A DESCRIPTIVE ANALYSIS OF STUDENTS’ MASTERY ON USING PREPOSITION (IN, ON, AND AT)

(A Study for the Third Semester Students of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in the Academic Year of 2016/2017)

A GRADUATING PAPER
Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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2017
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself, and it is not containing materials written or has been published by other people and other people’s ideas expect the information from the references.

The writer is capable to account for her graduating paper if in the future it able be proved of containing others idea or in fact, the writer imitates the other graduating paper, the declaration is made by the writer and she hopes that this declaration can be understood.
Salatiga, September 8th 2017

Sari Famularsib, S.PdL, M.A
The lecturer of English Education Department
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ATTENTIVE COUNSELOR’ NOTE
Case: Siti Nurrgaini’s Graduating Paper

Dear,
Dean of Teacher Training
and Education Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Siti Nurrgaini’s graduating paper entitled “A DESCRIPTIVE ANALYSIS OF STUDENTS’ MASTERY ON USING PREPOSITION (IN, ON, AND AT) (A Study for the Third Semester Students of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in the Academic Year of 2016/2017)”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor,

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Studies (IAIN) Salatiga in the Academic Year of 2016/2017)

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Has been brought to the board examiners of English Education Department of
Teacher Training and Education Faculty at the State Institute for Islamic Studies
(IAIN) Salatiga on September 25th 2017, and hereby considered to have
completed the requirements for the degree of Sarjana Pendidikan (S.Pd.) in
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Salatiga, September 25th 2017

Head of Teacher Training
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MOTTO

“Learn from the past, live for the today, and plan for tomorrow,

So work hard and play hard”.

Siti Nurngaini.
DEDICATION

I dedicate this graduating paper to:

1. The most graceful Allah SWT.
2. My beloved mother Mrs. Kiptiyah and my father Mr. Amir thank you very much for your support and spirit to me to finish this graduating paper, May Allah always loves you and give you happiness in everywhere you are.
3. My brothers (Ahmad Purwadi and M. Abdul Anwar Sholeh) and my sister, Ani Susanti who are help me anything. Thank you very much for your support.
4. My beloved boyfriend, Wahyu Fajar Sodiq Amd ATT III who cares when I do this research, gives me support from the beginning until the end of my research. Thanks a lot and I love you.
5. My best friends, Devye, Yuliana, Alifatul, Fifin, Catur, Vani, Isna, Murni. Thanks for your help and support.
ACKNOWLEDGMENT

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan (S.Pd.) in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga of 2017.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution. And I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M.Pd. as The Rector of State Institute of Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty.
3. Sari Famularsih M.A as counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from the beginning until the end.
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5. All of staff who have helped the researcher in processing the graduating paper administration.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, September 8th 2017

The Writer

Siti Nurulzaini
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ABSTRACT


Keywords: Descriptive Analysis, Grammar, Students’ Mastery, Preposition.

The purpose of this research to know the profile of students’ mastery on using preposition (in, on and at) and also concerned the problems faced for students’ mastery on using preposition (in, on and at). This research used qualitative research. The writer chose the third semester students of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in the academic year of 2016/2017. The respondents are 20 students in the structure class. Based on the result of the test, the writer conclude that the profile of students’ mastery such as: 3 students out of 20 students or 15% the level of students’ mastery on using preposition is “good”, 4 students out of 20 students or 20% is “sufficient”, 4 students out of 20 students or 20% is “weak”, and 9 students out of 20 students or 45% is “poor”. The problems faced of students’ mastery are: the students confused to answer the question on using preposition (in, on, and at). They do not understand the differences of each preposition. Because it has similar meaning. Which explain the time and place. Students are less concerned when they to use in, on or at because they think it is less attention when talking directly. In contrary, this study concern with that rules. And they usually used generalization or ordinary usage without saw the context of sentence.
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CHAPTER I

INTRODUCTION

A. Background of the Study

According to Algeo (2005:2), a language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail. Those terms are system, signs, vocal, conventional, human, communicate.

Language is intimately tied to man’s feelings and activity. It is bound up with nationally, religion, and the feeling of self. It is used for work, worship, and play by everyone, be he beggar or banker, savage or civilized. Because of its pervasiveness, it is the object of study by many branches of learning. The people in the world use different languages for communication in different situation according to their culture and society. They use the language as a system of communication by using sounds symbols, or words in expressing meaning, idea, thought or feeling. So, Language is not only used for interaction with another but also used to communicate, share the information and develop sciences and technology (Lado, 1964: p.11,13).

Grammar is one of the components of language which must be learned by students. By learning grammar, the students will be help to comprehend what other people speak and write. They find difficulty in arranging word or phrases into correct and meaningful sentences. There are many kinds of
English grammatical item the students have to master. One of them is preposition.

According to Frank (1972), prepositions are words which are used to connect a noun or a pronoun to another words usually a noun, verb, or adjective. A preposition is a word which is used to show the way in which other words are connected. Preposition may be single words such as “by, from, over, under”, or they may be more complex and composed of several words such as “apart from, in front of, in spite of, instead of”. Prepositions have objects and are usually followed by a noun, pronoun, or a gerund, but sometimes prepositions’ objects can also be a clause, infinitive, adjectives, and prepositional phrases, etc.

Using of preposition often makes students confused, especially for the third semester students of the English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. Although, they are using preposition since child, but they still confused. Using of preposition always a part of human communication. Although they make mistakes, it may be different based on how that preposition is used. Prepositions have always been widely used in English, even though the number of them is quite limited. Prepositions belong to functional parts of speech and are rather active.

From the previous statements the researcher was interested to find out the students’ mastery on using preposition (in, on, and at), and make an
analysis entitled “A DESCRIPTIVE ANALYSIS OF STUDENTS’ MASTERY ON USING PREPOSITION (IN, ON, AND AT) (A Study for the Third Semester Students of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in the Academic Year of 2016/2017)”.

B. Problem of the Study

Based on the background of the research above, the research question can be formulated as follows:

1. How is the profile of students’ mastery on using preposition (in, on, and at) made by the third semester students of the English Education Department of Teacher Training and Education Faculty of IAIN Salatiga in the academic year of 2016/2017?

2. What are the problems faced of students’ mastery on using preposition (in, on, and at) for the third semester students of the English Education Department of Teacher Training and Education Faculty of IAIN Salatiga?

C. Objectives of the Study

This research is aimed to find out:

1. The profile of students’ mastery for the third semester students of English Education Department of Teacher Training and Education Faculty of IAIN Salatiga on using preposition (in, on, and at).
2. The problems faced of students’ mastery on using preposition \((in, on, \text{and} \ at)\) for the third semester students of IAIN Salatiga.

D. Limitation of the Study

The subject of this research is the third semester students of the English Education Department of Teacher Training and Education Faculty of State Institute Islamic for Islamic Studies (IAIN) Salatiga in the academic year of 2016/2017. The problems faced of students’ mastery on using preposition \((in, at, \text{and} \ at)\) for the third semester students of English Education Department of Teacher Training and Education Faculty of IAIN Salatiga.

E. Benefits of the Study

1. Theoretical

By conducting this research, the writer expects this research can contribute students’ mastery on using preposition \((in, on, \text{and} \ at)\).

2. Practical

a. It gives a clear explanation about preposition so the reader can use appropriately.

b. It can be used as references for the other researcher in future. Probably there is some weakness in this research, which should be considered by other researcher to conduct better research at the same topic. In order to know the analysis of students’ mastery on using preposition \((in, on, \text{and} \ at)\).
and at) for the third semester students of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in the academic year or 2016/2017.

