

ERROR ANALYSIS OF USING PREPOSITION MADE BY STUDENTS IN SHOWING DIRECTION

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ABSTRACT

In the process of acquiring the language, learners slowly fix the mistakes bounding for gaining more stable skill in speaking the language. Every language learner does realize that being able to speak in that language is the ultimate aim of learning that language. They also realize that in gaining the aim, they have to learn many things including grammar. In Indonesia, teaching English as a foreign language is felt difficult without teaching the students its grammar. The difficulty to learn English without learning grammar appears because it is very difficult to find a total immersion situation where everybody who is involved in speaks English. This research is descriptive which analyzes recording data. The population of this research is the fourth semester students of English department UKI Toraja which consists of 280 students divided into 8 classes. This research showed most of the errors that the students make are about the use of preposition 'in', 'at' and 'of' are other prepositions that are inappropriately used.

Key words: error analysis, preposition and showing direction

I. INTRODUCTION

A. Error Analysis

Learning English as a second language is, of course, very much different from learning the first language. Speaking the first language is not interfered by other languages, but speaking the second language is surely interfered by the first language. Lado in Krashen (1981) stated that for many years, it had been presumed that the only major source of syntactic errors in adult second language performance was the performer's first language. It is a very common and unavoidable thing occurs in learning a second language. Haryanto (2010) states that the term error analysis was originally used to refer to language studies focusing on the linguistic errors made by the second language learners.

A.1. Meaning of error

Learning a language is fundamentally dealt with making errors and mistakes. According to Paul Briens (2008) the concept of error is fuzzy one. Making errors cannot be avoided in the process of learning English. Dullay in Siti Kho-

dijah (2006) defines errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of mature language performance. It means that there is something wrong in using the language. Haryanto (2010) writes that the term error is taken to mean some idiosyncratic or nonnative piece of language produced by a foreign language learner. It is a way where language learners produce strange or unusual form of the language they are learning. The error can be the way the language learners produce the sound, use certain grammar, or use inappropriate words in expressing something.

Talking about error, we may also talk about mistakes. Both error and mistake are slightly similar, but they are actually two different things. Hubbard in Sitti Khodijah (2006) stated that errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on. It is clear that error appears because the learners do not know how to express certain meaning correctly while mistakes occur just because the speaker's slip

of the tongue or confusion not because their lack of knowledge about the language. We can also draw a conclusion that in speaking mother tongue, someone does not make errors but mistakes. When people speak the target language both error and mistake may appear.

A.2. The causes of error

Pit Corder in Sitti Khodijah (2006) claims that there are three major causes of errors, they are: mother tongue interference, overgeneralization, and error encouraged by teaching material or method.

1. Mother tongue interference

Haryanto (2010) states that interference may be defined as the use of elements from one language while speaking another and may be found at the level of pronunciation, morphology, syntax, vocabulary, and meaning. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a foreign pronunciation faulty grammatical pattern and occasionally to the wrong choice of vocabulary.

2. Overgeneralization

Having been learning the target language, learners obtain some knowledge about it. The result of learning some rules, for example, may affect the speech production where the same rule is applied in different things. Haryanto (2010) writes that overgeneralization is a process in which the learners create a deviant structure on the basis of their experience of other structures in the target language. The example of the deviant structure due to overgeneralization can be seen in the sentences below.

- (a) My younger brother can sings very well.
- (b) What did you wanted to tell me this morning?

In sentence (a), the learner applies the rule for the "infinitive + s/es" which is used for the third person singular without paying any attention to the presence of modal auxiliary "can" in that sentence. In sentence (b), the learner applies the rule of using past form of verb to talk about past

event. The learner can simply recognize the past tense because of the appearance of the adverb of time "this morning".

- 3. Error encouraged by material or method Teaching process induces errors and the error is the evidence of failure of ineffective teaching or lack of control. Since the material is well chosen and well graded, the errors can be reduced. Pit Corder in Sitti Khodijah (2006) said it is however, not easy to identify such error except in conjunction with a close study of the material and teaching technique to which the learner has been exposed.

According to John Norris in Sitti Khodijah (2006) there are three factors that can be classified as the causes of errors:

1. Carelessness

It is often closely related to lack of motivation. Lack of motivation may be the result of the presentation style done by the teacher, which does not suit the students, or may be the materials are not interesting for the students.

