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THE INCORRECT USE OF ENGLISH PREPOSITIONS
A CASE STUDY AT THE FACULTY OF LETTERS
HASANUDDIN UNIVERSITY



A THESIS

*Submitted In Partial Fulfilment Of The Requirements
For The Sarjana Degree In English
At The Faculty Of Letters
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BY

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ABSTRAK

Melalui skripsi ini penulis bertujuan menganalisis masalah-masalah yang dihadapi mereka pada Fakultas Sastra Jurusan Bahasa Inggris Universitas Hasanuddin. Pokok pembahasan dalam skripsi ini adalah penggunaan preposisi Bahasa Inggris. Selanjutnya penulis juga ingin mengemukakan bentuk-bentuk kesalahan yang dilakukan oleh mahasiswa dalam menggunakan preposisi Bahasa Inggris dan menyelidiki sebab-sebab terjadinya kesalahan tersebut.

Dalam skripsi ini penulis memperoleh data dari 37 mahasiswa semester ke tiga Fakultas Sastra Universitas Hasanuddin yang sedang mengikuti Intensive English Course atau Blocking System tahun akademik 1990/1991.

Cara memperoleh data adalah dengan memberikan sejumlah pertanyaan yang menyangkut preposisi Bahasa Inggris. Pertanyaan tersebut penulis bagi dalam tiga kelompok. Kelompok I, 20 pertanyaan yang menyangkut preposisi Bahasa Inggris yang menunjukkan tempat dan posisi, kelompok II, 20 pertanyaan yang menyangkut preposisi Bahasa Inggris yang menunjukkan arah dan gerak, kelompok III, 20 pertanyaan preposisi Bahasa Inggris yang menunjukkan waktu.

Dari hasil penelitian tersebut menunjukkan bahwa sebahagian dari mereka sudah bisa menggunakan preposisi dengan baik, namun masih ada juga yang masih melakukan kesalahan dalam menggunakan preposisi, bahkan masih ada tidak tahu sama sekali menggunakan preposisi Bahasa Inggris. Hal ini dapat

dilihat karena masih ada mahasiswa yang tidak memberi jawaban terhadap beberapa pertanyaan.

Penyebab terjadinya kesalahan tersebut pada umumnya adalah pengaruh bahasa sumber yaitu Bahasa Indonesia dan Bahasa Daerah dimana struktur atau tata bahasanya berbeda dengan struktur Bahasa Inggris. Penyebab lain timbulnya kesalahan adalah kurangnya perbendaharaan kata-kata yang mereka miliki, kurangnya pemahaman untuk membedakan penggunaan preposisi Bahasa Inggris, dan mereka kurang melakukan latihan-latihan sehingga mereka kurang pengalaman dalam menggunakannya.

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FAKULTAS SASTRA

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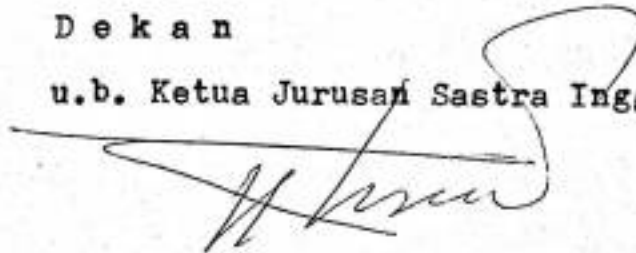
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D e k a n
u.b. Ketua Jurusan Sastra Inggris



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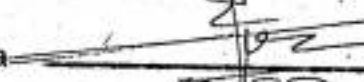



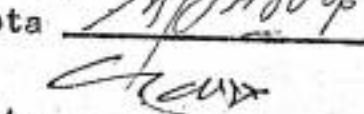
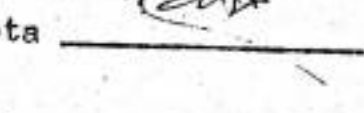
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THE INCORRECT USE OF ENGLISH PREPOSITIONS
A CASE STUDY AT THE FACULTY OF LETTERS
HASANUDDIN UNIVERSITY

yang diajukan dalam rangka memenuhi salah satu
syarat ujian akhir guna memperoleh gelar Sarjana
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The Writer

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CHAPTER I
INTRODUCTION



1.1 Background of choosing the title

Language is very important for human being because it connects one person to another in society. By language we can express our feelings, opinions, and necessities to another person. So, Kentjono (1982:2) says:

"Bahasa ialah sistim lambang bunyi yang arbitrer yang dipergunakan oleh para anggota kelompok sosial untuk bekerja sama, berkomunikasi, dan mengidentifikasi diri" = "Language is a system of arbitrary vocal symbols which is used by the members of social group to cooperate, to communicate, and identify their-self."

Then, quotations of Alwasilah (1985:75) about the definition of language as follows:

"Language is a system of arbitrary vocal symbols which permits all people in given culture, or other people who have learned the system of that culture, to communicate or to interact."

#Language is a system of arbitrary vocal symbols used for human communication."

From such statements above we notice that language plays an important role in society. It means that without language in society the people or the members of society can not interact to each other. Also, the definition above show the functions of language as tool of communication in social interaction in community.

Language is the expression of ideas by means of words. The grammar of the language is primarily the

study of the forms of words and their relationship to another. We need to know grammar and usage if we want to speak and write correctly. and if the words we use are to express our ideas most clearly and effectively. In dealing with the language words are the parts that are used to build sentences.

When we put words together in sentence we must be familiar with the parts of speech that are needed and the purpose and function of each part. Concerning this fact, Nababan (1984:46) argues:

"Unsur bahasa yang dikenal secara umum ialah kata, tetapi inilah unsur yang paling sulit didefinisikan secara ilmiah oleh ahli-ahli bahasa. Sedangkan fungsi bahasa secara umum ialah sebagai alat komunikasi" = "Word is an element of language that is known in general, but that word very difficult given scientific definition by the experts. While the function of language in general is a tool of communication."

Preposition is a part of speech that shows the relationship between certain word in a sentence. (Semmelyer:1985:9). In this case the writer can say English preposition is a part of speech that very important element in forming a sentence. In other hand English preposition is a part of grammar and vocabulary which make confuse in their using. By Using English element in right way we hope messages and ideas can be accepted by another people most clearly and effectively.

According to the point of view that each language has its own rule which must followed. As Ruru (1984)

writes:

"Sebagai alat komunikasi, bahasa memiliki aturan-aturan yang harus dipatuhi oleh pemakainya agar supaya komunikasi dapat berlangsung secara efisien dan efektif. Akan tetapi kenyataan menunjukkan bahwa banyak sekali terdapat kesalahan-kesalahan baik itu di tingkat fonologi, leksis, sintaksis, maupun semantik" = "Language as a tool of communication has its own rules which must be followed by their user in order to communicate in efficient and effectively. But infact show that many errors found in phonology, lexis, syntaxis, and semantics."

From this passage above gives motivation to the students to study hard and master English well.

The wrbter realizes that English very important in education level because it has a place and plays role in academic side, so, then he wants to present the writing on this topic.

The writer being a student of the Faculty of Letters Hasanuddin University is interested in conducting a study on onepart of speech i.e. prepositions.

Communicating with this passage above, so the writer is motivated to choose the title: "The Incorrect Use Of English Prepositions." All languages have different rules especially the use of preposition. Based on the preposition in English, so the writer wants to know why the students especially for who attended Intensive English Course or Blocking System at Hasanuddin University sometimes make some mistakes in using prepositions. This problems come to the writer that how to solve that mistakes.

As Corder, 1974 writes:

"If we regard a language as a code, i.e. a use of wrong rules or a misuse of right rules may, but does not necessarily, result in superficially ill-formed sentences."

From quotation above we can say that if we want to express our ideas to other people whether orally or written, we must regard to the rule of the language because do not follow the rule the messages can not be accepted effectively.

1.2 Purpose of writing

The objectives that the writer wants to set up in this particular occasion are as follows:

- 1.2.1 To analyze and classify the error especially preposition made by the students of English Department at Hasanuddin University. In this case the writer would like to provide a brief description about the ability of English Department's students in using English prepositions.
- 1.2.2 To provide classification of preposition that show place and position, direction and motion, and time.
- 1.2.3 By this particular thesis the writer hopes to be small contribution to the students of English Department, Faculty Of letters, Hasanuddin University.

1.3 Scope of the problem

The scope of the problem is also very important to state in this particular work, because it may help others in following the material discussed in

this thesis. The scope of the problem essentially functions to avoid overlapping explanation.

However, this particular thesis only concern with the incorrect use of English prepositions. So, the writer only analyse the errors of the students in using prepositions.

In addition to this topic, limitation is also applied to the respondents from which data are collected. In this thesis, not all the students of English Department become respondent. However, the respondents are restricted to those who are attending Blocking System enrolled in 1990.

1.4 Methodology

To complete of this writing, the writer will try to comply to the requirements of scientific work, throughout the process of collecting and processing data and the drawing of conclusions. In collecting some data the writer uses some methods as follows:

1.4.1 Method of research

Library research

Library research is the way of collecting secondary data. In this case, the writer needs some books related to the problems being studied to have references and guidances in explaining the data.

Field research

Written test as an instrument in collecting primary data is administered to the respondents as

a sample. The purpose to administer written test to the sample is to obtain primary data. The form of the written test is a scramble test in which the respondents should choose the correct answer which are presented. The writer has collected some data of the third-semester students of English Department, Faculty of Letters Hasanuddin University who attended Intensive English Course or Blocking System as population of this research. They are thirty seven in number. Then the writer analysed the result of the test. Finally the writer comes to the teacher or consultant to ask directions in composing this thesis.

1.4.2 Method of data analysis

Analysis of the data is the main point of this thesis. So, for the implementation and analysis the data, the writer will use 'Descriptive Method.'

1.5 Population and Sample

1.5.1 Population

The population of this research are the students who attended Intensive English Course or Blocking System.

1.5.2 To be the sample the writer only took thirty-seven (37) students from two groups those are 20 students from group I and 17 students from group II.

1.6 Composition of Chapter

This thesis consist of four chapters and each chapter

has some subordinate chapter. Sequence of the presentation in this work is began with Introduction. Introductory chapter consist of Background of Choosing the Title, Purpose of Writing, Scope of Problem, Methodology, Population and Sample, Composition of Chaptwers.

The second chapter deals with Review Of Literature which included in it, Definition of term used, Types of the prepositions, Preposition with multiple meaning, and Preposition often confuse.

The third chapter as a main chapter of this thesis consist of presentation of data and analysis of the data.

The fourth chapter is the last chapter which consists of conclusions and sugestions.

CHAPTER II

REVIEW OF LITERATURE

2.1 Definition of the term used

Before discussing any of the problems of the prepositions further, first of all the writer would like to give some definitions of the terms used such as follows:

2.1.1 Definition of errors

Errors is something done wrong.

(Hornby, 1969 : 334).

An error is any deviation from native speaker competence. (Davies, 1970).

Error is a grammatically incorrect form.

(Georgr, 1972).

An error is an unwanted form which a particular course designer or teacher does not want.

(George, 1972).

Error is grammatically incorrect form.

(Corder, 1974).

Error is a term used in psycholinguistics referring to mistakes in spontaneous speaking or writing attributable to the malfunctioning of the neuromuscular command from the brain.

(Cristal, 1980).

Based on the definitions above an error means in this particular thesis are systematically form in

writing which are caused by the breaches of code of a target language that is English.

2.1.2 Definition of preposition

According to Muhammad Ayyub (1981 ; 107) says:

"Preposisi berasal dari Bahasa Latin yaitu: Prae + Positus artinya ditempatkan sebelum"="By etymology preposition comes from Latin which are Prae + Positus mean is placed before."

Example: 1. He went to the cupboard.

