

**ERROR ANALYSIS OF PREPOSITION USAGE IN
SENTENCES USED BY ENGLISH DEPARTMENT STUDENTS
OF TARBIYAH FACULTY UIN AR-RANIRY**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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Bachelor of Education in English Language Teaching


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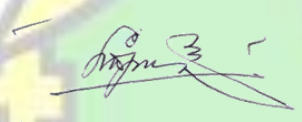
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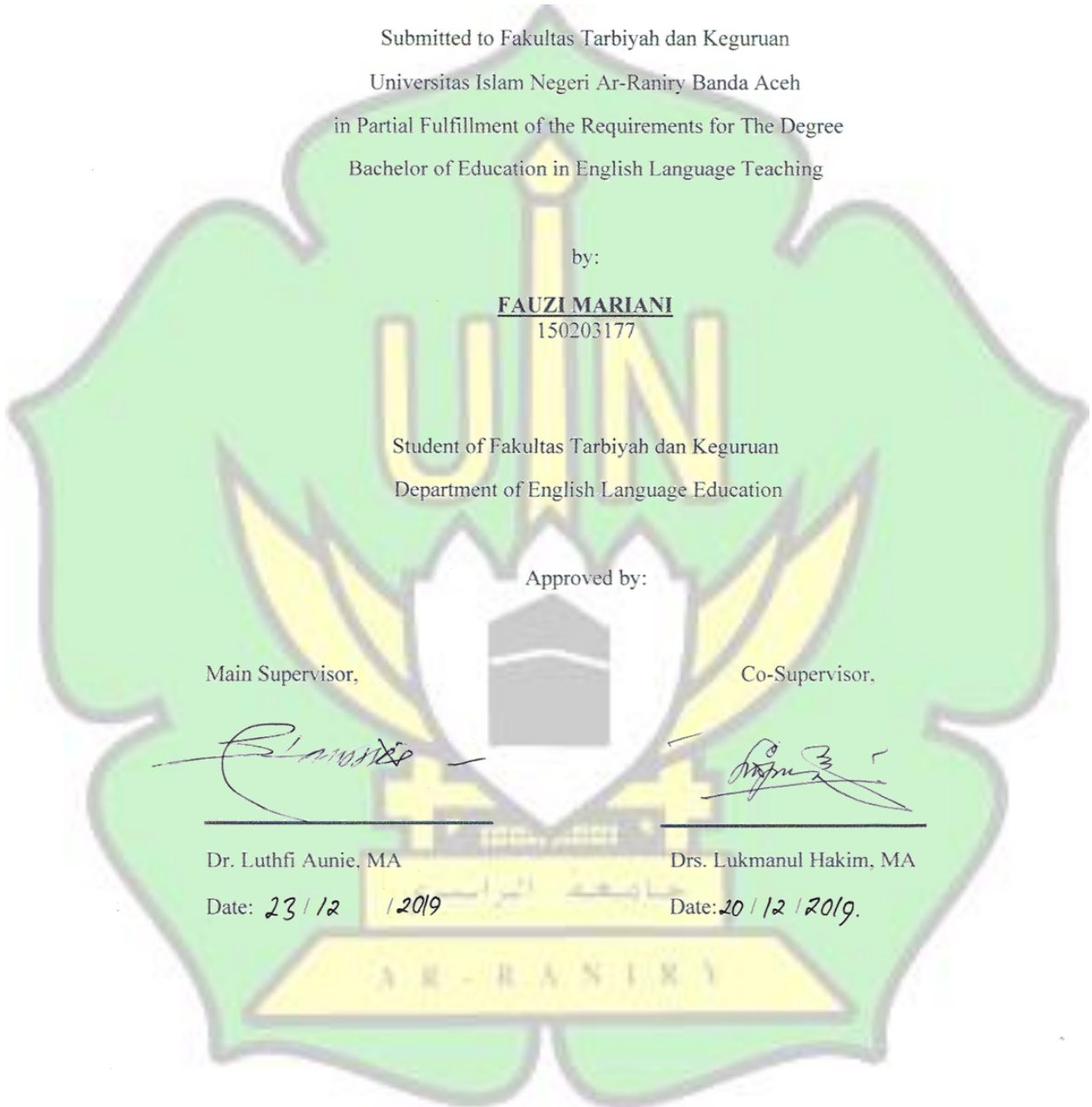
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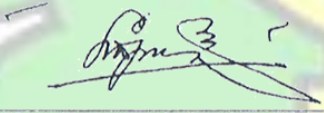
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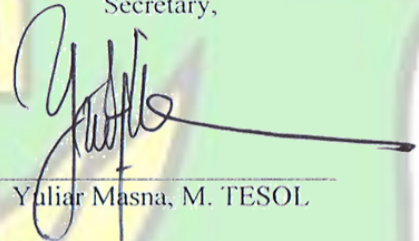
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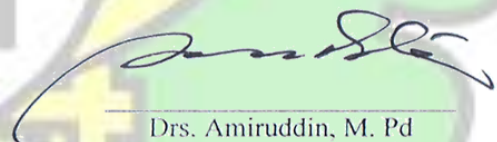
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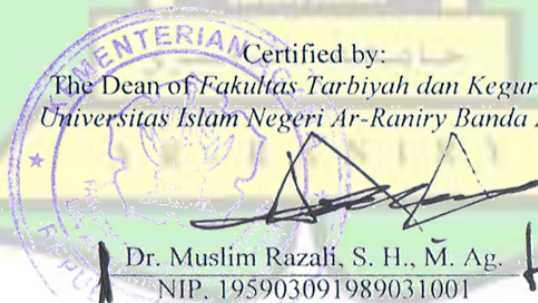
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**Error Analysis of Preposistion Usage in Sentences Used by English
Department Students of Tarbiyah Faculty UIN Ar-Ranir**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 Desember 2019

Saya yang membuat surat pernyataan



Fauzi Mariani

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ABSTRACT

Name : Fauzi Mariani
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The Working Title : Error Analysis of Preposition Usage in Sentences
Used by English Department Students of Tarbiyah
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Main Supervisor : Dr. Luthfi Aunie, MA
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Keywords : Preposition; Preposition Usage; Error Analysis

This study analysed students' errors in using preposition. The purposes of the study were to know whether or not the students make errors in using the preposition of the English Education Department of *Fakultas Tarbiyah dan Keguruan* and to find out the most dominant errors made by them in using prepositions. The research design in this study was quantitative research. It was conducted in the third semester students in Advanced Grammar course of English Department students *Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry*. In collecting the data, I used simple random sampling to choose the sample of the research. There were 138 samples of this research were chosen in Advanced Grammar course in English Department of *Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry*. In addition, the test consists of 100 questions. The questions consist of preposition "from", preposition "on", preposition "of", preposition "in", preposition "to", and preposition "with". To answer the first question, the test was distributed to the students to know whether or not the errors that they made. Besides, to answer the second research question, the test analysed to find out the frequency of errors in each item of question. The result of this research showed that most of the students still made errors in a preposition. The most dominant errors made by them in using preposition were preposition "of", preposition "in" and preposition "with". It was denoted in question 7, 10, 46, 69, 84, 86, and 92 which the frequency of errors in each item of question above 90%

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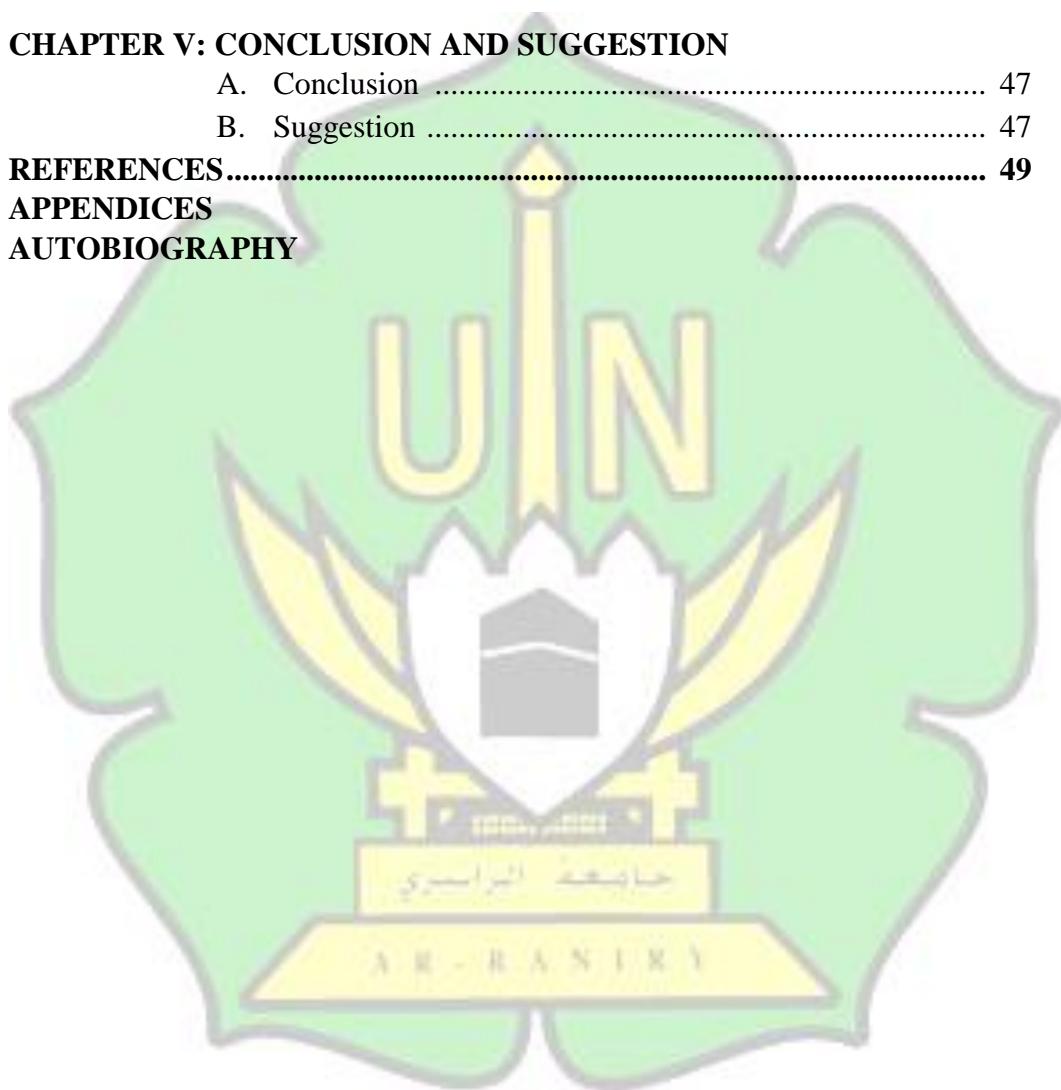
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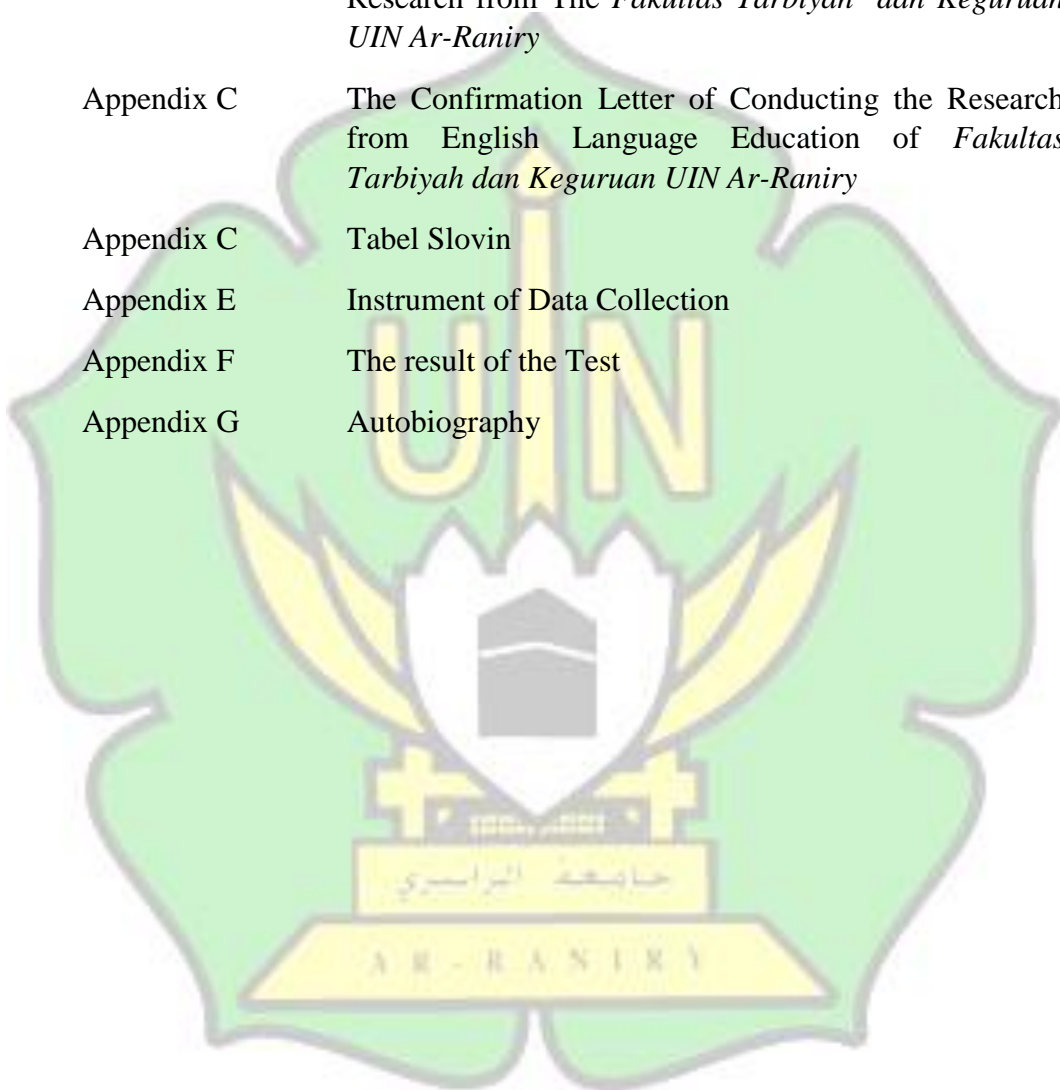
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CHAPTER I

INTRODUCTION

This chapter explains some points in this research. Those consist of the background of the study, previous studies, research questions, the aims of the study, the significance of the study, terminology, and research methodology.

