

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

As Buckingham said, "Students of English face a variety of problems related to the use of preposition"¹, it is clear to say that most of the problems appeared in Prepositional Phrases might be caused by the prepositions.

In the 1984 English GBPP for Senior High School, it is stated that Prepositional Phrases is one of the sub-topics of English that the second year students should master.

Noticing the errors' made by the students during the writer's experience dealing with SMA students on her teaching practice at SMAK ST. LOUIS **II**, she observed that so many students still made various errors in constructing Prepositional Phrases. Some English teachers, the writer contacted with, approved that these errors also happened in the previous years. It becomes the teachers' duty to overcome these errors. However, it is difficult for the SMA teachers to concentrate on solving this **problem** because there is no data showing what the troublesome element of Prepositional Phrases is.

The writer observed some reasons of the students' making errors, one of which is that not all of the English prepositions are transferable to Indonesian prepositions, the other reason is most of **English** prepositions should be memorized

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Thomas Buckingham, University of **Illionis** at **Urba-**
na-Champaign, "HELPING STUDENTS **USE** PREWSITIONS", English Teach-
ing Forum Volume X. November-December 1972. Number 6, p.19

as English prepositions are patterns, and compared to Indonesia prepositions, English prepositions are too various, English has more kinds of prepositions. These reasons may cause the students' difficulties in learning Prepositional Phrases. Sometimes, students apply some prepositions together in a wrong way, use the incorrect preposition, or simply transfer the Indonesian prepositions to the English **prepositions**, or at other time omit the prepositions altogether. These problems encourage the writer to **analyse** the Prepositional Phrases even more, thus she conducted a research under the topic : "AN ERROR ANALYSIS ON PREPOSITION OF PLACE AND DIRECTION IN PREPOSITIONAL PHRASES MADE BY THE SECOND YEAR STUDENTS OF SMAK ST. LOUIS I SURABAYA".

1.2 STATEMENT OF THE PROBLEMS

In line with its background, the general problem of this study is formulated as follows: "what kind of errors do the students make in constructing the Prepositional Phrases?"

To answer the general problem above, **the** writer specified the problem into:

" Are errors made by the students in constructing Prepositional phrases mostly in misapplying the preposition?"

In order to make this specified problem more operational, the writer divided it into three sub-problems, namely:

- a. Are errors made by the students in constructing Prepositional Phrases mostly in omitting the preposition?
- b. Are errors made by the students in constructing Prepositional Phrases mostly in adding the preposition?

c. Are **errors** made by the students in constructing Prepositional Phrases mostly in substituting the preposition?

1.3 OBJECTIVE OF THE STWY

This study attempts to achieve the following objective, i.e. to find out what kinds of, errors the students make in constructing the Prepositional Phrases. This objective is specified into sub-objective according to the problem: to find out whether **errors** made by the students in constructing the Prepositional Phrases are mostly in misapplying the preposition.

Furthermore, this sub-objective is divided into more' detailed objectives, they are:

1. to find out whether errors made by the students in constructing the Prepositional Phrases are mostly in omitting the preposition

2. to find out whether errors made by the students in constructing the Prepositional Phrases are mostly in adding the preposition

3. to find out whether errors made by the students in constructing the Prepositional Phrases are mostly in substituting the preposition.

1.4 SIGNIFICANCE OF THE STWY

The result of the study is expected to arouse the English teachers' awareness toward the students' difficulties in learning Prepositional Phrases. It provides..the information about the errors made by the students, which then, the English

teachers can use to improve their ways of teaching the preposition, especially preposition of place in Prepositional Phrases. The writer hopes, by doing so, the English teachers will be able to help their students minimize their making errors in constructing the Prepositional Phrases. As Wagiman says in his article, that : "better information on the errors a student makes will help the teacher in making the decisions on the types of assistance given"².

At the other time, Corder in his article, "The Significance of Learners' Errors" says: "Errors provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language"³. Based on this statement, the writer hopes that the result of this study will help the teachers in the field of teaching learning.

1.5 THE SCOPE AND LIMITATION OF THE STUDY

The writer in her thesis is going to talk about Prepositional Phrases which deal with preposition of place and direction only.

There are many kinds of phrases, such as Prepositional Phrases, infinitive phrases, participial phrases, and so on.

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D.Wagiman A., The Acquisition of English Simple Past Tense by Indonesian Students: an Error Analysis, Magister Scientiae, no.12/3 Edisi 1987, p.14

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S.P. Corder. "The Significance of learners' Errors", in Jack C. Richards, ed., Error Analysis, London, Longman Group Limited, 1974, p.17

However, the most commonly used phrase is Prepositional Phrases. Prepositional Phrase can function as an adjective, an adverb or a complement. To clarify this, Prepositional Phrases, as Warriner (1958) says, is a group of words beginning with a preposition and ending with a noun or a pronoun .