2. He was coming from Jakarta.

Preposition to in sentence 1 shows relation between the verb went and noun cupboard. Cupboard is the object of the preposition to.

Preposition from in sentence 2 shows relation between the verb coming and noun Jakarta.

Definition of Ayyub is similar to the idea of several experts that the writer quotes as follows:

According to Warriners (1958:17) says:

"A preposition is a word used to show the relationship of a noun or pronoun to some other word in the sentence."

Example: 1. I enjoy working in the laboratory.

2. My teacher comes into the classroom.

3. You come after me.

4. He was coming from Medan.

In sentence 1, preposition in shows relation between verb working and noun laboratory.

In sentence 2, preposition into shows relation

between verb comes and noun classroom.

In sentence 3, preposition after shows relation between verb come and pronoun me.

In sentence 4, preposition from shows relation between verb coming and noun Medan.

According to Harahap (1970 : 603) argues:

"A preposition is a word place before a noun or noun equivalent to show in what relation the person or thing denoted by standing to something else." = "Kata depan adalah kata yang ditulis di depan kata benda atau kata yang sama dengan kata benda untuk menunjukkan perhubungan orang atau benda yang dinyatakan oleh kata itu dengan sesuatu yang lain."

Example: 1. Ali sits on the table.

2. The book is under the table.

Preposition on, in sentence 1 shows relation between person Ali and noun table.

Preposition under, in sentence 2 shows relation between noun book and noun table.

According to wardiman (1986 : 97) writes:

"A preposition is a word used to show the relation between a noun or pronoun and remaining words in the sentence."

Example: 1. They live near us.

Near shows relation between they and us.

2. She sends a letter to me.

To shows relation between pronoun she and pronoun me.



3. Tom often goes to the movie.

To shows the relation between Tom and movie.

4. I saw him during the holiday.

During shows the relation between pronoun him and noun holiday.

From such definitions with the examples above the writer concludes that preposition is a word which explains the relation between noun or pronoun and other words in a sentence.

2.1.3 Definition of phrase

According to Miller (1960:14) says:

"A phrase is a combination of words that forms a part of a sentence, but does not constitute a complete sentence."

According to Wardiman (1986:127) writes:

"A phrase is two or more words that function together as a group."

- Example: - The man in the blue car is my uncle.
- The man behind your father is my uncle.
- The student went to the classroom.
- The boys in the street are students.
- They saw him come into the classroom.

The underline words on the examples above are the phrase.

According to Harahap (1970:604) argues:

"A phrase is a combination of words that make sense" = "Phrase ialah gabungan kata yang memberikan suatu pengertian, tetapi tidak lengkap."

Example: 1. I see.

2. On the table.

On the example 1 is a sentence because it consists of two words and it makes a sense. The combination of words have the subject I and predicate see.

On the example 2 is a phrase because the combination of three words makes sense, but three of them do not function as a subject and predicate.

From three definitions with the examples above the writer can say that phrase is a combination of words which make sense does not have a subject and predicate and it is a part of a sentence.

Example: - The girl at the door is my sister.

- The man with the red hat is my teacher.

The underline words of the examples above are the phrases.

Mas'ud (1987:188) says:

"Penggunaan phrase dapat diklasifikasikan menjadi tiga macam yaitu." = "The use of phrase can be classified in three types which are;"

1. Sebagai noun phrase = As a noun phrase

Noun phrase adalah phrase yang digunakan /berfungsi sebagai noun (kata benda) = Noun phrase is a phrase that is used or function as a noun.

Example: - Ali went to the store for some books.

- My new car near the door.

The underline words on the examples above are the noun phrase.

2. Sebagai adjective phrase = As an adjective phrase

Adjective phrase adalah phrase yang digunakan/ berfungsi sebagai adjective, memberi sifat kepada noun atau pronoun: = Adjective phrase is a phrase that is used/function as an adjective to modify noun or pronoun.

Example:

- The girl with the grey bag is my sister.
- His success in life began early.

The underline words on the examples above are the adjective phrase.

3. Sebagai adverbial phrase = As an adverbial phrase

Adverbial phrase adalah phrase yang digunakan/ berfungsi sebagai adverb yakni menerangkan kata kerja. = Adverbial phrase is a phrase that is used as as adverb which modify a verb.

Example:

- He shouted on the hpuse top.
- John fishes in the big lake.
- He puts the money into his pocket.

The underline words on the examples above are the adverbial phrase.

2.1.4 Definition of prepositional phrase

According to Wardiman (1986:129) says:

"A prepositional phrase is a group of words that includes that preposition, the noun or pronoun that is object, and any words that modify the noun or pronoun."

According to Harahap (1970:604) mengemukakan bahwa:

"Prase preposisi adalah kelompok kata yang didahului oleh kata depan yang mempunyai suatu pengertian."

- Example: - The report will be sent in a few days.
- He is sometimes angry with his son.
- He cuts it with a knife.
- He hurried into the classroom.

The underline words of the examples above are the prepositional phrase.

From the definitions above the writer concludes that prepositional phrase is a group of words or expression that have preposition.

According to Semmelmeier and Bolander (1985:188) says:

"A prepositional phrase consists of the preposition and its object."

Example: 1. I walked down the winding street.

In this sentence, the preposition is the word down and the object is street. The prepositional phrase is down the winding street.

2. The girl with the red hair is an artist.
In this sentence, the preposition is with and the object is hair. The prepositional phrase is the group of word, with red hair.

Again they say that:

"A prepositional phrase is a phrase that functions as an adjective or an adverb."

An adjective phrase is a prepositional phrase that modifies a noun or pronoun.

Example: 1. The man at the gate sold us the tickets.

In this sentence, the prepositional phrase is at the gate. It is an adjective phrase because it modifies the noun man. The phrase at the gate is equivalent of an adjective because it means the gate man.

2. We followed the path near the river.

In this sentence, the prepositional phrase is near the river. This is an adjective phrase because it modifies the noun path. The sentence means that we followed the river path.

An adverbial phrase is a prepositional phrase that modifies a verb, an adjective, or an adverb.

The adverbial phrase answers the questions: when,

where, how, and to what extent. Adverbial phrases express time, place, manner, and degree.

Example: 1. I shall return at noon.

2. The sailor was working on the deck.

3. Tell the story in your own words.

In the first sentence, the adverbial phrase is at noon. That phrase expresses time. The phrase tells when or at what time I shall return. It modifies the verb shall return.

In the second sentence the adverbial phrase is on the deck. That phrase expresses place. This phrase tells where or at what place the sailor was working. It modifies the verb was working.

In the third sentence, the adverbial phrase is in your own words. That phrase expresses manner. It tells how or in what manner you should tell the story. The phrase modifies the verb tell.

2.2 Types of the prepositions

In this sub chapter the writer looks at this problem from the common meaning categories point of view.

2.2.1 Prepositions indicate place and position as they are illustrated in Macmillan (1964:1-20) as follows:

<u>Pre- position</u>	<u>Meaning</u>	<u>Examples</u>
<u>at</u>	presence or contact	They are <u>at</u> the grocery store. When will you <u>at</u> the swimming pool?
<u>in</u>	enclosure, being surrounded by something	Mary is <u>in</u> the swimming pool now. They are <u>in</u> the United States.
<u>on</u>	in contact with the top surface of another object	The book is <u>on</u> the table. The dog was lying <u>on</u> the ground.
<u>off</u>	opposite of on ; away from another object, or separated from it	The book fell <u>off</u> the table. The shade is <u>off</u> the lamp. Their house is <u>off</u> the main road.
<u>across</u>	opposite from, on the other side of	Mr. and Mrs. Lewis live <u>across</u> the street from us. Her house is <u>across</u> the street.
<u>around</u>	near, on all sides of	She has a scarf <u>around</u> her neck. The shop is just <u>around</u> the corner.
<u>about</u>	on all sides of	He gathered his family <u>about</u> him.
<u>between</u>	in the space separating two things	Katherine is sitting <u>between</u> Dick and Tom. The bank is <u>between</u> the hotel and hospital.
<u>among</u>	with or surrounded by, one of, some of, included in	Mary was standing <u>among</u> the other girls. <u>Among</u> the book on the table was a small one bound in beautiful red leather.

throughout in all parts of There was a drought throughout the southwest.

Just now there is cold eather throughout the country.

over generally higher than a point The sky over ourheads was a deep blue.

The plane flew over the mountains.

above up in a perpendicular direction from He lives on the floor above us.

Can you see the helicopter above the palace.

Note: over and above are often interchangeable.

under generally lower than a point A subway runs under this street.

underneath expresses the idea of close under He swept the dirt underneath the rug.

beneath expresses the idea of directly under with some space between Beneath the tree lay a dog fast asleep.

below directly lower than a point He lives on the floor below us.

by, beside at the side of (both are interchangeable) We live by the sea. (we can see it)

Mary is standing by Jack.

He sat beside his wife during the party.

against touching

His bicycle was leaning against the fence.

The paint is wet! Do not lean against the fence.

ahead of is used when things are moving or are arranged in time sequence The man ahead of us was walking very slowly. He was standing ahead of me in the line at the bank.

<u>in front of</u>	is used whether there is movement or not	We were sitting <u>in front</u> of you at the movies last night.
<u>beyond</u>	farther away or on the side of	We work several miles <u>beyond</u> your house. Their new house is <u>beyond</u> the bridge.
<u>along</u>	parallel to, or following part of the length of	People stood <u>along</u> the streets to see the Queen. We watched for road signs <u>along</u> the highway.
<u>behind</u>	contrasted with ahead of, in front of	We sitting <u>behind</u> you at the movies last night.
<u>near</u>	close to, not far	It's convenient living so <u>near</u> the station.
<u>next to</u> , and <u>close to</u>	are similar in meaning, except that <u>next to</u> means <u>beside</u> , <u>close to</u> means <u>near</u> .	The bank is <u>next to</u> the post office. (means beside) The bank <u>close to</u> the grocery store. (means very near)
<u>far from</u>	occurs most often questions or negative statement	Is the bank <u>far from</u> the grocery store? No, the bank is not <u>far from</u> the grocery store.
<u>before</u>	refer to the place or position of people	He bowed <u>before</u> Queen. (means in front of) Your name comes <u>before</u> mine on the list. (reference to order or arrangement)
<u>after</u>	refer to the place or position of people	He walked down the stairs <u>after</u> his wife. The first street <u>after</u> the bridge is State Street.

2.2.2 Preposition indicate direction and motion as they are illustrated in Macmillan (1964:21-36) as follows:-

<u>Pre-positions</u>	<u>Meaning</u>	<u>Examples</u>
<u>into (in)</u>	expresses the idea of entering	Jim dived <u>into (in)</u> the swimming pool.
<u>out of</u>	from the inside to the outside of something	He came <u>out of</u> the house. He took some money <u>out of</u> his pocket.
<u>from</u>	tells the place where the movement started	We came straight home <u>from</u> school.
	expresses separation	Toraja is three hundred kilometer <u>from</u> Makassar.
<u>away from</u>	in the opposite direction	He jumped <u>away from</u> the falling wall.
<u>to</u>	is used with verbs of motion	I went <u>to</u> college in Makassar. Daniel always walks <u>to</u> campus.
<u>toward</u>	in the general direction of	The pilgrims headed <u>toward</u> Mecca. This road leads <u>toward</u> the sea.
<u>by</u>	past or beyond suggests movement without stopping, stopping only for short time before continuing	He past <u>by</u> me without spaeaking to me. Would you mind stopping <u>by</u> the bakery for some bread on your way home?
<u>by, by way of, via</u>	through or passing through	The street car conductor said, "Leave <u>by</u> the rear door, please." We went to New York <u>by way of</u> Baltimore. This plane goes to Miami <u>via</u> Jacksonville.

around, in a circular We walked around the town
about motion, conveys about looking at all the sights.
the idea of
indefinite They drove around the country.
motion in vari- about
ous direction

around can also Drive around that big rock.
used in avoiding Don't drive over it.
something

across, from one side Don't go across the street in
through to the other through the middle of the block.

over indicate motion The boy jumped over the wall.
up and down
again, to pass
an obstacle
at or to the There was a lamp over the table.
level higher
than but not
touching.

indicate motion The airplane flew over the city.
above something,
from one side
to the other

up and refer to verti- It is harder to run up the
down cal direction stairs than to run down them.

refer to hori- We walked up and down the
zontal direct- street.
ion

onto(on) indicate motion The cat jumped onto the table.
to the surface
of something,
to a position The actor walked onto the stage.
on the surface
of something

at with verbs of The child threw a stone at the
motion or di- bear.
rection con- Enter at the north gate.
veys the idea
of to or toward The dog jumped at the man's
throat.

off away from They went off the campus to have dinner.

