

**AN ERROR ANALYSIS ON THE USE OF PREPOSITIONS IN UNDERGRADUATE  
STUDENTS' WRITINGS**



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## ABSTRAK

**Kevin Tribaskoro. 2015, Analisis Kesalahan Pada Penggunaan Preposisi Terhadap Tulisan Mahasiswa. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.**

Penelitian ini bertujuan untuk mengetahui dan menganalisis kesalahan pada penggunaan preposisi yang dibuat dalam tulisan mahasiswa. Metode yang digunakan dalam penelitian ini adalah analisis kesalahan untuk mengukur, menganalisa dan menggambarkan kesalahan-kesalahan penggunaan preposisi yang terdapat dalam tulisan mahasiswa. Sumber data yang digunakan dalam penelitian ini diperoleh dari 43 tulisan mahasiswa yang dibuat oleh mahasiswa tahun akademis 2012 dan 2014, yang sedang mengambil mata kuliah *Grammar* di jurusan bahasa dan sastra Inggris. Penelitian ini menggunakan model analisis Corder (1981) yang mengklasifikasikan tipe-tipe kesalahan yakni Kesalahan Penambahan, Kesalahan Penghilangan, Kesalahan Pemilihan, dan Kesalahan Urutan. Selain itu, penelitian ini juga mencari tahu kemungkinan penyebab kesalahan-kesalahan tersebut yang disebutkan oleh Richards (1971). Kemungkinan penyebabnya adalah kesalahan intralingual dan kesalahan interlingual. Studi ini menunjukkan bahwa hanya terdapat 3 tipe kesalahan yaitu Kesalahan Penambahan, Kesalahan Penghilangan, dan Kesalahan Pemilihan. Kesalahan Pemilihan adalah yang paling sering terjadi di tulisan mahasiswa dengan jumlah 44 kesalahan (54.8%), diikuti dengan Kesalahan Penambahan dengan 21 kesalahan (25%) dan Kesalahan Penghilangan adalah yang paling sedikit dilakukan dengan 17 kesalahan (20.2%). Kemungkinan penyebab kesalahan didominasi oleh Kesalahan Interlingual dengan 44 kesalahan (54%), sedangkan Kesalahan Intralingual hanya sejumlah 38 kesalahan (46%). Penelitian ini diharapkan agar memberikan pemahaman bagi mahasiswa jurusan Bahasa dan Sastra Inggris di UNJ dan menjadi referensi dalam belajar Bahasa Inggris terutama pada kelas Grammar dan Menulis.

Kata kunci: Analisis Kesalahan, Kesalahan di Preposisi, , Jenis-Jenis Kesalahan, Penyebab Kesalahan, Tulisan Mahasiswa.

## ABSTRACT

**Kevin Tribaskoro. 2015, *Error Analysis on the Use of Preposition in Undergraduate Students' Writings*. Thesis. English Department, Faculty of Language and Arts, State University of Jakarta.**

This study aims at finding out and analyzing errors on the use of preposition in undergraduate students' writings. Method of this study was error analysis to measure, analyze, and describe errors on the use of preposition in undergraduate students' writings. Source of data that is used in this study was collected from 43 students' writings in academic year 2012 and 2014, who were taking Grammar subject at English Department. This study used Corder's model of error analysis (1981) which classified types of errors into Addition, Omission, Misselection, and Misordering. This study also intends to find out possible cause of errors by using Richard's theory (1971). The possible cause of errors was categorized into two which are interlingual error and intralingual error. The result showed that there were only three types of error which are addition, omission, and misselection. Error in misselection is the most occurred in undergraduate students' writings with 44 errors (54.8%), followed by addition with 21 errors (25%), and error in omission was the least occurred with 17 errors (20.2%). The possible cause of errors was dominated by interlingual error with 44 errors (54%) while intralingual error was only 38 errors (46%). This study is expected to give insights for undergraduate students at English Department in State University of Jakarta and also as reference in learning especially in Grammar and Writing Class.

**Keywords :** Error Analysis, Error in Preposition, Types of Error, Cause of Error, Undergraduate Students' Writings.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of study

Prepositions are words which link nouns, pronouns, and phrases to other words in a sentence or it can be called as connecting words (MacFadyen, 2014). Unlike noun, verbs, and modifiers, which may change form according to their meaning and use in the sentence, prepositions never change form. It expresses a number of relationships, including time, location, manner, means, quantity, purpose, and state or condition. Some of the prepositions which commonly arise in learners' work are preposition: of, to, in, for, with, on, at, and by (Berry and Brize, 2010).

Prepositions is one aspect of part of speech which is difficult for second language learner to learnt. Long after ESL/EFL students have achieved a high level of proficiency in English, they still struggle with prepositions (Celce-Murcia & Larsen Freeman, 2001). This could be due to a wide range of linguistics functions that preposition served.

Misuse of preposition, which commonly done by Indonesian second language learner is the interchangeably of Indonesian preposition. For example, the sentence, "The book is **in** the table", instead of saying, "The book is **on** the table". Or "He is **in** the school now", instead of saying "He is **at** school now".

Having an effective writing skill is important in academic field because teaching and learning exercise mostly done by writings or other written text. By studying and practicing more, learners might develop their writing skill. Besides that, good writing is still need a high level of importance in the grammatical system and eventually in the learning of



the language. The aim of good writing is to get across information in a clear and concise manner (Checkett&Feng-Checkett, 2004). Therefore, the writer's writing should be understandable for the reader about his/her idea in a simple way.

For students who learn at English Language Education Study Program (ELESP) of State University of Jakarta have to take prerequisite courses of writing: Basic Writing, Academic Writing 1, Academic Writing 2 and Business Writing. The purpose of those subjects are to improve learners writing skill to be more competent so that they can be able to make a good writing and also writing *skripsi* at the end when the learners have fulfilled their study in university. So, the written accuracy of students is important. A lack of written accuracy may meddle with the clarity of their message (or ideas) and indicate them as poor users of the language (Ferris, 2011).

In writing assignment, students' misuse is committed when using inappropriate preposition whereas the preposition is one of the important points in part of speech used as connecting words 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.

There are some studies about the errors made by ESL learners when dealing with such prepositions and discusses the source behind the errors in writing. The research conducted in Philippine by Castro (2003) showed that the most errors made by the students are substitution error or misselection of preposition with percentage 62%. The major cause of error faced by them is intralingual cause- the errors that originate from the target language. He revealed that the interference of Filipino is minimal as the result show the

dominance of intralingual over interlingual errors. Meanwhile, Darus (2009) in his research showed that the errors of prepositions included omission, addition, and wrong selection in 70 college's students' writings. The most frequent source of prepositional error was caused by the interference L1 of learners. The other study conducted by Khurriyati (2013). The major type of the errors was the wrong selection of preposition with percentage 45% among 37 pupils as the participant of her subject. She also found that the factor that influenced the errors was caused by intralingual errors. Another study conducted by Zawahreh (2012) revealed that the most predominant errors within function words were errors of insertion of prepositions. The sample of this study consisted of 350 students. The result of this study showed that 170 errors in preposition which were caused by the dominance of mother tongue interference which is the Arabic language.