A. Background of Study

Grammar is one of the elements in the English language which plays an important role and becomes one of the most difficult elements of language to teach. Besides, it is also the study of the words and their functions, kinds, and forms which are also necessary to construct sentences in writing, to catch ideas, and information from listening, speaking and reading. There are many kinds of words in English, such as pronouns, verbs, nouns, adverbs, adjectives, prepositions, etc. Pronouns are used to replace a noun, either as subject or object (Alexander, 1998). According to Verspoor and Sauter (2000), verbs are to express process, action, or states that may happen over time. Seaton and Mew (2007) claimed that nouns are words that refer to a person, a place or a thing, a quality or an activity. Adverbs are modifying a verb, adjective, and another adverb (Seaton and Mew, 2007). Seaton and Mew (2007) argued that adjectives are modifying a noun. Seaton and Mew (2007) believed that prepositions are words used to connect a noun or pronoun to show place, position, time, or method.

This study is restricted only on preposition because it is a part of grammar which is most difficult for EFL students. According to Celce-Murcia and Larsen - Freeman (1999) claimed that prepositions are generally troublesome to EFL or ESL. Takahaski (1969) said that the correct usage of prepositions is the biggest problem that EFLs face. This is because English speakers, including teachers, are not able to give any logical explanation or give a clear conceptual framework for their usage.

Based on the interview, as preliminary research, with the students of English Education Department of *Fakultas Tarbiyah dan Keguruan* UIN Ar-Raniry, it was known that most of them said that preposition is difficult for them to learn and to study. It is reasonable that there are various English prepositions which to be memorized. For examples, through, near, with, by, from, during, after, before, in, on, at, to, by, etc. It is different from Indonesia preposition. They felt confused about using prepositions in sentences. If they use the incorrect preposition in sentences, it will produce another meaning. For example, “Are you **angry with** me?”, Jane is **angry at** the dog, and “Are you **mad at** me?”. Therefore, they are stuck in writing and making some errors.

Although they have learnt English over the years, they still make mistakes in using prepositions. Besides, English is not their mother tongue. The structure of sentences in using prepositions is different. In English, some prepositions in English are not used in Indonesia and vice versa. In English, prepositions are used to connect one word to another word to get the correct meanings. The words have

their pairs to connect to another word. For example; he cannot **cope with** his children anymore, and I am **afraid of** the big dog.

Error is a performance that students do in productive skills which students cannot correct their mistake and need someone's help to correct their error. According to Richard (1974, p.173, as cited in Sari (2017)), there are some essential causes of the errors are intralingual error (this type of error does not influence with their mother tongue background), interlingual error (this type of error caused by the influence of the learner native language), and carelessness (it is caused by the learner background and custom).

Error analysis is a type of linguistic studies that focuses on the errors that students make. Error analysis is one the best way to identify and explain the errors that learners make. Secrombe (2000, as cited in Jayasundra and Premarathna: 2011) explained that error analyses have three processes. First, know the level of language proficiency the learners have reached. Second, to get information about the common students' difficulties in language learning. Third, to discover how someone learns a language.

Based on the above consideration, this writing is designed to find out and to analyse students' errors in using prepositions at the English Department Students of Tarbiyah Faculty UIN Ar-Ranniry

B. Previous Studies

There were many studies about the error analysis of prepositions. Some of the studies were conducted by Tahaine (2010), Jalali and Shojaei (2012), Lotsander (2018), Anjayani & Suprpto (2016).

Tahaine analysed Arab EFL University Students' Errors in the use of Preposition (2010). The result of his research showed that the students get serious difficulties in using the correct prepositions in their writing. The most difficult preposition for them was *by, in, on, to, with, of, from, for* and *at*. Meanwhile, Jalali and Shojaei (2012) investigated on Persian EFL Students' Developmental versus Fossilized Prepositional Errors. The result showed that the students make a lot of errors in these areas. The areas are substitution error, addition error and omission error. Moreover, Lotsander (2018) conducted his research under the title *An Error and Transference Analysis of the Use of Prepositions and Prepositional Phrase: Thai Learners of English*. He found that Thai students have problems with prepositions, often due to mother tongue interference. They get problems on using preposition *to, for* and *of*. Also, Anjayani & Suprpto (2016) investigated on 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). She found that the dominant errors made by the students are errors on the use of prepositions of place. It is influenced by their native language which is Indonesia.

The present study is designed to find out Error Analysis of Preposition Usage in Sentences Used By English Department Students Of Tarbiyah Faculty UIN Ar-Raniry which focuses on selection error.

C. Research Questions

This research attempts to answer the following questions:

1. Do the third semester students in Advanced Grammar course of the English Education Department of *Fakultas Tarbiyah dan Keguruan* make errors in using prepositions?
2. What are the most dominant errors made by third semester students in Advanced Grammar course of the English Education Department of *Fakultas Tarbiyah dan Keguruan* in using prepositions?

D. The Aims of the study

Based on the research questions, this research has two aims, namely:

1. To know whether or not the students make errors in using prepositions of the third semester students in Advanced Grammar course of the English Education Department of *Fakultas Tarbiyah dan Keguruan*.
2. To find out the most dominant errors made by third semester students in Advanced Grammar course of the English Education Department of *Fakultas Tarbiyah dan Keguruan* in using prepositions.

E. The significance of the Study

First, for the students, this study is expected to give information to the students about their weakness. By knowing this, they can focus on prepositions, especially the typical errors made by them, either in doing exercise or writing.

Then, for the lecturers, it also is expected to be useful in teaching-learning purposes, especially on prepositions, conducted by the lecturer in teaching at the English department of Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. The lecturer can also get the information from this study to see factors and aspects mostly faced difficulties by the students in prepositions.

Besides, for I, it is expected to be useful for myself to improve my ability in prepositions. By focusing my study specifically on the prepositions, I can anticipate how to learn and to study prepositions effectively and efficiently.

F. Terminology

1. Preposition

According to Mourssi and Al-Hilali (2015, p. 92), "preposition is defined as an item which expresses a relationship between entities, it identifies a relationship in space (between one object and another), and/or a relationship in time (between events)". Preposition in this study refers to the preposition to be learnt by the students of English Education Department of *Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry* and it is stated in the syllabus of grammar issued by this institution.

2. Error Analysis

Error Analysis is a process of observing, analysing, classifying, and revealing that is the error which students make (Brown, 2000). Error analysis in this study refers to the error of the preposition usage in sentences committed by the third semester students in Advanced Grammar course of English Education Department of *Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry*.

G. Research Methodology

1. Research Design

This study was quantitative research focused on prepositions, restricted to students' errors in applying prepositions. This research measured the students' errors in using prepositions through the test and analysed students' answer in each item of question. In analysing the data, I used percentage to measure the frequency of students' error in using prepositions.

2. Research Subjects

The subjects of this research are all of the students in the third semester of English Department of *Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry* who are taking the Advanced Grammar course estimated 235 which divided into seven units. I chose the participants randomly which all the students have the same chance to be a sample (Kothari, 2014). I used Slovin table which introduced by Kriejcie and Morgan (1970, as cited in Noor, 2011) to take the sample based on the whole population with the error rate about 5%. Based on the table, the sample

of this research is 148 students who took randomly. To make this research practice in time, I took the sample based on the units. I chose five units of Advanced Grammar randomly in conducting my research.



CHAPTER II

LITERATURE REVIEW

This chapter explains the statements of any literature that relate to this study.

A. Theoretical Orientation on Prepositions

1. Definition of Preposition

There are some definitions of prepositions by experts. Mourssi (2015) said that preposition is an article which shows the connection between entities which show the connection in space (between one thing and another), and/or a connection in times (between an event). According to Sari (2017), a preposition is a word which comes before a noun or a pronoun and expresses the correlation between them. Wren and Martin (2006) said that a preposition is a word put before a noun or a pronoun to indicate the relation between the object denoted and something else. Rozakis (2013) said that prepositions connect a noun or a pronoun to another word in the sentence. A preposition is a word that expresses the relationship between a noun or a pronoun and another word in the sentences which is placed usually (but not always) before a noun or a pronoun that it governs (Heaton, 1965).

From the definitions above, prepositions are the words before a noun or a pronoun which connects a word to another word. It comes usually before a noun, but it can put at the end of the sentences. For example, I saw him **on** Saturday, Mary **washed** the shirt **out**.

2. *The Function of Preposition*

According to Frank (1972), the preposition has three functions as:

- to link a noun or pronoun to a noun. For example, the lady **with the black hair** is beautiful (**with** links **hair** with the noun **lady**).
- to link a noun or pronoun to a verb. For example, she arrived **in the morning** (**in** links **morning** with the verb **arrived**).
- to link a noun or a pronoun to an adjective. he is **afraid of dogs** (**of** links **dogs** with the adjective **afraid**).

3. *Types of Preposition*

Based on its types, prepositions are divided into four groups, namely, prepositions of place, prepositions of time, preposition of direction and preposition with special usage (Sargeant, 2007).

- Preposition of place is a preposition which indicates where something is happening. For example, some geese flew **over** their house, I have a friend who lives **in** Wyoming, there was a tree **beside** the river.
- Preposition of time is a preposition which expresses when something is happening. For instance, school starts **at** 8 o'clock, we are going to the zoo **on** Sunday, I brush my teeth **in** the morning and **at** night.
- Prepositions of direction is a preposition of direction which show where something is going. For examples, the boys chased **after** each

other, we were travelling **towards** Miami, the football rolled **down** the hill. The last one is a preposition with special usage.

- There are some prepositions with special usage such as of, for, with, except, instead of, like, as, and than. For examples, I need three pieces **of** paper, there are several ways **of** cooking meat; this word is too difficult **for** me to spell, I make this bookmark **for** my mother; George comes home **with** dirty shoes, mix the flour **with** the water, and so on.

Moreover, Frank (1972) divided preposition into three groups namely:

- Preposition of time is to show when something happens. She divided three parts of preposition of time, namely:
 - one point of time is the point of time. For example, I saw him **in** 1968, I saw him **on** 16th of September.
 - an extended time which is beginning at one point and finishing at another (shows period). For example, I have not seen him **since** Tuesday, I can see you from ten o'clock **to** two o'clock.
 - a sequence of time which is showing the events that follow each other. For example, I will see you **after** Wednesday.
- Preposition of place is to show where something happens. For example, he has arrived **at** the airport, he lives **in** Banda Aceh.
- Preposition of direction which used to show the movement in a particular point. For example, she always walks **to** school **from** her home, you can drive **through** that town in an hour

4. *Verb-Preposition Combinations*

A preposition may combine with a verb to establish a new vocabulary. This type has several names which **are two-part verbs, composite verbs, and phrasal verbs**. The prepositional form used with the verb may be referred to as an adverb which called **a prepositional adverb or generally called particle** (Frank, 1972). The example of the phrasal verb are I **get up** (wake up) in the morning, the enemy gave up (surrender) after a long battle, Nanny **looks after** (take care of) baby at night. The examples of prepositional adverb/ particle are he **glances at** me, I will **cooperate with** you completely, he **suffers from** the cold.

5. *Forms of Prepositions*

Aarts and Aarts (1992), classified preposition into two forms which are one-word preposition and multi-word prepositions. For examples of one-word preposition are at, on, before, from, since, after, in, up, down, etc. However, the examples of multiple-words of prepositions are according to, in accordance with, on account of, because of, in addition to, by means of, in terms of, in spite of, in front of, etc.

Additionally, Frank (1972) divided the prepositions into four forms, namely:

- one-word prepositions which are usually consisting of one syllable of preposition. For example, in, on, at, above, about, across, before, after, behind, under, up, of, for, with, to, etc.

- two-word prepositions which consist of two syllables of preposition. For example, instead of, regardless of, according to, next to, relative to, along with, etc.
- three-word prepositions and four-word prepositions which formed by prepositional phrases. For example, by means of, by order of, by reason of, at the point of, for the purpose of, with the exception of, etc.

Based on the explanation above, it can be concluded that the forms of prepositions are single word prepositions and two or more words prepositions. The examples of single-word prepositions are in, on, at, under, above, up, behind, besides, etc. Furthermore, the examples of two or more words prepositions consist of, forward to, in contrast, in comparison with, as a result of, on the point of, etc.

B. Error Analysis

1. Definition of Error Analysis

Error analysis is a process of observing, analysing, classifying and revealing what is an error that made by students (Brown, 2000). Students can correct their mistakes, while they cannot correct their errors and they need someone to correct their mistakes. Corder (1967) defined, error analysis is a procedure used by both researchers and teachers to collect the sample of learner language, to identify the errors in the sample, to describe these errors, to classify them according to their nature and causes, and to evaluate their seriousness. The purpose of Error Analysis is to find what the learner knows and does not know and teacher can

give them the right sort of information or data for him to form a more capable rule concept in the target language (Corder, 1974). Furthermore, Hendriwanto and Sugeng (2013) explained that error analysis is a technique for identifying, classifying, and explaining incorrect forms of a target language made by a learner. Thus, Error analysis is a step to observe, describing and classifying the error that students made based on data or information that I or teacher gets.

2. *Cause of Errors*

An error occurs when students learn a foreign language. They cannot avoid errors because it is influenced by their mother tongue. According to Richard (1974), there are some essential causes of the errors which are:

- *Intralingual Error*. This type of error has no relationship with the learners' native language background. There are three causes of this error type which are:
 - Over Generalization occurs when the students use their previous learned rules in a new situation. Overgeneralization includes instances where the learner creates a deviant structure based on their experience of the other rule s in the target language. For instance, the addition and the omission of “s” in sentences below: it is happens, she can speaks, he come from.
 - False concept hypothesis arises as to the result of faulty comprehension of distinction in the foreign language.

Sometimes it also because of the poor gradation of the teaching material.

- Ignorance of rule restrictions occurs because the result of the failure to observe the restriction of existing structures, that is the application of rules to a context where they do not apply.

The learners may produce grammatically incorrect sentences.

- *Interlingual Error.* Interlingual error caused by the interference of the mother tongue of the learners. Interlingual errors are errors accounted for the language transfer came that teacher believes that the cause of the error is carelessness on the part of the students and some assume that errors are caused by their first language intervention or first language translation.
- *Carelessness.* The common errors made by learners are carelessness. It will influence the learners in learning a foreign language. The cause of error comes from the learner background and custom. The learners have to learn and read some books especially in the material of preposition to avoid carelessness.

3. *Types of Error*

Jha (1991) classified three types of error about the use of prepositions which can be detected writings of learners are omission, insertion, and selection of incorrect preposition.

- Omission of preposition occurs when the learners drop using any preposition in the sentence where it is obligatory as in: I woke up in the morning 5 o'clock (omit the preposition “at”), I was waiting the bus (omit the preposition “for”).
- Insertion preposition taken place when the students supply preposition in the sentence where it is undesirable as in: I saw **to** my teacher, I reached **to** the campus.
- Selection of incorrect preposition happened when the students supply prepositions in their sentences which are not appropriate as in: I came here in the 15th of July, He has done it from a systematic manner.