The plane flew off the town.

2.2.3 Preposition indicates time as illustrated in Macmillan (1964:37-62) as follows:

<u>Pre-position</u>	<u>Meaning</u>	<u>Examples</u>
<u>at</u>	is used to express a specific time of day or night	The meeting will begin <u>at</u> 1:30. I saw him <u>at</u> noon. night. sunrise, etc.
<u>in</u>	used with parts of the day, months, seasons, years also mean during a specified period of time, counting from now	He watches TV <u>in</u> the evening. They were married <u>in</u> May. They like to go swimming <u>in</u> the summer. That building was completed <u>in</u> 1990. Can you drive to Poso from here <u>in</u> a day. We'll see you <u>in</u> a week.
<u>on</u>	used with days of the week, with dates that have numerals	He went to Manado <u>on</u> Tuesday. Dani was born <u>on</u> October 5, 1963.
<u>by</u>	reference to a specific time means <u>no later than</u>	Niel should have his answer <u>by</u> the first of the next month. The teacher told Dani to hand in his term papers <u>by</u> Wednesday.
<u>before</u>	earlier than	I will see you <u>before</u> Wednesday. Take this medicine <u>before</u> mealtime.

after later than

Would you please call
after eight.

to, till used to express
of, before minutes before the
hour

The hour 11:55, we can
say: 'five minutes to
twelve',
'five minutes till
twelve',
'five minutes of
twelve',
'five minutes before
twelve'

The word 'minutes'
is often omitted.

from ...until requires a beginning point
with from general
requires and end
point with to or
till

I can see you from ten
o'clock to/till two o'clock.
She works from eight until
two six days a week.

until is used, if
only the
end point
is given

I can not see you until
five o'clock.

for expresses duration of time
is used with an hour, a
part of an hour, a day, a
a week, a month, a season,
a year.

He was in France for the
month of July. (He spent
the month)

He stayed for
an hour.
three days.
two weeks.
five years.

refers to a specific
occasion which may not
necessarily be repeated

The maid is here for the
day. (only today)

is often followed by a
numeral the, a/an

Are they staying at the
lake for the Summer?
Come here for a minute,
please.

during expresses duration of
time, but intermitten
time

He was in France during
July. (not for the whole
month)

express habitual action

The maid here during the
day. (every day)

The maid here for the day.
(only today)

often followed by
the, this/that, my,
your, etc.

He's always at work during the
day.
They visited all their relatives
during their vacation.

since tells when an
action began.
It is used with
the present perfect,
past perfect verb
phrase.

I have lived in the United
States since 1970.
They have been studying English
since last year.

through

and from the beginning
to the end of
throughout

Classes continue through June.
The fireman worked throughout
the night in an effort to
control the fire.

till

and
until

up to the time of
(until more formal)

We waited for you until 3:30.
Daniel will be in college till
September.

In negative
expressions, the
meaning is at any
time before.

I could not get an appointment
with the doctor until Thursday.

2.2.4 Prepositions indicate manner, agent, instrument as
they are illustrated in Macmillan (1964:63-71) as
follows:

<u>Pre- position</u>	<u>Meaning</u>	<u>Examples</u>
<u>by</u>	with noun expresses the agent that is the person or thing that performs an action	This play was written <u>by</u> Shakespeare. The window must have been broken <u>by</u> a baseball.
	used to refer to means of transport	Niel enjoy going there <u>by</u> train, bus, plane, boat, etc.
<u>with</u>	often precedes the the name of instru- ment used to per- form an action	Dani opened the door <u>with</u> a key. Pagayang stirred his coffee with a spoon.



in
and express manner or
with material used. No
article is used

Don't write in pencil.
Write in ink.
I would do you a favor with
pleasure.

like expresses a
resemblance; it
compares one thing
to another

He walks like an army.
He speaks English like America.

by telephone
(no article)

I tried to reach you by tele-
phone at your office.

by radio
(no article)

Planes keep in touch with the
control tower by radio.

verbs: hear, listen on
over
the radio
(with article)

They always listen to the news
on/over the radio.

verb: see on/over TV
(no article)

We saw a good program on/over
TV last night.

2.3 Prepositions with multiple meaning

Some prepositions are used to express a variety of meanings. These may present difficulties. Some of them with their meanings and their common uses are summarized in Wishon and Burks (1980:291-293) as follows:

around at approximately The police believe the man
died around six o'clock.

in the vicinity of People have reported seeing
stranger around the store.

at with a street adress Daniel lives at 50A Dirgantara
if the number of house Street, Ujung Pandang.
is given

	with points in time	He arrived <u>at</u> 8:00.
	with prices	They are on sale <u>at</u> two dollars a dozen.
by	alone (with a reflexive pronoun)	He lives <u>by</u> himself.
	past (with verbs of motion)	I always walk <u>by</u> that house on my way to work.
	at the latest (with maximum time limit)	He will be here <u>by</u> five o'clock.
<u>for</u>	to indicate duration of time	She played the piano <u>for</u> two hours.
	'in exchange for'	I bought this book <u>for</u> two dollars.
	with beneficiary of an action	Shall I open the window <u>for</u> you?
	'instead of; 'in place of'	When he was away, his neighbor did the work <u>for</u> him.
	with the subject of an infinitive	It is important <u>for</u> them to arrive early.
<u>in</u>	with cities, states, countries, continents	He lives <u>in</u> Cairo.
	with period of time	I saw him <u>in</u> January.
	with the lengths of time	He will come <u>in</u> an hour.
	with languages	That opera was originally written <u>in</u> Italian.
<u>on</u>	to indicate contact with a surface	The picture is <u>on</u> the wall.
	with days of the week and dates	Summer begins <u>on</u> June 21. We do not have classes <u>on</u> Friday.
	with the name of the street	I live <u>on</u> Dirgantara Street.
<u>with</u>	to indicate association	She is <u>with</u> consulting firm.

2.4 Prepositions that are often confuse as they are illustrated in Wishon and Burk (1980:293-295) as follows:

<u>above,</u> <u>over</u>	<u>above</u> refers to a place higher than a certain point	Hang the picture <u>above</u> the fireplace.
	<u>over</u> refers to a place directly above a certain point	He held an umbrella <u>over</u> his head.
	<u>over</u> also means 'more than' and 'in the course of' period of time	He is <u>over</u> eighty years old. <u>Over</u> the years, he has proven to be a true friend.
<u>below,</u> <u>under</u>	<u>below</u> refers to a place lower than a certain point.	That valley is <u>below</u> sea level.
	<u>under</u> refers to a place directly below a certain point.	His shoes are <u>under</u> the bed.
	<u>under</u> also means 'less than' and 'under the supervision of'	The children in this class are <u>under</u> six years of age. She works <u>under</u> the managing editor.
<u>beneath,</u> <u>underneath</u>	<u>underneath</u> conveys more specifically the meaning of one object being covered up by another;	Two hundred feet <u>beneath</u> (below) the the surface of the earth, solid rock was found.
	<u>beneath</u> may be used in the figurative sense	The shoes were found <u>underneath</u> (under) a pile of clothes in the closet.
<u>to,</u> <u>toward</u>	<u>to</u> is used with verbs of motion and definite destinations	We walk <u>to</u> the station.
	<u>toward</u> means 'in the general direction of'	All mosques face <u>toward</u> Mecca.
<u>beside,</u> <u>besides</u>	<u>beside</u> means 'next to'	He is sitting <u>beside</u> his brother.
	<u>besides</u> means 'in addition to'	Two others won prizes <u>besides</u> us.

in, into in is used with locations or conditions

The child is in the pool.

The patient is in a coma.

into is used with verbs that show motion (real or metaphorical) from one place or state to another

The child jumped into the pool.

The patient slipped into the coma.

past,
beyond past is used with verbs of motion to indicate approaching, then passing by a certain point

The car went past the monument at 10:00.

beyond refers to a location further away than some specified concrete or abstract point

He lives beyond the post office.

His generosity is beyond believe.

between,
among between refers to position in relation to two persons or things

I want to put the table between those two windows.

among refers to position in relation to three or more persons or things.

I found your letter among my school papers.

through,
throughout through refers to motion first into then out of something

Let's walk through the park.

throughout is used with something that is distributed in every part of something.

The news spread throughout the country.

CHAPTER III
PRESENTATION AND ANALYSIS OF DATA

3.1 Data presentation

In this chapter the writer will come to the discussions of the problems in using the prepositions, so first of-all the writer will present the data and then analyze them in the next sub-chapter.

The data were collected from the students of English Department, Faculty Of Letters Hasanuddin University who attended Intensive English Course or Blocking System. The population of this study covers students registered in 1990. They are thirty-seven in number.

The way of collecting data are the students were given the written test in scramble test which consists of three parts which are: Part I, 20 numbers ; Part II, 20 numbers, Part III, 20 numbers. The numbers of questions are sixty all together.

The purpose of giving test to the students is to know the ability of them in learning English especially prepositions, and also to generalize errors made by the students in group. As Ruru and Ruru (1985:2) writes:

"Dalam menganalisa kesalahan yang paling baik dijadikan pegangan adalah kesalahan kelompok (group error) dan bukan kesalahan perorangan (individual error) sebab generalisasi hanya dapat dilakukan untuk kesalahan kelompok yang sistematis dan frekuensinya cukup tinggi sedangkan kesalahan perorangan sukar digeneralisasikan karena kesalahan itu hanya dimiliki oleh orang seorang saja pada saat-saat tertentu." = "Group error is the best standard in analysing the error, not individual error"

because generalization can only be applied for group error that has high frequency, while individual error is difficult to be generalization because that error only done by individu at the moment."

In relation to the statement above, Cristal (1980:135) also states that:

"Analisa kesalahan adalah suatu teknik untuk mengidentifikasikan secara sistematis kesalahan-kesalahan yang dibuat oleh seorang yang sedang belajar (bahasa kedua) dengan menggunakan teori dan prosedur yang berdasarkan linguistik." (quoted and translated by Ruru) = "Error analysis is a systematic technique to identify error of people who learning second language by using theory and procedure of linguistics."

Based on the opinions above the writer believes that all requirements for the samples and materials for the objectives of this thesis are already fulfilled as generalization of the errors.

The following data are the answers that have been used in the test. Below of each question the writer presents the number of students who have answered the questions correctly, wrongly, and no answer chosen. In this case the writer only analyze the errors of students at high frequency.

The answers and numbers with an asterisk marked are the incorrect answers, without an asterisk marked are the incorrect answers, and with symbol cross (+) are the number of students who have no chosen answers marked with bl+ (blank).

The following data that indicate place and position as part I. Fill in the blanks in the sentence below, using

the correct prepositions from the list.