F. Previous Research

Here the researcher reviews some of previous research related to this research. The first is Eva Pebriyanti entitled “An Analysis of Prepositional Phrase in Jane Austin’s Novel Pride and Prejudice (2008)”. This thesis is aimed to find out the use of prepositional phrase in the sentences of Jane Austin’s novel “Pride and Prejudice”. The result of this research is that she finds 240 prepositional phrase that she has been analyzed. She has found six types of prepositional phrase in Jane’s novel. Those are place, direction, time, identification, purpose/reason, and possession. From the sixth of those prepositional phrase, the dominant one is physical relationship type (17 prepositional phrases), but she does not mention the number of the number of the others prepositional phrases.

The second is Asrie Puspitasari (2009) entitled “The Dominant Factors of Students’ Difficulties to Understand the Preposition (Descriptive Eksploratif of Students Grade 9 on SMP Negeri 18 Tegal)”. In this research, the writer has classified the dominant factors of students’ difficulties into four categories. Those are interest and understand to the material, motivation, teacher, and learning media factors. Based on the result of this research, the
dominant factor that was found. There were 45% factors in interest and understand to material, 45% in motivation, 75% teacher factor, and 55% factor in media learning. From the data above the conclusion is the most dominant factors are teacher and learning media factors.

These researches mentioned above are similar purpose. But in this paper the writer focused on using preposition. This paper used qualitative descriptive study as the method and the descriptive analysis as the data collection technique as the two previous researches, to know about how the profile for students’ mastery especially on using preposition and the problems faced for students’ mastery on using preposition.

G. Definition of the Keys Terms

To understand, it is necessary to define the following key terms:

1. Analysis

According to David and Jill (1998: p. 2) define the analysis that: To analyze something is to ask what that something means. It is to ask how something does what it does or why it is as it is. Analysis is the kind of thinking you will most often be asked to do in work life and in school, it is not rarefied and exclusive province of scholars and intellectuals. It is, in fact one of the most common of our mental activities.
2. Grammar

Grammar (especially preposition) is one of the important aspect has to be mastered by students so they can communicate in English easily. Merriam Webster’s New International Dictionary (1971 and 1986), the definition of grammar reads exactly the same: “1.a” designates a “branch of linguistic study that deals with classes of words, their inflections or other means of indicating relation to each other, functions and relations in the sentence…” but then it adds the qualifier “as employed according to established usage” (which is a separate kettle of fish altogether and will be discussed later). W. Nelson Francis gives a corroborating account of this grammar, calling it “the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns” (rpt. in Hartwell 188), while Jean Aitchison calls this “systematic study of language,” “linguistics” (Aitchison).

3. Preposition

Quirk and Greenbaum (1998) define the preposition in this way: “In the most general terms, a preposition expresses a relation between two entities, one being that represented by the prepositional complement, the other by another part of the sentence. The prepositional complement is characteristically a noun phrase, a nominal clause, or a nominal-ing clause. (1985: 657)"
H. Graduating Paper Outline

This study is written systematically in order that easier to read and understand. This study is divided into the five chapters, they are:

Chapter I is the introduction such as, background of the study, problem statement of the study, objectives of the study, limitation of the study, benefit of the study, definition of the key terms, previous research, and graduating paper outline.

Chapter II is describe about theoretical review. The writer takes some books written by many experts as references which explains more about the theoretical review of explain descriptive analysis, grammar, students’ mastery, and preposition (in, on, and at).

Chapter III is describes the research method such as, type of research, setting of the research, population and sample, method of collecting data, procedure of collecting data, analysis of data.

Chapter IV is present the finding and data analysis. It include the analysis of question, results’ test, level of students’ English preposition mastery identify of problems faced of students’ mastery.

Chapter V is closure. It content about conclusion and gives some suggestions of the problems discussed.
CHAPTER II

LITERATURE FRAMEWORK

In this chapter the writer described about the some theories related to this research. It was about descriptive analysis, grammar, students’ mastery and preposition (in, on, and at).

A. Descriptive Analysis

According to Zikmund (2003), descriptive analysis is the transformation of raw data into a form that will make them easy to understand and interpret: rearranging, ordering, and manipulating data to generate descriptive information. It is a process where you take descriptive information and offer an explanation or interpretation. Whether you are analyzing an awkward social situation, an economic problem, a painting, a substance in a chemistry lab, or your chances of succeeding in a job interview, the process of analysis is the same:

1. Divide the subject into its defining part, its main elements or ingredients.
2. Consider how these parts are related, both to each other and to the subject as a whole.

A basic descriptive analysis of data involves the calculation of sample measures of composition and the distribution of variables by sex, and for each sex, that facilitate straightforward gender-focused comparison between different groups of population (Zheng:2015). Descriptive analysis is the use of
descriptive terms to evaluate and scale sensory attribute of a sample. Use of statistic to describe the results of an experiment or investigation. That organize and analysis data, that give the description about the phenomenon and the situation which exist at the time of the study. So, about this research, describe about test’s result of students and then describe to the level of students’ mastery on using preposition (in, on, and at).

B. Grammar

Systems in English Grammar is an introduction for language teachers, Master employs the key word grammar as if everyone wholly understood its meaning, emphasizing that “The focus of this text is grammar at the sentence level” from the multiplicity of referents for the English word spelled g-r-a-m-m-a-r.

Wilcox (2004) suggest that grammar can mean a system of rules which allows the users of the language in question to create meaning, by building both meaningful words and larger constructions of sentences. The New Encyclopedia Britannica suggests that grammar, at its most basic level, comprises “rules of a language governing the sounds, words, sentences and other elements, as well as their combination and interpretation” (410).

The system of grammar includes subdivisions of phonemes, morphemes, and syntax, which must be identified and understood in order to fully grasp the definition of grammar. Briefly, phonemes are the smallest units of sound which make a difference in meaning and all with reference toward the production of words (Kolln & Funk:395). Phonemes are small enough to
go unmentioned in many grammar texts. In order to recognize phonemes, one must understand “the parts of words and syllables as sounds rather than as letters of the alphabet and to hear these sounds separately” (Kolln & Funk:401).

Kolln and Funk (393), define morphemes as “a sound or combination of sounds with meaning” so one can see that morphemes consist of combinations of phonemes. Although a morpheme may take the form of a complete word (a free morpheme) that is, words composed of a single morpheme, unable to be subdivided such as head and act and kind and walk (Kolln & Funk:258), many other morphemes, called bound morphemes, must be added to free morphemes in order to create meaning, such as prefixes and suffixes: re-, co-, -s, -ing (Master:4).

Syntax involves “the structure of sentences; the relationships of the parts of the sentence” (Kolln & Funk:389). This is where word order comes into play, at least in the English language.

This designation of grammar is also multiform, for there is not just one “study of the system of grammar,” but many, which take the form of methods of studying the system of grammar, which may also become methods of teaching the subject. Personally, I amend the definition by suggesting that a grammar (a study of the system of language) attempts to explain or account for (or describe or model) the way in which a language works to create meaning. House and Harman respond similarly in saying, “Since grammar is a
science, it must describe and analyze the basic facts of speech, and explain and interpret the laws governing the behavior of language.

C. Students’ Mastery

The agents of change were the students. Students want to be well informed, reinforced in their personal convictions, successful in careers, and knowledgeable as citizens in a participatory society. “Youth both reflects and responds to the society in which it grows” (Kerr, 1970, p. 4); thus, students should be included in the higher education governance, not only on the institutional level, but also on a statewide level.

