaqasyah		

Palembang, 06-04- 2017

Advisor I

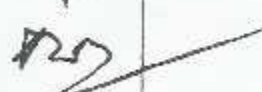Dr. Dian Erlina, M. Hum

Universitas Islam Negeri Raden Fatah Palembang

Fakultas Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

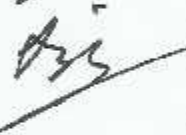Telp. (0711) 353347, Fax (0711) 354668, Website:http//radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

THESIS CONSULATATION CARD

NAME   :   Melisa Utari

STUDENT NUMBER   :   12250087

FACULTY   :   Tarbiyah

ADVISOR II   :   Beni Wijaya, M. Pd

THESIS TITLE   :   An Error Analysis on the use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 Babat Toman MUBA

No.	Date	Aspect Consulted	Comment	Signature
1.	18/1 2017	Chapter I	Revise as suggested	
2.	19/1 2017	Chapter I	ok!,	
3.	24/1 2017	Chapter 2	Revise as suggested	
4.	27/1 2017	Chapter 2	ok!	
5.	30/1 2017	Chapter 3	Revise as suggested	
6.	31/1 2017	chapter 3	ok!	
7.	14/2 2017	Chapter 4	Revise as suggested	
8.	17/2 2017	Chapter 4	ok!	
9.	13/3 2017	Chapt 5	Revise as suggested	
10.	14/3 2017	Chpt 5	ok!,	
11.	21/3 2017	All chapter	ok!	

Palembang, 21 – 3 – 2017
Advisor II

Beni Wiijaya, M. Pd

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

TRANSKRIP NILAI SEMENTARA
PROGRAM SARJANA S.1

NAMA   : **MELISA UTARI**
TEMPAT, TANGGAL LAHIR : **, 06 AGUSTUS 1994**
NIM   : **12250087**
PROGRAM STUDI   : **Pendidkan Bahasa Inggris**
FAKULTAS   : **Fakultas Ilmu Tarbiyah dan Keguruan**
TANGGAL LULUS   :
NOMOR IJAZAH   :

No.	Kode MK	Nama Mata Kuliah	SKS	Nilai	Angka Kredit
1	INS 101	Pancasila dan Kewarganegaraan	2	B	6
2	INS 102	Bahasa Indonesia	2	A	8
3	INS 104	Bahasa Arab I	2	A	8
4	INS 107	IAD/IBD/ISD	2	B	6
5	INS 110	Metodologi Studi Islam	2	B	6
6	INS 111	Teknologi Informasi dan Komunikasi	0	A	0
7	INS 204	Bahasa Arab II	2	B	6
8	INS 208	Fiqh	2	A	8
9	INS 304	Bahasa Arab III	2	A	8
10	INS 701	PEMBEKALAN KKN	2	A	8
11	INS 801	KULIAH KERJA NYATA (KKN) LAPANGAN	2	A	8
12	INS 802	SKRIPSI	6	B	18
13	PBI 101	Listening I	2	B	6
14	PBI 102	Speaking I	4	B	12
15	PBI 1022	Structure I	2	B	6
16	PBI 103	Reading I	2	B	6
17	PBI 104	Writing I	2	A	8
18	PBI 106	Pronunciation Pratice	2	B	6
19	PBI 107	Vocabulary	2	B	6
20	PBI 201	Listening II	2	B	6
21	PBI 202	Speaking II	2	A	8
22	PBI 203	Reading II	2	B	6
23	PBI 204	Writing II	2	B	6
24	PBI 205	Structure II	2	B	6
25	PBI 206	Introduction To Linguistics	2	B	6
26	PBI 301	Listening III	2	C	4
27	PBI 302	Speaking III	2	B	6
28	PBI 303	Reading III	2	B	6

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347, Fax. (0711) 354668, Website:http://radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

