**ERROR ANALYSIS OF USING PREPOSITION MADE BY STUDENTS IN SHOWING DIRECTION**

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**ABSTRACT**

*In the process of acquiring the language, learners slowly fix the mistakes bounding for gaining more stable skill in speaking the language. Every language learner does realize that being able to speak in that language is the ultimate aim of learning that language. They also realize that in gaining the aim, they have to learn many things including grammar. In Indonesia, teaching English as a foreign language is felt difficult without teaching the students its grammar. The difficulty to learn English without learning grammar appears because it is very difficult to find a total immersion situation where everybody who is involved in speaks English. This research is descriptive which analyzes recording data. The population of this research is the fourth semester students of English department UKI Toraja which consists of 280 students divided into 8 classes. This research showed most of the errors that the students make are about the use of preposition in. At and of are other prepositions that are inappropriately used.*

**Keywords**: *error analysis, preposition, showing direction*

**INTRODUCTION**

1. **Error Analysis**

Learning English as a second language is, of course, very much different from learning the first language. Speaking the first language is not interfered by other languages, but speaking the second language is surely interfered by the first language. Lado in Krashen (1981) sated that for many years, it had been presumed that the only major source of syntactic errors in adult second language performance was the performer's first language. It is a very common and unavoidable thing occurs in learning a second language. Haryanto (2010) states that the term error analysis was originally used to refer to language studies focusing on the linguistic errors made by the second language learners.

1. **The meaning of error**

Learning a language is fundamentally dealt with making errors and mistakes. According to Paul Brians (2008) the concept of error is fuzzy one. Making errors cannot be avoided in the process of learning English. Dullay in Siti Khodijah (2006) defines errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of mature language performance. It means that there is something wrong in using the language. Haryanto (2010) writes that the term error is taken to mean some idiosyncratic or nonnative piece of language produced by a foreign language learner. It is a way where language learners produce strange or unusual form of the language they are learning. The error can be the way the language learners produce the sound, use certain grammar, or use inappropriate words in expressing something.

Talking about error, we may also talk about mistakes. Both error and mistake are slightly similar, but they are actually two different things. Hubbard in Sitti Khodijah (2006) stated that errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on. It is clear that error appears because the learners do not know how to express certain meaning correctly while mistakes occur just because the speaker’s slip of the tongue or confusion not because their lack of knowledge about the language. We can also draw a conclusion that in speaking mother tongue, someone does not make errors but mistakes. When people speak the target language both error and mistake may appear.

1. **The causes of error**

Pit Corder in Sitti Khodijah (2006) claims that there are three major causes of errors, they are: mother tongue interference, overgeneralization, and error encouraged by teaching material or method.

1. Mother tongue interference

Haryanto (2010) states that interference may be defined as the use of elements from one language while speaking another and may be found at the level of pronunciation, morphology, syntax, vocabulary, and meaning. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a foreign pronunciation faulty grammatical pattern and occasionally to the wrong choice of vocabulary.

1. Overgeneralization

Having been learning the target language, learners obtain some knowledge about it. The result of learning some rules, for example, may affect the speech production where the same rule is applied in different things. Haryanto (2010) writes that overgeneralization is a process in which the learners create a deviant structure on the basis of their experience of other structures in the target language. The example of the deviant structure due to overgeneralization can be seen in the sentences below.

1. My younger brother can sings very well.
2. What did you wanted to tell me this morning?

In sentence (1), the learner applies the rule for the ‘infinitive + s/es’ which is used for the third person singular without paying any attention to the presence of modal auxiliary ‘can’ in that sentence. In sentence (2), the learner applies the rule of using past form of verb to talk about past event. The learner can simply recognize the past tense because of the appearance of the adverb of time ‘this morning’.

1. Error encouraged by material or method

Teaching process induces errors and the error is the evidence of failure of ineffective teaching or lack of control. Since the material is well chosen and well graded, the errors can be reduced. Pit Corder in Sitti Khodijah (2006) said it is however, not easy to identify such error except in conjunction with a close study of the material and teaching technique to which the learner has been exposed.

According to John Norris in Sitti Khodijah ( 2006) there are three factors that can be classified as the causes of errors:

***a. Carelessness***

It is often closely related to lack of motivation. Lack of motivation may be the result of the presentation style done by the teacher, which does not suit the students, or may be the materials are not interesting for the students.

