

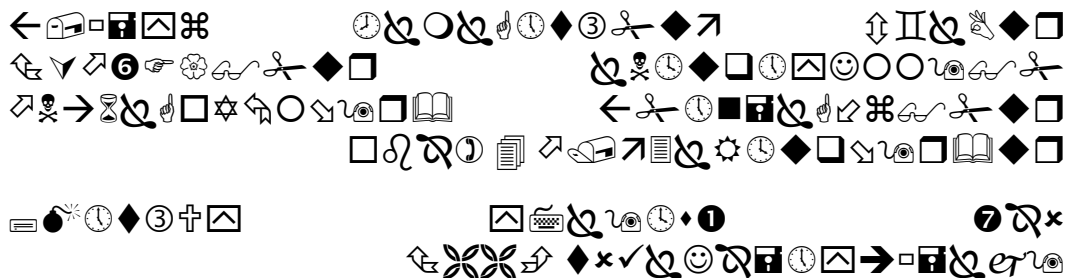
# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is universal and a communication device in sending idea, mind, opinion and other. The fact said that language becomes an important thing for people, due to everybody encodes and decodes languages. Language is a mean to interact or to communicate in daily activity to express their thought, idea, or feeling. The need of communication is felt when they want to tell some information or messages to others, because they live in groups in this world.

Language is a gift from the god for Human. Every race has its own language, so does a country. Thus, it is usual if in a country hundreds languages are used. He created different language, so that language is part of His power. It is written in the holy Koran surah Ar-Ruum: 22.



There are many languages in this world, one of them is English. Adapting English as foreign language taught at school in harmony with the communication era when people communicate one another throughout the world. Connecting with

the people from around the world needs international language can be understood by both sides of speakers. English is one international language which is widely used. It is used as native language and second language in many countries. Besides, based on the rate of sciences and technology development at this age, English has important rules especially to discover the sciences. Because there are many books written in English, so to transfer those sciences people have to master English well.

One theory is given by Lie (2007, p.1) who states that “English role in Indonesia is as a foreign language.” Language teaching in Indonesia not only teaches Indonesian but also foreign language especially English. It is significant in the communication era. Learning international language in this case English widen student communication scope.

English is one of important subjects in Indonesian curriculum as Lauder’s statement (2008, p.11) who states that “English as the most important of the foreign languages to be taught in Indonesia.” A recent study of EF EPI (Education First English Proficiency Index) explains that “English is a compulsory subject in the Indonesian national curriculum for students in junior and senior high school.” In Indonesia, English has been studied and taught many years from Elementary School to Junior High School, Senior High School and University. The purpose of English teaching at Indonesian school basically is to produce people mastering English perfectly.

Department of Education Affairs (*DIKNAS*)(2004, p.5) states that “English as a subject at a school requires students to be able to communicate in oral and written using appropriate language from fluently and accurately.”

In studying English, we will learn language skills, such as listening, speaking, reading and writing skill, which include by language component, such as vocabulary and grammar.

But it is not an easy matter to master those four language skills. Learning English also has to master language components of the language they are learning, one of them is grammar. It is one of English language component that it must be learnt and understood by student. Brown and Priyanvada (2010, p.293) highlight that “the knowledge of grammar is at the center of language use.” By mastered grammatical patterns of the language, it helps students construct a grammatically correct utterance and writing.

M.M Basalamah (1994, p.83) explains that “English grammar consists of various elements. One of them is parts of speech or kind of word. It includes eight general group classified appropriate with the function, meaning and its utilizing in sentences.” There are a lot of aspects which are studied in Grammar, from the way to use simple article till the way to use complicated sentence form.

Back to the explanation above, language is a communication device in sending or expressing idea, mind, opinion and other. In English there are many ways to express some feeling such as feeling of sorrow, feeling of curiosity, even feeling of likeness and dislikeness or *preference*.

Preference is one aspect of grammar. Hornby (1995, P. 909) states that “*Preference* is a greater interest in or desire for somebody or something than somebody or something else, it is a thing that is liked better or best”.

