

# **AN ERROR ANALYSIS IN THE USE OF PREPOSITIONS OF PLACE AND TIME OF THAI STUDENTS**

**Sulaiman Baneang<sup>1</sup>, Henri Fatkurochaman, Indri Astituk<sup>3</sup>**

Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember,

Jl. Karimata No. 49, Jember, East Java, Indonesia

E-mail: [Nurhayatee6711@gmail.com](mailto:Nurhayatee6711@gmail.com)

[henrifatkurochman@unmuahjember.ac.id](mailto:henrifatkurochman@unmuahjember.ac.id)

[indri@unmuahjember.ac.id](mailto:indri@unmuahjember.ac.id)

## **ABSTRACT**

English is very important to learn because it is an international language. There are four language skills that must be learned: listening, speaking, reading, and writing. Writing is one of the productive skills that must be mastered in a language. As one of the productive skills students must master in writing. Because it is an important part of learning for students to understand English. This study therefore focuses on two research objectives: 1) to find out kinds of errors the Thai students make in using prepositions of place and time; 2) to find out the causes of Thai students make errors in using prepositions of place and time.

The research used a qualitative descriptive. The instruments used in this research were grammar test and interview to 25 Thai students.

The researcher found that most students had difficulties in defining and differentiating sentences correctly. The research findings revealed that students made malformation errors (43.51%), misordering errors (30.83%), addition errors (16.71%), and omission errors (8.93%). The findings also unveiled the causes of students errors in using prepositions of place and time. They were incomplete of application of rules (60% or 15 students), overgeneralization (24% or 6 students), and ignorance of rule restriction (16% or 4 students).

The conclusion of this research that firstly, types of error made by students are misformation, misordering, addition, and omission secondly, the causes of error are incomplete of application of rules, overgeneralization, and ignorance of rule restriction.

**Key Word:** Error Analysis, Preposition of place and time.

## **INTRODUCTION**

In learning English, there are four language skills that must be learned

listening, speaking, reading, and writing skills. Writing is one of the productive

skills that must be mastered in a language. As one of the productive skills students must master writing, because it is an essential part of learning for students to understand English. Since writing is a powerful skill in learning English (fareed, et.al,2016), writing in any language skill. To written, Students need to understand grammatical structure, vocabulary, and spelling (Swick,2009).

Writing is a difficult English skill for students especially for foreign language learners (Kumala, et.al 2018), argue that writing is difficult to learn because writing requires extensive knowledge and deep thought processes to form sentences. Identical words and paragraphs with good English grammar to understand.

Preposition error is one of the errors that is considerers a serious lexical error in the Thai context because it is one of the most frequent errors of Thai learners (Humeid, 2013).

Prepositions in English and Thai employ different collocations and some English preposition do not have equivalents in Thai. Therefore, Thai students may experience difficulties in using preposition, regarding the difficulties between these two languages. One of the indicators of the difficulties in the use of prepositions of

place and time is that one makes a number of errors. According to Ellis (2003, p.17), errors analysis is carried out for identifying, describing ,and analyzing errors in one language, so that certain areas of difficulties will be known. Errors arise because of lack of knowledge of the norms of the target language. To know errors in the use of prepositions of place and time committed by Thai students, errors analysis is needed. And based on the research data of Thai students who have researched on preposition errors, it shows that Thai students still make errors in using prepositions.

The above reasons inspired the author to study the errors in the use of prepositions of Thai students. It is interesting to research the difficulty of using prepositions of place and time of Thai students, because most Thai students are confused in choosing the prepositions.

## METHOD

Method is the way of teaching used in the classroom or outside the room. Teachers' teaching methods are based on a set of specific theories. The method can be determined from the activities types, the roles of teachers and learners. Based on problems methods can be determined based on the type of activities, and roles of teachers and

learners, taking into account the learner as a primary concern.

