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AN ERROR ANALYSIS ON USING PREPOSITIONS IN WRITING TEXT BY ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 1 PEKANBARU

UIN SUSKA RIAU

BY

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Thesis
Submitted to Fulfill One of the Requirements
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DEPARTMENT OF ENGLISH EDUCATION
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EXAMINER APPROVAL

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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled **"The title of the Skripsi An Error Analysis On Using Prepositions In Writing Text By Eleventh Grade Students Of SMK Muhammadiyah 1 Pekanbaru"** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi.* Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, August 5th, 2022

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ABSTRACT

Ikhsan Ramadhan, (2022): an Error Analysis on Using Prepositions in Writing Text by Eleventh Grade Students of SMK Muhammadiyah 1 Pekanbaru.

The main focus of this research was To find out the dominant error on the use of prepositions by eleventh grade students of SMK Muhammadiyah 1 Pekanbaru writing especially in recount paragraph. The researcher formulated the problems into a research question, which is what is the most error in the use of prepositions made by the eleventh grade students of SMK Muhammadiyah 1 Pekanbaru writing especially in the recount paragraph?. This research is a quantitative research. The researcher used a descriptive research design to answer the questions in this study. This research has one variable, it is the study of student errors in the use of prepositions in writing recount paragraph. The total of second-grade students is 355 which consists of 16 majors. So, as result there are 35 students selected as the sample in each class. the data was collected via a test. The test is to write a recount paragraph using a preposition. Students will be given about 30-45 minutes to compose a recount paragraph using the preposition. In analyzing the data the researcher identified students' errors based on the concept of unsystematic errors in student errors on the use of preposition in writing recount paragraphs by pointing out errors and giving mark omission (OM), addition (AD), selection (SI), ordering (OD). Based on the result of analysis, the total percentage error of OM is 11.7%, error of AD is 15.6%, error of selection 68.2%, and no error were found in AD. The error of selection was the most frequent type or which was made by student of SMK Muhammadyah 1 Pekanbaru with the total number of error 68.2% or 17.5.

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ABSTRAK

Ikhsan Ramadhan, (2022): Analisis Kesalahan Penggunaan Preposisi Dalam Menulis Teks Oleh Siswa Kelas XI SMK Muhammadiyah 1 Pekanbaru.

Fokus utama dari penelitian ini adalahUntuk mengetahui kesalahan dominan pada penggunaan kata depan oleh siswa kelas XI SMK Muhammadiyah 1 Pekanbaru dalam menulis khususnya pada paragraf recount. Peneliti merumuskan masalah menjadi sebuah pertanyaan penelitian, manakah kesalahan penggunaan kata depan yang paling banyak dilakukan oleh siswa kelas XI SMK Muhammadiyah 1 Pekanbaru dalam penulisan khususnya pada paragraf recount?. Penelitian ini merupakan penelitian kuantitatif. Peneliti menggunakan desain penelitian deskriptif untuk menjawab pertanyaan-pertanyaan dalam penelitian ini. Penelitian ini memiliki satu variabel, yaitu studi tentang kesalahan siswa dalam penggunaan kata depan dalam menulis paragraf recount. Jumlah siswa kelas II sebanyak 355 yang terdiri dari 16 jurusan. Sehingga diperoleh 35 siswa yang terpilih sebagai sampel pada setiap kelas. data dikumpulkan melalui tes. Tesnya adalah menulis paragraf recount menggunakan kata depan. Siswa akan diberikan waktu sekitar 30-45 menit untuk menyusun paragraf recount menggunakan kata depan.Dalam menganalisis datapeneliti mengidentifikasi kesalahan siswa berdasarkan konsep kesalahan tidak sistematis kesalahan siswa pada penggunaan preposisi dalam menulis paragraf recount dengan menunjukkan kesalahan dan memberi tanda penghilangan (OM), penambahan (AD), pemilihan (SI), pengurutan (OD). Berdasarkan hasil analisis, persentase kesalahan total OM sebesar 11,7%, kesalahan AD sebesar 15,6%, kesalahan pemilihan 68,2%, dan tidak ditemukan kesalahan pada AD. Kesalahan pemilihan jenis atau jenis kesalahan yang paling sering dilakukan oleh siswa SMK Muhammadiyah 1 Pekanbaru dengan jumlah kesalahan 68,2% atau 17,5.

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ملخص

إحسان رمضان، (٢٠٢٢): تحليل الأخطاء باستخدام حروف الجر بكتابة النص لدى التلاميذ الفصل الحادي عشر بمدرسة حمدية الثانوية الحكومية ١ بكنبارو

هذا البحث يركز بمعرفة الأخطاء الكثر شيوعا في استخدام حروف الجر لدى التلاميذ الفصل الحادي عشر بمدرسة حمدية الثانوية الحكومية ١ بكنبارو في الكتابة، وخاصة في كتابة فقرة إعادة السرد. يصوغ الباحث المشكلة في سؤال البحث، ما الأخطاء الكثر شيوعا في استخدام حروف الجر التي يرتكبها التلاميذ الفصل الحادي عشر بمدرسة حمدية الثانوية الحكومية ١ بكنبارو في كتابة فقرة إعادة السرد؟. وهذا البحث هو بحث واستخدم الباحث تصميم البحث الكمي.

الهدف الرئيسي لهذا البحث. ولهذا البحث نظري واحد، وهو دراسة عن الأخطاء في استخدام و حروف الجر في كتابة فقرة إعادة السرد لدى التلاميذ. عدد الفصل الثاني ٣٥٥ تلميذا يتكونون من ١٦ قسما. وتم الحصول على ٣٥ تلميذا من كل فصل كعينات البحث. وتم جمع البيانات من خلال الاختبار. والاختبار هو كتابة فقرة إعادة السرد باستخدام حروف الجر. سيتم حل التلاميذ حوالي ٣٠-٤٥ دقيقة لكتابة الفقرات باستخدام حروف الجر. عند تحليل البيانات، حدد الباحث أخطاء التلاميذ بناء على مفهوم الخطأ نظري اللغوي. أخطاء التلاميذ في استخدام حروف الجر في كتابة فقرة إعادة السرد من خلال الإشارة إلى الأخطاء وإعطاء علامة الخلف (OM)، والجمع (AD)، والاختيار (SI)، والسرد (OD). بناء على نتائج التحليل، كانت نسبة الإجمالي للأخطاء في OM 11.7٪، وأخطاء في AD 15.6٪، وأخطاء في الاختيار 68.2٪، ولم يتم العثور على أخطاء في AD. الأخطاء في اختيار نوع أو أنواع الأخطاء التي غالبا ما يرتكبها التلاميذ الفصل الحادي عشر بمدرسة حمدية الثانوية الحكومية ١ بكنبارو عدده 68.2٪ أو ١٧.5.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

The final result expected of a student in learning English was that they were able to master the four skills of English. English was an international language and it was used in every major field of life such as education, tourism, politics, and commerce. So, to keep themselves aware of the world and its happenings (Sajid Mehmood, 2017). As learners of English as a foreign language, students should understand the grammatical aspects such as the use of prepositions.

