

## Abstract

Preposition is a word that comes before a noun or pronoun. Then preposition is commonly used in speaking and writing. However, there are a lot of problems in learning of preposition, so that is why the researcher interested to research about the preposition in student's writing. The goal of this research was to investigate the type of errors that students of EED UMY batch 2015 made when using *in*, *at*, *on* in their writing. However, the researcher only focused to research about *in*, *at*, *on* that are used to address about a place and time. The data were collected from students of EED UMY batch 2015. Then there are 140 students writing that used as the data of this research. In this research, the researcher used error analysis as design of this research and used document analysis as data collections method. This research also used quantitative approach. Moreover, to help analyze the data, the researcher used Concordance and Weft QDA. There are four types of error those are *omissions*, *additions*, *misinformations*, and *misorderings*. However, the results of this study only showed that there were three types of errors when students of EED UMY batch 2015 used *in*, *at*, *on* in their writing. They were *additions*, *misinformations*, and *misorderings*. From those errors, the type of errors that occurred mostly was *misinformations*, the second is *additions*, and the last is *misorderings*. From three prepositions *in*, *at*, *on*, the preposition that had most *misinformations* errors is *on* both address about a place (94%) and time (96%). Then, preposition that had most *additions* error was *at* that used to address about a time (36%). Afterward,

prepositions that have *misorderings* errors were *at* for place (1%) and *in* for time (2%).

*Keywords:* Error analysis, preposition, writing