29	PBI 304	Writing III	2	B	6
30	PBI 305	Structure III	2	B	6
31	PBI 306	Morphology	2	B	6
32	PBI 307	Phonology	2	B	6
33	PBI 401	Listening IV	2	C	4
34	PBI 402	Speaking IV	2	B	8
35	PBI 403	Reading IV	2	B	6
36	PBI 404	Writing IV	2	C	4
37	PBI 405	Structure IV	2	B	6
38	PBI 406	Sociolinguistics	2	A	8
39	PBI 407	Cross Cultural Understanding	2	B	6
40	PBI 409	Pragmatics	2	B	6
41	PBI 410	Semantics	2	A	8
42	PBI 501	Speech	2	B	6
43	PBI 502	Extensive Reading	2	B	6
44	PBI 503	Syntax	2	B	6
45	PBI 504	Instructional Design	2	C	4
46	PBI 506	TEFL Methodology I	2	A	8
47	PBI 507	Curriculum Development	2	B	6
48	PBI 508	Material Development	2	B	6
49	PBI 510	TOEFL Practice	2	B	6
50	PBI 512	INTRODUCTION TO LITERATURE	2	B	6
51	PBI 519	Language Evaluation I	2	A	8
52	PBI 601	STATISTICS	2	B	6
53	PBI 602	TRANSLATION	2	B	6
54	PBI 603	PSYCHOLINGUISTICS	2	B	6
55	PBI 605	SEMINAR ON LANGUAGE TEACHING	2	A	8
56	PBI 607	Seminar on Research Proposal	2	B	6
57	PBI 608	LANGUAGE EVALUATION II	2	B	6
58	PBI 609	TEFL METHODOLOGY II	2	B	6
59	PBI 610	RESEARCH IN TEFL	2	A	8
60	TAR 101	Ilmu Pendidikan	2	A	8
61	TAR 201	Psikologi Pendidikan	2	A	8
62	TAR 301	Administrasi Pendidikan	2	A	8
63	TAR 302	Hadist Tarbawi	2	B	6
64	TAR 303	Tafsir Tarbawi	2	B	6
65	TAR 405	Sains Dan Islam	2	B	6
66	TAR 601	MICRO TEACHING / PPLK I	2	B	6
67	TAR 701	PPLK II	4	A	16

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan
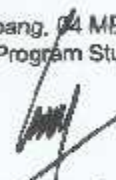
Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347, Fax. (0711) 354668, Website:http://radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

68	TAR 702	Filsafat Pendidikan Islam		2	A	8
			JUMLAH :	142		458

Indeks Prestasi Kumulatif (IPK)   : 3.23
Predikat Kelulusan   :

Palembang, 04 MEI 2017
Ketua Program Studi PBI

Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001

UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF. ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

	SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
	45	55	48	496

TOEFL PREDICTION TEST

FULL NAME

MELISA UTARI

SEX M / F	DATE OF BIRTH DD / MM /YY	TEST DATE DD / MM /YY
F	06 / 08 / 1994	14 / 04 / 1994

14042017

Drs. HERIZAL, MA
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.

This score is valid for six months.

PENUNJUKKAN PEMBIMBING SKRIPSI

Nama   : Melisa Utari

NIM ·   : 12250087

Jurusan   : English Education Study Program

Fakultas   : Tarbiyah Faculty

Judul Skripsi   : An Error Analysis on the use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 Babat Toman MUBA

PEMBIMBING 1 : NIP :	Dr. Dian Erlina, M.Hum
PEMBIMBING II : NIP :	Beni Wijaya, M.Pd

Palembang, 16 January 2017

PEMBANTU DEKAN 1,   KAPRODI PBI,

Dr. Dewi Warna, MPd   **Hj. Lenny Marzulina, M.Pd**

NIP. 19740723 199903 2 002   NIP. 19710131201 1012001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-353/II.1/PP.009/Un.09/1/2017
Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

Menimbang :

1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.

Mengingat :

1. Peraturan Menteri Agama RI No. 1 Tahun 1972 jo. No. 1 1974
2. Peraturan Menteri Agama RI No. 60 Tahun 1972
3. Keputusan Senat IAIN Raden Fatah No. XIV Tahun 1984
4. Keputusan Senat IAIN Raden Fatah No. 11 Tahun 1985
5. Keputusan Rektor IAIN Raden Fatah No. B/11-1/UP/201 tgl 10 Juli 1991

MEMUTUSKAN

Menetapkan

PERTAMA : Menunjuk Saudara :

1. Dr. Dian Erlina, M.Hum   NIP. 19730102 199903 2 001
2. Beni Wijaya, M.Pd.   NIK. 14020110992/BLU

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama	:	Melisa Utari
NIM	:	12250087
Judul Skripsi	:	An error analysis on the use of preposition in narrative composition made by the eleventh grade students of SMAN 1 Babat Toman MUBA.

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi dibayarkan minimal 6 (enam) bulan.

KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal diterapkan oleh Fakultas.

Palembang, 16 Januari 2017
Dekan,

Drs. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor   : B-679/Un.09/II.I/PP.00.9/2/2017   Palembang, 1 Februari 2017
Lampiran :
Perihal   : Mohon Izin Penelitian Mahasiswa /i
         Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
         Palembang

Kepada Yth,
Kepala SMAN 1 Babat Toman MUBA
di
    Babat Toman MUBA

Assalamu'alaikum Wr. Wb

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama   : Mehsa Utari
NIM   : 12250037
Prodi   : PBI
Alamat   : Jl. Kimarogan Lr. Merpati RT: 16 No.947 Kel. Kemas
          Rindo, Kertapati Palembang.
Judul Skripsi : An error analysis on the use of preposition in narrative
          composition made by the eleventh grade students of SMAN 1
          Babat Toman MUBA .