Prepositions were essential to sentences because they provide additional and necessary details. According to Gucker (1966) in Lembayung, T. (2017) by definition, a preposition connects a noun or pronoun to some other word in a sentence. There were several kinds of English prepositions with different functions that were usually used such as preposition of time, the preposition of place, preposition of direction

Error and mistake were similar, but they were actually two different things. It means that errors give a more serious effect on the improvement of learners' language ability. However, mistakes can be corrected by the learners, while errors no. Suzane, N. (2017) said that both were natural in learning a foreign language.

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There were several studies analyzing student spelling mistakes. Anjayani and Hum (2016) stated in their research that based on an analysis of the writings of 72 students, 1002 prepositions were found, 11.68% of students were wrong when writing prepositions, 66.67% used wrong prepositions and 21.65% % were wrong. Errors caused by transmission between languages. Another study conducted by Napitupulu (2017) analyzing linguistic errors in writing English letters found that 42.4% were grammatical errors, 26.7% were syntactic errors, 17.9% were content errors and 13% were lexical errors.

This study shares similarities with previous research by Anjayani and Hum (2016), which found that students' writing errors were a result of switching their native language or using their native language to write in English. Considering the above issues, grammar was one of the most important things that must be mastered by all students especially in Indonesia to avoid using translations from first language and using native language to improve their English writing. Grammar was an important part of language learning that no one can claim not to teach (Okurkova Klara, 2008). Writing without paying attention to grammar becomes disorganized and causes communication problems. Readers will misunderstand the author's intentions. In order to reduce the reader's misunderstanding, the author must have a good understanding of the grammar. The basic grammar that was learned to avoid misunderstandings for the reader were prepositions. Prepositions were little things to connect one word to another. It's simple, but not all students use it correctly

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Prepositions were words made up of at, in, on, near, with, without, using noun phrases that tell time (nine o'clock, at night), place (on a chair, at home) and other relationships (with spoon , without you) with actions and things (Yule, 2010). It's a tool for organizing sentences in a way that makes sense. Prepositions were words that connect one sentence to another, showing that the two sentences were related (Seaton & Mew, 2007).

Errors in prepositions were due to incomplete learning of the rules. Differences in part of speech in sentences can confuse learners and allow them to make prepositional mistakes, such as omitting, adding or choosing wrong prepositions in English (Murshidi, 2014). The preposition of mistakes in students' English writing was influenced by several factors. There were two reasons for the error; The first were the interlinguistic errors used by B1 or native language learners, and the second were the intralinguistic and developmental errors used by the learner's abilities at a given stage and showing certain general features of language acquisition (Richards, 1971). Other researchers state that there were four types of prepositional misspellings; Omissions, additions, malformations and disorder (Dulay, Burt & Kransen, 1982). Based on the above issues, it means the students were not good at English grammar.

SMK Muhammdiyah 1 was one of the formal institutions in Pekanbaru that applies Curriculum 2013 or K13. Curriculum 2013 was a form of integrated work between the reconstruction of passing grade competence, suitability and adequacy,

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expansion, the advancement of the materials, learning revolution, and evaluation reform. As stated by Pajarsidik, B. (2016) Curriculum 2013 (K-13) was a curriculum that was substituted curriculum 2006 (KTSP). K-13 has four value aspects there were knowledge, skill, attitude, and behavior. It was a very sensational curriculum of education in Indonesia. After K-13 was applied officially, many problems were emerging, for schools, students, and especially for teachers. SMKN Muhammdiyah 1 as a formal and accredited school also provides English lessons to students where the passing grade was 70

Based on preliminary research in SMK Muhammdiyah 1 Pekanbaru found the students were not able to differentiate the use of in, on, at. Some students also still do not know what preposition is. This happens because English was not their first language. Some of them were afraid when they heard the word “English”. But, some of them like learning English based on their favorite topic learned such as students in Pariwisata, Multimedia, and Tata Boga Major. English was taught once a week in SMK Muhammadyah 1 Pekanbaru.

This research describes the varieties error in writing Recount Paragraph by Students of SMK Muhammdiyah 1 Pekanbaru error on the use of the preposition. Therefore, the researcher conducted “An Analysis of Student Error on Using Preposition in Writing Paragraphs by Eleventh Grade Students of SMK Muhammadiyah 1 Pekanbaru 2020/2021” as a research title

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B. Problem of Research

1. Identification

Based on the problems that were stated above, the researcher tried to identify some problems as follow:

a. Why did many of the students do not know how to pick a proper preposition in sentences correctly?
b. Why did not some of the students misplace the use of prepositions in a sentence?

2. Limitation of Problem

After the problem mentioned above was found, so the researcher needed to restrict and concentrate on the problem to achieve the study goal, the limitation of the research problem was the mistakes of the students in using the preposition. The researcher explicitly researched these preposition errors in their development of writing recount paragraph

3. Research Questions

The research question of this study was as follows:

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a. What is the most error in the use of prepositions made by the eleventh grade students of SMK Muhammadiyah 1 Pekanbaru writing especially in the recount paragraph?

C. Objective and Significant of Research

1. Objective of Research

a. To find out the dominant error on the use of prepositions by eleventh grade students of SMK Muhammadiyah 1 Pekanbaru writing especially in recount paragraph

2. Significant of Research

a. This study was expected to help English teachers to know the errors made by students in their writing especially recount composition.

b. This study was also expected to give additional information and can improve knowledge for the researcher himself. Moreover, the researcher was able to identify the common errors in the use of prepositions.

c. This study can be used as a study material to extend knowledge and improve future professionalism in scientific research.

d. This study expected will give meaningful information for students in terms of students' errors in the use of prepositions.

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D. The Reason for Choosing the Tittle

1. The title of this study was relevant to the status of the writer as a student of the English Education Department.
2. The research location makes it easier for researchers to conduct the research.
3. The title of this study has not been researched by previous researchers in SMK Muhammadyah 1 Pekanbaru

E. Definition of the Terms

In order to avoid misunderstanding of the terms used, the following terms must be defined as follows:

1. Errors

   According to Nurislami and Oktavia (2020) errors were caused by temporary memory lapses, misunderstandings, tongue slips, and so on, as well as errors caused by a lack of knowledge of the target language. Student error was a failure of positioning due to a lack of competencies that they may or may not be aware of, such as language competence. If they were in a state of having incorrect information, students may make errors. In this research the errors made by students of SMK Muhammadiyah 1 Pekanbaru 1 Pekanbaru

2. Preposition

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As stated by Giatik (2016) prepositions were abstract words with no clear meaning. They're just showing the connection between groups of words. A preposition was a small word that never changes form and was put before a noun or pronoun to explain its relationship in a sentence with another word. If they do not understand the rules and the sense of prepositions, foreign language learners will get confused.

