CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Related study**

There are some related studies to be use in this study. For example, first, a study was conducted by Abdul Rasyid[1]. This study has main goal to measure the students' ability in using preposition of time. The problems of study are: (a) How are the students ability in using the proposition of time? (b) How are the kinds of the problem faced by the students in using prepositions of time?

The second study was carried out by Marni[2]. She was interested in describing their ability in applying preposition into sentences and to know the difficulties that are faced by the first year students of MTsN-1 Model Palangka Raya when they were applying it.

The previous researches had relatively the same objectives and achievement. They tried to identify the ability and difficulties of students in using English preposition. Those people achieve the same thing namely they successfully figure out the students' ability in using English preposition

What to study in this research is different. In this study, it was done the preposition that was identified namely errors of the preposition with multiple

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[1] Abdul Rasyid, *"The Students' Ability in Using Prepositions of Time in Mario English Courses Palangka Raya" ,* 2010, unpublished thesis: Palangka Raya: STAIN Palangka Raya,

[2] Marni, Thesis: **"***The Ability in Applying Prepositions into Sentences Achieved by the First Year Students of MTSN-1 Model of Palangka Raya*", 2008, unpublished thesis: Palangka Raya: STAIN Palangka Raya

types, and used a Module as solution. The aims of the result can give suggestions on the teaching of preposition of time *on* and *at* for future studies.

B. Definition of Errors

Based on etimology, the term errors are defined as: (1) a mistake (2) the state of being wrong. By linguistics terminology, error is an incompetence of language learners to master the system of language [eg. Grammar]. Dulay says errors are flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected forms of mature language performance[3]. Corder defines error as language's mistake that arise because learner's break the language's rule (breaches of code)[4]. Error represents the deviation having the caracter of *ajek*, systematic, and depicts the interest learner at certain level[5].

1. Identifying Errors

    Definition errors and mistakes

    - Errors reflect gaps in a learner's knowledge; they occur because learner doesn't know what is correct.

    - Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

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[3] Heidi Dulay, *op.cit*.

[4] Nurhadi – Roekhan, "*Dimensi-dimensi dalam Belajar Bahasa Kedua*", 1990, Bandung: Sinar Baru, p. 56.

[5] Suwarna Prinda widagda, "*Strategi Pembelajaran Bahasa*", 2002, Yogyakarta: Adicita Karya Nusa, p.161.

- To identify errors we have to compare the sentences learners produce with r what seem to be the normal or correct sentences in the traffic

2.   Describing Errors

There are several ways of describing errors

- Classify errors into grammatical categories.

- Identify general ways in which the learners' utterance differ from the reconstructed target-language utterances.

3. Errror Evaluation

-       Some errors, known as global errors, violate the overall structure of a sentence and for this reason may make it difficult to process.

-       Other errors, known as local errors, affect only a single constituent in the sentence (for example, the verb) and are, perhaps, less likely to create any procxessing problems[6].

C. **Problem of Preposition Usage**

Why are prepositions so difficult to master? Perhaps it is because they perform so many complex roles. In English, prepositions appear in adjuncts, they mark the arguments of predicates, and they combine with other parts of speech to express new meanings. The choice of preposition in an adjunct is largely constrained by its object (in the summer, on Friday, at noon) and the intended meaning (at the beach, on the beach, near the beach, by the beach). Since adjuncts are optional and tend to be flexible in their position in a sentence, the task facing

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[6] Rod Ellis, *"Second Language Acquisition"* , 2003, USA: Oxford University Press, P.103-104

the learner is quite complex. Prepositions are also used to mark the arguments of a predicate. Usually, the predicate is expressed by a verb, but sometimes it takes the form of an adjective (He was fond of beer), a noun (They have a thirst for knowledge), or a nominalization (The child's removal from the classroom). The choice of the preposition as an argument marker depends on the type of argument it marks, the word that fills the argument role, the particular word used as the predicate, and whether the predicate is a nominalization. Even with these constraints, there are still variations in the ways in which arguments can be expressed[7].

D. The Types of Preposition Errors

A preposition is a type of a word or group of words often placed before nouns, pronouns or gerunds to link them grammatically to other words. Prepositions may express meanings such as direction (for example from home), place (for example in the car), possession (for example the capital city of Namibia) and time (for example after hours)[8]

There are three types of errors in relation to the use of preposition

1. Omission of Preposition – learners fail to use a preposition in a sentence where it is obligatory. For example: Facebook was created *at* 2008 by a younger man

2. Insertion of Preposition – learners add on preposition in a sentence where it is not needed. For example: we will not regret *on* the next week

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[7] Corder S.P . *Error Analysis* , London: Longman Publishers. 2000
[8] 8 Richards, J. C., and Schmidt, R. *Dictionary of Language Teaching & Applied Linguistics.* Pearson Education Limited. London: Longman.2002

3. Selections of Incorrect Preposition- learners use the wrong preposition in a sentence. There are just a few instances of this error category. For example: we can do some business on Facebook *on* the free time or as a career[9].