There may be some teaching methods that are fundamentally good. But that method may not be suitable for the learner. This is because some methods are too complicated and too difficult for some learners. For example, a teacher uses methods to develop children's speaking skills. By having all the students in the class memorize the English lyrics and sing it in front of the class to their friends. This may be a good way for teachers to improve their students' speaking skills. However, not all students use this method to be effective because some students have different learning difficulties. Some people may not be good at memorizing. Or some people may not be good at pronunciation. (Faerch and Kasper, in Faerch and Kasper Eds, 1984: 214-231) It is incorrect and impossible to expect foreign language learners to have knowledge of the entire language in their communication, as each student has different intelligence and cognitive abilities. Therefore, students must have learning strategies that are appropriate for their abilities or learning potential. Learning strategies or learning techniques are very important to help students succeed in language learning.

## RESULTS AND DISCUSSION

Based on the source of the error, namely intralingual transfer. After analyzing the students' responses, it was found that the four causes of error were overgeneralization, ignorance of rule restriction, incomplete application of rules, and falsely Hypothesized concept Incomplete Application of Rules

The first source of students was Incomplete of Application Rules They made as much as 60%. This error occurs because their knowledge of the use of prepositions is limited. Students do not know all the rules. This error is defined in the answer results with the initials "CM". He stated "As far as I know the difference is in terms of different usages such as "at" is used at certain times, but I don't know the correct way to use in, in." Based on the tests that had been carried out by the student with the initials "CM" item number 1 with statement item "I live in Patani Road" and the example in item number 2 the statement item is "I like to see the stars at night" and the example in item number 3 the statement item is "The football players were at the soccer field" and example item number 4 statement item is "Our train stops in Jember" See here, most of the students do it right but there are also some who do it wrong because their knowledge

about the use of prepositions is limited. Errors of this kind are caused by intralingual transfers, more specifically due to incomplete application of the rules.

#### Overgeneralization

This error, students make addition errors as much as 24% occurs because students are confused to distinguish the use of "in, on, at" in sentences. This response corresponds to the students' responses in interviews, questions about the use of "at, in, at". most students do not understand about the use of "in, on, at" in sentences such as the example on the student test that has been done from students with the initials "ABM" item number 1 item statement is "I live in Patani Road and item number 3 item statement is "The football players were in the soccer field" and item number 9 item statement is "She enjoys in walk in the rain" so that students do not understand the difference in the use of sentence "in, on, at". students are considered all the same This kind of error is caused by intralingual transfer, more specifically the cause of overgeneralization.

#### Ignorance of Rules Restriction

This error, students make addition errors as much as 16% occurs because students ignore the rules on prepositions. This error is related to the text that has been

done because there are many errors in the text such as the example on the student test that has been carried out by the student with the initials "NS" item number 2, the statement item is "I like to see the stars on night" and the example item number 4 is the statement item. is "Our train stops in Jember" and an example item number 6 statement item is "Our trip will be at Sunday" and and an example item number 3 statement item is "The football players were in the soccer field, and from the interview answers are also included in the error this is because students' answers are basically work, not thinking about the rules

Interviews with Thai students in Jember were conducted after the students have finished working on the answers to the assignment given. That interviews were conducted with Thai students to obtain data on the sources of errors in the use of prepositions of place and time, especially in intralingual Transfer. There are 4 questions in interviews that Thai students must answer.

The first question in the interview is about the preposition of place and time. Has the preposition material been taught or not? Thai students in Jember. There are examples of students answers to these questions

(see attachment to student interview transcripts). That the first example is a student with the initials “AN”, the answer is “already studied but it has been a long time”. This another example is from a students with the initials “HAN”, with the answer “Alredy taught”. From the students’ answers, it means they have been taught the simple ones. Also, student answers to these interview questions are in according to the students’ answers in answering the giving task.

