

Chapter Two

Literature Review

This chapter presents the definition of preposition, the type of preposition, characteristic of the use *in*, *at*, and *on*, error analysis, the definition of writing, element of the writing, and errors on the use of *in*, *at*, *on*. This chapter also explains about conceptual framework.

Error Analysis

Error and mistake. To make the clear definition of error analysis, the researcher presents the differences between error and mistake according to experts.

Edge (1989) demonstrate:

“Mistakes are divided into three those are: slips, error, and attempts. Further explanation, Edge explain that slips are mistakes which students can correct themselves once the mistake has been pointed out to them. Errors are mistakes which students cannot correct themselves and need more explanation. Attempts are when a student tries to say something but does not yet know the correct way of saying it” (as cited in Harmer, 2001, p. 99).

Moreover, according to Brown (2000), mistake is a performance error that students can correct themselves and be able to recognize their mistake. While error is a performance error that students cannot correct themselves and need another people to correct their error. Ellis (1997) stated, an error occurs because the learner does not know what is correct, and a mistake occurs when the learners are unable to show the knowledge that they have. Richards and Schmidt (2002) state that, error is caused by

incomplete knowledge of the students. Then, mistake is caused by students who lack attention, fatigue, carelessness, and the other aspect. Ellis (1994) also stated that errors occur because lack of knowledge and mistake occurs because the students fail to shows their competence.

Based on the explanation above, a mistake is a performance error that students can correct themselves, and an error is a performance error that students cannot correct themselves; they need explanation from the other. In this research, the researcher only researched about error. That was why the researcher chose error analysis in this research.

The classification of error. There are several classifications of error. According to Richard and Schmidt (2002), error is classified into five, they are error based on the vocabulary (lexical error), pronunciation error (phonological error), grammar (syntactic error), meaning (interpretive error), and rules of speaking (pragmatic error).

Based on definition above, there are five error classifications; they are lexical error, phonological error, syntactic error, interpretive error, and pragmatic error. This research is research about prepositions *in, at, on*, then preposition is kind of part of speech. Then part of speech is included in grammar, so the error classification of this research is grammar error or syntactic error.

Sources of errors. There are several sources of errors, those are interlingual transfer, intralingual transfer, context of learning, and communication strategies (Brown, 2000). However in this research, the researcher only explains about two

main sources of errors. They are Interlingual transfer and intralingual transfer.

Interlingual transfer is a process of transferring language between source language to learners. In the other hand, intralingual transfer is an appearance of error that is related with native language (Brown, 2000).

The definition of interlingual transfer, according to Brown as cited in Rejeki (2012), “is a relation between the native language and the second language in which both of them are interrelated” (p.8). According to Kavaliauskiene as quoted by Ridha (2012), interlingualtransfer of error occurs because the learners do not have a lot of knowledge in the second language. According to Richard and Schmidt (2002), interlingual transfer is errors that occur because of language transfer, which mean it is caused by the learner’s native language.

The summary of definition above is, interlingual transfer is errors that occur because the learners do not have a lot of knowledge in the second language. In this case the error also has relation with the native language. There are native speakers who speak English and do not really pay attention to the grammar. So, if the learners do not know the knowledge of native language, the learner will directly follow the knowledge from the native speaker.

The other source of error is intralingual transfer. Intralingual transfer is error that occurs because there is a problem in the learners of target language it selves, and there is no relation with the native language. Besides that, intralingual transfers occur as a product of learner’s effort to build concept and hypothesis about the target language from their less experience (Keshavarz, 2003, Fang & Xue-mei, 2007,

Erdogan, 2005 as quoted in Ridha, 2012, p. 30). According to Brown as cited in Rejeki (2012), intralingual occurs because there are problems in the second language of learners itself. Then, according to Richard and Schmidt (2002), intralingual is “error which results from faulty or partial learning of the target language, rather than from language transfer” (p.267).

Based on the explanation above, intralingual is an error that is caused by the second language learner and, in this case, there is no relation between second language learner and the native language. Therefore, error that occurs in intralingual is an error that is caused by the learner itself.