According to Bloom, the mastery learning theory is based on the idea that Cognitive Introduction Behaviors (i.e. pre-learning which is assumed to be necessary for learning a unit) which are the students’ characteristics, Emotional Introduction Features (the level of motivation to learn the unit) and the quality of teaching activity are the basic indicators of learning output. The variables “clue, reinforcement, student’s participation, feedback and correction”, which Bloom described as the quality of teaching activity, explain the activities which are prepared by the teacher to enable mastery learning.

According to this theory, if the related introduction features of the student along with the teaching activities are positive, the learning output will reach a high level and in respect to these outputs, the differentiation between the students will be at the minimum level (Sever, 1997). The variables of mastery learning are shown in figure 1.
The theories of mastery learning resulted in a radical shift in responsibility for teachers; the blame for a student's failure rests with the instruction not a lack of ability on the part of the student. In this type of learning environment, the challenge becomes providing enough time and employing instructional strategies so that all students can achieve the same level of learning.

Mastery learning is an instructional strategy based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn. Mastery Learning puts the techniques of tutoring and individualized instruction into a group learning situation and brings the learning strategies of successful students to nearly all the students of a given group. In its full form it includes a philosophy, curriculum structure, instructional model, the alignment of student assessment, and a teaching approach.
1. **How to instruct for mastery**

a) Clearly state the objectives representing the purposes of the course.

b) The curriculum is divided into relatively small learning units, each with their own objectives and assessment.

c) Learning materials and instructional strategies are identified; teaching, modeling, practice, formative evaluation, re-teaching, reinforcement, and summative evaluation are included.

d) Each unit is preceded by brief diagnostic tests, or formative assessments.

e) The results of formative tests are used to provide supplementary instruction, or corrective activities to help the learner overcome problems.

As a matter of curriculum development, mastery learning does not focus on content, but on the process of mastering it. Curriculum materials can be designed by in-house instructional designers or via a team approach by various professionals in a given setting either in a school or industry. Instructional materials can also be obtained as prepared materials from an outside commercial source. A combination of these is also possible however, the instructional materials are developed or obtained; the teachers must evaluate the materials they plan to use in order to ensure that they match the instructional objectives set up for a given course of instruction.

The great advantage of a mastery approach for catch-up or accelerated work is that, as teachers, we start by finding out what our students know, and
then help them learn the things they will need to know in order to demonstrate mastery. Using a mastery approach also provides flexibility for accommodating instruction to individual learning styles, needs and interest.

2. Advantages

a) Students have prerequisite skills to move to the next unit.

b) Requires teachers to do task analysis, thereby becoming better prepared to teach each unit.

c) Requires teachers to state objectives before designating activities.

d) Can break cycle of failure (especially important for minority and disadvantaged students)

3. Disadvantages

a) Not all students will progress at same pace; this requires students who have demonstrated mastery to wait for those who have not or to individualize instruction.

b) Must have a variety of materials for remediation.

c) Must have several tests for each unit.

d) If only objective tests are used can lead to memorizing and learning specifics rather than higher levels of learning.

The concept of mastery learning was initiated by the work of John B. Carroll and Benjamin Bloom in the 1960s (p. 9-10). Bloom indicates that it is an effective way to improve student attitudes and interest toward learning, besides helping them to master in specific knowledge. The basic theoretical assumption of mastery learning is that students must have predetermined set
of necessary skills and knowledge in order to achieve their learning objectives. In other words, they need to acquire a foundation of appropriate knowledge to master the next concepts. They are likely to fail if they do not acquire this pre-requisite knowledge, because they do not have the appropriate cognitive skills and sets of information.

Based on explanation above so the students’ mastery is an instructional strategy that results in comprehensive grasp of curriculum as demonstrated through performance based evaluations. Teachers support student mastery of material by providing guidance and assistance. The student builds upon each success and then moves on to another level of understanding.

D. Preposition

1. Definition of Preposition

Learning preposition is difficult because almost every definition for a preposition has exceptions. On states that prepositions are the words that show time, position, and direction and they are usually placed before noun or pronoun. According to Frank (1972:163), preposition is a word that connect a noun or pronoun to another word in a sentence. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationship, such as position, place, direction, time, manner, agent, possession, and condition between their object and other parts of the sentence.
Prepositions can be tricky for English learners. There is no definite rule or formula for choosing a preposition. In the beginning stage of learning the language, you should try to identify a preposition when reading or listening in English and recognize its usage. A preposition is classified as a part of speech in grammar. It denotes the relationship to some other words in a sentence which are placed before a noun or a pronoun. Example: I saw him on Friday.

A preposition is a word which is used to show the way in which other words are connected. Preposition may be single words such as “by, from, over, under”, or they may be more complex and composed of several words such as “apart from, in front of, in spite of, instead of”. Where are prepositions used? Prepositions have objects and are usually followed by a noun, pronoun, or a gerund, but sometimes prepositions’ objects can also be a clause, infinitive, adjectives, and prepositional phrases, etc.

Prepositions are often part of fixed phrases in phrasal verbs, collocations, and idioms. Sometimes the combination of a verb with a preposition has its own particular meaning, such as “call on, look after, send for, care for, abide by, differ from, bring about” and so on. Some nouns, verbs, and adjectives are often followed by particular prepositions such as: “application for, a demand for, resign from, prohibit from, afraid of, doubtful about”. The prepositions which can be used with particular words are shown at the entries in the dictionary. Typical collocations
(groups of words which “naturally” go together through common usage) will also be shown in the dictionary entries. These collocations often show a fixed use of prepositions such as “by the name of, in view of, with view to, in consideration of, in accordance with, beyond help, for fear of, in any event, in safe hands” (Zhang, 2004, pp. 111-145).

“Prepositions have a strong ability to collocate with nouns, verbs, and adjectives, which is a key point that makes prepositions so difficult to learn well” (Lan, 2008, pp.107-108). “A preposition can be followed by a series of syntactic units such as a noun, a non-finite clause (e.g. infinitives and gerunds), and a nominal clause” (Zhang, 2007, p.44).

2. Type of Preposition

There are two type of preposition classified by its meaning according to Frank (1972; 163) they are:

a. Physical relationship preposition

1) Prepositions show time

These preposition consist of: One point of time: on, in, at. Extended time, starting at one point and ending at another (duration): since, by, from-to (or until, till), for, during, in or within. Sequence of time, events that follow one another; before, after.

2) Preposition show place-position and direction.

a. Position
1.) The point itself: *in* or *inside, on, at*

2.) Higher or lower than a point; *over, above, under, underneath, beneath, below.* Neighboring the point: *near, next to, alongside, beside, between, opposite.*

b. Direction

Movement in regard to a point: *to-form, toward(s), away from, in (to)-out of, up-down, around, past (or by), as far as.*

b. Compound preposition

This preposition is formed by adding another words, such as *outside, without, within, beyond* etc.

c. Participial preposition

This preposition is formed by present participle, such as *following, including, pending, excepting* etc.

d. Phrase preposition

This preposition is a group of words that has function as preposition, such as *on behalf of, in the side of, on account of, at the back of* etc.

3. Forms of preposition

**On**

Used to express a surface of something:

a. I put an egg **on** the kitchen table.
b. The paper is on my desk.

Used to specify days and dates:

a. The garbage truck comes on Wednesdays.

b. I was born on the 14th day of June in 1988.

Used to indicate a device or machine, such as a phone or computer:

a. He is on the phone right now.

b. She has been on the computer since this morning.

