STUDYING ERRORS IN THE USE OF PREPOSITIONS

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ABSTRACT

The use of correct prepositions can have an effect on the quality of facts in spoken language. However, errors often happen in the use of prepositions, especially in, on, and at. This lookup used to be accomplished to pick out the preposition blunders made by students when speaking English. The facts had been obtained from the interview transcription, which was once used as the supply of data from the research done in 2005 with the aid of the writer herself about grammatical and diction errors made by the first -year college students of SMAN 2 Padang when speaking English. The finding showed that mistakes in the use of prepositions in and at took place more regularly than mistakes in the use of prepositions on. The errors are covered into two kinds of errors, particularly misformation mistakes (substitution of "in' for "at", "in" for "on", "in' for "from", at for "to" and "at for "in") and addition errors (addition of "in'" and "at"). The discovery also proved that the occurrence of blunders in the use of prepositions in spoken English is influenced by using the speakers' first or second language.

Key words: Preposition errors, intra-lingual errors, inter-language errors, addition errors, correcting errors, reasons of errors, kinds of errors, in, on, at, error analysis.

INTRODUCTION

Using English nicely in written or spoken language can influence the transmission of messages. As inexperienced persons of the English ASQ overseas language, students should apprehend the grammatical elements such as the use of verbs, adjectives, nouns, articles, prepositions, gerunds, and so on. Good appreciation will assist them in producing significant sentences or utterances and creating suitable communication. If not, errors will manifest and disturb the message. Errors and mistakes are comparable but different, actually. Both are natural for learning languages. However, mistakes can be corrected by novices, while errors no. It is possible that errors have a greater serious impact on the improvement of learners' language abilities. Because of that, the incidence of blunders when using the English language cannot be ignored.

In spoken language, the use of the right phrase or structure is as important as in written language. When a speaker utters such a sentence, the listener actually still understands it. But it is wrong structurally, even though it can be frequent semantically. If this takes place frequently and continuously, the errors still exist on every occasion the speaker speaks in English. Porte (1993) explains that errors have a tendency to manifest again and again until someone masters the language he discovered well. Because of that, the mistakes made by the college students must be decreased via systematic analysis. The errors made by the students in their manufacturing of talking or writing should be identified and categorized to find excellent comments and corrections. There are some studies about error analysis achieved by numerous researchers. Most of the studies analyzed the errors made with the aid of college students in written language. However, basically, the sorts of errors, the analysis, and additionally, the motives for the mistakes are similar to the spoken language. Nonkukhetkhong (2013), in his research, found that about 47.41% of grammatical mistakes in the use of verbs, nouns, possessive cases, articles, prepositions, and adjectives are made by students in their essays. The result of the study confirmed that preposition 1S is one of the grammatical aspects that are regularly used by In 12.31% of college students, another It is in English research, the fourth writing. Hamzah (2012) amongst findings 14 determined that classes mistakes of on errors the that prepositional broadly speaking made use students incorrectly commonly There are a number of in the use of prepositions in English. The and in it English will become Hooper proved serious (1980) that hassle in errors is to be found in the book "A discussed prepositions. Quick English Reference' explains various prepositions and what they are. preposition of time (a) one factor in time (at), (b) period of time (on, in), and (o) extended time/duration (since, fOr, by); 2) preposition of place (a) the factor itself (in, inside, on, at), (b) toward the point (toy into), (neighboring the factor (by, beside, next, between, near), and (d) away from the factor (away, off, across, out of) and some others. The mistakes that the students make in such examples are influenced by some factors. According to Richard (1974), there are two reasons for errors: 1) inter-language blunders (a reason for errors by means of interference with the learners' L1 or mother tongue), and 2) intra-lingual and developmental errors (which reflect the learners competence at a particular stage and illustrate some of the frequent traits of language acquisition). The later is caused by the complexity of the target language itself, which indicates that the students have not yet mastered the language. The blunders that the students make in the use of in, on, and at are brought on by interference of the learners' Ll or mother tongue. The creator assumes that when earners use English for communication, they can't separate themselves from Indonesian. That is why some college students say in web page rather than or page, in domestic alternatively of at home. The mistakes appear because in their first language, three prepositions on, in,

and at can be represented by simply one preposition, di." It is proved with the aid of research achieved through Kurkgöz (2010: 4352), who indicates in her learning that according to the cognitive view, learner errors need to be viewed as a signal of progress in learners' interlanguage systems. As it was noted above, the prevalence of mistakes cannot be neglected. Correction ought to be finished to improve students' potential in using the English language. Actually, errors in using English as an overseas language cannot be avoided. However, the existence of errors can be used for the improvement of the educational and learning processes. According to Richards et al. (1996), error analysis has been conducted to identify techniques that newbies use in language learning, to identify the reasons for learners' errors, to acquire records on common difficulties in language studying, or to put together teaching materials. There are some factors that can cause errors in learning overseas languages, such as interference, overgeneralization, lack of information about rules restrictions, incomplete utility of rules, false concepts hypothesized, etc. Error analysis can be defined as a method for identifying, classifying, and semantically interpreting the unacceptable form produced by someone in learning a The interpreting evaluation will be supported by the concepts and procedures for foreign languages provided by linguists. Because people or college students who learn English as a foreign language make blunders in the language production, in inspecting the errors, the correct use forms are additionally needed. As it is noted above that college students made errors of preposition, the correct varieties and use of prepositions are wished to pick out and correct the CITORS. Dealing with the rationalization above, the major subject in this article can be elaborated into two questions that are asked after this session: 1) "What are the types of errors in the use of prepositions in, on, and at observed in students utterances?"and 2) "What are the reasons for the errors?" This writing is beneficial for the improvement of learners' capacity" in speaking Ptarg Dy through the use of correct and appropriate English.