3. Writing

Writing was one of productive skills in language learning. The writing activity was different from other activities. It was less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there were a number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions. Harmer says that ‘writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there were issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation’ (Harmer, 2002). It means that writing offers opportunities to increase students’ vocabulary, knowledge of grammar and develops their understanding of how things were expressed and how well students’ message was understood in the written form.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Error

Talking of errors, we should also talk about mistakes. Error and mistake were also slightly identical, but they were essentially two different items. According to Ika Nurislami and Witri Oktavia (2020) said that errors were due to a lack of knowledge of the target language and errors caused by temporary memory lapses, misunderstanding, tongue slips, and so on. It was clear that mistake happens because the learners do not know how to correctly convey the meaning while errors occur only because the tongue slip or misunderstanding was not due to their lack of language knowledge.

To differentiate between error and mistake, Ellis in Erdogan (2005:263) also recommending two ways. The first was to check the accuracy of writing by learners. It was a mistake if they often use the right type and sometimes the wrong one. However, if they always use it incorrectly, it was an error. The second way was to ask the students to try to correct their own deviant utterances. If they cannot, the deviation was an error.

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2. Types of Errors

Ellis in Erdogan (2005) maintains that classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time. Through these mistakes, the teacher can classify, interpret, or describe the mistakes made by students, so these mistakes can be used as a tool to improve the students' English competency.

According to Jain (in Richard 1972, pp. 189-215), there were two types of errors: Asystematic error and unsystematic error.

1. Asystematic error.

   Asystematic errors were errors that were the product of generalizations that have not acquired the status of the rules but remain as a hypothesis.

2. Unsystematic error.

   Unsystematic errors occur when students make errors from the slips of the tongue, or when students compose, they often make mistakes. It was triggered solely by psychological causes, such as extreme enthusiasm, psychological factors such as tiredness that vary from moment to moment and from situation to situation.

There were three types of errors in relation to the use of prepositions according to Jha (1991, p. 51-52)

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1. Omission of Preposition: The learners drop using any preposition in the sentences where it was obligatory.

   Example:

   Wrong: She stays Ø a long time

   Right: She stays for a long time.

2. Insertion of Preposition: Students offer a preposition sentence where it was undesirable.

   Example:

   Wrong: Besides At the faculty building.

   Right: Besides faculty building

3. Incorrect Preposition Selections-The learners use the wrong preposition in a sentence.

   Example:

   Wrong: Besides At the hospital building.

   Right: Besides hospital building

Ellis in Erdogan (2005) maintains that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time." This categorization can be exemplified as follows:

1. Omission

   An omission was a type of error "characterized by the absence of an element that should appear in a well-formed utterance". As we

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know, morphemes or words can be divided into two classes namely content words and grammatical words. Content words were words that carry most of the reference meaning of a sentence, such as B. Nouns, verbs, adjectives, adverbs, etc. Grammar or function words were small words that play a minor role in conveying the meaning of a sentence. These include inflections of nouns and verbs (-s, ed, ing): articles (a, the, an): auxiliary verbs (is, will, can, may, etc.); and prepositions (at, in, or, etc.).

Language learners omit grammatical morphemes more often than content words. Omission of content words, although typical in the early stages of L1 acquisition, was not as common at 26 consecutive L2 achievements where the learner was older and more cognitively mature. When content words were omitted in L2, it was usually due to a lack of vocabulary and learners usually show awareness of the missing elements.

Morphological omission (A strange thing happen to me yesterday)

Syntactical omission (Must say also the names?)

2. Addition

Addition errors were indicated by the presence of elements that should not occur in well-formed language. It usually occurs in the

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later stages of L2 acquisition or learning, when the learner has acquired some of the rules of the target language.

In morphology (The book was here)

In syntax (The London)

In lexicon (I stayed there during five years ago)

3. Selection

Selection errors were characterized by the use of the wrong morpheme or structural form. It happens when the learner gives something even though it was wrong.

In morphology (My friend was oldest than me)

In syntax (I want that he comes here)

4. Ordering

Ordering errors were characterized by the incorrect placement of morphemes or groups of morphemes in an utterance. This occurs positively in the constructs obtained for both L1 and L2 learners.

In pronunciation fignisicant for ‘significant’ (prulal for ‘plural’)

In morphology (get upping for ‘getting up’)

In syntax (He was a dear to me, friend)

In lexicon (key car for ‘car key’)

From the explanation above, it can be seen that the common classification of error that often appears in students such as order, omission,

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selection, asystematic, unsystematic, addition. Through this classification, the teacher can identify and describe the errors made by students.

3. Source of Errors.

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

1. Intralanguage interference

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

2. Interlanguage interference

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

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

1. Interlingual transfer

   In this stage, the system of the second language was familiar and the native language was the only previous linguistic system upon which the learner can draw. In other words, the error was the

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result of transfer from the native language. Second language learners try to combine their information from their native language and the second language they were learning.

2. Intralingual transfer

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

Naimi Amara (2015) classified the source of error as follows:

1. Language transfer or interlingual interference. In this type, errors were caused by mother tongue interference.

   Eg1. I followed him yesterday slowly in the street.

   Eg2: I received confidential information from the police. (Negative transfer from French to English)

2. Intralingual interference: this kind of error occurs during the learning process of the second language at a stage when the learners have not really acquired

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the knowledge. In addition, errors were also caused by the difficulty or the problem of language itself.

Uddin and Alam (2015, p.89-90) mention two sources of errors made by the learner, they are:

1. Interlingual Transfer

   This source of error occurs because of the learners' first language or the learner's mother tongue. It appears that transfer can occur in two different ways. Transfer can be positive when similarities exist between the first and second language and these facilitate second language learning. In contrast, when dissimilarities exist, the learner‟s first language knowledge interferes with second language learning. That was called interference, which becomes one of the sources of errors in the second language.

2. Intralingual Transfer

   Intralangual Transfers were created without referring to L1 resources. The outcomes produce by the learners were non-existent in the second language but result from misapplication of language rule.

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From the above explanation, it can be seen that source which influences second language learner in making an error was interlingual transfer, intralingual transfer, and context of learning.