Used to indicate a part of the body:

a. The stick hit me on my shoulder.

b. He kissed me on my cheek.

Used to indicate the state of something:

a. Everything in this store is on sale.

b. The building is on fire.

At

Used to point out specific time:

a. I will meet you at 12 p.m.

Used to indicate a place:

a. There is a party at the club house.

b. There were hundreds of people at the park.

Used to indicate an email address:

a. Please email me at abc@defg.com.

Used to indicate an activity:

a. He laughed at my acting.
b. I am good at drawing a portrait.

**In**

Used for unspecific times during a day, month, season, year:

a. She always reads newspapers *in* the morning.

b. *In* the summer, we have a rainy season for three weeks.

Used to indicate a location or place:

a. She looked me directly *in* the eyes.

b. I am currently staying *in* a hotel.

Used to indicate a shape, color, or size:

a. This painting is mostly *in* blue.

b. The students stood *in* a circle.

Used to express while doing something:

a. *In* preparing for the final report, we revised the tone three times.

b. A catch phrase needs to be impressive *in* marketing a product.

Used to indicate a belief, opinion, interest, or feeling:

a. I believe *in* the next life.

b. We are not interested *in* gambling.
4. Function of preposition

Besides connecting a noun or pronoun to another word, preposition has also a function to connect a noun, verb, or adjective. A preposition may combine with a verb to form a new vocabulary. The form of preposition used with the verb may be referred to as an adverb. A preposition adverb is called generally as particle. The verbs in such combinations are mostly one syllable words, the most common preposition are those denoting place: in, on, out, off, under, up, down, through. Certain verbs combine with prepositions that merely intensify the action of the verbs or that emphasize the completion of the action.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter the writer described about the method that was used in the research. The researcher explained about type of research, setting of the research subject, population and sample, method of collecting data, procedure of collecting data and analysis of data.

A. Type of Research

Descriptive qualitative was used in this study, a method used to describe a result of a based on the category that has been determined. It was based on the research focus; to analyze of students’ mastery on using preposition (in, on, and at) for the third semester students of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. In descriptive qualitative, the writer just analyzed and identified the result of research with using non-statistical method.

For about the time of qualitative research, Stainback, say that:

There is no way to give easy to how long it takes to do a qualitative research study. The “typical” study probably last about a year. But the actual length or duration depends on the resources, interest, and purpose of the investigator. It also depends on the size of the study and how much time the researcher puts into the study each day or week.
Characteristic of qualitative research, according to Bogdan and Biklen (1982; p.13) are:

1. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.
2. Qualitative research is descriptive. The data collected is in the form of words of pictures rather than number.
3. Qualitative research are concerned with process rather than simply with outcomes or products.
4. Qualitative research tend to analyze their data inductively.
5. “Meaning” is of essential to the qualitative approach.

B. Setting of the Research Subject

1. Place and Time of Research

   The place of research was conducted in State Institute for Islamic Studies (IAIN) Salatiga of English Education Department of Teacher Training and Education Faculty. It is located on Jl. Lingkar Selatan Km. 2 Pulutan Salatiga, and Central Java, Indonesia.

   The time of research have carried out from Mey 2017 up to September 2017.

2. The Profile of State Institute for Islamic Studies

   State Institute for Islamic Studies (IAIN) Salatiga was an Islamic Institute under Religious Department of Republic Indonesia. Since
established, State Institute of Islamic Studies (STAIN) Salatiga had by way of long history, and some changed institution. It was started from dream of Islamic government Salatiga has State Institute of Islam. The state from FIP-IKIP NU (Educational Faculty) changed become Institute of Islamic Studies (IAIN) Walisongo (Educational Faculty) and become State Institute of Islamic Studies (STAIN) Salatiga then become State Institute for Islamic Studies (IAIN) Salatiga now.

The transition based on the basic law of transition (The president Degree of Republic Indonesia No. 143 in 2014) State Institute of Islamic Studies (STAIN) Salatiga become State Institute for Islamic Studies (IAIN) Salatiga and Religious Department No. 7 in 2015 about Organization and Working Procedure Institute of Islamic Studies (IAIN) Salatiga.

3. Institute Vision, institute Mission, and Institute Goals

a. Institute Vision

Become a Referral-Indonesia Islamic Studies for the Establishment of Peace Society in the year of 2030.

b. Institute Mission

1) Education in various disciplines of Islam based on the Indonesian values.

2) Conducting research in various disciplines for strengthen Islamic values.
3) Organizing dedication to the community based research for the strengthening the values of the nation.

4) Developing a culture of the campus community that reflects the values of Islam in Indonesia.

5) Organizing the management of higher education professional and accountable.

C. **Institute Goals**

1) Developing students’ potential to become a man of faith and piety to God Almighty and noble, healthy, knowledgeable, skilled, creative, independent, competent, and cultured for the interest of the nation.

2) Producing graduates who master branch of science and or Technology-based Islamic sciences to meet the national interest and improving the competitiveness of the nation.

3) Producing Science and Technology through the research that observes and implement Islamic values in order to benefit the nation’s progress, and the progress of civilization and welfare of mankind.

4) Realizing Community Service based Islamic science and research works that are beneficial in promoting the general welfare, the intellectual life of the nation in order to realize a peaceful society with dignity.
4. Faculty and Study Programs

a. Educational Faculty (Tarbiyah)
   1) Department of Islamic Education (PAI)
   2) Department of English Education (PBI)
   3) Department of Arabic Education (PBA)
   4) Department of Islamic Primary School’s teacher (PGMI)
   5) Department of Islamic Kindergarten’s teacher (PGRA)
   6) Department of Science Education (IPA)
   7) Department of Mathematics Education (Tadris Matematika)
   8) International Class Program (KKI)
   9) Extension program (Transfer)

b. Islamic Faculty of Law (Syariah)
   1) Judicature Court Department (Ahwal Al-Syakhsiyyah)
   2) Islamic Economy Department (Mu’amalah)
   3) Department of Working Procedure Law (Siyasah)

c. Proselytizing (Dakwah) Faculty
   1) Department of Islamic Communication and Broadcasting
   2) Department of Proselytizing Management
   3) Department of Islamic Developing Society

d. Ushuluddin, Culture, and Humanities (Ushuluddin, Adab, dan Humaniora) Faculty
   1) Department of Islamic History and Culture
   2) Department of Arabic Language and Literature
3) Department of Knowledge and Interpretation of Al-Qur’an
4) Department of Hadits (Prophet Muhammad’s deeds and saying used as guidance in Islam) Knowledge
5) Department of Religious Philosophy
e. Islamic Economy and Business Faculty
   1) Scholar Islamic Banking Department (S1)
   2) Department of Economic Syariah
f. Post-graduate Programs
   1) Department of Islamic Education (PAI)
   2) Department of Educational Supervision
   3) Department of Economic Syariah

C. Population and Sample

1. Population

   The target population was the whole group of (individuals) to which we are interested in applying our conclusions. The study population, on the other hand, was the group of (individuals) to which we can legitimately apply our conclusions. So the population of this research is the third semester students of English Education Department of Teacher Training and Educational Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
2. Sample

The sample was described thoroughly in terms of clinical and demographic characteristics in the methods section of a research article so that others can draw conclusions, apply the results, and compare one investigation with another. So, the writer take the subject of structure 3 class as the sample. They are 20 students. For the student’s profile look at the table below:

<table>
<thead>
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<th>Name</th>
<th>NIM</th>
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</tr>
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<tr>
<td>14</td>
<td>R14</td>
<td>23030160113</td>
<td>Male</td>
</tr>
</tbody>
</table>


D. Method of Collecting Data

1. Data Sources

Data sources divided into:

a. Primary Data source

The primary data are collected from the students’ mastery on using preposition. This research was conducted at English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

b. Secondary Data Source

The secondary data are collected from the book *Modern English: A Practical Reference Guide* written by Marcella Frank (1972). This guide to English usage describes the word order, punctuation, rhetorical effect and special meanings of each grammatical structure. Emphasizing both formal and informal written

<table>
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</tr>
<tr>
<td>19.</td>
<td>R20</td>
<td>23030160064</td>
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</tbody>
</table>
English, it features a number of examples in natural language. The writer searches for some reference source books that relate to subject matter. The writer tries to search from information and ideas about preposition (in, on, and at) from significant authors as fundamental theories, which support her ideas for her thesis.

