**CHAPTER I**

**INTRODUCTION**

 This first chapter presents the Background of the Research, Statement of the Research Problems, Objectives of the Research, Significance of the Research, the Scope of the Research, Definitions of Key Terms, and Organization of the Research.

1. **Background of Research**

Language is a system of arbitrary vocal symbols which permit all people in a given to other people, who have learned the system of that culture, to communicate or to interact (Brown: 2001: 1). Language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purpose of communication (Susanto: 2007-2008: 1). It is used by people to communicate, to interact and to transfer his idea with the other people. It means that language has an important role for human life because the people suppose that it is important in the politic, economic, social, and culture aspect.

There are many languages that are used by people all over world, but English language is the most important one because it is spoken by people in the world, as a first language or second language. The importance of the English language is naturally very great. English language not only of England but of the extensive dominations and colonies associated in the British Empire, and it is language of the United States, spoken by over 260 million people, it is the number who speak it the largest of accidental languages (Howatt: 2000: 4). People have used English language for international communication and it is used as a key of knowledge, science, and technology. In this area, many book, computers, and internet have used English for direction and operation ways. It means that the learners must learn and know English language to understand knowledge, science, and technology. However English language can increase carrier and economic life of people. The people who know English will be spread understanding of knowledge and it can become adding of value for people to get a job. For instance, someone who applies a certain job or he has worked, they can compete in the work field and today many factories emphasize to the people who have ability in English skill, either passive or active. It becomes one of reason why people must learn English language, not only the pleasure or prestige for getting knowing language, but also it emphasizes more that English is a key of increasing knowledge, science, and technology development. The effect was that more and more people want to learn English, not for pleasure or prestige of knowing language, but because English was the key to international currencies of technology and commerce.

English Language is one of international language which is used by many countries as national language and language of instruction in education. Indonesia is one of them that have used English as a foreign language or international language. So in Indonesia, English has been learned from elementary school up to university, and this language becomes the compulsory material at school. Based on to system pendidikan Nasional in bab 37 pasal 1 “Kurikulum system pendidikan dasar dan menengah wajib memuat : pendidikan agama, pendidikan kewarganegaraan, matematika, bahasa…..”(Tim.UUD RI: 2003:25). These languages are English, Arabic or Indonesian language based on kinds of education. In system pendidikan nasional too, has explained in unit VII about intrucyion of language teaching in education Departmen “Bahasa asing dapat digunakan untuk mendukung kemampuan berbahasa asing” (Tim UUD RI: 2003:22). So, English language must be learned at school by students.

Learning language must learn language itself and must master and know of language rules too. The language learners must pay attention to the pattern and role of it, so the language learners can master the component and skill of language. The components of language include: Grammar, Structure, Vocabulary, etc. While, the skills of language include: Speaking, Writing, Reading, and Listening. Learning of the structure and grammatical of language is important because it consists of rules which influence in using language and Structure has an important role in the construction of sentences. As non native speaker of English, Indonesian students face some problems dealing with the use of some elements of English, such as the use of articles, the use of *ing* form, the use of English preposition, etc.

One of the problems encountered by the students in using English is the use of English prepositions. Many students often misplace in putting them, it is stated by Buckingham (1972: 19) state that the students of English varieties of problems related to the use of prepositions. So the writer knows there are some references, explaining the circumstance that may cause learners difficulty in the use of English preposition. Thomson and Martinet (1986: 91) states that the students have two main problems in using preposition, (a) Whether in any construction a preposition in required or not, and (b) Which preposition to use when one is required.

Besides that, there are some factors that may cause learners difficulty in the use of English prepositions (Parrott: 2000: 88-89) as follows:

1. Prepositions often have little intrinsic meaning
2. Different parts of speech of the some word may require different preposition (e.g. independent of / independent from )
3. Preposition may be very similar in meaning (e-g in, into, inside, within) and the learner’s first language may not make equivalent distinctions
4. Some verb may require a prepositions while other verbs, which are similar in meaning, may not (e.g. talk about / discuss, arrive a / rich )
5. Verbs in the learner language may require a particular prepositions whereas a similar verb in English may require no preposition or one which is used in text the learner find surprising (e.g. learners may expect enter in the room ).
6. Verb, adjectives, and nouns with similar or related meanings may require different prepositions (e.g. arrive at/ go to; found of / keen on).

From the statements above, it can be said that many students often make mistakes when they want to place preposition in sentences, in paragraph, etc and it is very big mistakes. Wishon and Burks (1987: 288) say that changing of prepositions will change the entire meaning. So, it can be concluded, that the prepositions are the important thing to be learned and the students face this difficulty in choosing and putting the preposition in sentences, in paragraph correctly.

