CHAPTER I

INTRODUCTION

1.1   Background of the Study

English has become one of the most important languages in the world. It has also become an international language which is used in many countries, especially in this globalization era. Many people, especially in Indonesia, learn English in order to be able to communicate with other people from another country. English has also become an important language in Indonesia.

In Indonesia, English is taught as a foreign language. It has been taught at junior and senior high school since Indonesia's independence in 1945. English has been given the most priority to be taught to students over other foreign languages such as French, Arabic, Chinese and others (Dardjowidjojo, 2002 as cited in Imperiani, 2010). English is now being taught in KTSP and K-13 curriculum style to students from kindergarten level until university level in Indonesia.

Among the four language skills, i.e., listening, speaking, reading, and writing, writing might be the most difficult skill to master for some people because it requires the writer to be competent in grammar, vocabulary, and spelling. Grammar is one of the most important components of language which has to be learned by students. Grammar helps people a lot in communication, especially in understanding what other people write or say. However, it is difficult for students to learn grammar. Students often find it difficult in making proper words or phrases which have correct and meaningful sentences. One of the grammatical items that are difficult to be mastered is preposition.

Preposition is very important, especially in writing. Students may frequently be confused in the use of preposition in their writing because of the complexity of the use of prepositions. Preposition has a lot of variations and a lot of rules. On the other hand, we can simply use "di" as a preposition of place and "pada" as a preposition of time in Indonesian language. Those confusions led into errors and

those errors are very natural when it comes to learning a new language.

By learning preposition, people will understand what other people say or write. Many students keep making grammar errors, especially while they are using preposition. Those preposition errors can be foundwhile they are composing a story, letter, their thoughts in their blogs or any other social networking website, and chatting with others through social networking website.

Therefore, errors in their preposition must be analyzed and the students can see the result of the analysis so the students can improve their writing skill. The writer would like to see whether there are errors in the students' Recount text, especially their preposition.

1.2   Statement of the Problems

1. What types of preposition errors are made by the students from Writing I class of the English Department in their Recount text?

2. What are the types of preposition on which the Writing I students of the English Department often made errors?

1.3 The Objective of the Study

In accordance with the background of the study, this study is intended to find out:

1. The types of preposition errors made in the prepositions written by students in their composition.

2. The types of preposition on which the students often made errors.

1.4 Theoretical Framework

The theoretical framework used in this study is error analysis which is described by Ellis and Barkhuizen (2005) as a set of procedures which has three steps, i.e., identifying, describing and explaining learner errors. This theory analyzes the nature of errors and their sources. Abbot (1981) as cited by Maramis (2012) classifies errors into four types. They are errors of addition, errors of omission, errors of substitution, and errors of misordering. According to

Frank (1972), there are four types of prepositions. They are prepositions of time, prepositions of position, prepositions of direction, and prepositions of other semantic relationship.

1.5. Assumptions of the Study

The study is based on the following assumptions:

1.　　The writer and the triangulators who analyze the writing compositions of Writing　I students is qualified in checking the errors.

2.　　Some students have different preposition errors in their recount text compositions.

1.6. The Significance of the Study

The result of this study will give benefits to both teachers and students:

1.　　For Teachers

Teachers can know what kind of preposition errors the students do the most and it can be an input in his/her teaching. Teachers can teach that preposition to the students to prevent any further confusion.

2.   For Students

Students are expected to improve their understanding in using prepositions in their writing composition by reading the result of this study. Students also can realize which preposition errors they usually make and avoid making those errors. They can learn from doing grammar exercises about prepositions.

1.7.   Limitation and Scope

This present study mainly deals with prepositions errors (prepositions of time, prepositions of position, prepositions of direction, prepositions for agent, and preposition of instrument) in the recount text compositions made by English Department students taking Writing I in Widya Mandala and the types of preposition errors (error of substitution, addition, omission, and misordering. All of these will be thoroughly discussed in this study.

1.8. Definition of the Key Terms

Writing:

Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. (Urquhart and Mclver, 2005)

Prepositions:

Preposition is a word which is used to connect a noun or a pronoun to another word, usually a noun, verb or adjective (Frank, 1972).

Error analysis:

Error analysis is a set of procedures to identify, describe, and explain the learners' errors (Ellis and Barkhuizen, 2005).

Recount Text:

Recount text is a text which retells something that the writer has experienced in an original sequence (Hyland, 2004).

1.9.   Organization of the Study

This study consists of five chapters. Chapter I is the introduction which presents background of the study, statement of the problems, objectives of the study, theoretical framework, scope and limitation of the study, significance of the study, definition of key terms, and organization of the thesis. Chapter II is review of related literature which discusses errors and mistakes, descriptive writings, prepositions, and review of some related studies. Chapter III is the research which deals with the research design, type of data and data source, data collection, instrument, and data analysis technique. Chapter IV presents the data analysis and interpretation of the findings. The last chapter, Chapter V, contains conclusion and suggestions.