And another secondary data from some journals that relate to this research. One of them is “Identifying preposition errors of Turkish EFL students Cem Özisik” Istanbul Kültür University, Turkey. *International Association of Research in Foreign Language Education and Applied Linguistics* ELT Research Journal. The purpose of this journal is to find out to what extent Turkish EFL students are successful in the use of prepositions, and how much impact their mother tongue has on their errors.

### 2. Documentation

Documentation is an important thing to collect data. According to Arikunto, “Dokumentasi berarti barang-barang tertulis di dalam melakukan metode dokumentasi, peneliti menyelidiki benda-benda tertulis seperti buku-buku, majalah, dokumen, peraturan-peraturan, notulen rapat dan lain sebagainya”. Based on that statement, the writer concluded that documentation technique is the process of collecting data that is obtained during the study. That evidence includes both primary sources and secondary sources. For completing and processing the analysis in this
research, the writer collected the data about the student’s profile of structure class for the third semester students of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in the academic year of 2016/2017.

E. Procedure of Collecting Data

Some techniques used in qualitative research such us; observation, interview, and documentation. In this research, the writer used test as instrument about preposition (in, on, and at) to collect the data. The students was given a test consisting about 35 questions from 15 questions of fill in the blank sentences with correct preposition in, on, or at, 10 questions of identify to categories preposition in, on, or at, and 10 questions of complete in the blank with correct preposition in, on, or at to be good story.

1. Preparation of Test
   a. Test Items

   The writer classified the question on using preposition (in, on, and at) into three categories:

   1) Activity 1

   Fill in the blank sentences with correct preposition in, on, or at.

   2) Activity 2

   Identify the preposition to categories in the table.
3) Activity 3

Complete in the blank with correct preposition *in, on, or at* to be a good story.

b. Scoring

1) Activity 1

There are 15 questions, and for each right answer the researcher gave 2 points. So the total score of all right answer are 30 points.

2) Activity 2

There are 10 questions, and for each right answer the researcher gave 3 point. So the total score of all right answer are 30 points.

3) Activity 3

There are 10 questions, and for each right answer the researcher gave 4 point. So the total score of all right answer are 40 points.

F. Analysis of Data

According to Bogdan (1982), data analysis is the process of systematically searching and arranging the interview transcript, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. In other
perception, Stainback (1988, p.25,) argues that, data analysis is critical to the qualitative research process. It is to recognition, study, and understanding of interrelation and concept in your data that hypotheses and assertions can be developed and evaluated.

After the data have been collected, the writer analyzed the data by identifying or criticizing the common mistakes on using preposition (\textit{in, on,} and \textit{at}) in sentences. The writer explained and writes the correct answer that was based on English grammar of prepositions using. It aimed to know the common mistakes and error on using preposition. Writer also analyzed the students’ mastery on using preposition. To know the level of students’ preposition mastery, university of Glasgow (2016) states that the code of assessment classifications into 5 level. It described as the table below:

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
The Score Total of Correct Answer & Level of English Preposition Mastery \\
\hline
91-100 & Excellent \\
\hline
81-90 & Good \\
\hline
71-80 & Sufficient \\
\hline
61-70 & Weak \\
\hline
\leq 60 & Poor \\
\hline
\end{tabular}
\caption{Level of English preposition mastery based on University of Glasgow (2016)}
\end{table}
CHAPTER IV
DATA ANALYSIS

In this chapter the writer analyzed the students’ test. The students’ mastery on using preposition (in, on, and at), and factors that influence students’ mastery on using preposition. The writer analyzed, identified, and corrected the answers based on English grammar’s rules.

A. Analysis of Correct Answer

The writer wants to analyze the data from the result of students’ test. There were 35 questions from 15 questions of filling in the blank sentences, 10 questions of identifying to categories preposition and 10 questions of completing in the blank with correct preposition in, on, or at to be good story. The data are presented as follow:

**Fill in the blank sentences below with correct preposition in, on, or at!**

1. She lives_____the 1260 Oak street.

   **Correct answer**: She lives at the 1260 Oak street

   Because the preposition in the sentence used a house or apartment number. For this question, 9 students answer correctly and 11 students answer incorrectly.
2. The new semester will start_____March.

**Correct answer** : The new semester will start *in* March.

Because the preposition in the sentence used for unspecified times during a month. For this question, 11 students answer correctly and 9 students answer incorrectly.

3. The bus will stop here_____5:45 p.m.

**Correct answer** : The bus will stop here *at* 5:45 p.m.

Because the preposition in the sentence used to point out specific time. For this question, 20 students answer correctly and no student answer incorrectly.

4. My favorite movie will be_____TV tonight.

**Correct answer** : My favorite movie will be *on* TV tonight.

Because the position in the sentence used to indicate a machine. For this question, 16 students answer correctly and 4 students answer incorrectly.

5. We saw a baseball game_____the stadium.

**Correct answer** : We saw a baseball game *at* the stadium.

Because the preposition in the sentence used to indicate a events. For this question, 3 students answer correctly and 17 students answer incorrectly.
6. My hometown is Los Angeles, which is California.

   **Correct answer**: My hometown is Los Angeles, which is in California.

   Because the preposition in the sentence used to indicate a location or place. For this question, 17 students answer correctly and 3 students answer incorrectly.

7. This jacket comes four different sizes.

   **Correct answer**: This jacket comes in four different sizes.

   Because the preposition in the sentence used to indicate a size. For this question, 15 students answer correctly and 5 students answer incorrectly.

8. I wear a ring my finger.

   **Correct answer**: I wear a ring on my finger.

   Because the preposition in the sentence used to indicate a part of the body. For this question, 14 students answer correctly and 6 students answer incorrectly.

9. Our theater seats are the balcony.

   **Correct answer**: Our theater seats are in the balcony.

   Because the preposition in the sentence used to indicate a room or an area of a room. For this
question, 9 students answer correctly and 11 students answer incorrectly.

10. New England is _____ the north of the united.

**Correct answer**  : New England is *in* the north of the united.

Because the preposition in the sentence used to indicate the north. For this question, 12 students answer correctly and 8 students answer incorrectly.

11. Our house is_____ the end of the street.

**Correct answer**  : Our house is *at* the end of the street.

Because the preposition in the sentence used to indicate the beginning or the end. For this question, 12 students answer correctly and 8 students answer incorrectly.

12. It’s the highest building _____ the world.

**Correct answer**  : It’s the highest building *in* the world.

Because the preposition in the sentence used to indicate the world. For this question, 19 students answer correctly and 1 student answer incorrectly.

