

Chapter One

Introduction

Background of the Research

Students who learn English should learn and understand well about prepositions. It is because preposition is included in one of the important parts of speech of English language. If students learn English, they cannot avoid learning part of speech such as noun, pronoun, adjective, verb, interjection, conjunction or preposition. In English, these parts of speech are always useful both in speaking or writing. If students make an error when they use one of part of speech, or they use one of part of speech incorrectly, it will impact the meaning of the sentence. Even, it can cause misunderstanding. Moreover, there are several problems in the learning of preposition. These problems are discussed below.

There are a lot of prepositions that may make the students hard to understand. Besides, one preposition is not only used to explain about one thing. For the example *at*. Preposition *at* does not only explain about place, but it also explains about time. For instance, “Please be here at 10.00 a.m.”. In this sentence *at* explain about time. Comparing to the second sentence: “John Mayor lives at 10 Dowing Street”, in this sentence *at* explains about place. Those problems are supported by experts who stated, prepositions are difficult to master by the students even for the teacher, beside that preposition is included in one of difficult topics that hard to be mastered by the second language learners (Arjan, Abdullah, & Roslim, 2013).

The other problem of preposition is, students were confused when they should use preposition whether in writing or speaking. Students were confused because there were a lot of prepositions that have different usage; moreover there is also one preposition that can be used in several usages. This case made students hard to understand well about preposition. Indeed, according to Delija and Koruti (2013), “prepositions are very tricky for students and even for EFL teacher” (p.129).

According to Sawalmeh (2013), the great majority of the participants of his study showed confusion for the right use of preposition. For example “*they have known each other **since** eight years.*” Preposition used in that sentence is incorrect. That sentence should use **for** to replace **since**, so the correct sentence is “*they have known each other **for** eight years*”.

Students are confused when they should use preposition in writing. It is because usually some teachers only teach preposition orally (Khotaba, 2013). Because teachers teach preposition orally, students do not have the real illustration how to use preposition in writing and it makes students misuse preposition in writing. Besides, students also cannot differentiate between preposition and adverb particles. Khotaba (2013) found some teachers may teach preposition to their students orally, this makes students shocked when they practice writing and get confused and misuse preposition with adverb particles.

Based on the small observation conducted by the researcher before the researcher was doing this research, students of English Education Department of Universitas Muhammadiyah Yogyakarta have several problems in learning

preposition. The researcher is also one of students at EED UMY. Based on the researcher experience as a student, students were confused when using preposition. This was also felt by her friends. Students were sometimes confused to differentiate between preposition and conjunction. Students did not really understand well about how to use preposition when they want to explain the date, place, and time whether in speaking or writing. Students were also confused when they applied *in*, *at*, *on* in writing or speaking. Preposition is a simple part of English; for it some students take easy on preposition. Then, students did not realize that they make an error when they use preposition. For example, in this sentence: “We had dinner *at* a restaurant last night”, students do not know that they use *at* to explain about place is correct or incorrect. Beside that, there a lot of students who were confused to differentiate the usage of *in*, *at*, and *on*.

In the process of learning English whether in writing, reading, listening and speaking students often make a mistake. According to Edge in Harmer (2001), mistakes are divided in to three categories; namely slips, errors, and attempts. Slip is a mistake, which students can correct by themselves. Error is a mistake which student cannot correct. Attempt is when students try to say something but does not yet know the correct way of saying it.

In this research, the researcher only focused on error. It was because the researcher analyzed the students error when use *in*, *at*, *on* in the writing, and that is why the researcher choose error analysis as a method of this research. Rustipa (2011) said, “Error analysis is the study of kind and quantity of error that occurs, particularly

in the field of applied linguistics” (p.18). Error analysis also has two benefit, they are the benefit for students and the benefit for teacher. From error analysis, students can know what kind of error that they made, so that in the next time are able to fix their error. For teachers, error analysis can help them to know how is their teaching ability is and what kind of error that their students have.