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb

Dekan,

Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :

SURAT KETERANGAN
Nomor : 420 / 320 / SMAN.1.BT/2017

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Babat Toman
menerangkan :

Nama	: MELISA UTARI
Nim	: 12250087
Jurusan	: Tarbiyah dan Keguruan
Program Studi	: Pendidikan, Bahasa Inggris
Jenjang	: S.1

Telah melakukan penelitian di SMA Negeri 1 Babat Toman dengan Judul :

*"An Error Analysis on the Use of Preposition in Narrative Composition Made by
the Eleventh Grade Students of SMAN 1 Babat Toman MUBA"* pada tanggal 09
Februari 2017 .

Demikianlah Surat keterangan ini dibuat dengan sebenar-benarnya untuk
dipergunakan seperlunya.

Babat, 09 Februari 2017

Kepala Sekolah

RIDWAN, S.Pd
NIP. 19681108 199412 1 001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin, Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN BEBAS TEORI

Nomor: B-170 /Un.09/II.1/PP.C0.9/09/2017

Berdasarkan Penelitian yang Kami lakukan terhadap Mahasiswa/i:

Nama   : MELISA UTARI

NIM   : 12250087

Semester/Jurusan : Sepuluh / Pendidikan Bahasa Inggris

Program   : S.1

Kami Berpendapat bahwa Mahasiswa/i yang tersebut di atas (sudah / belum) Bebas Mata Kuliah (Teori, praktek dan Mata Kuliah Non Kredit) dengan IPK: 3,24

(Tiga koma dua empat   )

Demikian syarat ini dibuat dengan sesungguhnya untuk digunakan seperlunya.

Palembang, 28 Februari, 2017

Kabag. Tata Usaha

Syaiful Arifin, SH.,M.H.,M.Si.
NIP. 19621120 198603 1 003

TANDA TERIMA

Nama : Melisa Utari
NIM : 12 25 0037
Jurusan : KPI

Memang nama tersebut di atas telah selesai menyerahkan biaya administrasi ujian komprehensif, munaqasyah, dan penyelesaian ijazah (Sesuai dengan tarif layanan BLU UIN Raden Fatah Palembang).

Palembang, ...1.2.1....2017
Yang menerima,
Kepala

Syahril Jamil, SH.,MH.M.Si.
NIP 196211201986030 1003

Rp300.000,00
Terbilang: tiga ratus ribu rupiah

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Selasa/ 7 Maret 2017
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	12250027	Diah Astini	85	86	87	65	80,75	A
2	12250143	Tri Astuti	80	85	87	82	83,5	A
3	12250043	Febri Rusleni	70	84	75	68	74,25	B
4	12250048	Heni Purwansyah	80	80	73	67	75	B
5	12250124	Seti Marsela	70	84	76	67	74,25	B
6	12250001	Aceng Kartubi	80	78	80	67	76,25	B
7	12250026	Dia Mardalena	83	86	85	68	80,5	A
8	12250154	Yulia Sari	80	83	82	80	81,25	A
9	12250142	Tika Sari	78	84	80	67	77,25	B
10	12250037	Elsya Agesty	68	85	83	63	74,75	B
11	12250020	Densi	68	83	82	82	78,75	B
12	12250128	Siti Fatimah	70	83	78	82	78,25	B
13	12250034	Dwi Kusdina	68	84	85	68	76,25	B
14	12250049	Heru Saputra	68	87	83	68	76,5	B
15	12250005	Agnes Silvita	68	77	83	73	75,25	B
16	12250084	Mei Afriani	80	86	80	60	76,5	B
17	12250016	Charolin Monika	75	84	80	66	76,25	B
18	12250087	Melisa Utari	80	82	78	82	80,5	A
19	12250092	Mutiara Ramadhan	80	85	80	78	80,75	A
20	12250126	Shohibul Kahfi AT.	80	78	75	83	79	B
21	12250029	Diana Lestari	80	85	86	65	79	B
22	12250005	Andi Jaya Saputra	70	91	86	72	79,75	A
23	11250051	Sani	80	84	82	73	79,75	A
24	11250021	Farihah	68	0	78	60	51,5	E
25	12250079	Marisa	78	81	82	82	80,75	A
26	12250153	Yuli Minarti	80	80	82	78	80	A
27	12250148	Widiya Wati	80	83	83	80	81,5	A

Keterangan
Mata Uji

I : Language Evaluation
II : TEFL Methodology
III : Curriculum Development
IV : Material Development

Interval Nilai
80 - 100 = A
70 - 79 = B
60 - 69 = C
56 - 59 = D
≤ 55 = E

Ketua,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Dosen Penguji

Nova Lingga Pitaloka, M.Pd.
M. Holandyah, M.Pd
Beni Wijaya, M.Pd
Hj. Lenny Marzulina, M.Pd

Palembang, 14 Maret 2017
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris,

M. Holandyah, M.Pd
NIP. 19805072011011001

Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang, menerangkan bahwa mahasiswa:

Nama : **Melisa Utari**

NIM : 12250087

Fakultas/Jurusan/ Prodi : Tarbiyah/ Pendidikan Bahasa Inggris/ PBI

Judul Skripsi : An Error Analysis on the use of Preposition in Narrative Composition made by the Eleventh Grade Students of SMAN 1 Babat Toman MUBA.