From those previous studies it can be concluded that one of the students' problem is on the use of preposition. And also it can be seen that the errors made by the student are derived from both interlingual errors and intralingual errors. This study will be conducted in English Department at the State University of Jakarta students. Since the previous study were not conducted in English Department students in university and were not specifically discussed the error based on their types of preposition, this study will be focused on profiling students' error in using preposition specifically according to the type of preposition in their writings.

## **1.2 Research questions**

This study is undertaken below the following question: How is the profile of undergraduate students' error in using preposition in their writings?

This research is focused on finding the answer to the three subsidiary questions:

1. What are the types of errors frequently made by undergraduate students in using preposition?
2. How is the frequency of errors undergraduate students' make in using prepositions?
3. What are causes of students' error that undergraduate students made in using prepositions?

### **1.3.Purpose of the study**

This study is aimed at profiling students' error in using prepositions in their writings made by the undergraduate student in ED-UNJ, by finding out:

1. Types of errors undergraduate students' frequently made in using preposition in their writings.
2. The frequencies of errors made by undergraduate students in using preposition in their writings.
3. The cause of errors undergraduate students made in using prepositions in their writings.

### **1.4.Significance of the study**

By conducting this research, the researcher hopes to gain a deeper understanding and insight of the specific problems regarding the use of these prepositions. It may be useful for the readers who will be the English teachers to be more effective and thus more successful in the lessons especially with this particular group of students especially for undergraduate students at English Department - State University of Jakarta.

## **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).



## **CHAPTER III**

### **METHODOLOGY**

In this chapter, the writer will discuss research method, time and place of study, data collection, data analysis procedure, data interpretation, and research procedures.

#### **3.1 Research Method**

In this study, the writer used descriptive qualitative which means a scientific method which involves observing and describing the behavior of a subject without influencing it in any way (Richards & Schmidt, 2010). This study also heavily dependent on instrument which researcher as the instrument of study. The students' writings or documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters (Cresswell, 2012: 223).

This study used content analysis as the research technique focus on making valid inferences from texts, in this case students' writings, to the context of their use (Krippendorff, 2004, p.18). The context of the text used in this study is the deviation of the second language rule committed by undergraduate students at English Department is using preposition also known as error analysis. The error analysis provides a methodology for examining learner language through the process of observing, analyzing, and classifying the deviation of the rules of the second language (Brown, 2007). Based on the explanation above, it can be considered that the right method used in this study is descriptive qualitative error analysis. In interpreting the data, the writer focuses on the descriptions in the documents regarding errors in the use of prepositions made by undergraduate students of English which could be used to find out the types of errors, the frequency of errors, and the causes of errors in the use of prepositions.

### **3.2 Time and Place of study**

The study was conducted from April until June 2015. And the study will be conducted in English department at State University of Jakarta.

### **3.3 Data Collection**

The data were obtained through analyzing the documents particularly undergraduate students' writings from English department. The documents were collected from the students' writings and then were analyzed to find out the types of error, the frequency of errors, and the causes of errors.

#### **3.3.1. Data and Data Sources**

The data used in this study are errors in the use of Prepositions found in students' writings throughout error analysis. The data will be gained from forty-three English department students' writings at state university of Jakarta. The data are also tables concerning the errors made by students. These will give insight about students' preposition error in their writings. And the source of data is the students of ED of UNJ.

#### **3.3.2. Instrument of the study**

The instruments of this research are in the form of Corder's model analysis.

1. The following table is used in order to show the types of errors, each type of error have its own table:

Type of Error	Types of Preposition					
	Preposition of time	Preposition of place	Preposition of direction	Preposition of agent	Preposition of instrument	Prepositional Phrase
Addition/Omission/Selection/Misordering						
SUM						
TOTAL						

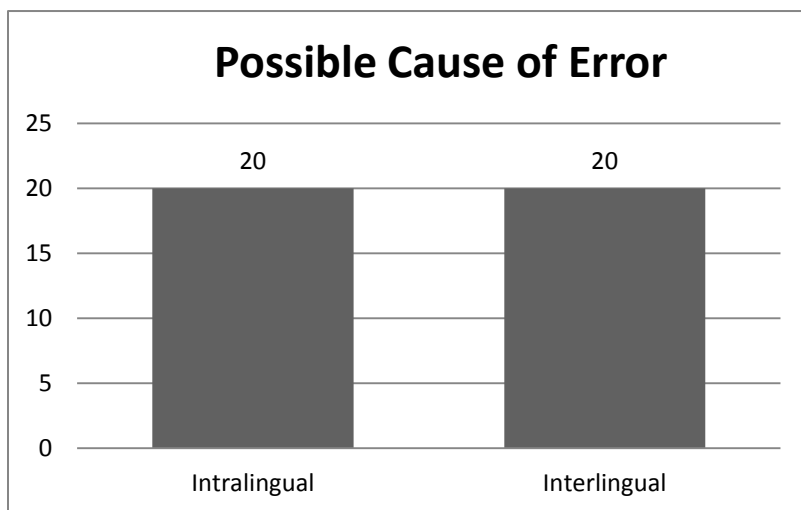
*Table 1. Analysis Table of Preposition Errors*

2. The following table is used in order to show the frequency of errors:

Type of Error	Types of Preposition						TOTAL
	Preposition of time	Preposition of place	Preposition of direction	Preposition of agent	Preposition of instrument	Prepositional phrase	
Addition							
Omission							
Selection							
Misordering							
SUM							
TOTAL							

*Table 2. Analysis Table of frequency Preposition Errors*

3. The following table is used in order to show the possible cause of error



*Table 3. Analysis Table of Preposition Errors Cause*

### 3.4 Data Analysis Procedure

The data analysis will be started by analyzing the raw data, which is the students' writings. The techniques to answer the question as follow:

1. Collecting the students' writings, copying them, and read several times.
2. The writings of students' preposition errors are classified by Corder's (1981) model analysis; misformation, omission, addition, and misordering.
3. The prepositions' errors are tabled using table 1.
4. Then, the prepositions' errors that have been categorized are calculated.
5. The percentages of the prepositions errors are counted. To calculate the frequency, the following formula is employed:

$$P = \frac{n1}{\Sigma N} \times 100 \%$$

In which:

P : Percentage of each error

N1 : Total of identified errors

$\Sigma N$  : Total of the whole errors

6. The errors found will be read again several times to recognize the causes of errors.
7. Next, the preposition's errors are tabled using table 2
8. The total occurrences of the causes occurred in the students' writings will be listed on the table of result analysis
9. The result will be discussed and interpreted.

### 3.5 Data Interpretation

#### 1. Types of prepositions errors

In interpreting the types of prepositions errors the study is going to use the theory from Corder (1981) by categorizing errors in the use of prepositions.

Type of Error	Types of Preposition					
	Preposition of time	Preposition of place	Preposition of direction	Preposition of agent	Preposition of instrument	Prepositional Phrase
Addition/Omission/ Selection/Misordering						
SUM						
TOTAL						

*Table 4 Data interpretation table for the types of preposition and error*

The data will be placed on each column based on the types (addition, omission, selection, or misordering), and based on the preposition types (time, place, direction, agent, instrument, prepositional phrase). Each type of error have its own table to specifically show the data found on each type of error with its respective type of verbs.