The second question relates to the difficulties faced by Thai students in Jember in making sentences using prepositions. In this question, student answer varied. There are examples of student ansewrs here questions (see attachment to student interview transcripts). The first example is from a student with the initials “AS”, with the answer “Do not understand English”. From another answer from a students with the initial “MD” was confused using prepositions. And there are also students who answered yes have no difficulty in making prepositional sentences, even though they those who answered there were difficulties. That the difficulties faced by these students can be seen from the number of mistakes they make in the writing worksheet.

The third question relates to the differecn in the use of in, on and at here questions (see attachment to student interview transcripts). The first example is from a student with the initial “AY”, with the answer “ don’t understand haw”. Keep going another answer from the student with the initial “MS” was as far as I know the difference is in different conditions of use, but I don’t know what is the correct way to use in, on and at, the difficulties faced by these students can be seen from the unmber of mistakes they make in the writing worksheet.

Question four relates to students’ understanding of prepositions here the interviewer will give the correct prepositional sentence. Then students will be asked whether the sentence is true or false. If students answer incorrect, then the interviewer will ask how the sentence should be. From here, that it will be known haw students understand in prepositions. In this question, there are only two answers, some are answered correctly, and some are wrong answer.

F rom the data in the form of interviews with Thai students in Jember shows that students do not understand yet about the use of prepositions, even though the material has been taught. They confused in using prepositions in sentences, such

as the word that should be used “in” is used “at” and adding unnecessary prepositions, and in the wrong word order, students are confused about the use of prepositions. This study uses a surface strategy taxonomy, because this taxonomy classifies the surface elements of a and the systematic ways in which errors always occur. In this taxonomy, there are four error type. There are omissions, additions, misformations, and misordering.

The most dominant errors the students made was misformation (43.51%). The finding was supported by previous study and shows that the result does not much different from this study. Duereh (2019) mentioned that the most dominant errors students made was misformation (71%). However, Duereh (2019) did not find any misordering errors in the students’ work while the findings of this research revealed that misordering errors was the second dominant errors the students made. The third dominant error made by students from this study was Addition (16.71%). These findings are supported by previous studies and show results that are not much different from this study. Duereh (2019) stated that the third dominant error made by students was Addition (16%). Furthermore, the last dominant error from this study was

omission, while previous studies showed slightly different results from this study. Duereh (2019) states that the second dominant error made by students is omission (40%) This study focuses on research errors caused by intralingual transfer. The source of this error is broken down into four types namely: overgeneralization, ignorance of rule restriction, incomplete application of rules, and falsely hypothesized. In finding the cause of error in prepositions, this study uses interview. Interview results in Thai students in Jember have also produced several important findings. These findings are discussed in this section to answer the second research question.

This research was supported by previous research. Budiansyah (2015) mentioned that based on the type of error, the writer found 82% that from the source of error, intralingual transfer, interlingual transfer and context of learning whereas this research found that the source of error (100%) was intralingual transfer. In this research, the most dominant cause of errors was incomplete application of rules. The students made incomplete application of rules errors as much as 60%. These errors occur because their knowledge of the use of prepositions is limited. Students did not know all the rules. The

second dominant cause of errors in this research was overgeneralization. The students made overgeneralization as much as 24% because they were confused to distinguish the use of "in, on, at" in sentences. The last cause of error in this research was ignorance of rule restriction. The students made ignorance of rule restriction as much as 16% because they ignore the rules of how to use prepositions of place and time.

## CONCLUSION

Based on the result of interview it can be conclude that, there are twenty five Thai students in jember . The aim of this study is to find out the problems in learning preposition In this researcher focused on the problem in an error analysis in the use of prepositions of place and time of Thai students researcher took twenty five of Thai students the researcher concludes the types of errors and the causes of errors made by 25 Thai students in using prepositions of place and time. The conclusion are as follows:

1. Types of error made by Thai students still make error when students are asked to make a text. Types of error made by students in writing text based on surface strategy taxonomy classified

into omission, addition, misformation, and wrong order. After counting the errors, the researcher found. First, the most frequent mistakes made by students are misformation errors. Error The next most misordering error. Add the third of the addition errors, the last error, and the smallest error among the errors. And the bottom line is the error of omission.