2. First language interferences

First language interference is the result of the language habits that have been established in the students' native language. When the students use English, they usually bring or use the native language habit in the target language they being learn. It is same as Corder said before.

3. Translation

It is the most common error made by students, translating word by word of idiomatic expression in the first students' language can produce error in this type. This usually happen as the result of a situation when a learner is asked to communicate something but does not know appropriate expression or structure.

A.3. The Goal of error Analysis

Every single research on error analysis must have at least one goal to achieve, as Haryanto (2010) states error analysis is usually designed to identify the kinds of learners' errors in second language learning. Ellis (1997:15) writes there are good reasons for focusing on errors.

First, they are conspicuous feature of learner language, raising the important question of "why do learners make errors?". Second, it is useful for teachers to know what errors learners make. Third, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make. It is clear that error analysis has some purposes. By conducting error analysis, teachers can identify the errors made by the students. Having identified the errors made by the students, teachers can easily help the learners avoid the errors.

B. Preposition

B.1. What is preposition?

According to Gucker (1966) by definition, a preposition connects a noun or pronoun to some other word in a sentence. Pasakarnis (1987) stated that a preposition is a word that shows the relationship of a noun or pronoun to some other word in the sentence. Prepositions are words that usually come in front of nouns or pronouns and express a relation to another word in sentences. It is similar to what Stannard Allen (1974) writes preposition usually come before the words they control. They never change their form regardless of the case, time, gender, etc of the way they are referring to. Prepositions are important words. We use individual prepositions more frequently than other individual words. In fact, the prepositions **of**, **to** and **in** are among the ten most frequent words in English. Many of prepositions have more than one meaning. Here are examples of prepositions: *aboard, about, above, across, against, along, among, around, at, behind, below, beside, besides, between, down, during, for, from, in, of, on, onto, opposite, outside, since, than, through, to, toward, under, unlike, until, up, upon, versus, with, within, without*. A preposition is followed by a "noun". It is never followed by a verb. By "noun" we include:

- **noun** (dog, money, love)
- **proper noun (name)** (Bangkok, Mary)
- **pronoun** (you, him, us)
- **noun group** (my first job)
- **gerund** (swimming)

A preposition cannot be followed by a verb. If we want to follow a preposition by a verb,

we must use the "-ing" form which is really a gerund or verb in noun form.

Although it is said that prepositions are used more frequent than other individual words, it is not so easy to use preposition properly. Michael Swan (1980) stated that it is difficult to learn to use preposition correctly. Most of the prepositions have several different functions. Pasarkins (1987) suggests that one of the best ways to learn how to use preposition correctly is by reading. Reading can help us understand how to use prepositions properly because by reading a lot we can be shown the exact ways of using prepositions.

B.2. Preposition of time

According to Dooley and Evans (2004) we use preposition of time to say when something happens, happened, or will happen. We use *at* for a PRECISE TIME, *in* for MONTHS, YEARS, CENTURIES and LONG PERIODS, and *on* for DAYS and DATES.

The examples below show the use of preposition of time in sentences.

- I have a meeting **at** 9 am.
- The shop closes **at** midnight.
- Jane went home **at** lunchtime.
- In England, it often snows **in** December.
- Do you think we will go to Jupiter **in** the future?
- There should be a lot of progress **in** the next century.
- Do you work **on** Mondays?
- Her birthday is **on** 20 November.
- Where will you be **on** New Year's Day?

B.3. Preposition of place

According to Dooley and Evans (2004) we use preposition of place to say where somebody or something is. In general, we use *at* for a POINT, *in* for an ENCLOSED SPACE, and *on* for a SURFACE.

We can see the examples of using preposition of place in sentences below.

- Jane is waiting for you at the bus stop.
- The shop is at the end of the street.
- My plane stopped at Dubai and Hanoi and arrived in Bangkok two hours late.
- When will you arrive at the office?

Table 1: Preposition of time

English	Usage	Example
on	days of the week	on Monday
in	months/seasons time of day year after a certain period of time (when?)	in August/in winter in the morning in 2006 in an hour
at	for night for weekend a certain point of time (when?)	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)
to/till/until	marking the beginning and end of a period of time	from Monday to/till Friday
till/until	in the sense of how long something is going to last	He is on holiday until Friday.
by	in the sense of at the latest up to a certain time	I will be back by 6 o'clock By 11 o'clock, I had read five pages

- Do you work in an office?
- I have a meeting in New York.
- Do you live in Japan?
- Jupiter is in the Solar System.
- The author's name is on the cover of the book.
- There are no prices on this menu.
- You are standing on my foot.
- There was a "no smoking" sign on the wall.
- I live on the 7th floor at 21 Oxford Street in London.

