

**THE ACQUISITION OF PREPOSITION IN DESCRIPTIVE
TEXT WRITTEN BY INDONESIAN EFL LEARNERS**

A THESIS

**Presented in a Partial Fulfillment of the
Requirements for Completing the
Sarjana Degree in Department of English Literature**



By:

MEGA ABDILLAH
1612100024

**FAKULTAS ILMU BUDAYA
UNIVERSITAS 17 AGUSTUS 1945 SURABAYA**

2025

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This is to certify that the Sarjana Thesis of **MEGA ABDILLAH** entitled **"THE ACQUISITION OF PREPOSITION IN DESCRIPTIVE TEXT WRITTEN BY INDONESIAN EFL LEARNERS"** has been approved by the thesis advisor for further approval by the Examining Committee.

Surabaya, 24 June 2025

Advisor,

Dr. Pariyanto, M.Ed.

APPROVAL SHEET II

This is to certify that the Sarjana Thesis of **MEGA ABDILLAH** entitled **"THE ACQUISITION OF PREPOSITION IN DESCRIPTIVE TEXT WRITTEN BY INDONESIAN EFL LEARNERS"** has been approved by the thesis advisor for further approval by the Examining Committee.

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ABSTRACT

This study aims to analyze the use of prepositions in descriptive texts written by EFL (English as a Foreign Language) learners in Indonesia, as well as to identify the forms of inaccuracy that arise and explore their relationship with learning factors such as learning resources and intensity of English exposure. The method used in this study is descriptive text analysis combined with interview data as a complement. Data were obtained from 28 texts of grade X students at a private high school in Surabaya. The results of the analysis showed that from a total of 419 prepositions used, the accuracy level reached an average of 88.06%, with the most common errors being substitution, omission, and addition of prepositions. Spatial prepositions were the most widely used and relatively accurate, while directional prepositions showed a higher error rate. In addition, students with high scores generally showed active learning strategies, intensive English exposure, and a combination of formal and informal learning resources. In contrast, students with low scores tended to have limited exposure and passive learning strategies. This study concludes that the success of preposition use is not only determined by how much input is received, but also by the quality of learning strategies and students' active involvement in the learning process. These findings are expected to be the basis for developing more effective and contextual preposition teaching strategies in learning English as a foreign language.

Keywords: *Acquisition Preposition, Descriptive Text, EFL, Language Learning*

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