=====
over underneath behind beyond of between
above inside in front of along at through
below beside after across in among
under outside before about off throughout
beneath against near around on
=====

1. They arrived _____ the United States last year.

in = 22* ; at = 11 ; since = 1 ; along = 1 ; bl = 2+

2. He made a sandwich by putting a piece of cheese _____
two piece of bread.

between = 20* ; on = 7 ; in = 3 ; about = 2 ; by, beside,
among, off = 1 each ; bl = 1+

3. Please put your book here _____ the table.

on = 35* ; near, under = 1 each

4. Mr. Kelly is usually _____ work in the day time and

at = 2* ; over = 5 ; throughout = 3 ; a head of, across,
to, in = 2 each ; inside, outside, after, beyond, along = 1 each ;
bl = 14+

5. _____ home in the evening.

at = 12* ; inside = 4 ; through = 4 ; a head of = 1 ; bl = 16+

6. I told the children to play _____ the sidewalk and
not to go into/across the street.

on = 6* ; around = 6 ; along, near = 4 each ; behind, at, over
= 3 each ; inside, by, outside, in = 1 each ; bl = 4+

7. I can't find the book. It must be _____ the shelf.

off, on = 4* ; inside = 5 ; beneath = 3 ; above, in, around
= 2 each ; under, behind, through, outside = 1 each ;
bl = 15+

8. Mrs. Drake is not tall enough to reach some of the cabinets that are _____ the kitchen sink.
 over, above = 9* ; in = 7 ; at, under, beyond, about, on = 1 each ;
 bl = 16+
9. Leave the suitcase _____ the stairs. I'll take it upstairs later.
 on = 6* ; under = 6 ; in = 3 ; near = 2 ; above, a head of, beneath, below, off = 1 each ; bl = 15+
10. It gets very cold here _____ winter.
 in = 10* ; after = 4 ; among = 3 ; along = 2 ; near, on, at, by = 1 each ; bl = 14+
11. In fact, it's hardly ever _____ freezing.
 above = -* ; among, in, through = 3 each ; against = 2 ; throughout, to, by, about = 1 each ; bl = 22+
12. Please don't stand _____ me.
 behind = 27* ; in front of = 5 ; outside = 2 ; beside = 1 ; bl = 2+
13. Come _____ me so I can see you.
 in front of = 24* ; near, beside = 3 each ; a head of, behind, over = 1 each ; bl = 4+
14. Don't put the bicycle _____ the fence. It has just been painted.
 against = 1* ; near = 16 ; at = 4 ; beyond, below = 3 each ; on, beside = 2 each ; under, in, beneath = 1 each ; bl = 3+



15. At dinner, Mrs. Johnson sat _____ the left
to, at, on = 18* ; beside = 10 ; near, between, in = 1 ; bl = 6+
16. _____ Mr. Ross and
of = 9* ; beside = 8 ; near = 7 ; between, by = 3
from = 1 ; bl = 6+
17. Mrs. Clayton sat _____ his right.
to, at, on = 19* ; in, behind = 3 each ; beside = 2 ;
from, off = 1 each ; bl = 8+
18. They are _____ Rome now.
in = 19* ; at = 7 ; around, across = 1 each ; bl = 9+
19. I believe they are staying _____ the Majestic Hotel.
at = 20* ; in = 10 ; in front of, through = 1 each ; bl = 5;
20. She is usually _____ the office during the day.
at = 9* ; in = 10 ; inside = 3 ; along, outside = 2 each ;
in front of, through, off = 1 each ; bl = 8+

The following data that indicate direction and motion as part II.

Part II. In the sentences below, fill in the blank with the correct prepositions from the list given.

- =====
- | | | | |
|---------|------|--------|--------------------|
| about | up | over | via |
| around | down | into | throughout |
| through | onto | to | on |
| across | at | toward | from, .. to, till, |
| | | | until |
| off | in | out of | from |
| | by | | |
- =====

1. He got _____ his car and drove down/up the street.

in(into) = 11* ; up = 11 ; on = 3 ; to, down = 2 each ;
out of = 1 ; bl = 7+

2. It would not be safe to let the lion get _____ his cage.

out of = 11* ; into = 4 ; off, on = 3 each ;
bl = 13+ ; up, in, to = 1 each

3. The police chased the speeding car all the way _____ town.

across, through, around = 2* ; in = 10 ; down = 4 ;
out of = 2 ; to, via, by = 1 each ; bl = 16+

4. That bad boy threw the rocks _____ my dog.

at, to, toward = 19 ; off = 2 ; onto, into, out of,
down = 1 each ; bl = 12+

5. Water flows _____ this dam with tremendous force.

over, across = 5* ; through = 7 ; toward, down, from = 3
throughout, into = 2 each ; around = 1 ; bl = 11+

6. Boats can go _____ the river easily because they have
the current with them,

down = 3* ; across = 9 ; to = 5 ; via, through = 3 each ;
on, over = 2 each ; into, from, in = 1 each ; bl = 6+

7. it is harder to go _____ the river.

up = -* ; to = 5 ; through = 4 ; on = 3 ; over, across,
throughout = 2 each ; out of, by, around, into, off = 1 each ;
bl = 14+

8. The boy was walking aimlessly _____ the street.
 around, about, through, across* = 11 ; on = 12 ;
 throughout = 2 ; down, of, out of, over = 1 each ;
9. Please throw the trash _____ the wastebasket.
 into, in = 18* ; on, out of = 3 each ; to = 2 ; around = 1 ;
 bl = 10+
10. Is he Spanish? No, he's _____ South America.
 from = 28* ; via = 2 ; of = 1 ; bl = 6+
11. I am in New York. What the quickest way to go _____
 from = 9* ; to = 14 ; out of = 3 ; on, around, into,
 over = 1 each ; bl = 7+
12. New York _____ Seattle.
 to = 9* ; via, by = 5 ; in = 3 ; from, on, at = 2 each ; bl = 9+
13. The weather is warm _____ the south, even in winter.
 in = 16* ; at = 4 ; around, up, on = 2 each ; to, of = 1 each ;
 bl = 9+
14. If you like warm weather, you'd better go _____ the south.
 to = 22* ; on, via = 2 each ; at = 1 ; bl = 10+
15. The Mona Lisa, probably the most famous painting in the
 world, came _____ Washington and New York
 to = 5* ; from = 13 ; in = 5 ; onto = 2 ; into, via = 1 each ;
 bl = 10+
16. _____ Paris in January, 1963.
 from = 6* ; to = 7 ; via = 6 ; until = 3 ; on = 1 ;
 through = 2 ; bl = 12+

17. If you go _____ Route 50, you will avoid a lot of traffic.
 via, by, through = 8 ; out of, to = 4 each ; into, toward
 across = 2 each ; until, over, on, down = 1 each ; bl = 11+
18. It's 5 o'clock, and Mr. Mason is going home _____ his
 office.
 from = 17* ; to = 4 ; in, across = 2 each ; bl = 12+
19. I've never know her to arrive _____ school on time,
 at, in = 20 ; to = 5 ; beside = 1 ; bl = 11+
20. on the other hand, she is always on time _____
 the movies.
 at, for = 2* ; to = 7 ; in = 5 ; into = 3 ; bl = 20+

The data that indicate time are presented as follows:

Part III. Fill in the blanks of the sentences below by using
 the correct preposition from the list given.

=====

before	at	for	about
after	in	from	around
during	on	till	behind
since	by	to	through
throughout	of	in front of	off

=====

1. They stayed _____ six months in the United States.
 for = 30* ; during = 4 ; about = 1 ; bl = 2+
2. Mrs. Brown has lived in the same house _____ 1932.
 since = 35* ; bl = 2+

3. We played tennis _____ a couple of hours.
 for = 10* ; during = 10 ; about = 3 ; till = 2 ; in, at,
 by = 1 each ; bl = 9+
4. Everybody is busy _____ the Christmas season.
 during, in = 13* ; before = 7 ; on = 5 ; till = 3 ;
 at = 2 ; around = 1 ; bl = 6+
5. He hasn't been feeling well _____ last night.
 since = 19* ; at = 4 ; from = 2 ; through, till = 1 each
 bl = 10+
6. Did he have a good time _____ his trip?
 during = 9* ; for = 8 ; on = 7 ; in = 3 ; to, throughout,
 by = 2 each ; about, through = 1 each ; bl = 2+
7. We have working in the garden _____ lunchtime.
 since = 1* ; before = 16 ; till = 8 ; after = 6 ;
 on, for = 1 each ; bl = 4+
8. I asked them to come and stay _____ a weekend.
 for = 16* ; during, till = 5 each ; ; on, to, about,
 after = 1 each ; before = 2 ; bl = 6+
9. They have been visiting us _____ Sunday.
 since = 3* ; On = 26 ; till, in = 1 each ; bl = 6+
10. They came _____ 2 o'clock
 at = 27* ; in, by, around, during = 1 each ; bl = 6+
11. _____ April 7, 1958.
 on = 19* ; in = 9 ; at = 2 ; till, since = 1 each ; bl = 5+

12. _____ the day, you can telephone her in the U.S.
 during = 2* ; at, after = 4 each; bl = 15+; throughout,
 through = 2 each ; on, by = 3 each ; from, before = 1 each
13. Please pick up your tickets (no later than) _____
 Wednesday.
 by = 1* ; on = 18 ; ; before, after = 1 each
 bl = 12+ ; at, till = 2 each
14. I want to get to class _____ time to talk with the
 teacher before it begins.
 in = 3* ; on = 18 ; before = 3 ; in front of,
 about, at = 1 each ; bl = 10+
15. He promised to come _____ noon,
 at, by = 16* ; after, = 10 ; about = 2 ; in = 1 ; bl = 8+
16. but I don't know whether to expect him _____ time.
 on = 16* ; at = 2 ; from, around, for = 1 each ; bl = 16+
17. She is usually at the office _____ the day.
 during = 11* ; through = 3 ; for, till, on, throughout = 2 each
 at, before, after = 1 each ; bl = 12
18. They always seem to work _____ morning
 from = 12* ; since = 9 ; in = 5 ; bl = 11+
19. _____ night.
 to, till = 25* ; at = 1 ; bl = 11+
20. He made a political speech _____ the fourth of July.
 on = 7* ; at = 6 ; in = 5 ; since, during = 2 each ;
 for = 1 each ; bl = 13+

3.2 Analysis of data

This sub chapter is concerned with the discussions of the data in the form of analysis of the possible sources of errors made by the students.

Before the writer comes to the data analysis, first he presents the abbreviations used in this presentation in order to take an easy and efficiency in writing.

Q_X as Question X as number of Q

AS as Answer of Student

The following data are indicate place and position.

Part I.

Data:

Q₁ : They arrived _____ the United States last year.

AS : in = 22* ; at = 11 ; since = 1 ; along = 1 ;

b1 = 2+

Analysis:

For Q₁, 22 students chose in. These students gave correct answer because they know in here is used with countries and large cities. 13 students gave incorrect answer.

11 of them chose at . These students did not know that at is used in reference to smaller places. 2 students categorized as individual error. 2 students who has no answer chosen because they don't know at all the use of preposition.

Data:

Q₂ : He made a sandwich by putting a piece of cheese. _____
_____ two piece of bread.

AS : between = 20* ; on = 7 ; in = 3 ; about = 2
by, beside, among, off = 1 ; bl = 1+

Analysis:

For Q₂, 20 students chose between. These students gave correct answer because they know between means 'in the space separating two things. 16 students gave incorrect answer. 7 students chose on. These students do not know on is used in contact with the top surface of another object. This error is probably caused by the student's ignorance in using preposition of place and position.

1 student who has no answer chosen.

Data:

Q₃ : Please put your book here _____ the table.

AS : on = 35* ; near, under = 1

Analysis:

For Q₃ 35 students chose on. These students gave correct answer because they know exactly the use of preposition on that it indicates place and position. So, the place and position of the book here is on the top surface of the table. 2 students chose incorrect answer and it is categori as individual error.

