

## **CHAPTER IV**

### **REPORT ON RESEARCH RESULT**

#### **A. General Description of Research Location**

##### **1. Brief History of MTsN Banjar Selatan 2**

In this study, the writer has taken research location at MTsN Banjar Selatan 2 in academic year 2009/2010.

Banjarmasin city is part of the town and district located in the area of South Borneo province, and the city of Banjarmasin is divided into five districts which consist of: North of Banjarmasin, South of Banjarmasin, Central of Banjarmasin, West of Banjarmasin and East of Banjarmasin.

The first time MTsN Banjar Selatan 2 was part of the MTsN Kelayan Banjarmasin, which MTs Kelayan are divided in two places, located in the block “Setuju” and another location in the street “Laksana Intan” Banjarmasin, which was founded in 1967.

Later on, July 6<sup>th</sup> 1968 under Decree No. 142 of Minister of Religion in 1968, the location of MTs in the block “Setuju”, with names MTsN Kelayan with serial number 363 and the location of MTs in the street “Laksana Intan”, to be MTs Filial MTsN Kelayan.

In the year 2003 on the initiative of the head MTsN Kelayan that time, namely: Drs. H.M. Harmidin Noor, location Filial MTs Kelayan MTsN is on the

street: “Laksana Intan” city of Banjarmasin, is proposed to stand alone to MTs Negeri.

Six years later, in December, March 6 years in 2009 based on the decision of the Minister of religion number 48 in the year 2009, MTs Filial MTs Kelayan which is on the street “Laksana Intan” Banjarmasin, changed its status to MTs Negeri by name MTsN Banjar Selatan with serial numbers 57.

Next published the decree. Determination of Headmaster MTsN Banjar Selatan based on the principal’s decision letter (Ka). Department Regional Office in South Borneo province number: kw.17. 1/2/Kp.07.6/085/2009 dated July 31/2009 in name of: Mr. Abdul Hadi, M. Pkim, which was inaugurated by religious head (Ka). Religion department office (Kandepag) Banjarmasin city on August 12/2009 and was the first headmaster.

Then, since that MTsN Banjar selatan 2 official function as the State Junior High School (MTsN) to fourth in the city of Banjarmasin.

The appearance of MTsN Banjar Selatan sentence added at the end of the number 2 is to distinguish the MTsN Banjar Selatan existing first located in the village (Pamurus) district South Banjar city of Banjarmasin.

## 2. The Description about Teachers, Administration Staff, Students and Facilities at MTsN Banjar Selatan 2.

### a. Teachers

MTsN Banjar Selatan 2 has 25 teachers, they come from different educational backgrounds. Almost of them graduated from institute, the following table will describe about the teachers of MTsN Banjar Selatan 2.

Table 4.1 The Condition of Teachers at MTsN Banjar Selatan 2

NO	NAME	LATEST EDUACTION	SUBJECT	NOTES
1	Abdul Hadi, M.Pkim	S2 ITB Bandung	Physic	PT
2	Drs. Arifinsyah	IAIN Antasari Banjarmasin Fak Tarbiyah	Mathematics	PT
3	Dra. Mariati Aina	IAIN Antasari Banjarmasin Fak Tarbiyah	Aqidah A/Mulok	PT
4	Dra. Fathul Jannah	IAIN Antasari Banjarmasin Fak Tarbiyah	Islamic Culture of History	PT
5	Hj. Muhibbah, S.Pd.I	IAIN Antasari Banjarmasin Fak Tarbiyah	Civic Education	PT
6	Drs. Bahruddin	IAIN Antasari Banjarmasin Fak Tarbiyah	Qur'an H. / Islamic Culture of History	PT
7	Dra. Hj. Huzaifah	IAIN Antasari Banjarmasin Fak Tarbiyah	Qur'an H. / Islamic Culture of History	PT
8	Hj. Suratin	IAIN Antasari Banjarmasin Fak Tarbiyah	Islamic law / Mulok	PT
9	M. Azidin Noor, S.Pd.I	IAIN Antasari Banjarmasin Fak Tarbiyah	Arabic / Mulok	PT
10	Rizkiawati, S. Ag	IAIN Antasari Banjarmasin Fak Tarbiyah	Social science	PT
11	Syarhanah, S.Pd	FKIP UNLAM	Mathematics	PT
12	Rena Hartini, S.Pd	FKIP UNLAM	Indonesian language	PT
13	Nasi'ah Nurkhomsati, S.Pd	FKIP UNLAM	Counseling	PT
14	Dra. Siti Rusdah	IAIN Antasari Banjarmasin	Indonesian language	PT
15	M. Jurmansyah, S.Pd.I	IAIN Antasari Banjarmasin	Civic Education/Skill	PT
16	Eandang Wikindari	FKIP UNLAM	Physic	PT

NO	NAME	LATES EDUCATION	SUBJECT	NOTES
17	Jarkasyi, S.Ag	IAIN Antasari Banjarmasin	Sport	PT
18	H. Mabruri, M.Pd	S2 UNLAM	English	PT
19	Makhin, S. Ag	IAIN Sunan Ampel Fak. Ushuluddin	Sport/English	PTT
20	Dra. Rahmawati	IAIN Antasari Banjarmasin	Social science/Culture & Art/Mulok	PTT
21	Daraqutni	STAI Al - Jami (PAI)	English	PTT
22	Khasni	IAIN Antasari Fak. Tarbiyah	Culture & Art	PTT
23	Norhidayani, S.Pd	STKIP PGRI Banjarmasin	Physic	PTT
24	Diyah	IAIN Antasari Fak. Tarbiyah	Mathematics	PTT
25	Ina Hawariah	FKIP UNLAM	Indonesian language	PTT