Based on the explanation above the writer thinks it is necessary to make error analysis on the use of preposition (*at, in, on*) made by the students of class VIII SMPN 5 Trenggalek because the material about preposition had been given to them, especially at their first grade. Besides, the problem of using preposition has not been researched yet in this place.

**B. Statement of the Research Problems**

 The statement of the research problems are as follows:

1. What are types of errors made by the student in using preposition “at”?
2. What are types of errors made by the student in using preposition “on”?
3. What are types of errors made by the student in using preposition “in”?
4. Why do the students most frequently make errors in using prepositions?

**C. Objectives of the Research**

 The objectives of the research are as follows:

1. To describe the types of errors made by the students in using preposition at ;
2. To define the types of errors made by the students in using preposition on ;
3. To mention the types of errors made by the students in using preposition in ;
4. To find out the factors that causes students most frequently make errors in using preposition.

**D. Significance of the Research**

The result of this research is expected to give some contribution in using prepositions for the teacher, students, and other researchers:

1. For the English Teacher

The result of this research will be useful for the English teacher, especially for the English teacher of SMP:

1. For the English teacher, the result is expected to contribute to the improvement of English teaching process. The teacher knows what types of errors made by student will enable them to develop appropriate techniques, what strategy or procedure to the students and pay more attention to the errors are reducing their occurrence.
2. The teacher can use it as consideration teaching of English grammar especially in prepositions.
3. For the Students

The result of this research also gives advantages for SMP students. They are:

1. The student be able to recognize their own problem in using prepositions.
2. The students will be careful to correct preposition.
3. For Other Researchers

The result of this research is expected to serve as references that are useful and beneficial for them in conducting further research.

**E. The Scope of the Research**

The scope of the research is the students’ errors. The researcher focuses on the structure material in using preposition by the students; they still make errors and get difficulties in learning it. In this research, the researcher limits only on the use of preposition *at, in, and on* made by the students of class VIII SMPN 5 Trenggalek. The researcher will count the errors of preposition in the form of simple percentage.

**F. Definition of Key Terms**

 In order to avoid misunderstanding, it is necessary to define the key terms:

1. Error

Errors are any deviation from a selected norm of language performance (Dulay: 1982: 128).

1. Error Analysis is a technique to analyze, classify, and interpret systematically of the second language learner’s errors by using technique and procedures based on surface strategy taxonomy (Dulay: 1982: 139).
2. The Use of Preposition

Preposition is used to show the indication of time, place, and so on. As stated by Stanley J.Cook and Suter (1980: 21) that preposition primary function describes relationship that exists between elements in sentences. The description by preposition (at, in, and on) is shown in the relationships of:

1. At
2. Expressing hour (for example: at 10 o’clock, at seven o’clock)
3. Expressing a certain time (for example: at midnight, at dawn, at sunset)
4. Expressing festival days (for example: at Christmas, at Lebaran day)
5. In
6. Expressing century (for example: in the 25th century, in the 1st century)
7. Expressing year (for example: in 1999, in 2011)
8. Expressing season (for example: in spring, in autumn)
9. Expressing month (for example: in September, in April)
10. Expressing time in a day (for example: in the morning, in the evening)
11. On
12. Expressing date (for example: on 25th May, on 17th September)
13. Expressing special event/ day (for example: on your birthday, on New Year)
14. Expressing day (for example: on Tuesday, on Friday)
15. Expressing time (for example: on Saturday morning, on Wednesday night)

**G. Organization of the Research**

In order to write a good thesis, it is necessary to arrange it systematically. The organization of this thesis provides the organization of the main issues discussed. This thesis is divided into five chapters as follows:

1. Chapter I (Introduction): It presents the Background of the Research, Statement of the Research Problems, Objectives of the Research, Significance of the Research, Scope and Limitation of the Research, Definitions of Key Terms, and Organization of the Research.
2. Chapter II (Review of Related Literature): This chapter present Error analysis, The Use of Prepositions, The Teaching of Preposition, and Common Errors in Using Preposition.
3. Chapter III (Research Methodology): This chapter covers the Description of research design, Data and Data Source, Data Collection Method and Data Analysis Method.
4. Chapter IV (Findings and Discussion): This chapter presents Description of The Location of The Research, Presentation of The Data, The Findings, and Discussion.
5. Chapter V (Discussion)
6. Chapter VI (Conclusion and Suggestion): This chapter presents The Conclusion Based on Error Analysis on the Use of Preposition *“at, in, on”* and Suggestions for the readers.