

CHAPTER I

INTRODUCTION

This chapter describe some points consisting of the background of the study, statements of the problem, objectives of the study, significances of the study, the scope and limitation, and the operational definitions about this research.

1.1 Background of The Study

Nowadays, English generally has been learned by the students since they were at the basic level of education. In order to used English well, the students had to master in some skills in English. There were four skills that should be learned in learning English. Choudhury (2013, pp. 27-32) mentions that the four core language skills are listening, speaking, reading, and writing. Writing was obviously the most difficult skill for second and foreign language learner to master. It could happend because writing was very complex skill. In writing involved both creating, organizing, and translating the idea into a cohasive text.

In English writing, there were many types text. They were descriptive, narrative, expository, and so forth. Negrila (2012, pp. 1-8) defines that a narrative text tells an imaginary story, although some narratives may be based on the facts. Basically, narrative is the easier to be analyzed and the students always make errors in narrative composition. Yahya (2012, p. 33) states that more errors are made in the narrative composition compared to the descriptive composition.

Since the eleventh grade students learned about narrative text, it is related to the problem which the used of preposition in narrative composition. Gordon (2012, pp. 1-3) says that the students cannot depend on prepositional knowledge from their first language. If students did made assumptions of semantic equivalence between the first and second language, it were often results in prepositional error. The researcher found the fact from Early Exposure III on September in MAN Sidoarjo that most of the students had difficulties in using preposition to wrote narrative text.

In writing narrative text, the students must used preposition to made a good sentence which could read clear by the reader. According to Morgan (2014, pp. 202-212), prepositions are words which show a connection. Meanwhile, Alam (2015, pp. 87-91) explains that preposition is a complex area the students find difficulty in using them correctly. Hence, the important of using preposition couldnot be ignored. It was clear that the used of preposition was important to known. Thus, the researcher was interested to analyzed an error of using preposition in writing narrative text to the eleventh grade students of MAN Sidoarjo.

1.2. Statements of the Problem

Due to the fact in background of the study, the researcher mentioned the statements of the problem as follows :

- 1.2.1 What were the types of errors made by the eleventh grade students of MAN Sidoarjo on the used of preposition in writing narrative text?
- 1.2.2 What was the highest frequency of error occurs on the use of preposition in writing narrative text made by the eleventh grade students of MAN Sidoarjo?

1.3. Objectives of the Study

Dealing with the two research questions, two objectives of the study were set out below:

- 1.3.1★ to described the types of errors made by the eleventh grade students of MAN Sidoarjo on the used of preposition in writing narrative text
- 1.3.2 to described the highest frequency of error occurs on the use of preposition in writing narrative text made by the eleventh grade students of MAN Sidoarjo

1.4. Significance of the Study

This research hopefully gave contributions to some parties. They were:

1.4.1 For the English teachers

This study was expected to helped the English teachers knew the errors made by the students on the used of preposition in their writing narrative text

1.4.2 For the students

Hopefully, the students could got information for generating their awareness of their errors about the used preposition in writing narrative text from this study

1.4.3 For the researcher

This study could gave benefit for researcher as experiment to analyzed an errors of using preposition in writing narrative text

1.4.4 For the further researchers

The result of this study could be as the useful references to the another researchers.

1.5. Scope and Limitation

The scope of the study was an error analysis on the use of preposition in writing narrative text. The research only took indonesian students who were the eleventh grade students of MAN Sidoarjo in class XI MIPA 4 which has 36 students did not concentrate on all language features problems found in students writing, since the researcher limits her study in the problem of preposition.

The subject of the study were 15 students of XI MIPA 4, the researcher chose only 15 of them because the researcher had a limited time to analyze. In line with Bertaux (1981, p. 35) that in qualitative research, 15 participant is the smallest acceptable sample to analyze.

1.6 Operational Definition

To avoid misunderstanding, the researcher gave some definitions of key terms to give the readers a better understanding, as follows:

- 1.6.1 **Error analysis** is a technique used to document the errors that happen in the students of learning English. (Keshavarz, 2012, pp. 18-19)
- 1.6.2 **Writing** is a skill in English which is the process of students write their ideas in their mind into a readable form. (Huy, 2015, pp. 53-69)
- 1.6.3 **Narrative text** is one types of the text that tells a story about imaginary story in the past event. (Negri, 2012, pp. 1-8)
- 1.6.4 **Preposition** is a word used to connect nouns, pronoun, or phrase to other words within a sentence. (Humeid, 2013, pp. 99-114)