4. Error in Writing

Writing has always been considered an important skill in teaching and learning. According to Rao in (Pham Vu Phi Ho, Pham Ngoc Thuy Duong, 2015) writing was useful in two respects. First, it motivates students' thinking, organizing ideas, developing their ability to summarize, analyze and criticize. However, writing was always a big problem for EFL/ESL students in terms of language uses, grammatical structures, and cultural communication.

The biggest problem was that Writing was more complex which tests a person's ability to use a language and the ability to express ideas and writing requires a person to write not only coherently but effectively. Homstad and Thorson (1996) in Pham Vu Phi Ho, Pham Ngoc Thuy Duong (2015) state that writing in a foreign language was a frustrating and difficult activity for students, so the students were often reluctant to incorporate into these kinds of activities in or outside the classrooms.

Errors in language learners' performance including the writing process have long become the subject of interest. A study by Lo and Hyland (2007) in Darus (2009) found that the students used more expressions in the essays which were direct and inappropriate translations from Chinese to English.

According to Syafi'I (2018), there were three common major error in writing, they were sentence mistakes, word confusion, proofreading for correctness.

a. Sentence Mistakes

1) In subject-verb agreement: mistakes tend to occur if the subject was separated from the verb by some descriptive words.

2) Sentence Fragment: part of a sentence was punctuated as a complete sentence

3) Comma Splice: two separate sentences were joined with a comma without any punctuation

4) Misuse of the semi-colon: the semi-colon joins two-sentence into one, without *an, and, or, but.*

b. Word confusion

This occurs when the word was spelled the same. For example their and there

c. Proofreading for correctness

Good writing was about so much more than spelling, grammar, and punctuation. It's a balance of clear communication, compelling language, and just the right tone. Grammarly's correctness suggestions were designed to help you present your most competent, credible self, no matter what you're writing.

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5. Error in Foreign Language Learning

A foreign language was one that was not in common use in the social setting in which the individual was placed. For example, Russia, French, Italian or Spanish, Indonesia will consider definitely English as a foreign language.

Hanna Y Touchie (1986) said in Foreign language learning, there were generally two major sources of errors. The first source was native language interference, while the second source was due to intralingual and developmental influences. In order to learn a foreign language, learners' native language was important. Interlingual errors were mistakes caused by the influence of the native language.

Intralingual and developmental errors were due to the difficulty of the second/target language. Intralingual and developmental factors include the following: Intralingual and developmental errors were due to the difficulty of the second/target language. According to Hanna Y Touchie (1986), intralingual and developmental factors include the following:

1. Simplification: Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of the simple present instead of the present perfect continuous.
2. Overgeneralization: This was the use of one form or construction in one paragraph and extending its application

to other paragraphs where it should not apply. Examples of overgeneralization include the use of *comed* and *goed* as the past tense forms of *come* and *go* and the omission of the third person singular s under the heavy pressure of all other endless forms as in *he go*. It should be noted that simplification and overgeneralization were used by learners in order to reduce their linguistic burden.

3. Hypercorrection: Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct forms.
4. Faulty teaching: Sometimes it happens that learners' errors were teacher-induced ones, i.e., caused by the teacher, teaching materials, or the order of presentation. This factor was closely related to the hypercorrection above. Also, it was interesting to note that some teachers were even influenced by their pupils' errors in the course of long teaching.
5. Fossilization: Some errors, especially errors in pronunciation, persist for long periods and become quite difficult to get rid of it.

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6. Avoidance: Some syntactic structures were difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures.
7. Inadequate learning: This was mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example was the omission of the third person singular as in *He want.*

From the explanation above, it can be seen that the first source error was native language interference, while the second source was due to intralingual and developmental influences. In order to learn a foreign language, learners' native language was important. Interlingual errors were mistakes caused by the influence of the native language. Intralingual and developmental errors were due to the difficulty of the second / target language.

6. Preposition

a. Definition of Preposition

According to Merriam-Webster dictionary, a preposition was a function word that typically combines with a noun phrase to form a phrase that usually expresses a modification or predication. This word shows the relationship between the object of the preposition with other

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word elements in the sentence. The object of the preposition can be a noun, pronoun, gerund, or clause noun.

A preposition was one of the aspects of the speech that students cannot learn well. There were many reasons why preposition was not an easy job for a newcomer learning English as a foreign language. Learning prepositions was difficult since almost every meaning of preposition has an exception.

Jasson (2006) in Witri and Ika said the students affected by the first language. As a consequence, the learner already has an understanding of how preposition functions. In addition, students can also be confused because of the ambiguity of the prepositions rule, since there were a number of differences in prepositions.

As stated by Giatik (2016) prepositions were abstract words with no clear meaning. They're just showing the connection between groups of words. A good way to test whether a word was a preposition was to put it in front of phrases like "the box" or "the sides of the box" and see if it makes sense.

Preposition plays a key role in the sentence. It slows writers to convey the connection between spare parts. Lembayung (2017) claimed that preposition was important because preposition has two functions. The first was to attach the noun (the form of the noun) to

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the rest of the sentence. The second one was to determine the location of the noun (person or object).

From those definitions above, definitions can be inferred that preposition was a word put before a noun or pronoun to indicate a relationship. A preposition was a word or a group of words that define the relationship between other words in a phrase.

b. Types of Prepositions

There were three common types of prepositions according to Howard Sargean (2007), they were Preposition of Place, Preposition of Time, Preposition of Direction.

I. Preposition of Place

Prepositions of place define the position of a person or thing in relation to another person or thing. There were only three prepositions of location, but they can be used to discuss an almost infinite number of places.

a. At

"at" was used to describe the position as a point rather than an area and the case. It was also often used to explain a small area such as a square, a village, a space, a field.

b. On

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It was used to describe the location touching the flat surface of something like a floor, a wall, a ceiling, a desk, a street, or a line like a road or a river. On can be used for both position and movement, whereas on can be used primarily for people and animals when there was movement requiring a change of level.

c. In

Use the preposition “in” for an enclosed space or a place that was surrounded by boundaries.

d. Between

Usually, use two or more individuals or objects that we see as individual or different, and when to speak about people or things as part of a group or mass. Between and between were not only used as location prepositions. To explain something done to or by a group or group of items or individuals, we may use either between or between them.

e. With

It was used to show quality, support, and having or possessing.

II. Preposition of Time

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a. “At” was used to describe the portion of the day regarded as a point (night, midnight, etc.), the short holiday periods (Easter, Christmas, Idul Fitri, etc.), the short periods that we consider as points (end of September).

b. “In” used for longer periods of time, such as seasons (spring, winter, etc.), months (August, July, etc.), years (2009, 1996, etc.), centuries (17th century), and other periods, it was often used to speak about how long it will be before anything takes (few weeks) and part of the day (the morning, the evening, etc).

c. "On" was used to explain the specific day of a week, date/month, or part of a particular day. On as a preposition of time may be omitted. "During" was used to describe anything that occurs within a certain period of time.

d. "During" was used to describe anything that occurs within a certain period of time.

e. "For" was used to describe how long a continuous conversation takes when something occurs.

f. "By" was used to describe that something was going to happen or be done either before a certain time or at least at that time.

