



**Sudan University of Science and Technology**  
**College of Graduate Studies**  
**College of Languages**



## **Analyzing the Errors Made by Undergraduate Students in Using English Prepositions in Written Texts**

**(A Case Study of First Year Students of English Language in  
the Faculty of Languages and Linguistics at the University of  
Zalingei)**

**تحليل الأخطاء التي يرتكبها طلاب الجامعة في النصوص المكتوبة عند  
استخدام حروف الجر**

**(دراسة حالة طلاب السنة الأولى لغة انجليزية بكلية اللغات بجامعة زانجعي)**

**A Thesis Submitted in Fulfillment of the Requirements for PhD  
Degree in English Language (Applied Linguistics)**

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**March 2020**

# **Dedication**

To my late father and all members of my family, and my fellow teachers.

## **Acknowledgements**

Definitely, no work of value could have been accomplished without the help of Allah hence countless thanks to Allah the greater we would like to express our hearty thanks gratitude and sincere appreciation to Sudan University of Science and Technology. Researcher would like to express my thanks and appreciation to Dr. Abdallah Yassin, my supervisor, whose expertise, understanding, and patience, added considerably to my experience. I appreciate his vast knowledge.

The Senate of the Higher Studies, Sudan University of Science and Technology, college of languages is also unforgettable in my thanks for offering me such a rare chance to qualify Ph.D under the shade of its sincere appreciation. My extreme thanks are also extended to Dr. Abdallah Adam Osman Algazoly, Dr. Suleman Yousif Khatir and Dr. Awad Sineen Omer Nheid for providing me with various references and economical support.

## **Abstract**

This study aims at analyzing the errors made by Sudanese undergraduate students in using English prepositions in written texts. Researcher has adopted the descriptive analytical method. Two instruments have been used as primary tools for collecting data relevant to the study, namely a written diagnostic test for first year students of English at Zalingei University- Faculty of Languages and Linguistics and a questionnaire for teachers of English at Sudanese Universities. The study sample of questionnaire comprises (50) teachers and the written diagnostic test composes (50) students. The researcher applied SPSS program to analyze and verify the hypotheses. The results have shown that overgeneralization negatively affects students' recognition of using English prepositions. Moreover, students' errors in using prepositions are due to effect of L1 when transferring his/her knowledge of Arabic language. Students' errors in using prepositions are related to direct translation of prepositions into Arabic, the study has recommended that teachers should teach students intensive texts in context to overcome prepositions problems. On the other hand, students should be given activities on prepositions that focus heavily on written texts. Teachers of English should expose their students to the culture of the native speakers by using audiovisual aids when teaching English prepositions. Some suggestions have been also proposed for further relevant studies in using English prepositions.

# ABSTRACT

## (Arabic Version)

### المستخلص

تهدف هذه الدراسة إلى تحليل الأخطاء التي يرتكبها طلاب الدراسات العليا في الجامعات السودانية في استخدام حروف الجر الانجليزية في النصوص المكتوبة. و اتبع الباحث المنهج الوصفي التحليلي ، وتم استخدام أداتين لجمع البيانات المتعلقة بالدراسة ، المتمثلة في اختبار تشخيصي مكتوب لطلاب السنة الاولى بجامعة زالنجي-كلية اللغات، واستبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية. وقد تم اختيار عينة بحجم (50) عشوائياً بالنسبة لأداة الدراسة الأولى الاستبيان وعينة بحجم (50) طالبا للاختبار التشخيصي. وطبق الباحث برامج الحزم الاحصائية للعلوم الاجتماعية (SPSS) لتحليل وتأكيذ الفرضيات. واتضح جليا من خلال النتائج ان التعميم يؤثر سلبا على معرفة الطلاب في استخدام حروف الجر. بالإضافة الى ذلك إن أخطاء الطلاب في استخدام حروف الجر ناتج عن تأثير اللغة الاولى عند ترجمتها للغة العربية. اخطاء الطلاب في استخدام حروف الجر مرتبطة بالترجمة المباشرة الي العربية. وخلصت الدراسة إلى عدد من التوصيات أهمها: على المحاضرين في أقسام اللغة الانجليزية تدريس الطلاب نصوص مكثفة لحل مشكلة حروف الجر. من ناحية أخرى ينبغي أن يعطى الطلاب تدريبات كافية على حروف الجر والتي تركز على النصوص المكتوبة. على أساتذة اللغة الانجليزية أن يعرضوا طلابهم لنماذج ثقافية للناطقين بها باستخدام الوسائل السمعية والمرئية عند تدريس حروف الجر. وأيضا قدمت بعض المقترحات للدارسات المستقبلية ذات الصلة.

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# **Chapter One**

## **Introduction**

# **Chapter One**

## **Introduction**

### **1.0 Overview**

This introductory chapter includes the context of the study, the statement of the problem, objectives of study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, limits and organization of the study.

### **1.1 Context of the Study**

Language is a very important thing in human life for communication and every time. Language is self-expression, integration, social adaptation, and social control. It means that language is means of human effort to carrying out their activities although human being process of speaks language; unfortunately, it has not been particularly easy for them to say what it is. English as an international language is important to make communication among people all over the world. It is used in many fields such as economy, education, art, and technology. That is why English is learned in Sudanese schools, from elementary until university. Each language has its own rules. This is the problem, which often faced by Sudanese students to learn English, and they often make some errors. There are many differences between Sudanese and English systems. One of the differences is structural system, and one of the difficulties in learning English structure is using English preposition. English preposition is different from Arabic ones. Sudanese preposition can be used interchangeably such as look for, look at, look after. It causes the Sudanese students face difficulties and make errors in using English prepositions. They often encounter difficulties in translating Sudanese prepositions into English. For instance, they often say, “The book is in the table”, instead of saying “the book is on the

table”. They often say “He is in the university now”, instead of saying “He is at university now”. The above examples is one of the difficulties, which are made by Sudanese students, which can affect the result of English teaching. In order to succeed in the process of teaching and learning English, it is important for English teachers to help the students solve the problems. They must make an effort to improve English teaching process easily for their students. They can predict the learning problems that face their students in learning the language by understanding the differences between the two language systems. In this research, the researcher would like to take the title “An Error Analysis of The Use of Prepositions of The First Year Students in University of Zalingei faculty of languages, because there are many differences between Sudanese and English prepositions. Many people, especially in Sudan, learn English in order to be able to communicate with people from other countries. English has also become an important language in Sudan. In Sudan, English is taught as a foreign language. It has been taught at junior and senior high school since Sudan's independence in 1956. English is now being taught in Sudan curriculum style to students from primary level until university. Among the four language skills, i.e. listening, speaking, reading, and writing. Writing might be difficult skill to master for some people because it requires the writer to be competent in grammar, vocabulary, and spelling grammar is one of the most important components of language which has to be learned by students. Grammar helps people a lot in communication, especially in understanding what other people write or say. However, it is difficult for students to learn grammar. Students often find it difficult in making proper words or phrases which have correct and meaningful sentences. One of the grammatical items that are difficult to be mastered is preposition. Prepositions are very important, especially in writing. Students may frequently be confused in the use of preposition in their

writing because of the complexity of the use of prepositions. Preposition has a lot of rules led into errors .Errors are very natural when it comes to learning a new language. By learning preposition, people will understand what other people say or write. Many students keep making grammar errors, especially while they are using preposition. Those preposition errors can be found while they are composing a story, letter, their thoughts in their blogs or any other social networking website, and chatting with others through social networking website. Therefore, errors in their preposition must be analyzed and the students can see the result of the analysis so the students can improve their writing skill. The researcher would like to see whether there are errors in the students' recount text, especially their preposition. How the varieties of their mastery in English preposition. Above all error in language learning and knowledge of prepositions have become one of the most important aspects that indicate development of second language (L2) learners' Interlanguage system (the interlanguage grammar)(ILG)(Lightbown and Spada, 2006). Corder (1981: 260) has argued that errors are considered to be the features of the learner's utterances which are in one way or another different from those of the native speakers. He further states that the learners of a target language are not aware of their errors and thus are unable to correct these errors themselves. The process by which these errors are encountered, computed and analyzed is called Errors Analysis. Richard system (1985: 96) has contended that Error Analysis includes the study and analysis of the errors made by the learners of a second or a foreign language In the EFL (English as a foreign language) context, knowledge of grammar, particularly prepositions, is considered to be the most crucial and difficult part for non-native learners to master properly. The errors committed by the learners also indicate what the second language learners do not master and what they have internalized of the ILG system. Analyzing the Errors made by the learners is the best way to



show the true proficiency level of target language they are learning and acquiring at a particular point of time. It also helps the second language researchers to recognize the students' learning problems as well as the factors triggering it. The teachers, on the other hand, can provide their students with appropriate feedback and can use this information to prepare appropriate teaching materials and to design more effective lesson plans. As for the students/language learners themselves, the analysis is inevitable to language learning improvement. That is to say, analyzing these errors which are considered to be systematic in nature is insightful information for second language teachers, learners, researchers and the classroom teaching practice as well (Corder, 1967, cited in Ellis, 1994). Norris and Ortega (2003, p. 717) have argued that error analysis is "used to elicit, observe and record the language (and language related behavior of second language learners) and to enable the resulting evidence in light of explanatory theories [www.ccsenet.org/elt](http://www.ccsenet.org/elt) English Language Teaching Vol. 6, No. 2; 2013 of the language acquisition process".

Most of the studies on error analysis focus on errors in prepositions and structure. The difference between first language (L1) and second language (L2) prepositions are assumed to be the major cause of second language learners' errors. Norrish, 1983; Ellis, 1985; Richards and Platt, 1997 cite in the Ravipim Itiravivong's Research, 2002 tried to classify sources of errors. Among these different sources are overgeneralization, first language (L1) interference, incompleteness (i.e. incomplete application and/or ignorance of prepositions rules and rules restrictions). Such errors are considered to be important tool for both teachers and L2 learners. They can beneficiate from them to know what kind of errors occur and how these errors occur in order to understand the second language (L2) learners' learning problems. This information can also be useful

for the teachers to plan for appropriate teaching materials and lessons. The purpose of this study is to examine the acquisition of English grammar specifically the prepositions as they are considered to be problematic for the students of ( L1 ) learning English as a foreign language. This difficulty can be attributed to the differences between the first and the second language(s) (i.e. Arabic and English respectively). The main objective of this study is to analyze students' errors in prepositions and identify the sources of errors as taken from the grammaticality judgment task and the elicited written production task by students of ( L1 ) language classroom teaching practice as well for second language teachers and researchers .

## **1.2 Statement of the Problem**

Today English has emerged as an important means of communication across the world .However , there is great need and demand for having a sound grasp over English language to encounter professional challenges .However, English has gained status as a foreign language in Sudan , and has been taught as a compulsory subject from basic to university but the problems and challenges faced by students haven't been solved , because they commit various sorts of errors including prepositional errors particularly . According to my long experience as a lecturer at the university of Zalingei I have noticed that my students have faced problems of prepositions in writing compositions or even assignments . This means the errors made by students reveal that the functions and the usage of English prepositions represent one of the prominent trouble spots for most students irrespective of their state of proficiency in the English language, because many studies have shown that the preposition is one of the most problematic categories that students encounter in learning English. Therefore, this study will attempt to investigate the causes of these errors made by under graduate students.

### **1.3 Objectives of the Study**

This study sets out to achieve the following objectives:

- 1- Whether undergraduate students have difficulties in using English prepositions.
- 2- Diagnose the causes of students' problem in utilizing English prepositions.
- 3-It is an attempt to highlight how the teachers of English can increase students' knowledge in using appropriate prepositions.

### **1.4 Questions of the Study**

This study sets out to answer the following questions:

1. What are students' errors in using English prepositions in written texts?
2. To what extent does the mother tongue interference cause the students' problem in prepositions?
3. What are the possible teaching strategies that can be applied to overcome English preposition errors?

### **1.5 Hypotheses of the Study**

This study sets out to test the following hypotheses:

1. Undergraduate students make errors in using English prepositions in written texts.
2. Many of prepositions errors can often be attributed to mother tongue interference.
3. There are teaching strategies that can be applied to overcome English preposition errors.

### **1.6 Significance of the Study**

The results of the present study could be beneficial in many ways. The causes which stand beyond the students' low achievement in English prepositions. By doing this, students would be aware of the errors they commit when using prepositions. Error analysis assists teachers to identify the common

language errors systematically, so they can pay more attention on these types of errors. Generally, the present study informs students, teachers, and curriculum designers about the types of prepositions errors committed by students.