Source of data: Document Madrasah Tsanawiyah Negeri Banjar Selatan 2

b. Administration Staff or Employees

MTsN Banjar Selatan 2 has administration staff or employees, which consist of administration management and official employee with the different duty. To know about the administration staff or employee condition at MTsN Banjar Selatan 2, it can be seen the following table

Table 4.2 Administration Staff or Employees at MTsN Banjar Selatan 2

NO	NAME	POSITION
1	Drs. Nurdiansyah	Chief Management of Administration
2	Ahmad Salaby	Management of Administration
3	Nasrullah	Management of Administration
4	Darma Afdoly	Management of Administration

NO	NAME	POSITION
5	Khasni, S.Pd.I	Management of Administration
6	Wahyu Agustina	Librarian
7	Idris	Security

Source of data: Document Madrasah Tsanawiyah Negeri Banjar Selatan 2

### c. Students

The total numbers of students who are administratively registered at MTsN Banjar Selatan 2 in academic 2009/2010 are 371 Students. They consist of 125 Students of the seven graders, 152 students of the eight graders, 94 Students of the ninth graders and the distribution of male are 134 students, and female are 237 students.

The following table explains the description of the students of MTsN Banjar Selatan 2.

Table 4.3 Description of Students at MTsN Banjar Selatan 2 in academic year 2009/2010

No	Classes	Sex		Total
		Male	Female	
1	VII A	18	25	43
2	VII B	17	24	41
3	VII C	16	25	41
5	VIII A	12	26	38
6	VIII B	14	24	38
7	VIII C	14	23	37
8	VIII D	13	26	39

No	Classes	Sex		Total
		Male	Female	
9	IX A	9	22	31
10	IX B	10	21	31
11	IX C	11	21	32
Total		134	237	371

Source of data: Document Madrasah Tsanawiyah Negeri Banjar Selatan 2

d. Condition of Learning Facilities at MTsN Banjar Selatan 2

MTsN Banjar Selatan has quite of facilities, they 14 Available facilities some of them are new. The following table will describe about the facilities of MTsN Banjar Selatan 2.

Table 4.4 Available Facilities at MTsN Banjar Selatan 2

No	Facilities	Number (s)	Condition
1	Headmaster's room	1	Good
2	Administration's room	1	Good
3	Class room	10	Good
4	Red Cross room	1	Good
5	Library	1	Good
6	Toilet for students	2	Good
7	Toilet for teacher	2	Good
8	Organization room (OSIS)	1	Good
9	Teacher's room	1	Good
10	Counseling's room	1	Good
11	Language laboratory	1	Good

No	Facilities	Number (s)	Condition
12	Physic laboratory	1	Good
13	Parking area	1	Good
14	Ceremony and sport yard	1	Good

Source of data: Document Madrasah Tsanawiyah Negeri Banjar Selatan 2

## B. Data Presentation

To know student's error in using preposition of the second grade students at MTsN Banjar Selatan 2 in academic year 2009/2010 and the effecting factors of students' error in using preposition, the writer has studied directly to the location for collection some data by test, interview, observation, questionnaire and documentation techniques.

In this study, the most dominant techniques which has used is test. It's used to know about students' error in using preposition.

The writer presents the collected data according to each common error.

### 1. The Description of Students' Error in Using Preposition of the Second Grade Students at MTsN Banjar Selatan 2 in Academic Year 2009/2010.

To analyze the data, the writer must collect the data first. In order to know the students' data, the writer held the test to find out the students' error in using preposition.

Table 4.5 Test Result of Error Analysis in Using Preposition of the Second Grade Students at MTsN Banjar Selatan 2 in academic year 2009/2010.

No	Number of Correctness in choosing the Right preposition	Number of Correctness in True or False of preposition	Number of Correctness in Completing sentences of preposition	Number of Correctness in Translating sentences of preposition	Score
1	9	6	4	3	54
2	7	6	5	3	53
3	8	6	5	2	51
4	8	6	5	3	55
5	9	7	6	3	62
6	5	6	2	0	28
7	2	4	7	1	37
8	4	6	5	2	33
9	7	4	4	1	38
10	3	4	7	1	39
11	4	8	4	1	40
12	2	6	4	1	32
13	6	6	2	1	34
14	2	8	4	1	36
15	9	7	6	3	62
16	10	7	5	4	55
17	4	7	7	3	55
18	3	7	6	3	50
19	6	7	6	4	60
20	4	6	5	2	43
21	4	6	6	1	42
22	3	5	6	3	46
23	3	4	6	2	40
24	3	8	2	2	38



No	Number of Correctness in choosing the Right preposition	Number of Correctness in True or False of preposition	Number of Correctness in Completing sentences of preposition	Number of Correctness in Translating sentences of preposition	Score
25	7	4	7	3	55
26	6	4	5	1	39
27	4	4	4	2	36
28	6	5	5	3	49
29	11	7	6	3	64
30	11	5	5	2	54
31	8	7	7	5	71
32	9	5	6	5	66
33	5	6	5	5	57
34	9	7	7	3	65
35	5	6	4	3	46
36	8	5	5	3	53
37	7	6	4	1	42
38	8	4	4	2	44
	458	444	579	364	1824/38 = 48

$$M = \frac{\sum x}{N}$$

M : Mean

$\sum x$  : Accumulative scores

N : Total Numbers of Respondents

$$M = \frac{1824}{38}$$

M = 48 (Very High Error Category)