Additionally, Corder (1981) explained that there are four types of error analysis namely:

- First is *omission error* which is an error that occurs because there is an article omitting in the sentence whether in speaking or writing.
- Second is *addition error*, means add an aspect of language that is not needed in the sentence.
- Third, *selection error* is an error that occurs when the learners choose the incorrect aspect of language.
- Fourth, *ordering error*. Ordering error occurs because the learners do the incorrect command of part of speech in the sentences.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was quantitative research focused on prepositions, restricted to students' errors in applying prepositions. The quantitative research is to convey the phenomena in term of quantity (Khotari, 2004) which measured through statically way. This study measured the students' errors in using prepositions through the test and analysed students' answer in each item of question. In analysing the data, I used percentage to measure the frequency of students' error in using prepositions.

B. Research Sites

This research will be conducted in UIN Ar-Raniry, Banda Aceh. Before becoming UIN Ar-Raniry, its' name was IAIN Ar-Raniry. It was established on October 5th, 1963 and has been changed into UIN Ar-Raniry since October 2013. The name of Ar-Raniry was taken from Syekh Nuruddin Ar-Raniry, Adviser of Aceh Darussalam Empires in 1637-1641.

UIN Ar-Ra niry is an Islamic educational institution that has nine faculties and each faculty focuses on one specific field of study. The faculties are Faculty of Sharia and Law, Faculty of Education and Teacher Training, Faculty of Theology,

Faculty of Da'wa and Communication, Faculty of Arts and Humanities, Faculty of Social and Political Science, Faculty of Psychology and Counselling, Faculty of Science and Technology, and Faculty of Islamic Economics and Business.

As mentioned earlier, this study was conducted in UIN Ar-Raniry, Banda Aceh, particularly of the English Department Education on *Fakultas Tarbiyah dan Keguruan*.

C. Research Participants

a. Population

Kothari (2004) defined that population is the total items about which information is desired. The population as the total number of cases include people or even object of the target study. In this study, the population is restricted only to all the students of the third semester of English Department of *Fakultas Tarbiyah dan Keguruan* UIN Ar-Raniry who are taking Advanced Grammar course estimated 235 students divided into seven units. I chose the third semester because they already learned prepositions at the previous semester, so I assumed they already mastered in using prepositions. In deciding the participants, I did not assess the Advanced Grammar class because the material of preposition did not learn at that class. In Advanced Grammar class, they are learning adjective clause, etc. They do not learn preposition anymore now. They learned preposition in Intermediate Grammar class. So, I assessed their knowledge of grammar that had been learned.

b. Sample

Sample can be defined as a part of the population. The sampling technique is simple random sampling. Kothari (2004) argued that this type of sampling, the items have an equal and the same chance to be a sample. Krijcie and Morgan (1970, as cited in Noor, 2011) made a Slovin table to make it easy to take the sample based on the whole population of the study with the error rate about 5%. Based on the table, the sample of this study is 148 students. To make this research practice in time, I took a sample based on the units. There were five units of Advanced Grammar class used in conducting the research. The sample took randomly.

D. Technique of Collecting Data

In collecting the data, I used a test as an instrument. This test contains prepositions in multiple-choice items which consists of four alternative answers and three of the alternatives are distractors and another one is the best answer. The purpose of this multiple-choice item type is to find out the dominant errors made by students in using prepositions. The task of the students was to choose one of the best alternatives from the alternatives given by crossing on either a, b, c or d. This item is regarded as an objective test, as mentioned by Surapranata (2005). Besides, I decided to use multiple-choice items because it was designed to measure students' knowledge of grammar and vocabulary (Harmer, 2001).

The multiple-choice items have some advantages and disadvantages. The advantages of multiple choices items are to assess students' ability in writing,

objective test, easy to score. However, the disadvantages of multiple-choice questions are hard to make the questions because I should provide the best answer and the distractors well to make there are no possible double right answers, allowed students to guess the answer because the questions contained four options, so if they did not know the answer, they will guess it whether knew either their answers are right or wrong.

The questions of the test were designed by using Practice and Progress: An Integrated Course for Pre-Intermediate Students New Concept English by L.G. Alexander in 1967 as a reference. I chose this book because it has been graded to suit the students' level. Besides, in designing the questions, I was guided by my supervisors. The number of question is 100, and each question was marked one, so if students answer correctly all the questions, they will get 100 marks (score). The time that is given to answer the questions is 40 minutes.

E. Technique of Data Analysis

In analysing data, I analysed statically the test by counting the percentage of the errors in each item of questions. This test focused on analysing per item of the test, not students' result in the test. This research focused on the most dominant errors made by students in using prepositions. Additionally, to know the most dominant errors made by students in using prepositions, I checked the answer of the test and analysing the students' answer to each item. In order, to make it easy, I checked the students' answer based on their units and merged the result of each unit. Finally, the result was counted based on the whole of errors in each item of

question. The frequency was counting with the whole of the sample. In measuring the data, the percentage was used to show the frequency of students' error in using the preposition in each item of questions. To count the frequency of the errors, I referred to *Metoda Statistika* which was written by Sudjana (2016).

The formula used was:

$$P = \frac{X}{N} \times 100\%$$

Note:

P : Percentage

X : Number of students' error answer in each item

N : Number of samples

100% : Constant Value



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, I show the results of the research on students' error in using the preposition. As explained in the previous chapter, I used the test as an instrument. The following is the research finding, the description of students' errors in prepositions, and the discussion.

A. Research Finding

This research was conducted from November 14th to November 27th 2019. It took a long time because I should ask permission from the lecturers who taught Advanced Grammar class. This Advanced Grammar class consists of 7 units and the total number of students about 235 students. It could be seen below.

No	The Name of Unit	The Number of Students
1	Unit One	34
2	Unit Two	34
3	Unit Three	33
4	Unit Four	35
5	Unit Five	33
6	Unit Six	32
7	Unit Seven	34
The Total Number of Students		235

Table 4. 1 The Total Number of Students

As mentioned in chapter III, the sample of this study was 148 sample. Because of the large sample, the sample of this study was taken randomly. The units taken to be a sample were unit one, unit three, unit four, unit five, and unit six. The distribution of the sample was as follows:

No	The Name of Units	The Number of Students
1	Unit One	31
2	Unit Three	29
3	Unit Four	28
4	Unit Five	27
5	Unit Six	23
The Total Number of Students		138

Table 4.2 The Sample of The Study

The number of the sample, if the population was 235, so the sample of this number of the sample was less than mentioned earlier in chapter three. This was because some of the students did not attend the class while the research took place.

To collect the data about students' error in prepositions, I gave 100 questions in the test in multiple-choice types. The students' task was to choose from four alternatives answers by crossing on either a, b, c, or d. The questions were about preposition which was classified into **preposition of the phrasal verb**, **preposition of prepositional adverb (particle)**, **preposition of time**, and **preposition of place**. There are **23** questions of **preposition of phrasal verb**, **69** questions of preposition of **prepositional adverb (particle)**, **2** questions of **preposition of time**, and **6** questions of **preposition of place**.

–I have not accused him anything, but I suspect him of having taken it.

- a. for b. of c. to d. on

–My hands smell Soap.

- a. of b. from c. with d. to

4. The question of preposition “in”

–The waiter’s tip is included the bill.

- a. at b. over c. in d. with

–It was made in Germany 1681

- a. on b. in c. oat d. since

–We are fortunate having sufficient supplies of fuel for the winter.

- a. in b. by c. on d. up

5. The question of preposition “to”

–You must reply his letter.

- a. to b. from c. by d. through

–He has some important business to attend

- a. in b. to c. by d. on

–It is obvious everyone that he is not responsible for this mistake.

- a. for b. to c. with d. from

6. Questions of preposition “with”

–I do not agree you.

- a. at b. of c. on d. with

–I reasoned him, but would not listen to me.

- a. to b. for c. on d. with

–Poor Mary! She has so much to cope!

- a. with b. of c. to d. up

For further information about questions can be seen in appendix E.

B. The Description of Students' Errors in Preposition

In order, to make it easy to find out the errors made by students. It was necessary to reveal the number of each question as follow:

Questions:

1. I drew a lot of money the bank yesterday.

- a. in b. on c. at d. from

From the question above, the correct answer was **d. from**. It was the verb-preposition combination which focused on the phrasal verb. However, some students answered this question incorrectly. The frequency of errors in this question was 78.26%.

2. I refuse to comment his work.

- a. on b. of c. from d. with

This question was a verb-preposition combination which focused on a particle. So, the right answer to complete the blank was **a. on**. Furthermore, the frequency of students' errors in this question was 45.65%.

3. It is no use complaining the cold.

- a. on b. of c. with d. from

The question was a verb-preposition combination which focused on a particle. The question should be answered with the correct answer which was **b. of**. However, there was still an incorrect answer found in this question. The frequency of the students' errors in this question was 66.66%

4. The waiter's tip is included the bill.

- a. at b. over c. in d. with

The correct answer to this question was **c. in**. This was a verb-preposition combination which focused on a particle. The frequency of the students' errors in this question was 58.69%.

5. You must reply his letter.

- a. to b. from c. by d. through

The question should be answered with the correct answer which was **a. to**. This question was a verb-preposition combination which focused on a particle. However, there were still some students cannot answer this question correctly. The frequency of students' error in this question was 39.13%.

6. I do not agree You.

- a. at b. of c. on d. with

This question was verb-combination preposition which focused on the phrasal verb. So, the correct answer to this question was **d. with**. Besides, the frequency of the students' error in this question was 13.76%.

7. He congratulated me having got engaged.

- a. with b. for c. on d. to

This question was a verb-preposition combination which focused on a particle. So, the correct answer to this question was **c. on**. However, there were still some students who answered it incorrectly. The frequency of students' error in this question was 92.75%.

8. He has some important business to attend

- a. in b. to c. by d. on

The correct answer to the question above was **b. to**. This was a verb-preposition combination which focused on a particle. The frequency of students' error in this question was 88.40%.

9. I have not accused him anything, but I suspect him of having taken it.

- a. for b. of c. to d. on

The question should be answered with the correct answer which was **b. of**. The question was focused on a particle. However, there were still some students cannot answer the question correctly. The frequency of students' error was 84.05%.

10. I reasoned him, but would not listen to me.

- a. to b. for c. on d. with

This question was verb-combination preposition which focused on the phrasal verb. The question should be answered correctly which was **d. with**. The frequency of this error was 92.02%.

11. Nothing will prevent him succeeding.

- a. to b. in c. on d. from

The question was a verb-preposition combination which focused on a particle.

The question should be answered with the correct answer which was **d. from**. But, there still some students answered incorrectly. The frequency of students' errors in this question was 77.53%.

12. It was made in Germany 1681

- a. on b. in c. at d. since

This question should be answered with the correct answer. So, the answer to this question was **b. in**. This question was preposition of time which focused on one point of time. Meanwhile, there were still some students answered the question incorrectly. The frequency of the students' error in this question was 60.86%.

13. We are fortunate having sufficient supplies of fuel for the winter.

- a. in b. by c. on d. up

This question was a verb-preposition combination which focused on a particle. So, the correct answer to this question was a. in. The frequency of students' error of this question was 89.13%.

14. We have embarked a new scheme.

- a. to b. by c. on d. for

The question was a verb-composition combination which focused on a particle. The question should be answered with the correct answer which c. on. But, there were still some students answered it incorrectly. The frequency of students' errors in this question was 84.78%. (For further questions, see Appendix E)

Furthermore, question number 15 was *it is **obvious to** everyone that he is not responsible for this mistake*. This question was a verb-preposition combination which focused on a particle. The words of the particle were “obvious to”. The number of students who made errors was 57.97%. Then, question number 16 was *many people **escaped from** prison camps during the last war*. This question was a verb-preposition combination which focused on a particle. The words of the particle are “escaped from”. The results of the error in using the preposition in this question was 43.47%.

Question number 17 was *poor Mary! She has so much to **cope with***. This question was a verb-preposition combination which focused on preposition of a phrasal verb. It was denoted by the words “cope with”. The number of students who made errors was 77.53%. Next, question number 18 was *my hands smell of soap*. This question was a verb-preposition combination which focused on the phrasal verb. The words of the phrasal verb were “smell of”. The results of the error in using the preposition in this question was 18.84%.

Meanwhile, question number 19 was *she **returned to** the shop the following morning dressed in a fur coat*. This question was a verb-preposition combination which focused on preposition of a phrasal verb. It was denoted by “returned to”. The number of students who made errors was 46.37%. Next, question number 20 was *I think he is quite **honest in** his intentions*. This question was a verb-preposition combination which focused on a particle. The words of the particle were “honest in”. The results of the error in using the preposition in this question was 66.66%.

Question number 21 was *I visited museums and sat **in** public gardens*. This question was preposition of place. It was denoted by words “in public garden”. The number of students who made errors was 83.33%. Next, question number 22 was *do you **approve of** hunting?*. This question was a verb-preposition combination which is focused on a particle. The words of the preposition of particle were “approve of”. The results of the error in using the preposition in this question was 71.01%.

Besides, question number 23 was *I shall certainly **act on** your advice*. This question was a verb-preposition combination which is focused on preposition of a phrasal verb. It is denoted by “act on”. The number of students who made errors was 55.79%. While the question number 24 was *Erna’s father will **set out with** her in a small boat*. This question was a verb-preposition combination which focused on a particle. The words of the particle were “set with”. The results of the error in using the preposition in this question was 38.40%.

Question number 25 was *how much have you **borrowed from** me already?*. This question was a verb-preposition combination which was focused on a particle. It was denoted by words “borrowed from”. The number of students who made errors was 36.95%. Next, question number 26 was *he **turned to** me for help, even after I had quarreled with him*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were “turned to”. The results of the error in using the preposition in this question was 49.27%.

Furthermore, question number 27 was *he is never done any work. He **lives on** his mother.* This question was a verb-preposition combination which was focused on preposition of a phrasal verb. It was denoted by “lives on”. The number of students who made errors was 63.04%. Then, question number 28 was *They **differ from** each other so much.* This question was a verb-preposition combination which was focused on a particle. The words of the particle were “differ from”. The results of the error in using the preposition in this question was 71.01%.

Question number 29 was ***beware of** the dog!.* This question was a verb-preposition combination which was focused on a particle. It was denoted by the words “beware of”. The number of students who made errors was 48.55%. Next, question number 30 was *the concert **began with** a piece by an unknown composer.* This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were “began with”. The results of the error in using the preposition in this question was 57.24%.