E.   Preposition

1.   Definition of preposition

Preposition is a word that links a noun or a noun equivalent (eg a pronoun or a gerund) to another word by expressing such relationships as location (eg at, on, in, over), direction (eg to, across, towards), time (eg before, after, during), or purpose (eg to, for)[10].

2.   Type of preposition

There are single-word prepositions, and complex prepositions (prepositions that aremade up two or more words).

These are examples of single-word prepositions:

About, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, by, despite, down, during, except, following, for, in, including, inside, into, like, near, of, off, on, onto, opposite, outside, over, past, round, since, through, throughout, till, to, towards, under, underneath, up, upon, with, within, without.

[9] Jha, A. K.. *Errors in the Use of Prepositions by Maithili Learners of English and Their Remedies*. Tribhuvan University Journal, 2009. P. 49-57.

[10] Kam Chuan Aik and Kam Kai Hui, "*Longman Dictionary of Grammar and Usage, Second Edition*", 1990, First Lok Yang Road, Singapore: Addison Wesley Longman Singapore Pte Ltd, p.187

These are examples of complex preposition:

According to, ahead of , along with, apart from , as for , aside from, as to, as well as, away from, because of , but for , by means of , close to , contrary to, depending on, due to, except for, forward of, further to, in addition to, in between, in case of, in face of, in front of, instead of, in view of, near to, next to, on top of, opposite to, other than, out of, outside of, act.[11]

F.   Preposition of Time

Preposition of Time**:** is a preposition used to indicate the time. The time is displayed in the combined preposition followed by a noun (object of preposition) form a propositional phrase.

We use: **at, in, on**

  - **at** for a precise time.

  - **in** for months, years, centuries and long periods.

  - **on** for days and dates.

We use:

1. *At* for a precise time.

  -      at 3 o'clock

  -      at 10.30am

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[11] Josef Essberger, *"English Preposition List, Cambridge"*, 2009. An EnglishClub.com Ebook.p.7

- at noon

- at dinnertime

- at bedtime

- at sunrise

- at sunset

- at the moment

Look at these examples:

- I have a meeting *at* 9am.

- The shop closes *at* midnight.

- Jane went home *at* lunchtime.

Notice the use of the preposition of time *at* in the following standard expressions:

Expression	Example
at night	The stars shine at night.
at the weekend*	I don't usually work at the weekend.
at Christmas*/Easter	I stay with my family at Christmas.
at the same time	We finished the test at the same time.
at present	He's not home at present. Try later.

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2. *In* for months, years, centuries and long periods.

- in May

- in summer

- in the summer

- in 1990

- in the 1990s

- in the next century

- in the Ice Age

- in the past/future

Look at these examples:

• In England, it often snows *in* December.

• Do you think we will go to Jupiter *in* the future?

• There should be a lot of progress *in* the next century.

Notice the use of the prepositions of time *in*, in these common expressions

In

- in the morning

- in the mornings

- in the afternoon(s)

- in the evening(s)

3. *On* for days and dates.

- on Sunday

- on Tuesdays

- on 6 March

- on 25 Dec. 2010

- on Christmas Day

- on Independence Day

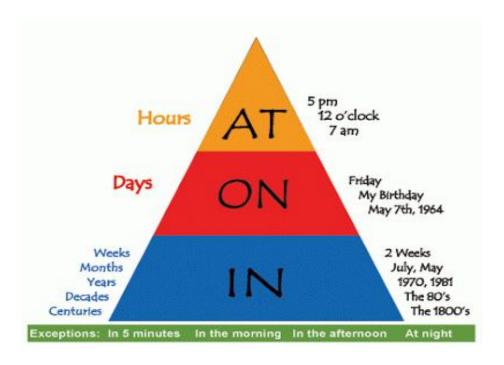- on my birthday

- on New Year's Eve

Look at these examples:

- • Do you work *on* Mondays?

- • Her birthday is *on* 20 November.

- • Where will you be *on* New Year's Day?

Notice the use of the prepositions of time *on* in these common expressions:

On

- on Tuesday morning

- on Saturday mornings

- on Sunday afternoons

- on Monday evening

When we say *last, next, every, this* we do not also use *at, in, on.*

- I went to London *last* June. (*not* <u>in last</u> June)

- He's coming back *next* Tuesday. (*not* <u>on next</u> Tuesday)

- I go home *every* Easter. (*not* <u>at every</u> Easter)

- We'll call you *this* evening. (*not* <u>in this</u> evening)[12]

The explanation of the preposition of time above could have informed about the kinds of types and function to use preposition of time. know the explanation of the preposition of time along with examples can avoid or prevent similar mistakes in the future, so it can use the preposition of time in appropriately in a variety of contexts of communication, both verbal and written.

