

CHAPTER II

REVIEW OF RELATED LITERATURE

Error can be defined as goof. A goof means an error students tend to make in learning English as a second language, for which no blame is implied a sentence containing one or more good¹.

The student has two main problems with preposition. He has to know whether in any construction a preposition is required or not which it especially troublesome to a European student and which preposition to use when one is required. In other words, Problems of grammar consisted of several constructions of grammar with rules that are poorly understood².

Prepositions are words normally placed before nouns or pronouns and can also be followed by verbs but, except after but, and except, the verb must be in the gerund form.

Preposition includes for kinds of ‘function words’ which means “a word that doesn’t belong to one of the four major parts of speech in English (noun, verb, adjective, adverb). “ Their purpose is not only to express meaning but to relate other words to each other.”

¹A. S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, Oxford: Oxford University, 1995, p. 551

²Kustadi Shundang, *Analisis Kesalahan, Penerjemahan dan Teks Jurnalistik*, Universitas Pendidikan Indonesia, p. 25.

According to Hornby there are eight function words among the function words are:

1. Articles: a, an, and the
2. Auxiliary verbs: be, have, and do
3. Conjunction: after, though, while, etc
4. **Preposition: On, In, At, etc**
5. Pronoun: I, You, We, etc
6. Noun-Determiners: a, an, the, some, etc
7. Substitute nouns: all, another, both, etc
8. Intensifiers: pretty, almost, really, etc
9. Specialized expressions: no, O.K, anyhow, etc

A. Sources or Causes of errors

In learning a second language, errors are inevitable .It means errors could come up every time because the difference of L1 and L2.

Brown classifies *The Source of Errors* made by the second language learners into four parts. They are *interlingual* and *intralingual* transfer, context of learning, and communication strategies³.

a. The interlingual transfer (errors)

Interlingual transfer is a significant source for language learners and interlingual errors as being the result of language transfer, which is caused by the learner's first language. Interlingual error that is the negative influence of the mother

³PoonehHeydari, August 2012, Theory and Practice in Language Studies, Vol. 2, No. 8, pp. 1583-1589,

tongue of learner, According to Dullay, the term “interlingual” was chosen instead of the equally common labels “interference” or “transfer” because interlingual seemed to be the least explanatory in connotation. The interlingual errors, as defined here, simply refer to second language errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them⁴. Specifically Richard in Parera says that interlingual errors are instanced where the characteristics of one language are being carried over into another⁵. There are seven characteristics of interlingual transfer to be classified by Henry such as; *overgeneralization, simplification, developmental error, communication base error, induced error, error of avoidance, and error of overpro*⁶.

b. The intralingual transfer (errors)

Intralingual error, also known as interlingual transfer that is the negative transfer of items within the target language, in order words, the incorrect generalization of rules within the target language. Further, Brown states that intralingual error is one of the major factors of source of error in second language learning⁷. Loco in Dulay says that intralingual errors occur when the L1 does not have a rule which the second language has; the learner applies a L2 rule, producing an errors are those which reflect the general characteristics of rule learning⁸.

Meanwhile, Henry classifies causes of error into 1) *Overgeneralization*, 2)

⁴Heidi Dulay, *Language Two*, Oxford University Press, 1982, p. 145

⁵Jos Daniel Parera, *Linguistik Edukasional*, Erlangga, Jakarta, 1997, p. 140

⁶Henry Guntur Tarigan, Djago Tarigan, *Pengajaran Analisis*, Angkasa, Bandung 1988 p. 85-88

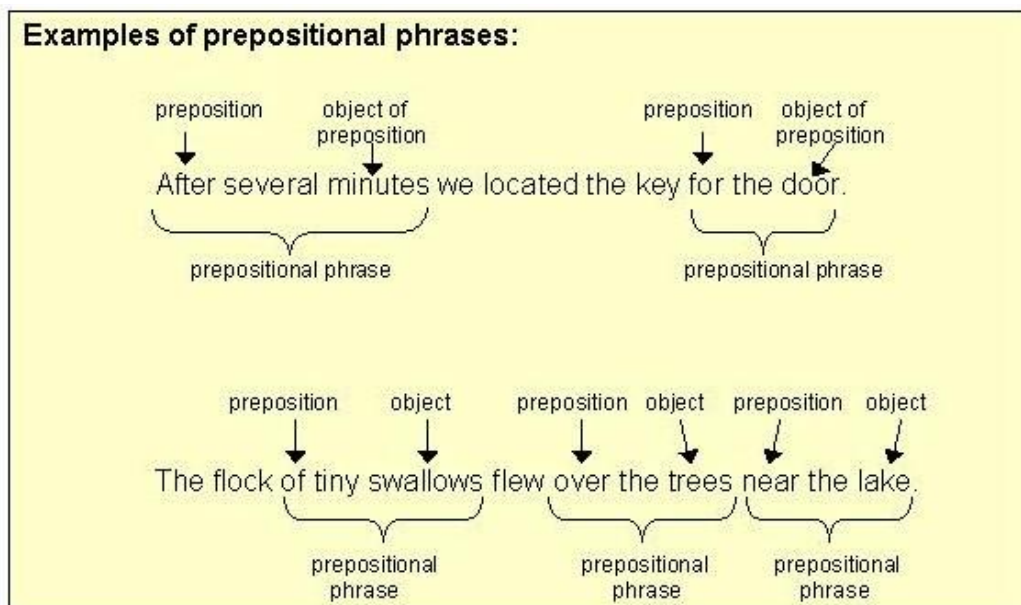
⁷H. Douglas Brown, 1987, *Principles of Language Learning and Teaching*, 2nd ed. Englewood Cliffs, Vol. 10, no. 03, pp 400-402