Subsequently, the question number 31 was *his debt now **amounts to** £100.* This question was a verb-preposition combination which is focused on a particle. It was denoted by “amount to”. The number of students who made errors was 84.78%. Then, question number 32 was *I am not familiar with his novels and not very **keen on** reading them.* This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were “keen on”. The results of the error in using the preposition in this question was 89.13%.

Question number 33 was *I spent the whole day **in** my room*. This question was preposition of place. It was denoted by the words "in my room". The number of students who made errors was 17.39%. Next, question number 34 was *he was found **guilty of** a great many crimes*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were "guilty of". The results of the error in using the preposition in this question was 61.59%.

Also, question number 35 was *I **warned** him **of** the danger, but he would not listen to me*. This question was a verb-preposition combination which was focused on a particle. It was denoted by "warned of". The number of students who made errors was 68.11%. Then, question number 36 was *children remain **dependent on** their parents for a long time*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were "dependent on". The results of the error in using the preposition in this question was 52.17%.

Question number 37 was *please **apply to** the secretary for information*. This question was a verb-preposition combination which was focused on a particle. It was denoted by the words "apply to". The number of students who made errors was 42.75%. Next, question number 38 was *I have just moved to a house **in** Bridge Street*. This question was preposition of place. The words of preposition of place were "in Bridge Street". The results of the error in using the preposition in this question was 83.33%.

While the question number 39 was *she often suffers from the cold*. This question was a verb-preposition combination which was focused on a particle. It was denoted by “suffers from”. The number of students who made errors was 70.28%. Then, question number 40 was *George jealous of his young sister*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “jealous of”. The results of the error in using the preposition in this question was 76.81%.

Question number 41 was *I am not satisfied with your work*. This question was a verb-preposition combination which was focused on a particle. It was denoted by the words "satisfied with". The number of students who made errors was 50%. Next, question number 42 was *I am not very fond of dancing*. This question was a verb-preposition combination which was focused on a particle. The words of the preposition of particle were “fond of”. The results of the error in using the preposition in this question was 81.15%.

Further, the question number 43 was *Late in the afternoon, the boys put up their tent in the middle of a field*. This question was preposition of time. It was denoted by “in the afternoon”. The number of students who made errors was 47.82%. Then, question number 44 was *please do not mention it to my husband, but I paid £10 for this that*. This question was a verb-preposition combination which was focused on a particle. The words of particle were “mention to”. The results of the error in using the preposition in this question was 19.56%.

Question number 45 was *he is **intent on** passing the examination, but I am doubtful about his chances*. This question was a verb-preposition combination which was focused on a particle. It was denoted by the words "intent on". The number of students who made errors was 68.84%. Next, question number 46 was *the boy is far **ahead of** everyone else in the class*. This question was a verb-preposition combination which was focused on a particle. The words of particle verb were "ahead of". The results of the error in using the preposition in this question was 92.02%.

Furthermore, question number 47 was *Everyone **shared in** his happiness*. This question was a verb-preposition combination which was focused on a particle. It was denoted by "shared in". The number of students who made errors was 86.95%. Then, question number 48 was *even though he was **cruel to** his dog, it remains faithful to him*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were "cruel to". The results of the error in using the preposition in this question was 36.23%.

Question number 49 was *it is unreasonable to **demand this from** him*. This question was a verb-preposition combination which was focused on a particle. It was denoted by the words "demand from". The number of students who made errors was 68.11%. Next, question number 50 was *I **despair of** ever teaching him anything*. This question was a verb-preposition combination which was focused on a particle. The words of the preposition of particle were "despair of". The results of the error in using the preposition in this question was 55.79%.

Also, question number 51 was *you can **depend on** me*. This question was a verb-preposition combination which was focused on a particle. It was denoted by “depend on”. The number of students who made errors was 26.08%. Then, question number 52 was *your conclusion are not **consistent with** the facts*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “consistent with”. The results of the error in using the preposition in this question was 54.34%.

Question number 53 was *I was **constructed in** drawing once upon a time*. This question was a verb-preposition combination which is focused on a particle. It was denoted by words “constructed in”. The number of students who made errors was 79.71%. Next, question number 54 was *we must **economize on** fuel*. This question was a verb-preposition combination which was focused on a particle. The words of the preposition of particle were “economize on”. The results of the error in using the preposition in this question was 58.69%.

Moreover, question number 55 was ***contrary to** my expectations, there was no need to be uneasy about the result of the match*. This question was a verb-preposition combination which was focused on a particle. It was denoted by “contrary to”. The number of students who made errors was 34.78%. Then, question number 56 was *he **delights in** annoying me*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “delights in”. The results of the error in using the preposition in this question was 80.43%.

Question number 57 was *she **performs** beautifully **on** the piano*. This question was a verb-preposition combination which is focused on a particle. It was denoted by words “performs on”. The number of students who made errors was 62.31%. Next, question number 58 was *did anything **emerge from** your discussion*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “emerge from”. The results of the error in using the preposition in this question was 60.86%.

Subsequently, the question number 59 was *she **prides** herself **on** her clean house*. This question was a verb-preposition combination which is focused on a phrasal verb. It was denoted by “prides on”. The number of students who made errors was 81.15%. Then, question number 60 was *he is not only **different to** other people; he is often extremely rude to them as well*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “different to”. The results of the error in using the preposition in this question was 32.60%.

Question number 61 was *I am **disgusted with** your work!*. This question was a verb-preposition combination which was focused on a particle. It is denoted by the words “disgusted with”. The number of students who made errors was 48.55%. Next, question number 62 was *they began **experimenting on** rats*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “experimenting on”. The results of the error in using the preposition in this question was 63.04%.

Besides, question number 63 was *I can assure you of my support*. This question was a verb-preposition combination which was focused on a particle. It was denoted by “assure of”. The number of students who made errors was 84.78%. Then, question number 64 was *he has just bought a new house in the city*. This question was preposition of place. The words of preposition of place were “in the city”. The results of the error in using the preposition in this question was 31.88%.

Question number 65 was *you should not be so sensitive to criticism*. This question was a verb-preposition combination which is focused on a particle. It was denoted by the words "sensitive to". The number of students who made errors was 73.91%. Next, question number 66 was *I arrived in London at last*. This question was preposition of place. The words of preposition of place were “in London at last”. The results of the error in using the preposition in this question was 28.98%.

Furthermore, question number 67 was *the diary will prove useful to you*. This question was a verb-preposition combination which was focused on a particle. It was denoted by “useful to”. The number of students who made errors was 77.53%. Then, question number 68 was *we have been corresponding with each other for years*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “corresponding with”. The results of the error in using the preposition in this question was 74.63%.

Question number 69 was *You should not **boast of** your success*. This question was a verb-preposition combination which was focused on a particle. It was denoted by the words "boast of". The number of students who made errors was 96.37%. Next, question number 70 was *do not write **on** the desk*. This question was preposition of place. The words of preposition of place were "on the desk". The results of the error in using the preposition in this question was 25.36%.

Further, the question number 71 was *children should be **prohibited from** smoking*. This question was a verb-preposition combination which was focused on a particle. It was denoted by "prohibited from". The number of students who made the error was 45.65%. Then, question number 72 was *the climber **failed in** his attempt to reach the summit*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were "failed in". The results of the error in using the preposition in this question was 77.53%.

Question number 73 was *and what does this delightful drink **consist of**?*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. It was denoted by words "consist of". The number of students who made errors was 64.49%. Next, question number 74 was *there was a note **attached to** the parcel*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were "attached to". The results of the error in using the preposition in this question was 87.68%.

While the question number 75 was *please **concentrate on** what you are doing*. This question was a verb-preposition combination which was focused on a

particle. It was denoted by “concentrate on”. The number of students who made errors was 64.49%. Then, question number 76 was *this warm coat will **protect** me **from** the cold*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were “protect from”. The results of the error in using the preposition in this question was 26.08%.

Question number 77 was *we **expect** a great deal **of** you, Smith*. This question was a verb-preposition combination which is focused on a particle. It was denoted by the words “expect of”. The number of students who made errors was 86.95%. Next, question number 78 was *do not **lean on** that shelf! You will regret it*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were “lean on”. The results of the error in using the preposition in this question was 34.78%.

Meanwhile, question number 79 was *the class failed to **respond to** the teacher’s new methods*. This question was a verb-preposition combination which was focused on a particle. It was denoted by “respond to”. The number of students who made errors was 71.01%. Then, question number 80 was *two or three people were **involved in** the accident*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “involved in”. The results of the error in using the preposition in this question was 73.91%.

Question number 81 was *you must **comply with** the rules of the game*. This question was a verb-preposition combination which was focused on a particle. It

was denoted by the words "comply with". The number of students who made errors was 57.24%. Next, question number 82 was *I will **see to** cooking tonight*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were "see to". The results of the error in using the preposition in this question was 67.39%.

Moreover, question number 83 was *whatever made you **think of** such a thing?*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. It was denoted by "think of". The number of students who made errors was 61.59%. Then, question number 84 was *you must **encourage him in** his efforts*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were "encourage in". The results of the error in using the preposition in this question was 92.75%.

Question number 85 was *the spy surrendered himself the enemy and was **condemned to** death*. This question was a verb-preposition combination which was focused on a particle. It was denoted by words "condemned to". The number of students who made errors was 36.9%. Next, question number 86 was *I **believe with** taking my time*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were "believe with". The results of the error in using the preposition in this question was 91.3%.

Furthermore, question number 87 was *they can only **cure him of** his illness*. This question was a verb-preposition combination which was focused on a

particle. It was denoted by “cure of”. The number of students who made errors was 88.4%. Then, question number 88 was *the film was **based on** a novel by Dickens*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “based on”. The results of the error in using the preposition in this question was 35.5%.

Question number 89 was *she **accustomed to** living in comfort*. This question was a verb-preposition combination which was focused on a particle. It was denoted by the words “accustomed to”. The number of students who made errors was 49.27%. Next, question number 90 was *I **insist on** your telling me the truth*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “insist on”. The results of the error in using the preposition in this question was 78.98%.

Besides, the question number 91 was *are you **interested in** music*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. It was denoted by “interested in”. The number of students who made errors was 62.31%. Then, question number 92 was *do you mean to say you have never **heard of** Beethoven*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were “heard of”. The results of the error in using the preposition in this question was 94.92%.

Question number 93 was *you can **rely on** to be punctual*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb.

It was denoted by words “rely on”. The number of students who made errors was 55.07%. Next, question number 94 was *he **persisted in** asking questions*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “persisted in”. The results of the error in using the preposition in this question was 74.63%.

Further, the question number 95 was *I **dreamt of** you last night*. This question was a verb-preposition combination which was focused on a particle. It was denoted by “dreamt of”. The number of students who made errors was 44.92%. Then, question number 96 was *whom does this book **belong to**?*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were “belong to”. The results of the error in using the preposition in this question was 44.2%.

Question number 97 was *has it **occurred to** you that she must have arrived at London Airport by now?*. This question was a verb-preposition combination which was focused on a particle. It was denoted by words “occurred to”. The number of students who made errors was 35.5%. Next, question number 98 was *he **invested** a lot of money **in** shipping*. This question was a verb-preposition combination which was focused on a particle. The words of the particle were “invested in”. The results of the error in using the preposition in this question was 71.01%.

Furthermore, question number 99 was *I suppose I can **count on** you for help in this matter?*. This question was a verb-preposition combination which was

focused on preposition of a phrasal verb. It was denoted by “count on”. The number of students who made errors was 48.55%. The last, question number 100 was *it took me a long time to get **rid of** his illness*. This question was a verb-preposition combination which was focused on preposition of a phrasal verb. The words of the preposition of the phrasal verb were “rid of”. The results of the error in using the preposition in this question was 53.62%.

C. The Discussion

As mentioned earlier in chapter I, the aims of this study were to know whether or not the students make errors in using prepositions and to find out the most dominant errors made by them in using prepositions.

In order, to make it easy to discuss the result of finding, these two research questions were presented again:

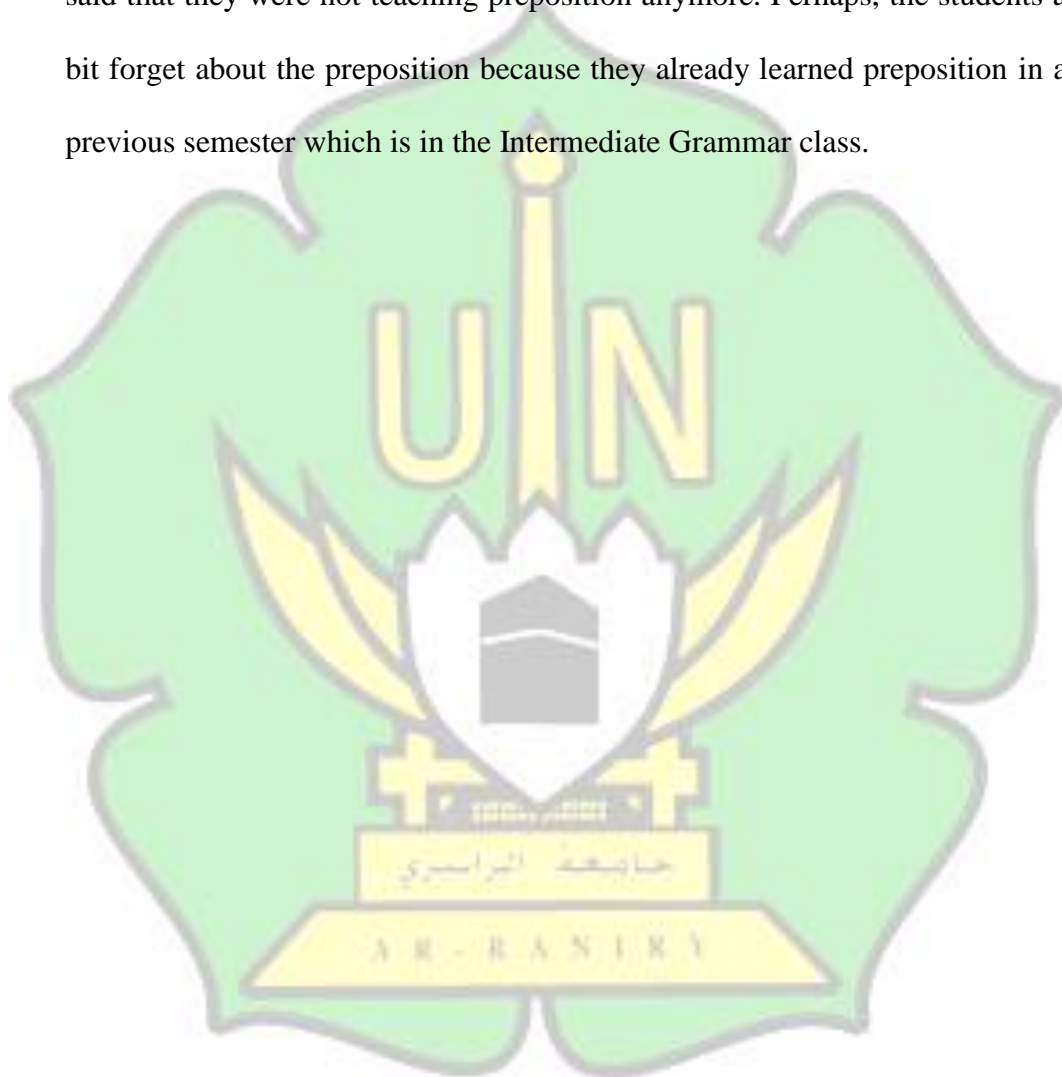
Research question 1: Do the students of the English Education Department of Fakultas Tarbiyah dan Keguruan make errors in using preposition? It is the fact that most of the students still made errors in prepositions. Their errors are divided into two groups in which the first group was the frequency of errors which were above 50% in per item of questions and the second group was the frequency of errors below 50%. There are 67 from 100 questions that have the frequency of errors above 50% in each item of questions, and there are 33 from 100 questions that have the frequency of errors below 50% in each item.

