

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English has four skills and some linguistic components that must be mastered in teaching learning process. Grammar is one of English components that must be mastered in order to be able to construct English sentences. Traditionally, grammar subdivided into two different but inter-related areas of study<sup>1</sup>. Grammar is concerned with the formatting and arranging word into sentences. In the process of second language learning, the students cannot separate from error. Brown states that human process of learning is not free from making error in its trial and error nature. The students often have some difficulties in learning the structure of foreign language. It was caused by the existence of different system of their mother tongue in the foreign language being learned.

There is no one who can learn without making errors or mistake. Mistakes and errors may be caused because of: a) Ignorance, of not knowing the rules, the structure of the language, and so on. b) The inability of students to apply what they have learned<sup>2</sup>. One part of grammar that causes errors for students is preposition. The difficulties of the students in learning preposition sometimes carry error. Dulai in Rukhan states that *tidak seorangpun dapat belajar tanpa*

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<sup>1</sup> Andrew Radford, *"Syntax: A Minimalist Introduction"*, 1997, New York: Cambridge University Press, p.1.

<sup>2</sup> Amando López Valero - Eduardo Encabo Fernández, Arburim Iseni, Christopher Paul Clarkson, *Teachers' Attitudes Towards Correcting Students' Written Errors and Mistakes*, 2007.

*membuat kesalahan-kesalahan*<sup>3</sup>. Richards et al mentioned the study of errors are used in order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners „errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials<sup>4</sup>. Corder stated that “The study of errors is part of the investigation of the process of language learning<sup>5</sup>.

Though the prepositions are small words, they are very important ones, and their correct usage is a test of your mastery of the language. Prepositions use is one of the areas of language that learners of English as a second/foreign language (henceforth L2 English or simply L2 for short) find most challenging. The *Cambridge Grammar for English Language Teachers*, for example, defines prepositions a “major problem” for learners<sup>6</sup>. Sometimes, when a preposition combined with certain nouns, verb, or adjective may produce new meaning or expression. Learner sometimes get confuse in using preposition which is some of it have similar in meaning but different in function, such as the use of *in*, *on* and *at* that include in the preposition of time. The words *in*, *on* and *at* have similar in meaning but different in function.

Based on the writer preliminary study on October 4,2013 in third semester students of English Department of IAIN Palangkaraya, the average score of

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<sup>3</sup> Nurhad and Rukhan, “*Dimensi-dimensi dalam Belajar Bahasa Kedua*”, 1990, Bandung: sinar Baru, p.57

<sup>4</sup> Richards, Et al. Dictionary of language teaching and applied linguistics. Essex: Longman.1992

<sup>5</sup> Corder, S.P. (1974). *Techniques in Applied Linguistics*. Oxford: Oxford University Press. 1974. P.125

<sup>6</sup> Rachele De Felice - Stephen Pulman, *Automatic Detection of Preposition Errors in Learner Writing*.

preposition of time test was not enough to reach graduation standard, The average score they got was 5,44, whereas student's achievement criteria by English Department of IAIN Palangkaraya 50-<60 was less .

**Table.1.1 Students' Scores in Preliminary Study.**

NAMES	SCORES
VRA	7
NDA	6
ARK	5
NRL	4
PTR	3

Having considered above factors, it is interested in analyzing the grammatical error, especially the use of preposition of time in English sentences. In this case, the writer analyzed the errors in using preposition of time made by the third Semester Students of English Department of IAIN Palangka Raya in Academic Year 2014/2015.

## **B. Research Problems**

Based on the background of the study, the problem is formulated to know:

1. What are the types of errors are made by the third semester students of English Study Program in STAIN Palangka Raya in Academic Year 2014/2015 in using prepositional time in sentences?

2. The effect of using Module in learning for the third semester students of English Study Program in STAIN Palangka Raya in Academic Year 2014/2015 in using prepositional of time in sentences?