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g. "Until" was used to describe that something was going to happen until a certain moment.

III. Preposition of Direction

Prepositions of direction tell you where to go or where to put something. Some examples were to, on, onto, in, and into, across

Examples:

My friend lives across the street from me.

Put on your shoes

Make sure you were in the right way

There were two common types of the preposition. According to (Azhar, 1996) they are:

I. Preposition of Time

a.) At

a. We have class at one o'clock

b. I have an appointment with the doctor at 3:00.

c. We sleep at night

b.) In

a. My birthday was in October.

b. We have class in the morning.

c. I study in the evening

c.) On

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a. I have class on Monday.

b. I was born on October 31,1975.

II. Preposition of Place/Location

a.) My book was on my desk

In (a): on = a preposition

my desk = object of the preposition

on my desk = a prepositional phrase

b.) Tom lives in the United States. He lives in New York City.

A person lives: in a country and in a city

From the explanation above, the researcher concludes that divided into two functions, they were preposition to showplace and preposition to showtime. Preposition also has an important role in understanding and interpreting a sentence.

7. Recount Text

a. Definition

According to Ramli (2003) said that one of the text genres that students learn was recount text. This text was written with the intention of informing readers or people about an event that occurred in the past. It can be a combination of experiences and events.

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According to Gerot and Wignel (in Allieni Haris 2014, p.56-63) recount was the act of retelling past events in order to inform or entertain about what happened and when it happened." Based on these theories, recounts were generally based on the author's direct experience, but they can also be imaginative or outside the author's experience. In a recount text, a writer tells a reader about his or her personal experience or tells readers about the experiences of others.

From the explanation above, it can be concluded that the definition of recount text was a text that retells an event that happened in the past. This text was used to entertain the reader about what happened and the reader can learn from it.

b. Structure

Students must understand the general structure and language features of recount texts in order to write them. The generic structure of recount text, according to Gerot and Wignel (in Allieni Haris 2014, p.56-63) was orientation, events, and re-orientation.

1) Orientation introduces the participants, the location, and the time. It provides all of the background information required to understand the text. To obtain systematic and thorough information, the 5W questions (Who, What, Where, When, and Why) were used. As a result, it was necessary to write about what

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happened, who or what was involved in the story, why, where, and when the events occurred.

2) Events. This step describes the sequence of events that occurred in the past based on the time and location when they occurred.

3) Re-orientation. It consists of optional closure of events or it can be stating personal comment of the writer to the story.

c. Language Feature

Besides understanding the generic structure, students must be aware of the language features of the recount text. According to Gerot and Wignel (in Allieni Haris 2014, p.56-63) recount text language features include a focus on a specific participant, the use of material processes (action verbs), circumstances, place, and time, the use of past tense, and a focus on the temporal sequence.

Hardy and Klarwein (in Allieni Haris 2014, p.56-63) add that Recount text language features include using personal recount, emotive to describe events, action verbs and mental verbs, and past tense. It can be said that writers will use action verbs in the past form in writing recount text.

From the explanation above, it can be concluded that the language feature of recount text was specific participant, the use of

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material processes (action verbs), circumstances, place, and time, the use of past tense, and a focus on the temporal sequence.

B. Relevant Research

According to Syafi'i (2016), the relevant research was needed to observe some previous research by other researchers in which it was relevant to our research. In this case, the related study was an action to maintain a strategic distance from the literary robbery to the systems and discoveries of the past.

In this study, the researcher has taken some of the relevant research from a variety of researchers who have already done the study, where all of the relevant research was linked to this research. Dian (2017) found that the students made errors in all the types of errors based on the concept of unsystematic errors and it was developed into three types of errors: omission, insertion, and selection of incorrect and two kinds of the preposition in, on, at. The most common error was the selection of incorrect with a total of 116 errors or 54,46%, the second was insertion with a total of 69 errors or 32,39%, the third was omission with total 28 errors or 13,15%.

Next by Utari (2017) she found 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). of *to*

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(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%).

Then, Etisa (2017) reports that there were students who have made mistakes in the use of prepositions. As a result of the exam, 66 students of all respondents indicated that the total student errors in the use of prepositions amounted to 910 errors and the average student error rate was approximately 55.01%. The result for each error indicates that the average percentage of errors used in place and time prepositions was 49.15 percent error, while the average percentage of errors used in place and time prepositions was 299 (56.62 percent) error, and the preposition of time and place was 313 (59.28 percent) error. In addition, out of a total of 25 questions, there were 22 cases of errors caused by 12 interlingual errors.

Next, Lembayung (2018) finds that the results of this study have shown that there were student errors in the use of prepositions, in particular, the preposition of time and place in, at. As a result of the exam, 66 students of all respondents indicated that the total student errors in the use of prepositions amounted to 910 errors and the average student error rate was approximately 55.01%. The result for each error indicates that the average percentage of errors used in place and time prepositions was 49.15 percent error, while the average percentage of errors used in place and time prepositions was 299 (56.62 percent) error, and the preposition of time and place was 313 (59.28

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percent) error. In addition, out of a total of 25 questions, there were 22 cases of errors caused by 12 interlingual errors.

Another researcher was Imanuel Kamlasi (2015). The results of his research showed that there were 24 students do the test on speaking performance; 5 students passed the test and 19 students failed the test. The scores show that the highest score was 80,95 and the lowest score was 31. The total correct usage of prepositions of place was 269 and the errors were 222. The percentage of the use of correct the preposition of the place was 54,79%. The results showed that one student was categorized as very good; two students were categorized as good; three students were categorized as enough; eleven students were categorized poor and seven students were categorized as very poor. The students' average score was 54,60. The student's level of ability was categorized as poor. The result of the research showed that the students failed in using prepositions of place in speaking performance.

Based on the result of the research by the previous researcher above it can be seen that many students still lack preposition mastery. They still do not know how to pick proper prepositions.

C. Operational Concept

The operational concept was a concept that was used to prevent misunderstandings and misinterpretations in scientific research. In order to make it simple to calculate, it should be represented in specific terms. Syafi'I

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(2014) claimed that the operational definition was derived from the related theoretical concept of all variables that should be partially and empirically controlled. This research consists of one variable. In this research, the indicators were operationally conceptualized with using Ellis in Erdogan (2005)

a. An omission was a type of error "characterized by the absence of an element that should appear in a well-formed utterance".
b. Addition errors were indicated by the presence of elements that should not occur in well-formed language.
c. Selection errors were characterized by the use of the wrong morpheme or structural form. It happens when the learner gives something even though it was wrong.
d. Ordering errors were characterized by the incorrect placement of morphemes or groups of morphemes in an utterance. This occurs positively in the constructs obtained for both L1 and L2 learners.