Based on the table above, it is identified that the highest score of test result is 71 and the lowest one is 28. The accumulative score is 1824; mean of the score is 1824 divided by 38, which are 48. While the highest score number of correctness in choosing the right preposition is 11 and the lowest is 2, and the total number of choosing the right preposition are 458. The highest number of correctness in true or false the sentences of preposition is 8 and the lowest is 4. The total number of correctness in true or false of preposition is 444. The highest number of correctness in completing the sentences of preposition is 7 and the lowest score is 2. The total number of correctness in completing sentences of preposition is 579. Furthermore, the highest number of correctness in translating sentences of preposition is 5 and the lowest score is 0, and the total number of correctness of translating sentences is 364.

The table below explains the category of the score and its distribution.

Table 4.6 Category of the Students' error in using preposition at MTsN Banjar Selatan 2 in academic year 2009/2010.

No	Category	Score	Frequency	Percentage
1	Very high error	0 - 49	20	52,63 %
2	High error	50 - 59	11	28,95 %
3	Average error	60 - 69	6	15,79 %
4	Low error	70 - 79	1	2,63 %
5	Very low error	80 - 100	-	-
Total		-	38	100

From the table above, we can see that 20 students (52,63 %) are in very high Error category, 11 students (28,95 %) are in high error category, 6 students

(15, 79 %) are in average error category, 1 Student (2, 63 %) is in low error category, and no students are in very low error category.

The data shows that the degree of students' errors in using preposition of second grade students at MTsN Banjar Selatan 2 in academic year 2009/2010. Mostly in very high error category, it can be seen that there are 20 Students (52, 63 %) in this category.

## 2. The Description of Types of Error in Using Preposition which are usually made by the Second Grade Students at MTsN Banjar Selatan 2 in academic year 2009/2010.

To know the types of error in using preposition that are usually made by the second grade students at MTsN Banjar selatan 2, the writer had been hold the test. These test containing 40 questions. These questions consist of 15 multiple choice test, 10 true or false, 10 completing sentences and 5 translating sentences of prepositions.

In these test, questions numbers 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37 and 39 are about preposition place. And questions numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38 and 40 are about preposition time.

To know about the frequency of the second grade students' error in using preposition of place and time can be seen in the following tables:

Table 4.7 Frequency of Students' Error in using Preposition of Place

No	Number of Questions	Frequency Students' Error of Items Test	Percentage
1	1	16	42, 11
2	3	7	18, 43
3	5	17	44, 74
4	7	17	44, 74
5	9	24	63, 16
6	11	33	86, 84
7	13	26	68, 42
8	15	15	39, 47
9	17	9	23, 68
10	19	7	18, 43
11	21	21	55, 26
12	23	4	10, 53
13	25	18	47, 37
14	27	27	71, 05
15	29	19	50
16	31	24	63, 16
17	33	28	73, 68
18	35	4	10, 53
19	37	9	23, 68
20	39	14	36, 84
Total	= 20	N = 38	892, 12 : 20 = 44, 61 %

From the table 4.6 can be known that the students' error in using preposition of place and time at MTsN Banjar Selatan 2. There is no ones students get very low error category, there are most of students get very high error category.

Now the writer explains about frequency students' error in using preposition of place more detail and clear at MTsN Banjar Selatan 2.

1. Frequency students' error in using preposition of place

a. Frequency students' error in using preposition of place (in)

Based on the table 4.7 numbers of questions 1, 3, 13, 15, 17, 23, 35, and 37 about students' error in using preposition of place (in). It is identified that 16 students (42, 11 %) made error in question number 1. 7 students (18, 43 %) made error in question number 3. 26 students (68, 42 %) made error in question number 13. 15 students (39, 47 %) made error in question number 15. 9 students (23, 68 %) made error in questions number 17 and 37. And 4 students (10, 53 %) made error in questions number 23 and 35.

It is found out that the highest frequency and percentage students' error of 8 items test in using preposition of place (in) are 26 students (68, 42 %) number 13. And the lowest frequency and percentage students' error of 8 items test in using preposition of place (in) are 4 students (10, 53%) numbers 23 and 35.

b. Frequency students' error in using preposition of place ( at)

Based on the table 4.7 number of questions 7, 11, 21, 27, and 33 about students' error in using preposition of place (at). It is identified that 17 students (44, 74 %) made error in question number 7. 33 students (86, 84 %) made error in question number 11. 21 students (55, 26 %) made error in question number 21. 27 students (71, 05 %) made error in question number 27. 28 students (73, 68 %) made error in question number 33.

It is found out that the highest frequency and percentage students' error of 5 items test in using preposition of place (at) are 33 students (86, 84 %) number

11. And the lowest frequency and percentage students' error of 5 items test in using preposition of place (at) are 17 students (44, 74 %) number 7.

c. Frequency students' error in using preposition of place (on)

Based on the table 4.7 numbers of questions 5, 9, 19, 25, 29, 31, and 39 about students' error in using preposition of place (on). It is identified that 17 students (44, 74 %) made error in question number 5. 24 students (63, 16 %) made error in questions number 9 and 31. 7 students (18, 43 %) made error in question number 19. 18 students (47, 37 %) made error in question number 25. 19 students (50 %) made error in question number 29. And 14 students (36, 84 %) made error in question number 39.