***b. First language interferences***

First language interference is the result of the language habits that have been established in the students’ native language. When the students use English, they usually bring or use the native language habit in the target language they being learn. It is same as Corder said before.

***c. Translation***

It is the most common error made by students, translating word by word of idiomatic expression in the first students’ language can produce error in this type. This usually happen as the result of a situation when a learner is asked to communicate something but does not know appropriate expression or structure.

1. **The goal of error analysis**

Every single research on error analysis must have at least one goal to achieve, as Haryanto (2010) states error analysis is usually designed to identify the kinds of learners’ errors in second language learning. Ellis (1997:15) writes there are good reasons for focusing on errors. First, they are conspicuous feature of learner language, raising the important question of ‘why do learners make errors?’ Second, it is useful for teachers to know what errors learners make. Third, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make. It is clear that error analysis has some purposes. By conducting error analysis, teachers can identify the errors made by the students. Having identified the errors made by the students, teachers can easily help the learners avoid the errors.

1. **Preposition**
2. **What is preposition?**

According to Gucker (1966) by definition, a preposition connects a noun or pronoun to some other word in a sentence. Pasakarnis (1987) stated that a preposition is a word that shows the relationship of a noun or pronoun to some other word in the sentence. Prepositions are words that usually come in front of nouns or pronouns and express a relation to another word in sentences. It is similar to what Stannard Allen (1974) writes preposition usually come before the words they control. They never change their form regardless of the case, time, gender, etc of the way they are referring to. Prepositions are important words. We use individual prepositions more frequently than other individual words. In fact, the prepositions **of**, **to** and **in** are among the ten most frequent words in English. Many of prepositions have more than one meaning. Here are examples of prepositions: *aboard, about, above, across, against, along, among, around, at, behind, below, beside, besides, between, down, during, for, from, in, of, on, onto, opposite, outside, since, than, through, to, toward, under, unlike, until, up, upon, versus, with, within, without.*

A preposition is followed by a "noun". It is never followed by a verb.

By "noun" we include:

**noun** (dog, money, love)

**proper noun (name)** (Bangkok, Mary)

**pronoun** (you, him, us)

**noun group** (my first job)

**gerund** (swimming)

A preposition cannot be followed by a verb. If we want to follow a preposition by a verb, we must use the "-ing" form which is really a gerund or verb in noun form.

Although it is said that prepositions are used more frequent than other individual words, it is not so easy to use preposition properly. Michael Swan (1980) stated that it is difficult to learn to use preposition correctly. Most of the prepositions have several different functions. Pasarkins (1987) suggests that one of the best ways to learn how to use preposition correctly is by reading. Reading can help us understand how to use prepositions properly because by reading a lot we can be shown the exact ways of using prepositions.

1. **Preposition of time**

According to Dooley and Evans (2004) we use preposition of time to say when something happens, happened, or will happen. We use ***at*** for a PRECISE TIME, ***in*** for MONTHS, YEARS, CENTURIES and LONG PERIODS, and ***on*** for DAYS and DATES

| **English** | **Usage** | **Example** |
| --- | --- | --- |
| * on
 | * days of the week
 | * on Monday
 |
| * in
 | * months / seasons
* time of day
* year
* after a certain period of time *(when?)*
 | * in August / in winter
* in the morning
* in 2006
* in an hour
 |
| * at
 | * for *night*
* for *weekend*
* a certain point of time *(when?)*
 | * at night
* at the weekend
* at half past nine
 |
| * since
 | * from a certain point of time (past till now)
 | * since 1980
 |
| * for
 | * over a certain period of time (past till now)
 | * for 2 years
 |
| * ago
 | * a certain time in the past
 | * 2 years ago
 |
| * before
 | * earlier than a certain point of time
 | * before 2004
 |
| * to
 | * telling the time
 | * ten to six (5:50)
 |
| * past
 | * telling the time
 | * ten past six (6:10)
 |
| * to / till / until
 | * marking the beginning and end of a period of time
 | * from Monday to/till Friday
 |
| * till / until
 | * in the sense of *how long something is going to last*
 | * He is on holiday until Friday.
 |
| * by
 | * in the sense of *at the latest*
* up to a certain time
 | * I will be back by 6 o’clock.
* By 11 o'clock, I had read five pages.
 |

The examples below show the use of preposition of time in sentences.

