CHAPTER I
INTRODUCTION

This chapter presents the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the operational definition.

1.1 Background of the Research

English in Indonesia is generally used as a foreign language. For this reason, it is important to use English as a global communication tool in speaking and writing. However, according to Madjdi & Rokhayani, (2022), Writing is a challenging skill for some English students. Ferdian, (2022) Writing is the activity of making language recordings on a piece of paper or other fields to express ideas and messages from the author including the use of vocabulary and language structures. On the other hand, writing is the single most productive skill in English, and as a result, many people pick up this skill. As a result, many writers made various errors in their texts. Errors are natural when a student makes an error or mistakes. But we can know the difference between error and mistake. Errors occur when someone does not know where the error lies. Error when students produce or make incorrect answers because they don't know the basic. While the mistakes that the learner then knows where the mistake is and can fix it. Mistakes are when students produce or make incorrect answers although they already know the correct pattern.

Focusing on student writing, it is impossible if students do not make errors while they are writing sentences or texts. This is due to writing sentences in the first language is easier than writing sentences in a foreign language. According to Nawangsasi & Wijana, (2019), people tend not to be aware of the error they have made. Therefore, they tend to produce it continuously. One type of error often made by English learners is a grammatical error, including the usage of prepositions such as 'in', 'on', and 'at' to describe adverbs of time and place. Prepositions are one of the most complicated categories of student learning because they connect two words into a sentence. To master English prepositions, students must recognize various prepositions and must understand each function based on the context,

because many English prepositions have many use. Castro, (2019) states that to distinguish between each preposition, an English learner must not only thoroughly study English prepositions, but also understand what those prepositions mean when used normally in English.

Most of the previous studies revealed that prepositions play an important role as vital markers for sentence structure such as marking special relationships between people, objects, and locations according to Simpson, (2014). For this reason, with the markers of the sentence structure, one can find out how to compose correct sentences, including the method of applying prepositions in them. Students gain an understanding of how students learn the language and the progress they have made (Harefa et al., 2021).

According to Suzanne, (2017), this shows that English prepositions are more diverse than Indonesian. It's no wonder that Indonesian language learners are often confused about how to use the correct preposition in English because in Indonesian the same form can be used for a variety of situations. In addition, the use of the right prepositions can affect the quality of the information given in spoken and written language. Both types of prepositions are very difficult and one must use one's conscience in their use (Richard Oliver (in Zeithml., 2021).

Another study was conducted to find out whether students' errors in learning the target language can occur in grammatical aspects such as prepositions. but the frequency range of errors for each type of preposition is not clear because taking proposition analysis only focuses on other types of prepositions, preposition place, and preposition time so students have low grammatical competence which then causes them to ignore the limiting rules when writing the text uses the preposition Syafei, (2020). However, a study by Suzanne, (2017), revealed that teachers can improve students' teaching and learning processes, including providing appropriate feedback and developing teaching materials to solve students' specific grammar problems to develop their mastery of foreign languages effectively. Several aspects can lead to errors in learning a foreign language, such as interference, over-generalization, ignorance of restricted rules, application of rules, hypothesized wrong concepts, etc. In this study it can be seen that there are errors in the use of

prepositions, it is necessary to form and use the correct prepositions to identify and correct them. The study data above are all errors found in the use of the prepositions in, in, and in. The author as the main instrument of this study analyzed the data using the theory put forward by Hooper (1980), for the categorization of prepositions in, on, and at errors, Ellis (1997) for types of errors, and Richards (1974)) for the cause of the error.

Based on the experience of researchers at PLP II with class X teachers at SMK 2 Kudus, researchers found that errors often occur when using prepositions. Because students have difficulty using the correct prepositions in descriptive text. So the researcher examines the types of error analysis using the theory of Dulay, et al (1982) which consists of four types, namely omissions, additions, misinformation errors, and misordering errors. Misformation explained that formation errors are characterized by the use of the wrong morpheme or structure. Therefore, the researcher identify and analyze the types of errors in the use of prepositions.

1.2 Statement of the Problem

Based on the background of the study above, the researcher formulated the statement of the problem as follows: "What are the types of common errors made by students of SMK N 2 KUDUS tenth grade in writing using prepositions?"

1.3 The Objective of the Research

Based on the statements above, the researcher formulated the objectives of the research to find out the types of errors in using prepositions made by students in writing the descriptive text of Grade X at SMK N 02 Kudus.

1.4 Significance of the Research

The results of this study are expected to be useful information for students, English teachers, and future researchers in theoretical and practical. In theory, this research is expected to increase knowledge about prepositions, especially in students who write text. Practically, there is valuable information that is expected to contribute to English teachers, students, and future researchers. So, the significance of this research is as follows:

1. For the students

The results obtained from this study give guidance to students to improve their mastery of grammar, especially in the use of prepositions. The researcher hopes that this research is useful for students because students can write more carefully and correctly in the future so that they can improve their understanding.

2. For English Teacher

The researcher hopes that this research help English teachers in vocational schools to get more information about what students have made using the prepositions.

3. For Future Researchers

Researchers hope that this research is useful and serves as a resource for other academics. The goal of this study is to advance knowledge about writing error analysis and provide other researchers with helpful information and experience.

1.5 Scope of the Research

This study was related to analyzing the types of errors consisting of omissions, additions, misinformation, and misordering in the use of prepositions in student writing. The composition was basically in descriptive text written by students of the tenth grade SMK N 2 Kudus. The limitation of this study was that researchers examine the descriptive texts of students who describe people, places, and objects with a lot of frequency of prepositions found in each different topic.

1.6   Operational Definition

The researcher defines some of the key terms used in this study, to avoid understanding these terms, the following is a list of definitions that have been made by the researcher.

1. Errors

Errors are a substantial part of the learning process because through making errors the teacher knows the student's comprehension of the teaching-learning process. Errors occur when students do not know their errors are caused by mastery of the material that has not been achieved. While the mistakes that are not harmed are caused by students who actually already understand the learning material but students still have mistakes.

2. Error analysis

Activity to explain or describe the parts of errors found in the speech or writing of the learner. Analysis errors are parts of the composition that deviate from some standard rules. Just like "no student has ever made errors while studying at school" so do smart people who have made errors.

3. Preposition

Conjunction that can connect one word to another in the descriptive text of the tenth-grade students of SMK 2 KUDUS

4. Descriptive text

Kind of text with the purpose to give information. The description of a specific item, animal, person, or other entity serves as the context for this type of literature. It is a piece of writing that describes a specific item, such as a location, an animal, a person, or an occurrence in the natural world. Writing that describes a person, object, or location to inform or persuade the reader is called a descriptive text.

5. The students of SMK 2 Kudus

The students who were currently attending high school majoring in automotive (Light Vehicle Engineering) and were getting a descriptive text subject in tenth grade students of SMK Negeri 2 Kudus in the academic year of 2022/2023.