There are four circumstances of intralingual transfer. They are “over-generalization, ignorance of the rule restriction, incomplete application of rule and false concepts hypothesized” (Richards, 1974 in Rejeki, 2012, p. 10). According to Richard as cited in Rejeki (2012), *over-generalization* is a situation that occurs because the learners make errors that influence by the previous knowledge. For example, the rule of simple present tense is used to explain about simple past tense. Then, *ignorance of the rules restriction* is error that occurs because the learners ignore the restricted rule. Next, *incomplete applications of rules* are errors that occur because the learners do not use the complete rules. The last, *false concept hypothesized* is error that occurs because the learners have a false concept.

From the definition above, it shows that the circumstances of intralingual transfer are, over-generalization, ignorance of the rules restriction, incomplete

applications of rules and false concept hypothesized. Those circumstances have no relations with the native. So it happens because the learners itself.

Types of errors. Brown stated that there are several types of errors. They are omission, *addition*, selection, and ordering (as cited in Rejeki, 2012, p. 6). Further explanation, Brown stated that *omission* is an error that occurs because there is an article vanishing in the sentence whether in speaking or writing. For example *he was good boy*, in this case an article should put before *good boy*. The second is *addition errors*, *addition errors* means put an aspect of language that is not needed in the sentence. Then *selection error* is an error that occurs when the learners select incorrect aspect of language. For example, *he have four sister*, in this sentence the learner has error selection in the use of auxiliary, it is because he should followed by *has not have*. Then, the last type of error is *ordering errors*. Ordering error occurs because the learner did incorrect command of part of speech in the sentence. For example, *I to the store went*, in this case the learner do not know how to structuring part of speech such as subject verb and object (as cited in Rejeki, 2012, p. 6).

Moreover Corder (1981) distinguished the types of error based on the systematicity. Those are *pre-systematic error*, *systematic error* and *post-systematic error*. Pre-systematic errors occur when the learner is unaware about particular rule of target language. Then, systematic errors occur because, the learner knows the rules of target language but that is wrong. The last is post-systematic error, it is errors that occur when the learners know the correct rules of target language but they do not use it consistently. According to Dulay, Burt, and Krashen as cited in Elis (1994), to

classify the errors, it should use a surface strategy taxonomy. The surface strategy taxonomy of errors is drawn below. The categories and sample is from Dulay, Burt, and Krashen (as cited in Ellis, 1994, p. 56).

Table 1 <i>A surface strategy taxonomy</i>		
Category	Description	Example
<i>Omissions</i>	The absence of an item that must appear in a well-formed utterance.	She sleeping.
<i>Addition</i>	The presence of an item that must not appear in well-formed utterances. The use of the wrong	We didn't went there.
<i>Misinformation</i>	form of the morpheme or structure. The incorrect placement of a morpheme or group	The dog ated the chicken.
<i>Misorderings</i>	of morphemes in an utterance.	What daddy is doing?

From definition above, there are four types of error. They are *omission*, *addition*, *selection*, and *ordering*. It is because *misinformation* and *misordering* of the surface strategy taxonomy are same as selection error and ordering error. Those four

types of error can perform in speaking and writing. However, according to systematicity, there are three types of errors. They are pre-systematic errors, systematic errors, and post-systematic errors. Moreover this research chooses strategy taxonomy from Dulay, Burt, and Krashen (as cited in Ellis, 1994, p.56) as theory to classify the error.

Error analysis. Error analysis deals with a process. Fang and Xue-mei (2007) said, “Error analysis is associated with a rich and complex psycholinguistic view of the learner” (p.13). According to Ali in Ridha (2012), error analysis is “the examination of those errors committed by students in both the spoken and written medium” (p.26). Besides, error analysis is a process to observe, analyzed, classified and reveal what is error that learner made (Brown, 2000). Richard and Schmidt (2002) explained that, error analysis is identifying process, whether identify the strategies of learner in language learning, identify the causes of learner’s error, or identify the common difficulties in language learning. Gass and Selinker (2001) stated that error analysis is linguistic analysis that focuses to analyze errors that the learners make. Ellis (1994) stated, error analysis is a process of analyzing the learner’s errors. Beside, “An error analysis is help the learners to learn an L2” (Ellis, 1997, p.19).

Error analysis is methods to observe, analyze, and classify student’s error. Error analysis also can focus on specific language. Error analysis is linguistic analysis that focuses on the error that the learners make. Based on explanation about, it is clear

that error analysis is suitable with this research. It is because this research analyzes the error on the use of *in*, *at*, *on* in the students writing.