Data:

Q₄ : Mr. Kelly is usually _____ work in the day time and
AS : at = 2* ; over = 5 ; throughout = 3 ; a head of,
across, to, in = 2 ; inside, outside, after, beyond,
along = 1 ; bl = 14+

Analysis:

For Q₄ only 2 students chose at as correct answer. These students may be know a little the use of preposition at that means presence at a place is indicated.

21 students chose incorrect answer. 5 of them chose over as answer chosen at high frequency. These students don't know that over means higher than a point or up in a perpendicular direction from the point. These error is probably caused by students' ignorance in using preposition of place and position. 14 students who has no answer because they do not learn the use of this preposition.

Data:

Q₅ : _____ home in the evening.
AS : at = 12* ; inside = 4 ; through = 4 ; a head of = 1 ;
bl = 16+ :

Analysis:

Q₅ is a part of Q₄. For Q₅ 12 students gave correct answer at. These students understand that at means presence. Also at home is include in common expressions without article like at school, at university, at work, etc. . . .
9 students chose incorrect answer. 4 students chose inside.

These students do not know that inside means 'on the inner side of' e.g. "There is no one inside the house. This error is probably caused by the students can not differentiate the use of preposition at and inside.

4 students chose through. These students do not know that through included in preposition which indicate direction and motion. This error maybe caused by the students never learn these prepositions. 1 mistake which is categorized as individual error. 16 students who has no answer chosen maybe because they do not know at all the use of this proposition.

Data:

Q₆ : I told the children to play _____ the sidewalk and not to go into/across the street.

AS : on = 6* ; around = 6 ; along, near = 4 ; behind, at, over = 3 ; inside, by, outside, in = 1 ; bl = 4+

Analysis;

For Q₆, 6 students chose on. These students gave correct answer because they know that on is used to talk about position on a line, e.g. "There is a good restaurant on the Glasgow road!" 27 students gave incorrect answer. 6 of them chose around. These students do not know that around is used to talk about going to all parts of a place. This error caused by the students do not understand the whole of the sentence. 4 students chose along and also 4 students chose near. These students do not know the meaning of the

sidewalk. Sidewalk mean 'path at the side of a street for person on foot' and it is a noun. This error caused by the students do not understand the whole of the sentence. 13 answers of student are categorized as Individual error. 4 students who has no answer chosen.

Data:

Q7 : I can't find the book. It must be _____ the shelf.

AS : off/on = 4* ; inside = 5 ; beneath = 3 ; above, in, around = 2 ; under, behind, through, outside = 1 ;
bl = 15+

Analysis:

For Q7, there are two correct answers on and off. But only on were chosen by 4 students. These students gave correct answer because they understand the sense of the two sentences. 5 students chose inside. These students gave incorrect answer because they do not know inside mean 'on the inner side of' and also it 'emphasizes the containment! 13 answers of student are categorized as individual error. 15 students who has no answer chosen. These students do not understand at all of the question.

Data:

Q8 : Mrs. Drake is not tall enough to reach some of the cabinets that are _____ the kitchen sink.

AS : over/above = 9* ; in = 7 ; at, under, beyond, about, on = 1 ; bl = 16+

Analysis:

For Q₈, both over and above are the correct answers. 9 students gave correct answer because they know over and above mean 'higher than a point'. 12 students gave incorrect answer. 7 of them chose in. These do not know that in gives the area of something enclosed, while over and above refers to a level higher than a point, but not touching. 5 students were categorized as individual error. 16 students do not know the use of this preposition.

Data:

Q₉ : Leave the suitcase _____ the stairs. I'll take it upstairs later.

AS : on = 6* ; under = 6 ; in = 3 ; near = 2 ; above, a head of, beneath, below, off = 1 ; bl = 15+

Analysis:

For Q₉, on is the correct answer. 6 students gave correct answer. These students know that on 'is used talk about position on a surface e.g. a floor, a ceiling, a desk, a street'. 10 students gave incorrect answer. 6 of them chose under. These students do not know that under is 'felt to be general lower than a point.' This error caused by they do not understand the whole sense of the sentence. 10 students were categorized as individual error. 15 students who has no answer chosen.

Data:

Q₁₀ : It gets very cold here _____ winter.

AS : in = 10* ; after = 4 ; among = 3 ; along = 2 ;
near, on, at, by = 1 ; bl = 14+

Analysis:

For Q₁₀, the correct answer is in. 10 students gave correct answer. These students really know that in is used with the season. 13 students gave incorrect answer. 4 students chose after and three students chose among. They do not know that in is also used with season. This error probably caused by students' ignorance in using preposition in concern with season. 6 students do error and they categorised as individual error. 14 students who has no answer chosen. These students do not know at all the use of preposition in.

Data:

Q₁₁ : In fact, it's hardly ever _____ freezing.

AS : above = 1* ; among, in, through = 3 ; against = 2 ;
about, throughout, to, by = 1 ; bl = 22+

Analysis:

Q₁₁ is a part of Q₁₀. For Q₁₁ the correct answer is above. There is no one of the students gave correct answer. 15 students chose incorrect answer. 3 students chose among, 3 students chose in, 3 students chose through. These students really do not know the use of preposition above concern with temperature. Also they do not understand the sense of the Q₁₀ and Q₁₁. This error caused by the students'

ignorance in using preposition above. 6 students do error and they were categorized as individual error. 14 students who has no answer chosen. These students do not know at all the use of preposition.

Data:

Q₁₂ ; Please don't stand _____ me.

AS : behind = 27* ; in front of = 5 ; outside = 2 ;
beside = 1 ; bl = 2+

Analysis:

For Q₁₂, the correct answer is behind. 27 students chose the correct answer. This students know exactly the sense Q₁₂ and Q₁₃. 8 students chose the incorrect answer. 5 of them chose in front of. This students do not understand the sense of the Q₁₂ and Q₁₃. 3 chosen of students was categorized as individual error. 2 students who has no answer chosen.

Data:

Q₁₃ : Come _____ me, so I can see you.

AS : in front of = 24* ; near, beside = 3 ; a head of,
behind, over = 1 ; bl = 4+

Analysis:

Q₁₃ is a part of Q₁₂. So in order to answer these two questions we must understand the whole sense. For Q₁₃ the correct answer is in front of. 24 students chose the correct answer. These students really understand the

sense of Q₁₂ and Q₁₃. 9 students chose the incorrect answer. 3 students chose near and 3 chose beside. These 2 answers are logical, but uncertainly someone see other people if he/she comes near or beside. Sp, in this case the exactly answer is in front of. 3 mistakes were categorized as individual error. 4 students who has no answer chosen.

Data:

Q₁₄ : Don't put the bicycle _____ the fence. It has just been painted.

AS : against = 1* ; near = 16 ; at = 4 ; beyond, below = 3 ; on, beside = 2 ; under, in beneath = 1 ; bl = 3+

Analysis:

For Q₁₄ the correct answer is against. Against means touching. Only one student chose the correct answer. 16 students chose near and 4 students chose at. These students maybe thought that near means close to, not far and at means contact. This error caused by the students did not know the meaning of the preposition against. The other mistakes were categorized as individual error. 3 students who has no answer chosen.

Data:

Q₁₅ : At dinner, Mrs. Johnson sat _____ the left

AS : to, at, on = 18* ; beside = 10 ; near, between = 1 ;
bl = 6+



Data:

Q₁₆ : _____ Mr. Ross and

AS : of = 9* ; beside = 8 ; near = 7 ; between, by = 3 ;
from = 1 ; bl = 6+

Data:

Q₁₇ : Mrs. Clayton sat _____ his right.

AS : to, at, on = 19* ; in, behind = 3 ; beside = 2 ;
from, off = 1 ; bl = 8+

Analysis:

For Q₁₅, Q₁₆, Q₁₇ are the questions in one unit.

In order to answer these three questions we have to understand for the whole sentence. These questions we can say in other words like that, " Mr. Ross sat between Mrs. Johnson and Mrs. Clayton." That mean the position of Mr. Ross is in the middle.

For Q₁₅ the correct answer is to, at, on. 18 students chose the correct answer. These students chose the correct answer because they understand the sence of the whole sentence. 12 students chose incorrect answer. 10 of them chose beside. These students do not understand the sentence. This error caused by the students' ignorance in using preposition beside. 2 students make mistakes and they were categorized as individual error. 6 students who has no answer chosen.

For Q₁₆ the correct answer is of. 9 students chose the

correct answer. These students know the use of of in this case. This concerned with the pattern: adj + of + n/pron. (Hornboy:1969;481). 22 students chose the incorrect answer. 8 of them chose beside and 7 students chose near. These two chosen are logical when we do not familiar to the other phrase (Q₁₅ and Q₁₇). 7 students make mistakes and they were categorized individual error. 6 students who has no answer chosen.

For Q₁₇, for the correct answer and its explanation see Q₁₅. 10 students chose incorrect answer. 3 students chose in and 3 students chose behind. These students really do not understand the meaning of the whole sentence, so they do not know when and where in and behind are used. 4 students do error which is categorized as individual error. 8 students without any choice.

Data:

Q₁₈ : They are _____ Rome now.

AS : in = 19* ; at = 7 ; around, across = 1 ; bl = 9+

Data:

Q₁₉ : I believe they are staying _____ the Majestic Hotel.

AS : at = 20* ; in = 10 ; in front of, through = 1 ;
bl = 5+

Analysis:

Q₁₈ and Q₁₉ are one unit, so in its analysis can not

separated each other.

For Q₁₈ the correct answer is in. 19 students chose the correct answer. These students know exactly the use of preposition in that indicate place (countries, cities,..) 9 students chose the incorrect answer. 7 of them chose at. These students do not know that at is used with cities, countries, and large divisions of countries. While at is used with smaller places. This error caused by the students' ignorance in using preposition in and at in relation to place. 2 students do error which categorized as individual error. 9 students who has no answer chosen.

For Q₁₉ the correct answer is at. 20 students chose the correct answer. These students really know that at is used in reference to smaller places. 12 students chose the incorrect answer. 10 of them chose in. These students did not learn the difference between in and at in relation to place. 2 students do error which is categorized as individual error. 5 students who has no answer chosen.

Data:

Q₂₀ : She is usually _____ the office during the day.
AS : at = 9* ; in = 10 ; inside = 3 ; along, outside = 2 ;
in front of, through, off = 1 ; bl = 8+

Analysis:

For Q₂₀ the correct answer is at.
9 students chose the correct answer. These students

understand that at is often use with the name of a place when we are interested in the activity that happen there, Swan (1980:88). 20 students chose incorrect answer. 10 of them chose in. Again these students did not know the difference between in and at in relation to the exact shape or dimentions of the place. 3 students chose inside. These students maybe they thought that the office only concerned with the room, that has tree dimentions. 7 students do error which is categorized as individual error. 8 students who has no answer.

For more clear in Part I look at the table on the next page. Table 1 show the preposition indicate place and position.

Table of Part I.

Item Number of Q	Number of students	A n s w e r s						No Answer (bl+)	%
		Correct	%	Incorrect					
				HF	%	IE	%		
3	37	35	94,59	-	-	2	5,41	-	-
12	37	27	72,97	5	13,51	3	8,11	2	5,41
13	37	24	64,86	6	16,22	3	8,11	4	10,81
1	37	22	59,46	11	29,73	2	5,41	2	5,41
2	37	20	54,05	7	18,92	9	24,32	1	2,70
19	37	20	54,05	10	27,03	2	5,41	5	14,51
17	37	19	51,35	6	16,22	4	10,03	8	21,62
18	37	19	51,35	7	18,92	2	5,41	9	24,32
15	37	18	48,65	10	27,05	2	5,41	6	16,22
5	37	12	32,43	8	21,62	1	2,70	16	43,24
10	37	10	27,03	4	10,81	9	24,32	14	37,84
8	37	9	24,32	7	18,92	5	14,51	16	43,24
16	37	9	24,32	8	21,62	2	5,41	6	16,22
20	37	9	24,32	10	27,03	10	27,03	8	21,62
6	37	6	16,22	14	37,84	13	35,14	15	40,54
9	37	6	16,22	6	16,22	10	27,03	15	40,54
7	37	4	10,81	5	13,51	13	35,14	15	40,54
4	37	2	5,41	5	13,51	13	35,14	14	37,84
14	37	1	2,70	20	54,05	13	35,14	3	8,11
11	37	-	-	9	24,32	6	16,22	22	29,46
	Average		36,76		21,35		16,91		21,52

Q = Question HF = High Frequency IE = Individual Error

bl+ = blank

Table of Part I, shows us that there are 36,76 % students can use English preposition that indicate place and position. These students can understand the written test of this work.