The **preposition** of place and direction, the **writer** is going to talk about, are all kinds of prepositions of place and direction **whether** they consist of one word only, two, three, or even four words, such as : at, around, among, beyond, between, near, out of, in front of, on the other side of, and so on .

In line with the objective of the study , this study is limited to the discussion of preposition of place and direction in the Prepositional Phrases. The analysis is based on the data taken from the second year students of SMAK ST. LOUIS I, Surabaya.

1.6 ASSUMPTIONS

In accordance with the statement of the problem, the writer states the following assumptions. It is assumed that:

1. The students have mastered constructing a sentence base, in this case, sentences in **all** kinds of tenses, because prepositional phrases always appear in sentences.

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Mary Lewick - Wallace, Grammar and Sentence Structure, Rochester Institute of Technology, McGraw-hill, Inc., 1983, **p.82**

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John E. Warriner, Mary E. **Whitten**, Francis Griffith, English Grammar and Composition, **Harcourt**, Brace and World, Inc., 1958, **p.60**

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Knud Schibsbye, A Modern English Grammar, London, Oxford University Press, 1970, p.302-381

2. The students have got all kinds of prepositions, especially preposition of place and direction. As scheduled in the GBPP, second year students of SMA will study **this** subject.

3. The test administered to the students is valid because it covers the materials which have been given to the students.

1.7 . DEFINITION **OF** KEY TERMS

As ambiguity of the terms used in this paper might happen, the writer needs to define the following concepts:

1.7.1. ERROR: According to Oxford Advanced Learner's Dictionary of Current English by **Hornby**, 'ERROR' means something done wrong. Error must be distinguished from mistake. Mistake refers to performance errors, as Brown says, " ... it is either a **random** guess or a 'slip', in that it is a failure to utilize a known system correctly" ⁷ . While errors themselves refer to competence errors caused by the lack of knowledge of the language rules; they reveal a portion of the learner's competence in the target language. Error in this study refers to the noticeable deviation from a selected norm of a language performance and reflects the interlanguage competence of the learner because the learner's knowledge is developing.

1.7.2. ANALYSIS : as **Hornby** states, "analysis is separation ⁸ into parts possibly with comment and judgement" . In this study,

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H. Douglas Brown, "Principles Of Language Learning and Teaching", Englewood Cliffs, New Jersey : Prentice hall, Inc. 1980, p. 165

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AS **Hornby** , "Oxford Advanced Learner's Dictionary of Current English", Oxford University Press, 1987, p. 29

analysis refers to observation, investigation and classification of something into parts and finally comments. .

1.7.3. ERROR ANALYSIS : It is the process of studying the errors in constructing Prepositional Phrases made by the students by identifying, analysing, and classifying them.

1.7.4. PREPOSITION : word or group of words [eg: in, from, to, out, of, on behalf of, etc] often placed before a noun or pronoun to indicate place, direction, source, **method, etc.**

1.7.5. PHRASE : group of words [often without a finite verb] forming part of a sentence.

1.7.6. PREPOSITIONAL PHRASE : Is a group of words which begins with a preposition and ends with a noun or pronoun , examples of prepositional phrase are :

<u>preposition</u>	<u>noun or pronoun</u>
at	the backyard
among	the house
in front of	the building

1.8 THEORETICAL FRAMEWORK

This part gives an overview of the theories used as the backbone of the study. These theories are going to be elaborated later in Chapter two. They are as follows:

1. Contrastive Analysis
2. Error Analysis
3. Interlanguage
4. Prepositional Phrases

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1.8.1. CONTRASTIVE ANALYSIS

According to Dulay et al. (1982), Contrastive Analysis takes the position that a learner's first language interferes with his or her acquisition of second language.¹⁰ Contrastive Analysis treatment of errors was based on a comparison of the learner's native language and target language. Differences between the two were thought to account for the majority of L2 learners' errors.¹¹ Consequently, it is believed as the behaviorist learning theory, that "most second language learners' errors would result from their automatic use of L1 structures when attempting to produce the second language".¹² In short, L2 learners' errors are mostly caused by the interferences of their native language.

Considering those the High School students the writer deals with, can not be categorized as neither the beginners nor pre-intermediatic learners, the writer expected that their errors might be mostly caused by the interference of their native language. The first language interference is still strong to the second language learners at post-intermediate level. As Dulay et. al says, that learning is basically a process of forming automatic habits and that errors should therefore

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Heidi Dulay, Marina Burt, Stephen Krashen, Language Two, Oxford, Oxford University Press, 1982, p.97

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Dulay et al., op.cit., p.140

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Ibid., p.118

result from first language habits interfering with the learner's attempts to learn new linguistic behaviors¹³.