## 2. The Frequency of error

In interpreting the frequency of error in the use of prepositions, the study uses the theory from Corder (1981) and Richard (1971) as reference and then the frequency will be calculate by using percentage counting.

Type of Error	Types of Preposition						TOTAL
	Preposition of time	Preposition of place	Preposition of direction	Preposition of agent	Preposition of instrument	Prepositional phrase	
Addition							
Omission							
Selection							
Misordering							
SUM							
TOTAL							

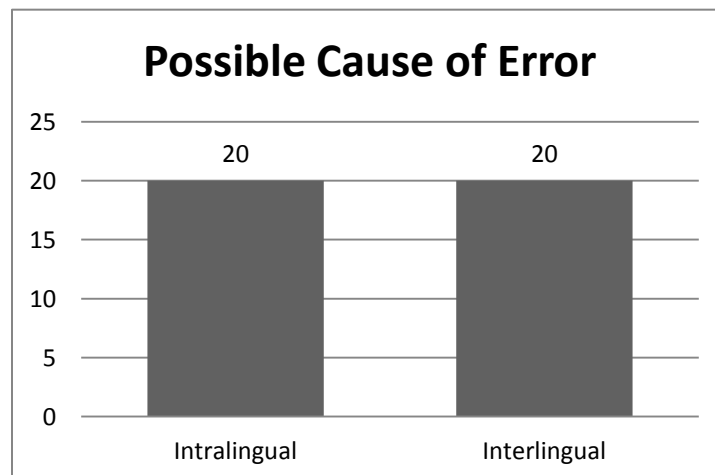
The following table is used in order to show the percentage of the errors:

Types of Error	Number	Percentage
Addition		%
Omission		%
Selection		%
<b>TOTAL</b>		<b>%</b>

*Table 5 Data interpretation table for the frequency of error*

### 3. The causes of prepositions errors

In interpret the causes of error in the use of prepositions; this study uses the theory from Corder (1981) and Richard (1971) who categorize the causes of errors into interlanguage and intralanguage.



### 3.6 Research Procedures

In order to gain the data, the following procedures are committed:

1. Contacting the lecturer in charge of the writing class and requesting to copies of writing sample of students.
2. Collecting the students' writing and copying them.

3. Identifying prepositions errors by using types of errors in preposition from Corder (1981) and then counting the frequency of each error.
4. Analyzing the sources of prepositions errors based on intralingual and interlingual errors which are adapted by Richards (1971).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher will present the collected data and discuss the findings to interpret the preposition errors found in students' writings. This chapter will analyze the collected data.

#### **4.1.Data Description**

This research aimed at profiling students' error in using preposition in students' writings of UNJ. The data collected were the 43 students' writings that are taken from 2 classes of academic year 2012 and 2014 students who are taking Grammar class. The data were analyzed in order to find the error of preposition made by students and it is used as the data of this study.

#### **4.2.Data Analysis**

After all data were collected, the writer started by analyzing the errors of preposition found in their writings. The data were categorized into four types of error (Corder, 1981) which are addition, omission, misselection, and misordering. To assure in analyzing the data, the writer also used (<http://www.reverso.net>: accessed on June, 2015) web-based application, and Oxford Advanced Learner's Dictionary (OALD) 8<sup>th</sup> Edition application (2013). Next, all the errors were counted to find the percentages of each type of error in preposition. And the last, to find the possible causes of error, the writer read the errors once again and put them on the table based on their types.

#### **4.3.Research Findings**

##### **4.3.1. Types of error**



This section will discuss the answer of the first question, as follows: “What types of undergraduate students’ error frequently made in using preposition?” The answer will be explained by putting the errors into the table. The table itself is separated into six types of preposition and the error was put on each type. The errors are addition, omission, misselection and misordering.

As shown in the data, the writer found variety types of error in preposition. The writer was just found out three of four types of error, which are error in addition, omission, and misselection. Error in misordering was not found in the students’ writings. To make it clear, the writer only put it into three columns of type of error. The result of the data analysis will be discussed on this following table.

#### 4.3.1.1. Addition

The following table shows the preposition error in addition type and categorized them by the types of preposition.

TYPES OF ERROR	TYPES OF PREPOSITION					
	TIME	PLACE	DIRECTION	AGENT	INSTRUMENT	PHRASE
ADDITION	-	In (2)	Like (3)	By	with	For (2)
		at	For (2)	As		Of (2)
			To			Up
						To (3)
						About
SUM		3 errors	6 errors	2 errors	1 error	9 errors
TOTAL	21 errors					

*Table 4.1 Error of Addition in the use of Preposition*

The following is a chart to illustrate the number of the error in addition:

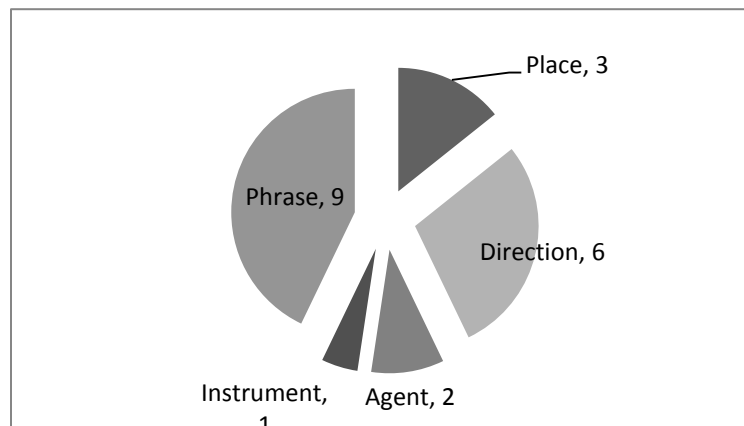


Chart 4.1

As the result shows that the errors in addition type made by students are categorized into five types of preposition which are preposition place, direction, agent, instrument, and prepositional phrase. The error in addition of preposition of time was not found in data. And the most difficult one among types of preposition is prepositional phrase. It can be assumed that students are considerably not precise on the use of preposition. Totally, there are 21 errors made by students that mostly happened in prepositional phrase type with the total of 9 errors. The prepositions for, of, like, and to are highest error made by student. To illustrate in the sentence:

*“They prefer **for** working than studying in university”.*

It shows that the writer failed to apply the use of preposition “for”. The verb “prefer” is never followed by preposition “for”. If it is followed by noun/gerund, the preposition “for” is not used in this case. It should be *“They prefer working than studying in university”*. Another preposition of failing to apply is preposition “like”.