Research question 2: what are the most dominant errors made by them in using prepositions? As mentioned earlier, the most dominant errors made by them in using prepositions were preposition **of**, preposition **in**, and preposition **with**. The students' error in using preposition **of** appeared on question number 46, number 69, and number 92 which the frequency of error in each item of question were 92.02%, 96.37%, and 94.92%. Also, the students' error in using preposition **in** was denoted in question number 7 and number 84 which the frequency of error in each number of question were the same which is 92.75%. Furthermore, the students' error in using preposition with arise in question number 10 and number 86. The frequency of errors in both were 92.02% and 91.3%.

There are some reasons why students make so many errors in preposition can be divided into:

1. The focus of teaching recently is in Communicative Language Teaching. In this teaching, the most important thing is communication. So, the teaching change from language elements (grammar) to language skills. Communicative Language Teaching is not emphasised on traditional grammar and structural features but focused on functional and communicative meaning (Richards and Rodgers, 1986). As a result, most of the teacher pay less attention to grammar.
2. In the Advanced Grammar class, the students do not study anymore about preposition. According to the syllabus, the core topics to teach are adjective clause, adverbial clause, noun clause, infinitive phrase, noun phrase, adverbial phrase, adjective phrase, connectors, parallelism, etc. They studied

preposition in Intermediate Grammar class. Therefore, most of them do not focus the attention on the preposition anymore and some of the study just for passing the test not for improving their Grammar, especially on a preposition. Based on some statements by the lecturer while I conducted the research, she said that they were not teaching preposition anymore. Perhaps, the students a bit forget about the preposition because they already learned preposition in a previous semester which is in the Intermediate Grammar class.



CHAPTER V

CONCLUSION AND SUGGESTION

In this section, I present conclusions about this research. Furthermore, I also give some suggestions to the students and lecturers about some problems especially about the problems which caused students' errors in using prepositions.

A. Conclusions

Based on data analysis, I found that the students of English Department of *Faultas Tarbiyah dan Keguruan UIN Ar-Raniry* still made the errors in using the preposition. The common errors come from a verb-preposition combination. The most dominant errors in using preposition appeared on the preposition **of**, preposition **in**, and preposition **with**. It was denoted in question number 7, 10, 46, 69, 84, 86, 92 I which the frequency of errors per item of the question above 90%.

B. Suggestions

I give the suggestion to students and lecturers.

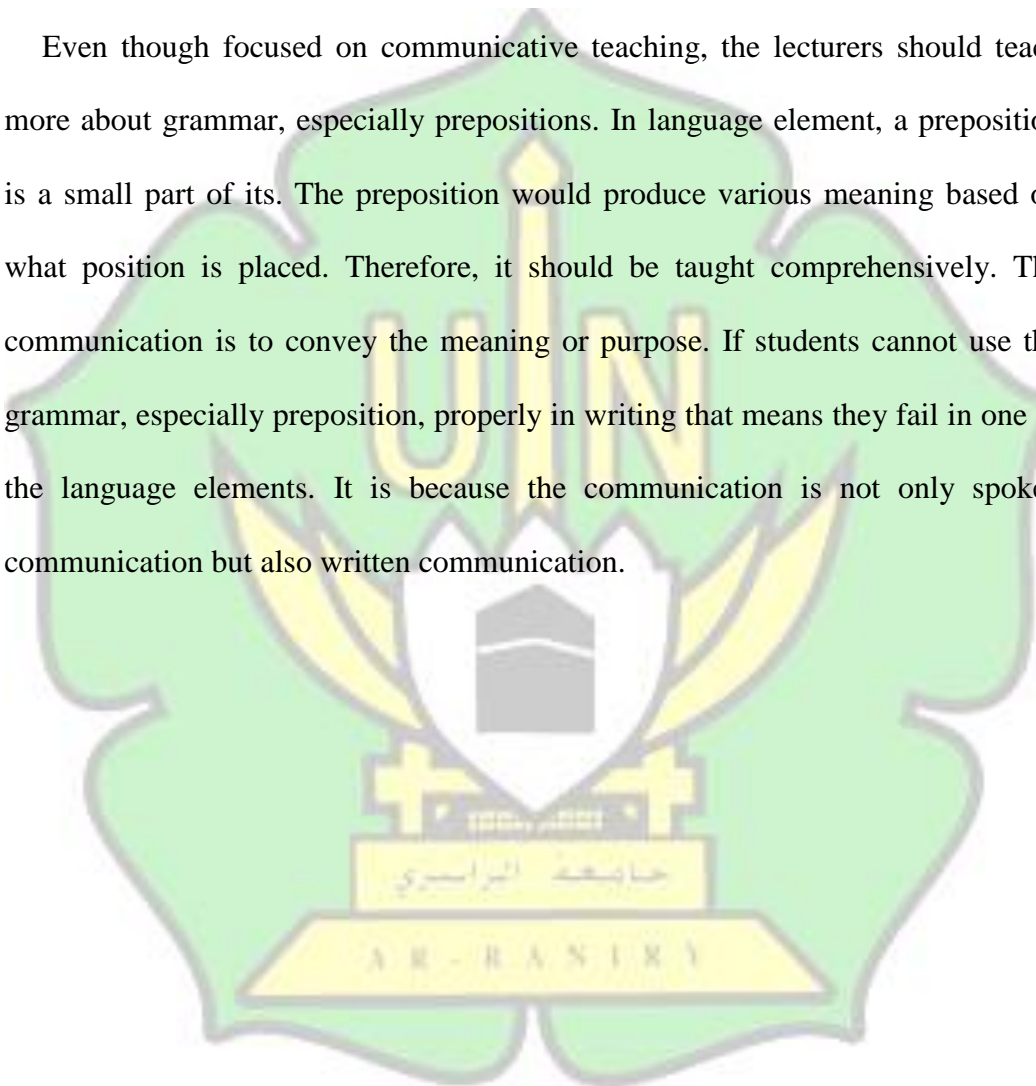
a. For the students

The student should learn preposition independently because the lecturers have a limited time in teaching. The preposition is a small part in language elements, but it influences the students' language competence. The final assignment of students

at the end of the course is writing. They should conduct the research. If they are not able to use language elements, especially preposition, the message will be conveyed unsuccessfully. They will fail in their writing.

b. For Lecturers

Even though focused on communicative teaching, the lecturers should teach more about grammar, especially prepositions. In language element, a preposition is a small part of its. The preposition would produce various meaning based on what position is placed. Therefore, it should be taught comprehensively. The communication is to convey the meaning or purpose. If students cannot use the grammar, especially preposition, properly in writing that means they fail in one of the language elements. It is because the communication is not only spoken communication but also written communication.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11211/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
- | | |
|----------------------------|----------------------------|
| 1. Dr. Luthfi Aunie, MA | Sebagai Pembimbing Pertama |
| 2. Drs. Lukmanul Hakim, MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Fauzi Mariani
- NIM : 150203177
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Error Analysis of Preposition Usage in Sentences Used by English Department Students of Tarbiyah Faculty UIN Ar-Raniry
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 31 Juli 2019

An. Rektor
Dekan.

Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Banda Aceh, 08 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : FAUZI MARIANI
N I M : 150203177
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl. Laksamana Malahayati Lr. Nek Monraya Blok F No. 16
Kajhu Aceh Besar


Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Error Analysis of Preposition Usage in Sentences Used by English Department Students
of Tarbiyah Faculty UIN Ar-Raniry**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

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SURAT KETERANGAN

Nomor: B-535/Un.08/PBI/TL.00/11/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16050/Un.08/FTK.I/TL.00/11/2019 tertanggal 08 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Fauzi Mariani
NIM : 150 203 177
Prodi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Error Analysis of Preposition Usage in Sentences Used by English Department Students of Tarbiyah Faculty UIN Ar-Raniry.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 November 2019
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Appendix D

Tabel Slovin

Tabel Pengambilan Sampel Slovin $\alpha=0.05$ (Krejcie dan Morgan)

Populasi (N)	Sampel (n)	Populasi (N)	Sample (n)	Populasi (N)	Sample (n)
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377

170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	750000	382
210	136	1100	285	1000000	384

Taken from book : *Metodology Penelitian: Skripsi, Tesis, Disertasi, dan Karya Ilmiah* by Juliansyah Noor (2011)



Appendix E

Instrument of Data Collection

Name :

NIM / Unit :

Phone Number :

Choose one of best alternatives to complete the sentences below by crossing on either a, b, c, or d!

1. I drew of a lot of money the bank yesterday.
a. in b. on c. at d. from
2. I refuse to comment his work.
a. on b. of c. from d. with
3. It is no use complaining the cold.
a. on b. of c. with d. from
4. The waiter's tip is included the bill.
a. at b. over c. in d. with
5. You must reply his letter.
a. to b. from c. by d. through
6. I do not agree you.
a. at b. of c. on d. with
7. He congratulated me having got engaged.
a. with b. for c. on d. to
8. He has some important business to attend
a. in b. to c. by d. on
9. I have not accused him anything, but I suspect him of having taken it.
a. for b. of c. to d. on
10. I reasoned him, but would not listen to me.
a. to b. for c. on d. with

11. Nothing will prevent him succeeding.
a. to b. in c. on d. from
12. It was made in Germany 1681
a. on b. in c. at d. since
13. We are fortunate having sufficient supplies of fuel for the winter.
a. in b. by c. on d. up
14. We have embarked a new scheme.
a. to b. by c. on d. for
15. It is obvious everyone that he is not responsible for this mistake.
a. for b. c. To d. with e. from
16. Many people escaped prison camps during the last war.
a. of b. by c. to d. from
17. Poor Mary! She has so much to cope!
a. with b. of c. to d. up
18. My hands smell Soap.
a. of b. from c. with d. to
19. She returned the shop the following morning dressed in a fur coat.
a. on b. of c. to d. from
20. I think he is quite honest his intentions.
a. on b. in c. at d. by
21. I visited museums and sat public gardens.
a. on b. at c. to d. in
22. Do you approve hunting?
a. in b. of c. up d. on
23. I shall certainly act your advice.
a. on b. of c. in d. up
24. Erna's father will set out her in a small boat.
a. in b. to c. with d. at
25. How much have you borrowed me already?
a. to b. by c. at d. from
26. He turned me for help, even after I had quarreled with him.

- a. to b. by c. for d. off
27. He is never done any work. He lives his mother.
- a. in b. at c. on d. from
28. They differ each other so much.
- a. from b. between c. with d. to
29. Beware the dog.
- a. at b. to c. of d. from
30. The concert began a piece by an unknown composer.
- a. on b. of c. by d. with
31. His debt now amounts £100.
- a. about b. to c. on d. of
32. I am not familiar with his novels and not very keen reading them.
- a. on b. to c. with d. for
33. I spent the whole day my room.
- a. at b. on c. to d. in
34. He was found guilty a great many crimes.
- a. to b. of c. up d. by
35. I warned him the danger, but he would not listen to me.
- a. to b. for c. from d. of
36. Children remain dependent their parents for a long time.
- a. at b. of c. on d. up
37. Please apply the secretary for information.
- a. up b. to c. in d. with
38. I have just moved to a house Bridge Street.
- a. on b. in c. to d. at
39. She often sufferscolds.
- a. by b. with c. to d. from
40. George is jealous his younger sister.
- a. of b. at c. with d. on
41. I am not satisfied your work!
- a. from b. to c. for d. with

42. I am not very fond dancing.
a. by b. in c. of d. to
43. Late the afternoon, the boys put up their tent in the middle of a field.
a. in b. on c. at d. during
44. Please do not mention itmy husband, but I paid £10 for this that.
a. at b. for c. from d. to
45. He is intentpassing the examination, but I am doubtful about his chances.
a. in b. at c. of d. on
46. The boy is far aheadeveryone else in the class.
a. of b. from c. for d. by
47. Everyone shared his happiness.
a. on b. of c. at d. in
48. Even though he was cruel his dog, it remained faithful to him.
a. in b. at c. to d. on
49. It is unreasonable to demand this..... him.
a. for b. from c. to d. by
50. I despairever teaching him anything.
a. of b. by c. from d. with
51. You can depend me.
a. on b. at c. of d. by
52. Your conclusion are not consistentthe facts.
a. to b. by c. at d. with
53. I was instructed Drawing once upon a time.
a. in b. at c. by d. to
54. We must economizefuel.
a. of b. on c. in d. at
55. Contrary my expectations, there was no need to be uneasy about the results of the match.
a. by b. to c. up d. by
56. He delights annoying me.

- a. to b. at c. in d. about
57. She performs beautifully The piano.
- a. on b. to c. by d. at
58. Did anything emerge your discussion.
- a. from b. at c. in d. of
59. She prides herself her clean house.
- a. for b. to c. on d. of
60. He is not only indifferent other people; he is often extremely rude to them as well.
- a. on b. of c. to d. at
61. I am disgusted your work!
- a. to b. at c. with d. on
62. They began experimenting rats.
- a. on b. in c. to d. of
63. I can assure you my support.
- a. to b. of c. up d. by
64. He has just bought a new house the city.
- a. at b. on c. in d. between
65. You should not be so sensitive criticism.
- a. for b. in c. at d. to
66. I arrived London at last.
- a. in b. on c. to d. at
67. This diary will prove usefulyou.
- a. by b. for c. to d. with
68. We have been corresponding each other for years.
- a. with b. on c. to d. by
69. You should not boast your success.
- a. on b. for c. to d. of
70. Do not write the desk!
- a. in b. of c. at d. on
71. Children should be prohibited smoking.

