

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will discuss about the background information in order to answer all research questions, such as definition of error, differences between error and mistake, types of error, cause of error, error analysis, definition of preposition, types of preposition, classification of prepositions, error analysis in learner's use of preposition in their writings, and conceptual framework.

2.1 Definition of Error

The errors are defined as a part of conversation or composition that deviates from some selected norm of mature language performance (Dulay et al, 1982). This definition can be inferred that error is the flawed side of learner speech or writing. It is undeniable that every student must have an error in their own writing. Dulay also stated that studying learners errors may serve two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

It is important for both reader and writer to differentiate between error and mistakes. Errors are systematic, likely to have repeated occurrences and are typically made by learners. An error occurs when the deviation arises as a result of lack of knowledge. It represents a lack of competence, i.e. the learner's underlying deficient knowledge of the target linguistic system. Basically, error refers to gaps in the learner's knowledge (Ellis, 1997).

On the other hand, mistakes are unsystematic, occasional, and occur typically random. In line with Ellis, mistakes occur when learners fail to perform their competence (Corder, 1981). Mistakes are a result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on alternative, non-standard rule which they find easier to access. They reflect processing failures that arise as a result of factors, such as memory lapses, emotional strains, carelessness, and lack of automaticity.

In other words, a mistake can be defined as a learner's slip that have a self correct, while the errors defined as a learner's slip that does not have a self correct. From those definition above, the writer can conclude that a mistake is just a slip that learner do not pay attention on the right form. And an error is deviation made by learner because they do not know the rule and will make it repetitively.

To distinguish between error and mistake, Ellis as cited by Endorgan (2005:263) suggests two ways. The first one is to check the consistency of learner's writing, if he sometimes uses the correct form and sometimes uses the wrong one, it is called as a mistake. However, if he always uses it incorrectly, it is an error. Second way is to ask learner to try correcting his own deviant utterance. When he is unable too, the deviations are errors, while he is able to correct, it is mistakes.

2.2. Types of Error in Preposition

The error of prepositions can interrupt the flow ideas of the writer (Ellis, 1997: 102). It means when the writing does not use correct form of preposition, the reader will confuse with the thoughts of the writer. To conduct this study, we need to know about the

categories of the error itself. There are four types of error which are used in this study. Corder (1971: 138-139) classifies the types of error into four categories which are: Misselection, Omission, Addition and Misordering

The first error which is commonly done by learner is misselection. Selection error is indicated by the incorrect presence of an item in an utterance. It means, when the students are wrongly substituted an element in a sentence for another one from the same category. In this study, error in selection refers to the case when within a sentence any preposition is used instead of the appropriate one. This also makes the sentence ambiguous, or even meaningless.

Next error is omission which indicates that there is an absence of an item that should be appears in a well-formed utterance. In the other words, an omission happens when the learner leaves out a necessary element within a sentence for its correct understanding. In this study, the omission refers to the case when learner does not include the preposition that is necessary for the correct interpretation of the sentence.

Third error is addition. This error is the opposite of omission. It indicates that there is a presence of an item that should not be appeared in a well-formed utterance. In this study, the addition refers to the case when learner includes the preposition that is not necessary for the correct interpretation of the sentence.

The last error is misordering. This error occurs when the right elements are put in wrong order. This is also related with spelling and also the order of words in the sentence that is written. In conclusion, the errors occurred in preposition or any parts of speech are caused by error of selection, addition, omission and misordering.

2.3.Error Analysis and Its Causes

Error analysis is the process of determining the incidence, nature, cause, and consequences of unsuccessful language. Error analysis can be defined as a way to reveal errors which are found in speaking or writing (James, 1998:205). It has three purposes: Firstly, it can be used in finding out the level of language proficiency the learner reached. Secondly, it can be used in obtaining information about common difficulties in language learning, and thirdly, it can be used in finding out how people learn a language (Sercombe, 2000).

Learners made an error or mistake of their writing is triggered by several sources. Richards (1971) stated that by trying to identify source of error, teacher can take another step toward understanding how is the learner's cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition. This study uses two types of causes of errors from Richards (1971) which are: Interlingual and Intralingual.

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language (Dulay, 1982: 171). That means, this error is attributed to the native language. These kinds of errors occur when the learner's habits (pattern, system, or rules) interfere or prevent him or her to some extent, from acquiring the patterns and rules of the second language. Interference (negative transfer) is negative influence of the mother tongue (L1) on the performance of the target language (L2). For example, if the Indonesian EFL learner produced "*The book is **in** the table*" whereas in English the correct form is "*The book is **on** the table*". because the place shows a surface of the table.

Another cause of error is interlingual which is not only indicated by interference from the students' own language. Learner may make mistakes in the target language, since they do not know the target language very well, so they have difficulties in using it. Richards (1971:6) writes, "intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based in partial exposure of the target language". Thus, intralingual errors are the direct result of the learner's attempt to create language system he is learning about.