13. Sorry I missed you, I was_____ a meeting.

**Correct answer**  : Sorry I missed you, I was *in* a meeting.
Because the preposition in the sentence used to indicate a meeting. For this question, 9 students answer correctly and 11 students answer incorrectly.

14. There is pollution_____the air.

Correct answer: There is pollution *in* the air.

Because the preposition in the sentence used to indicate the air. For this question, 13 students answer correctly and 7 students answer incorrectly.

15. The whole family is_____the beach.

Correct answer: The whole family is *at* the beach.

Because the preposition in the sentence used to indicate the beach. For this question, 15 students answer correctly and 5 students answer incorrectly.

Please identify this preposition to categories in the table!

1. *The future*  
2. *July*  
3. *new year’s Eve*  
4. *christmas day*  
5. *the next century*  
6. *10:45 a.m*  
7. *the moment*  
8. *23 March 2013*  
9. *noon*  
10. *2017*
Correct answer:

Table 1.3 Correct Answers for Question of Activity 2

<table>
<thead>
<tr>
<th>In</th>
<th>On</th>
<th>At</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The future</td>
<td>3. New year’s Eve</td>
<td>6. 10:45 a.m.</td>
</tr>
<tr>
<td>5. The next century</td>
<td>8. 23 March 2013</td>
<td>9. Noon</td>
</tr>
<tr>
<td>10. In 2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of question:

In

1. In the future

Analysis: The preposition is *in* because it used to indicate the long periods. For this question, 19 students answer correctly, and 1 student answers incorrectly.

2. In July

Analysis: The preposition is *in* because it used to indicate the month. For this question, 7 students answer correctly and 13 students answer incorrectly.
5. In the next century

**Analysis**: The preposition is *in* because it used to indicate the centuries. For this question, 15 students answer correctly and 5 students answer incorrectly.

10. In 2017

**Analysis**: The preposition is *in* because it used to indicate the years. For this question, 20 students answer correctly, and no student answer incorrectly.

**On**

3. On new year’s Eve

**Analysis**: The preposition is *on* because it used to indicate the celebrate day. For this question, 15 students answer correctly, and 5 students answer incorrectly.

4. On Christmast day

**Analysis**: The preposition is *on* because it used to indicate the celebrate day. For this question, 15 students answer correctly, and 5 students answer incorrectly.

8. On 23 March 2013

**Analysis**: The preposition is *on* because it used to indicate the dates. For this question, 11 students answer correctly, and 9 students answer incorrectly.
At

6. At 10:45 a.m.

**Analysis**: The preposition is *at* because it used to indicate the precise time. For this question, 20 students answer correctly, and no student answer incorrectly.

7. At the moment

**Analysis**: The preposition is *at* because it used to indicate the precise time. For this question, 8 students answer correctly, and 12 students answer incorrectly.

9. At noon

**Analysis**: The preposition is *at* because it used to indicate the precise time. For this question, 17 students answer correctly, and 3 students answer incorrectly.

Please complete in the blank below with correct preposition *in, on, or at* to be a good story!

On Monday I’m going to vacation. I normally go on vacation … (1) March or April to be more precise at Easter. This year I’m going to Mexico arriving … (2) April 4th, the last time I was in Mexico was in 2000. Most people take their holidays in Summer but I don’t mind taking mine in Spring. So this weekend, I’m just going to take it easy. Usually … (3) the weekend, I
would go out for a jog … (4) the morning. Followed by eating cut in the evening and maybe go out with some friends at night. This Saturday however, will be a quite one. On Monday morning I have to be … (5) the airport … (6) 6 a.m. so I will leave my passport on my beside locker and my luggage … (7) the front door. Ready to got … (8) a moment I’ll call my brother because we haven’t spoken in ages. Every Tuesday we used to play golf but he has moved to a different city since. Last Tuesday I was … (9) work and next Tuesday I will be sitting on my sun lounger in my hotel … (10) the edge of the beach, I’m actually on my birthday, I can’t wait!.

Correct answer:

On Monday I’m going to vacation. I normally go on vacation in (1) March or April to be more precise at Easter. This year I’m going to Mexico arriving on (2) April 4th, the last time I was in Mexico was in 2000. Most people take their holidays in Summer, but I don’t mind taking mine in Spring. So this weekend, I’m just going to take it easy. Usually at (3) the weekend, I would go out for a jog in (4) the morning. Followed by eating cut in the evening and maybe go out with some friends at night. This Saturday however, will be a quite one. On Monday morning I have to be at (5) the airport at (6) 6 a.m. So I will leave my passport on my beside locker and my luggage at (7) the front door. Ready to got in (8) a moment I’ll call my brother because we haven’t spoken in ages. Every Tuesday we used to play golf but he has moved to a different city since. Last Tuesday I was at (9) work and next Tuesday I
will be sitting on my sun lounger in my hotel at (10) the edge of the beach. I’m actually on my birthday, I can’t wait!

Analysis of question:

1. I normally go on vacation in (1) March or April to be more precise at Easter.

   Analysis : That answer is correct because the preposition in the sentence used to indicate for nonspecific times during a month. For this question, 11 students answer correctly and 9 students answer incorrectly.

2. This year I’m going to Mexico arriving on (2) April 4th, the last time I was in Mexico was in 2000.

   Analysis : That answer is correct because the preposition in the sentence used to indicate the date of the month. For this question, 17 students answer correctly and 3 students answer incorrectly.

3. Usually at (3) the weekend.

   Analysis : That answer is correct because the preposition in the sentence used to indicate of certain time. For this question, 8 students answer correctly and 12 students answer incorrectly.
4. I would go out for a jog in (4) the morning.

**Analysis**: That answer is correct because the preposition in the sentence used to indicate a day. For this question, 11 students answer correctly and 9 students answer incorrectly.

5. On Monday morning I have to be at (5) the airport.

**Analysis**: That answer is correct because the preposition in the sentence used to indicate a building of the airport. For this question, 9 students answer correctly and 11 students answer incorrectly.

6. at (6) 6 a.m.

**Analysis**: That answer is correct because the preposition used to indicate a specific time. For this question, 19 students answer correctly and 1 student answers incorrectly.

7. So I will leave my passport on my beside locker and my luggage at (7) the front door.

**Analysis**: That answer is correct because the preposition in the sentence used to indicate the point of the front door. For this question, 7 students answer correct and 13 students answer incorrectly.
8. Ready to got in (8) a moment I’ll call my brother because we haven’t spoken in ages.

**Analysis**: That answer is correct because the preposition in the sentence used to indicate the events. This question, 13 students answer correctly and 7 students answer incorrectly.

9. Last Tuesday I was at (9) work and next Tuesday I will be sitting on my sun lounger in my hotel at the edge of the beach, I’m actually on my birthday.

**Analysis**: That answer is correct because the preposition in the sentence used to indicate the work. For this question, 11 students answer correctly and 9 students answer incorrectly.

10. Last Tuesday I was at work and next Tuesday I will be sitting on my sun lounger in my hotel at (10) the edge of the beach, I’m actually on my birthday.