· I have a meeting **at** 9am.

· The shop closes **at** midnight.

· Jane went home **at** lunchtime.

· 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.

· Do you work **on** Mondays?

· Her birthday is **on** 20 November.

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

1. **Preposition of place**

According to Dooley and Evans (2004) we use preposition of place to say where somebody or something is. In general, we use ***at*** for a POINT, ***in*** for an ENCLOSED SPACE, and ***on*** for a SURFACE.

| **English** | **Usage** | **Example** |
| --- | --- | --- |
| * in
 | * room, building, street, town, country
* book, paper etc.
* car, taxi
* picture, world
 | * in the kitchen, in London
* in the book
* in the car, in a taxi
* in the picture, in the world
 |
| * at
 | * meaning *next to, by an object*
* for *table*
* for events
* place where you are to do something typical (watch a film, study, work)
 | * at the door, at the station
* at the table
* at a concert, at the party
* at the cinema, at school, at work
 |
| * on
 | * attached
* for a place with a river
* being on a surface
* for a certain side (left, right)
* for a floor in a house
* for public transport
* for *television, radio*
 | * the picture on the wall
* London lies on the Thames.
* on the table
* on the left
* on the first floor
* on the bus, on a plane
* on TV, on the radio
 |
| * by, next to, beside
 | * left or right of somebody or something
 | * Jane is standing by / next to / beside the car.
 |
| * under
 | * on the ground, lower than (or covered by) something else
 | * the bag is under the table
 |
| * below
 | * lower than something else but above ground
 | * the fish are below the surface
 |
| * over
 | * covered by something else
* meaning *more than*
* getting to the other side (also *across*)
* overcoming an obstacle
 | * put a jacket over your shirt
* over 16 years of age
* walk over the bridge
* climb over the wall
 |
| * above
 | * higher than something else, but not directly over it
 | * a path above the lake
 |
| * across
 | * getting to the other side (also *over*)
* getting to the other side
 | * walk across the bridge
* swim across the lake
 |
| * through
 | * something with limits on top, bottom and the sides
 | * drive through the tunnel
 |
| * to
 | * movement to person or building
* movement to a place or country
* for *bed*
 | * go to the cinema
* go to London / Ireland
* go to bed
 |
| * into
 | * enter a room / a building
 | * go into the kitchen / the house
 |
| * towards
 | * movement in the direction of something (but not directly to it)
 | * go 5 steps towards the house
 |
| * onto
 | * movement to the top of something
 | * jump onto the table
 |
| * from
 | * in the sense of *where from*
 | * a flower from the garden
 |

We can see the examples of using preposition of place in sentences below.

* Jane is waiting for you **at** the bus stop.

The shop is **at** the end of the street.

My plane stopped **at** Dubai and Hanoi and arrived **in** Bangkok two hours late.

When will you arrive **at** the office?

Do you work **in** an office?

I have a meeting **in** New York.

Do you live **in** Japan?

Jupiter is **in** the Solar System.

The author's name is **on** the cover of the book.

There are no prices **on** this menu.

You are standing **on** my foot.

There was a "no smoking" sign **on** the wall.

I live **on** the 7th floor **at** 21 Oxford Street **in** London.

1. **Other important preposition**

| **English** | **Usage** | **Example** |
| --- | --- | --- |
| * from
 | * who gave it
 | * a present from Jane
 |
| * by
 | * who made it
 | * a book by Mark Twain
 |
| * on
 | * walking or riding on horseback
* entering a public transport vehicle
 | * on foot, on horseback
* get on the bus
 |
| * in
 | * entering a car  / Taxi
 | * get in the car
 |
| * off
 | * leaving a public transport vehicle
 | * get off the train
 |
| * out of
 | * leaving a car  / Taxi
 | * get out of the taxi
 |
| * by
 | * rise or fall of something
* travelling (other than walking or horseriding)
 | * prices have risen by 10 percent
* by car, by bus
 |
| * at
 | * for *age*
 | * she learned Russian at 45
 |
| * about
 | * for topics, meaning *what about*
 | * we were talking about you
 |