Therefore, proper strategies, techniques, teaching methods could be taken into consideration to avoid the committed errors.

It aims to provide knowledge about the different errors committed by the learners and also highlights the causes and reasons behind those errors. Error analysis is basically students' linguistics analysis and it throws light on the different underlying processes that are involved in the very complex phenomenon of language learning, it is the major area of applied linguistics and tries to resolve the problems and issues related to the second and foreign language learning as well as teaching and it also offers practical solutions for the language related problems. The research is also an attempt in providing different strategies to the language practitioners and teachers for making their teaching effective. It also highlights the importance of using the meaningful material for language teaching. It provides the learners an opportunity of self-correcting by making them aware of their mistakes. The study also tries to find out the reasons behind the poor performance of these students in language learning area. Thus, by keeping in mind all these points it can be said that the present study can be highly significant in its nature.

### **1.7 Methodology of the Study**

The researcher has adopted the descriptive analytical method as well as quantitative method. The researcher used two tools a questionnaire and diagnostic test. A questionnaire was distributed to teachers of some Sudanese universities and a written diagnostic test was given to first year students of English language at the University of Zalingei, Faculty of Languages & Linguistics. The researcher

used SPSS to analyze these data which were collected from teachers' and students' answers.

## **1.8 Organization of the Study**

This study consists of five chapters. Chapter one is an introduction of the study. It includes background of the study, the problem of the study, the objectives of the study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of study. Chapter two is about literature review and previous studies. Chapter three is the research methodology, which includes research design, population of the study, instruments of the study, validity and reliability, and data collection procedure. Chapter four is about data analysis and interpretation. Chapter five is the final chapter of the study which includes summary of the main findings, conclusion, recommendations and suggestions for further studies.

## **1.9 Limits of the Study**

This study is limited to analyze the errors made by undergraduate students in using English prepositions in written texts. It hoped that will tentatively cover the academic year from (2019-2020). It was conducted at Sudan University of Science and Technology, College of Languages, and study sample was exclusively drawn from first year students of English at University of Zalingei-College of Languages and linguistics.

## **Summary of the Chapter**

This introductory chapter is concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research.

**Chapter Two**  
**Literature Review**

# Chapter Two

## Literature Review

### 2.0 Overview

This chapter provides literature review on the key concept of the study focusing on the notion of errors and error analysis. Moreover, it reviews some relevant previous studies. It consists of two parts: part one (2.1) conceptual framework which the key definition and concepts. Part two (2.2) is devoted to previous studies.

### 2.1 Conceptual framework

#### 2.1.1 Background

Errors are flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teacher and mother who have waged long and patient battles against their student's or children's language errors have come to realize that making errors are an inevitable part of learning. People can't learn language without first systematically committing errors. Studying learner's errors serves two major purposes: (1) it provides data from which inferences about nature of language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly, and which error types detract most from learners, ability to communicate effectively (Dulay:2000:183) .The norm used to identify errors may be any one of the dialect or other varieties of language the speaker uses. One might, for example, look at errors with respect to a nonstandard language variety, such as, Maori English.

Using that norm, the utterance who's your name? Is well formed. If, however, the norm selected is British or American English the use of who for what would be

considered an error. Error has two equivalents in English those are; error and mistake. The different of them are the systemation of error which is made by learners. i.e. error reflect gaps in a learner's knowledge; they occur because the learner doesn't know what is correct. Mistake reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows. According to Corder said error gives suggestion to the teacher because error can be level of achievement indication in a teaching process done. Besides, error can be a condition to the researcher what learners have learned, it also can be the strategy that have by learners in learning and getting language. Then, error also can be measurement to the learners in learning language. There are two steps in error analysis those are identifying and explaining error. And then there are three sources of error; those are; Interlingua transfer, intralingua transfer, and context of learning.

Interlingua transfer may be a source of error because influencing of mother tongue

that has been mastering to the second language learned. This phenomenon is categorized intervention. It may be happened in began of second language or foreign language learning process, which then will be adapted to second language or third language system continually. If the error happened continually and there is no changing to be better, so the error is categorized in fossilized case. Fossilization happens because learners have influence their mother tongue to the second language learned. Second error source is intralingua transfer. It happened after second language or third language learners get new language system they learned then apply the system in all language.

In this chapter, the researcher is going to explain briefly the theoretical framework which includes the notion of error analysis, the differences between error and mistake, the source of errors and the explanation about preposition.



Whenever a language is learned or acquired one is faced with the problem of errors inevitably. Errors are the flawed side of a learner's speech or writing. They are those portions of conversation or composition that deviate from selected norm or standard language performance. One cannot possibly learn a new language without first systematically committing errors. As such, errors are an inevitable characteristic feature of language learning.

According to Dulay, Burt & Krashen (1982) analyzing learners' error serves two major purposes. Firstly it furnishes data from which influences about the nature of the language learning process can be made or inferred. Secondly, it serves as an indication to teachers and curriculum developers which part or parts of the target language students have difficulty producing correctly and which error types detract most from a learner's ability to learn effectively.

Furthermore, analyses of students' errors could assist teachers infer how much their students have learnt or otherwise. They also serve as indications whether they are ready to imbibe what their teacher wants to impart in the course of learning a language. Being cognizant and mindfully aware, teachers could construct a fairly good understanding of the features of the language which causes the learning difficulties. Once these difficulties are understood in the proper perspective, remedial measures could then be enforced.

Throughout the Arab world, English is needed for the purposes of establishing good communications with other countries throughout the world in addition to its need in business, education, technology, medicine....etc. English as a Foreign Language (EFL) is becoming so much in demand that the majority of Arab governments have introduced it as a compulsory subject into the school curriculum and in the Preparatory Year Programs (PYP) at university level. Students, who join the PYP at the majority of universities in the Kingdom of Saudi Arabia, must pass English as a compulsory subject in order to transfer the

first year undergraduate courses. Students in the Arab world are fully aware of the importance and practical benefits of learning English.

Rababah (2003) states that “*attitudinal studies conducted on Arab students, consistently shown that Arab students are instrumentally motivated to learn English and that they are well aware of the utility of knowing English, the main stimulus for learning English is instrumental, i.e. to achieve a goal, e.g. a career*”. Several difficulties face EFL Arab learners and one of those difficulties is the interlingual transfer from Arabic (L1) to English (L2). In Random House Dictionary of the English Language, “Interlanguage” is defined as “the linguistic system characterizing the output of a non-native speaker (NNS) at any stage prior to full acquisition of the target language”, and language transfer is “the application of native language rules in attempted performance in a second language, in some cases resulting in deviations from target -language norms and in other cases facilitating second language acquisition”(1988). Interlingual transfer is considered a major issue that Arab EFL learners fall back on when trying to achieve correct communicative end. This study aims at discussing the errors made by EFL Arab learners when directly transferring idiomatic expressions from Arabic L1 into English L2. The study also aims at giving error analysis and provides some background information into such errors. In addition, few pedagogical approaches which EFL teachers can try out in their classrooms are presented.

The philosophy of second language learning problems has been produced through error analysis. The approach by Hudson (1971), he stated that the grammatical errors of the second language learners do not reflect the learners’ mother tongue, but are very much like those which children make as they learn their native language. They also provided useful classifications of errors and areas of problems with the publication of Corder’s (the significance of learners’ errors). In

1967, error analysis first emerged as a theory and method of importance to both language pedagogy and the study of language learning.

As Strevens (1971: 10) stated: Error analysis has suddenly found a new importance and from being mainly a technique for short circuiting the practical difficulty of bilingual comparison (C.A) it has suddenly become a vital source of information about the progress of a learner towards his eventual competence in the language and a crucial component in our search for adequate theory of language learning and language teaching.

Also, George (1972: 189) stated that: “at the beginning of sixties the word error was associated with correction, at the end with learning ..” Strevens (1969) and others contributed to the reconceptualization of errors by hypothesizing the errors shouldn't be viewed as problems to overcome but rather normal and inevitable. Features of language learning indicating the strategies that learners use.

Also, error analysis has a more positive role as Crystal (1980: 134) stated: errors began to help describe and explain the way in which learners learned a language rather than their progress towards conform (ing) to a set of real or imagined standards of expressions.

Today, error analysis is used with a variety of techniques for identifying; classifying and interpreting the mistakes made by language learners. It has helped support hypotheses such as the natural route of development, as well as identified the weaknesses or disproved theories of language learning like contrastive analysis throughout the last few decades. Regarding the theoretical framework to the study of error analysis, first of all, errors should be identified and then they should be described. A number of categories are suggested for the error analysis. Corder (1967, 1971 & 1974) classifies the errors into four different categories. The categories are given below:

- a) Addition

- b) Omission
- c) Selection
- d) Ordering

The term addition refers to the addition of any grammatical item. E.g. \*The sparrows is flying. Here is the addition of morpheme “s” with sparrow that is not required. The true construction is: The sparrow is flying.

Omission occurs when the linguistic item that is required in the sentence is omitted. E.g. \*He go to school. Here the morpheme “es” is omitted that was required for the correct construction of the sentence.

Selection refers to the problem of wrong selection of the certain forms. E.g. \* I am biggest than her. Here, the superlative degree is used instead of the comparative degree and it is the example of wrong selection of the degree of adjective.

Ordering refers to the wrong order of the words in the sentence. E.g. \* He is a dear to me friend. Here the order of the sentence is incorrect and is becoming the reason of error. So, these are the four categories of the descriptions of the errors and are regarded as the theoretical background of the study. The data would be analyzed according to these four categories.

*The researcher thinks that the current education systems, many learners are passive and accustomed to being spoon-fed in the other words, they like to be told what to do all the time. By encouraging learners to use their own cognitive and social strategies, such attitudes and behaviors are likely to change learners self-directed in gradually increasing phenomenon. It grows as learners become more comfortable with idea of their own responsibility. This is what is meant by learner autonomy, whereby the learners learnt to take more responsibility for their own learning and rely on themselves even when their teacher is not a round to guide them. Therefore, necessity calls for an early start when it comes to developing*

*learners' cognitive and social strategies. Moreover, the development of cognitive and social strategies from an early age will make it possible for learners to transfer those strategies and make use of them in new language tasks as they process in their stages of learning.*

Most revisions of the L2 learning experience can be best as “communicative approach”. It is partially a reaction against the artificiality of “pattern-practice” and also against the belief that consciously learning the grammar language will necessarily result in an ability to use the language.

Also the researcher thinks that *:Learning language necessarily means learning the grammar of that language and learning grammar must begin with a working knowledge of its components (nine parts of speech) and with the way they fit together into basic units of sense.*

*Notably, the sentence enables the students to distinguish a preposition from an adverb or phrase from a clause as means of gaining access to the richness and complexity of English expression so as to be able to speak and write not only correctly but with variety resourcefulness and ultimately elegance.*

### **2.1.2 Error Analysis**

Using English well in written or spoken language can influence the transmission of messages. As learners of English as a foreign language, students should understand the grammatical aspects such as the use of verbs, adjectives, nouns, articles, prepositions, gerunds, and so on. Good understanding will help them to produce meaningful sentences or utterances and create good communication. If not so, errors or mistakes will occur and disturb the message. Errors and mistakes are similar but different, actually. Both are natural in learning language. However, mistakes can be corrected by the learners, while errors no. It means that errors give more serious effect to the improvement of learners’

language ability. Because of that, the occurrence of errors in using English language cannot be ignored.

In the course of learning and using foreign language, one of the most inhibiting factors in appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned. Language learning as any other human learning involves making mistakes and errors. Brown (1992:164) states that the mistakes, misjudgment, miscalculation and erroneous assumption from an important aspect of learning of skill and acquiring information. Anyone attempts to acquire something by making mistakes and errors. The child who learns his native language makes countless mistakes with his linguistic knowledge. However, he gradually manages to produce acceptable speech and justify it after a series of errors. Since language is process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learned need to be analyzed correctly in order to arranging learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teaching English as a foreign language. Such an analysis becomes the key for foreign language acquisition. According to Sanal (2007:597), error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Whereas, Brown as cited in Sandal (2007:598) asserts that error analysis is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating. Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the lecturers

something about the effectiveness of their teaching materials and their teaching techniques.

Error analysis deals with a process. Fang and Xue-mei (2007:13) said“Error analysis is associated with a rich and complex psycholinguistic view of the learner”. According to Ali in Ridha (2012:26), error analysis is “his examination of those errors committed by students in both the spoken and written medium”. Beside, “An error analysis is help the learners to learn an L2” (Ellis, 1997, p.19).Error analysis is methods to observe, analyze, and classify student’s error. Error analysis also can focus on specific language.