B.4. Other important preposition

C. Showing Direction

It is very common to have a conversation which involves utterances that show direction. When we give information about which direction somebody should go, it is at the same time we show direction. According to English Language Service (1964) giving direction is to tell which direction it is to a place. Nick McIver (1979) writes when you say go straight or go along

... or take the first turning left or right, you tell someone how to get to certain point. Some of most common phrases used to show direction are as follows:

- Go straight ahead until you find ...
- Go along this road
- Turn right
- Turn left
- Take the first/second turning on the left/right
- It is on the left/right
- It is next to ...
- Etc.

As Richards and Bycina (1984) listed some common expression to give direction

- You go (straight) down/up this street
- It's the second right
- It's on the left/right next to ...
- It's just past/before ...
- Its opposite ...

Table 2: Preposition of place

English	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
at	meaning next to, by an object for table for even place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
on	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for television, radio	the picture on the wall London lies on the Thames on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by / next to/beside the car
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning <i>more than</i> getting to the other side (also across) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also over) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building movement to a place or country for bed	go to the cinema go to London/Ireland go to bed
into	enter a room/a building	go into the kitchen/the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of where from	a flower from the garden

II. FINDING AND DISCUSSION

A. Findings

The researcher recorded the students while showing direction about their home locality. The

students drew pictures as a map and then explain how to get to their house based on the picture they drew. The writer presents the data as can be seen below.

Table 3: Other important preposition

English	Usage	Example
from	who gave it	a present from Jane
by	who made it	a book by Mark Twain
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
in	entering a car / Taxi	get in the car
off	leaving a public transport vehicle	get off the train
out of	leaving a car / Taxi	get out of the taxi
by	rise or fall of something travelling (other than walking or horseriding)	prices have risen by 10 percent by car, by bus
at	for age	she learned Russian at 45
about	for topics, meaning what about	we were talking about you

Student 1 (Irene, 19) recorded on Monday, 30 April 2012 at 16:17:17

Ok ...thank you ...rr ...thank you for this time. I want to tell you ...rr ...about location ...my house (T: location of your house) well ... (T: be relax. Kalau anda grogi aliran ide-ide anda akan stop dan anda tidak akan bisa berbuat apa-apa) ok ...now its's Makal ...of makale if you go if you go my go to my house ...rr ...from pool mak...makale pool (T: use your imagination).

Mm... about about three, three hundred meters ... ee...go, go...ss...ascending... ee there, there are rujab...e...rujab and my house is behind rujab... r...rujab and my house in behind rujab. Behind rujab there are ascending road about fifty meters and here my house. But if I go to ...rr ...campus SMEA about ...rr ...700 meters from my house. That's all thank you.

Sentence produce by the student : I want to tell you ...rr...about location ...
my house

Correct sentence : I want to tell you about location of my house

In the sentence produced by the student, there is a missing preposition that is 'of'. The student made an error because she omitted the preposition of. Preposition 'of' is used after the word location and followed by noun. I want to tell you about location of my house. The preposition 'of' is used after the word location and followed by noun 'my house'.

To form a prepositional phrase, we combine a word with a preposition. Downing and Locke (1992) explain that we use prepositions at, on, in, of, from, etc. to form prepositional phrase such as because of, away from, according to, etc. The preposition 'of' is used to form the prepositional phrase 'location of'. The cause of this error is carelessness (Norris in Khodijah 2006). The student omitted the proposition of because she did not pay careful attention to the presence of the preposition in that sentence.

The student made an error of using the preposition *of* instead of *from*. It is an error because to explain something in the sense of one point to another point, we use preposition *from* as Dooley and Evans (2004) write that in the sense of where from, we use preposition *from*. The error of using preposition *of* made by the student in this sentence is due to carelessness (Norris in Khodijah 2006). It can also be caused by first langue interference (Haryanto 2010) because the student defined the use of both *of* and *from* in the same way. The two prepositions can be translated as *dari* in Indonesian.