There are 21,35 % students gave incorrect answer at high frequency. These students probably still confuse, or do not know, or never learn the use of English preposition.

There are 16,91 % students make mistake and this error were categorized as individual error.

There are 21,52 % students who has no answer chosen. These students did not know at all the use of English preposition.

Part II.

Prepositions that indicate direction and motion.

Data:

Q₁ : He got _____ his car and drove down/up the street.
AS ; in(into) = 11* ; up = 11 ; on = 3 ; to, down = 2 ;
out of = 1 ; bl = 7+

Analysis:

For Q₁ the correct answer is in (into).

11 students gave correct answer. These students really understand that in (into) in this case mean from outside into the inner side. 19 students gave incorrect answer. 11 of them chose up. These students do not know that in (into) mean enter while up refer to vertical direction. 8 students make mistake and they were categorized as individual error. 7 students without answer.

Data:

Q₂ : It would not be safe to let the lion get _____ his cage.
AS ; out of = 11* ; into = 4 ; off, on = 3 ; up, in, to = 1 ;
bl = 13+

Analysis:

For Q₂ the correct answer is out of.

11 students chose the correct answer. These students gave the correct answer because they know exactly that out of mean from the inside to the outside. 10 students gave incorrect answer. 4 of them chose into. These students did not know the meaning of the sentence. 3 students chose

off. These students can not differentiate the meaning between out of and off. Off mean away from without emphasize the inside or outside. 10 students gave incorrect answer in various chosen and they were categorized individual error. 13 students who has no answer chosen.

Data:

Q₃ : The police chased the speeding car all the way _____ town.

AS : across, through, around = 2 ; in = 10 ; down = 4 ;
out of = 2 ; to, via, by = 1 ; bl = 16+

Analysis:

For Q₃ the correct answer are across, through, around. Only 2 students gave correct answer. 1 student chose across, and 1 else chose through. These students gave correct answer because maybe they understand the sence of the sentence. 20 students gave incorrect answer. 10 of them chose in. These students did not learn the difference used of in that show place and direction. 10 students gave incorrect answer in various chosen, so these students were categorized in individual error. 16 students who has no answer chosen.

Data:

Q₄ : That bad boy threw the rocks _____ my dog.
AS : at, to, toward = 19 ; off = 2 ; onto, into, out of,
down = 1 ; bl = 12+

Analysis:

Analysis:

For Q₄ the correct answer are at, to, toward.
19 students gave correct answer. These students know exactly that at, to, toward is used with verb of motion (throw). 6 students gave incorrect answer. 2 of them chose off. These students very confuse in using preposition. They are poor at vocabulary. 4 students included in individual error. 12 students who has no answer chosen.

Data:

Q₅ : Water flows _____ this dam with tremendous force.
AS : over, across = 5* ; through = 7 ; toward, down,
from = 3 ; throughout, into = 2 ; around = 1 ; bl = 1+

Analysis:

For Q₅ the correct answer are over, across.
5 students gave correct answer. These students chose the correct answer because they know that over and across indicate motion above something. Also they can be used to mean 'on or to the other side' of a line, river, road, etc (Swan, 1980:7). 21 students gave incorrect answer. 7 of them chose through. These students do not know that through is not used for a movement from one side to another of something long and thin, like a river (Swan, 1980:8). 14 students who categorized in individual error. 11 students who has no answer chosen.

Data:

Q₆ : Boats can go _____ the river easily because they have

the current with them,

AS : down = 3* ; across = 9 ; to = 5 ; via, through = 3 ;
on, over = 2 ; into, by, from, in = 1 ; bl = 6+

Q7 : it is harder to go _____ the river.

AS : Up = -* ; to = 5 ; through = 4 ; on = 3 ; over,
across, throughout = 2 ; out of, by, around, into,
off = 1 ; bl = 14+

Analysis:

Q6 and Q7 are in one unit, so in analysis can not separated. For Q6 the correct answer is down and for Q7 is up. These two prepositions have opposite in meaning.

The key words of Q6 and Q7 are easily, current, harder. If the students know the meaning of these words, they can give correct answer, but when they do not know the students have difficulties in answer the question.

For Q6 only 3 students gave the correct answer.

These students just familiar with the sense of Q6. For Q7 there is no one understand it because no students gave correct answer. 28 students gave incorrect answer. 9 of them chose across. These students maybe thought that the use of across similar to Q5. 5 students chose to. These students maybe thought that verb go always followed by to. For Q7 5 students chose to. 14 students make mistake in various chosen and they categorized in individual error. 6 students who has no answer chosen.

For Q₇ the correct answer is up.

There is no students gave correct answer.

22 students gave incorrect answer. 5 of them chose to (see Q₆). 4 students chose through (see Q₅). 14 students who categorized in individual error. 14 students who has no answer chosen.

Data:

Q₈ : The boy was walking aimlessly _____ the street.

AS : around, about, through, across = 11* ; on = 12 ;

throughout = 2 ; down, of, out of, over = 1 ; bl = 8+

Analysis:

For Q₈ the correct answer are around, about, through, across.

11 students chose across. These students know that across

can be used to mean from one side to another side (Swan,

1980:7). 18 students gave incorrect answer. 12 of them

chose on. These students do not know that on included in

preposition indicate place and position. 6 students who

categorized in individual error. 8 students who has no

answer chosen.

Data:

Q₉ : Please throw the trash _____ the wastebasket.

AS : into, in = 18* ; on, out of = 3 ; to = 2 ; around = 1 ;

bl = 10+

Analysis:

For Q₉ the correct answer is into (in).

18 students gave correct answer. These students know exactly

that into(in) express the idea of entering. 9 students gave incorrect answer. on and out of chosed by each 3 students. This error caused by the students very poor of vocabulary so he/she does not understand the sense of the question. 3 students who categorized in individual error. 10 students who has no answer chosen.

Data:

Q₁₀ : Is he Spanish? No, he's _____ South America.

AS : from = 28* ; via. = 2 ; of = 1 ; bl = 6+

Analysis:

For Q₁₀ the correct answer is from.

28 students gave correct answer. These students really know that from tells the place where the movement started. It is also .tells people about ones's home town, country, etc.(Swan, 1980:141). 3 students gave incorrect answer. 2 of them chose via. These students do not know that via mean through or passing through. 1 student who categorized in individual error. 6 students who has no answer chosen.

Data:

Q₁₁ : I am in New York. What is the quikest way to go _____

AS : from = 9* ; to = 14 ; out of = 3 ; on, around, into, over = 1 ; bl = 7+

Data:

Q₁₂ : New York _____ Seattle.

AS : to = 9* ; via, by = 5 ; in = 3 ; from, on, at = 2 ; bl = 9+

Analysis:

Q₁₁ and Q₁₂ are one unit.

The key point of these question is in the first sentence
i.e. 'I am in New York'.

For Q₁₁ the correct answer is from.

9 students gave correct answer. These students understand
both Q₁₁ and Q₁₂. 21 students gave incorrect answer.

14 of them chose to. These students maybe thought that
verb go always followed by to. They do not familiar with
the first statement. 7 students who included in indivi-
dual error. 7 students who has no answer chosen.

For Q₁₂ the correct answer is to.

9 students gave correct answer. They really know the
sense of Q₁₁ and Q₁₂. 19 students gave incorrect answer.

Via and by chosed by each 5 students. These two chosen
very wrong because Seattle is the destination area, while
via and by mean through or passing through. These students
do not know that Q₁₂ is dependent clause. This error
caused by the students' ignorance in understanding the
question. 9 students who categorized in individual error.
9 students who has no answer chosen.

Data:

Q₁₃ : The weather is warm _____ the south, even in
winter.

AS : in = 16* ; at = 4 ; around, up. on = 2 ;

to, of = 1 ; bl = 9+

Data:

Q₁₄ : If you like warm weather, you'd better go _____
the south.

AS : to = 22* ; on, via = 2 ; at = 1 ; bl = 10+

Analysis:

Q₁₃ and Q₁₄ has relationship.

For Q₁₃ the correct answer is in.

16 students gave correct answer. These students know that in the south (north, east, west) are the idioms (Macmillan, 1964:21). 12 students gave incorrect answer. 4 of them chose at. These students do not know that at with verb of motion conveys the idea of to or toward. 8 students who categorized in individual error. 9 students who has no answer chosen.

For Q₁₄ the correct answer is to.

22 students gave correct answer. These students know exactly that to is used with verb of motion (go) and also to the south (north, east, west) are the idioms. On and via was chosen by each 2 students. This error caused by the students' ignorance in using preposition especially for preposition shew direction and motion. 1 student who categorized in individual error. 10 students who has no answer chosen.

Data:

Q₁₅ : The Mona Lisa, probably the most famous painting in the world, came _____ Washington and New York

AS : to = 5* ; from = 13 ; in = 5 ; onto = 2 ;
into, via = 1 ; bl = 12+

Analysis:

Q₁₅ and Q₁₆ are one unit.

For Q₁₅ the correct answer is to.

5 students gave correct answer. These students know that to is used with verb of motion. Also they know that come to mean reach or arrive at (Swan, 1988:141).

22 students gave incorrect answer. 13 of them chose from 5 chose in. The students who chose from maybe thought that home town of Mona Lisa is Wahington or New York (Swan, 1988:141). The students who chose in is used to indicate place. 4 students who categorized as individual error. 10 students who has no answer chosen.

Data:

Q₁₆ : _____ Paris in January, 1963.

AS : from = 6* ; to = 7 ; via = 6 ; until = 3 ; on = 1 ;
through = 2 ; bl = 12+

Analysis:

Q₁₆ is a part of Q₁₅.

For Q₁₆ the correct answer is from.

6 students gave correct answer. These students chose

the correct answer because they understand of Q₁₅.

19 students gave incorrect answer. 7 of them chose to

6 chose via. This students did not understand the whole sentence. 6 students categorized as individual error.

12 students who has no answer chosen.

Data:

Q₁₇ : If you go _____ Route 50, you will avoid a lot of traffic.

AS : via, by, through = 8* ; out of, to = 4 ; into, toward, across = 2 ; until, over, on, down = 1 ; bl = 11+

Analysis:

For Q₁₇ the correct answer are via, by, through.

8 students gave correct answer. These students know that via, by, through mean passing through. 18 students gave incorrect answer. Out of and to chosed by each 4 students.

For the students chose out of maybe they thought that Route like a room, and students chose to maybe they thought that to is always followed by verb go.

10 students who categorized as individual error.

11 students who has no answer chosen.

Data:

Q₁₈ : It's 5 o'clock, and Mr. Mason is going home _____ his office.

AS : from = 17* ; to = 4 ; in, across = 2 ; bl = 12+

Analysis:

For Q₁₈ the correct answer is from.

17 students gave correct answer. These students really know that from tells the place where the movement started (Macmillan, 1964:22). 8 students gave incorrect answer. 4 of them chose to. These students maybe thought

that to always followed by verb go. 4 students who categorized as individual error. 12 students who has no answer chosen.

Data:

Q₁₉ : I've never know her to arrive _____ school on time,

AS : at, in = 20* ; to = 5 ; beside = 1 ; bl = 11+

Analysis:

For Q₁₉ the correct answer are at, in.