*“For example is **like** students have to have GPA in 3.00 minimum”.*

It shows that the writer failed to apply the preposition “like” in the sentence. The preposition “like” there is a kind of repetition that has the same meaning with the word “for example”. The error in addition also can be found in preposition “of”. For example:

*“Besides the problem of giving of scholarship is needed for every student in university”*

The preposition “of” is not proper since the writer has put preposition “of” previously so it is considered as an unnecessary adding. The noun in this sentence is “giving scholarship” so the writer don’t need to repeat the preposition that had been put in the previous. The writer should have written “giving scholarship” instead of “giving of scholarship”. Another preposition is “to”. For example:

*“First, a good advertisement have to good attitude”*

The preposition “to” in the sentence is a phrase of “have to” that means a must. And it becomes inappropriate since “have to” in this sentence is not followed by verb. “Good attitude” can be defined as noun. Besides “to” is used as a preposition, in some cases, “to” is also used as an infinitive marker.

From the data, the errors in addition made by students were varied. Most of problem is the addition of unnecessary preposition. The student mostly put the preposition without knowing the idiom and rules; they just put it by their intuition. The total number of error in addition is 21 errors. Error in addition type in prepositional phrase is the most occurred with 9 errors, direction with 6 errors, place with 3 errors, agent with 2 errors, and instrument with 1 error.

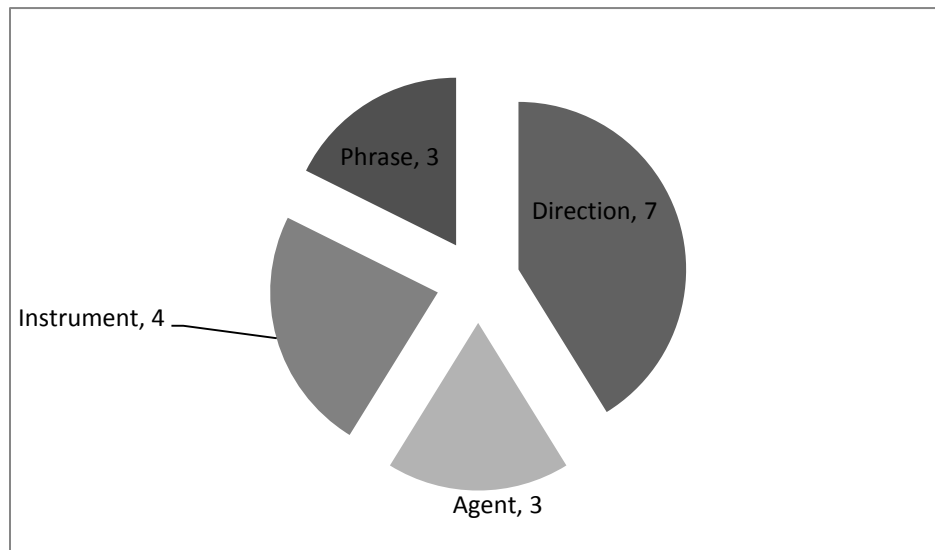
#### **4.3.1.2. Omission**

The following table shows the preposition error in omission type and categorized them by the types of preposition.

TYPES OF ERROR	TYPES OF PREPOSITION					
	TIME	PLACE	DIRECTION	AGENT	INSTRUMENT	PHRASE
OMISSION			To (5)	By (3)	With	On
			For		Because of (2)	To (2)
			About		Of	
<b>SUM</b>			7 errors	3 errors	4 error	3 errors
<b>TOTAL</b>	<b>17 Errors</b>					

*Table 4.2 Error of Omission in the use of Preposition*

The following chart is to illustrate the percentages of the omission error:



*Chart 4.2*

From the table above, it can be inferred that preposition of direction is the most difficult one among all types of preposition. There are seven occurrences of omitting error in preposition of direction.

Error of omission also occurs in the use of preposition “for”. In the sentence:

*“Because the scholarship can be a **tool the students** to see their rank in the university”.*

From the illustration above, we can see that there is no preposition used to link between two noun “tool” and “the students”. The appropriate preposition that should be put in the sentence is for. The preposition “for” is used in order to help something or someone. It should be “Because the scholarship can be a tool for students to see their rank in the university”. Another preposition is “of”. In sentence:

*“With the **use good picture** help the people interesting to the advertisement”.*

From the sentence above, there is no preposition to link word “use” and “good picture”. The possible preposition that should be used to link those words is of. it because “of” means belonging to something. So it will be “With the use **of** good picture help the people interesting to the advertisement”. The error in omission also can be found in the use of preposition “beside”.

*“Beside making a tagline you have to pay attention to your advertisement design”.*

The preposition beside here means next to or at the side of something. Student mostly done this kind of error by omitting -‘s instead of besides that means in addition. But since this is a kind of error in conjunction, the writer did not put it as data.

In addition, the error of preposition “to” can still be found but since these cases “to” be used as an infinitive marker, the writer did not put it as a data on the table., for example:

*“Scholarship can helped students who **need learn** but do not have money”.*

From the sentence above, it can be seen that the writer failed to make well-formed sentence. The word “need” in the sentence means that you should or have to do something, and it should be followed by preposition “to” becomes “Scholarship can helped students who need **to** learn but do not have money”. In short, “to” should be put after the word “need” as an infinitive marker.

As show in the data, 17 errors occurred in omission type. The errors in omission were also varied. Error in omission frequently made is in preposition of direction with 7 errors, preposition of instrument with 4 errors, preposition of agent with 3 errors, and prepositional of phrase with 3 errors.

#### **4.3.1.3.Miselection**

The following table shows the preposition error in misselection type and categorized them by the types of preposition.

<b>TYPES OF ERROR</b>	<b>TYPES OF PREPOSITION</b>					
	<b>TIME</b>	<b>PLACE</b>	<b>DIRECTION</b>	<b>AGENT</b>	<b>INSTRUMENT</b>	<b>PHRASE</b>
Misselection		In (3)	From (4)	To (2)	Of (2)	Of
		Of	To (5)	By	For (3)	For (6)
		On (3)	For	For	With	On (3)
			With	With	About	With
			In		On to	
			Like			
<b>SUM</b>		<b>7 errors</b>	<b>13 errors</b>	<b>5 errors</b>	<b>8 errors</b>	<b>11 errors</b>
<b>TOTAL</b>	<b>44 errors</b>					

*Table 4.3 Error of Selection in the use of Preposition*

The following is a chart to illustrate the percentages of error in misselection:

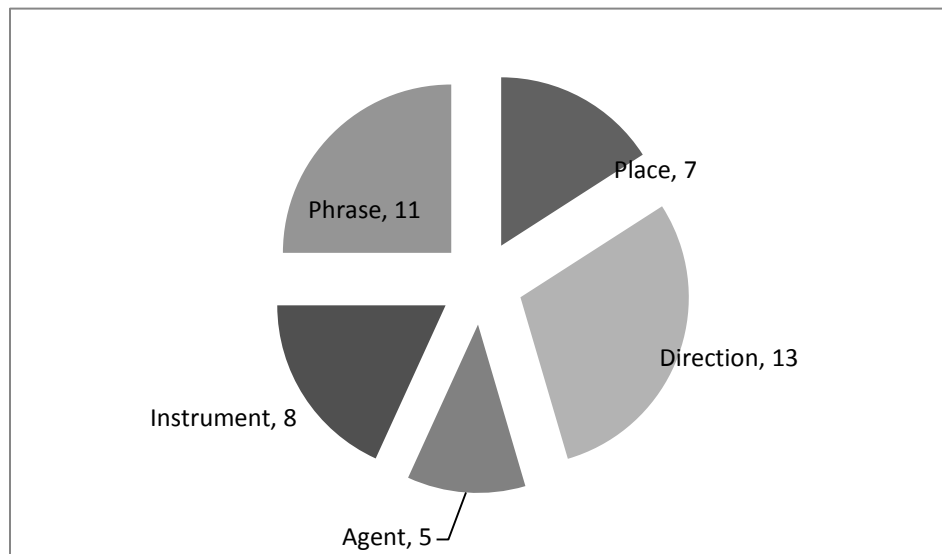


Chart 4.3

From the table above and chart, it can be concluded that preposition of direction is still the most difficult one among all type of preposition. There are thirteen occurrences of misselection error in preposition of direction from the total forty-four errors made by students in their writings.