The Definition of Preposition

Students who learn English language are really urged to know about preposition. To know clearly about what is preposition, the researcher shows several concepts of definition of preposition based on several experts.

According to Klammer and Schulz (1992), "preposition is reliable signals that a noun is coming. Sanford (1979) found, "a preposition connects the noun or pronoun that usually follows it to other words in a sentence" (p.54). Then, according to Essberger (2009), preposition is a word that comes before another word, such as a noun, noun phrase, pronoun, and gerund.

Based on the expert's explanation above, preposition is a word that is used before noun or pronoun. Preposition is also a signal that noun is coming. For example, *a person was trapped on the roof*. In that sentence 'on' is a signal that noun "roof" coming.

The Type of Preposition

According to Klammer and Schulz (1992), there are two types of prepositions. They are simple preposition and phrasal preposition. Besides, Essberger (2009) found two types of preposition: one-word preposition and complex-preposition. Same definition is also given by Klegr (1997) who said that in general there are two characteristics of preposition: simple preposition and complex preposition.

Generally, there are two types of preposition. They are simple preposition (one-word preposition) and phrasal preposition (complex-preposition). The examples of simple preposition are *in, at, on, after, to, before, about, above* and the others. Then, the examples of phrasal preposition are according to, ahead of, along with, apart from and the others.

According to Sanford (1979), “a preposition always works with a following noun, noun word group, or a pronoun to show its relationship to other words in the sentence. The relationships can be of time, place, manner, or kind” (p.54). According to Essberger (2009), “There are many prepositions can be adverb” (p.5). Klegr (1997), “in keeping with semantic roles of adverbials, the phrasal preposition can be divided into six large groups, place, time, contingency, process, respect, and degree” (p.57). Another expert stated that there are several function of prepositions, for example, prepositions are used to explain about time and place. Moreover, according to Frank (1972), based on the function, prepositions are divided into three: preposition of time, preposition of position or place, and preposition of direction.

Therefore, the summary of explanation above is, there are several types of prepositions; those are preposition of place, time, manner and preposition of direction. However in this research, the researcher will only research about preposition of time and preposition of place. Then, the researcher only focus to research about preposition *in, at, on* as preposition of time and place.

The Use of *in, at, on*

According to Eastwood (1994), usually *in*, *at*, *on* express about position. Moreover, sometimes *in* and *on* can use to express the movement and sometimes the choice of preposition depends of the meaning. In general *in*, *at*, *on* are used to explain about position or place, but sometimes those preposition also can use to explain about movement.

At. Eastwood (1994) said, “at is one dimensional, we use it when we see something as a point in a space” (p.291). For the instance: *the car was waiting at the lights*. Besides that, *at* is used to explain about a smaller place or specific place (Eastwood, 1994). Boquist (2009) also has same statement that *at* is used to explain about an exact place or a specific place. According to Quirk, Greenbaum, Leech and Svartvik, (1973) *at* can be used to explain about building, for example: *at school*, *at home*. However, *at* refers to building in institutional or functional purpose. Moreover, *at* also used to address about the name of street and the number of the house. Besides that *at* also explains about the name of village, for example *Bung Karno’s grave is at Blitar* (Widarso & Mariani, 1994).

Preposition *at* cannot only explain about place but also can explain about time. According to Eastwood (1994), *at* is used to explain about a particular time or o’clock time, or explain about holiday periods for two or three days (*at the weekend*, *at Christmas*, *at thanksgiving*). Boquist (1973) also state that *at* is used to explain about an exact time or specific time. Another explanation, *at* is used to explain about time of the day and special expression (Praninskas, 1959). Moreover, according to Widarso and Mariani (1994), *at* is used to explain about midday and night (*at night*,

at noon, at midnight). Murphy (1990) stated that *at* is used to explain about an event, for example *at the party*.

On. Here, the researcher explains about preposition *on* that is used to explain about time and place. According to Eastwood (1994, p.291), *on* is two dimensional, we use it for a surface. For the example: *there were lots of pictures on the walls*. So, the position of the picture is on the surface of the wall. Arjan, Abdullah, and Roslim (2013) stated that *on* is one dimensional (when we see something as a surface). Then, *on* is used with an article and noun to show place. The next, *on* is used without an article before a noun to show fix expression, for example: *you will find it on page 23*. To describe the place, *on* is used with an article and followed by adjective before a noun; *on* is used with possessive adjective, for example: *on her back*. According to Riyanto (2010), *on* means of travelling, for example: *on foot, on a ship, on the bus, on my way home, on a journey*, an exception: *in the car*, and in the direction of for example: *on the left, on the right*.