- a. of b. from c. in d. by
72. The climber failed his attempt to reach the summit.
a. at b. to c. of d. in
73. And what does this delightful drink consist?
a. of b. in c. by d. up
74. There was a note attached the parcel.
a. above b. on c. to d. at
75. Please concentrate what you are doing.
a. to b. from c. of d. on
76. This warm coat will protect me the cold.
a. from b. of c. to d. by
77. We expect a great deal.....you, Smith.
a. of b. to c. at d. with
78. Do not leanthat shelf! You will regret it.
a. at b. on c. to d. up
79. The class failed to respond the teacher's new methods.
a. with b. to c. up d. on
80. Two or three people were involved the accident.
a. through b. by c. from d. in
81. You must comply the rules of the game.
a. from b. of c. with d. to
82. I will seecooking tonight.
a. to b. by c. of d. from
83. Whatever made you think such a think?
a. with b. on c. of d. for
84. You must encourage him his efforts.
a. for b. to c. by d. in
85. The spy surrendered himself the enemy and was condemned death.
a. in b. to c. on d. at
86. I believe taking my time.
a. of b. for c. by d. with

87. They can only cure him his illness.
a. of b. through c. from d. by
88. The film was based a novel by Dickens.
a. to b. by c. on d. of
89. She accustomed living in comfort.
a. in b. to c. by d. with
90. I insist your telling me the truth.
a. to b. of c. on d. for
91. Are you interested music?
a. in b. with c. to d. of
92. Do you mean to say you have never heard Beethoven?
a. to b. about c. on d. of
93. You can never rely to be punctual.
a. of b. on c. to d. from
94. He persisted asking questions.
a. about b. to c. in d. of
95. I dreamt you last night.
a. in b. on c. up d. of
96. Whom does this book belong?
a. to b. in c. of d. for e. by
97. Has it occurred you that she must have arrived at London Airport by now?
a. in b. at c. to d. by
98. He invested a lot of money shipping.
a. with b. to c. of d. in
99. I suppose I can count you for help in this matter?
a. on b. of c. by d. in
100. It took me a long time to get rid his illness.
a. for b. of c. to d. from

Appendix F

The Students' Errors Frequency in Each Item of Question

1. The Students' Errors Frequency in Using Preposition in Unit One

No	Name of Students	Gender	1	2	3	4	5	6	7	8	9	10	11	12
1	Student 1	M	0	1	1	1	1	1	1	1	0	0	0	0
2	Student 2	M	0	0	0	1	1	1	0	0	0	0	1	1
3	Student 3	M	0	1	1	1	0	0	0	0	0	0	1	1
4	Student 4	F	0	0	1	0	1	1	0	0	0	0	0	0
5	Student 5	F	0	0	0	0	1	1	0	0	0	1	1	0
6	Student 6	F	0	1	0	1	1	1	0	0	1	0	0	0
7	Student 7	F	0	1	0	1	1	1	0	0	1	0	0	1
8	Student 8	F	0	0	0	0	1	0	1	0	0	0	0	1
9	Student 9	F	0	0	0	0	0	1	0	0	0	1	0	0
10	Student 10	F	0	0	0	0	1	1	0	0	0	0	0	0
11	Student 11	F	0	0	0	1	1	1	0	0	1	0	0	0
12	Student 12	F	0	0	1	0	0	1	0	0	0	0	0	0
13	Student 13	F	1	0	1	1	1	1	0	0	0	0	0	0
14	Student 14	F	0	0	0	0	1	1	0	0	0	0	0	0
15	Student 15	F	0	0	0	0	1	1	0	0	1	0	0	1
16	Student 16	F	0	1	1	1	1	1	0	0	0	0	0	1
17	Student 17	F	0	1	1	0	0	1	0	0	0	0	0	0
18	Student 18	F	1	1	1	1	1	1	0	0	0	0	0	1
19	Student 19	F	0	0	1	1	1	1	0	0	1	0	0	1
20	Student 20	F	0	0	0	1	1	1	0	0	0	0	0	1
21	Student 21	F	1	1	0	1	1	1	0	0	0	0	1	0
22	Student 22	F	0	1	0	1	1	1	0	0	0	0	1	0
23	Student 23	F	0	1	0	0	0	1	0	0	0	0	1	1
24	Student 24	F	0	0	0	0	1	1	0	0	0	0	0	0
25	Student 25	F	0	1	0	1	0	1	1	0	1	0	0	0
26	Student 26	F	0	1	0	1	1	1	1	1	0	0	0	0
27	Student 27	F	0	0	0	0	0	0	0	0	1	0	0	1
28	Student 28	F	0	1	1	0	1	1	0	1	0	0	0	1
29	Student 29	F	0	0	1	0	0	1	0	0	0	0	0	0
30	Student 30	F	0	1	0	0	1	1	1	0	0	0	1	1
31	Student 31	F	0	1	0	0	0	0	0	0	1	0	0	1
Total of Right Answers			3	15	11	15	22	27	5	3	8	2	7	14
Total of Errors Answers			28	16	20	16	9	4	26	28	23	29	24	17

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0
1	0	1	1	0	0	0	1	0	0	0	1	1	1	0	1	1	0
0	1	0	1	0	1	0	1	0	0	0	1	1	1	0	0	1	1
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0	0	0	0	0	1	0	0	0	1	1	1	1	0	0	1	1	0
0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1
0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	1
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0	0	1	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0
1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0
0	0	0	1	0	1	1	0	0	1	0	1	0	0	1	0	0	0
0	0	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0
0	0	1	0	0	1	1	0	0	1	1	1	1	0	1	0	0	0
0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	1
0	0	1	1	0	1	1	1	1	0	0	1	0	0	0	1	1	0
0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	0	1	1
0	0	1	1	1	1	0	0	0	1	0	0	1	0	0	0	1	0
0	0	0	1	0	1	1	0	0	0	0	1	1	0	0	1	1	1
0	0	0	1	0	0	1	0	0	0	0	1	1	0	0	1	1	0
0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0
0	1	0	1	1	1	0	0	0	0	1	1	1	1	0	1	1	0
0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1
0	0	1	1	0	1	0	0	1	0	1	0	1	1	1	0	1	1
0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	1	0
0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0
0	1	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1
0	0	1	1	0	1	1	0	0	0	1	0	1	1	0	0	1	1
0	0	1	1	0	1	1	0	0	0	0	1	1	1	0	0	1	1
0	0	0	1	0	1	0	1	0	1	0	1	1	0	0	1	1	0
0	0	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	1
0	0	0	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1
3	5	17	19	2	26	15	11	6	12	12	22	22	13	12	9	19	14
28	26	14	12	29	5	16	20	25	19	19	9	9	18	19	22	12	17

31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
0	0	1	1	0	0	1	0	1	0	1	0	1	1	1	0	0
0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	1
0	0	1	0	1	1	1	0	0	0	1	0	1	1	0	0	0
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0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
0	0	0	0	1	0	0	0	1	0	0	0	1	1	1	0	0
0	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0
0	0	1	0	1	0	0	1	0	0	0	0	1	1	0	0	0
0	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0
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0	0	1	1	0	1	1	0	0	0	0	1	1	0	1	0	0
0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0
0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	1	0
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0	1	1	0	0	1	1	1	1	0	1	0	1	1	0	0	0
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0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0
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4	3	27	9	11	14	17	6	12	7	19	6	19	24	11	3	3
27	28	4	22	20	17	14	25	19	24	12	25	12	7	20	28	28

48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
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1	0	0	1	1	0	1	1	0	1	0	0	1	1	1	0	1
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21	10	11	24	13	8	14	19	8	14	13	5	25	17	12	4	22
10	21	20	7	18	23	17	12	23	17	18	26	6	14	19	27	9

65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
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0	0	1	0	0	0	1	0	0	0	0	1	1	1	0	1	1
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0	1	0	1	0	0	0	0	1	0	0	1	0	1	1	0	0
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0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0
0	1	0	0	0	1	1	0	1	0	0	1	0	0	0	1	1
10	24	4	8	2	23	16	5	14	6	14	24	2	22	10	9	10
21	7	27	23	29	8	15	26	17	25	17	7	29	9	21	22	21

82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	Total Nilai
1	0	0	1	0	1	1	0	1	0	0	0	1	0	1	1	0	0	0	45
0	0	0	0	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	51
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0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	29
0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	29
1	0	0	1	0	1	1	0	0	0	0	0	1	1	1	1	0	0	1	46
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1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	39
0	1	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	0	1	32
0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	30
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0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	36
0	1	0	0	0	0	1	1	1	0	0	0	0	1	1	0	0	0	0	31
1	1	0	0	0	0	1	1	0	0	0	1	0	1	1	1	0	0	1	49
0	0	1	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	0	45
0	1	0	1	0	0	1	1	0	0	0	0	0	1	1	1	0	0	1	36
0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	50
0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	1	0	0	1	39
0	0	0	1	0	0	1	1	1	0	0	0	0	1	0	1	0	0	1	30
1	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	56
0	0	0	1	0	0	1	0	0	1	0	1	1	0	1	1	1	1	0	43
0	1	1	0	0	0	1	1	1	0	0	0	0	0	0	0	1	1	0	42
1	0	0	1	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	35
1	1	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	31
0	1	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	53
1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	1	1	1	42
1	0	0	1	0	1	1	0	0	0	0	0	0	1	0	1	0	1	0	44
1	1	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	1	0	39
0	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	0	49
0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	0	0	1	0	36
10	13	3	21	1	7	24	10	4	13	0	13	8	19	21	21	12	18	17	
21	18	28	10	30	24	7	21	27	18	31	18	23	12	10	10	19	13	14	

2. The Students' Errors Frequency in Using Preposition in Unit Three

No	Name of Students	Gender	1	2	3	4	5	6	7	8	9	10	11	12
1	Student 1	M	0	1	1	1	0	0	0	0	0	0	0	0
2	Student 2	M	0	1	0	1	0	0	0	0	0	0	1	0
3	Student 3	F	0	1	0	1	1	1	0	0	0	0	0	1
4	Student 4	F	0	0	1	1	0	1	0	1	0	0	0	0
5	Student 5	F	0	0	1	0	1	1	0	0	0	0	0	0
6	Student 6	F	0	1	1	0	1	1	0	0	0	0	0	1
7	Student 7	F	0	0	1	0	0	1	0	0	1	0	0	0
8	Student 8	F	0	1	1	0	1	1	0	1	0	0	1	1
9	Student 9	F	0	0	0	0	0	1	0	0	0	0	1	1
10	Student 10	F	1	1	0	0	0	0	0	0	0	0	0	0
11	Student 11	F	1	1	0	0	1	1	0	0	0	0	1	1
12	Student 12	F	0	0	1	1	1	1	0	1	1	0	0	0
13	Student 13	F	1	0	0	1	1	1	0	0	0	0	0	0
14	Student 14	F	1	0	0	0	1	1	0	0	0	0	0	1
15	Student 15	F	0	1	0	1	0	1	0	0	0	0	0	1
16	Student 16	F	0	1	1	1	1	1	0	0	0	0	1	1
17	Student 17	F	0	1	0	0	1	1	0	0	0	0	1	0
18	Student 18	F	0	0	0	0	0	1	1	0	0	0	0	1
19	Student 19	F	1	1	0	1	0	1	0	0	0	0	1	0
20	Student 20	F	0	1	1	0	1	1	0	1	0	1	0	0
21	Student 21	F	0	1	1	0	1	1	0	0	0	0	0	1
22	Student 22	F	0	0	1	0	0	0	0	0	0	1	0	1
23	Student 23	F	0	1	0	1	0	0	0	0	0	0	0	0
24	Student 24	F	1	1	1	0	1	0	0	0	0	0	0	0
25	Student 25	F	1	0	1	1	0	0	0	1	0	0	0	0
26	Student 26	F	0	0	1	0	1	1	0	0	0	1	0	0
27	Student 27	F	0	0	1	1	1	1	0	0	0	0	0	0
28	Student 28	F	1	1	0	0	0	1	0	0	0	0	0	0
29	Student 29	F	0	1	1	0	1	1	0	0	0	1	0	0
Total of Right Ansswers			8	17	16	12	16	22	1	5	2	4	7	11
Total of Error Answers			21	12	13	17	13	7	28	24	27	25	22	18

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	0	0	1
0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0	1	1
0	0	0	0	0	1	0	1	0	1	1	1	0	1	1	1	0	0
0	0	0	0	0	1	0	1	0	1	0	0	1	1	0	0	1	0
0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0
0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	0	0	0
0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
0	0	0	1	0	0	1	1	0	0	0	1	1	1	1	0	1	1
0	0	0	1	0	1	1	0	0	1	0	0	1	1	0	0	1	0
0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1
0	0	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	1
1	0	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1
1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
0	0	0	0	1	1	1	0	0	0	0	1	0	0	1	0	0	0
0	0	0	1	0	1	1	0	0	0	1	1	1	1	0	0	0	1
0	0	0	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1
0	0	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	1
0	0	1	0	0	1	0	0	1	0	0	1	1	1	0	0	0	0
0	0	1	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0
0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0
0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1
0	1	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	0
0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1
0	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	1	1
0	1	1	1	0	1	0	0	1	1	0	0	1	0	1	0	0	0
0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0
1	0	1	1	0	1	1	1	0	0	0	1	1	1	0	1	0	0
0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0
3	2	9	15	4	22	13	10	3	9	11	19	18	14	9	7	16	12
26	27	20	14	25	7	16	19	26	20	18	10	11	15	20	22	13	17

31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0
0	0	1	0	0	1	0	0	0	0	0	0	1	1	1	0	0
0	0	1	0	0	0	0	0	0	1	1	1	1	1	0	0	0
0	0	1	0	1	1	0	0	0	0	0	1	0	1	0	0	0
1	0	1	1	0	1	0	0	0	0	1	0	0	1	0	0	0
0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0
0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0
0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0
0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0
1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0
0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0
0	0	0	1	0	0	1	1	0	0	0	0	1	1	0	0	0
0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0
0	0	1	0	1	1	1	0	1	0	0	0	1	1	0	0	1
0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	0	0
0	1	1	1	0	1	1	0	1	0	1	0	0	1	0	0	1
0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0
0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0
0	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0
1	0	0	1	1	0	0	0	0	1	0	0	1	1	1	0	0
0	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1
1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
1	0	1	1	0	0	1	0	0	1	1	0	0	1	0	0	0
0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0
0	0	1	1	1	0	1	0	0	0	0	0	0	1	0	0	0
0	0	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0
0	0	1	0	0	0	1	0	0	0	1	0	1	1	1	0	1
0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0
0	0	1	0	0	1	0	0	0	1	0	0	0	1	1	0	0
5	2	22	13	7	14	13	3	7	8	12	4	14	23	10	1	4
24	27	7	16	22	15	16	26	22	21	17	25	15	6	19	28	25