Writing is an activity to interpret our idea on the paper. According to Ridha (2012), “Writing is a complex process which demands cognitive analysis and linguistic synthetic” (p.22). In learning English, students often make errors. It is because they do not know what mistakes that they made. This is also occurred when students learn about preposition. Usually, students are confused when using preposition whether in speaking or writing. Moreover, students do not know how to correct themselves. Those are the reasons why the researcher was interested to research about Error Analysis on the Use of *In*, *At*, *On* in the Writing of Students of English Education Department Universitas Muhammadiyah Yogyakarta Batch 2015.

Statement of the Problem

English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) is an institution that produce English teacher. It requires students of EED UMY to be able to master all of English grammar, both about tenses and part of speech. Preposition is one of part of speech. So, the students of EED UMY should be able to master and understand well how to use preposition properly. In the next, the students of EED UMY can teach well their students.

There were several issues that can be researched in Prepositions. The first is the influence of first language on the use of prepositions. The second is there are a lot of prepositions such as *in, at, on, between, among, about, above, across, after, against, according* and the others that have several usage. The third is prepositions are always followed by noun or pronoun. Then the four, there are several prepositions such as *in, at, on* that can be used to address about a place and time.

Limitation of the Problem

There are a lot of prepositions such as *in, at, on, between, among, about, above, across, after, against*, and the others. However, in this research the researcher will only research about *in, at, and on*. The reasons why the researcher only chose to research *in, at, on* are, the first, according to Khotaba (2013), most errors occurred when students using preposition were when students use *in, at, and on*. Thus, the researcher was curious if it also happened to students of EED UMY. The second reason why the researcher only chose to research about *in, at, and on* was because those prepositions were more frequently used than other prepositions.

Question of the Research

What are the type of errors made by the students of EED UMY batch 2015 when using *in, at, on* in their writing?

Purpose of the Research

To find the type of errors that students of EED UMY batch 2015 made when using *in, at, on* in their writing.

Significance of the Research

This research have several benefits. Those benefits are for the students of EED UMY batch 2015. The second is for the lecturer of EED UMY. The third is for the researcher.

For the students. After knowing the types of errors made by students, it is beneficial for the students. From this research the students can know the errors that they made when they use *in*, *at*, *on* in their writing. So, in the future the students of EED UMY batch 2015 can evaluate themselves in the use of *in*, *at*, and *on*. Besides, students of EED UMY batch 2015 are student-teachers. Moreover, from this research the students can learn more about preposition and know the usually occurred error in using preposition in writing. Therefore, in the future they are be able to use and teach prepositions well to their students.

For the lecturers. The result of the research might be beneficial for the lecturers. The first, based on this research, the lecturers of EED UMY can know the ability of their students on using *in*, *at*, and *on* in the writing. Second, the lecturers of EED UMY also can evaluate their teaching, especially in teaching about preposition- whether their teaching good enough or yet, is it needs an improvement. Then, if the lecturers of EED UMY already know the problems, it is expected for the lecturer themselves to try to solve it.

For the writer. From this research the writer had a chance to find the problems that related with the topic. The second is, by doing this research, the writer

had fulfilled one of the requirements to graduate from EED of UMY. In the next, after the writer know the type of errors made by the students of EED UMY batch 2015 on the use of *in*, *at*, *on* in the writing, the writer can share to EED UMY lecturers. Therefore, the lecturer can try to find the solution for the students. The other benefit is, the writer can give a chance to the other researcher to research deeper about preposition or to more develop this research.

Outline of the Research

This research consists of five chapters. The first chapter is introduction that explains background of the research, statement of the problem, aim of the research, question of the research, significance of the research and outline of the research. The second chapter is literature review that explains the literature theory of this research, data collection method, and data analysis. The next chapter or fourth chapter is about finding and discussion. This chapter explains about finding and discussion of this research. The last chapter tells about conclusion and recommendation. This chapter consists of conclusion of this research and the recommendation from the researcher.