(Brown 1994:204). The term *interlanguages* introduced by Selinker (1972p.209), refers to the systematic knowledge of anL2 which is independent on both the learner’s L1 and the TL. Nemser (1974: 55) referred to it as the *Approximate System*, and Corder (1967) as the *Idiosyncratic Dialect or Transitional Competence*.

According to *Corder, S. P. (1967). The Significance of Learners' Errors. International Review of Applied Linguistics in Language Teaching, 5, 161-170.*), EA has two objects: one theoretical and another applied. The theoretical object is to understand what and how a learner learns when he studies an L2. The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes. At the same time, the investigation of errors can serve two purposes, diagnostic (to in-point the problem) and prognostic (to make plans to solve a problem). The researcher thanks that it is diagnostic because it can tell us the learner's grasp of a language at any given point during the learning process. It is also prognostic because it can tell the teacher to modify learning materials to meet the learners' problems.

EA research has limitations of providing only a partial picture of learner language; and having a substantive nature in that it does not take into account

avoidance strategy in SLA, since EA only investigates what learners do. Learners who avoided the sentence structures which they found difficult due to the differences between their native language and TL may be viewed to have no difficulty. This was pointed out by Brown (1994)p. 4-12). Published by: American Educational Research Association.) and Ellis (1996. *Studies in Second Language Acquisition*(P.91-126.). In the course of learning and using foreign language, one of the most inhibiting factors in appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned.

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Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the lecturers something about the effectiveness of their teaching materials and their teaching techniques.

Johanson (1975: 105-107) argues that the best tool for describing and explaining errors made by speakers of other languages is error analysis. Corder, S. P. (1967).

The Significance of Learners' Errors. *International Review of Applied Linguistics in Language Teaching*, P. 5, 161-170.) however, defines error analysis as a type of linguistic analysis concentrating on the errors learners make in the process of language learning and comparing the errors made in the Target Language (TL) with that TL itself. He believed that systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching (Corder,1974). Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Taylor, 1975; Dulay and Burt, 1974).The analysis of errors can be agnostic as well as prognostic. It is diagnostic because it can tell us the learner's state of the language at a given point during the learning process, and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems (Corder, 1967).

Richards and Schmidt (2002:184) define error analysis as “the study and analysis of the errors made by second language learners”. EA compares “learner English” with English (L2) itself and judges how learners are “ignorant” (James, 1998:304) about the grammatical and semantic rules of the target language. According to Hasyim (2002:43) error analysis may be carried out in order to:

- a) Find out how well someone knows a language.
- b) Find out how a person learns a language.

- c) Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Another view of error analysis is given by Brown (1980, cited by Hasyim, 2002:43), when he defines error analysis as the process of observing, analysing, and classifying the deviations of the rules of the second language and then to reveal the systems operated by a learner. Similarly, Crystal (as cited by Hasyim, 2002:43) proposes that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language.

### **2.1.3 Error Constitutes**

Richards and Schmidt (2002:184) define an error as the use of language in a way which a fluent or native speaker of the language regards as faulty or incomplete learning. An error refers to a systematic error of competence, both covert and overt, that deviates from the norms of the target language (Eun-pyo, 2002:1). Ellis (1996:710) and Brown (2002:220) differentiate between covert and overt errors. They define covert errors to be grammatically correct but not interpretable within the context of communication, whereas overt errors refer to the obviously ungrammatical utterances.

Norrish (1987:7) defines an error as a systematic deviation when a learner has not learnt something and consistently gets it wrong. Cunningsworth (1987:87) concurs and adds that errors are systematic deviations from the norms of the language being learned. These two scholars use the phrase „systematic deviation“ in their definitions of an error which can be interpreted as the deviation which happens repeatedly.

Researchers differentiate between errors and mistakes. Norrish (1987:8) defines a mistake as an inconsistent deviation, which means sometimes the learner “gets it right” but sometimes “gets it wrong”. Richards (1984:95) state that a mistake is

made by a learner when writing or speaking which is caused by lack of attention, fatigue, carelessness, or other aspects of performance. Therefore mistakes are not necessarily a product of one's ignorance of language rules.

Errors can also be classified as interlingual or intralingual (Richards & Schmidt, 2002:267). Interlingual errors can be identified as transfer errors which result from a learner's first language features, for example, grammatical, lexical or pragmatic errors. On the other hand, intralingual errors are overgeneralizations (Richards & Schmidt, 2002:379) in the target language, resulting from ignorance of rule restrictions, incomplete applications of rules, and false concepts hypothesized. Ellis (1996:710) states that overgeneralization errors occur when learners yield deviant structures based on other structures of the target language, while ignorance of rule restrictions refers to the application of rules to inappropriate contexts. Ellis (1996:710) further claims that incomplete application of rules arises when learners fail to develop a structure fully, while false concepts hypothesized occur when learners do not completely understand a distinction in the target language.

While the issue of errors in language learning is important, research in this area is still inconclusive. The definition of error could still be looked at from various points of view.

#### **2.1.4 Stages in Error Analysis**

Recognition of errors S. Pit Corder (1974: 26-28) has discussed three stages in errors analysis; recognition, description and explanation of errors. Recognition of errors is a first and most important stage in the error analysis. Recognition of error depends upon correct interpretation of the learner's intended meaning in the context. Learner's well-formed and appropriate utterance may also be misinterpreted or treated as erroneous if the investigator do not recognize the intention of the learner. Learner's utterances may be superficially deviant or

superficially well formed but meaning what the learner intended to mean. Thus, identification of learner's errors depends on correct interpretations from learner's point of view. If we want to know what the learner intended to say, we can ask him in his mother tongue to tell us what he meant to say (if we know learner's mother tongue). In this way we can arrive at an *authoritative interpretation* and hence an *authoritative reconstruction* of learner's utterance. If we have written data and we cannot consult the learner, in that situation we infer the meaning intended by the learner from the surface structure of his text-sentence in conjunction with the information derived from its context.

### **2.1.5 Explanation of Errors**

The explanation of errors is concerned with accounting for why and how errors come about. The explanation of errors is an investigation into the reasons as to why the learner has broken, disregarded, misused or ignored the rules of the target language. Observations suggest that many errors bear a strong resemblance to the characteristics of the mother tongue, indeed many erroneous utterances read like word-for-word translations. Errors' arising from the influence of learner's mother tongue is termed as transfer errors.

There are instances even when a learner has discovered a correct rule he may still continue to make errors because he has not yet discovered the precise application of rule. Learner may produce sentences *like he cans come*. Errors of this sort are errors of overgeneralization or analogical errors. Analogical errors are inherent and perhaps inevitable in language learning process. Errors also arise from the methods or materials used in the teaching which is termed as */caching-induced error*. Errors of this class represent inefficiency in the learning- teaching process. Richards (1971 P : 12-14) also recognizes the transitional stages in second language learning where learner deviates from the norms of the target language. He believes in L1= L2 hypothesis when he states that "the second language

learners' errors are not by nature different from those made by the children learning English as a mother tongue". Richards regards learners' errors in the following words :( Sentences containing errors would be characterized by systematic evidence. While the learner's correct sentences do not necessarily give evidence of the rules the learner is using or of the hypothesis he is testing, his errors suggest the strategies he employs to work out the rules of the new language and the rules he was developing).

Conducting an error analysis is one of the best ways to describe and explain errors committed by L2 learners. This kind of analysis can reveal the sources of these errors and the causes of their frequent occurrence. Once the sources and causes are revealed, it is possible to determine the remedy as well as the emphasis and sequence of future instructions. Crystal [7] defines error analysis as "a technique for identifying, classifying and systematically interpreting the mistakes made by someone learning a foreign language, using any of the principles and procedures provided by linguistics". Error analysis also is a means of describing the learner's knowledge of the target language at any particular moment in his learning in order to relate this knowledge to the teaching he has been receiving [5]. In this study, the researcher has adopted Crystal's [7] definition of error analysis. Pedagogically, learners' errors will enable teachers to infer the nature of the learner's knowledge of the prepositions at a given stage in his learning career and discover what he still has to learn. For learners, a study of their errors could provide devices which could be used to fulfill progress in the learning process. The advantages of using error analysis in ELT, then, are two. First of all, it gives information concerning learners' difficulties at different stages in their L2 acquisition. Such information is important so that appropriate courses can be devised and new teaching materials constructed. Secondly, error analysis provides knowledge of the way a learner learns and what his built-in syllabus is (i.e. what

patterns and rules of the L2 each individual learner acquires when and in what order). This information can help teachers ... to adapt themselves to his (the learner's) needs rather than impose upon him their (the teachers') preconceptions of how he ought to learn and when he ought to learn [5]. Furthermore, pioneers of contrastive analysis believe that by making cross-linguistic comparisons one could predict learning difficulty. Lado [15] assumes that a student who comes in contact with a foreign language will find some of its features quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. For Lado[15], and in the light of the notions of cross linguistic influence, learners' errors were seen as falling into two possible categories: 'interlingual' confusions, caused by interference or transfer from the mother tongue, and 'intralingual' confusions, caused by complexities in the second language itself. The first type of error occurs when a learner of a foreign language carries over the habits of his mother – tongue into the foreign 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. Thus, the main problem seems that learners of a foreign language, even in their very first lesson, do not start learning that language from zero or a neutral point. They, instead, interpret any new phonological, morphological, syntactic, and semantic patterns through those of their native language.

### **2.1.6 Historical Development of the Field of Error Analysis**

As discussed above, during the period of the 1940s, error analysis was highly influenced by the behaviorist theory of language learning and it was considered that mostly the errors committed by the learners are the result of the interference of learners' first language rules. It was considered that language learning is a process of habit formation and once the habits of one language are

being formed, they put resistance in learning the rules of the second and foreign language. The contrastive analysis was formed for understanding the errors committed by the learners in the light of the rules of both languages. On the basis of similarities of the rules of two languages, when there was a positive and constructive effect on the learning, it was considered the positive transfer, and on the basis of difference of rules, when there was resistance in language learning, it was considered the negative transfer (Ellis, 1995; Norrish, 1983; Şanal, 2007; Gass & Selinker, 2008; Kazemian & Hashemi, 2014). However, the contrastive analysis could not define all the causes of the errors and it was realized that the process is not as simple as elaborated by contrastive analysis, rather there are various underlying processes that are working behind the language learning. Language learning is a very complicated and complex phenomenon and error analysis is basically the linguistic analysis. Later on, Chomsky's nativist theory gave the new direction to the study of error analysis and language learning. According to that theory, language learning is not simply the process of habit formation rather there is a universal grammar and learners have the capacity of learning any language rules. This theory proposed that there are many cognitive processes that are involved in language learning. In this perspective, Corder points out that some of the learning techniques and strategies that are being used by the second and foreign language learners are the same as the learners of the first language used during the process of first language acquisition (Corder, as cited in Richards, 1974: 22). Additionally, there are different reasons behind errors committed by the learners. One reason can be the insufficient material for language teaching or the lack of teachers' adequacy in language teaching. Some other causes of error analysis given by the researchers are listed below (James, 1989, 1998; Ellis, 1995; Ziahosseiny, 1999; Kashavarz, 2003, 2006; Şanal, 2007; Darus, 2009; Kazemian& Hashemi, 2014): a. Language

transfer b. Overgeneralization. Simplification d. Underuse e. Fossilization f. Lack of the knowledge of the rules g. Interference. Now, we would elaborate some of them one by one to see how these factors are bringing about errors in the language learning. Language transfer refers to the position in which one language is learned in the presence of other language. Sometimes on the basis of similarities in two languages, this has a positive effect on language learning and in the form of language differences, it interferes the second and foreign language learning (Selinker, 1972 as cited in Richard, 1974, p.37).

Overgeneralization refers to the situation in which one form or rule of the language is over generalized over the other forms. The extending use of certain forms refers to the overgeneralization and becomes the cause of errors in language learning. This phenomenon is also observed in children while learning their first language (James, 1998, pp.178-179). Simplification refers to the situation when learners avoids the use of the complex structure and prefers to use the very simple forms. Sometimes, this also results in the form of errors. Fossilization refers to the situation when linguistic or grammatical development in certain areas is stopped while as, in other linguistic areas, the learner is developing his/her knowledge. This can also be the cause of learner's errors. Lack of the knowledge of the rules is also one of the major reasons of learners' errors. Sometimes, learners do not have sufficient knowledge about the rules of the language, and this phenomenon results into the errors and mistakes in language and hinders the language learning. This is a brief overview of the area of error analysis. Now, the current study would take into account all these reasons and causes of error analysis and would analyze the errors made by some university students in Gujrat, Pakistan and some intermediate students in Unique Language Centre. This study attempts to throw light on the role of error analysis in teaching and learning second and foreign language.