1. **Showing Direction**

It is very common to have a conversation which involves utterances that show direction. When we give information about which direction somebody should go, it is at the same time we show direction. According to English Language Service (1964) giving direction is to tell which direction it is to a place. Nick McIver (1979) writes when you say go straight or go along … or take the first turning left or right, you tell someone how to get to certain point. Some of most common phrases used to show direction are as follows:

* + Go straight ahead until you find…
	+ Go along this road
	+ Turn right
	+ Turn left
	+ Take the first/second turning on the left/right
	+ It is on the left/right
	+ It is next to…
	+ Etc

As Richards and Bycina (1984) listed some common expression to give direction

* + You go (straight) down/up this street
	+ It’s the second right
	+ It’s on the left/right next to…
	+ It’s just past/before…
	+ Its opposite…

**FINDINGS AND DISCUCCION**

**FINDINGS**

The researcher recorded the students while showing direction about their home locality. The students drew pictures as a map and then explain how to get to their house based on the picture they drew. The writer presents the data as can be seen below.

***Student 1 (Irene,19) recorded on Monday, 30 April 2012 at 16:17:17***

Ok..thank you ..rr..thank you for this time.

**I want to tell you ..rr..about location. .my house** (T: location of your house) well..(T: be relax. Kalau anda grogi aliran ide-ide anda akan stop dan anda tidak akan bias berbuat apa-apa) ok..now its’s Makal..**of makale if you go if you go my go to my house**..rr..from pool mak..makale pool (T: use your imagination)

Mm..about about three, three hundred meters ..ee..go, go..ss..ascending..ee there, there are rujab…e..rujab and my house is behind rujab…r..rujab and **my house *in* behind rujab**. Behind rujab there are ascending road about fifty meters and here my house. But if I go to ..rr..campus SMEA about ..rr..700 meters from my house . that’s all thank you.

Sentence produced by the student : I want to tell you ..rr..about location. .my house

Correct sentence : I want to tell you about location ***of*** my house

In the sentence produced by the student, there is a missing preposition that is ‘of’. The student made an error because she omitted the preposition of. Preposition ‘of’ is used after the word location and followed by noun. I want to tell you about location ***of*** my house. The preposition ‘of’ is used after the word *location* and followed by noun *‘my house’*.

To form a prepositional phrase, we combine a word with a preposition. Downing and Locke (1992) explain that we use prepositions at, on, in, of, from, etc. to form prepositional phrase such as because of, away from, according to, etc. The preposition ‘of’ is used to form the prepositional phrase ‘location of’. The cause of this error is carelessness (Norris in Khodijah 2006). The student omitted the proposition *of* because she did not pay careful attention to the presence of the preposition in that sentence.

Sentence produced by the student : Of makale if you go if you go my go to my house.

Correct sentence : From Makale, if you want to go to my house.

The student made an error of using the preposition ***of*** instead of ***from.*** It is an error because to explain something in the sense of one point to another point, we use preposition ***from*** as Dooley and Evans (2004) write that in the sense of where from, we use preposition *from.* The error of using preposition *of* made by the student in this sentence is due to carelessness (Norris in Khodijah 2006). It can also be caused by first langue interference (Haryanto 2010) because the student defined the use of both *of* and *from* in the same way. The two prepositions can be translated as *dari* in Indonesian.

Sentence produced by the student : My house ***in*** behind rujab.

Correct sentence : My house is behind rujab.

The preposition *behind*does not need any preposition to precede it. In the sentence, the student put a preposition to precede the preposition *behind****.*** The error is caused by mother tongue interference (Harayanto 2010). It is normal to say *di belakang* in Indonesian, so the student used *in behind*; *di* is translated as *in* and *belakang* is translated as *behind.*

***Student 2 (Susi Susanti,19) recorded on Monday, 30 April 2012 at 16:22:18***

If you go to ..e..if you start from makale town, go to the, go to ..rr..Rantepao town ..r..about..rr..four kilometers ..rr.. you will you find, you will find ..r..depart, the department of ..r..religion affair ..r..beside of..you will ..r..you will find ..r..the religion department of religion affair ***in* the right side** of ..r..the religion the department of religion affair is my house it is..it is my home ..r..the small house with ..r..pink paint.

That’s all. Thank you

Sentence produced by the student : in the right side of ..r..the religion the department of religion affair is my house.