It is found out that the highest frequency and percentage students' error of 7 items test in using preposition of place (on) are 24 students (63, 16 %) numbers 9 and 31. And the lowest frequency and percentage students' error of 7 items test in using preposition of place (on) are 7 students (18, 43 %) number 19.

Table 4.8 Frequency of Students' Error in using Preposition of Time

No	Number of Questions	Frequency Students' Errors of Items Test	Percentage
1	2	24	63, 16
2	4	17	44, 74
3	6	23	60, 53
4	8	21	55, 26
5	10	36	94, 74
6	12	36	94, 74
7	14	23	60, 53
8	16	5	13, 16
9	18	26	68, 42
10	20	12	31, 58
11	22	31	81, 58
12	24	24	63, 16
13	26	28	73, 68
14	28	28	73, 68

No	Number of Questions	Frequency Students' Errors of Items Test	Percentage
15	30	5	13, 16
16	32	11	28, 95
17	34	11	28, 95
18	36	23	60, 53
19	38	17	44, 74
20	40	34	89, 47
Total	= 20	N = 38	1144, 76 : 20 = 57, 24 %

Now the writer explains about frequency students' errors in using preposition of time more detail and clear at MTsN Banjar Selatan 2.

## 2. Frequency students' error in using preposition of time

### a. Frequency students' error in using preposition of time (in)

Based on the table 4. 8 number of questions 6, 18, 26, 28, 34, and 40 about students' error in using preposition of time (in). It is identified that 23 students (60, 53 %) made error in question number 6. 26 students (68, 42 %) made error in question number 18. 28 students (73, 68 %) made error in questions number 26 and 28. 11 students (28, 95 %) made error in question number 34. And 34 students (89, 47 %) made error in question number 40.

It is found out that the highest frequency and percentage students' error of 6 items test in using preposition of time (in) are 34 students (89, 47 %) number 40. And the lowest frequency and percentage students' error of 6 items test in using preposition of time (in) are 11 students (28, 95 %) number 34.

### b. Frequency students' error in using preposition of time ( at)

Based on the table 4. 8 number of questions 2, 4, 10, 14, 16, 24, 30, 32, and 38 about students' errors in using preposition of time (at). It is identified that

24 students (63, 16 %) made error in questions number 2 and 24. 17 students (44, 74 %) made error in questions number 4 and 38. 36 students (94, 74 %) made error in question number 10. 23 students (60, 53 %) made error in question number 14. 5 students (13, 16 %) made error in questions number 16 and 30. And 11 students (28, 95 %) made error in question number 32.

It is found out that the highest frequency and percentage students' error of 9 items test in using preposition of time (at) are 36 students (94, 74 %) number 10. And the lowest frequency and percentage students' error of 9 items test in using preposition of time (at) are 5 students (13, 16 %) numbers 16 and 30.

c. Frequency students' error in using preposition of time (on)

Based on the table 4. 8 number of questions 8, 12, 20, 22 and 36 about students' error in using preposition of time (on). It is identified that 21 students (55, 26 %) made error in question number 8. 36 students (94, 74 %) made error in question number 12. 12 students (31, 58 %) made error in question number 20. 31 students (81, 58 %) made error in question number 22. And 23 students (60, 53 %) made error in question number 36.

It is found out that the highest frequency and percentage students' error of 5 items test in using preposition of time (on) are 36 students (94, 74 %) number 12. And the lowest frequency and percentage students' error of 5 items test in using preposition of time (on) are 12 students (31, 58 %) number 20.

From the tables above, percentage students' error in using preposition can be classifying in some types of error as the following table:



Table 4.9 Percentage of Students' Error in Some Types of Preposition

No	Types of Error Preposition	Frequency of Items Test	Percentage
1.	Preposition place	20	44, 61 %
2.	Preposition time	20	57, 24 %

Based on the table above, it can be stated that most students made error on two of types of preposition. It is found out that the percentage students' error of 20 questions number is in using preposition of place (44, 61 %). But, the highest percentage of students' error of 20 questions number is in using preposition of time (57, 24 %). So, the most percentage of students' error in using preposition is in using preposition time.

### 3. Description about the Factors that Influence Students' Error in Using Preposition of the Second Grade Students at MTsN Banjar Selatan 2 in academic year 2009/2010.

#### a. Linguistic Factors

Linguistic factors are one of the factors that the writer has considered influencing the degree of students' error in using preposition. For this factor, the writer categories five factors that identify it. The data about linguistic factors can be seen on the following table:

Table 4.10 Students' Knowledge of Preposition

No	Category	Frequency	Percentage
1.	Know very much	-	-
2.	Know	2	5,26 %
3.	Know a part	5	13,16 %
4.	Less know	20	52,63 %
5.	Don't know	11	28,95 %
Total		38	100

From the table above, there are no students who know very much knowledge of preposition, 2 students (5,26 %) who know of preposition, 5 students (13, 16 %) who know a part of preposition, 20 students (52, 63 %) who less know of preposition and 11 students (28,95 %) who don't know of preposition.

So, it can be stated that most of students less know of preposition.

Table 4.11 Students' Knowledge about Kinds of Preposition

No	Category	Frequency	Percentage
1.	Know very much	-	-
2.	Know	3	7, 89 %
3.	Know a part	5	13, 16 %
4.	Less know	19	50 %
5.	Don't know	11	28, 95 %
Total		38	100

The table shows that are no students who know very much kinds of preposition, 3 students (7, 89 %) who know kinds of preposition, 5 students (13, 16 %) who know a part of it, 19 students (50 %) who less know and 11 students (28, 95 %) that don't know kinds of preposition.