The preposition *behind* does not need any preposition to precede it. In the sentence, the student put a preposition to precede the preposition *behind*. The error is caused by mother tongue interference (Harayanto 2010). It is normal to say *di belakang* in Indonesian, so the

Sentence produce by the student : Of makale if you go if you go my go to my house.
 Correct sentence : From Makale, if you want to go to my house.

Sentence produce by the student : My house *in* behind rujab.
 Correct sentence : My house *is* behind rujab.

student used *in behind*; *di* is translated as *in* and *belakang* is translated as *behind*.

For certain side, such as the right and the left, we use the preposition on (Dooley and Evans 2004). The student used 'in' instead of on. We say "on the right side" not "in the right side". The error of using in instead of on in the expression on the right is due to translation factor (Norris in Sitti Khodijah 2006). According to Norris it is the most common error made by student to translate word by word. The student translated *di sebelah kanan* as in the right side. She translated *di* as in, *sebelah* as side, and *kanan* as the right.

The student used the preposition *in* instead of *on*. The phrase to express certain side such as the right side uses the preposition on not in. Dooley and Evans (2004) write for certain side, such as the left and the right we use preposition on. According to Norris in Sitti Khodijah 2006) it is the most common error made by student to translate word by word. The student translated *di sebelah kanan* as in the right side, word by word, so the error is due to translation made by the student.

The student placed preposition in right after preposition beside. By doing so, she made an error because the preposition beside cannot be followed by another preposition.

In the sentence, the student used preposition at followed by Makale, a name of a place. The proper preposition used to refer to common place such as town and country (Dooley and Evans 2004) is in. Makale is a name of a town, so the proper preposition is in. The student used the preposition at carelessly instead of in, so the error is due to carelessness (Norris in Khodijah 2006).

In the sentence, the student made two errors. The first is she omitted the preposition at before the noun 'the bus station'. For certain points such as at the door and at the bus station, we use preposition at (Dooley and Evans 2004). The second one is she used the preposition in instead of on to express on the left. As it

was explained before that for certain side, the proper preposition is on (Dooley and Evans 2004), so the proper preposition that we should use here is on. The first error is caused by carelessness (Norris in Khodijah 2006) because she omitted the preposition at of the expression at the bus station. The second error is due to translation (Norris in Khodijah 2006). The student translated *di sebelah kiri* as in the left side, word by word, so this is an error.

B. Discussion

1. The errors of using preposition made by the students can be listed as follows:

- (a) Preposition *of* instead of *from*

The use of preposition of instead of from in the sentence of Makale if you go if you go my go to my house,...It is an error because to explain something in the sense of one point to another point, we use preposition from as Dooley and Evans (2004) write that in the sense of where from, we use preposition from.

Missing preposition of

I want to tell you ... about location ...my house. Preposition 'of' is used after the word location and followed by noun. I want to tell you about location of my house. The preposition 'of' is used after the word location and followed by noun 'my house'. To form a prepositional phrase, we combine a word with a preposition. Downing and Locke (1992) explain that we use prepositions at, on, in, of, from, etc. to form prepositional phrase such as because of, away from, according to, etc. The preposition 'of' is used to form the prepositional phrase 'location of'.

Student 2 (Susi Susanti, 19) recorded on Monday, 30 April 2012 at 16:22:18

If you go to ..e..if you start from makale town, go to the, go to...Rantepao town ...about...four kilometers ... you will you find, you will find ...depart, the department of ...religion affair ...beside of..you will ...you will find ...the religion department of religion affair in the right side of ...the religion the department of religion affair is my house it is..it is my home ...the small house with ...pink paint. That's all. Thank you

Sentence produce by the student : in the right side of ...the religion
the department of religion affair is my house
Correct sentence : The building on the right side of the
department of religion affair is my house

Student 3 (Reysita Tambing, 19) recorded on Monday, 30 April 2012 at 16:24:45

Ok. Good afternoon (other students: good afternoon) thank you this time given to me. Now, I want to tell you about my home location (T: location) well, (drawing) now, rr.. I live in Botang ...two kilometers from Makale, Makale town. If you , to go to my house start from Makale town you go along this road and in kilometer 2, you will find ...elementary school ...people ...call this SDN No 103 Makale 6. Next, if you arrive in this school ...in the right side, you go, you go along and then...it is about ...100 meters ...in the right side ...there is my house... beside in my house, there is a farm and next, next to the farm there is a kindergarten ...next ... my house is opposite with warung makan setia Botang. I think that's all. Thank you very much.