### **2.1.7 Benefits of Error Analysis**

In his article *the significance of learners' errors*, Corder (1974:125) emphasizes the importance of studying errors made by second language learners: The study of error is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process (Corder, 1974:125). He adds that, Remedial exercises could be designed and focus more attention on the trouble spots. It is the learner who determines what the input is. The teacher can present a linguistic form, but this is not necessarily the input, but simply what is available to be learned (Corder, 1974:125).

Other studies confirm Corder's observations. Kwok (1998:12) asserts that language errors provide important information about the progress, or language system, of the learner. Nation and Newton (2001:140-141) posit that correcting error is done if there is some understanding of why the error occurred, thus error analysis is the study of errors to see what processes gave rise to them. Error analysis is not only beneficial to teachers, syllabus designers and textbook writers by showing them a student's progress, but it is also significant to researchers and to the learners. It can show researchers what strategies learners use to learn a second language and also indicate the type of errors learners make and why. When a learner has made an error, the most efficient way to teach him or her the correct forms is not by simply giving it to a learner, but by letting the individual discover the error and test different hypotheses.

Carroll's proposal (cited in Corder, 1974:125) is that the learner should find the correct linguistic form by searching for it. Error analysis is conducted not only in order to understand errors per se, but also in order to use what is learned from error analysis and apply it to improve language competence. Several studies including Kroll and Schafer's (1978:242-248) and Kwok (1998:11-22)

demonstrate how error analysis can be used to improve writing skills. They analyze possible sources of errors in non-native-English writers' work, and attempt to provide a process approach to writing where the error analysis can help achieve better writing skills.

In conclusion, error analysis helps linguists realize that although errors sometimes obstruct communication, they can often facilitate second language learning, and they play a significant role in training teachers and helping them identify and classify learners' errors, as well as helping them construct correction techniques.

### **2.1.8 Challenges of Error Analysis**

Error analysis also has its drawbacks. The majority of teachers of English are non-native speakers. English is not their first language, but they speak it as a second language. Consequently, there is a likelihood of ESL teachers using some wrong aspects of the English language.

“The recognition of error ... depends crucially upon the analyst [researcher], making a correct interpretation of the learner's intended meaning of the context” (Corder, 1974:127). With error analysis, it can be difficult to decide what an error is and what is not. This is mostly the case when it is task dependent. An error in one situation may not be an error in another. For instance, vocabulary tests are generally geared to a particular set of items. Using another word with the same meaning might get the student marks for ingenuity, but will still be a wrong answer. Even if errors count in different situations, they may have different weights. For instance, a spelling error would count heavily in a spelling test, and probably little in an extended essay. Error interpretation and evaluation really depend on the weight given to an error which varies from exercise to exercise.

Another point on weaknesses of error analysis according to Xie and Jiang (2007:13) is that there is a danger in too much attention to learners' errors. For instance, in the classroom the teacher tends to become so pre-occupied with

noticing errors that the correct utterance in the second language will go unnoticed. Although the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is still the attainment of communicative fluency in a language.

Another shortcoming is the overstressing of production data than comprehension data which is equally important in developing an understanding of the process of language acquisition. Caicedo (2009:43) claims that error analysis can be said to only deal effectively with learner production, that is speaking and writing, but not with learner reception, which is listening and reading.

Error analysis does not account for learner use of communicative strategies such as avoidance, when learners simply do not use a form with which they are uncomfortable with. For example, a learner who for one reason or another avoids a particular sound, word, structure or discourse category may be assumed, incorrectly, to have no difficulty therewith. The absence of error, therefore, does not necessarily reflect native like competence since learners may be avoiding the very structure that poses difficulty for them. (Xie & Jiang, 2007:13) Ultimately, Xie and Jiang (2007:13) point out that error analysis can keep us too closely focused on specific languages rather than viewing universal aspects of language. Although error analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been neglected.

However, as this study argues, these drawbacks are outweighed by the advantages. Error analysis is an important aspect of language learning for English second language learners such as those in this study.

### **2.1.9 Difference between Error and Mistake**

Like an error a mistake is also a deviation of the norms of the language but is not systematic. Norrish (1983:8) says that a mistake is an inconsistent deviation that is sometimes the learner *'gets it right'* but sometimes wrong. Richards et.al

(1985:95) state that mistake, made by a learner when writing or speaking, is caused by lack of attention, fatigue, carelessness, or other aspects of performance. So we can say that a mistake is made by a learner because he does not apply the rule (s) that he actually knows.

### **2.1.10 Definition of Error**

Making errors is the most natural thing in the world and it is evidently attached to the human beings. There are different definitions of the word as Ellis explains “learners make errors in both comprehension and production, the first being rather scantily investigated. All learners make errors which have a different name according to the group committing the error. Children’s errors have been seen as “transitional forms”, the native speakers’ ones are called “slips of the tongue” and the second language errors are considered “unwanted forms” (George 1972).

We use the term “error” to refer to a systematic deviation from a selected norm or set of norms. According to Lennon (1991) an error is “a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers ‘native speaker’s counterparts”. On one hand, it was considered to be a sign of inadequacy of the teaching techniques, something negative which must be avoided, and on the other hand it was seen as a natural result of the fact that since by nature we can’t avoid making errors, we should accept the reality and try to deal with them.

The error-as-progress conception is based on the Chomsky’s idea that a child generates language through innate universal structures. So, using this symbolic code, one can have access to different pieces of knowledge not as something mechanically learned but as mentally constructed through try and error. The idea is now that the second language learners form hypotheses about the rules to be

formed in the target language and then test them out against input data and modify them accordingly.

There is an approach which concerns error as being the result of social-cognitive interaction. This means that the error implicitly carries a social norm as well as cognitive process. The error also carries a social and cultural component which makes it different in different societies.

Error arises when the learner has a lack of knowledge in learning target language. According to Brown, “an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.” It means, error come from the learners’ competence in learning the language. Vacide Erdogan quotes Ellis on his journal said that an error is when the learner always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance. The learners’ error can be known from their consistency in making error. The learner will make the error over and over again because they don’t know what is correct or incorrect, and if the teacher asks the learner to self-correct his/her error, they will not be able to do it. Error analysis can be used to analyze the errors that are made by the learners. “Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners’ errors. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background why the learners do the errors. The teacher realizes that the errors which are made by the learner in language learning process should be analyzed carefully because with this analysis, the teacher can identify the difficult areas that are faced by the learners, so it can be used in making learning materials and strategies. “Error analysis was conceived and performed for its „feedback” value in designing pedagogical materials and strategies.

### **2.1.11 The Definition of Error Analysis**

According to Richards in Emmaryana (2010; p. 5), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Another concept of error analysis is given by Brown. He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners. From the two definitions above, it can be concluded that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

Error analysis can be used to analyze the errors that are made by the learners. “Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners” errors.”<sup>3</sup> The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background why the learners do the errors. The teacher realizes that the errors which are made by the learner in language learning process should be analyzed carefully because with this analysis, the teacher can identify the difficult areas that are faced by the learners, so it can be used in making learning materials and strategies. “Error analysis was conceived and performed for its „feedback“ value in designing pedagogical materials and strategies.

Error analysis is an activity to reveal errors committed by students both in writing and speaking.

Richards et.al (1985:96) states:

*“Error analysis is the study of errors made by the second and foreign language learners.”*

Brown (1980:166) defines error analysis as:

*“...the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.”*

Crystal (1987:112) comments: *“...error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.”*

Considering above definitions, we can say that- error analysis is an activity to identify, describe, interpret, evaluate and prevent the errors made by the learners.

It is essential here to make a distinction between mistakes and errors. According to Brown mistakes refer to "a failure to utilize a system correctly" whereas errors concern "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" (1994a: 205). Two things need to be stated here: Firstly, mistakes do not require special treatment assuming they are recognized. Secondly, error here refers to structures only. Both Corder (1967, 1971) and James (1998) reveal a criterion that helps us to do so: A mistake can be self-corrected, but an error cannot. Errors are “systematic,” i.e. likely to happen regularly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not (Gass & Selinker, 1994). Norrish (1983) made a clear distinction between errors and mistakes. He stated errors are" systematic deviation when a learner has not learnt something and consistently gets it wrong." He added that when a learner of English as a second

or foreign language makes an error systematically, it is because he has not learnt the correct form. Norrish defined mistakes as "inconsistent deviation." When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake. And it is in this light that the researcher has chosen to focus on students' errors not mistakes. An error, however, is considered more serious. In Contrastive Analysis, the theoretical base of which was behaviorism, errors were seen as "bad habits" that had had been formed. The response was based on the stimulus. It was assumed that interference of the mother tongue (L1) was responsible for the errors made during the transition period of learning the target language. As an English teacher, I am well aware of the fact that my Arabic speaking students in grade, science section, commit many errors in essay writing (See appendix 6). These students have been studying English almost their whole lives and still, their errors are numerous. In the cognitive approach, errors are seen as a clue to what is happening in the mind. They are seen as a natural phenomenon that must occur as learning a first or second language takes place before correct grammar rules are completely internalized.

I think teachers are relieved to find a more realistic attitude towards errors. Errors are no longer a reflection on their teaching methods, but are, rather, indicators that learning is taking place so errors are no longer "bad" but "good" or natural just as natural as errors that occur in learning a first language. The insight that errors are a natural and important part of the learning process itself, and do not all come from mother tongue interference, is very important. There is variation in learners' performance depending on the task. Learners may have more control over linguistic forms for certain tasks, while for others they may be more prone to error. In other words this study aims at exploring and analyzing errors rather than



mistakes. It is essential to note that the two terms are not the same. Several researchers discuss this crucial point.

Corder (1971) explains that: “Mistakes can be self -corrected, but an error cannot”. Errors are “systematic,” i.e. likely to occur repeatedly and are not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner wouldn't (Gass&Selinker, 1994). Corder (1981) hypothesizes that mistakes should not be included in the quantification or analysis of errors. According to Richards & Schmidt (2002), mistakes are those made by a learner while writing or speaking and are caused by lack of attention, fatigue, carelessness, whereas errors are those made by a learner while writing or speaking caused by incomplete learning. Errors help teachers and researchers observe the learning outcome as well as the learning strategies of EFL learners.

An error is different from mistake, so it is crucial to differentiate both of them. Corder as quotes by Kinsela (1978:63) states that “an error is typically produced by people who do not yet fully command some institution a listed language system”. Based on Corder (1973:257), errors are breaking the rule, due to lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence, they tend to be not correctable. According to Erdogan, (2005:263), a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistake can be self corrected when attention is called.

In other words, a mistake is a slip that the learner can self correct whereas an error is what a learner cannot self correct. From those definitions above, the writer can also conclude that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation made by the learner because he/she does not know the rule and will make it repetitively. To distinguish between an error and mistake, Ellis as mentioned by Erdogan (2005:263) also suggest two ways.

The first one is to check the consistency of learner's writing, if he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is an error. The second way is to ask learner to try to correct his own deviant utterance. When he is unable too, the deviations are errors, while he is successful, they are mistake. Indeed, learners often make mistakes in the process of foreign language learning. Thus, it is still not a big deal when the learners commit the mistake either in speaking or writing since they are capable to correct the mistake. However, learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners make errors especially in applying grammar. This is why analyzing learner's errors in learning other language would be interesting instead of mistake analysis.

For the purpose of this study, it is necessary to distinguish errors from mistakes. Errors are systematic, likely to have repeated occurrences and are typically reduced by language learners. An error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence i.e. the learner's underlying deficient knowledge of the target language linguistic system. Ellis (1997) refers to errors as gaps in the learner's knowledge.

Conversely, mistakes are unsystematic, occasional and occur typically at random. A mistake occurs when learners fail to perform their competence (Corder, 1967). A mistake is a result of processing problems that prevent learners from accessing their knowledge of a target language rule and causes them to fall back on tentative, non-standard rule which they find easier to access. Mistakes are thus performance phenomena and are regular features of native-speaker speech. They reflect processing failures that arise as a result of factors such as memory lapses, motivational strains, carelessness and lack of automaticity. Rod Ellis (1997) in his book, *Second Language Acquisition*, recommended and determinant method to

distinguish errors from mistakes, i.e. by directing learners to correct their own deviant language structure. Where they are incapable to do so, the deviations can be categorized as errors and where they are successful, they are unerringly categorized as mistakes.