Richard also classifies the intralingual errors into four categories, which are (1) over-generalization; (2) ignorance of rule restriction; (3) incomplete application of the rule; and (4) false concept hypothesis or semantic errors.

Over-generalization is over generalizing a basis form of a structure to be applied in other form. It is used to happen when a second language learner uses *-s* or *-ed* marker in the sentence "*He is walks*" to present in progress activity where the basis form is "*He walks*" and "*Yesterday, I go to university and meet my new professor*".

Sometimes, second language learner does not know or even care about some rules that the target language has. For instance, some learner may say "*interested about*" instead of "*interested in*", "*consist from*" instead of "*consist of*", "*married with her*" instead of "*married her*". Another example is in the sentence "*I make him to do it*" instead of "*I make him do it*". Those examples are as ignorance of rules restrictions because learners mostly tend to generalize syntactic rule.

Incomplete of the rule restriction may occur when learner fails to apply the rules completely due to the stimulus sentence. It shows an utterance of structure whose

deviancy represents the degree of development of the rules required producing acceptable utterances.

False concept hypothesized derived from the faulty comprehension of destination of the target language. Learner fails to use the correct concepts. These errors are sometimes due to the poor gradation of teaching items. “It’s” may be interpreted as “its” such as in “*Its pleasant in the garden*” instead of “*It’s pleasant in the garden*”.

2.4. Definition of Preposition

Prepositions are words which link nouns, pronouns, and phrases to other words in a sentence (MacFadyen, 2014). In addition, by linking all the other words together, the prepositions help the reader to understand how the pieces of the sentence fit. Without proper use of preposition, the reader might be confused in understanding the writer’s writing. The preposition and noun phrase together form a prepositional phrase.

Consider these sentences:

e.g. They meet **before** lunch.

e.g. A letter **for** you.

By the definition, a preposition is placed before a word “prepositioned” to indicate the words meaning within the context of the sentence. Prepositions usually precede another word or words, especially a noun or a noun phrases. There are important exceptions to this position rule, but prepositions are always closely linked syntactically to another word – and this is one way in which they differ from adverb (Chalker, 1984). Furthermore, the position of preposition can be in different kinds of sentence.

Consider these sentences:

e.g. Who is she working **for**?

e.g. She's working **for** her friend.

The first example shows that the position of preposition is at the end of sentence. Meanwhile the second example shows the position of preposition is in its usual position, at the front of its noun phrase.

Prepositions are usually in front of a noun phrases, whereas prepositional adverbs usually stands alone, without a following noun phrase.

Consider these sentences:

i.e. She stayed **in** the house.

i.e. She stayed **in**.

The word “in” in the first sentence is used as prepositions, because it precedes a noun/place, meanwhile the word “in” in the second sentence used as prepositional adverb.

Prepositions are essential discorsal devices, reinforced by the fact they are basic components in producing written texts (Carmen, 2004). Thus, unlike content words' function, words like prepositions are usually not overlooked by learners when processing language mainly for meanings. it is very crucial ESL speakers or graduates do not possess the mastery, knowledge, and awareness concerning the function of preposition.

Besides them, prepositional verb are commonly used by learners. Prepositional verb is used for an idiom which made up of verb+preposition. Here are the following prepositional verbs commonly used; Add to; agree with; aim at / for; allow for; apply for; approve of; ask for; attend to; believe in; belong to; call for / on; Care for; look at; consent to; deal with; decide on; hope for; insist on; live on; long for; look after; look at; look for; etc.

The verbs and preposition expresses a single idea. Consider these sentences

i.e. He **takes after** his grandfather.

i.e. We have **asked for** help.

i.e. I have to **look after** the house.

The first sentence, prepositional verb used is “takes after” that means resembles/ alike. The second sentence, prepositional verb used is “asked for” that means request something. And the third sentence, prepositional verb used is “look after” that means take care of something/someone.

The verb and preposition are also often together at the end of the sentence. Consider these sentences.

i.e. I don’t know who this book **belongs to**.

i.e. We scarcely have enough to **live on**.

i.e. Have the new chair been **paid for**?

The first sentence, prepositional verb used is “belongs to” that refers to noun phrase “this book”. The second sentence, prepositional verb used is “live on” that means to still survive. And the third sentence, prepositional verb used is “paid for” that refers to the new chair.

2.4.1. Classification of preposition

Almost prepositions are single words, even though there are some that consist of more than one word. Josef Essberger (2012) classified two classes of prepositions; (1) Simple/ one word prepositions, (2) Complex Preposition.

Simple/ one word prepositions generally indicated by consist of single word and mostly used in students’ writing. Josef Essberger (2012) suggests the following list of

common one-word prepositions, such as about, above, Across, Along, Among, Around, At, As, Before, Behind, Below, Beneath, Beside, in, of at, on, under, below, to etc

Furthermore, Josef Essberger (2012) presents another list of prepositions which consists of preposition of more than one word or it is called as complex preposition. Those prepositions consist of more than one word such as according to, based on, ahead of, in front of, at the end..., next to, out of, etc

2.4.2. Types of prepositions

A major use of prepositions is to relate things or people in various ways in place and time (Parrot, 2001). Many of prepositions utilize to both place and time, with very similar meanings. Some of these/time prepositions lead their meaning to figurative uses, though some possess other meaning as well.