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CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was a quantitative research. Creswell (2012) stated that quantitative research is a type of educational research in which the research decides what to study, asks specific, narrow questions, collects numeric (numbered) data from participants, analyzes these numbers using statistics and conducts the inquiry in an unbiased objective manner. So, quantitative research was viewed as the organized study of phenomena through the collection of numerical data and the application of statistical, mathematical, or computational techniques. The source of quantitative research was the positivism paradigm, which advocates an approach embedded in statistical detail that includes other strategies such as inferential statistics, hypothesis testing, mathematical representation, randomization of experimental and quasi-experimental designs, blinding, structured protocols, and limited variation, Questionnaire, Pre-arranged responses (Lee, cited in Slevitch, 2011).

The researcher used a descriptive research design to answer the questions in this study. According to Voordt (2014), it was characteristic of descriptive research that it was limited to factual recording and does not seek an explanation as to why reality shows itself as such. In principle, descriptive research does not aim to form hypotheses or to develop theories. Another characteristic of

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descriptive research was objectivity or neutrality. This research has one variable, it was the study of student errors in the use of prepositions in writing recount paragraph

B. Time and Location of the Research

This research was at SMK 1 Muhamddyah Pekanbaru Jl. Senapelan No. 10 A, Kp. Bandar, Kec. Senapelan, Kota Pekanbaru, Riau 28153. This research will be held in June 2021.

C. Subject and Object of Research

The subject of this research was the second-year student of SMK 1 Muhammadiyah Pekanbaru. The object of this research was students' errors in using the preposition in writing recount paragraph

D. Population and Sample of the Research

1. Population of the Research

According to Putrawan (1990) in Winarno (2013) population was all data that concerns researchers within specified scope and time. So, the population was related to the data, not the people. The population of this research was from the second-grade students of SMK 1 Muhammadiyah Pekanbaru and the total of second-grade students was 355 which is consisted of 16 majors.

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Table 3.1
The Population of the Research

No	Kelas	Jurusan	LK	PR	Jumlah
1	XI	DPIB	12	3	15
2	XI	TM	24	-	24
3	XI	MM	7	2	9
4	XI	TKJ 1	27	8	35
5	XI	TKJ 2	12	2	14
6	XI	TITL	30	-	30
7	XI	TKR 1	32	1	33
8	XI	TKR 2	35	-	35
9	XI	TKR 3	19	-	19
10	XI	TAB	27	-	27
11	XI	TBSM 1	27	-	27
12	XI	TBSM 2	18	-	18
13	XI	PH	6	8	14
14	XI	BOGA	9	27	36
15	XI	AKL	2	10	12
16	XI	OTKP	-	7	7
		Jumlah	**287**	**68**	**355**

2. Sample of the Research

According to Arikunto (2006), if the population was less than 100, the sample was taken 50% but if the sample was more than 100 the sample was taken 10%-25%. The subject of this research was the second-grade students of SMK 1 Muhammadiyah Pekanbaru. The total of second-grade students was 355 which consists of 16 majors. The sample was taken about 10% of the total population focused on students; grade 11 which totaled 335 students. The sample will be taken using random sampling by pulling out the lottery.As result there were 35 students selected as the sample in each class as displayed in the table below:

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Table 3.2
The Sample of the Research

No	Kelas	Jurusan	Jumlah
1	XI	DPIB	2
2	XI	TM	2
3	XI	MM	2
4	XI	TKJ 1	3
5	XI	TKJ 2	2
6	XI	TITL	3
7	XI	TKR 1	2
8	XI	TKR 2	3
9	XI	TKR 3	2
10	XI	TAB	2
11	XI	TBSM 1	2
12	XI	TBSM 2	2
13	XI	PH	2
14	XI	BOGA	2
15	XI	AKL	2
16	XI	OTKP	2
		Jumlah	**35**

E. Data Collection Technique

Due to the covid 19 pandemic, teaching and learning activity was done in two ways, the first was face-to-face learning which only students who get parental consent, and the second one was online learning. To collect the data, the researchers will take data from students who do face-to-face learning.

In this study, the data was collected via a test. The test was to write a recount paragraph using a preposition. Students will be given about 30-45 minutes to compose a recount paragraph using the preposition. After the students had taken the test, the researcher evaluated the students' errors and

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their ability based on the principle of unsystematic errors by Ellis in Erdogan (2005)

F. Data Analysis Technique

In this research, the researcher identified students' errors based on the concept of unsystematic errors in student errors on the use of preposition in writing recount paragraphs by pointing out errors and giving mark omission (OM), addition (AD), selection (SI), ordering (OD). This study uses two raters to assess the instrument. In order to measure the percentage of the type of student error using the preposition, the researcher used the following formula:

$$P = f/n \times 100\%$$

Note:

P = total percentage of error

n = total number of students' errors

f = total number of student

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CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

In accordance with what has been discussed, presented, and analyzed in the previous chapters, the researcher comes to the conclusion. The researcher identified students' errors based on the notion of unsystematic errors in student errors on the usage of preposition in writing recount paragraphs by pointing out errors and assigning mark omission (OM), addition (AD), selection (SI), and ordering to the errors (OD). Based on the data, the total percentage error of OM was 11.7%, error of AD was 15.6%, error of selection 68.2%, and no error were found in AD. Therefore, the research took the result that the error of selection was the most frequent type or which was made by student of SMK Muhammadyah 1 Pekanbaru with the total number of error 68.2% or 17.5.

B. The Suggestion

Based on the results, the researcher would like to give the several suggestions. Firstly, for English teacher should motivate students to write more, it can make them better in sentence production. The teacher also should give them feedback after teaching. And also the english teacher should give

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the understanding of the error to the students and correct them in appropriate way.

Second, for students the researcher suggest to learn more about preposition from its definition, the types, and the function. Keep doing practice in writing paragraph to improve your writing ability. The students should improve their understanding on English grammar especially in using preposition.

And the last, for other researcher who intended to conduct similar topic to work more on the focus the cause of error in the specific topic of grammar. And the researcher hope this research become the guidance for the other research.