Sentence produce by the student : Next, if you arrive in this school ...in right side,
you go, you go along and then..it is about...100 meters
....in the right side....there is my house
Correct sentence : Next, if you arrive in this school, on the right side
you go along and then it is about 100 meters,
on the right side, there is my house

Sentence produce by the student : Beside in my house, there is a farm
Correct sentence : Beside my house, there is a farm

Student 5 (Julianto, 20) recorded on Monday, 30 April 2012 at 16:34:30

Ok. Thank you. I want to explain with you the location for my home. Showing, the same showing our teacher, so, because I ... my home ... the road going to our teacher, but the if we are at Rembon different road. Ok, if we are at Makale city, we go to bus station and well the left the road to Rembon we are this is the road if we go to Batu Sura' and in our village we are going to Uluvalu and there are 25. 25 kilometers in Uluvalu there is village ... Bittuang, Bittuang and this is my home in Bittuang. ... if we are in Makale, there are 35 kilometers to my house, my home. Ok. I think that's all. Thank you.

Sentence produce by the student : Ok, if we are at Makale city, we go to bus station
Correct sentence : Ok. If we are in Makale town, we go to bus station

(b) Preposition *in*
in instead of *on*
The students say in the right side or
in the left side. For certain side, such

as the right and the left, we use the
preposition *on* (Dooley and Evans
2004). The student used 'in' instead
of *on*. We say "on the right side" not
"in the right side".

Student 7 (Marcelina Indriani, 19) recorded on Monday, 30 April 2012 at 16:39:26

Ok. I live in Kasimpo and, and ..mm.. I will describe the road for ... my house. (drawing) if you ... if you want to go to my home ... you start ...mm.. in Makale pool and ... ahead long this road ... and you will find ... the bus station ... maybe ... one kilometer and ... if you, if you arrive there the bus station ... go along ... this road and in the left you will find ... the junior high school SMP Negeri 1 Makale. And, and ... you ..e.. next. You ... ascending road ..mm.. and you will ... find ... the senior high school SMA Negeri 1 Makale. And next you ... go ahead long this road ..mm.. if you and turn left and you will find my house. ... my house ..mm.. is ... opposite ... the big church, and the church is behind the senior high school. That's all. Thank you.

- Sentence produce by the student : If you arrive there the bus station ... go along ... this road and in the left you will find ... the junior high school SMP Negeri 1 Makale
- Correct sentence : If you arrive there, at the bus station, go along this road and on the left you will find the junior high school SMP Negeri 1 Makale.

Using in in an inappropriate position

The student placed preposition in right after preposition beside. By doing so, she made an error because the preposition beside cannot be followed by another preposition. Another error is placing in right before another preposition (in behind). The preposition behind does not need any preposition to precede it. In the sentence, the student put a preposition to precede the preposition behind.

(c) Preposition *at* instead of *in*

In the sentence, the student used preposition *at* followed by a name of a place. The proper preposition used to refer to common place such as town and country (Dooley and Evans 2004) is *in*.

2. The factors cause the errors made by students can be listed as follows:

(a) Mother tongue interference

The errors such as using preposition *in* to express *di belakang* are caused by mother tongue interference. As Haryanto (2010) states that interference may be defined as the use of elements from one language while speaking another and may be found at the level of pronunciation,

morphology, syntax, vocabulary, and meaning.

(b) Carelessness

Omitting certain words from expressions or sentences can cause errors. This happened to the use of prepositions in showing direction. Doing this kind of thing is called carelessness. Carelessness is a factor that can cause error as Norris in Khodijah (2006) says that carelessness is closely related to lack of motivation.

(c) Translation

Translating is a common way done by language learners to express their ideas in the target language. They translate expressions or sentences from their mother tongue into the target language. In the process of translation, they might translate the expressions or sentences word by word. This way can cause errors as Norris in Khodijah (2006) writes that translating word by word of idiomatic expression in the first students' language can produce error in this type.

III. SUGGESTION

After drawing conclusion of this research, the writer can propose some suggestions. The suggestions are as follows:

1. Even though prepositions are only small words, they should be used properly and appropriately.
 2. To help students use preposition appropriately, teachers should pay careful attention to the topic or teaching material in connecting to preposition.
 3. Correcting students' errors of using preposition is needed, but it should be given wisely.
 4. Teachers should be good models of using preposition.
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