In the other words, to make the clear definition of error analysis, the researcher presents the differences between error and mistake according to experts Edge (1989) demonstrate:“ Mistakes are divided into three those are: slips, error, and attempts .

Further explanation, Edge explain that slips are mistakes which students can correct themselves once the mistake has been pointed out to them. Errors are mistakes which students cannot correct themselves and need more explanation. Attempts are when a student tries to say something but does not yet know the correct way of saying it ” (as cited in Harmer, 2001, p. 99) .Moreover , according to Brown (2000), mistake is a performance error that students can correct themselves and be able to recognize their mistake. While error is a performance error that students cannot correct themselves and need another people to correct their error. Ellis (1997) stated, an error occurs because the learner does not know what is correct, and a mistake occur s when the learners are unable to show the knowledge that they have. Richards and Schmidt (2002) state that, error is caused by incomplete knowledge of the students. Then, mistake is caused by students who lack attention, fatigue, carelessness, and the other aspect. Ellis (1994) also stated that errors occur because lack of knowledge and mistake occurs because the students fail to shows their competence. Based on the explanation above, a mistake is a performance error that students can correct themselves, and an error is a performance error that students cannot correct themselves; they need explanation from the other. In this research, the researcher only researched about error. That was why the researcher chose error analysis in this research.

### **2.1.12 Purposes of Errors**

Pit Corder, who many linguists and academic consider as the father of error analysis and an important researcher in this field, changed the views and perceptions toward error analysis and provided it with new directions. He disagreed with the views of structuralists and behaviorists considering the errors as blemishes that needed to be eliminated. He asserted that errors are important in and of themselves (Corder, 1967). He also argued that, for learners themselves, errors are unavoidable and mandatory because making errors can be regarded as a device the learner uses to learn. Richards and Sampson (1974:15), explain: “at the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort”. In other words, Corder (1967) states the usefulness of error analysis in the three respects: To the researcher or linguist, to the language teacher, and to the learner himself. While analyses of the learner’s errors provide insights in the nature of the language especially into the innate nature of the learner’s system, they provide even more insights in to the processes of the language teaching and learning. As such concrete conclusions may usually be drawn from the results of the analyses regarding how a second on foreign language can be more effectively taught and learned, or how existing methods of teaching and learning can be improved.

In deciding what should be the linguistic input to language teaching materials, researcher should certainly examine and seek an explanation for the errors that are typically made by different groups of learners. From what we have seen it is clear that the explanations will prove to be partly contrastive and partly non-contrastive between L1 and L2 the fact That error may be caused both by contrastive differences and by the structure of the target language itself means that it is impossible to base the content of the language teaching entirely on the

result of contrast. Even if it were possible to make wholly accurate predictions of contrastive difficulties, we should not have predicted all the difficulties that a learner faces. The structure of the second language itself has to provide much of the content of language teaching. It cannot be assumed that non-contrastive aspects of the language will look after themselves. This probably accounts for the fact that anyone who has taught English to pupils from differently language backgrounds has found there are many aspects of the structure of English which are almost universally difficult for learners of English as a second language (Wilkins 1972: 204). Therefore errors are also useful in assessing teaching materials. For example, in Chiang's (1981) view of the English composition course of the English Department, the frequencies of errors found in the compositions may indicate the insufficiency for the students to master the written component of the Language the career – oriented motivation of the population of subjects being investigated is different from that of any other population of the English majors on the other campuses. As such, better command of written English appears more important to them than to other English majors on the other college campuses who may or may enter into the TEFL.

### **2.1.13 Causes of Errors**

Norrish in Hasyim (2006; 6) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

- a. Carelessness, it is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- b. First language, Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn

new habits the old ones will interfere the new ones. This cause of error is called first language interference.

c. Translation, it is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error. In the other words Norrish (1983:21-26) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1) *Carelessness*

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) *First language*

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference”

3) *Translation*

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

Another expert who discusses the sources of error is Richards in Schumann and Stenson (1978: 32) in his article “Error Analysis and Second language Strategies”. He classifies sources of errors into (1) interference that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language; (2) overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply; (3)

performance error, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion; (4) markers of transitional competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition); (5) strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so; and (6) teacher-induced error, that is an error resulting from pedagogical procedures contained in the text or employed by the teacher. In another article “A Non-Contrastive Approach to Error Analysis”, Richards (1971:19-22) classifies causes of error into 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction. To make it clear, the four classifications above are explained briefly below.

#### **2.1.14 Sources of Errors**

Sources of Errors Selinker in Nzama (2010; 22) states that there are five sources of errors. They are as follows:

- a. Language transfer. There is positive transfer that helps the learning of second language. There is also negative transfer, which hinders the learning of second language. Language transfer involves pronunciation, word order and grammars, semantic transfer, transfer in writing, pragmatic transfer and culture transfer.
- b. Transfer of training. Transfer of training occurs whenever the effects of prior learning influence the performance of a later activity. Transfer of training is the influence of prior learning on performance in a new situation.
- c. Strategies of second language learning. This is an attempt to develop linguistic and sociolinguistic competence in the target language.

d. Strategies of second language communication. This consists of attempts to deal with problems of communication that have arisen in interaction.

e. Overgeneralization of the target language (TL). This happens when a second language learner applies a grammatical rule across all members of a grammatical class without making the appropriate exception. In this final report, writer limits the scope of discussion. The writer would like to analyze the errors grammatically, such as verbs, prepositions.

There are several sources of errors, those are interlingual transfer, intralingual transfer, context of learning, and communication strategies (Brown, 2000). However in this research, the researcher only explains about two main sources of errors. They are Interlingual transfer and intralingual transfer. Interlingual transfer is a process of transferring language between source language to learners. In the other hand, intralingual transfer is an appearance of error that is related with native language (Brown, 2000). The definition of interlingual transfer, according to Brown as cited in Rejeki (2012), “is a relation between the native language and the second language in which both of them are interrelated” (p.8). According to Kavaliauskiene as quoted by Ridha (2012), interlingual transfer of error occurs because the learners do not have a lot of knowledge in the second language. According to Richard and Schmidt (2002), interlingual transfer is errors that occur because of language transfer, which mean it is caused by the learner’s native language. The summary of definition above is, interlingual transfer is errors that occur because the learners do not have a lot of knowledge in the second language. In this case the error also has relation with the native language. There are native speakers who speak English and do not really pay attention to the grammar. So, if the learners do not know the knowledge of native language, the learner will directly follow the knowledge from the native speaker. The other source of error is intralingual transfer. Intralingual transfer is error that occurs because there is a



problem in the learners of target language it selves, and there is no relation with the native language. Besides that, intralingual transfers occur as a product of learner's effort to build concept and hypothesis about the target language from their less experience (Keshavarz, 2003, Fang & Xue-mei, 2007, Erdogan, 2005 as quoted in Ridha, 2012, p. 30). According to Brown as cited in Rejeki (2012), intralingual occurs because there are problems in the second language of learners itself. Then, according to Richard and Schmidt (2002), intralingual is "error which results from faulty or partial learning of the target language, rather than from language transfer" (p.267). Based on the explanation above, intralingual is an error that is caused by the second language learner and, in this case, there is no relation between second language learner and the native language. Therefore, error that occurs in intralingual is an error that is caused by the learner itself. There are four circumstances of intralingual transfers. They are "over-generalization, ignorance of the rule restriction, incomplete application of rule and false concepts hypothesized" (Richards, 1974 in Rejeki, 2012, p. 10). According to Richard as cited in Rejeki (2012), over-generalization is a situation that occurs because the learners make errors that influence by the previous knowledge. For example the rule of simple present tense is used to explain about simple past tense.

Then, ignorance of the rules restriction is error that occurs because the learners ignore the restricted rule. Next, incomplete applications of rules are errors that occur because the learners do not use the complete rules. The last, false concept hypothesized is error that occurs because the learners have a false concept. From the definition above, it shows that the circumstances of intralingual transfer are, over-generalization, ignorance of the rules restriction, incomplete applications of rules and false concept hypothesized. Those circumstances have no relations with the native. So it happens because the learners itself.

Mohammed Adam Abdul Rahman (2015) states that:

Teachers should be more aware of the different types of errors made by their students and provide the necessary follow-up work to check the problem areas and provide suitable situations. In dealing with grammatical errors in writing it is important for teachers to establish what an error is, to determine the possible source of errors enables the teacher to work out a more effective teaching strategies to deal with them.

## **2. 1.15 Classification of Error**

According to Richard and Schmidt (2002), language errors can be classified into two main parts:

interlingual and intralingual errors. Interlingual errors can be detected as transfer errors caused by a learners' mother tongue merits such as lexical errors, grammatical errors, or pragmatic errors. Intralingual errors can be attributed to the ignorance of rule restrictions, imperfect implementation of rules, and false concepts assumed which all lead to overgeneralization (Richard and Schmidt, 2002). Ellis (1996) states that overgeneralization errors are caused when learners provide irregular structures unlike the target language structures, whereas unawareness of rule restrictions is related to the rule implementation in improper contexts. Ellis (1996) also added that imperfect implementation of rules appears when learners fail to evolve a full structure, whilst false concepts assumed arises when learners misunderstand the distinction in the target language.

Grammar is the central of the teaching and the basic knowledge to learning language effectively. Grammar plays an important role (Goh, 2007) and becomes one of the more difficult aspects of language to teach as well as to learn (Byrd, 2003). According to Mickan (2001), grammar analyzes the way the sentences work in the writing because writing is one of the skills which is used by people to communicate their ideas, thought, feeling, and emotions into words and paper.

In the process of learning a foreign language, making errors is a common thing that the Sudanese learners face when they write and speak. They necessarily need knowledge of the grammatical rules. As a learner, producing second language (L2) is not easy. There will be errors may occur because the learners often over-generalize them. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlingual competence of the learner (Dulay & Burt, 1974; Brown, 1994; Ancker, 2000) and grammatical error is an error of or pertaining to grammar (Kiser, 2009). Finding L2 learners' errors is an evidence of a process of learning because error has played an important role in the study of language acquisition. Lengo (1995) also emphasized that people will learn to be better from errors that they have made. An analysis of errors in learning a foreign language has attracted scholars to examine the problematic error the learners made. However, grammatical error is one of the controversial issues in the field. One of the studies was done by Abushihab, El-Omari and Tobat in 2011. They investigated the grammatical errors in the students' writing in Department of English Literature and Translation at Alzaytoonah Private University of Jordan. They found prepositions and morphological errors were the most problematic Arab learners made.

However, most of the studies including the one belongs to Abushihab, El-Omari and Tobat focused on the problematic error the Arab learners made. Therefore, researcher will aim to answer the following research question, "What types of grammatical errors did the English Department students produce in their writing?" Theoretical Framework Error and mistake are different. A mistake reflects occasional lapses in performance; it occurs because in a particular instance, the learner is unable to perform what he or she knows (Ellis, 1997. SLA and language pedagogy. An educational perspective. Studies in Second Language Acquisition, 20.69-92.) and a mistake is a performance error, which is either a

random guess or a 'slip', i.e. a failure to utilize a known system correctly (Brown, 2007 , pp. 262-263). In other words the learners know the rules, but they make a slip when producing it. The learner cannot avoid errors because errors mostly occur in a learning process. By making errors, learners can improve their writing ability in their second language (Littlewood, 1992 : 72) because error is the effect of interference the habits of first language in the learning of second language (Corder, 1981). In other word, errors will only happen to the learners who are not native speakers (Brown, p. 203 ). According to Ellis (1997 :73 ), errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct and an error is what a learner cannot self-correct (Edge 1989; Ancker, 2000 p. 217 ). According to Ellis (ibid.), there is an example of error of the learner. For example is when the learner says "The big of them contained a snake." the correct sentence should "The bigger of them contained a snake." Or another possible way is "The big one of them contained a snake." Because using 'big of them' instead of 'big one' is an error in the use of the pronoun 'one'. According to Richards (1974, p.37 ), error made by second language learners can be classified into categories, as below:

### **2.1.16.1 Interlingual Errors**

An interlingual error sometimes occurs because of the interaction between the students' mother tongue and the language that the students learn. The students tend to translate their sentences word by word from their mother tongue to the target language and this causes them in making interlingual errors (James, 1998 p.152 ) and it is occurred as the result of learners' L1 features, such as lexical and grammar, for example, an Indonesian learner of English may say \*You beautiful instead You are beautiful . It is because in the Indonesian language there is no to-be after a subject and before an adjective. In the Indonesian language we simply

say kamu (subject) cantik (adjective). Another example which can be said as an interlingual error is \* I watch Green Hornet yesterday instead of I watched Green Hornet yesterday . According to Selinker (1972 p.209 ); Ellis (2005 p.210), interlingual refers to the mental grammar that a learner constructs at a specific stage in the learning process.