Table 4.12 Students' Knowledge Differences about Types of Preposition

No	Category	Frequency	Percentage
1.	Know very much	-	-
2.	Know	3	7, 90 %
3.	Know a part of it	2	5, 26 %
4.	Less know	18	47, 37 %
5.	Don't know	15	39, 47 %
Total		38	100

Based on the table above, no students who know very much of differences about types of preposition, 3 Students (7, 90 %) who know differences types of preposition, 2 Students (5, 26 %) that know a part of it, 18 Students (47, 37 %) who less know and 15 Students (39,47 %) who don't know of differences types of preposition.

So, it seen that mostly students less know differences about types of preposition 18 students (47, 37%).

b. Non Linguistic Factors

The data about non linguistic factor can be seen on the following table:

Table 4.13 Students' Mastery of Preposition Concept

No	Category	Frequency	Percentage
1.	Complete	-	-
2.	Quite complete	1	2, 63 %
3.	Less complete	19	50 %
4.	Not Complete	18	47, 37 % %
Total		38	100

From the table above, no students who know mastery of preposition concept, 1 student (2, 63 %) who quite complete in mastering of preposition concept and 19 Students (50 %) who less complete in mastering of preposition concept and 18 students (47, 37 %) who not complete in mastering of preposition concept.

Thus from the data above we know that most of are less complete in mastering of preposition concept,

Table 4.14 Students' Use of Preposition in English Writing

No	Category	Frequency	Percentage
1	Always	1	2, 63 %
2.	Often	11	28, 95 %
3.	Sometimes	21	55, 26 %
4.	Rare	2	5, 26 %
5.	Never	3	7, 90 %
Total		38	100

From the above, there is 1 student (2, 63 %) who always use preposition in English writing, 11 students (28, 95 %) who often use preposition in English writing, 21 Students (55, 26 %) who sometimes use preposition in English writing, 2 Students (5, 26 %) that rare use preposition in English writing and 3 students (7, 90 %) who never use preposition in English writing.

So, it is seen that mostly of the students sometimes use preposition forms in English writing.

Table 4.15 Students' Getting Through Lesson of Preposition

No	Category	Frequency	Percentage
1.	Complete	-	-
2.	Quite Complete	10	26, 32 %
3.	Less complete	28	73, 68 %
4.	Not complete	-	-
Total		38	100

The table shows that are no students who finished their lesson of preposition in English class, 10 students (26, 32 %) are in quite complete category, 28 students (73, 68 %) are in less complete and no students who do not finish their lesson of preposition in English.

Thus, we can see that most of students are less complete getting through lesson of preposition.

Table 4.16 Students' Getting Respond Toward English Grammar

No.	Category	Frequency	Percentage
1.	Like very much	4	10, 53 %
2.	Like	17	44, 73 %
3.	Less like	12	31, 58 %
4.	Moderate	5	13, 16 %
5.	Dislike	-	-
Total		38	100

From the table above, there are 4 Students (10, 53 %) like English very much, 17 students (44, 73 %) like English, 12 students (31, 58 %) are in less like English, 5 Students (13, 16 %) are in moderate English and no students are in dislike category.

So, it is seen that most of students like English.

Table 4.17 Students' Intention in Learning English

No.	Category	Frequency	Percentage
1.	To master English	5	13,16 %
2	To get a good mark	-	-
3	To master English and to get a good mark	33	86, 84%
4.	Just to know	-	-
5.	Just to know and to get a good mark	-	-
Total		38	100

We can see from the table, there are 5 students (13, 16 %) who know have intention to master English, no students who have intention to get a good mark, 33 Students (86, 84 %) who want to master English and to get a good mark, and no students who have intention just to know it and just to know and to get a good mark.

Thus, it is seen that mostly students' intention in learning English is to master it and to get a good mark.

Table 4.18 Students' Experience in Studying English at Informal Education Institution.

No	Category	Frequency	Percentage
1.	Ever	10	26, 32 %
2.	Never	28	73, 68 %
Total		38	100

From the table above, we know that are 10 students (26, 32 %) who have experience in English formal education and 28 students (73, 68 %) who do not have experience in English informal education.

Thus, it is seen that mostly of the students is never have experience in studying English at informal education of English.

Table 4.19 The Duration of Students in Studying English at Informal Education Institution.

No.	Category	Frequency	Percentage
1.	More than 2 years	-	-
2.	Less than 2 years	1	2, 63 %
3.	1 year	2	5, 26 %
4.	Less than 1 year	7	18, 43 %
5.	Never	28	73, 68 %
Total		38	100

The table shows that no students are in more than 2 years category, 1 student (2, 63 %) who has experience in less than 2 years in English informal education, 2 students (5, 26 %) who have experience in 1 year in English informal education, 7 students (18, 43 %), who have experience less than 1 year in English informal education, and 28 students (73, 68 %) who have never experience in English informal education.

Table 4. 20 Students' Motivation in Learning English

No	Category	Frequency	Percentage
1.	Suppose to know	13	34, 21 %
2	Pay attention of teacher's control	-	-
3.	Be motivated by teacher's control	19	50 %
4.	Less motivated to be active	5	13, 16 %
5.	Not care	1	2, 63 %
Total		38	100

From the table, we know that are 13 students (34,21 %) in category suppose to know it, no students who that their in category pay attention of teacher's control, 19 students (50 %) in category be motivated by teacher's control, 5 students (13,16 %) in category less motivated to be active, and 1 student (2, 63 %) in category not care. From the data, we can know that most students' be motivated by teacher's control.