For showing the time, *on* is used to explain about the single day or which day, for example: *on Tuesday, on Friday*. Then, *on* can also mean immediately after, for example: *on his arrival the president held a press conference*. Another expert said that *on* is used before days of the week and dates, for example: *on July 4th* (Praninskas, 1959).

In. There are several uses of preposition *in*. According to Eastwood (1994), “*in* is three dimensional. We use *in* when we see something as all around” (p.291). For the example: *there was a man sitting in the waiting room*. Eastwood further

explain that, for place *in* is used to explain about country or town. For example: *in Yogyakarta*. According to Arjan, Abdullah and Roslim (2013), there are several uses of *in*. First, *in* is three dimensional (when we see everything at once), then *in* explain about something an enclosed area, for example: *in the field*. To show a place *in* is used with an article and noun (*in* +article + noun). However, in a fix or special expression *in* is used without an article and only *in* plus noun to show place, for example *in prison*. Then, *in* is used with an article and followed by adjective before the noun to explain about place. For the example: *in the big country*. The last, *in* is used with possessive adjective, for example *in my house*. According to Kardimin (2006), *in* is used to explain about general place. Then, *in* explains about the building as three dimensional, for example: *in the school* (inside the building).

For indicating a time, *in* is used to explain about time with longer periods and part of the day: *in the morning*, *in the evening*, and the others an exception *at night* (Eastwood, 1994). For example: *in the next view days*, *in the morning*. Another expert said that *in* is used to explain about months, year, seasons and special expression (Praninkas, 1959). The example of special expression is: *in prison*.

Another expert stated that for time, *in* is used to explain about month and year.

Besides that, *in* also explains about something inside (Murphy, 1990). For example: there is cockroach in the box, it mean the cockroach inside of the box.

Based on the explanation of the used of *in*, *at*, *on*, above, here are the table of the used of *in*, *at*, *on*.

Table 2
<i>The use of at</i>
Place
<ol style="list-style-type: none"> 1. It is one dimensional. It is used when we see something as a point in a space. For the instance: <i>the car was waiting at the lights.</i> 2. It is used to explain about specific place. 3. At explains about building for institutional or functional purpose. for example: <i>at school, at home.</i> 4. At explains about the name of street and the number. 5. At can be used to explain about the name of village.
Time
<ol style="list-style-type: none"> 1. It is used before the time of the day or specific time such as a clock. Example: <i>at 5:15.</i> 2. It is used to explain special expression or midday and night, example: <i>at noon, at night.</i> 3. It is used to explain about holiday periods two or three days. Example: <i>at thanks giving, at the weekend, at Christmas.</i> 4. At is used to explain about an event, for example <i>at the party.</i>

Table 3
<i>The use of on</i>
Place
<ol style="list-style-type: none"> 1. It is two dimensional, it is used for surface. 2. It is used with article and a noun to show place.

3. It is used with a noun without article to show place in some fixed expression. Example: *you will find it on page 23.*
4. It is used with an article followed by an adjective or adjective before the noun to explain the place. Example: *he stands on a wooden chair.*
5. On is used with possessive adjective. Example: *on her back.*
6. On is used to explain about the direction of, for example: *on the left, on the right.*
7. On means of travelling, for example: *on the bus, on foot, on a ship, on my way,* an exception: *in the car.*
8. On is also used to explain about the edge, for example: *on the river, on the border.*

Time

1. It is used to explain the single day or which day. Example: *on Friday, on Saturday.*
2. It is also mean immediately after. Example: *on his arrival the president held a press conference.*
3. It is used before dates or specific date of the month. Example: *on July 4th.*

Table 4

The use of in

Place

1. It is three dimensional; it is used to explain about something all around.
2. It is used to explain about country, town or any place, which has boundaries or is enclosed. Example: *in the field.*

<ol style="list-style-type: none"> 3. In means inside only. 4. In is used without an article to show place in fixed expression (<i>in bed, in prison, in hospital</i>). 5. It is used with an article, <i>a, an, the</i> and a noun to show place. 6. It is used with an article followed by adjective, adjective before the noun to describe the place. 7. In describes about general place. 8. In is used with possessive adjective (in + possessive adjective). 9. In can be used to explain about the name of street without the number, for example: <i>you will find lots of Batik on Malioboro Street</i>.
Time
<ol style="list-style-type: none"> 1. It is to explain about time with longer period, year, and seasons. For example: <i>in the next days, in 1992, in autumn</i>. 2. To explain about part of the day or special expression. Example: <i>in the morning, and the other, an exception night (at night)</i>.