**Analysis**: That answer is correct because the preposition in the sentence used to indicate the edge of the beach. For this question, 12 students answer correctly and 8 students answer incorrectly.
B. Level of English Preposition Mastery

Based on the level of English preposition mastery proposed by National Reading Style Institute (1986). If the student who get the score total less than sixty, so the level of English preposition mastery is poor. If the student who get the score total from sixty one to seventy, so the level of English preposition mastery is weak. If the student who get the score total from seventy one to eighty, so the level of English preposition mastery is sufficient. If the student who get the score total from eighty one to ninety, so the level of English preposition mastery is good. And, if the student who get the score total from ninety one to one hundred, so the level of English preposition mastery is excellent. The table can look at below:

**Table 1.4**

*The level of students’ English preposition mastery based on result of test*

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
<th>Level of students’ English Preposition Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>R1</td>
<td>68</td>
<td>Weak</td>
</tr>
<tr>
<td>2.</td>
<td>R2</td>
<td>59</td>
<td>Poor</td>
</tr>
<tr>
<td>3.</td>
<td>R3</td>
<td>65</td>
<td>Weak</td>
</tr>
<tr>
<td>4.</td>
<td>R4</td>
<td>69</td>
<td>Weak</td>
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<td>5.</td>
<td>R5</td>
<td>44</td>
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<td>6.</td>
<td>R6</td>
<td>67</td>
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<tr>
<td>7.</td>
<td>R7</td>
<td>50</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>R8</td>
<td>88</td>
<td>Good</td>
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</tr>
<tr>
<td>R9</td>
<td>52</td>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td>R10</td>
<td>77</td>
<td>Sufficient</td>
<td></td>
</tr>
<tr>
<td>R11</td>
<td>77</td>
<td>Sufficient</td>
<td></td>
</tr>
<tr>
<td>R12</td>
<td>47</td>
<td>Poor</td>
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<tr>
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<td>R15</td>
<td>81</td>
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<td>R16</td>
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<td>R17</td>
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<tr>
<td>R18</td>
<td>60</td>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td>R19</td>
<td>60</td>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td>R20</td>
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<td>Sufficient</td>
<td></td>
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Based on result of students’ test the level of English preposition mastery can be concluded that, 3 students out of 20 students the level of preposition mastery is “good” and the percentage is $\frac{3}{20} \times 100 = 15\%$, 4 students or out of 20 students is “sufficient” and the percentage is $\frac{4}{20} \times 100 = 20\%$, 4 students or out of 20 students is “weak” and the percentage is $\frac{4}{20} \times 100 = 20\%$, and 9 students or out of 20 students is “poor” and the percentage is $\frac{9}{20} \times 100 = 45\%$. 
C. Identifying the Problems Faced of Students’ Mastery on Using Preposition (in, on, and at)

a. The students confused to answer the question on using preposition (in, on, and at). They do not understand the differences of each preposition. Because it has similar meaning. Which explain the time and place. Students are less concerned when they use in, on or at because they think it is less attention when talking directly. In contrary, this study concern with that rules.

b. They usually used over generalization or ordinary usage without saw the context of sentence. Over generalization is the use of previously learned rules in new situation. It includes instances where the learner make a rule on the basis of this research of other rule in the target language. For example, the question of number 4 in activity 1 “We saw a baseball game …. the stadium”. There are 3 students answer correctly and 17 answer incorrectly. They thought preposition of at always used to indicate point out specific time. Whereas, preposition of at also used to indicate a events.
CHAPTER V
CLOSURE

In the research entitled “A Descriptive Analysis of Students’ Mastery on using Preposition (in, on, and at) (A Study for the Third Semester Students of English Education Department of Teacher Training and Education Faculty of (IAIN) Salatiga in the Academic Year of 2016/2017)”, the writer can draw some conclusion and suggestions as follows:

A. Conclusion

1. The profile of students’ mastery on using preposition (in, on, and at)

   The writer conclude that the profile of students’ mastery on using preposition (in, on, and at) for the third semester students of English Education Department of Teacher Training and Education Faculty of (IAIN) Salatiga still poor, because 3 students out of 20 students or 15% the level of students’ English preposition mastery on using preposition is “good”, 4 students out of 20 students or 20% is “sufficient”, 4 students out of 20 students or 20% is “weak”, and 9 students out of 20 students or 45% is “poor”.

2. The problems faced of students’ mastery on using preposition (in, on, at)

   a. The students confused to answer the question on using preposition (in, on, and at). They do not understand the differences of each preposition. Because it has similar meaning. Which explain the time and place. Students are less concerned when they to use in, on or at
because they think it is less attention when talking directly. In contrary, this study concern with that rules.

b. They usually used over generalization or ordinary usage without saw the context of sentence. Over generalization is the use of previously learned rules in new situation. It includes instances where the learner make a rule on the basis of this research of other rule in the target language. For example, the question of number 4 in activity 1 “We saw a baseball game…the stadium”. There are 3 students answer correctly and 17 answer incorrectly. They thought preposition of at always used to indicate point out specific time. Whereas, preposition of at also used to indicate a events.

B. Suggestion

1. For the students

   The students must study hard and must learn more their mastery on using preposition (in, on, and at) because that is very difficult.

2. For the teacher

   a. He must motivate to the students to learn English preposition.

   b. In teaching process, the teachers need to change the method before giving the exercise. If necessary, the teacher and students must require a time to review. Opportunities for quality time for students and for teachers to work independently.

3. For other researcher, this research can be used as reference for the other researcher in future.
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Puspitasari, A. (2009). *The Dominant Factors of Students’ Difficulties to Understand the Preposition of Students Grade 9 on SMP Negeri 18*: Tegal


Susan, S; William, S; (1988) *Understanding & Conducting Qualitative Research*; Kendall/Hunt Published Company; Dubuque, Iowa; (p.25).


Wilcox, K M. (2004)“Language, Outside and In: Distance and the Evolution of the English Language and Studies.” Bozeman, MT: n.p..


APPENDICES
CURRICULUM VITAE

I. Personal Details

Name : Siti Nurngaini

Place and Date of Birth : Kab. Semarang, 20 mey 1995

Gender : Female

Religion : Moslem

Address : Ngasinan, RT/RW= 03/01, Kecamatan Susukan, Kab. Semarang

Phone Number : 085848831802

E-mail : nuraini9572@yahoo.com

II. Education Details

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<td>2007-2010</td>
<td>SMP Islam Sudirman Susukan</td>
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<tr>
<td>2010-2013</td>
<td>MAN Suruh</td>
</tr>
<tr>
<td>2013-2017</td>
<td>Bachelor Degree (S1) of English Education Department of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) Salatiga</td>
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IMAGE RESEARCH
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa: FITRI NUR AGAIN
NIM: A3 - 13 - 070
Dosen Pembimbing: Sani Faussarid, S.Pd.I., M.A.
Judul: A DESCRIPTIVE ANALYSIS OF STUDENTS' MASTERY ON USING PREPOSITION (IN ONAT)
(A Study for the Third Semester Students of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in the Academic Year of 2016/2017)

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ATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

70
Activity 1.

Fill in the black sentences below with correct preposition *in, on, or at!*

1. She lives **at** the 1260 Oak street.
2. The new semester will start **in** March.
3. The bus will stop here **at** 5:45 p.m.
4. My favorite movie will be **on** TV tonight.
5. We saw a baseball game **on** the stadium.
6. My hometown is Los Angeles, which is **in** California.
7. This jacket comes **in** four different sizes.
8. I wear a ring **in** my finger.
9. Our theater seats are **in** the balcony.
10. New England is **on** the north of the united.
11. Our house is **at** the end of the street.
12. It’s the highest building **in** the world.
13. Sorry I missed you, I was **in** a meeting.
14. There is pollution **in** the air.
15. The whole family is **at** the beach.

Activity 2.

Please identify this preposition to categories in the table!