### **2.1.16.2 Intralingual Errors**

An intralingual error is a kind of errors that usually occur within the language that is being learned. These errors are not influenced by the mother tongue (Bolitho & Tomlinson, 2007 .pp .179-194) but reflect the general characteristics of rule learning, such as generalization, incomplete application of rules and failure to learn conditions which rules were applied (Brown, 2002; Dan, 2007). Intralingual errors can exist in the form of overgeneralization. For example, a learner may produce \*She is dances based on the blend of English She is dancing and She dances . In the other word, the learner creates a deviant structure on the basis of other structures in the target language. Another example is the learner applies rules to context where they are not applicable, He made me to stay.

### **2.1.16.3 Developmental Errors**

Developmental errors are errors which do not derive from transfer from another language, they reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition” (Richards, 1974 . p . 3-17). In other words, developmental errors are similar to the errors made by children learning the language as their first language. The examples of developmental errors are the misuse of third person-s(she work hard), the-ed morpheme (she teached us last year), of negation ( I not like it ) and of interrogatives ( I wonder what is she doing). Richard (1974, 95- 123) classified

developmental errors as similar with intralingual errors. He explained that this error occur during the learning process of the second language learning at a stage when the learners have not really acquired the knowledge.

In this study, I focused on analyzing the types of grammatical errors in students' writing, which can/may belong to Interlingual errors, Intralingual or Developmental errors. Chin (2000 p , 153 – 160 ) said that grammar is the sound, structure, and meaning system of language. Therefore, grammatical errors in writing are related to accuracy and fluency in students' performance. Fitikides (1990); Lado (2008 p , 359 ) found errors found in prepositions, verb tenses, infinitive, adjective, nouns, adverb, articles, singular/plural and word order. According to Utoronto (2008 p , 14 ), grammatical errors could identify into agreement, comma splices, misplaced/dangling modifiers, passive voice, possessive case, pronoun, punctuations (comma, semicolon/colon), sentence fragments, word choice, wordiness. Errors in agreement occurred because pronouns did not agree with their antecedents in number and person. Subjects and verbs must also agree in number (singular/plural) and person (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>person). A comma splice that cannot join in two independent clauses with only a comma would be said errors. Errors in misplaced occurred in the wrong position in the sentence, therefore, describes the wrong word and changes the writer's meaning. Errors in passive voice would not happen if the form of 'To Be' followed by the past participial and accompanied by a phrase beginning with word 'by'. Possessive case errors occurred when subjective and objective in the sentence and possessive/possession was correct. Sentence fragments errors occurred when a sentence fragment miss a verb/a subject or begin with subordinating word. Utoronto (2008) said, "You should never use words you don't understand." Word choice is one of the grammatical errors occurred therefore, the learners should always use dictionary if they are unsure of the meaning of a word. Errors in

wordiness occurred when a writer uses empty words and phrases in a sentence. Because of the limitation of time in this study, I would identify errors proposed by Politzer and Ramirez (1973 ,p . 150 ) in Dulay, Burt, and Krashen (1982, p . 22), they analyzed and identify the errors into grammatical (prepositions, articles, singular/plural, tenses), syntactic (subject/verb agreement, pronouns), lexical (word choice), and semantic (punctuation spelling). Therefore, the learner should master the systems of grammar unless they would make the errors in their writing. Recent studies of grammatical errors there are some researchers who have conducted the study on common grammatical errors, for example, Darus and Khor (2009, p .110-124 ) investigated errors in essays written in English by Form One Chinese students in a Malaysian public school. They found that the four most common errors in their written English essays were the mechanics, tenses, preposition, and subject-verb agreement. The students were very much influenced by their L1. Intralingual transfer of students and developmental errors were also observed in the students' writing. A similar study was also conducted by Maros, Tan, and Salehuddin (2007 . J , 2 , - 15 ). They analyzed the interference effect, a factor that played an important role in inhibiting acquisition of English among young. They found that despite having gone through six years of learning English in school environment, the learners were still having difficulty in using correct English grammar in their writings. The most frequent errors that student made were the use prepositions, subject-verb agreement, Watcharapunyawong (2013) also has done a similar study. He analyzed writing errors caused by the interference of the Thai EFL students, regarded as the first language (L1) in three writing genres; narration, description and comparison/contrast. He found the similarities of errors that the EFL students made in the three writing genres: those were sentence structure, word choice, and comparison structure. Based on the studies of grammatical errors that have done before, it clearly showed that

grammatical errors are not universal but it depends on the subjects and places where the learning takes place. For this study, I will aim to find out the types of grammatical errors made by participants.

There are several classifications of error. According to Richard and Schmidt (2002, pp. 193–194 ), error is classified into five, they are error based on the vocabulary (lexical error), pronunciation error (phonological error), grammar (syntactic error), meaning (interpretive error), and rules of speaking (pragmatic error). Based on definition above, there are five error classifications; they are excel error, phonological error, syntactic error, interpretive error, and pragmatic error. This research is research about prepositions in, at, on, then preposition is kind of part of speech. Then part of speech is included in grammar, so the error classification of this research is grammar error or syntactic error. Dulay classified errors into four major categories.

- a) Error based on linguistic category taxonomy Many error taxonomy has been based on the linguistic item, while effected by an errors, these linguistics category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the errors effect. Errors in the language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse style.
- b) Error based on surface strategy taxonomy Surface, strategy taxonomy highlights the ways surface a surface a structure are altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may misinformation item (selections) or misorder them (misodering) .

### *1. Omission*

Omissionerrors are characteristic by absence of an item that must appear in a well- formed utterance, although any morpheme or word in a sentence is



a potential candidate for omission, some type morpheme are omitted more than other.

2. *Addition*

Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear in a well-formed utterance.

3. *Selections/misinformation.*

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors them is not supplied at all, in misinformation errors the student supplies something, although it is incorrect. There are three types on the misinformation, namely: regularization errors, Archi forms and alternating form.

4. *Misordering*

Misordering is a wrong placement of morpheme or a group of morpheme in an utterance.

c) Error based on comparative taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language and certain others types of constructions. There are four types namely: development errors, intralingual errors, ambiguous errors and other errors.

d) Error based on communicative effect Taxonomy classification of errors is based on comparison between the structures of L2 learner error and certain other types of construction.

According to Amar Khantjha .

- a. Omission of Preposition: The learners drop using any preposition in the sentences where it is obligatory. Example: Wrong: He waits with a long time Right: He waits for a long time.

- b. Insertion of preposition: Students supply preposition sentence where it is undesirable. Example: Wrong: Besides At faculty building. Right: Besides faculty building.
- c. Misordering of incorrect preposition: Students supply prepositions in their sentences which are not appropriate. Example: Wrong: Many useful books for students in help their academic Right: Many useful books for students to.
- d. help their academic.

## **2.1.17 Preposition**

### **2.1.17.1 The Definition of Preposition**

The preposition is one part of the language features in descriptive text. Learning preposition is difficult because almost every definition for a preposition has exception. Preposition are always followed by nouns or pronoun. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence. Preposition as we have learned in our earlier English studies are very important to the writing and to the speaking of good English. The preposition is the link that connects the words and phrases of the sentence in various special relationships. The preposition has the function of connecting a noun or pronoun to another word, usually a noun, verb or adjective. It means that prepositions are connective words that show the relationship between the nouns following them and one of the basic elements: subject, verb, object, or complement. They usually indicate relationship, such as position, time, place, direction, time, manner, and condition between their object and other parts

of the sentences. The preposition is the link which connects the words phrases of a sentence in various special relationships. It means that preposition is very important to the writing and to the speaking of good English. It is difficult to learn to use preposition correctly. Most of them have several functions; for example, the dictionaries listed eighteen main uses of at. At the same time, different preposition can have similar uses (in the morning, on Monday, at night), so that it is easy to make mistake. According to Knapp, a preposition locate noun, pronoun and noun group in time, space or circumstance. Furthermore, Frank indicates that modern linguistic prefer to classify prepositions as structure of function words in contrast to content words like noun or verb. They have little or no intrinsic meaning, as one will discover when he tries to define them outside of the contexts. It means that, preposition is a words expressing relationship between two words (such as: noun or noun equivalent) which is placed in front of pronoun or noun. Example: My brother is in the school. In this sentence the preposition in is used to relate the pronoun my brother and the word the school. If we omit this preposition, the meaning of this sentence will be ungrammatical.

From the definition above, it can be said that a preposition is a word place before noun or pronoun to show it relationship, for example: I put my pencil in the box. This sentence is complete, but if the word in is omitted, there is no sense of the sentences. The pencil might be place under the box, on the box, or behind the box, etc. Until some prepositions have been inserted, the relation between the pencil and the box are unknown. In other uses, however, the choice of preposition is determined by a preceding verb ( to look at the evidence, to listen to it, to believe in it), or noun (the investigation of a problem, the remedy for it, the solution to it) or adjective (different from the others, similar for them, identical with them). According to the example, prepositions have very important function. For some students it is difficult to learn to use preposition because most of them

have several different function, and different preposition can have similar use. So, the students are easily to make mistakes in the placement of preposition. It is clear that the function of preposition is very important, but some students do not pay attention very much to the importance of preposition. Actually, preposition is very important in a sentence. By omitting preposition in the certain sentence, it can break the meaning of the sentence and the sentence will be ungrammatical.

“The plane flew above the cloud, behind the cloud, around the cloud, below the cloud, beneath the cloud, beside the cloud, beyond the cloud, into the cloud, near the cloud, outside the cloud, over the cloud, past the cloud, through the cloud, toward the cloud, under the cloud, and finally dived underneath the cloud.” A preposition is a word that shows the relationship between two things. In the example above, the prepositions show the relationships between a plane and a cloud.

Below is a list of most common prepositions:

About , beside, inside ,to , above ,besides ,like ,toward ,across, between, near ,under, after ,beyond ,of

Underneath ,against, by ,off ,until ,along, despite, on ,up ,among, down ,out ,with ,around, during outside, Within ,at except ,over, without, before, for, past ,behind, from ,since, below, in ,though , beneath, into, Throughout.

Some prepositions consist of more than one word. Here is a list of the most common multiword Prepositions:

along with, in place of, because of , in spite of ,Due to , instead of ,except for on account of, in addition to out of in case of up to , in front of with the exception of ,Tutoring and Testing Center , on the other hand preposition is one of the important parts of speech of English grammar. It is very essential while making a sentence as it provide additional and necessary details. Prepositions in English are words giving information to the readers such as where something takes place,

when something takes place, why something takes place, general descriptive information, etc. Prepositions work in groups of words (also called prepositional phrases) and do not stand alone.

Some preposition words are like about, till, out, above, against, below, beneath, beside, besides, between, through, up, upon, within, during, except, for, from, in, off, on, onto, opposite, near, of, behind, inside, into, outside, around, before, among, to, along, at, toward, under, underneath, across, like, until, with, beyond, by, down, since, without, after, etc.

The most problematic word class for L2 learners must be prepositions. There is no good way or rule on how to use prepositions; you just have to learn when and how to use them. The most common prepositional errors that L2 learners make are transfer errors, i.e. when L2 learners translate sentences directly from their mother tongue into the second language. Sometimes the learners L1 can be very helpful when translating a sentence into their L2 but usually they fail and use an incorrect preposition instead.

For example:

- My class teacher laughed. (this is a correct sentence, however does not provide much detail about the situation without a preposition word)
- My class teacher laughed at the joke. (in this sentence, preposition word is used properly which gives us much detail about the situation)
- It is a box for (Preposition word 'for' is showing the relationship between box and rice) I saw a cat under the table. (Preposition word 'under' is showing the relationship between cat and table)

Students who learn English language are really urged to know about preposition. To know clearly about what is preposition, the researcher shows several concepts of definition of preposition based on several experts. According to Klammer and Schulz (1992), "preposition is reliable signals that a noun is coming. Sanford

(1979) found, “a preposition connects the noun or pronoun that usually follows it to other words in a sentence” (p.54). Then, according to Essberger (2009), preposition is a word that comes before another word, such as a noun, noun phrase, pronoun, and gerund. Based on the expert’s explanation above, preposition is a word that is used before noun or pronoun. Preposition is also a signal that noun is coming. For example, a person was trapped on the roof. In that sentence ‘on’ is a signal that noun “roof” coming.