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APPENDIX

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TEST OF PREPOSITION

Direction *(Arahan)* :

1. This test is for a scientific research only;

   (*Tes ini hanya untuk penelitian ilmiah;*)

2. There is no effect on the score to your English subject;

   (*Tidak ada pengaruh skor terhadap mata pelajaran bahasa Inggris Anda;*)

3. This test for about 30-45 minutes;

   (Tes ini selama sekitar 30-45 menit;)

4. Thank you for your participation in doing this test.

   (*Terima kasih atas partisipasi Anda dalam melakukan tes ini.)*

Material (*Materi*):

1. Definition of Preposition (*Pengertian Preposisi*)

   Prepositions are words whose function is to show the relationship between the object and other parts of the sentence. This English preposition along with its object describes a verb (verb), noun (noun), or adjective (adjective). Objects of prepositions can be in the form of nouns, noun phrases (noun phrases), pronouns (pronouns), or gerunds (verb + -ing). (*Preposition adalah kata yang fungsinya untuk menunjukkan hubungan antara objeknya dengan bagian lain di dalam kalimat. Kata depan bahasa Inggris ini bersama objeknya menerangkan verb (kata kerja), noun (kata benda), atau adjective (kata sifat). Objek dari preposition dapat berupa noun, noun phrase (frasa kata benda), pronoun (kata ganti), atau gerund (verb + -ing*). Contoh; *I was **at** home yesterday* (saya kemarin dirumah)

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)

2. Kind of Preposition (*Macam-macam preposisi*)

   a. Preposition of Time (Waktu)

      Preposition of time is a preposition used to indicate time.

      (*Preposition of time adalah preposition yang digunakan untuk menunjukkan waktu.*)

      - Example of Preposition of Time (*Contoh Preposition of Time)*;

      After, at, before, by, during, for, from, in, of, off, on, over, past, since, till, to, until.

      - Example of Preposition of Time in a sentence (*Contoh Preposition of Time dalam kalimat*);

        I'm looking for a place to stay **for** a few months.

        (*Saya sedang mencari tempat untuk tinggal selama beberapa bulan.*)

        He was born **in** July.

        (*Dia dilahirkan di bulan Juli.*)

   b. Preposition of Place (Tempat)

      Preposition of place is an English preposition used to indicate a place or position.

      (*Preposition of place adalah kata depan Bahasa Inggris yang digunakan untuk menunjukkan tempat atau posisi.*)

      - Example of Preposition of Place. (*Contoh Preposition of Place*); aboard, above, along, among, around, at, away from, behind, beside, below, beneath, between, by, in, inside, in front of, near, next to, on, outside, over, round, under, underneath

      - Example of Preposition of Place in a Sentence (*Contoh Preposisi of Place dalam kalimat*);

        There's a bowl of strawberries **on** the table.

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(*Ada semangkok stroberi di atas meja.*)

He sat **next** to me.

(*Dia duduk di sebelah saya)*

c. Preposition of Direction (Arah)

Prepositions of direction tell you where to go or where to put something. Some examples are to, on, onto, in, and into, across.

(*Preposisi arah memberi tahu Anda ke mana harus pergi atau ke mana harus meletakkan sesuatu. Beberapa contoh adalah* ***ke, di, ke, di, dan ke, di seberang*****)**

Contoh;

My friend lives **across** the street from me.

(*Teman saya tinggal di seberang jalan dari saya.*)

Instruction (*Petunjuk*) :

1. Please write a simple recount text base on the topic below using preposition;
   (*Silakan tulis teks recount sederhana berdasarkan topik di bawah ini*)
   a. Vacation with Family (*liburan bersama keluarga*)
   b. Funny Experience at School Before Covid-19 (*pengalaman lucu di sekolah sebelum Covid-19*)
   c. Scary Experience While Vacation or Camping (*pengelaman menyeramkan saat liburan atau kamping*)
   d. Birthday Celebration (*perayaan ulang tahun*)
2. Pay attention on using preposition correctly
   (*Perhatikan penggunaan kata depan dengan benar*)
3. Write in Minimum 3 Paraghraph
   (*tulis minimal dalam 3 paragraf*)

Kasi

Vacation with Family

Last Summer me and my family went to Borobudur temple to spend My holiday. We went there by ~~using~~ driving a car. During my trip, we also visited other historical place. Such as, Fort Marlborough on Bengkulu and Monumen Nasional on Jakarta. It took 8 days of trip to go to Borobudur temple.

At Borobudur temple, we took many photos with the temples there. Then, we enjoy the view ~~the~~ of sunset ~~in~~ at Borobudur ~~temple~~. We also met the other visitors from other countries, there are from Australia, Singapore, and Malaysia.

After spending our Vacation at Borobudur temple, we went to visit my cousins ~~on~~ in Jakarta. They invites us to visit Ancol and any other vacation places. It was an unforgettable vacation in my life.

Omission : 1 = 1
Addition : I = 1
Selection : III = 3
Ordering : I I = 2

Omission = 1
Addition = 1
Selection = 1
Ordering = 1

UIN SUSKA
Jan suatu mas
yarif Kasi

UIN SUSKA RIAU

Birthday Celebration

Selection

Omission

"It was the best birthday party I've ever had in my life. It started when I just arrived home at 10.00 PM, I opened the door and said." Mom, dad I'm home!" but no one answered me. I wondered where did people go. I was searching for mom and dad, they usually spend their time watching television at this time. But I did not found them there. "So I took stair and knocked at his bedroom. John ... John, are you there? can I come in?. Then I opened his bedroom, he was not there too. It's not him to leave his badroom door unlocked. where were these guys..

I went to dining room and found no meals at all. It all was weird. I was thinking if they would have gone outside because the day was saturday night. finally I went to my bedroom and took a rest for a while.

Lights went out suddenly while I was reading a novel. I got so scared. I heared people shouting fire, fire, fire.. so I woke up suddenly and tried to get out from house as soon as possible. when I opened the door, this was the best event, my parents and my brother held a birthday cake while singing 'happy birthday'. my grandparents, uncle and my aunts came too. I couldn't say anything, I cried for happiness and horror and said you almost killed me guys! I love you. And then we went out for our late dinner.

Selection = 1

Omission = 1

Omission :

Addition :

Selection : 1 = 1

Ordering : 1 = 1

n Syarif Kasi
tinjauan suatu mas
au.