48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0
0	0	0	1	1	0	0	1	1	1	1	0	0	0	0	0	1
1	1	1	1	1	0	0	1	0	0	0	1	0	0	1	0	1
1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	0	1
1	0	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1
1	0	0	1	1	1	0	1	1	0	0	0	1	1	0	0	1
1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1
1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	0	1
0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0
1	0	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0
1	1	1	1	0	0	0	1	0	1	0	0	1	1	0	0	1
1	0	1	0	0	1	0	1	0	0	0	0	1	1	0	0	0
1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	0	0
1	0	1	1	0	0	0	1	1	0	1	0	1	1	0	0	1
1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	1
1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	0
1	1	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1
1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	1
1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	0
1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1
0	0	0	1	1	0	1	1	0	0	0	1	1	0	0	0	0
0	0	1	1	0	0	1	1	0	0	0	1	0	0	0	0	0
1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	1
1	0	1	1	1	0	0	0	1	0	1	1	0	0	0	0	0
0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0
0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1
1	1	0	1	1	0	1	1	0	0	1	0	0	0	0	0	1
1	0	1	0	1	0	0	1	0	0	0	0	1	1	1	0	0
1	0	0	0	1	1	0	1	0	0	1	0	1	1	1	0	1
22	10	17	21	16	7	7	26	5	8	12	5	18	13	8	3	17
7	19	12	8	13	22	22	3	24	21	17	24	11	16	21	26	12

65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0
1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0
0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1
0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	1
0	1	0	1	0	0	0	1	0	0	1	1	0	0	0	0	1
0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1
0	1	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0
0	1	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0
0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0
1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0
1	1	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0
0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0
0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1
0	1	0	0	0	1	1	1	0	0	1	1	1	0	1	0	0
1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0
0	1	0	0	0	1	1	0	1	0	0	1	0	1	1	0	0
1	1	0	0	0	1	1	1	1	0	1	1	0	1	0	0	0
0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1
0	0	1	0	0	1	1	0	1	0	0	1	0	1	1	0	0
1	1	0	1	0	1	0	0	0	0	0	1	0	1	1	1	0
0	1	0	0	0	1	1	0	0	0	1	1	0	1	0	1	1
0	1	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0
0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1
0	1	1	0	0	1	1	1	0	0	0	1	0	0	0	0	0
0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0
0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0
0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	1
0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	1
1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1
7	22	9	5	0	23	12	8	12	4	5	19	4	18	7	4	11
22	7	20	24	29	6	17	21	17	25	24	10	25	11	22	25	18

82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	Total Nilai
0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	24
0	1	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	0	41
0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	1	1	1	1	46
0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	32
1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	0	34
0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	0	0	35
0	0	0	1	0	1	1	0	0	1	0	0	1	1	0	0	0	1	1	26
0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	1	1	1	1	45
0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	1	0	1	0	27
0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	34
0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	45
1	1	0	1	0	0	0	0	0	1	0	0	1	1	0	1	0	0	0	41
0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	1	0	28
0	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	0	0	40
0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0	1	0	37
0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	53
0	1	0	1	0	0	0	1	0	1	0	0	0	1	1	1	0	1	0	44
0	0	0	1	0	0	1	1	0	0	0	1	1	0	0	0	0	1	0	29
1	1	0	0	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	48
1	1	0	1	0	0	1	1	0	0	0	0	1	0	0	1	0	0	1	46
0	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	50
1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	27
0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	34
0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	1	0	0	1	35
0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	29
0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	27
1	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	40
0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	29
0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	31
6	15	2	15	3	1	16	17	4	9	3	11	9	11	18	21	7	14	11	
23	14	27	14	26	28	13	12	25	20	26	18	20	18	11	8	22	15	18	

3. The Students' Errors Frequency in Unit Four

No	Name of Students	Gender	1	2	3	4	5	6	7	8	9	10	11	12
1	Student 1	M	1	1	0	0	1	1	0	1	0	1	1	0
2	Student 2	M	0	0	0	0	0	1	0	0	0	0	0	1
3	Student 3	M	0	1	0	0	1	0	0	0	0	0	0	0
4	Student 4	M	0	1	0	0	1	1	0	0	0	0	0	1
5	Student 5	M	1	1	0	0	1	0	0	0	0	0	1	0
6	Student 6	M	1	1	0	1	0	1	0	0	0	0	0	0
7	Student 7	M	1	1	1	1	0	0	0	0	1	0	0	1
8	Student 8	F	0	0	0	0	1	0	0	0	0	1	0	0
9	Student 9	F	1	1	1	1	1	1	0	0	0	0	0	1
10	Student 10	F	0	0	0	0	1	1	0	0	0	0	0	1
11	Student 11	F	0	0	0	0	0	1	0	0	0	0	0	0
12	Student 12	F	0	0	0	0	1	1	0	0	0	0	0	1
13	Student 13	F	1	1	1	0	1	1	0	0	1	0	0	0
14	Student 14	F	0	0	1	1	1	1	0	1	0	0	0	1
15	Student 15	F	0	0	0	0	0	1	0	0	0	0	0	0
16	Student 16	F	0	0	0	0	1	1	0	0	0	0	0	0
17	Student 17	F	0	0	0	0	1	1	0	0	0	0	0	0
18	Student 18	F	0	0	0	1	1	1	0	0	0	0	0	0
19	Student 19	F	1	1	0	0	1	0	0	0	0	0	0	1
20	Student 20	F	0	1	0	0	0	1	0	0	0	1	1	0
21	Student 21	F	0	1	0	0	1	1	0	0	0	0	0	1
22	Student 22	F	0	0	0	0	1	1	0	0	0	0	0	1
23	Student 23	F	0	1	1	1	1	1	0	1	1	0	0	0
24	Student 24	F	0	1	1	0	1	1	0	0	1	1	0	0
25	Student 25	F	0	1	0	1	1	1	0	0	0	0	0	0
26	Student 26	F	0	0	1	1	1	0	0	0	0	0	0	1
27	Student 27	F	1	1	1	0	0	1	0	0	0	0	0	0
28	Student 28	F	0	1	0	1	1	1	0	0	0	0	0	1
Total of Right Answers			8	16	8	9	21	22	0	3	4	4	3	12
Total of Error Answers			20	12	20	19	7	6	28	25	24	24	25	16

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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0	1	1	0	1	1	0	0	0	1	1	1	0	0	0	0	0	0
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0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1
0	0	1	1	1	1	1	0	0	0	1	1	1	0	0	0	0	1
0	0	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0
0	0	0	0	0	1	0	0	1	1	0	1	0	0	0	0	1	0
0	0	1	1	0	1	1	0	0	0	1	0	0	1	0	1	0	1
0	0	0	1	0	0	1	0	0	0	1	0	1	1	0	0	0	0
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1	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	0
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0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0
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0	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	0	0
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0	1	1	1	1	1	0	1	0	0	0	1	0	1	0	0	1	0
4	6	10	15	11	22	16	10	6	8	19	18	15	17	10	9	13	9
24	22	18	13	17	6	12	18	22	20	9	10	13	11	18	19	15	19

31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
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1	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0
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1	0	1	0	1	1	1	1	1	0	0	1	1	0	0	0	1
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1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0
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0	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0
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0	1	1	0	1	0	1	0	1	0	1	0	1	1	0	0	0
6	4	22	11	14	14	18	6	10	5	13	8	18	21	7	0	5
22	24	6	17	14	14	10	22	18	23	15	20	10	7	21	28	23

48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
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0	0	1	1	1	0	0	1	0	0	1	0	1	1	1	0	0
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1	1	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1
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0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1	1
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0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	0	1
16	9	12	23	14	5	13	14	5	9	11	7	16	15	14	8	20
12	19	16	5	14	23	15	14	23	19	17	21	12	13	14	20	8

65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
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0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0
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0	1	0	0	0	1	1	1	1	0	1	1	0	1	1	0	0
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0	1	0	1	0	1	1	0	0	0	1	1	0	0	0	1	0
0	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0
0	1	0	0	0	1	1	0	0	0	0	1	0	1	0	1	0
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0	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1
1	1	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0
0	1	0	0	0	1	1	0	0	0	1	1	1	0	0	1	0
1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0
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0	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0
0	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1
0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
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0	1	0	0	0	1	1	0	0	1	0	0	0	1	1	0	0
0	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1
0	1	0	1	1	0	1	0	0	0	1	0	1	0	0	0	0
0	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1
1	1	0	0	0	1	0	1	1	0	0	1	0	1	0	0	1
0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0
0	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	1
4	18	8	6	1	20	16	6	6	3	13	19	6	19	12	9	14
24	10	20	22	27	8	12	22	22	25	15	9	22	9	16	19	14

82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	Total Nilai
0	0	0	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	59
0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	30
0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	28
0	1	0	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	42
0	0	0	1	0	0	1	1	0	0	0	1	0	1	1	1	0	1	0	49
1	0	0	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	44
0	0	0	1	0	0	1	0	1	0	1	1	0	1	1	1	0	1	1	45
1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	27
0	1	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	48
0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	26
1	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	1	1	33
1	0	0	1	0	1	0	1	0	0	0	0	1	1	0	1	0	0	0	39
0	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	0	45
0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	36
0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	1	0	1	35
1	1	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	1	0	33
0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	32
1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	0	0	1	38
0	1	0	1	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	38
0	1	0	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	38
0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	45
0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	32
0	1	0	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	65
0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	1	0	0	1	40
0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	30
0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	1	0	0	0	37
1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	35
0	0	0	1	0	0	1	1	0	1	0	0	1	1	1	1	0	1	1	50
7	9	0	19	1	4	19	16	7	9	3	17	8	14	13	18	6	13	15	
21	19	28	9	27	24	9	12	21	19	25	11	20	14	15	10	22	15	13	

4. The Students' Errors Frequency in Unit Five

No	Name of Students	Gender	1	2	3	4	5	6	7	8	9	10	11	12
1	Student 1	M	0	1	0	0	0	1	0	0	0	0	1	0
2	Student 2	M	1	0	1	1	0	1	0	0	0	0	0	0
3	Student 3	M	0	1	0	0	0	1	0	0	0	0	1	1
4	Student 4	F	1	1	1	1	1	1	0	0	1	0	0	1
5	Student 5	F	0	1	0	0	0	1	0	0	0	0	0	1
6	Student 6	F	0	0	0	0	0	1	0	0	0	0	0	1
7	Student 7	F	0	0	0	0	1	1	1	0	0	0	1	1
8	Student 8	F	1	0	1	1	1	1	0	0	0	0	0	1
9	Student 9	F	0	1	0	1	0	1	0	0	0	0	1	0
10	Student 10	F	0	1	0	0	1	1	0	0	0	0	1	0
11	Student 11	F	1	1	1	1	0	1	0	0	0	1	0	0
12	Student 12	F	0	0	0	1	0	1	0	0	0	0	0	0
13	Student 13	F	0	1	1	1	1	1	0	0	0	0	1	0
14	Student 14	F	0	1	1	0	1	1	0	0	0	0	1	0
15	Student 15	F	0	1	0	0	0	1	0	0	0	0	0	0
16	Student 16	F	0	1	0	1	1	1	0	0	0	0	1	1
17	Student 17	F	1	0	0	0	0	1	0	0	0	0	1	0
18	Student 18	F	0	0	0	0	0	0	0	0	1	0	0	0
19	Student 19	F	0	1	0	0	0	1	0	0	0	0	0	0
20	Student 20	F	0	0	0	1	0	0	0	1	0	0	0	0
21	Student 21	F	1	0	0	0	0	1	0	0	0	0	0	1
22	Student 22	F	0	1	1	0	1	1	0	0	0	0	0	1
23	Student 23	F	0	1	0	1	0	1	1	0	0	0	0	0
24	Student 24	F	1	1	0	1	0	1	0	0	0	0	0	1
25	Student 25	F	1	0	0	0	0	1	0	0	1	0	0	0
26	Student 26	F	1	0	0	0	0	1	0	0	0	0	0	0
27	Student 27	F	0	1	0	0	1	1	0	0	0	0	0	0
Total of Right Answers			9	16	7	11	9	25	2	1	3	1	9	10
Total of Errors Answers			18	11	20	16	18	2	25	26	24	26	18	17

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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0	0	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0
0	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0
0	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0
0	0	1	1	0	1	1	1	0	0	1	0	1	1	0	0	1	0
0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	1	0
0	0	1	0	0	1	0	0	0	0	1	1	1	0	0	0	0	0
0	0	0	0	0	1	0	1	0	0	1	1	1	1	0	0	1	0
0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0
0	0	0	1	0	1	1	1	0	0	1	0	0	1	0	0	0	1
0	0	1	1	0	0	1	0	0	0	1	1	1	1	0	0	0	1
0	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0
0	0	0	1	0	1	1	0	0	0	0	1	1	1	1	1	1	0
0	0	1	1	0	1	1	1	0	0	0	1	1	0	0	0	1	1
0	0	0	1	0	1	1	0	0	0	1	0	1	0	1	0	1	1
0	0	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1
0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
0	0	0	0	0	1	1	0	0	1	1	1	0	0	0	0	1	0
1	1	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0
0	0	0	1	0	1	1	0	1	1	1	1	1	1	0	0	1	0
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1	0	1	1	0	1	0	0	1	1	0	0	0	0	0	1	0	1
1	0	0	0	0	1	1	0	1	0	1	1	1	1	0	0	1	0
0	0	0	1	1	1	0	1	0	0	0	1	1	0	0	1	1	1
0	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1
0	0	0	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1
0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0
3	1	12	18	7	25	20	7	4	5	13	17	19	12	9	6	14	11
24	26	15	9	20	2	7	20	23	22	14	10	8	15	18	21	13	16

31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
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0	1	1	1	0	1	1	0	0	1	0	0	0	1	1	0	0
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9	18	16	7	16	24	14	7	20	16	16	20	11	11	17	23	9

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19	8	24	16	27	9	9	20	18	26	17	6	24	8	21	18	14

82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	Total Nilai
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13	10	5	19	1	1	18	15	9	12	1	14	8	16	14	12	11	15	13	
14	17	22	8	26	26	9	12	18	15	26	13	19	11	13	15	16	12	14	