Correct sentence : The building *on the right side*of the department of religion affair is my house.

For certain side, such as the right and the left, we use the preposition *on* (Dooley and Evans 2004). The student used ‘*in’* instead of *on.* We say “on the right side” not “in the right side”. The error of using *in* instead of *on* in the expression *on the right* is due to translation factor (Norris in Sitti Khodijah 2006). According to Norris it is the most common error made by student to translate word by word. The student translated *di sebelah kanan* as *in the right side.* She translated *di* as *in, sebelah* as *side,* and *kanan* as *the right.*

***Student 3 (Reysita Tambing, 19) recorded on Monday, 30 April 2012 at 16:24:45***

Ok. Good afternoon (other students: good afternoon) thank you this time given to me. Now, I want to tell you about my home location (T: location) well, (drawing) now, rr.. I live in Botang ..r..two kilometers from Makale, Makale town. If you , to go to my house start from Makale town you go along this road and in kilometer 2, you will find ..r..elementary school ..r..people ..r..call this SDN No 103 Makale 6. Next, if you arrive in this school ..r..***in* the right side**, you go, you go along and then…it is about ..r..100 meters ..r..***in* the right side** ..r..there is my house..r.. **beside *in* my house**, there is a farm and next, next to the farm there is a kindergarten ..r..next ..r.. my house is opposite with warung makan setia Botang. I think that’s all. Thank you very much.

Sentence produced by the student : Next, if you arrive in this school ..r..***in the right side***, you go, you go along and then…it is about ..r..100 meters ..r..***in the right side*** ..r..there is my house

Correct sentence : Next, if you arrive in this school, on the right side, you go along and then it is about 100 meters, on the right side, there is my house.

The student used the preposition *in* instead of *on*. The phrase to express certain side such as the right side uses the preposition *on* not *in*. Dooley and Evans (2004) write for certain side, such as the *left* and the *right* we use preposition *on.* According to Norris in Sitti Khodijah 2006) it is the most common error made by student to translate word by word. The student translated *di sebelah kanan* as *in the right side,* word by word, so the error is due to translation made by the student.

Sentence produced by the student : **Beside *in* my house**, there is a farm.

Correct sentence : Beside my house, there is a farm.

The student placed preposition *in* right after preposition *beside.* By doing so, she made an error because the preposition beside cannot be followed by another preposition.

***Student 5 (Julianto, 20) recorded on Monday, 30 April 2012 at 16:34:30***

Ok. Thank you. I want to explain with you the location for my home. Showing, the same showing our teacher, so, because I ..r.. my home ..r.. the road going to our teacher, but the if we are at Rembon different road. **Ok, if we are *at* Makale city, we go to bus station** and well the left the road to Rembon we are this is the road if we go to Batu Sura’ and in our village we are going to Ulusalu and there are 25. 25 kilometers in Ulusalu there is village ..r.. Bittuang, Bittuang and this is my home in Bittuang. ..r.. if we are in Makale, there are 35 kilometers to my house, my home. Ok. I think that’s all. Thank you.

The sentence produced by the student : Ok, if we are *at* Makale city, we go to bus station.

Correct sentence : Ok. If we are in Makale town, we go to bus station.

In the sentence, the student used preposition *at* followed by Makale, a name of a place. The proper preposition used to refer to common place such as town and country (Dooley and Evans 2004) is *in*. Makale is a name of a town, so the proper preposition is *in.* The student used the preposition *at* carelessly instead of *in,* so the error is due to carelessness (Norris in Khodijah 2006).

***Student 7 (Marcelina Indriani, 19) recorded on Monday, 30 April 2012 at 16:39:26***

Ok. I live in Kasimpo and, and ..mm.. l will describe the road for ..r.. my house. (drawing) if you ..r.. if you want to go to my home ..r.. you start ...mm.. in Makale pool and ..r.. ahead long this road ..r.. and you will find .rr.. the bus station ..r.. maybe ..r.. one kilometer and ..r.. if you, if you arrive there the bus station ..r.. go along ..r.. this road and ***in* the left you will find ..r.. the junior high school SMP Negeri 1 Makale.** And, and ..r.. you ..e.. next. You ..r.. ascending road ..mm.. and you will ..r.. find ..r.. the senior high school SMA Negeri 1 Makale. And next you ..r.. go ahead long this road ..mm.. if you and turn left and you will find my house. ..r... my house ..mm.. is ..r.. opposite ..r.. the big church, and the church is behind the senior high school. That’s all. Thank you.