Vacation with Family
(liburan bersama keluarga)

on the First day of sumer holiday, my uncle asked me to visit his summer house and spend the summer with him and his kids. I said yes and that's how ~~he~~ landed up in a beutiful ~~he~~ summer house next to beautiful beach in lombok. I also went to some beaches

Selection

Selection

Selection = 2

Omission :
Addition :
Substitution : 1[= 2
Ordering :

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

UIN SUSKA RIAU
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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail. eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/6361/2021 Pekanbaru,30 Juni 2021 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: IKHSAN RAMADHAN
NIM	11710414088
Semester/Tahun	: VIII (Delapan)/ 2021
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Error Analysis on Using Preposition in Text Writing by Eleventh Grade Students' of SMK Muhammadiyah 1 Pekanbaru
Lokasi Penelitian : SMK Muhammadyah 1 Pekanbaru
Waktu Penelitian : 3 Bulan (05 Juli 2021 s.d 05 Agustus 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

UIN SUSKA R

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PEKANBARU
SEKOLAH MENENGAH KEJURUAN MUHAMMADIYAH 1 PEKANBARU
BIDANG KEAHLIAN TEKNOLOGI DAN REKAYASA
BIDANG KEAHLIAN TEKNOLOGI INFORMASI DAN KOMUNIKASI
BIDANG KEAHLIAN PARIWISATA
BIDANG KEAHLIAN BISNIS DAN MANAJEMEN
AKREDITASI A (UNGGUL)
Quality ISO 9001:2008
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NSS : 324096002002
NDS : 5209.08.04.01
NPSN : 10403923

Nomor : 345/III.4.AU/SMKM.1/F/2021 Pekanbaru, 7 Sya'ban 1442 H
Lamp : - 18 Maret 2021 M
Hal : Izin Melaksanakan PraRiset

Kepada Yth :
Dekan Fakultas Tarbiyah & Keguruan
UINS SUSKA Riau
di
Pekanbaru

السلا م عليكم ورحمة الله وبر كاته

Membalas surat Bapak No : Un.04/F.II.4/PP.00.0/3652/20212021 tanggal 12 Maret 2021 perihal **Mohon Izin PraRiset, dengan ini pada kami sampaikan bahwa prinsipnya kami tidak keberatan untuk dapat menerima mahasiswa tersebut melakukan PraRiset di SMK Muhammadiyah 1 Pekanbaru atas nama :**

No	Nama Mahasiswa	No. Induk Mahasiswa	Program Studi
1	IKHSAN RAMADHAN	11710414088	Pendidikan Bahasa Ingris

Dengan memperhatikan hal-hal sebagai berikut :
1) Menaati ketentuan yang ditetapkan oleh pemberi rekomendasi.
2) Tidak melakukan aktivitas penelitian yang dapat merugikan sekolah dan pribadi/personal.
3) Tidak melakukan aktivitas yang menyimpang dari ketentuan yang telah ditetapkan dan dari substansi penelitian dimaksud.

Demikian untuk dimaklumi, atas perhatian dan kerja sama ini diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Kepala

SMKM - 1 PEKANBARU KOTA PEKANBARU AKREDITASI A 1.0602301

Alfafar, S.Pd, M.M.
NBM : 813 208

➢ Ketua Majelis Dikdasmen PDM Kota Pekanbaru

auan suatu mas
yarif Kasi

UIN SUSKA RIAU

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PEKANBARU
SEKOLAH MENENGAH KEJURUAN MUHAMMADIYAH 1 PEKANBARU
BIDANG KEAHLIAN TEKNOLOGI DAN REKAYASA
BIDANG KEAHLIAN TEKNOLOGI INFORMASI DAN KOMUNIKASI
BIDANG KEAHLIAN PARIWISATA
BIDANG KEAHLIAN BISNIS DAN MANAJEMEN
AKREDITASI A (UNGGUL)
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Website : www.smkmutu-pku.sch.id
www.smkmututkj-pku.sch.id
NSS 324096002002
NDS 5209 08 04 01
NPSN 10403923

Nomor : 2013 /III.4.AU/F/2021
Lamp : -
Hal : Izin Melaksanakan Riset

Pekanbaru, 06 Zulhijjah 1442 H
16 Juli 2021 M

Kepada Yth :
Kepala Dinas Pendidikan Provinsi Riau
di
Pekanbaru

السلام عليكم ورحمة الله وبركاته

Membalas surat Bapak nomor : 071/Disdik/1.3/2021/9659 tanggal 05 Juli 2021 M perihal Izin Riset/Penelitian, dengan ini pada kami sampaikan bahwa prinsipnya kami tidak keberatan untuk dapat menerima mahasiswa melakukan riset / penelitian di SMK Muhammadiyah 1 Pekanbaru atas nama :

No	Nama Mahasiswa	No. Induk Mahasiswa	Program Studi	Judul Riset / Penelitian
1	IKHSAN RAMADHAN	117104140880	Pendidikan Bahasa Inggris	AN ERROR ANALYSIS USING PREPOSITION IN WRITING TEXT BY ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 1 PEKANBARU

Dengan memperhatikan hal-hal sebagai berikut :
1) Menaati ketentuan yang ditetapkan oleh pemberi rekomendasi.
2) Tidak melakukan aktivitas penelitian yang dapat merugikan sekolah dan pribadi/personal.
3) Tidak terkait data penting (sensitif) milik sekolah.
4) Tidak melakukan aktivitas yang menyimpang dari ketentuan yang telah ditetapkan dan dari substansi penelitian dimaksud.

Demikian untuk dimaklumi, atas perhatian dan kerja sama ini diucapkan terima kasih.
نَصْرٌ مِّنَ اللهِ وَفَتْحٌ قَرِيبٌ

Kepala

Algafari, S.Pd., M.M.
NBM : 813 208

➢ Ketua Majelis Dikdasmen PDM Kota Pekanbaru

Syarif Kasim
jauan suatu mas

UIN SUSK

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/42203
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/2021 Tanggal 30 Juni 2021**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**IKHSAN RAMADHAN**
2. NIM / KTP	:	117104140880
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**AN ERROR ANALYSIS ON USING PREPOSITION IN WRITING TEXT BY ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 1 PEKANBARU**
7. Lokasi Penelitian	:	SMK MUHAMMADYAH 1 PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 1 Juli 2021

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

arif Kasi
lan suatu mas

UIN SUSKA RIAU

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE

Ikhsan Ramadhan is the youngest son of Mr. Saladin and Mrs. Tuhanura. He was born on December 31 1998. He lives at Jl. Uka km. In 2011, he graduated from SDN 001 Batu Aji Batam and continued his study at SMPN 23 Pekanbaru. In 2014, he entered SMAN 12 Pekanbaru for continuing his study and he finished in 2017. In 2017, he was accepted as one of the students in Department of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2020, he did KKN (Kuliah Kerja Nyata) in Rimbo Panjang, Pekanbaru. Then, he did Pre-Service Teacher Practice (PPL) at SMAN 3 Pekanbaru Provinsi Riau. Finally, he passed thesis examination for his Undergraduate Degree in English Education by the thesis entitled "An Error Analysis on Using Prepositions in Writing Text By Eleventh Grade Students of SMK Muhammadiyah 1 Pekanbaru".