G. Indonesian preposition of time

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[12] Josef Essberger, *op.cit*

Proposition usually comes in front of other words in sentence. The preposition usually located in front of the noun, adjective and adverbial. Then the words that preceded preposition it will form a phrase or group of words. Then there is a noun phrase, and phrase adverbial and phrase adjectival. Preposition can be divided into many kinds. There are basic, but some of its derivatives[13].

The use of preposition to show time as day, month or year for indonesian grammar should use *Pada*. Ex:

- *Pada hari minggu kemaren, kami pergi*[14]

Other preposition of time that is used to show of time in indonesian language are: *pada*, *hingga*, *sampai*, *sejak*, *semenjak*, *menjelang*[15].

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[13] Kunjani Rahardi, "*Bahasa Indonesia Untuk Perguruan Tinggi*", Jakarta: PT Rineka cipta 2009

[14] Abdul Chaer, "*Tata Bahasa Praktis Bahasa Indonesia*" Jakarta: PT Rineka cipta, 2003, p.123

[15] http://id.wikibooks.org/wiki/Bahasa_Indonesia/Preposisi , accesed on March 20,2015

[16] Kunjani Rahardi, "*Bahasa Indonesia Untuk Perguruan Tinggi*", Jakarta: PT Rineka cipta 2009

[17] http://id.wikibooks.org/wiki/Bahasa_Indonesia/Preposisi , accesed on March 20,2015

H. Errors Made by EFL Learners

The errors that learners of EFL (English as Foreign Language) are expected to make are due to several different causes. The one is caused by interference from the native language and the other is caused by interference from other structures in.

English prepositions are difficult for any EFL learner because he/she usually relates them to his /her own MT prepositional system. The difficulty is also caused by the difference in number, meaning and usage of the prepositions in the MT and EF languages. Verbs and other parts of speech play a great role in the omission, addition and selection of a wrong preposition in English, which may affect the whole meaning of the idea intended by the learner. In addition to this, idiomatic usage of English prepositions makes them difficult to learn even by native speakers of the language.

A preposition by definition expresses a relationship between two entities: it indicates a relationship in space (between one object and another), and /or a relationship in time (between events), and /or a more abstract relationship (government). So, the first characteristic is that neither Arabic nor English prepositions can stand by themselves: they get their meanings through their usage in contexts.

The first type of error occurs when a learner of a second language carries over the habits of his mother – tongue into the second language. This interlingual interference means that his L1 habits (patterns, systems or rules) interfere or

prevent the learner, to some extent, from acquiring the patterns and rules of the second language.

The second type of error is caused by the interference of the L2 itself. This is termed "intralingual interference". Some of the errors that are made by learners of an L2 are caused by the structure of the target language and not the mother tongue and are signs of false hypotheses.

I.   Module for learning

Module is printed teaching materials are designed to be studied independently by the participants learning. The module is also called the media for independent study because it has been equipped with instructions for self-study. That is, the reader can do without the presence of the teaching and learning activities directly. Language, patterns, and the nature of other requirements contained in this module is arranged so that it may seem like a "language teacher" or a language teacher who is giving instruction to his students. So from that, the media is often called self-instructional materials. Teachers do not directly give lessons or teach something to the students with face-to-face, but enough with these modules. The module is a tool or learning tool containing materials, methods, limitations, and how to evaluate systematic designed and attractive to achieve expected competencies in accordance with the level of complexity[18].

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[18] Suryosubroto.B. *Sistem Pengajaran dengan Modul*, Jakarta: Bina Aksara,1983.

Module by Cece Wijaya[19], it can be viewed as a package of programs written in the form of specific units for the purpose of learning. Ministry of Education, modules as a unit study material is presented in the form of" self-instruction ", meaning that learning materials are arranged in modules can be studied independently with the help of students who limited from teachers or others.

According to Anwar A module can be said to be good and interesting when there is the following characteristics.

o Self-instructional, Students are able to learn by themselves, do not depend on others.

o Self-contained, whole matter of learning from one unit of competency is studied contained in one complete module.

o Stand alone, module developed is not dependent on any other media or should not be used together with other media.

o Adaptive, adaptive power module should have a high level of development of science and technology.

o User friendly, modules should also meet the rules of familiar friends / familiar with the wearer[20].

Based on some opinions on the above it can be concluded that the use of learning modules also have some fundamental weakness is that it requires considerable cost and require a long time in the procurement or development of the module itself, and requires a high persistence of the teacher as a facilitator to

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[19] Cece Wijaya, *Upaya Pembaharuan dalam Pendidikan dan Pengajaran*, Bandung: Remaja Rosda Karya, 1992.

[20] Anwar, Ilham. *Pengembangan Bahan Ajar* . Direktori UPI. Bandung 2010.

continuously monitor student learning. whereas the benefits of using module in learning, students may be responsible for their own learning activities, learning with modules greatly appreciate individual differences, so that students can learn according to their ability level, the more effective and efficient learning.

Information about the good characteristics of a module that will be made in reference as a question for knowing a good module.