Sentence produced by the student : If you arrive there the bus station ..r.. go along ..r.. this road and ***in the left*** you will find ..r.. the junior high school SMP Negeri 1 Makale.

Correct sentence : If you arrive there, at the bus station, go along this road and on the left you will find the junior high school SMP Negeri 1 Makale.

In the sentence, the student made two errors. The first is she omitted the preposition *at* before the noun ‘the bus station’. For certain points such as at the door and at the bus station, we use preposition *at* (Dooley and Evans 2004)*.* The second one is she used the preposition *in* instead of *on* to express *on the left*. As it was explained before that for certain side, the proper preposition is *on* (Dooley and Evans 2004), so the proper preposition that we should use here is *on.* The first error is caused by carelessness (Norris in Khodijah 2006) because she omitted the preposition *at* of the expression *at the bus station.* The second error is due to translation (Norris in Khodijah 2006). The student translated *di sebelah kiri* as *in the left side,* word by word, so this is an error.

**DISCUSSION**

1. The errors of using preposition made by the students can be listed as follows:
2. Preposition *of*

*Of* instead of *from*

The use of preposition *of* instead of *from* in the sentence of Makale if you go if you go my go to my house,… It is an error because to explain something in the sense of one point to another point, we use preposition *from*as Dooley and Evans (2004) write that in the sense of where from, we use preposition *from.*

Missing preposition *of*

I want to tell you ..rr..about location. .my house. Preposition ‘of’ is used after the word location and followed by noun. I want to tell you about location ***of*** my house. The preposition ‘of’ is used after the word *location* and followed by noun *‘my house’*.

To form a prepositional phrase, we combine a word with a preposition. Downing and Locke (1992) explain that we use prepositions at, on, in, of, from, etc. to form prepositional phrase such as because of, away from, according to, etc. The preposition ‘of’ is used to form the prepositional phrase ‘location of’.

1. Preposition *in*

*In* instead of *on*

The students say *in* the right side or *in* the left side. For certain side, such as the right and the left, we use the preposition *on* (Dooley and Evans 2004). The student used ‘*in’* instead of *on.* We say “on the right side” not “in the right side”.

Using *in* in an inappropriate position

The student placed preposition *in* right after preposition *beside.* By doing so, she made an error because the preposition beside cannot be followed by another preposition. Another error is placing *in* right before another preposition (in behind). The preposition *behind*does not need any preposition to precede it. In the sentence, the student put a preposition to precede the preposition *behind****.***

1. Preposition *at* instead of *in*

In the sentence, the student used preposition *at* followed by a name of a place. The proper preposition used to refer to common place such as town and country (Dooley and Evans 2004) is *in*.

1. The factors cause the errors made by students can be listed as follows:
2. Mother tongue interference

The errors such as using preposition *in* to express *di belakang* are caused by mother tongue interference. As Haryanto (2010) states that interference may be defined as the use of elements from one language while speaking another and may be found at the level of pronunciation, morphology, syntax, vocabulary, and meaning.

1. Carelessness

Omitting certain words from expressions or sentences can cause errors. This happened to the use of prepositions in showing direction. Doing this kind of thing is called carelessness. Carelessness is a factor that can cause error as Norris in Khodijah (2006) says that carelessness is closely related to lack of motivation.

1. Translation

Translating is a common way done by language learners to express their ideas in the target language. They translate expressions or sentences from their mother tongue into the target language. In the process of translation, they might translate the expressions or sentences word by word. This way can cause errors as Norris in Khodijah (2006) writes that translating word by word of idiomatic expression in the first students’ language can produce error in this type.

**SUGGESTION**

After drawing conclusion of this research, the writer can propose some suggestions. The suggestions are as follows:

1. Even though prepositions are only small words, they should be used properly and appropriately.
2. To help students use preposition appropriately, teachers should pay careful attention to the topic or teaching material in connecting to preposition.
3. Correcting students’ errors of using preposition is needed, but it should be given wisely.
4. Teachers should be good models of using preposition.

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