⁸Heidi Dulay, op.cit., p. 143

Incomplete application of rules, 3) False concepts hypothesized, and 4) Ignorance of rule restriction.

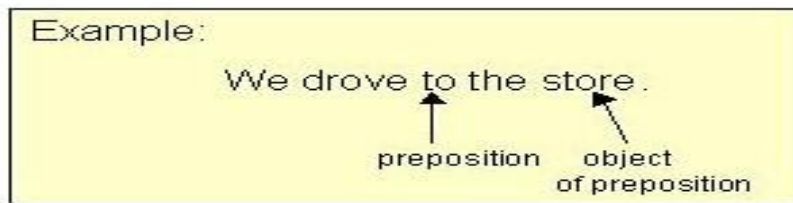
B. The definition of preposition in English

In a sentence preposition show the relation of one word to another word. Prepositions require an object to complete them, typically a noun or pronoun. A preposition and its object are called a prepositional phrase⁹. A prepositional phrase is a group of words containing a preposition, a noun or pronoun object of the preposition, and any modifiers of the object. Example of preposition in prepositional phrases:

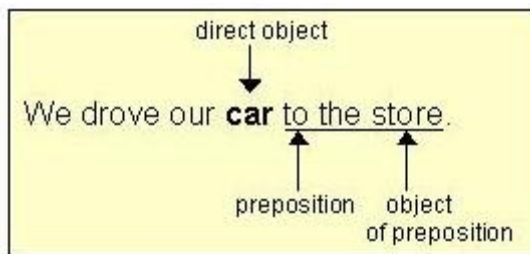


⁹ <http://www.chompchomp.com/terms/objectofthepreposition.htm>, by Robin L. Simmons

It is useful to locate prepositional phrase in sentences since any noun or pronoun within the prepositional phrase must be the preposition's object and, therefore, cannot be misidentified as a verb's direct object.



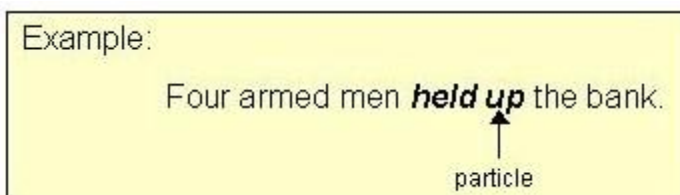
To the store is a prepositional phrase, store is the object of the preposition to, not the direct of the verb drove.



Car is the direct object of the verb drove.

To the grocery store is a prepositional phrase.

Note: A word that looks like a preposition but is actually part of a verb is called a particle



Held up is a verb meaning "to rob".

Therefore, **up** is not a preposition, and **bank** is not the object of a preposition.

Instead, **bank** is the direct object of the verb **held up**.

To avoid confusing **prepositions** with **particles**, test by moving the word (up) and words following it to the front of the sentence:

Up the bank four armed men held.

If the resulting sentence does not make sense, then the word belongs with the verb and is a particle, not a preposition¹⁰.

Note the difference:

Example A:

We ran **up the hill**.

Test: **Up the hill** we ran.

The resulting sentence makes sense. Therefore, **up** is a preposition.

Example A:

We ran **up the bill**.