This article is formally derived from a lookup finished in 2005 by the writer himself about grammatical and diction mistakes made by the first-year students of SMAN 2 Padang when speaking English, which showed that there are several blunders made by the college students in the use of articles, prepositions, and dictions. There have been three kinds of errors found in the use of prepositions, namely misformation, addition,and omission. In, on, and at are prepositions that are normally used by college students when speaking English. However, some errors determined in the use of in, on, and at are especially in the category of misformation and addition. Dulay (1982) explain that misformation mistakes are characterized by the use of the wrong form of morpheme or structure. In this case, the novices furnish a word, but it is incorrect. While addition mistakes are characterized by the presence of an item that ought to not show up in a well-formed utterance, Therefore, this article was written to pick out and analyze the types of errors in the use of prepositions in, on, and at discovered in the

students' utterances, as well as the causes of the errors. This research used a descriptive design. The researcher described and analyzed the sort of errors in the use of prepositions in, on, and at and the reasons for the mistakes as well. The source of data is the interview transcription, which was gotten from a look-up done in 2005 by the researcher herself.

The result of the data analysis showed that the errors located are categorized into two categories: errors in the use of the preposition 'in and errors in the use of the preposition "at." "The errors are classified into two types: misformation errors and addition errors. Wrong prepositions used by students by and large took place when they substituted "in" for "at", "in" for "on", "in for `from", and added "in when it was not needed. The mistakes determined in the students interview transcription are classified into two categories: mistakes in the use of the preposition "in'" that be fell for about 90% and errors in the use of the preposition "at for about 10%. While mistakes in the use of the preposition "on" were not discovered in this research, However, it does no longer mean that no blunders were found in the use of the preposition "on". It is observed that countless prepositions "on" used to be placed by means of "in." Errors in the use of the preposition "in are divided into two kinds of errors: misformation and addition. Misformation mistakes are substitutions of "in for "at", "in" for "on", "in' for "from", and addition mistakes are additions of "in" in inappropriate places.Misformation errors mean that the use of "at, "on", and "from" is taken over with the aid of in". Whereas his use of 'in' is no longer correct for the contexts. Then, addition mistakes imply that the preposition "in" is used, whereas the context does not need it. Data analysis states that there are several mistakes in the use of prepositions found in the students" utterances. The errors prove that attention must be given no longer solely to inspecting or correcting the errors but additionally to improving the ability of the college students to use the correct grammatical guidelines of the English language. Basically, verbal exchange can nevertheless run with errors; however, the quality of the message is low. If this manifests again and again, consequently, the errors will stand by the speaker invariably and turn out to be more challenging to correct. The use of the inappropriate preposition "in" dominates the errors. It occurs for about 90% ofIt means that "in" is mostly used by using the speakers; unfortunately, it is now not correct. From the findings, it can be concluded that when the speakers mention addresses with numbers or names, "in' is used. "in" is also used before the name of the day and to give an explanation for the function of something on the surface or on top of something. Whereas, the correct preposition used for the first case is "at", and the latter is son". The preposition "in should not be used with actual addresses (have residence numbers). "On" has to be used for normal places that have boundaries (on Padang ST is wrong).

Beside that, 10% of errors occur in the use of the preposition "at". The speakers used "at" incorrectly. In the same case with the preposition "in", the speakers used "at" for the situation in which they used "in" or "to". In addition, it is also found that "at" is used together with "this". When we say last, next, every, and this, we don't use the prepositions at, it, and on. For example, I went to Tashkent last September. The information additionally points out that misformation and addition mistakes are the most common types of preposition errors. As it is proposed by Dulay et al. (1982), there are four kinds of errors: omission, addition, misformation, and misordering. Dealing with the findings, omission, and misordering do not become the kinds of mistakes in the use of the prepositions in, on, and at. It is assumed that to point times, places, and OF matters, it is impossible that the speakers no longer use any preposition (omission) or use it in the incorrect location (misordering).

The statistics prove that the use of prepositions in spoken English is influenced by the speakers' first or second language. As it was explained previously, in Indonesia, there is only one preposition, "di," which has the same function as the prepositions in, on, and at in English. "In" is more familiar and frequently used by English beginners. Yildiz (2015), in his research, discovered that prepositional interference errors are the most regularly encountered error sorts in Turkish EFL learners' speaking performances. This is precipitated by the interference of L1. He also found that English language talent does not now impact the range of grades made by students. Yildiz's finding is pretty similar to this research finding, especially about the interference of Ll (Indonesian) in the use of prepositions. Even though students are true in English, it can't be guaranteed that they are free from making errors. Next, Ellis (2003: 19) summarizes the plausible sources of error as 'omission", 'overgeneralization', and `transfer`. In addition to Corder's classification, overgeneralization of particularly convenient forms to other inapplicable situations and learners' effort to use their L1 data in the direction of L2 production are recognized as error-causing reasons.

CONCLUSION

The existing research has been carried out to discover the types of blunders in the use of prepositions in, on, and at and also to perceive the interference of L1 in speaking English. Data analysis suggests that the mistakes are categorized into misformation and addition errors. The use of the wrong preposition and also the use of prepositions that must no longer appear in a well-formed utterance are the principal errors observed in the students utterances. ' The mistakes are caused by some elements but are dominantly influenced by the interference of the first language. English language more and more, The very restricted information in this study cannot supply an adequate description of more than a few kinds and categories of preposition errors. Therefore, the researcher suggests that the next research proceed is to learn about a wider population and do a

survey, interview, or check to accumulate the statistics and also do a deep analysis of the reasons for the mistakes.

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