Prepositions also indicate the different relations which are found between things mentioned in the sentences. The writer used the types of preposition from Berry and Brizee (2010). They are classified into the categories of place, time, direction, agent, instrument, and prepositional phrase.

The first type is preposition of place. It is used to express notions of place, English uses the following prepositions: **in**: to talk about the point itself, **inside**: to express something contained:, **on** : to talk about the surface, **at**: to talk about the general vicinity.

To express notions of an object being higher than a point, English uses the following prepositions: **over, above**. To express the notions of an object being lower than a point, English uses the following prepositions: **under, underneath, beneath**,

below. To express the notions of an object being close to a point, English uses the following prepositions: near, by, next to, between, among, opposite.

The second type is prepositions of time. **On, at, in** indicate one point in time. To express extended time, English uses the following prepositions: **since, for, by, from-to, from-until, during, (with)in**, etc

The next is prepositions of direction. The basic prepositions of a direction are **to**. **To** is not only used as infinitive marker, but also used as preposition. **To:** signifies orientation towards a goal. When the goal is physical such as a destination, “to” implies movement in the direction of the goal. The other two prepositions of direction are compounds formed by adding “to” to the corresponding prepositions of location. **Onto:** signifies movement toward a surface. **Into:** signifies movement towards the interior of a volume, etc

Another type is prepositions for agent. Preposition for agent is used for a thing which is caused of another thing in the sentence. Some prepositions used are *by, with, etc.* Following sentences are the examples of preposition for agent.i.e The book is written **by** Shakespeare.

Next is preposition for instrument. Preposition for Instrument means that there are different preposition used for the different instrument and devices. For example: *by, with, on*. Following sentences are the examples of prepositions for instrument, i.e. I come to the college **by** van.

The last is prepositional phrase. Prepositional phrase is a combination of a verb and a preposition. It is just a verb followed by a preposition. Some verbs need particular

prepositions to be used after them in sentences to indicate certain direct object. Such a verb with its required preposition is called a prepositional phrase

For example, He **knocks at** the door.

In above sentence “knock at” is prepositional phrase which contains a verb “knock” and a preposition “at”. Without the use of correct preposition after a prepositional verb in a sentence, the sentence is considered to be grammatically wrong. For example if we say, “he knocks the door”, it is wrong because it lacks the required preposition “at”. So the correct sentence is “he knocks at the door”.

Prepositional Verbs are transitive and they have a direct object in sentence. Some of the frequently used preposition verbs are, laugh at, knock at, listen to, look at, look for, look after, wait for, agree to, agree with, talk about, talked to. Following sentences are the examples of prepositional phrase. i.e She is **listening to** music. She **looked at** the blackboard. We **believe in** God. It should be **addressed to** you. They were **waiting for** the teacher,etc

2.5.Error Analysis in Learner’s Use of Preposition in Their Writings

Learners when learning English as a Second Language, generally commit mistakes in prepositions. This could be, due to the fact that there are so many prepositions that ESL students must learn and remember. However, in English, prepositions are very important and should be used with accuracy in order to make ourselves understood. Thus, in order to avoid prepositional mistakes, it would be best for ESL students to learn more and more English phrases and expressions that make use of the correct prepositions.

Parrot (2001) mentioned there are some common errors which committed by learner in using preposition of their writings; (1) learners may missout a preposition, (2) Learner may use the wrong preposition, (3) learner may use a preposition where one isn't needed, (4) learner may use a preposition to express purpose, (5) leaner may use an infinitive instead of *to* + *-ing*, (6) learner may inappropriately use infinitives after nouns.

2.6. Conceptual Framework

Writing is one way to communicate or deliver ideas of the writer. It also needs a good quality to bridge between the writer's thought and reader's understanding. But, in order to reach the good quality of writing, the writer needs to consider the flow, the sequence of ideas and the rules of making sentences.

Grammar must contain eight parts of speech which one of them is preposition. Using preposition is considered as important because this part is a connecting word to show the relationship of a noun or pronoun to some other word in the sentence. Therefore, the learners need to pay attention in using the appropriate prepositions in order to produce a good writing and to make the reader understand what they want to say through their writing clearly.

Therefore, error analysis is considered as the most appropriate method in this study to measure how the preposition is used or achieved by the students. The model of analysis is proposed by Corder (1981) who categorized the errors into four types (Misselection, omission, addition, misordering). It is chosen because this model is considered as the most suitable to reach the aim of this study that is to profile the errors in the use of preposition in students' writings.

After that, the following is that the writer calculates the frequencies of each error made by students in their writings according to each type. At last, in order to analyze the possible cause of errors the writer uses perspective of errors which are interlingual errors, intralingual errors from Richards (1971).