### **C. Objective of The Study**

The objectives of the study are:

1. To describe, analyze and classify the types of errors are made by the third semester students of English Study Program in STAIN Palangka Raya in Academic Year 2014/2015 in using prepositional time in sentences.
3. To identify the good items as solution in Module for correcting grammar made by the third semester students of English Study Program in STAIN Palangka raya in Academic Year 2014/2015 in using prepositional of time in sentences.

### **D. Scope and Limitation**

In a research it is very important to make the scope of the analysis to get the relevant data. Thus, it will be better by making some limitations to analyze the errors of using one-word prepositional time in sentences. The scope of the analysis is limited to prepositional time that in this case focus to the preposition *in*, *on* and *at*.

In this study the researcher used a test to find the students errors. The researcher only took the third semester students of STAIN Palangka Raya in

Academic Year 2014/2015 who have took and passed structure I, structure II and structure III subjects because in those subjects, the preposition has been taught.

### **E. Significance of The Study**

This research gave the readers clear information and understanding dealing with error analysis, and the students' errors in using prepositional time in this case focused on *in*, *on* and *at*. Besides that, this research can be used as reference for those who are interested in doing a further linguistic research especially dealing with the preposition of time.

### **F. Definition of Key Term**

To avoid misunderstanding of the concepts used in this study, some operational definitions are provided as the following:

- *Error analysis* is the study and evaluation of uncertainty in measurement<sup>7</sup>.
- *Errors* are flowed side learned speech or writing they are those parts of conversation or writing that deviated from some selected of nature language performance<sup>8</sup>.
- *Mistakes* is refers to a performance error that is either a random guess or a “slip” in that it is failure to utilize a known system correctly<sup>9</sup>

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<sup>7</sup> John R. Taylor, “*An Introduction to Error annalysis, Second Edition*”, 1997, Sausalito: University Science Book, Chapter I.

<sup>8</sup> Heidi Dulay, “*Language Two*”, 1982, New York: Oxford University Press, p.138.

<sup>9</sup> Douglas Brown, “*Principle of Language and Teaching*”, 2000, New York: Pearson Education, p.217

- *Preposition of time* is a preposition used to indicate the time. The time is displayed in the combined preposition followed by a noun (object of preposition) form a propositional phrase<sup>10</sup>.
- The use of *at*<sup>11</sup> is for a precise time.
- The use of *in*<sup>12</sup> is for months, years, centuries and long periods.
- The use of *on*<sup>13</sup> is for days and dates.

## G. Framework of Discussion

This thesis is divided into five chapters, each of which explains different topics:

### 1. Chapter I is Introduction

In this chapter the general background of the study, problem of the study, objectives of the study, significant of the study, scope and limitation, operational definition of key terms, and framework of discussion is being discussed.

### 2. Chapter II is Review of Related Literature

In this chapter the Related studies, Definition of error, The Types of Error, and Definitionn of Module

### 3. Chapter III is Research Method

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<sup>10</sup> Wilma Yulia, <http://www.wordsmile.com/pengertian-dan-contoh-kalimat-preposition-of-time>, accessed on June 12, 2014

<sup>11</sup> Josef Essberger, "English Prepositions List" <http://www.englishclub.com/grammar/prepositions-at-in-on-time.htm>, accessed on February 4, 2013

<sup>12</sup> *Ibid.*

<sup>13</sup> *Ibid.*

In this chapter Type of Research and Research Design, Population and sample, variable of the study, Instrument, Try Out Instrument, Validity and Reliability of Instrument, Data Collection, and Data analysis.

4. Chapter IV is Research Findings and discussion

In this chapter, the writer consisted of the data finding and discussion. In data finding the research display the data which was found in the field and in discussion the researcher explained the type of error in writing product used preposition of time and the the effect of Module as solution of error.

5. Chapter V is Closure

In this chapter, the writer contained the conclusion of this study and some suggestion for the students, English teacher, and the next researcher.