Test: **Up the bill** we ran. **XXX**

The following examples illustrate the difference between prepositions and particles:

¹⁰<http://www.chompchomp.com/terms/objectofthepreposition.htm>

He came **by the office** in a big hurry. (*by* = preposition)

He **came by** his fortune honestly. (*by* = particle)

She turned **up that street**. (*up* = preposition)

She **turned up** her nose. (*up* = particle)

Tom lived **down the street**. (*down* = preposition)

We finally **lived down** that incident. (*down* = particle)

Prepositional phrases

The underlined phrases in the following sentences are examples of prepositional phrases in English. The prepositions are in bold:

- a. She walked **around his desk**.
- b. Ryan could see her **in the room**.
- c. David walked **on top of the building**.
- d. They walked **up the stairs**.
- e. Philip ate **in the kitchen**¹¹.

Prepositional phrases have a preposition as the central element of the phrase, as the head of the phrase. The remaining part of the phrase, usually a noun (phrase) or pronoun, is sometimes called the prepositional complement.

The most efficient method of study is to familiarize yourself with prepositions and prepositional phrases through practice and memorization. This is particularly

¹¹<http://grammar.yourdictionary.com/parts-of-speech/prepositions/Prepositional-Phrases.html>

helpful for the bilingual student, who often seems to find preposition usage one of the most difficult parts of the English language.

C. Uses of Common Prepositions

Prepositions are used to express a number of relationships, including time, location, manner, means, quantity, purpose, and state or condition. The following outline demonstrates the uses of common prepositional phrase.

a. TIME

At : at five o'clock	morning
On : on Tuesday (day of the week)	in April,
on May 8 (date)	
on time (punctual)	months (at the end of)
	early enough)

b. PLACE OR DIRECTION

At : They are at home	In: He lives in a trailer
We were at the restaurant	In 1991.
He smiled at her	We waited in the bus
On: We sat on the ocean pier	
She left on the train	

D. The Kind Of preposition.

1. **At for a point**
2. **In for an enclosed space**
3. **On for a surface**

E. The Function of Prepositions

Prepositions and prepositional phrases perform many functions within sentences. The function of a word is "what the word does." For example, the function of the adjective *pink* in *the pink rose* is to modify or describe the noun *rose*. What the adjective does then is to describe the noun. Or, the adjective *pink* functions to describe the color of the rose.

At	In	On
POINT	ENCLOSED SPACE	SURFACE
at the corner	in the garden	on the wall

at the bus stop	in London	on the ceiling
at the door	in France	on the door
at the top of the page	in a box	on the cover
at the end of the road	in my pocket	on the floor
at the entrance	in my wallet	on the carpet
at the crossroads	in a building	on the menu
at the front desk	in a car	on a page

Look at these examples:

1. Anhar is waiting for you **at** masjid.
2. The shop is **at** the end of the street.
3. I have a meeting **in** Asrama Haji.
4. Do you live **in** Palangka Raya?
5. You are standing **on** my foot.
6. I live **on** the 2nd floor **at** Aquarius hotel **in** Palangka Raya.

At	In	On
at home	in a car	on a bus

at work	in a taxi	on a train
at school	in a helicopter	on a plane
at university	in a boat	on a ship
at college	in a lift (elevator)	on a bicycle, on a motorbike
at the top	in the newspaper	on a horse, on an elephant
at the bottom	in the sky	on the radio, on television
at the side	in a row	on the left, on the right
at reception	in Oxford Street	on the way

F. Transfer of learning

Transfer of learning is the study of the dependency of human conduct, learning, or performance on prior experience. The notion was originally introduced as *transfer of practice* by Edward Thorndike and Robert S. Woodworth. **Transfer of Training** That almost magical link between classroom performance and something which is supposed to happen in the real world¹².

¹²Perkins, D. N., Salomon, G. (1992). Transfer of Learning. *Contribution to the International Encyclopedia of Education*, Second Edition. Oxford, England: Pergamon Press, p. 221

Transfer of training is effectively and continuing applying the knowledge, skills, and or attitudes that were learned in a learning environment to the job environment. Closely related to this concept is **Transfer of Learning**—the application of skills, knowledge, and/or attitudes that were learned in one situation to another learning situation¹³. This increases the speed of learning.

In a backhoe course where I once taught, we had about twenty machines consisting of three different models. One model was an old Massy-Ferguson. Its controls consisted of about eight levers that only moved back and forth. The newest model was a John Deere. It having two joystick-type controls (they moved similar to a computer joystick) and two foot-pedals. The other model was a Case that was a cross between the other two¹⁴.

The learners take turns operating the various models. Although a casual observer unfamiliar with transfer of learning might assume we were confusing the issue with three highly different models, the different models were not only conducive to the learning environment in that they provided transfer of learning (hence quicker and deeper learning), but they also provided the learners with the confidence and skills for transferring their newly acquired skills to the job.