5. The Students' Errors Frequency in Unit Six

No	Name of Students	Gender	1	2	3	4	5	6	7	8	9	10	11	12
1	Student 1	M	0	0	1	0	1	1	0	0	1	0	0	1
2	Student 2	M	0	0	0	1	1	1	0	0	0	0	0	0
3	Student 3	M	1	1	0	0	1	1	0	0	0	0	1	0
4	Student 4	M	0	1	0	1	1	1	0	1	0	0	1	1
5	Student 5	M	0	1	0	1	1	1	0	0	0	0	1	0
6	Student 6	M	0	1	0	1	1	1	0	0	0	0	1	0
7	Student 7	F	0	0	1	0	1	1	0	0	0	0	0	1
8	Student 8	F	0	1	0	1	1	1	0	1	0	0	0	0
9	Student 9	F	0	0	0	0	1	1	0	0	1	0	0	0
10	Student 10	F	0	1	1	1	1	1	0	0	1	0	0	0
11	Student 11	F	0	0	0	0	0	1	0	0	0	0	0	0
12	Student 12	F	0	1	1	0	1	1	0	0	0	0	0	1
13	Student 13	F	0	0	0	0	0	1	0	0	1	0	0	0
14	Student 14	F	0	0	0	0	1	1	0	0	0	0	0	0
15	Student 15	F	0	0	0	1	0	1	1	0	0	0	0	0
16	Student 16	F	0	1	0	0	0	1	0	0	0	0	1	0
17	Student 17	F	0	1	0	1	1	1	0	0	0	0	0	1
18	Student 18	F	0	1	0	0	1	1	0	1	1	0	0	1
19	Student 19	F	1	0	0	1	0	1	0	0	0	0	0	0
20	Student 20	F	0	1	0	0	0	1	1	0	0	0	0	1
21	Student 21	F	0	0	0	0	1	1	0	1	0	0	0	0
22	Student 22	F	0	0	0	0	1	1	0	0	0	0	0	0
23	Student 23	F	0	0	0	1	0	1	0	0	0	0	0	0
Total of Right Answers			2	11	4	10	16	23	2	4	5	0	5	7
Total of Errors Answers			21	12	19	13	7	0	21	19	18	23	18	16

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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21	16	13	12	16	6	13	15	19	17	17	14	10	9	12	14	14	10



31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
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21	21	3	15	19	12	7	17	16	19	15	18	14	2	15	20	21



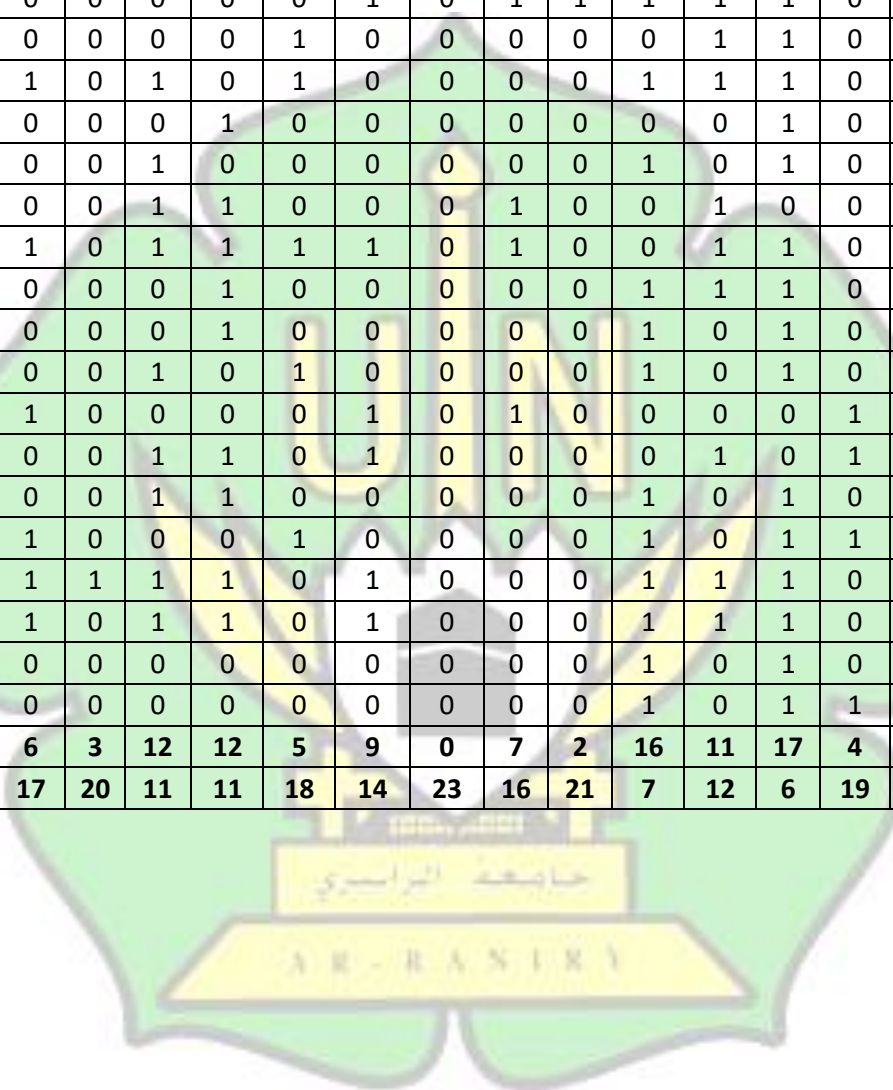
48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
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12	17	13	9	14	18	13	12	21	13	16	21	5	13	16	21	6



65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
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0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0
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16	8	16	18	21	4	10	18	15	20	16	4	20	11	18	18	12



82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	Total Nilai
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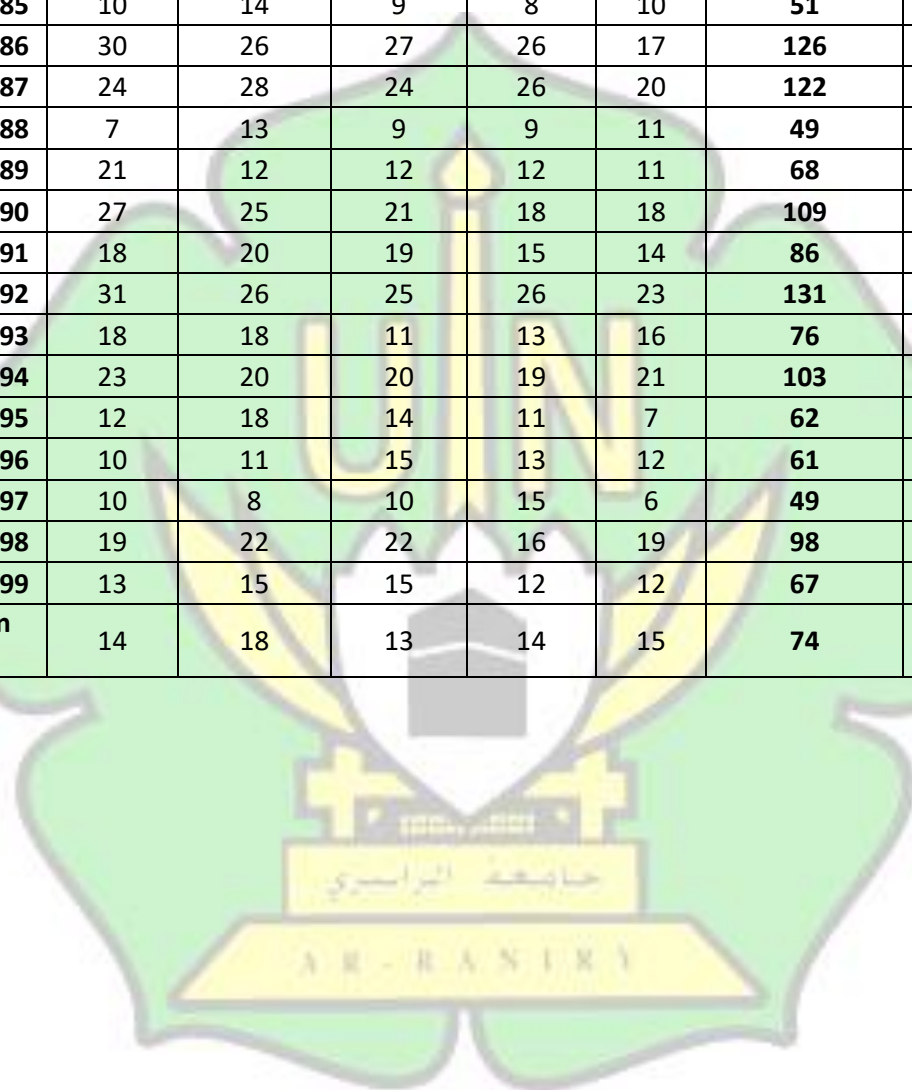


6. The Total of Students' Errors Frequency in Each Item of Question

NO	Name of Unit					Total of Frequency	Percentage (%)
	Unit One	Unit Three	Unit Four	Unit Five	Unit Six		
Question 1	28	21	20	18	21	108	78.26
Question 2	16	12	12	11	12	63	45.65
Question 3	20	13	20	20	19	92	66.66
Question 4	16	17	19	16	13	81	58.69
Question 5	9	13	7	18	7	54	39.13
Question 6	4	7	6	2	0	19	13.76
Question 7	26	28	28	25	21	128	92.75
Question 8	28	24	25	26	19	122	88.40
Question 9	23	27	24	24	18	116	84.05
Question 10	29	25	24	26	23	127	92.02
Question 11	24	22	25	18	18	107	77.53
Question 12	17	18	16	17	16	84	60.86
Question 13	28	26	24	24	21	123	89.13
Question 14	26	27	22	26	16	117	84.78
Question 15	14	20	18	15	13	80	57.97
Question 16	12	14	13	9	12	60	43.47
Question 17	29	25	17	20	16	107	77.53
Question 18	5	7	6	2	6	26	18.84
Question 19	16	16	12	7	13	64	46.37
Question 20	20	19	18	20	15	92	66.66
Question 21	25	26	22	23	19	115	83.33
Question 22	19	20	20	22	17	98	71.01
Question 23	19	18	9	14	17	77	55.79
Question 24	9	10	10	10	14	53	38.40
Question 25	9	11	13	8	10	51	36.95
Question 26	18	15	11	15	9	68	49.27
Question 27	19	20	18	18	12	87	63.04
Question 28	22	22	19	21	14	98	71.01
Question 29	12	13	15	13	14	67	48.55
Question 30	17	17	19	16	10	79	57.24
Question 31	27	24	22	23	21	117	84.78
Question 32	28	27	24	23	21	123	89.13
Question 33	4	7	6	4	3	24	17.39
Question 34	22	16	17	15	15	85	61.59
Question 35	20	22	14	19	19	94	68.11
Question 36	17	15	14	14	12	72	52.17

Question 37	14	16	10	12	7	59	42.75
Question 38	25	26	22	25	17	115	83.33
Question 39	19	22	18	22	16	97	70.28
Question 40	24	21	23	19	19	106	76.81
Question 41	12	17	15	10	15	69	50
Question 42	25	25	20	24	18	112	81.15
Question 43	12	15	10	15	14	66	47.82
Question 44	7	6	7	5	2	27	19.56
Question 45	20	19	21	20	15	95	68.84
Question 46	28	28	28	23	20	127	92.02
Question 47	28	25	23	23	21	120	86.95
Question 48	10	7	12	9	12	50	36.23
Question 49	21	19	19	18	17	94	68.11
Question 50	20	12	16	16	13	77	55.79
Question 51	7	8	5	7	9	36	26.08
Question 52	18	13	14	16	14	75	54.34
Question 53	23	22	23	24	18	110	79.71
Question 54	17	22	15	14	13	81	58.69
Question 55	12	3	14	7	12	48	34.78
Question 56	23	24	23	20	21	111	80.43
Question 57	17	21	19	16	13	86	62.31
Question 58	18	17	17	16	16	84	60.86
Question 59	26	24	21	20	21	112	81.15
Question 60	6	11	12	11	5	45	32.60
Question 61	14	16	13	11	13	67	48.55
Question 62	19	21	14	17	16	87	63.04
Question 63	27	26	20	23	21	117	84.78
Question 64	9	12	8	9	6	44	31.88
Question 65	21	22	24	19	16	102	73.91
Question 66	7	7	10	8	8	40	28.98
Question 67	27	20	20	24	16	107	77.53
Question 68	23	24	22	16	18	103	74.63
Question 69	29	29	27	27	21	133	96.37
Question 70	8	6	8	9	4	35	25.36
Question 71	15	17	12	9	10	63	45.65
Question 72	26	21	22	20	18	107	77.53
Question 73	17	17	22	18	15	89	64.49
Question 74	25	25	25	26	20	121	87.68
Question 75	17	24	15	17	16	89	64.49
Question 76	7	10	9	6	4	36	26.08
Question 77	29	25	22	24	20	120	86.95

Question 78	9	11	9	8	11	48	34.78
Question 79	21	22	16	21	18	98	71.01
Question 80	22	25	19	18	18	102	73.91
Question 81	21	18	14	14	12	79	57.24
Question 82	21	23	21	14	14	93	67.39
Question 83	18	14	19	17	17	85	61.59
Question 84	28	27	28	22	23	128	92.75
Question 85	10	14	9	8	10	51	36.9
Question 86	30	26	27	26	17	126	91.3
Question 87	24	28	24	26	20	122	88.4
Question 88	7	13	9	9	11	49	35.5
Question 89	21	12	12	12	11	68	49.27
Question 90	27	25	21	18	18	109	78.98
Question 91	18	20	19	15	14	86	62.31
Question 92	31	26	25	26	23	131	94.92
Question 93	18	18	11	13	16	76	55.07
Question 94	23	20	20	19	21	103	74.63
Question 95	12	18	14	11	7	62	44.92
Question 96	10	11	15	13	12	61	44.2
Question 97	10	8	10	15	6	49	35.5
Question 98	19	22	22	16	19	98	71.01
Question 99	13	15	15	12	12	67	48.55
Question 100	14	18	13	14	15	74	53.62



Appendix G

AUTOBIOGRAPHY

1. Name : Fauzi Mariani
2. Place/Date of Birth : Lhok Pawoh, July, 15th 1997
3. Sex : Female
4. Religion : Islam
5. National/ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Jl. Laksamana Malahayati, Lr. Nek Monraya, F16
Email : marianifauzifm97@gmail.com
8. SID : 150 203 177
9. Parents
 - a. Father's Name : Abdul Halim
 - b. Mother's Name : Yusra
10. Educational Background
 - a. Elementary School : SDN 1 Lhok Pawoh (2003-2009)
 - b. Junior High School : SMPN 1 Sawang (2009-2012)
 - c. Senior High School : SMA Insan Madani Meukek (2012-2015)
 - d. University : UIN Ar-Raniry (2015-2020)

Banda Aceh, 20 December 2019

The Writer,

Fauzi Mariani