### 2.1.17.2 Kinds of Prepositions

There are over 100 prepositions in English and using them correctly can be difficult, especially for learners. Although most prepositions are single words such as 'at', 'on', 'to', 'from', some pairs and groups of words operate like single prepositions, for example 'up to', 'out of' 'in front of' etc. Below is a list of commonly-used propositions with their meaning and a sentence showing how they are used.

<b>Preposition</b>	<b>Meaning</b>	<b>Example</b>
<b>Above</b>	higher than, or over	The sun is <b>above</b> the clouds.
<b>Across</b>	from one side to the other	It's dangerous to run <b>across</b> the road.
<b>After</b>	- following something - later than	- The boy ran <b>after</b> the ball. - I'll phone you <b>after</b> lunch.
<b>Against</b>	- in opposition to - in contact with	- Stealing is <b>against</b> the law. - The sofa is <b>against</b> the wall.
<b>Along</b>	from one end to the other	They are walking <b>along</b> the street.
<b>Among</b>	surrounded by	Peter was <b>among</b> the spectators.
<b>Around</b>	- in a circle - near, approximately	- He walked <b>around</b> the table. - It costs <b>around</b> 50 euros.
<b>Before</b>	- earlier than - in front of	- The day <b>before</b> yesterday. - He bowed <b>before</b> the king.
<b>Behind</b>	at the back of	Passengers sit <b>behind</b> the driver.
<b>Below</b>	lower than	His shorts are <b>below</b> his knees.
<b>Beneath</b>	under	The pen was <b>beneath</b> the books.
<b>Beside</b>	next to	The bank is <b>beside</b> the cinema.

<b>Between</b>	in the space separating two things	Mary sat <b>between</b> Tom and Jane.
<b>By</b>	- near, at the side of - not later than	- The restaurant is <b>by</b> the river. - The boss wants the report <b>by</b> Friday.
<b>close to</b>	near	The school is <b>close to</b> the church.
<b>Down</b>	from higher to lower	She pulled <b>down</b> the blind.
<b>For</b>	what is intended	I bought this book <b>for</b> you.
<b>From</b>	where something starts or originates	The wind is blowing <b>from</b> the north.
<b>In</b>	at a point within an area	The pen is <b>in</b> the drawer.
<b>in front of</b>	directly before	The child ran out <b>in front of</b> the bus.
<b>Inside</b>	on the inner part of	The bird is <b>inside</b> the cage.
<b>Into</b>	enter a closed space	He went <b>into</b> the shop.
<b>Near</b>	close to	The school is <b>near</b> the church.
<b>next to</b>	Beside	The bank is <b>next to</b> the cinema.
<b>Off</b>	down or away from	He fell <b>off</b> the horse.
<b>On</b>	in a position touching a surface	The plate is <b>on</b> the table.
<b>Onto</b>	move to a position on a surface	The cat jumped <b>onto</b> the roof of the car.
<b>Opposite</b>	facing, on the other side	Eva sat <b>opposite</b> Tom at the table.
<b>out of</b>	- move from a closed space - without	- He got <b>out of</b> the taxi. - She's <b>out of</b> work.
<b>Outside</b>	- opposite of inside - on the outer side	The garden is <b>outside</b> the house.
<b>Over</b>	- above/across - on the surface of	- The plane flew <b>over</b> the Atlantic. - She put a sheet <b>over</b> the furniture.
<b>Past</b>	beyond	She drove <b>past</b> the supermarket.
<b>Round</b>	in a circular movement	The earth moves <b>round</b> the sun.
<b>Through</b>	from one side to the other	The Seine flows <b>through</b> Paris.
<b>throughout</b>	in every part of	The virus spread <b>throughout</b> the country.
<b>To</b>	in the direct of; towards	On the way <b>to</b> the station.
<b>Towards</b>	in the direction of	The child ran <b>towards</b> her father.
<b>Under</b>	beneath, below	Water flows <b>under</b> the bridge.
<b>underneath</b>	Beneath	There was dust <b>underneath</b> the rug.
<b>Up</b>	towards or in a higher position	She walked <b>up</b> the stairs.

Prepositional phrases are set phrases or groups of words introduced by a preposition.

Prepositional phrases usually act just like an adjective or adverb, i.e. they provide more information.

For example, if a girl is 'in tears', 'in' is a preposition and 'tears' is the object of the preposition.

The two words together form a prepositional phrase which gives more information about the girl. Below are some examples of commonly-used prepositional phrases with their meaning and a sentence showing how they are used.

Preposition	Prepositional Phrase	Meaning	Example
<b>At</b>	<b>At an advantage</b>	In a favourable position that makes success more likely	Sophie's computer skills puts her <b>at an advantage</b> .
	<b>At a disadvantage</b>	In an unfavourable position that reduces the chances of success	Without computer skills Eva is <b>at a disadvantage</b> .
	<b>At any rate</b>	anyway; anyhow	Nobody knew much about the problem. <b>At any rate</b> Tom didn't.
	<b>At most</b>	At the maximum	It will cost you 50€ <b>at the most</b> .
	<b>At the latest</b>	No later than	The boss wants the report by Friday <b>at the latest</b> .
	<b>At risk</b>	In danger	The house is <b>at risk</b> if the river overflows.
	<b>At short notice</b>	A short time beforehand	I can't change the arrangements <b>at (such) short notice</b> .
<b>By</b>	<b>By accident</b>	Unintentionally; by chance	I found my ring <b>by accident</b> when tidying the wardrobe.
	<b>By all accounts</b>	According to what people say	I've made enquiries, and <b>by all accounts</b> this is the best hotel in the area.
	<b>By all means</b>	Of course; certainly	If you'd like a copy you may have one <b>by all means</b> .
	<b>By and by</b>	After a short while; eventually	You will get used to the lifestyle <b>by and by</b> .



	<b>By and large</b>	In general; on the whole	<b>By and large</b> our trip was very enjoyable.
	<b>By appointment</b>	You must arrange a time beforehand	In the off-season you can visit the castle <b>by appointment</b> .
	<b>By chance</b>	Unintentionally; without plan or intent	He met her <b>by chance</b> in a bookshop.
	<b>By hand</b>	By a person, not a machine	The dresses and jackets are embroidered <b>by hand</b> .
	<b>By heart</b>	By memorization	At school we had to learn multiplication tables <b>by heart</b> .
	<b>By invitation (only)</b>	Only possible if you receive an invitation.	It's strictly private. Membership is <b>by invitation</b> only.
	<b>By law</b>	A rule that is legally imposed.	Restaurants are required by law to display their prices outside.
	<b>By mistake</b>	Not deliberately; in error.	The letter was sent <b>by mistake</b> to the wrong address.
	<b>By nature</b>	Inborn or hereditary characteristics	She is optimistic <b>by nature</b> . She always sees the bright side of things.
	<b>By no means</b>	Not at all	It is <b>by no means</b> easy to adapt to a new country.
	<b>By now</b>	Before this moment	Dad's getting worried. Lucy should be home <b>by now</b> .
<b>For</b>	<b>For ages</b>	For a long time	I haven't been downtown <b>for ages!</b>
	<b>For a change</b>	To do something different	Let's go hiking <b>for a change</b> .
	<b>For the sake of</b>	For the purpose of; in the interest of	They stayed together <b>for the sake of</b> their children.
	<b>For instance</b>	To give an example	John works late. <b>For instance</b> , yesterday he left the office at 9 pm.
	<b>For now</b>	Until a later time	That's all the information we have <b>for now</b> .

	<b>For</b> sale/rent/hire	Something offered to people to buy/rent/hire ...	That red car is <b>for sale</b> .
	<b>For</b> better or worse	Whatever the consequences	Anyway, I accepted the job, <b>for better or worse</b> .
<b>In</b>	<b>In</b> brief	In a few words	Well, <b>in brief</b> , the family get-together was a disaster!
	<b>In</b> detail	Thoroughly; item by item;	He described <b>in detail</b> how the accident happened.
	<b>In</b> difficulty	Having problems	Don't hesitate to call if you find yourself <b>in difficulty</b> .
	<b>In</b> disguise	Wearing a disguise; wearing something that makes you look like something else	Two men <b>in disguise</b> attacked the bank in broad daylight.
	<b>In</b> exchange for	Giving one thing and receiving another in return.	The boy mows the lawn <b>in exchange for</b> his pocket money.
	<b>In</b> fact	Expression used to emphasise the truth of something said.	I don't mind walking. <b>In fact</b> I'm a keen walker.
	<b>In</b> moderation	Without excess; within reasonable limits.	I don't diet; I just eat and drink <b>in moderation</b> .
	<b>In</b> no time	Very quickly.	If we walk faster we'll get there <b>in no time</b> .
	<b>In</b> pain	Suffering physically	The injured soldier was obviously <b>in pain</b> .
	<b>In</b> private	Without the presence of other people	I'd like to speak to you <b>in private</b> .
	<b>In</b> return	To compensate for what you receive.	He helps with the garden and my mother gives him vegetables <b>in return</b> .
	<b>In</b> secret	Without others knowing	Laura told me <b>in secret</b> that she had found a new job.
	<b>In</b> tears	Crying	The child fell and came home <b>in tears</b> .
<b>In</b> the air	A feeling that something is happening	There was panic <b>in the air</b> immediately after the blast.	
<b>In</b> the end	Finally; on reflection	<b>In the end</b> he acknowledged his error.	

	<b>In the meantime</b>	Meanwhile; during the time before something happens.	Abdalla's computer will be repaired tomorrow. <b>In the meantime</b> he can use mine.
	<b>In person</b>	Actually present	The actor will be there <b>in person</b> to receive the prize.
	<b>In stock</b>	Available for sale or use.	When an article is <b>in stock</b> , it is available in the store or warehouse for purchase now.
<b>Out</b>	<b>Out of bounds</b>	Beyond the limits. A prohibited area.	Paul sent the ball <b>out of bounds</b> . The ballroom is <b>out of bounds</b> .
	<b>Out of breath</b>	To breathe with difficulty.	Julia ran all the way home and arrived <b>out of breath</b> .
	<b>Out of character</b>	Not typical of a person; unusual behaviour.	Andy is acting <b>out of character</b> today.
	<b>Out of control</b>	Unmanageable	The children were totally <b>out of control</b> .
	<b>Out of danger</b>	No longer at risk.	The patient is <b>out of danger</b> now.
	<b>Out of hand</b>	Uncontrollable.	We must deal with the situation before it gets <b>out of hand</b> .
	<b>Out of luck</b>	Unlucky; unfortunate.	You're <b>out of luck</b> today. We don't have any left.
	<b>Out of necessity</b>	Because it's necessary.	Alex has two jobs <b>out of necessity</b> .
	<b>Out of order</b>	Does not work.	The phone is <b>out of order</b> .
	<b>Out of the question</b>	Inconceivable; cannot be envisaged.	Private medical care is <b>out of the question</b> .
	<b>Out of place</b>	Inappropriate.	Jeans are <b>out of place</b> at a formal dinner.
	<b>Out of practice</b>	Have not been exercising a skill.	I can't play the piano any more. I'm <b>out of practice</b> .
	<b>Out of print</b>	No longer available from publisher	I'm afraid the book is <b>out of print</b> .
<b>Out of reach</b>	Too high to reach.	The jug was <b>out of reach</b> on the top shelf.	

	<b>Out</b> of season	No longer in season.	Strawberries are <b>out of season</b> now.
	<b>Out</b> of sight	No longer visible.	She waved until he was <b>out of sight</b> .
	<b>Out</b> of sorts	Feeling unwell or upset.	Paula looks <b>out of sorts</b> today.
	<b>Out</b> of touch	Not aware of events; not in contact.	I've been travelling for six months so I'm completely <b>out of touch</b> with everything.
	<b>Out</b> of tune	Not the right notes.	It's awful. She's singing <b>out of tune</b> .
	<b>Out</b> of turn	Not in the correct order.	Please wait. Don't speak <b>out of turn</b> .
	<b>Out</b> of work	Not have a job.	Many people are <b>out of work</b> in this area.
<b>Under</b>	<b>Under</b> age	Legally too young to do something	In this country children under 18 are <b>under age</b> . They cannot vote.
	<b>Under</b> consideration	Being discussed or thought about at the moment	The boss said that her proposal was <b>under consideration</b> .
	<b>Under</b> control	Being handled or managed successfully.	There were some violent protests but the situation is now <b>under control</b> .
	<b>Under</b> discussion	Being currently discussed	A new wage agreement is <b>under discussion</b> .
	<b>Under</b> guarantee	If something goes wrong it will be repaired or replaced.	Our refrigerator is <b>under guarantee</b> until the end of the year.
	<b>Under</b> obligation	A moral or legal requirement to do something.	The customer is <b>under no obligation</b> to accept the offer.
	<b>Under</b> suspicion	Be suspected; be possibly guilty of something	A senior member is <b>under suspicion</b> of fraud.
	<b>Under</b> way	Has already started; is in operation	Work on the new road is <b>under way</b> .