The elementary students make errors rely on transferring, whereas the intermediate students rely to a greater extent on overgeneralization of target language rules. **As** Taylor (1975) says, quoted by Rod Ellis (1986) in his book "Understanding Second Language Acquisition", there are quantitative differences¹⁴ in errors produced by elementary and intermediate students. While **Marton's** (1980) opinion on the same book says that interference of the first language will always be present in classroom or foreign language learning.

1.8.2. ERROR ANALYSIS

Errors are the unseparable part of learning. People can not learn language without first systematically committing errors¹⁵. Errors become an important aspect of learning. Therefore, teachers of second language have to realize the importance of analysing the errors that the **students** make in the process of acquiring the target language. Errors, in this case, is the process of second language acquisition. As Dulay et al. say that the majority of errors made by second language learners

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¹³
Dulay et al., op.cit., p.140

¹⁴
Rod Ellis, Understanding Second language Acquisition, Oxford, Oxford University Press, 1986, p.24

¹⁵
Dulay et al., op.cit., p.138

are developmental, and not interlingual¹⁶ .

Error Analysis serves on two major purposes. Firstly, it is providing data from which inferences about the nature of the language learning process can be made. Secondly, it is indicating to the teachers which part of the target language students face the most difficult¹⁷ .

There are three sort of studies in analysing errors, propotion studies, quasi-propotion studies, and occurance studies. In propotion studies, errors in the whole body of speech or writing are **classified and** counted, which enables the researcher to state in quantitative terms the relative propotion of each error type. In quasi-propotion studies, errors are analyzed and classified but not counted, permit qualitative estimates, but not quantitative statements about the propotion of interlingual and developmental errors. While, in occurance studies, the' occurance of particular developmental or interlingual errors is reported, with no attempt made to address' propotion.

To achieve the objective of this study (section 1.3) the writer classified, analyzed ,counted the students' errors and then put them in order. This study, therefore, prefers to Propotion Studies¹⁸ .

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¹⁶
Ibid., p.173

¹⁷
Ibid., p.138

¹⁸
Ibid., p.174

1.8.3. INTERLANGUAGE

The concept of Interlanguage, according to Jack C. Richards (1972) is proposed for the analysis of second language learning and illustration is drawn from the processes affecting language learning such as immigrant language learning, indigenous minority varieties of English, pidgin and creole settings, local varieties of English, and English as a foreign language¹⁹.

While Selinker suggests that there are five central processes to second language learning which exist in the latent psychological structure, and establish the knowledge which underlies Interlanguage behavior. They are language transfer, transfer of training, strategies of second language learning, strategies of second language communication and overgeneralization of target language linguistic material.²⁰ Each process forces fossilizable or error material upon surface.

In the Interlanguage Analysis, as quoted by Croft (1980), Sridhar says "the learners' deviations from target language norms should not be regarded as undesirable errors or mistakes; they are inevitable and a necessary part of the learning interlanguage process."²¹

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Jack C. Richard, "Social Factors, **Interlanguage, and Language Learning**", in Jack C. Richard, ed., **Error Analysis**, London, **Longman** Group Limited, 1974, p.64

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Larry Selinker, "Interlanguage", in Jack C. Richard, ed., **Error Analysis**, London, **Longman** Group Limited, 1974, p.35

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Kenneth Croft, **Reading in English as a Second Language for Teaching and Teacher Trainees**, Boston-Toronto Little, Brown and Company (Inc.), 1980, p.85

In this study, the writer will take Selinker's **theory** of five central processes to second language learning to see the students' errors which were caused by their wrong learning strategies, such as omission errors, addition errors, misuse errors, and misordering errors.

1.8.4 PREPOSITIONAL PHRASES

Prepositional Phrases cannot stand alone as a sentence. A Prepositional Phrase does not have a subject and a verb, and also does not express a complete thought.

For example:

Prepositional Phrases : among the trees
under the table
during the day

The basic word order of **prepositional** phrases is: Preposition + a noun or pronoun, and applied to all kinds of tenses and verb groups.

1.9 Organization of the Thesis

This thesis consists of five chapters. Chapter I presents the background of the study, the statement of the problems, the objective of the study, the scope and limitation of the study, the assumptions, the definition of key terms, the theoretical framework and the organization of the thesis. Chapter II deals with the review of related literature which consists of the theory of Contrastive Analysis, the theory of Error Analysis, the theory of Interlanguage, and the theory of Prepositional Phrases.

Methodology of research will be discussed in Chapter III which covers **the** nature of the study, the population and sample, the instruments of the research, procedures of collecting the data, and procedures of analyzing the data. Chapter IV discusses the data analysis and the interpretation of the findings. Chapter V is the conclusion which presents the summary of this study and some suggestions concerning the study.

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