According to Sukur (2004) There are some alternative forms to express preference, such as ***Prefer***, ***WouldRather***, ***WouldPreferto***, and ***Like***. Each form has different sentence pattern, it is quite difficult if we want to state our preference in English but we don’t understand well and don’t remember the change of the sentence pattern, especially the change of verb.

As student of English Education Department the writer realized how important to master those forms of preference above, since students of English Education Department are expected to master aspects of using grammar, in this case about preferences. So that the writer is curious about the mastery of students of English Education Department in Antasari State Institute for Islamic Studies Banjarmasin in using preference, because they will be the teachers who teach English subject for students of Junior High School or students of Senior High School, who learn about preference too, hence mastery in using preference is particularly important for the students of English Education Department to complete their personalities and professionalities as a English teacher. The writer also considered that students of English Education Department not only should master it to teach it, but also to apply it in certain daily life context. So, the writer has a desire to know how well and how far their mastery about preference.

Besides, the topic about preference is quite difficult, due to preference has some alternatives to express it, each alternative has different sentence pattern, when we use some patterns to express our preference, we have to make sure that we put the correct certain noun or verb, must we put *gerund* or not?, must we put *infinitive* or *to infinitive*?, in this case about verb. Therefore, if the students of English Education Department don't understand well and don't remember the change of the sentence pattern, especially the change of verb, it will quite difficult for them to use English grammatically. Consequently, the students cannot communicate in oral and written using appropriate language from fluently and accurately. Thus, the students must master it. As a god's decree in the holy Koran surah Az-Zumar: 9.

..... قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ قُلْ

إِنْ مَّا يَتَذَكَّرُ أُولَ الْأَلْبَابِ

Besides, in reality the writer found that many English Department students still confused in using preference, for example, when they wanted to express their preference, they usually made a sentence like “*I prefer eat now than later*”, in the fact the form of that sentence is incorrect, because they made two mistakes when they used that sentence such as the verb *eat*, it is incorrect because the correct one is *eating*, so it should be gerund and the sentence connector from that sentence is *than*, it is incorrect because it is should be used *to* and the correct sentence is “*I prefer eating now to later.*” So that, the writer interest in conducting

the research about the students' mastery in using preference, because the writer thinks that it is important matter.

In English Education Department of Antasari State Institute for Islamic Studies Banjarmasin, the lecture about preference is taught at the third semester in the Grammar II subject. Thus, the writer decided to observe the fourth semester students of English Education Department academic year 2012/2013, since most of them have already finished their Grammar II course class.

## **B. Statement of Problems**

Based on the background above, the writer investigates the following questions:

1. How is the English Education Department students' mastery in using preference ?
2. What is the English Education Department students' most common error in using preference?

## **C. Objectives of Study**

Based on the problems above, the purposes of the research can be set as follows:

1. To know the English Education Department students' mastery in using preference .

2. To know the English Education Department students' most common error in using preference.

#### **D. Significances of Study**

The result of this research are expected to give significance as follow:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge regarding the importance of mastery in using preference.
3. Providing information for and considerations for future reasearch.
4. Enriching literary source of the Antasari State Institute for Islamic Studies library.

#### **E. Definition of Key Terms**

To avoid misinterpretion regarding the title, it is necessary to explain some terms in the title as follow:

1. Hornby states that Mastery is "complete knowledge; great skill; control." (1995, P. 721). In other word, mastery is comprehensive knowledge or skill in a particular subject or activity. Mastery which the writer means in this research is the English Education Department students' mastery in using preferences. The writer concern on students' mastery in changing verb that is used in pattern to express preference and understanding the pattern.

2. According to Longman Dictionary of American English (2007, P. 1003)  
Using is “do something for a particular purpose”. Thus, the writer has  
desire to know how well the English Education Department students use  
their knowledge and skill about preferences.
3. Preference here means a greater liking for one alternative over another or  
others, it is included in one aspect of lesson which is taught in Grammar  
course of English Education Department. The preference form that study  
in this research includes Prefer, Would rather, Would prefer to, and  
Like...better than.... This research intended to analyze the students’  
mastery in using Preference.
4. This research is conducted at IAIN Antasari Banjarmasin, and the  
subjects of this research are the fourth semester of English Education  
Department students’ academic year 2012/2013.