

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Study

In our country, English language plays an important role as a foreign language in which not all Indonesian people have ability in English both spoken and written. Further, English may possibly have different systems and tenses from our own language. Therefore, when English is administered to Indonesian learners; it may be possible for them to have difficulties or problems during foreign language learning. As stated by Brown (1980:41);

*“Learning foreign language, a learner often meets a lot of difficulties when she/he learns the target language. She/he might face more problems than she/he learns his/her own language mother tongue. Although she/he understands and can apply his/her own language easily, it does not mean that she/he will be able to comprehend the target language easily too”.*

It means that making errors during learning target language such as English is a natural process and impossible for students to avoid the errors. As stated by Dulay (1982:138) making error is an inevitable part of learning and people can not learn systematically committing error.

In learning English, one of the common errors made by students is preposition. As stated by (Linsstromberg: 1991 and Capel: 1993) that in many cases, it is not easy to work out with preposition in the most appropriate for every particular context. Many second language learners have difficulties with prepositions as they are one of the most problematic areas. It can be seen that

students face difficulties in understanding and choosing appropriate preposition in constructing sentences.

Based on the consideration above, the researcher chooses error analysis in using preposition. The purpose of this study is to help students recognize and reduce errors they made in using preposition. This study also helps lecturer to overcome the students' problem. Ellis (1997:15) claimed;

*“There are good reasons for focusing on error. First, they are conspicuous feature of learner language, raising the important question of “why do learners make errors?” Second, it is useful for teacher to know what errors learners make. Third, it is impossible that making errors may actually help learners to learn when they self-correct the errors they make”.*

It is in line with Mc. Keating (1981:213) “study of students' errors shows that problems are having now, and help teacher plans remedial work”. So, an analysis may also suggest modification in teaching techniques for teacher to solve the students' problems. It is also expected that students become more careful and able to use preposition in forming sentence either spoken or written correctly.

While the reason of the researcher to analyze the students' errors in using preposition at Muhammadiyah University of Gresik is because the students still have difficulties or problem during language learning in term of part of speech especially preposition in which it is an essential grammar of English language.

## **1.2 Statement of The Problem**

Based on the background of the study, the writer intends to investigate the problems, as follow;

1. What errors are made by students in using preposition?
2. What kinds of error preposition are mostly made by students?

## **1.3 Purpose of The Study**

Based on the statement of the problem, the writer decides the purposes, as follows;

1. to find the errors made by students in using preposition.
2. to know the kinds of error preposition mostly made by students.

## **1.4 Significant of The Study**

In this study, there are several significances that will be obtained. Those are;

For students; this study helps the students to realize, recognize and reduce the errors in using preposition in constructing the sentences or utterances. It means that, the study of students' errors in using preposition as self-correction of students in which this study is expected to make them able to use preposition to form the sentences or utterances correctly.

For the lecturer; this study helps the lecturer to find and solve the students' difficulties or problems in using preposition.

For the next researcher; this study is used to prove that preposition as one of parts of speech in which it is an essential grammar that should be understood to construct the sentences or utterances correctly.

### 1.5 Scope and Limitation

In order to make the discussion more specific, the writer limits the topic as specific as possible. The scope of the study is error, error analysis, and part of speech. The limitation of the study will be focused on preposition.

### 1.6 Definition of The Key terms

It is necessary to define the key terms of the study to guide this study more careful to be investigated;

*Errors* are flawed sides of the learners' speech or writing. Those are part of conversation or composition that devise from selected norm of mature language performance. (Dulay, 1982:138).

*Error analysis* defined as procedure which deals with collecting samples of learners' language, identifying the error according to their hypothesized causes and evaluating seriousness of error. (Ellis; 1986).

*Part of speech* is a category of words based on their grammatical function; Noun, pronoun, adjective, adverb, interjection, conjunction and preposition.

[http://google.co.id.search /part of speech /glossary definition.html](http://google.co.id.search/part%20of%20speech/glossary%20definition.html).

*Preposition* is a word that conveys meaning of position, direction, time or other abstraction. It serves to relate its object to another sentences element (English Grammar: 1976).