The first place to practice transfer of learning is within the classroom. This makes it much easier to transfer new skills and knowledge to the job. Transfer of learning is the influence of prior learning on performance in a new situation. If we did

¹³Thorndike, E. L. (1923). The influence of first year Latin upon the ability to read English. *School Sociology*. 17: 165-168.

¹⁴<http://www.nwlink.com/~donclark/hrd/learning/transfer.html>,.

not transfer some of our skills and knowledge from prior learning, then each new learning situation would start from scratch.

Some learning professionals only think of transfer of learning (or transfer of training) in terms of the classroom to the job environment. However, these trainers fail to realize the importance of *task variation* within the classroom. That is, practicing on a variety of tasks will enhance and quicken the learning process as compared to practicing in the same category or class. This helps the learners to become accustomed to using their newly acquired knowledge and skills in novel situations, thus encouraging transfer of learning to the job.

Transfer of learning is a phenomenon of learning more quickly and developing a deeper understanding of the task if we bring some knowledge or skills from previous learning to a new learning situation. Therefore, to produce positive transfer of learning, we need to practice under a variety of conditions and environments.

Note that there is a brief slowdown in the learning curve (confusion occurs) when the variation is first introduced. However, the variation soon begins to strengthen our previously acquired skills and knowledge. This is perhaps why some trainers are reluctant to use task variation—they see the initial confusion and assume they are slowing and confusing the learning process. Hence, classrooms and other learning environments become sterile of transfer of learning. And since the learners have no practice in transferring their newly acquired skills and knowledge in the classroom, they have trouble transferring their learning when they return to the job as

most work environments are neutral towards the transfer of new skills (that is, they do very little to encourage the transfer of learning)¹⁵. Do NOT fall into this trap.

Variation is GOOD! Provide as many variations and conditions in the learning environment as possible. There are two main principles that work with transfer of learning:

- The variation should not be too easy.
- The shift or transfer should be progressive but rapid.

For example, introductory computer classes often follow a course similar to this:

- One module of introduction
- One module of word processing
- One module of spreadsheet
- One module of database training

Why not combine the four modules into integrated classes that goes similar to this:

- Starting the three applications
- Typing text into the three applications
- Copying and pasting in the same application and then to a different application
- Saving, editing, etc.

The above are closely related tasks that would enhance the power of transfer of learning. We benefit (or suffer) from our prior experiences. People improve in their ability to learn new skills more proficiently because of prior practice on a series of

¹⁵<http://www.nwlink.com/~donclark/hrd/learning/transfer.html>.

related tasks. This helps us to acquire new views on a topic by looking at the task from a different approach, which strengthens our understanding of the topic. For example, practicing to drive a variety of cars provides experience with different stimulus situations and makes new learning easier. Another example is that greater learning occurs not by rereading the same text, but by reading another text on the same subject matter.

Transfer of learning begins with the learning of a task in a unique situation and ends when we quit learning (experimenting) with that task. The power of varied context, examples, different practice scenarios, etc. cannot be overemphasized. No matter if you are learning simple discriminations or complex concepts, stimulus variations are helpful. Encouraging transfer of learning in the classroom provides the skills and knowledge for its successful implementation outside of the class.

G. Theory of Formal Discipline

It was once thought that taking courses such as Latin would lead a person to think more logically. This assumption is called the "*Theory of Formal Discipline*." Thorndike studied it and concluded that the expectation of any large difference in general improvement of the mind from one study to another was false. The main reason why it looks as if good thinkers have been helped by taking certain school studies is that there is an inherent tendency of the good thinkers to take such courses. When the good thinkers studied Greek and Latin, these studies seemed to make good thinking. Thorndike continued his study of transfer, and eventually formulated the *Theory of Identical Elements*—previous learning facilitates new

learning only to the extent that the new learning task contains elements identical to those in the previous task¹⁶.

H. Near and Far transfer

Transfer of learning can be divided into two categories, Near and Far. Near transfer of skills and knowledge are applied the same way every time the skills and knowledge are used. Near transfer training usually involves tasks that are procedural in nature, that is, tasks which are always applied in the same order. Although this type of training is easier to train and the transfer of learning is usually a success, the learner is unlikely to be able to adapt their skills and knowledge to changes.

Far transfer tasks involve skills and knowledge being applied in situations that change. Far transfer tasks require instruction where learners are trained to adapt guidelines to changing situations or environments. Although this type of training is more difficult to instruct (transfer of learning is less likely), it does allow the learner to adapt to new situations¹⁷.

¹⁶Bell, R.T. *Translation and Translating Theory and Practice*. New York: Longman, p.112

¹⁷Cree, V. E., Macaulay, *Transfer of Learning in Professional and Vocational Education*. Routledge, London: Psychology Press, p. 217