20 students gave correct answer. These students know exactly that arrive at/in are the idioms (Macmillan, 1964:21, Swan, 1988:88). 6 students gave incorrect answer. 5 of them chose to. These students do not know that arrive never with to (Swan, 1988:88:485).

1 student who categorized as individual error.

11 students who has no answer chosen.

Data:

Q₂₀ : on the other hand, she is always on time _____
the movies.

AS : at, for = 2* ; to = 7 ; in = 5 ; into = 3 ;

bl = 20+

Analysis:

Q₂₀ is a part of Q₁₉. For Q₂₀ the correct answer are at, for. Only 2 students gave correct answer. For can be used to talk about somebody's purpose, but only when it is followed by a noun i.e. for a drink, for interview (Swan, 1988:243). At is used followed the pattern

preposition + noun, i.e. at the cinema, at the theatre at a party, etc. (Swan, 1988:486). 15 students gave incorrect answer. 7 students chose to and 5 chose in. For the students who chose to they do not know that to never with articles (Swan, 1988:70). 3 students categorized as individual error. 20 students who has no answer chosen.

Table for part II is presented on the next page.

Table of Part II.

Item Number of Q	Number of students	Answers						No Answer (bl+)	%
		Correct	%	Incorrect					
				HF	%	IE	%		
10	37	28	75,68	2	5,41	1	2,70	6	16,22
14	37	22	59,46	4	10,81	1	2,70	10	27,03
19	37	20	54,05	5	13,51	1	2,70	11	29,73
4	37	19	51,35	2	5,40	5	13,51	12	32,43
9	37	18	48,65	6	16,22	3	8,11	10	27,03
18	37	17	45,95	4	10,81	4	10,81	12	32,43
16	37	16	43,24	4	10,81	8	21,62	9	24,32
1	37	11	29,73	11	29,73	8	21,62	7	18,92
2	37	11	29,73	14	37,84	9	24,32	13	35,14
8	37	11	29,73	12	32,43	6	16,22	8	21,62
11	37	9	24,32	14	37,84	7	18,92	7	18,92
12	37	9	24,32	10	27,03	9	24,32	9	24,32
17	37	8	21,62	8	21,62	10	27,03	11	29,73
16	37	6	16,22	13	35,14	6	16,22	12	32,43
5	37	5	13,51	7	18,92	14	37,84	11	29,73
15	37	5	13,51	18	48,65	4	10,81	10	27,03
6	37	3	8,11	14	37,84	14	37,84	6	16,22
3	37	2	5,41	10	27,03	9	24,32	16	43,24
20	37	2	5,41	12	32,43	3	8,11	20	54,05
7	37	-	-	9	24,32	14	37,84	14	37,84
Average			30,00		22,84		18,37		27,98

Q = Question HF = High Frequency IE = Individual Error

bl+ = blank

Table of part II, shows us that there are 30 % students can use of English preposition which indicate direction and motion.

Table II show us that there are 22,37 % students use incorrect preposition at high frequency. This error probably caused by the students still confuse in differentiate the use of the preposition, or they have less vocabulary on the written test given.

There are 18,37 % students make mistake and they were categorized as individual error. This error probably caused by the students' ignorance in using preposition.

There are 15,65 % students who has no answer chosen. These students did not know at all the use of English preposition that show direction and motion.

Part III.

prepositions that show time.

Data:

Q₁ : They stayed _____ six months in the United States.

AS : For = 30* ; during = 4 ; about = 1 bl = 2+

Analysis:

For Q₁ the correct answer is for. These students chose the correct answer because they really know that for here expresses duration of time. For is use with an hour, a day, a month, a year, a season (Macmillan, 1964:46). For also is used to say how long an action or situation last. It also can be used to talk about the past, present, or future (Swan, 1988:245). 5 students gave incorrect answer. 4 of them chose during. These students still confuse to differentiate the use of during and for.

During is used to say when something happened and for is used to say how long it took (Swan, 1988:187).

1 student make mistake that categorized as individual error. 2 students who has no answer chosen.

Data:

Q₂ : Mrs. Brown has lived in the same house _____ 1932.

AS : for = 35* ; bl = 2+

Analysis:

For Q₂ the correct answer is since. 35 student gave the correct answer. These students know exactly that this

sentence is the present perfect (Macmillan, 1964:47 and Swan, 1988:245). 2 students who has no answer chosen.

Data:

Q₃ : We played tennis _____ a couple of hour.

AS : for = 10* ; during = 10 about = 3 ; till = 2 ;
in, at, by = 1 ; bl = 9+

Analysis:

For Q₄ the correct answer is for. 10 students gave correct answer. These students know that for expresses duration of time and is used with an hour, a day, a week, etc.

Also for is often followed by a numeral the, a/an (Macmillan, 1964:46,47). 18 students gave incorrect answer. 10 of them chose during. These students still confuse to differentiate the use of during and for.

Explanation of during and for see Q₁. 8 students make mistake that categorized as individual error. 9 students who has no answer chosen.

Data:

Q₄ : Everybody is busy _____ the Christmas season.

AS : during, in = 13* ; before = 7 ; on = 5 ; till = 3 ;
at = 2 ; around = 1 ; bl = 6+

Analysis:

For Q₄ the correct answer are during and in. 13 students gave correct answer. These students sure that during and in both can be used when we are talking about period of

time i.e. season, summer, etc (Swan, 1988:188.1). 18 students gave incorrect answer. 7 of them chose before. These students do not know the use of before in relation to the period of time. 5 students chose on. These students still confuse in differentiate the use of on, during, in. 6 students make mistake that categorized as individual error. 6 students who has no answer chosen.

Data:

Q₅ : He hasn't been feeling well _____ last night.

AS : since = 19* ; at = 4 ; from = 2 ; through, till = 1 ;
bl = 10+

Analysis:

For Q₅ the correct answer is since. 19 students gave the correct answer. These students really know that Q₅ is the present perfect progressive to talk about situation which began in the past and continue up to the moment when we speak (Swan, 1988:493a). 8 students gave incorrect answer. 4 of them chose at. These students do not know that Q₅ is present perfect progressive. 4 students make mistake that categorized as individual error. 10 students who has no answer chosen.

Data:

Q₆ : Did he have a good time _____ his trip?
AS : during = 9* ; for = 8 ; On = 7 ; in = 3 ; to, by,
throughout = 2 ; about, through = 1 ; bl = 2+

Analysis:

For Q₆ the correct answer is during. 9 students gave the correct answer. These students know that during is often followed by the, this/that, etc., my/your, etc. (Macmillan, 1964:47). 26 students gave incorrect answer. 8 of them chose for and 7 chose on. These students can not be able to differentiate the use of during, for and on. 11 students make mistake that categorized as individual error. 2 students who has no answer chosen.

Data:

Q₇ : We have working in the garden _____ lunchtime.
AS : since = 1* ; before = 16 ; till = 8 ; after = 6 ;
on, for = 1 ; bl = 4+

Analysis:

For Q₇ the correct answer is for. 1 students gave the correct answer. Since with present perfect progressive by reference to specific point in time i.e. lunchtime (Macmillan, 1964:47). 32 students gave incorrect answer. 16 students chose before, 7 students chose till, 7 students chose after. All of these students do not know the use of since with present perfect progressive. 2 students make mistake that categorized as individual error. 4 students who has no answer chosen.

Data:

Q₈ : I asked them to come and stay _____ weekend.

AS : for = 16* ; during, till = 5 ; before = 2 ;
on, to, about, after = 1 ; bl = 6+

Analysis:

For is the correct answer of this question. 16 students gave correct answer. These students know that for express duration of time and it is used with an hour, a day, a week, a month, a season, a year (Macmillan, 1964:46). During and till choosed by each 5 students. These students still confuse in using preposition that show a specific time. 6 students make mistake that categorized as individual error. 6 students who has no answer chosen.

Data:

Q₉ : They have been visiting us _____ Sunday.

AS : since = 3* ; on = 26 ; till, in = 1 ; bl = 6+

Analysis:

For Q₉ the correct answer is since. Only 3 students gave the correct answer. These students know that Q₉ is past perfect progressive. (Macmillan, 1964:47). Also since in this question tells when an action began. 38 students gave incorrect answer. 26 of them chose on. These students do not know that since is normally used with past perfect verb phrase. 2 students make mistake that categorized as individual error. 6 students who has no answer chosen.

Data:

Q₁₀ : They came _____ 2 o'clock

AS : at = 27* ; in, by, around, during = 1 ; bl = 6+

Analysis:

For Q₁₀ the correct answer is at. 27 students gave the correct answer. These students know exactly that at is used with specific time of a day, night (Macmillan, 1964:37). 4 students gave incorrect answer and they were categorized as individual error. 6 students who has no answer chosen.

Data:

Q₁₁ : _____ April 7, 1958.

AS : on = 19* ; in = 9 ; at = 2 ; till, since = 1 ;

bl = 5 +

Analysis:

For Q₁₁ the correct answer is on. 19 students gave the correct answer. These students know that on is used with days of the week and with dates that have numerals (Macmillan, 1964:38). 13 students gave incorrect answer. 9 of them chose in. These students still confuse to differentiate the use of in and on. 4 students make mistake that categorized as individual error. 5 students who has no answer chosen.

Data:

Q₁₂ : _____ the day, you can telephone her in United States.

AS : during = 2* ; at, after = 4 ; on, by = 3 ; through,

throughout = 2 ; from, before = 1 ; bl = 15+

Analysis:

For Q₁₂ the correct answer is during. Only 2 students gave correct answer. During here express habitual action that mean everyday. (Macmillan, 1964:47). 20 students gave incorrect answer. At and by chosed by each 3 students. These students still confuse in using preposition that show time. 4 student make mistake that categorized as individual error. 15 students who has no answer chosen.

Data:

Q₁₃ : Please pick up your tickets (no later than) _____
_____ Wednesday.

AS : by = 1* ; on = 18 ; at, till = 2 ; before, after = 1 ;
bl = 12+

Analysis:

For Q₁₃ the correct answer is by. Only 1 student gave the correct answer. By followed by a reference to a specific time mean no later than. For instance, by five o'clock means at or before five, but not after (Swan, 1988:126). 24 students gave incorrect answer, 18 of them chose on. These students maybe thought that on is correct because of the names of days of the week. They do not know the meaning of the words in bracket. 4 students make mistake that categorized as individual error. 12 students who has no answer chosen.

Data:

Q₁₄ : I want to get to class _____ time to talk with the teacher before it begins.

AS : in = 3* ; on = 18 ; before = 3 ; in front of, about, at = 1 ; bl = 10+

Analysis:

For Q₁₄ the correct answer is in. Only 3 students gave the correct answer. In time in Q₁₄ means before a schedule time or with time to spare; not late (Swan, 1988:486 and Macmillan, 1964:39). 24 students gave incorrect answer. 18 of them chose on. These students do not know in differentiate in time v.s. on time. 6 students make mistake that categorized as individual error. 10 students who has no answer chosen.

Data:

Q₁₅ : He promised to come _____ noon,

AS : at, by = 16* ; after = 10 ; about = 2 ; in = 1 ;
bl = 8+

Analysis:

For Q₁₅ the correct answer are at, by. 16 students gave correct answer. These students know that at is used to express a specific time of day or night. By is used to express a specific time that mean no later than (Macmillan, 1964:37-38 and Swan, 1988:126). 13 students gave incorrect answer. 10 of them chose after. These

These students maybe thought that only add after to word noon so to be afternoon. They do not think about the use of preposition. 3 students make mistake that categorized as individual error. 8 students who has no answer chosen.

Data:

Q₁₆ : but I don't know whether to expect him _____ time.