<table>
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<tr>
<th>1. The future</th>
<th>4. christmast day</th>
<th>7. the moment</th>
<th>10. 2017</th>
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<td>5. the next century</td>
<td>8. 23 March 2013</td>
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</tr>
<tr>
<td>3. new year’s Eve</td>
<td>6. 10:45 a.m</td>
<td>9. moon</td>
<td></td>
</tr>
</tbody>
</table>
Activity 1.

Fill in the black sentences below with correct preposition in, on, or at!

1. She lives at the 1260 Oak street.
2. The new semester will start in March.
3. The bus will stop here at 5:45 p.m.
4. My favorite movie will be on TV tonight.
5. We saw a baseball game on the stadium.
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9. Our theater seats are on the balcony.
11. Our house is at the end of the street.
12. It's the highest building in the world.
13. Sorry I missed you, I was in a meeting.
14. There is pollution in the air.
15. The whole family is at the beach.

Activity 2.

Please identify this preposition to categories in the table!

<table>
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</thead>
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<td></td>
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<td>2. July</td>
<td>5. the next century</td>
<td>8. 23 March 2013</td>
<td></td>
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<tr>
<td>on</td>
<td></td>
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<tr>
<td>3. New Year’s Eve</td>
<td>6. 10:45 a.m</td>
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<td></td>
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</tbody>
</table>

72
Activity 3.

Please complete in the blank below with correct preposition in, on, or at to be a good story!

On Monday I’m going to vacation. I normally go on vacation **(1)** March or April to be more precise at Easter. This year I’m going to Mexico arriving **(2)** April 4th, the last time I was in Mexico was in 2000. Most people take their holidays in Summer but I don’t mind taking mine in Spring. So this weekend, I’m just going to take it easy. Usually **(3)** the weekend, I would go out for a jog. **(4)** the morning. Followed by eating out in the evening and maybe go out with some friends at night. This Saturday however, will be a quite one. On Monday morning I have to be **(5)** the airport **(6)** 6 a.m. so I will leave my passport on my beside locker and my luggage **(7)** the front door. Ready to go **(8)** a moment I’ll call my brother because we haven’t spoken in ages. Every Tuesday we used to play golf but he has moved to a different city since. Last Tuesday I was **(9)** work and next Tuesday I will be sitting on my sun lounger in my hotel **(10)** the edge of the beach, I’m actually on my birthday, I can’t wait!
Activity 3.

Please complete in the blank below with correct preposition in, on, or at to be a good story!

On Monday I’m going to vacation. I normally go on vacation in March or April to be more precise at Easter. This year I’m going to Mexico arriving on April 4th, the last time I was in Mexico was in 2000. Most people take their holidays in Summer but I don’t mind taking mine in Spring. So this weekend, I’m just going to take it easy. Usually on the weekend, I would go out for a jog in the morning. Followed by eating out in the evening and maybe go out with some friends at night. This Saturday however, will be a quite one. On Monday morning I have to be at the airport at 6 a.m. so I will leave my passport on my beside locker and my luggage in the front door. Ready to go a moment I’ll call my brother because we haven’t spoken in ages. Every Tuesday we used to play golf but he has moved to a different city since. Last Tuesday I was at work and next Tuesday I will be sitting on my sun lounger in my hotel on the edge of the beach. I’m actually on my birthday, I can’t wait!
Activity 1.

Fill in the black sentences below with correct preposition in, on, or at!

1. She lives \( \text{in} \) the 1260 Oak street.
2. The new semester will start \( \text{in} \) March.
3. The bus will stop here \( \text{at} \) 5:45 p.m.
4. My favorite movie will be \( \text{in} \) TV tonight.
5. We saw a baseball game \( \text{in} \) the stadium.
6. My hometown is Los Angeles, which is \( \text{in} \) California.
7. This jacket comes \( \text{in} \) four different sizes.
8. I wear a ring \( \text{on} \) my finger.
9. Our theater seats are \( \text{on} \) the balcony.
10. New England is \( \text{on} \) the north of the united.
11. Our house is \( \text{in} \) the end of the street.
12. It's the highest building \( \text{in} \) the world.
13. Sorry I missed you, I was \( \text{on} \) a meeting.
14. There is pollution \( \text{in} \) the air.
15. The whole family is \( \text{at} \) the beach.

Activity 2.

Please identify this preposition to categories in the table!

<table>
<thead>
<tr>
<th>1. The future</th>
<th>4. christmast day</th>
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<td>3. New Year's Eve</td>
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<td>9. moon</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3.

Please complete in the blank below with correct preposition in, on, or at to be a good story!

On Monday I’m going to vacation. I normally go on vacation ℹ️ (1) March or April to be more precise at Easter. This year I’m going to Mexico arriving ℹ️ (2) April 4th, the last time I was in Mexico was in 2000. Most people take their holidays in Summer but I don’t mind taking mine in Spring. So this weekend, I’m just going to take it easy. Usually ℹ️ (3) the weekend, I would go out for a jog ℹ️ (4) the morning. Followed by eating out in the evening and maybe go out with some friends at night. This Saturday however, will be a quite one. On Monday morning I have to be ℹ️ (5) the airport ℹ️ (6) 6 a.m. so I will leave my passport on my beside locker and my luggage ℹ️ (7) the front door. Ready to go ℹ️ (8) a moment I’ll call my brother because we haven’t spoken in ages. Every Tuesday we used to play golf but he has moved to a different city since. Last Tuesday I was ℹ️ (9) work and next Tuesday I will be sitting on my sun lounger in my hotel ℹ️ (10) the edge of the beach, I’m actually on my birthday, I can’t wait!
Activity 1.

Fill in the blank sentences below with correct preposition in, on, or at!

1. She lives at the 1260 Oak street.
2. The new semester will start in March.
3. The bus will stop here at 5:45 p.m.
4. My favorite movie will be in TV tonight.
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6. My hometown is Los Angeles, which is in California.
7. This jacket comes in four different sizes.
8. I wear a ring on my finger.
9. Our theater seats are in the balcony.
10. New England is in the north of the United States.
11. Our house is at the end of the street.
12. It’s the highest building in the world.
13. Sorry I missed you, I was in a meeting.
14. There is pollution on the air.
15. The whole family is at the beach.

Activity 2.

Please identify this preposition to categories in the table!

2. July 5. the next century 8. 23 March 2013
3. New Year’s Eve 6. 10:45 a.m 9. moon
Activity 3.

Please complete in the blank below with correct preposition *in, on, or at* to be a good story!

On Monday I’m going to vacation. I normally go on vacation *in* (1) March or April to be more precise at Easter. This year I’m going to Mexico arriving *on* (2) April 4th, the last time I was in Mexico was in 2000. Most people take their holidays in Summer but I don’t mind taking mine in Spring. So this weekend, I’m just going to take it easy. Usually *in* (3) the weekend, I would go out for a jog *in* (4) the morning. Followed by eating out in the evening and maybe go out with some friends at night. This Saturday however, will be a quite one. On Monday morning I have to be *in* (5) the airport *on* (6) 6 a.m. so I will leave my passport on my beside locker and my luggage *in* (7) the front door. Ready to get *on* (8) a moment I’ll call my brother because we haven’t spoken in ages. Every Tuesday we used to play golf but he has moved to a different city since. Last Tuesday I was *in* (9) work and next Tuesday I will be sitting on my sun lounger in my hotel *in* (10) the edge of the beach, I’m actually on my birthday, I can’t wait!
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked bellow:

Name : Siti Nurmgaini
NIM : 113-13-070
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from other researcher. Theories and citation are used codes of ethics of writing for graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 25th, 2017

[Signature]

Siti Nurmgaini
113-13-070