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada hari Selasa tanggal 07 Maret 2017, dengan memperoleh nilai **A**.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 22 Maret 2017
Ketua/Sekretaris

Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001

Hal : Pengantar Skripsi

Kepada Yth.
Bapak Dekan Fakultas Tarbiyah UIN
Raden Fatah Palembang
Di
     Palembang

Assalamualaikum Wr. Wb.

     Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"AN ERROR ANALYSIS ON THE USE OF PREPOSITION IN NARRATIVE COMPOSITION MADE BY THE ELEVENTH GRADE STUDENTS OF SMAN 1 BABAT TOMAN MUBA"**, ditulis oleh saudari **Melisa Utari** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.
     Demikianlah terima kasih.

Wassalamu'alaikum Wr, Wb.

                               Palembang, 10 April 2017

Pembimbing I   Pembimbing II

Dr. Dian Erlina, M. Hum   Beni Wijaya, M. Pd
NIP. 197301021999032001   NIK. 14020110992

	SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS UJIAN MUNAQASYAH	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG
		Kode:GPMPFT.SUKET.01/R0

Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama : **Melisa Utari**

NIM : 12250087

Fakultas/Jurusan/ Prodi : Tarbiyah/ Pendidikan Bahasa Inggris/ PBI

Judul Skripsi : An Error Analysis on the use of Preposition in Narrative Composition made by the Eleventh Grade Students of SMAN 1 Babat Toman MUBA.

Dengan ini menyatakan bahwa mahasiswa tersebut telah siap untuk proses pendaftaran sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 10 April 2017
Ketua/Sekretaris

Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001

HASIL UJIAN SKRIPSI/MAKALAH

Hari   : Jum'at
Tanggal   : 28 April 2017
Nama   : Melisa Utari
NIM   : 12250087
Jurusan   : PBI
Program Studi   : S-1 Reguler

Judul Skrips   : An Arror Analysis on the use of preposition in narrative composition made by eleventh grade students of SMA Negeri 1 Babat Toman MUBA

Ketua Penguji   : Hj. Lenni Marzulina, M.Pd   (................)

Sekretaris Penguj   : M. Holandiyah, M.Pd   (................)

Pembimbing I   : Dr. D an Erlina, M.Hum   (................)

Pembimbing II   : Beni Wijaya, M.Pd   (................)

Penguji I/Penilai I   : ~~Manalullaili, M.Ed~~   (................)
                            M. Holandiyah, M.Pd

Penguji II/Penilai II   : Janita Narena, M.pd   (................)

Nilai Ujian   : 78 (B)   IPK : 3,22

Setelah disidangkan, maka skripsi/makalah yang bersangkutan :
(..........) dapat diterima tanpa perbaikan
(....✓....) dapat diterima dengan tanpa perbaikan kecil
(..........) dapat diterima dengan tanpa perbaikan besar
(..........) belum dapat diterima

Ketua,   Palembang, 28 April 2017
                                            Sekretaris,

Hj. Lenni Marzulina, M.Pd   M. Holandiyah, M.Pd.
NIP. 19710131 201101 2 001   NIP. 19740507 201101 1 001

FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : MELISA UTARI

NIM : 12250087

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Judul : An Error Analysis on the use of Preposition in Narrative Composition made by the Eleventh Grade Students of SMAN 1 Babat Toman MUBA.

Penguji : M. Hollandiyah, M.Pd.

No	Hari/Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
	9/5-17	Add Islamic text For the background.	
	10/5-17	Oke. Acc.	

Palembang ....

Dosen Penguji

NIP : M. Hollandiyah, M.Pd

RADEN FATAH
PALEMBANG

RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : MELISA UTARI

NIM : 12250087

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Judul : An Error Analysis on the use of Preposition in Narrative Composition made by the Eleventh Grade Students of SMAN 1 Babat Toman

Penguji : Jamita Norena, M.Pd.

No	Hari/Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	April 5th, 2017	Please revise the minor mistaker! Good luck!	

Palembang April 5th, 2017
Dosen Penguji

(Jamita Norena, M.Pd.
NIP : —