AS : on = 16* ; at = 2 ; from, around, for = 1 ; bl = 16+

Analysis:

Q₁₆ is a part of Q₁₅. For Q₁₆ the correct answer is on. 16 students gave correct answer. These students know that on time means exactly at a set of pre-arranged time; exactly the right time (Macmillan, 1964:39 and Swain, 1988:486). 5 student gave incorrect answer that categorized as individual error. 16 students who has no answer chosen.

Data:

Q₁₇ : She is usually at the office _____ the day.

AS : during = 11* ; through = 3 ; for, till, on, throughout = 2 ; at, before, after = 1 ; bl = 12+

Analysis:

For Q₁₇ the correct answer is during. 11 students gave correct answer. 14 students gave incorrect answer. 3 of them chose through. These students maybe never learn the use of the preposition show time. 11 students make mis-

take that categorized as individual error. 12 students who has no answer chosen.

Data:

Q₁₈ : They always seem to work _____ morning

AS : from = 12* ; since = 9 ; in = 5 ; bl = 11+

Data:

Q₁₉ : _____ night.

AS : to, till = 25* ; at = 1 ; bl = 11+

Analysis:

Q₁₈ and Q₁₉ is one sentence, so it presented together.

For Q₁₈ the correct answer is from. 12 student gave the correct answer. These students can understand this questions (Q₁₈ and Q₁₉). 14 students gave incorrect answer and 9 of them chose since, 5 others chose in. These students can not able to diferentiate the use from, since, and in. 11 students who has no answer chosen.

For Q the correct answer are to, till. 25 students gave the correct answer. These students really know the Q₁₈ and Q₁₉. 1 student belong in individual error. 11 students who has no answer chosen.

Data:

Q₂₀ : We made a political speech _____ the fourth of July.

AS : on = 7* ; at = 6 ; in = 5 ; since, during = 2 ; before, for = 1 ; bl = 13+

Analysis:

For Q₂₀ the correct answer is on. 7 students gave the correct answer. These students know that on is used with dates that have numerals. 16 students gave incorrect answer and 6 of them chose at and 5 others chose in. These students can not able to differentiate the use of the preposition on, at, and in. 6 students who make mistake that categorized as individual error. 13 students who has no answer chosen.

For the table of Part III, is presented on the next page.

Table of Part III.

Item Number of Q	Number of students	Answers						No Answer (bl+)	%
		Correct	%	Incorrect					
				HF	%	IE	%		
2	37	35	94,59	-	-	-	-		
1	37	30	81,09	4	10,81	1	2,70	2	5,41
10	37	27	72,97	-	-	4	10,81	2	5,41
19	37	25	67,56	-	-	1	2,70	6	16,22
5	37	19	51,35	4	10,81	4	10,81	11	29,73
11	37	19	51,35	-	-	4	10,81	10	27,03
8	37	16	43,24	-	-	4	10,81	5	14,51
15	37	16	43,24	10	27,03	6	16,22	6	16,22
16	37	16	43,24	10	27,03	3	8,11	8	21,62
4	37	16	43,24	-	-	5	14,51	16	43,24
18	37	13	35,14	12	32,43	6	16,22	6	16,22
17	37	12	32,43	14	37,84	-	-	11	29,73
3	37	11	29,73	3	8,11	11	29,73	12	32,43
6	37	10	27,03	9	24,32	4	10,81	5	13,51
20	37	9	24,32	15	40,54	11	29,73	2	5,41
9	37	7	18,92	11	29,73	6	16,22	13	35,14
14	37	3	8,11	26	70,28	2	5,41	6	16,22
12	37	3	8,11	18	48,65	3	8,11	3	8,11
7	37	2	5,41	8	21,62	12	32,43	15	40,54
13	37	1	2,70	30	81,09	2	5,41	4	10,81
		1	2,70	18	48,65	6	16,22	6	16,22
	Average		37,16		25,97		12,34		20,15

Q = Question HF = High Frequency IE = Individual Error

bl+= blank

The table of part III, shows us that there are 37,16 % students can use English preposition that show time.

There are 25,97 % students use incorrect preposition. These students still have many problems in using preposition that show time. The problems are they still confuse in differentiate the use of preposition, and they have less vocabulary of English.

There are 12,34 students make mistake and they were categorized as individual error.

There are 20,15 % students who has no answer chosen. These students do not know at all the use of English preposition that show time.

STUDENTS' SCORES

No. of Students	Test Part I		Test Part II		Test Part III		Total Point
	C	P	C	P	C	P	
1	2	10	3	15	6	30	55
2	3	15	2	10	5	25	50
3	10	50	10	50	9	45	145
4	6	30	4	20	-	-	50
5	6	30	-	-	5	25	55
6	8	40	10	50	5	25	115
7	13	65	6	30	9	45	140
8	10	50	3	15	7	35	100
9	10	50	8	40	5	25	115
10	6	30	4	20	6	30	80
11	8	40	3	15	9	45	100
12	8	40	8	40	9	45	125
13	4	20	3	15	9	45	80
14	6	30	5	25	2	10	65
15	8	40	8	40	7	35	115
16	5	25	9	45	10	50	120
17	12	60	11	55	9	45	160
18	3	15	2	10	4	20	45
19	8	40	8	40	13	65	145
20	8	40	8	40	11	55	135

continued to the next page

21	9	45	7	35	14	70	150
22	10	50	9	45	8	40	135
23	5	25	5	25	8	40	90
24	6	30	5	25	8	40	95
25	7	35	6	30	9	45	110
26	9	45	9	45	11	55	145
27	6	30	5	25	5	25	80
28	10	50	9	45	5	25	120
29	3	15	6	30	6	30	75
30	4	20	-	--	7	35	55
31	11	55	9	45	12	60	150
32	5	25	9	45	-	-	70
33	4	20	2	10	7	35	65
34	9	45	8	40	10	50	135
35	5	25	5	25	6	30	80
36	8	40	1	5	6	30	75
37	5	25	8	40	5	25	90

C = Correct P = Point

$$P = \frac{\text{Total Correct} \times 100}{\text{Total numbers of Q}}$$

Q = Question

Scores	Part I Numbers of students	Part II Numbers of students	Part III Numbers of students
0 - 30	18	20	16
35 - 50	16	16	16
55 - 100	3	1	5

The students who have scores 0-30 show that they have poor of English prepositions.

The students who have scores 35-50 show that they have capable in using English prepositions.

The students who have scores 55-100 show that they have good of English prepositions.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Based on the result of the analysis which have been discussed in the previous chapter, now the writer comes to the conclusion.

For the students of English Department of the Faculty of Letters Hasanuddin University who attended Intensive English Course or Blocking System that enrolled in 1990 and as the respondents of this research they have still many problems in using preposition.

The problems in using preposition of students can be seen through the written test. From the written tests which have been done by the students, the writer found some mistakes of them.

The possible sources of the error made by the respondents can be summerized as follows:

There are some students still confuse to differentiate prepositions show place and position, prepositions show direction and motion, prepositions show time.

There are some students do not know a specific rule of each group of prepositions above. Therefore the students sometimes gave an impossible answer on the test. It can be proved in the table of each part that still many students gave the incorrect answer compare to the correct answer.

Also the students have less vocabulary, so they do not understand the whole meaning of the question. There are some students do not use logic in answer the test, actually there are several questions can be answered by logic. Such as Q₁₁, Q₁₂, Q₁₅ of part I ; Q₆, Q₇, Q₁₅ of part II.

There are some students who has no answer chosen. There students called do not know at all the use of preposition. It can be seen in table on culumm No Answer (bl+ = blank).

4.2 Suggestions

As we have know that prepositions as ones of the part of speech have an important role in everyday conversation and written English, so the writer suggests to the speaker to master the use of them both in practicing and written. It is impossible to speak and understand English well without a good knowledge of the use and meaning of the prepositions. Not only from dictionary can be acquired the meaning and the use of the prepositions but also it can be gained in practicing.

In relation to the paragraph above the writer suggests to all students and whoever would like to master English well especially the prepositions to read this thesis and others books of English which discussed prepositions.

The writer hopes that by this thesis would be

useful for the reader especially for the students of English Department of the Faculty of Letters.

In this thesis the writer realizes that the material were presented still far from perfect, but it is hoped can have benefits to the learner of English.

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APPENDIX

1. Fill in the blanks in the sentence below, using the correct prepositions from the list.

over	inside	after	by	about
above	beside	before	at	around
below	outside	near	in	between
under	against	beyond	off	through
beneath	behind	along	across	among
underneath	in front of	of	on	throughout

1. They arrived _____ the United States last year.
2. He made a sandwich by putting a piece of cheese _____ two piece of bread.
3. Please put your book here _____ the table.
4. Mr. Kelly is usually _____ work in the day time and
5. _____ home in the evening.
6. I told the children to play _____ the sidewalk and not to go into/across the street.
7. I can't find the book. It must be _____ the shelf.
8. Mrs. Drake is not tall enough to reach some of the cabinets that are _____ the kitchen sink.
9. Leave the suitcase _____ the stairs. I'll take it upstairs later.
10. It gets very cold here _____ winter.
11. In fact, it's hardly ever _____ freezing.
12. Please don't stand _____ me,
13. come _____ me so I can see you.
14. Don't put the bicycle _____ the fence. It has just been painted.

15. At dinner, Mrs. Johnson sat _____ the left
16. _____ Mr. Ross and
17. Mrs. Clayton sat _____ his right.
18. They are _____ Rome now.
19. I believe they are staying _____ the Majestic Hotel.
20. She is usually _____ the office during the day.

II. In the sentence below, fill in the blanks with the correct prepositions from the list given

=====

about	up	over	via
around	down	into	throughout
through	onto	to	on
across	at	toward	from, ..to, till, until
off	in	out of	from
		by	

=====

1. He got _____ his car and drove down/up the street.
2. It would not be safe to let lion get _____ his cage.
3. The police chased the speeding car all the way _____ town.
4. That bad boy threw the rocks _____ my dog.
5. Water flows _____ this dam with tremendous force.
6. Boats can go _____ the river easily because they have current with them,
7. it is harder to go _____ the river.
8. The boy was walking aimlessly _____ the street.
9. Please throw the trash _____ the wastebasket.
10. Is he Spanish? No, he's _____ South America.
11. I am in New York. What the quickest way to go _____

12. New York _____ Seattle.
13. The weather is warm _____ the south, even in winter.
14. If you like warm weather, you'd better go _____ the south.
15. The Mona Lisa, probably the most famous painting in the world, came _____ Washington and New York
16. _____ Paris in January, 1963.
17. If you go _____ Route 50, you will avoid a lot of traffic.
- 18 It's 5 o'clock, and Mr. Mason is going home _____ his office.
19. I've never know her to arrive _____ school on time,
20. on the other hand, she is always on time _____ the movies.

III. Fill in the blaks of the sentences below by using the correct preposition from the list given.

before	at	for	about
after	in	from	around
during	on	till	behind
sice	by	to	through
throughout	of	in front of	off

1. They stayed _____ six months in the United States.
2. Mrs. Brown has lived in the same house _____ 1932.
3. We play tennis _____ a couple of hours.
4. Everybody is busy _____ the Christmas season.
5. He hasn't been feeling well _____ last night.
6. Did he have a good time _____ his trip?

7. We have working in the garden _____ lunchtime.
8. I asked them to come and stay _____ a weekend.
9. They have been visiting us _____ Sunday.
10. They came _____ 2 o'clock
11. _____ April 7, 1958.
12. _____ the day, you can telephone her in the United States.
13. Please pick up your tickets (no later than) _____ Wednesday.
14. I want to get to class _____ time to talk with the teacher before it begins.
15. He promised to come _____ noon,
16. but I don't know whether to expect him _____ time.
17. She is usually at the office _____ the day.
18. They always seem to work _____ morning
19. _____ night.
20. He made a political speech _____ the fourth of July.