Table 4. 21 Students' Activeness to Respond Teacher's Questions and Ask the Difficulties Lesson

No	Category	Frequency	Percentage
1.	Always	5	13, 16 %
2.	Often	5	13, 16 %
3.	Sometimes	16	42, 10 %
4.	Rare	10	26, 32 %
5.	Never	2	5, 26 %
Total		38	100

The table shows that are 5 students (13, 16 %) always respond to the teacher's questions and ask difficult lesson, 5 students (13, 16 %) often respond to the teacher's questions and ask difficult lesson, 16 students (42, 10 %) sometimes respond to the teacher's questions and ask difficult lesson, 10 students (26, 32 %) rarely respond to the teacher's questions and ask difficulties and 2 students (5, 26 %) never respond to the teacher's questions and ask difficult lesson.



Table 4.22 Students' Activeness to Study English at Home

No	Category	Frequency	Percentage
1.	Always	1	2, 63 %
2.	Often	6	15, 79 %
3.	Sometime	24	63, 16 %
4.	Rare	5	13, 16 %
5.	never	2	5, 26 %
Total		38	100

The table show there is 1 student (2, 63 %) is always study English at home, 6 students (15, 79 %) are frequently study at home, 24 students (63, 16 %) are occasionally study English at home, 5 students (13, 16 %) are rarely study English at home and 2 students (5, 26 %) are never study English at home.

Thus from the data above, we know that most students are occasionally study English at home.

Table 4.23 Students' Activeness to Improve Their English through Mass Media or the other Sources.

No	Category	Frequency	Percentage
1.	Always	-	-
2.	Often	7	18, 42 %
3.	Sometimes	13	34, 21 %
4.	Rare	15	39, 47 %
5.	Never	3	7, 90 %
Total		38	100

The table shows that no students are always improve their English through mass media or the other sources. 7 students (18, 42 %) are frequently improve their English through mass media or other sources, 13 students (34, 21 %) are

occasionally improve their English through mass media or the other sources, 15 students (39, 47 %) are rarely improve their English through mass media or the other sources and 3 students (7, 90 %) are never improve it.

So, from the data above, we can see that most of the students are rarely improve their English through mass media or the other sources.

Table 4. 24 Students' Respond to the Teacher Technique in Conveying English

No	Category	Frequency	Percentage
1.	Like very much	2	5, 26 %
2.	like	16	42, 11 %
3.	less like	4	10, 53 %
4.	Moderate	14	36, 84 %
5.	Dislike	2	5, 26 %
Total		38	100

From the data above, there are 2 students (5, 26 %) who like their teacher's technique in conveying English very much, 16 students (42, 11 %) who like their teacher's technique in conveying English, 4 students (10, 53 %) who less like their teacher's technique in conveying English, and 14 students (36, 84 %) who are in moderate to give the respond and 2 students (5, 26 %) who are in dislike their teacher's technique.

Thus, it is identified that mostly students like their teacher's technique in conveying English.

Table 4. 25 Teacher's Frequency of Using English in the Class

No	Category	Frequency	Percentage
1.	Always	-	-
2.	Often	12	31, 58 %
3.	Sometimes	20	52, 63 %
4.	Rare	6	15, 79 %
5.	Never	-	-
Total		38	100

From the table above, we get no students who state that their teacher use English frequently in teaching learning process, 12 students (31, 58 %) who state that their teacher often use in teaching learning process, 20 Students (52, 63 %) who state that their teacher use English occasionally in teaching learning process, 6 students (15, 79 %) who state that their teacher in rare and no students who state that their teacher never category in using English in teaching learning process.

Thus, it is seen that the teacher use English occasionally in teaching learning process.

### C. Data Analysis

After all the obtained data are reported in details as result of this study, they also need to be analyzed. According to the order of issues that have been showed earlier within this study before.

1. Error Analysis in Using Preposition of the Second Grade Students at MTsN Banjar Selatan 2 in academic year 2009/2010.

From the data that is presented before, it shows that 20 Students (52, 63%) includes in very high error category, it is seen that the students don't know of preposition, don't know of preposition kinds, and also don't know of types of preposition. 11 students (28, 95%) are in high error category, because most of the students less know of preposition, less know of preposition kinds, and also less know of types of preposition. 6 students (15, 79%) are in average error category, because they know a part of preposition, they know a part kinds of preposition, and they also know a part types of preposition. 1 student (2, 63%) is in low error category, because the student knows of preposition and kinds of preposition, furthermore, the student also knows about types of preposition. No students are in very low error category, because no students know very much about preposition and kinds of preposition, and also no students know very much types of preposition.

2. The Description of Types of Error in Using Preposition which are usually made by the made Second Grade Students at MTsN Banjar Selatan 2 in academic year 2009/2010.

After the writer has been collected the data, as result of this research, they are needed to be analyzed. It is done to know types the students' error in using preposition. For Further description, it is known from analysis data below:

# 1. Students' error in using preposition of place

## a. Students' errors in using preposition of place (in)

Based on the table 4.7 the result test of the students' error in using preposition of place *in*, it is known that the highest frequency and percentage of it is 26 students (68, 42 %) number 13. It is because the students were still doubt and confused in choosing suitable prepositions (from some alternatives).