The highest errors happened in the use of preposition for. In the example:

*“The university scholarship should be addressed **for** students.....”*

It can be seen from the example above that the writer misselects the correct preposition. As the idiomatic or preposition verb, the word “address” should be followed by “to” in every condition. It should be “The university scholarship should be addressed to students.....” Another preposition is “on”. In the sentence:

*“**On** the advertisement, it is not recommended to put many texts”*

It can be seen from the sentence above that the writer used a wrong preposition, whereas the preposition “on” means in a covering, touching, or forming position part of a

surface. The appropriate preposition that should be use is in, because it means within something and the advertisement is still abstract and not specifically mentioned what advertisement the writer meant. Another preposition is from. In the sentence:

*“This scholarship could be another way **from** students”.*

As the sentence above shows that the writer made error in selecting preposition “from”. Whereas preposition from is used to show who sent or gave something. And with inappropriate preposition used, it changed the meaning of the sentence. The appropriate preposition that should be used is for. So, the sentence should be “This scholarship could be another way for students”.

In addition, student mostly committed error in misselection by using adjective clause instead of using preposition but the researcher did not put it as data. To illustrate the sentence is in

*“I think that scholarship should be given for student **who has** the low economic”.*

From the sentence above, it can be seen that the error is committed by using adjective clause who. Meanwhile the pronoun “student” should be linked by preposition “with” with the following noun. The sentence should be *I think that scholarship should be given for student **with** the low economic.*

From the data, the errors in misselection were also varied. Error in misselection frequently made is preposition of direction with 13 errors, prepositional phrase with 11 errors, preposition of instrument with 8 errors, preposition of place with 7 errors, and preposition of agent with 5 errors. There are 44 errors occurred in misselection.

From all results of types of error, misselection stands at the first rank of the most error occurred with 44 errors, followed by addition with 21 errors and omission in the



third with 17 errors. Misordering type was not found, it can be assumed that students have no difficulties in order and could deal with it.

#### 4.3.2. Frequency of Error

This section will discuss the answer of the second question, as follow: “How is the frequency of undergraduate students’ error frequently made in using preposition?” The result will be discussed by defining the most frequent errors made by the student and the least errors made by the student in their writings. The writer used the table to show the amount frequency of error in each type (addition, omission, misselection, minus misordering) include types of prepositions (preposition for time, place, direction, agent, instrument, phrase). The preposition for time and misordering will not be shown since there is no result for both.

Type of Error	Types of Preposition					TOTAL
	Place	Direction	Agent	Instrument	Phrase	
Addition	3	6	2	1	9	21
Omission	-	7	3	4	3	17
Misselection	7	13	5	8	11	44
SUM	10	26	10	13	23	
TOTAL	82 errors					

*Table 4.4 Table of frequency in Preposition Error*

The following chart is used to illustrate the numbers of the table above:

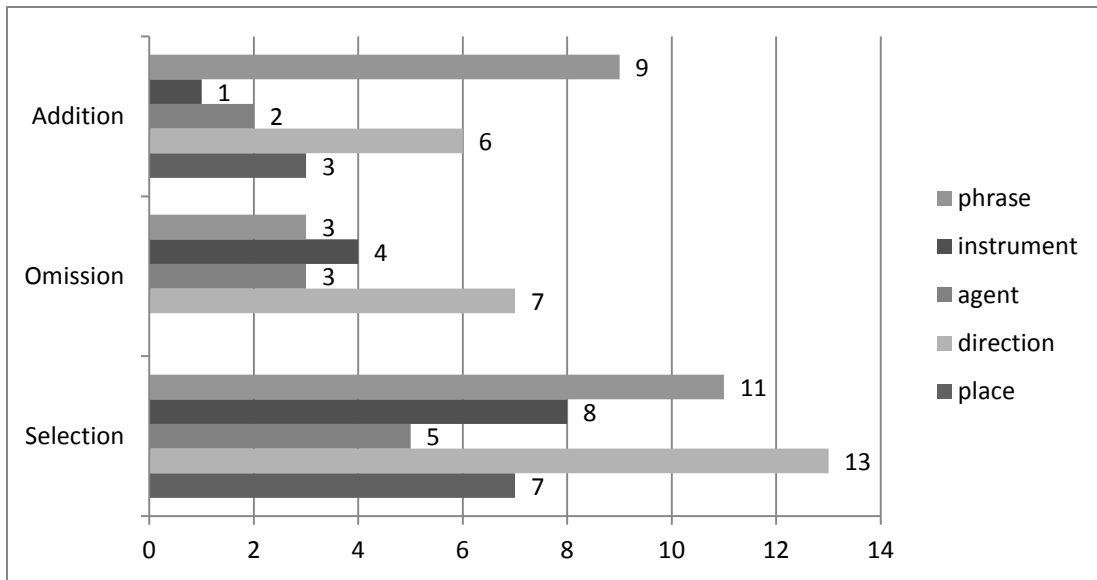


Chart 4.4

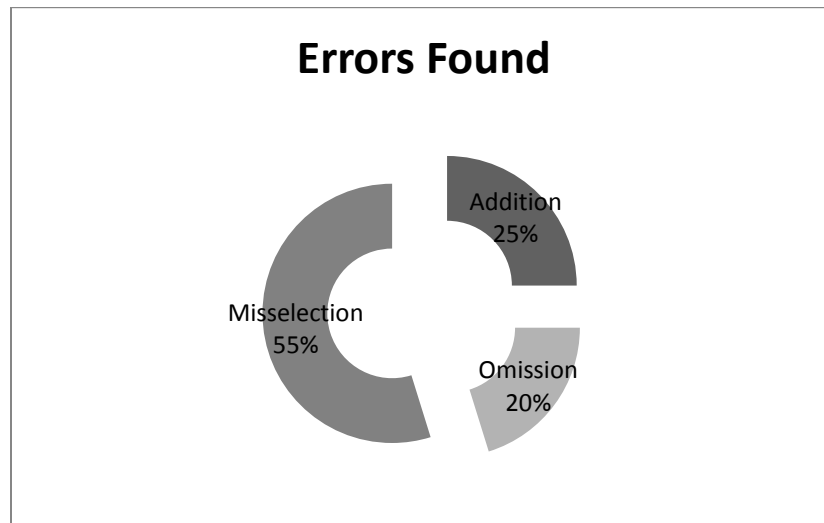
The writer found 82 errors in total. For the preposition of place, there are 10 errors, consists of 3 addition errors, and 7 selection errors. For the preposition of direction, there are 26 errors, consist of 6 error in addition, 7 omission error and 13 selection errors. For the preposition of agent, there are total 10 error, consist of 2 errors in addition, 3 errors in omission, and 5 errors in misselection. For the preposition of instrument, there are total 14 errors, consist of 1 error in addition, 4 error in omission, and 8 errors in misselection. Last, for preposition of phrase, there are total 23 errors, consists of 9 errors in addition, 3 errors in omission, and 11 errors in misselection.