Software to Help the Data Analysis

Concordance. In this research, the researcher researched about students' errors on the use of *in, at, and on*. Therefore, the researcher used concordance as a tool to help the researcher to analyze the data. According to Seale (2004),

“concordance is a computer software which will analyze texts in number of ways, including producing keyword lists and word frequencies, identifying main ideas, analyzing patterns of word use, and comparing vocabulary between texts” (p.369).

Based on the explanation above, concordance is software related with linguistic. It is because concordance is able to analyzing text, identifying main idea of the text, analyzing pattern of word use and comparing vocabulary between texts.

After analyzing the data with concordance, the researcher used another software to help analyze the data. That was Weft QDA. According to Fenton (2006), Weft QDA is software to help researcher to analyze a textual data. Those samples of textual data are interview transcripts, documents, and field note.

Based on the explanation above, Weft QDA is a software to ease analyzes the data. The data that were analyzed with Weft QDA were interview transcript, document, and field note.

Writing

Writing is an outward expression of what is going on in the writer’s mind (Hussain, Hanif, Asif, and Rehman, 2013). Furthermore, according to Hussain et al (2013), “writing is the visual medium through which graphical and grammatical system of a language is manifested” (p.832). Another explanation, writing is a “complex process which demands cognitive analysis and linguistic synthesis” (Ridha, 2012, p.22). Based on Kane (1988), there are three kinds of writing: writing exposition (explain), description (deal with perception), narration (series of related event), and persuasion (seeks to alter how readers think or believe). Based on the

explanations, writing is an activity to release an idea of the writer's into a sheet of paper or other. Then, generally, the kinds of writing are: exposition, description, narration, and persuasion.

In summary, writing is an outward process of what is going on in the writer's mind. Besides that, writing is an activity to release the writer's idea on piece of paper or other media. Writing is really suitable with this research; it is because writing is suitable with error analysis. Like the previous explanation, error analysis is a process to analyze, observe, classify, and categories the learner's error in the learning language whether in speaking or writing.

Errors on the Use of *in, at, on*

There are several errors on the use of *in, at, on*. According to Asma (2009), students often misuse when they use *in, at, on*. Khotaba (2013) stated that the common error on the use of *in, at, on* is that the students often substitute *in* by *on, on* by *at*. Further explanation, Khotaba (2013) said that most of error occurred when students are using preposition is when they use preposition *in, at, on*. Krulj, Prodanovic, and Trobojevic (2011) stated that "preposition *in* and *at* in both temporal and spatial meanings were the most frequent prepositions in the group of confused words" (p.238).

In conclusion, the most common errors that occur when students use preposition is when they use preposition *in, at, on*. From the explanations above, It is clear that the learners often misuse when they use *in, at, on*. Besides, the most frequent prepositions in group of confused word are *in* and *at*.

Conceptual Framework

Preposition is a word that comes before another word. Another explanation, preposition is also explained as a reliable signal when a noun is coming. However, prepositions are very tricky whether for students or teacher. Besides that, preposition become one of part of speech that hard to master by students and because of that the students often make errors when they use preposition; no exception when they use *in*, *at*, and *on*. Students often misuse when they use *in*, *at*, and *on* whether in writing or speaking. For example, students substitute preposition *in* with preposition *on*, in a sentence that should use preposition *in*.

This research wanted to investigate what are errors that occur when students use *in*, *at*, and *on* in the writing. Then, this research chose error analysis as a method to analyze students error on the use *in*, *at*, *on*. It is because, based on explanation above, error analysis is a process of analyzing, observing, and classifying students' error. In the process of analyzing students' errors, the researcher used concordance and Weft QDA as a tool to help analyze the data. Concordance is software related to linguistic. Concordance is also able to produce key word list, identify main idea of the text, analyze pattern of word and comparing vocabulary between texts. Then, Weft QDA is used to help classify and categories the errors. The figure below draws the conceptual framework of the research.

Figure 1

Conceptual framework