Most of students still confused and differentiate in the use preposition of place *in* example: item no. (13) I like reading ... bed.

Most of the students' answer I like reading *at/on* bed. Actually preposition *in* ordinarily indicates enclosed or surrounded, towns, countries, states, counties, when we talk about a building itself, and villages. Like: *in* bed, *in* a shop, *in* Banjarmasin. So, the answer is no. (13) I like reading *in* bed.

## b. Students' error in using preposition of place (at)

Based on the table 4.7 the result test of the students' error in using preposition of place *at*, it is known that the highest frequency and percentage of it is 33 students (86, 84 %) number 11. It is because the students were still doubt and confused in choosing suitable prepositions (from some alternatives).

Most of students still confused and differentiate in the use preposition of place *at* example: item no. (11) Write your name ... the top of the page. Most of the students' answer "Write your name *in/on* the top of the page". Actually preposition *at* ordinarily indicate a specific place or position, for complete addresses, an event, with the building when say where the event takes places, someone's house, and for a place which is a part of journey. Like: *at* the top of

page, *at* the door, and *at* party. So, the answer is no. (11) Write your name *at* the top of the page.

c. Students' error in using preposition of place (*on*)

Based on the table 4.7 the result test of the students' error in using preposition of place *on*, it is known that the highest frequency and percentage of it is 24 students (63, 16 %) numbers 9 and 31. It is because the students were still doubt and confused in choosing suitable prepositions (from some alternatives) and also the students still confused and difficult in the use preposition in completing sentences.

For example: item no. (9) There are some pictures ... the wall. And no. (31) We watched the news \_\_\_\_ television. Most of the students' answers "There are some pictures *at/in* the wall" and " We Watched the news *at/in* television". Actually preposition *on* ordinarily indicate position on horizontal or vertical surface, position on streets, roads and etc, the coast, a river, and road. Like: *on* the floor, *on* the roof, *on* Portland Street, and *on* the river Thames. So, the answers are no. (9) There are some pictures *on* the wall and no. (31) We watched the news *on* television

2. Students' error in using preposition of time

a. Students' error in using preposition of time (*in*)

Based on the table 4. 8 the result test of the students' error in using preposition of time *in*, it is known that the highest frequency and percentage of it is 34 students (89, 47 %) number 40. It is because the students still difficult in the use preposition of time *in*. In addition they were still difficult in understanding the

meaning of sentences. So, they could not translate the sentences and making mistake when they translate the sentences, besides that, preposition of time *in* has the resemble meaning in Indonesia structure so, sometimes it's make the students confused to translate the sentences especially to put in properly.

For example: item no. (40) "Saya lahir pada bulan Mei, 1996" most of students translate in English sentences no (40) "I was born *on* May, 1996". Actually the right answer is no (40) "I was born *in* May, 1996". Actually preposition of time *in* ordinarily indicate parts of the day, month, years, and seasons. Like: *in* the afternoon, *in* August, *in* 1999 and *in* spring.

b. Students error in using preposition of time (at)

Based on the table 4.8 the result test of the students' error in using preposition of time *at*, it is known that the highest frequency and percentage of it is 36 students (94, 74 %) number 10. It is because the students were still doubt and confused in choosing suitable prepositions (from some alternatives).

Most of students still confused and differentiate in the use preposition of time *at* for example: item no. (10) Water boils ... 100 degrees Celsius. Most of the students' answer water boils *in/on* 100 degrees Celsius. Actually preposition *at* ordinarily indicate specific times, noon, night, midnight, and with the time of day. Like: *at* 12: 15 p. m, *at* noon, and *at* 100 degrees Celsius. So, the answer is no. 10 Water boils *at* 100 degrees Celsius.

c. Students' error in using preposition of time (on)

Based on the table 4.8 the result test of the students' error in using preposition of time *on*, it is known that the highest frequency and percentage of it

is 36 students (94, 74 %) number 12. It is because the students were still doubt and confused in choosing suitable prepositions (from some alternatives).

For example: item no. (12) I spoke to Charles ... the phone last night. Most of the students' answer I spoke to Charles *at/in* the phone last night. Actually preposition *on* ordinarily indicate day of the week and dates. Like: *on* Monday, and *on* the 21<sup>st</sup> in this month. So, the answer is no.12 I spoke to Charles *on* the phone last night.

Based on some items test which has given for the students the writer got the data that most of students confuse about some of prepositions. Like: prepositions in, at, on for place and in, at, on for time. They can not differentiate the use of prepositions in, at, on which for place and for time the difference between English structure and Indonesia structure that can influence student's activity in their study, because they have confuse to use the prepositions in, at, on that have resemble meaning in Indonesia structure. Actually, it is because most of them do not understand clearly the using of prepositions in, at, and on (place & time). So, it is very important to explain the use of prepositions in, at, and on (place & time). The explanation can help students to understanding about prepositions and make clear the usage and meaning of the prepositions.

Besides, it is very important too, to improve the vocabulary of students, because it is can help students in learning English. Based on the result of translation, it has known that students' vocabulary is still lack.

Based on the table 4, 9 it can be stated that the students made error on all of types. It is found out that the percentage students' error in using preposition of



place 20 items test is (44, 61 %) and the percentage students' error in using preposition of time 20 items test is (57, 24 %). It is because, the students know about preposition of place than preposition of time of all 40 items test. So, the most students' error of two types preposition is in using preposition of time.

