AN ERROR ANALYSIS ON PREPOSITION OF PLACE IN, ON, AND AT USED BY THE EIGHTH GRADE STUDENTS AT SMPN 3 BATU

THESIS

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This thesis is submitted to fulfill one of the requirements to achieve Sarjana Degree in English Language Education Department

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MOTTO AND DEDICATION

Take risks. If you win, you will be happy.
If you lose, you will be wise.

(Anonymous)

This thesis is dedicated to:
My super mom and dad
My beloved family
My great advisors (Rinjani Bonavidi, M.Ed., Ph.D.
and Agista N. Wardani, M.A)
All my lecturers in ELED
My lovely sisters
MFF (Bayu, Amma, Si Udin, Busan, Nurel
Anilan Anilun, Endah and Mbok Di)
My Longlasting Kwek Kwek (Dewi, Rosi, Tri)
DFQ Squad
And all my ELED friends

Thank you for everything that you have given for me (support, prayer, love, help,
loyalty, trust and suggestion)
AUTHOR’S DECLARATION OF ORIGINALITY

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I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone’s copyrights nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material form the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, 27th January 2018
Rissca Yullinda Effendi
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ABSTRACT

Learning preposition of place is important because they act as vital markers to the structure of sentence in indicating the specific location, position, and place. Putting the preposition word incorrectly would change the certain meaning of its content. This study is aimed to analyze the types of errors made by the eighth grade students at SMPN 3 Batu in using preposition of place and to know how the teacher coped with the errors made by the students.

In this study, the researcher used qualitative research design. The data was presented in form of descriptive analysis to describe the types of errors and the way how the teacher helped the students to cope with the errors. The subjects of this study were the eighth grade students of class H which consisted of thirty students and the English teacher. The data was gained through test, interview, and open-ended questionnaire. The steps of data analysis were preparing and organizing the data, exploring and coding, representing and reporting findings, interpreting the findings, and drawing conclusion.

The results of this study have shown that there were many students who still found difficulties in using preposition and committed errors. The total frequency of errors in short answer test were 351 and 62 errors in sentences making test. The types of errors were omission errors as much as two errors, addition errors were thirteen errors, misformation errors were 43 errors, and misordering errors were four errors. Moreover, the way how the teacher helped their students to cope with the error were using jigsaw as a learning model and giving enrichment task along with individual explanation.

Keywords: Error, Error analysis, Preposition of place

Advisor I, Rinjuni Bonavidi, M.Ed., Ph.D

The researcher, Rissca Yullinda Effendi
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The Researcher,

Rissca Yullinda Efendi
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>LEGALIZATION</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO AND DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>LETTER OF AUTHENTICITY</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xi</td>
</tr>
<tr>
<td><strong>CHAPTER I INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>1.1. Background of Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2. Research Problems</td>
<td>5</td>
</tr>
<tr>
<td>1.3. Research Objectives</td>
<td>5</td>
</tr>
<tr>
<td>1.4. Scope and Limitation</td>
<td>5</td>
</tr>
<tr>
<td>1.5. Research Significance</td>
<td>6</td>
</tr>
<tr>
<td>1.6. Definitions of Key Terms</td>
<td>6</td>
</tr>
<tr>
<td><strong>CHAPTER II REVIEW OF RELATED LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>2.1. Definition of Errors</td>
<td>8</td>
</tr>
<tr>
<td>2.2. Error and Mistake</td>
<td>9</td>
</tr>
<tr>
<td>2.3. Classification of Errors</td>
<td>10</td>
</tr>
<tr>
<td>2.3.1. Error Type Based on Linguistic Category</td>
<td>10</td>
</tr>
<tr>
<td>2.3.2. Error Type Based on Surface Strategy Taxonomy</td>
<td>10</td>
</tr>
<tr>
<td>2.3.3. Error Type Based on Comparative Taxonomy</td>
<td>14</td>
</tr>
<tr>
<td>2.3.4. Error Type Based on Communicative Effect Taxonomy</td>
<td>15</td>
</tr>
<tr>
<td>2.4. Source of Error</td>
<td>15</td>
</tr>
<tr>
<td>2.5. Error Analysis</td>
<td>16</td>
</tr>
<tr>
<td>2.6. Definition of Grammar</td>
<td>17</td>
</tr>
<tr>
<td>2.7. Definition of Preposition</td>
<td>18</td>
</tr>
<tr>
<td>2.8. Preposition of Place</td>
<td>18</td>
</tr>
<tr>
<td>2.8.1. Preposition of Place <em>In</em></td>
<td>18</td>
</tr>
<tr>
<td>2.8.2. Preposition of Place <em>On</em></td>
<td>19</td>
</tr>
<tr>
<td>2.8.3. Preposition of Place <em>At</em></td>
<td>20</td>
</tr>
</tbody>
</table>

The content above represents the table of contents for a document, listing the chapter headings and their corresponding pages.
LIST OF APPENDICES

APPENDIX 1: STUDENTS’ TEST ITEMS .............................................................. 58
APPENDIX 2: STUDENTS’ ERROR ANALYSIS ..................................................... 60
APPENDIX 3: INTERVIEW TRANSCRIPT .......................................................... 73
APPENDIX 4: THE RESULT OF STUDENTS’ OPEN – ENDED QUESTIONNAIRE ............................................................. 76
APPENDIX 5: STUDENTS’ TEST .................................................................... 80
APPENDIX 6: STUDENTS’ QUESTIONNAIRE .................................................. 90
APPENDIX 7: SURAT KETERANGAN ............................................................... 93
REFERENCES