2. The causes of errors made by Thai students in the use of prepositions of place and time the researcher can find several cause of error. They are interlingual and intralingual transfers are classified into incomplete of application rules, overgeneralization, and Ignorance of Restriction of Rules. After calculating the cause of the error, the researcher found. First, the most common cause of errors made by students is the incompleteness of the application rules. The next most common error is the overgeneralization error. The third addition of the number of maximum error causes, the last error, and the smallest error cause between errors. And, the point is that it is the cause of the Ignorance of Rules Restriction error.

## REFERENCES

- Alan, P. (2009). *Ways of Learning Second Edition*. New York: Routledge.

- Humeid1,A.M. *Journal of English Linguistics; Vol. 3, No. 2; 2013*  
[https://www.researchgate.net/publication/272805455\\_Compound\\_Prepositions\\_Used\\_by\\_Iraqi\\_EFL\\_University\\_Students](https://www.researchgate.net/publication/272805455_Compound_Prepositions_Used_by_Iraqi_EFL_University_Students)
- Arikunto, S. (2010). Prosedur Penelitian. Jakarta: Rineka Cipta.
- Ary, Donald. (2010). *Introduction to Research in Education*. Belmont, CA:Wadsworth Publisher
- Brown, H.D. (2007). *Principle of Language Learning and Teaching*. New York: Longman.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Prentice-Hall, Inc.
- Budiansyah. (2015) An analysis student' error preposition in english writing
- Dulay, Heidi, Burt, Marina, Krashen, and Stephen. (1982). Language Two. Oxford: Oxford University Press
- Dyczok, H. (2007). Building Grammar Skills for The Toefl ibt: EST
- Duereh. (2019). An error analysis preposition translation of Thai student.
- Ellis, R. (2003). *Second Language Acquisition*. Oxford University Press.
- Ellis, R. (1999). *The study of Second Language Acquisition*. New York: Oxford University Press
- Essberger, J. (2012) "English Prepositions List". englishclub.com.
- Herring. (2016). complet english grammar rule, examples, exceptions, exercises & Everything you need to master grammar.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. Journal of Education and Social Sciences, 4(2), 81-92. <https://doi.org/10.20547/jess.0421604201>
- James, C. (1998). Errors in language learning and use. Exploring error analysis. Longman, London - New York.
- Kumala, B. P., Aimah, S., & Ifadah, M. (2018). An Analysis of Grammatical Errors on Students' Writing. *English Language and Literature International Conference (ELLiC) Proceedings*, 2, 144-149.

- <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3513>
- Khansir (2019) *Contrastive Analysis Hypothesis and Second Language Learning.* Journal of ELT Research Vol. 4, No. 1, ,
- Moleong, L. J. (2007) Metodologi Penelitian Kualitatif, Bandung: Penerbit PT Remaja Rosdakarya Offset.
- Pongpairoj, N. (2002). *Thai university undergraduates' errors in English writing.* Journal of Language and Linguistics, <file:///C:/Users/UserDownloads/chularat,+Journal+manager,+07.pdf>
- Richards and Schmidt (2002) *Comparative analysis of target language learning errors.*
- Richards, J. C. (2015). *Key Issues in Language Teaching.* Cambridge: Cambridge University Pres
- Ratnah (2013). Error Analysis on Tenses Usage Made by Indonesian Students. *Journal of Education and Practice,* 4, 159-169. Retrieved from
- Setiyadi, Bambang. (2006). Teacher English as foreign language. Graha Ilmu: Yogyakarta.
- Swick, Ed. (2009). Writing better English. Second edition.USA: McGraw-Hill Companies Inc.
- Sudjiono, A. (2008). *Pengantar Statistik Pendidikan.* PT. Raja Grafindo Persada, Jakarta.
- Thomson, A.J., and Martinet, A.V. (1896). *A Practical English Grammar.* Fourth Edition. New York: Oxford University.