### 3. Factors that Influence Students' Error in using Preposition of the Second Grade Students at MTsN Banjar Selatan 2 in academic year 2009/2010

#### a. Linguistic Factors

In linguistic factors, the writer indicates by three indicators. The first is students' knowledge of preposition. Based on the data on the table 4.10, there are no students know preposition very much and it is categorized as very high category, 2 students (5, 26 %) know preposition and it is categorized as high category, 5 students (13, 16 %) know a part of it and it includes in middle category, 20 students (52, 63 %) are in less know of preposition, the category is classified in low category, 11 students (28,95 %) don't know of preposition and its category is very low category. So, the writer interpret that students' knowledge of preposition is in low category.

The second indicator is students' knowledge about kinds of preposition. According to the data on the table 4.11, there are no students know kinds of preposition very much and it is categorized as very high category, 3 students (7, 89 %) know kinds of preposition and it is categorized as high category, 5 students (13, 16 %) know a part of it, the category is middle category, 19 students (50 %) are in less know kinds of preposition, it is categorized as low category, 11 students (28, 95 %) don't know kinds of preposition and it is category is low. So,

the writer assumes that students' knowledge kinds of preposition are in low category.

The last indicator of linguistic factors students' knowledge of differences types of preposition. From the data on the table 4.12., it is shows that no students who know very much differences types of preposition and its category is very high, 3 students (7, 90 %) who know differences types of preposition and the category is classified in high category, 2 students (5, 26 %) who know a part of it and the category is classified in middle category, 18 students (47, 37 %) are in less know the differences types of preposition and it is categorized as low category, and then 15 students (39, 47 %) are in don't know of the differences types of preposition and the category is very low category. So, the writer interprets that students' knowledge of differences types of preposition in low category.

All indicators of linguistic factors have been presented. Form three indicators, all of them are in low category. So, the writer concludes that linguistic factors are in low category. This is because, most of the students less know knowledge of preposition and less know about kinds of preposition and also less know differences types of preposition.

#### b. Non Linguistic Factors

Based on the result of questionnaire as described on the table 4. 13 it shows that the biggest percentage is 50 % of students stated that they are less complete of preposition concept in English. So, it can be stated that most of the students are less complete of preposition concept in English, and it is includes in low category.

Then from the students' use of preposition forms in English writing, can be seen from the table 4. 14 which show that the biggest percentage is 55, 26 % of students stated that they sometimes use preposition forms in English writing. Thus, it can be stated that most of the students occasionally use preposition forms in English writing, and it is includes in middle category.

The students' getting through lesson of preposition in English class, it can be seen on the table 4. 15 which show that biggest percentage is 73, 68 % of students stated that they less complete in getting through lesson of preposition in English class. So, it can be stated that most of the students less complete in getting through lesson of preposition in English class and it is identified in low category.

Based on the data on the table 4.16 about students' respond toward English grammar, it shows that biggest percentage is 44, 73 % of students stated that they like English. So, it can be stated that most of the students like English and it is classified in high category.

And also we can see on the table 4. 17 about students' intention in learning English, it is known that the biggest percentage is 86, 84 % of students decided that they learn English to master it and to get a good mark. Thus, it can be seen that students' intention in learning English is to master it and to get a good mark. This is includes in middle category.

Furthermore, the students' experience in English informal education can be seen on the table 4. 18. It stated that 10 students (26, 32 %) ever have experience in English in formal education and it is includes in high category, 28 students (73, 68 %) never have experience in English informal education and it is

classified in low category. So, it can be stated that mostly students never have experience in English informal education and it is classified in low category.

According to the table 4. 18 stated that 10 Students who have experience in English informal education. So, the writer tries to shows the duration of students who have experience in English informal education. On the table 4. 19 there is 1 student who have experience less than 2 years in English informal education and the category is high, 2 students who have experience in 1 year in English informal education and the category is middle, and 7 students who have experience less than 1 year in English informal education and it is classified in low category.

Then, it is also known on the table 4. 20 which show that the biggest percentage is 50 % of students stated that they be motivated by teacher's control and it includes in high category of motivation. Thus, it is known that students' motivation in learning English is in middle category.

On the table 4. 21 students' activeness to respond teacher's question and ask difficult lesson. The data shows that the biggest percentage is 42, 10 % of students stated that they occasionally respond to the teacher's question and ask difficult lesson and it includes in middle category.

The next indicator is students' activeness to study English at home can be seen from table 4. 22 which show that the biggest percentage is 63, 16 % of students stated that they occasionally study English at home and it includes in middle category.

The next indicator is students' activeness to improve their English through mass media or the other sources. The data from the table 4.23 shows that the biggest percentage is 39, 47 % of students stated that rare reading English newspaper, watching English program on TV and listening to English program on the radio. So, it includes in low category.

On the table 4. 24 are about students' respond to the teacher's technique in conveying English. The table shows that the biggest percentage is 42, 11 % of students stated that they like their teacher's technique and it includes in high category.

The last indicator is teacher's frequency in using English in the class. The data from table 4. 25 shows that the biggest percentage is 52, 63 % % of the students who stated that their teacher sometimes use English in teaching learning process and it includes in middle category.

All indicators of non linguistic factors have been presented. From 13 indicators, six of them are middle category. Four of them are in low category, two of them are in high category and one of them is in very low category. So, the writer concludes that linguistic factors are in middle and these factors in influential enough in this research.