The following table is used to show the percentages of data:

Types of Error	Number	Percentage
Addition	21 errors	25 %
Omission	17 errors	20.2 %
Misselection	44 errors	54.8 %
TOTAL	82 errors	100 %

*Table 4.5 Percentages of error in preposition*

The writer uses chart to illustrate the table.



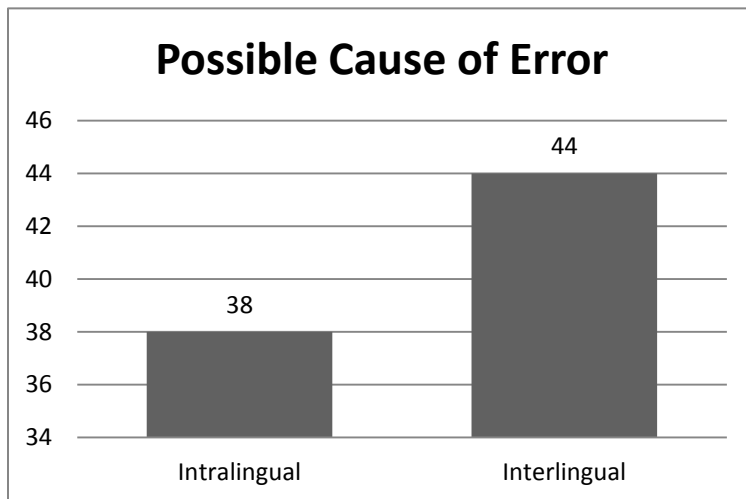
*Chart 4.5*

The writer found 55% of misselection errors which dominates the data and then, followed by addition with 25% and omission error with 20%. Misordering and preposition of time were not listed since the writer didn't found in the data. And from the data, it can be concluded that the most frequent error occurred is in misselection type (44 errors) and the least occurred is in the omission type (17 errors).

#### **4.3.3. Possible Cause of Error**

For this part, the researcher will show the findings of third question: "What is possible cause of undergraduate students' error made in using preposition?" In order to find out the possible cause of error, the writer used source of errors from Richard (1971) which are Interlingual and Intralingual. Intralingual is sourced from mother tongue interference. And intralingual is sourced by incorrect generalization of the

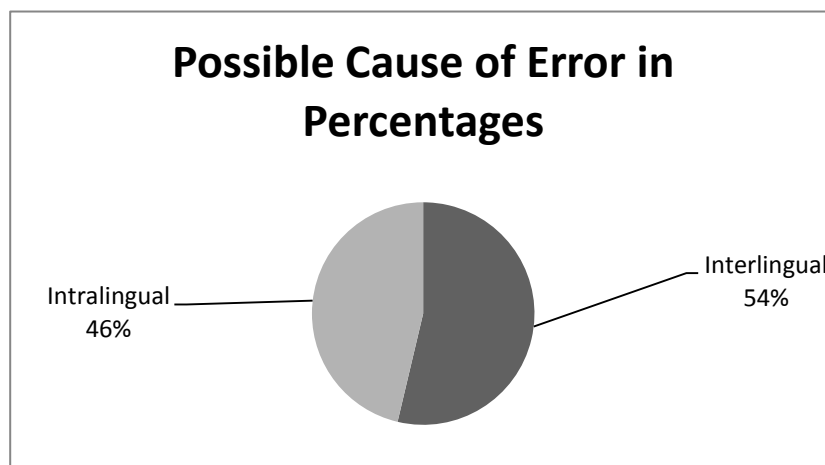
rules within the target language. The following chart shows the possible causes of error made by student in general.



*Chart 4.6*

The interlingual type dominates the chart with the amount of 44 errors were categorized as the interlingual error, meanwhile there are 38 errors were categorized as the intralingual error.

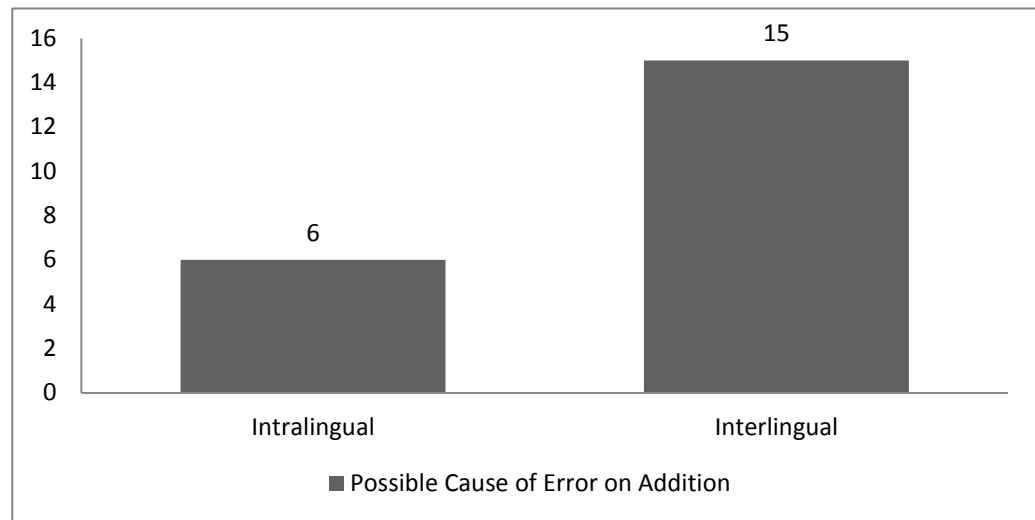
The following chart shows the percentage of the possible cause of errors.



*Chart 4.7*

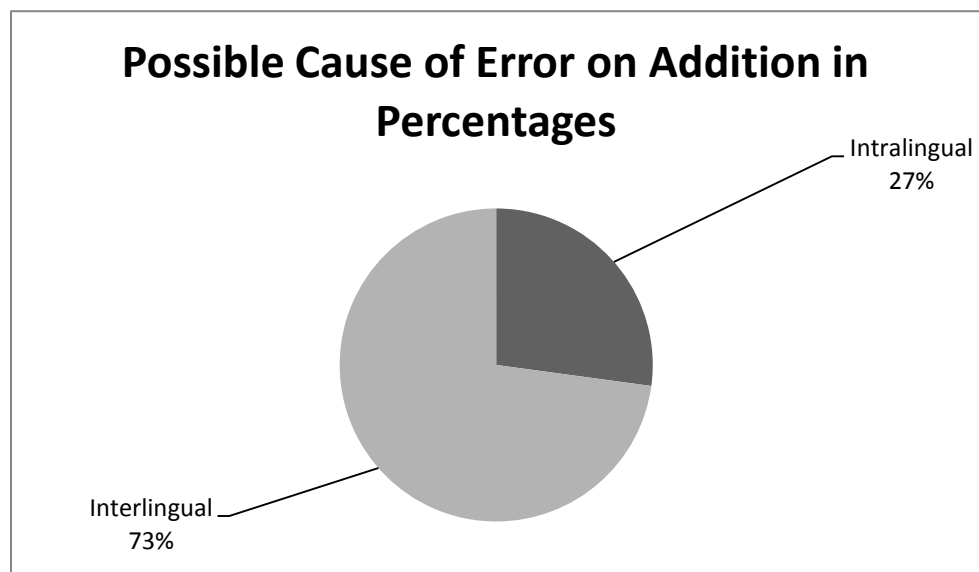
From the chart above, it can be concluded that most of students have difficulties especially on their influence of mother tongue interference. Furthermore, the writer showed the possible cause of error in each type of error (addition, omission, and misselection).

#### 4.3.3.1. Addition



*Table 4.6 Possible cause of Error on Addition*

The following chart shows the possible cause of error in the addition type of error in percentage.



#### Chart 4.8

To illustrate the possible cause of errors made by student is in the sentence as follow:

*“Then, I think **about** the picture, the package, or something else...”.*

It can be inferred from the sentence above that the writer used his own mother tongue interference by adding preposition “about” which shouldn’t be added. Verb “think” is to have a particular idea or opinion about something. So, it can be concluded that this sentence is interlingual error. The correct sentence would be “Then, I think the picture, the package, or something else.....”

Another error of interlingual in addition type is in the sentence:

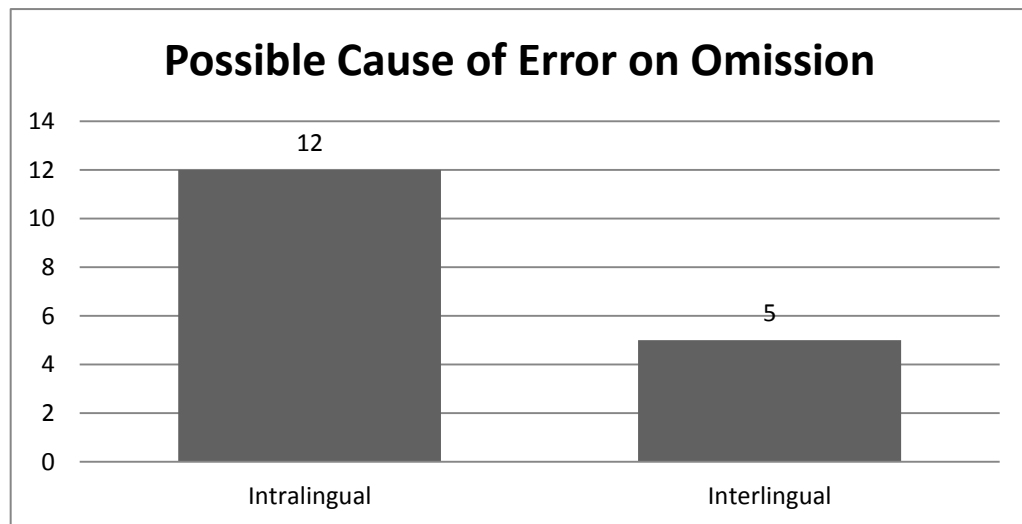
*“For example is **like** McDonalds, ‘Im lovin it’.”*

It can be inferred from the sentence above that the writer used his own mother tongue interference by adding preposition “like” which shouldn’t be added. For example has same meaning with like which is similar. So, it can be concluded that this sentence is interlingual error. The correct sentence would be “For example is McDonalds, ‘Im lovin it’”

As shown in the data, it can be assumed that from the total 21 errors in addition, the possible cause of error mostly occurred by interlingual error with 15 errors (73%) and followed by 6 error in intralingual error (27%).

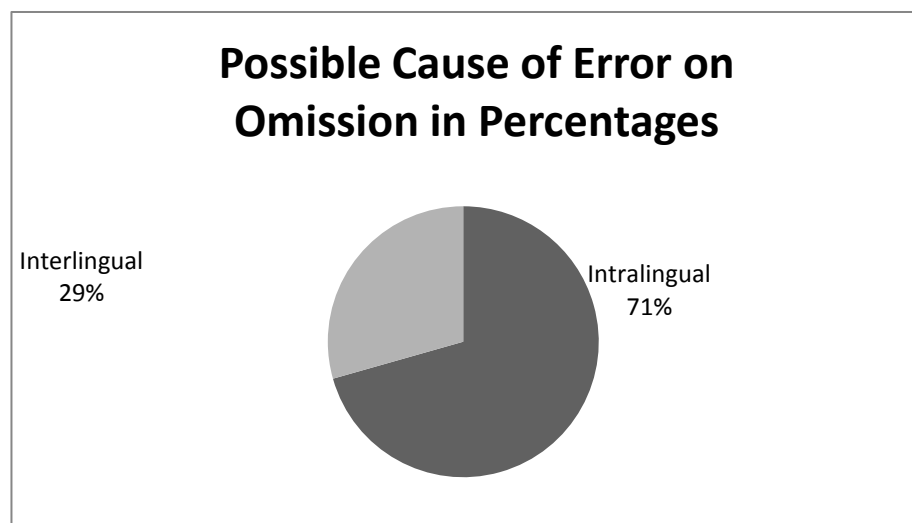
#### 4.3.3.2. Omission

The following charts show the possible cause of error in the omission type of error.



*Table 4.7 Possible cause of Error on Omission*

The following chart shows the possible cause of error in the omission type error in percentages:



*Chart 4.9*

To illustrate the cause of errors made by students, the writer explains some of the data, as follow:

*“...can prove that the company is success make a good advertisement.”*

For the sentence above, it can be seen that the writer didn't put preposition “to” whereas the use of preposition “to” is used for showing direction of something. It is possibly intralingual error. This case, the writer omits the necessary item and it is considered as grammatically incorrect.

Another illustration of intralingual error is in the sentence:

*“The first thing that we want to convey is dividing class into to kinds”*

As in the sentence above the intralingual error is detected because the writer didn't put preposition “by”. The writer did not know or even care about some rules that the target language has. So it can be inferred that this sentence is kind of intralingual error.

As shown in the data, it can be assumed that from the total 17 errors in omission, the possible cause of error in omission mostly occurred because intralingual error (12 errors) which students do not pay attention more to correct form within the target language, and followed by interlingual error (5 errors).

#### **4.3.3.3. Misselection**

The following chart shows the possible causes of error in selection type of error:

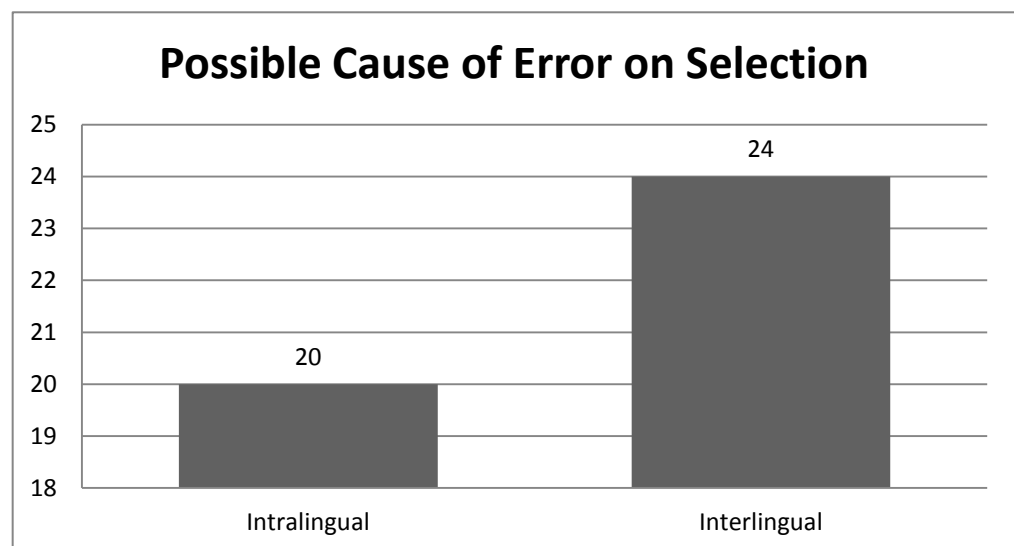




Table 4.8 Possible cause of Error on Selection

The following chart shows the possible cause of error in misselection error in percentages:

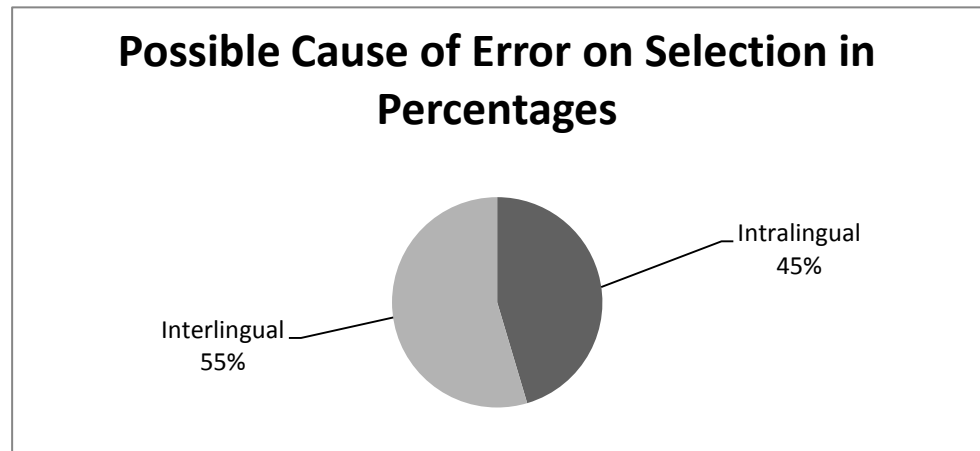


Chart 4.10

To illustrate the cause of errors made by students, the writer explains some of the data, as follow:

*“.....not only **of** their financial status, but also.....”*

It can be seen that the writer used their mother tongue interference by using preposition “of” means in Bahasa “*dari*”, whereas the word “financial status” refers to the place and preposition “in” is appropriate which means at a point within an area, space or condition. It can be concluded that the interlingual errors is detected in this sentence.

Another example of interlingual error is in the sentence:

*“....but also this students **from** low economic that have the abilities.....”*

For this sentence, it can be inferred that the writer is influenced by his mother tongue interference. Whereas the word “low economic” refers to company of the pronoun “student”. The appropriate preposition that should be used is with. It can be inferred that the error is interlingual error.

At the end of this chapter, the writer can concluded from the collected data that the types of error frequently made by students in undergraduate students writings at ED UNJ is misselection with 44 errors, followed by addition with 21 errors and last omission with 17 errors. The frequency of errors occurred is in misselection (54.8%) and the least is omission (20.2%). And the most possible cause of error is interlingual that most of student interferes by their mother tongue.

From all the explanation above, most of the errors occurred because most of students tend to use preposition as long as the meaning makes sense. This phenomenon unfortunately is brought to English writing in this case is students' writings made by ED student. English has restricted rules that some words collocate with other particular word. If a writer used any preposition without knowing the rules and idiom, it is considered as ungrammatical, especially in formal writing.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

In this chapter, the researcher will present the conclusions of findings and discussion which has been explained in the previous chapter. It also gives the recommendation to the learning and teaching in English Department at State University of Jakarta and to the future research.

#### **5.1. Conclusion**

Based on the findings, the answers to the research questions can be outlined as follow:

1. What are the types of errors frequently made by undergraduate students in using preposition?
  - The types of error in the use of preposition were varied into three types; addition, omission, and misselection. Students are hardly to deal with idiomatic and rules of choosing appropriate preposition. The student mostly had comprehended in ordering forms since there was no error found in misordering.
2. How is the frequency of errors undergraduate students' make in using prepositions?
  - Among the type of error occurred, the error in misselection stands at the highest frequency of error (44 errors) with the percentage 54.8%, followed by error in addition (21 errors) with percentage 25%, and the least error occurred is in omission type (17 errors) with percentage (20.2%).
3. What are causes of students' error that undergraduate students made in using prepositions?

- The possible cause of error frequently made by student is Interlingual errors (44 errors) with percentage 54%. It is obvious that this cause is as an impact of their mother tongue interference. And the rest is caused by intralingual error (38 errors) with percentage 46%.

## **5.2.Limitation of Study**

This has some limitations which are:

1. This study used only 43 students' writings which are still not adequate enough to give more valid insights.
2. Due to the lack of time, the writer hard to obtain the more reliable result according to the cause of learners' error. It is expected for further to prepare an interviewing session to get more valuable data.

## **5.3.Recommendation**

From the conclusion stated above, it is recommended that:

- Students at ED - UNJ should comprehend deeply about using preposition through recognizing the rules and idiomatic of preposition.
- English Department lecturers pay more attention in students' area of difficulties in learning their classes they should attend. The students' competence can be improved by knowing not only the area of their preposition errors in general, but also what to focus in the attempt to help them aware about the error.
- In order to find greater data, further study should have more participants to gain deeper and validity of this research since this study only had forty-three students' writings because of span of time.

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# BIODATA PENULIS

Kevin Tribaskoro lahir di Jakarta, 04 Agustus 1993. Anak ketiga dari empat bersaudara dari pasangan Priyo Sucipto dan Retno Wulan Purnama Ratri ini mulai menempuh jenjang pendidikan kuliah di Universitas Negeri Jakarta pada tahun ajaran 2011. Sebelumnya, penulis telah menempuh pendidikan di TK Cor Jesu, SD Marsudirini Matraman, SMP Maria Immaculata, dan SMA Fons Vitae 1 Matraman Raya.



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