At is used to explain about a place as a point rather than area and about event. At also used to explain about the small area such as: a square, a village, a room, a field. At also refers to general vicinity; more presence at a place is indicated. At a more specific scope and focused on what is mean. Usually at also used before an addressed with street number for example is:

My house at Hasan Uddin Street number 178.

On is used to explain about a position touching a flat surface of something such as: a floor, a wall, a ceiling, a desk, a street, or as a line such as a road or river. On top of emphasizes the uppermost horizontal surface, it is an object that has some height). On also can be used for both position and movement, whereas on to can be used chiefly people and animals when there is movement involving a change of level.

In is used to explain about a position within a larger area, or something within a larger space. In as shown above normally indicates position and indicates movement, and when use verb put can used both of them in or into. The Marcela frank, Modern English (a practical reference guide), (Prentice-Hall, INC: New York, 1972). Function in and on almost same used to before the name of the road. In is used to show with the name of countries seas towns cities and villages.

Across or over is used to explain about position on the other side of and tell about large area, or getting to the other side of a bridge, road, border, river, etc. Over rather than across talk about reaching the other side of something that is high or higher than it is wide and if talk about country or sea use across rather than over.

e. Along is used to explain about following a line of same kind (a path, a road, a river, a beach, a canal, etc). Along can also be adjoining persons or things considered as lined up or side by side).

Through also to emphasize that talking about movement in a three dimensional space (can tell about a large area), with things all around, rather than a two

dimensional space, a flat surface area. Through can used often suggests movement from one side or end of the space to the other.

Above or over are used to explain one thing which is at a higher level than another. However, above used when something not directly touching with other something and also when to talk about horizontal movement.

Below is the opposite of above; under is the opposite of over. The differences in the uses of below and under are similar to those between above and over . The distinction between under and below is not always carefully maintained. Below also the opposite of above and we can use it in a place.<sup>42</sup> So, below used when something that has been put in a place that is clear.

Between usually use two or more people or things that we see as individuals or separate and among when to talk about the people or things as part of a group or mass. Between and among not only used as prepositions of place. To describe about something done to or by group or groups of things or people, we can use either between or among. That emphasize of between also explain to show a division between two people, things, Or time , between to refers to more than two whereas among used to plural noun to refers to a mass of, among to refer can be viewed separately. Not far away but usually we can often use either near (to) or close to, when talk about town and cities we can use near and near has the most general meaning of neighboring appoint .

Beside , behind, by or next to if to explain that one something or person is at the side of another. For example „a country woman was knitting beside a table .At the fireside sat two young women in back dress. Next an adjective to talk that something follows another thing in a series.

Under is a felt to be generally lower than a point and sometimes either can be used. Underneath express the idea of close under, especially so as to be hidden. With is used to show quality, support, and having or possessing

### 2.1.17.2.1 Prepositions of Time

At is used to explain about a part of the day considered as a point (night, midnight, etc), about short holiday periods (Easter, Christmas, Idulfitri, etc), short periods that we think of as a points (the end September the beginning of the year), about mealtime (breakfast, lunch, etc), and in the phrase at the moment (now) but if to talk in a moment (in a short period of time).

In is used to about longer periods of time such as seasons (the spring, the winter, etc), months (August, July, etc), years (the 2009, 1996, etc), centuries ( the 17th century), and other periods, in also use to talk about how long it will be before something takes (few week), and part of the day (the morning, the evening, etc).

On is used to explain about particular day of the week, date/month, or part of a particular day. On as a preposition of time may be omitted. During or in used to explain about something that happens within a particular period of time (in the last....in the time....etc), during rather than in when talk about something that happens within the same time as another event or activity rather that over a particular period of time. And prefer during when to emphasize that something continues for the whole of a particular period of time. Throughout is used to explain about express a similar meaning over or during when to explain about an event or activity that goes on for a length of time within a period of time, either for some of that period or for the whole of it.

For is used to explain about how long something continuous, during to talk when something take place. For gives quantity of time, It is usually accompanied by a number or by adjective of indefinite quantity and in formal use, for any be omitted before a number and also used of a period of time: for six year, for two month, forever.

By is used to explain about that something will happen or be achieved either before a particular time or at that time at the least.

Until is used to explain about that something will continue up to particular time. Except or except for are used to explain about introduce the only thing (or Things) or person (or people) that the main part of the sentence does not include, Compare except (for) and besides, except (for) to mean „with the exception of but we used besides to mean „as well as“ or „in addition to“. Apart from use instead of except (for) and besides.

But is used to explain about similar meaning to accept (for), particularly after negative words such as no, nobody, and nothing; But for has different meaning from except for. But for use to introduce a negative idea, saying what might have happened if other things had not happened. About and on are used to explain about „concerning“ or „on the subject“. Using about after the verbs argue, complain, find out, joke, know, protest, etc and we use on after verb comment, concentrate, focus, reflect, etc. After some other verbs and nouns we can use either about or on.

By and with are used to explain about how something is done. We use by (followed by a noun or- ing) when talk about what action we take to do something; we use with (followed by a noun) when we talk about what we use to do something. Using by certain common phrases such as by mistake, by accident, by phone, by bus, by heart, etc.

After and afterwards include preposition but must be followed by noun, pronoun, or gerund and the event follows the time given in the after phrases. If we do not wish to use a noun/pronoun or gerund, we cannot use after but must be use afterwards (=after that), or then. Afterwards can be used at either end of the clause and can be modified by soon, immediately, not long etc.

r. Before the event proceeds the time to given in the before phrases.



In addition, before can also be a preposition, conjunction and adverb, as follows: before signing this.....(preposition), before you sign this....(conjunction) and I've seen him somewhere before (adverb).

### **2.1.17.2.2 Prepositions of Direction**

Prepositions of direction tell you where to go or where to put something. Some examples are to, on, onto, in, and into. Example: it's time to go to class put on your gloves and shoes. Make sure your books are in your backpack. Push your way onto the crowded subway platform.

### **2.1.17.2.3 Preposition of Spatial Relationships**

The following are some prepositions which describe spatial relationships where something is in relation to something else: above, across, against, ahead of, along, among, around, behind, below, beneath, beside, between, from, in front of, inside, near, off, out of, through, toward, under, within. Example: here is a small plaque under the painting. The dog ran ahead of its owner. There is a space between his front teeth. Come sit near the fire. Where the heck did you come from?

### **2.1.17.2.4 Preposition after Selected Adjective**

Besides followed by verbs, the other relationship of preposition is preposition after selected adjectives. There are some prepositions that follow certain adjectives. The common adjectives used are below: a. Adjective + of/ to Nice/ kind/ good/ generous/ polite/ silly/ stupid etc of somebody (to do something) example: It was very kind of you to help me. Nice/ kind/ good/ generous/ polite/ friendly/ cruel etc to somebody example: They have always been very nice to me. (not "with me") Afraid/ frightened/ terrified/ scared of example: Are you afraid of dogs? Fond/ proud/ ashamed/ jealous/ envious of example: Why are you always so jealous of other people? Suspicious/ critical/ tolerant/ of example: He did not trust me. He

was suspicious of my intentions. Aware/ conscious of Example: “did you know he was married?” “no, I wasn’t aware of that” Full/ short of example: I am a bit short of money. Typical of example: It’s typical of him to keep everybody waiting.

Tired of example: I’m tired of waiting. Certain/ sure/of or about Example: I think she’s arriving this evening but I’m not sure of (about) that. Adjective + about /with angry/ annoyed/ furious about something example: it’s stupid to get angry about things that don’t matter. Angry/ annoyed/ furious/ with somebody for doing something Example: Are you annoyed with me for being late?

Excited/ worried/ upset/ nervous/ happy etc. About something Example: Carol is upset about not being invited to the party. Delighted/ pleased/ satisfied/ disappointed/ WITH something Adjective + at/ by/ with Surprised/ shocked/ amazed/ astonished at / by something Example: Everybody was surprised at (or by) the news. Impressed with/ by somebody/ something example: I am very impressed with (or by) her English. It’s very good. Fed up/ bored with something example: I don’t enjoy my job any more. I’m fed up with it. Adjective + at/ to/ from/ in/ on/ with/ for .good/ bad/ excellent/ brilliant/ hopeless etc. At example: He is good at painting. (not “good in” painting) Married/ engaged to example: Linda is married to an American. (not “married with”) But, Linda is married with three children. (=she is married and has three children) Similar to example: your writing is similar to me. Different from (or to) Example: The film was different from (to) what I’d expected. Interested IN Example: I am interested in art. Keen on example: We stayed at home because Adam wasn’t very keen on going out. Dependent on example: I don’t want to be dependent on anybody. crowded with (people, etc.) Example: The city centre was crowded with tourists. Famous for example: The Italian city of Florence is famous for its art treasures. Responsible for example: Who was responsible for all that noise last night?

## **2.2 Previous Studies**

There are many studies that have been conducted in the field of applied linguistics ( error analysis ) the problem of English errors has become as phenomena to second language learners , in particular first university students . There are many researchers concentrated their work on error analysis strategies and related problems.

Below are some international and local studies have been carried out on error analysis strategies .There are as follow :

### **Study (one)**

( K .A Mohammed , A Mohammed , Mohammed, H .M Abdl- latif - 2014 , Sudan University of science and technology ). Topic ( investigating the difficulties facing first year students in using English prepositions ). The researchers used the descriptive analytic method to investigate and handle this problem, and also used questionnaire and test as a tool of collecting data . The sample consisted of the first year students at college of education , department of English .

Sample consisted of male and female students during the academic year 2014 – 2015 . The questionnaire was used for collecting the data ; The researchers reached to the conclusion that, students used repetition, translations and memorization in their prepositions learning .

The researcher thinks that the study is very important, because it classifies, categories, and diagnoses, the difficulties facing first year students in using English prepositions. It is similar to the present study in the area of population and also in the area of error analysis.

The similarity may be great significance; it proves that all errors committed by University students are common.

### **Study (two)**

(Mohammed, E, A, 2011, Sudan University of science and technology , Sudan ). In her topic (An investigation into English specialized vocabulary learning strategies for university students in Sudan).

The researcher used A qualitative and quantitative methods and also a questionnaire and interview for data collection , to identify the strategies used by the students from ( Sudan University of science and technology , University of Khartoum , University of Elneelien ) She arrived at the following findings :

The finding indicates that some teachers are not aware of the importance of vocabularies.

( Mohammed. Ta”amanch , 2014 , Taibah university , Badr Community college )

In the topic ( investigating Vocabulary learning strategies used by pre- service teachers at Taibah university in learning English vocabulary items). The researcher used qualitative and quantitative methods to achieve the aims of his study. The sample consisted of (98) male and female students during the academic year 2013- 2014.

A questionnaire was used for collecting the data. The researcher reached to the conclusion that:

Students used repetitions, translation and memorization in their vocabulary learning. The study is significant due to focusing in the area of error analysis, besides it is similar to the present study in area of used qualitative and quantitative methods to achieve the aims of his study .

### **Study (three)**

Ahmed Mohamed Goron. It is entitled "Problems Facing Sudanese Secondary Schools Students in Learning English Language". It was an unpublished Ph.D thesis in education (methodology of teaching English language), University of Khartoum, Faculty of Education (1992). The study

aimed at knowing the actual problems arising from L1 (first language), the secondary school students face in learning English language. Thus, the researcher tried to compare the structure of the two languages so as to determine the points of difference. Moreover, the study aimed at knowing the effects and the role of environment and community in the problems.

The population of this study consisted of all second and third class students of Khor Omer Secondary School for Girls.

The sample of this study was randomly chosen from the two schools mentioned above. The sample consisted of:

- (a) 50 students from Khor Omer Secondary school.
- (b) 50 students from Omdurman Secondary School for Girls.

Testing and interviews were used as tools for collecting data.

The study concluded with the following results:

- (A) There is a big difference between Arabic and English lexical items.
- (B) The study confirmed that mastery of the language depends on mastery of its significant structure and features.

This study is of great benefit since it exposes the clear differences between the two languages, thus it will be useful to know the problems of learning a foreign language, which derive from the first language.

The similarity between this study and the present study is that they both deal with the problem of learning English language, but they differ in specific areas such as population, sampling, tools, ... etc.

#### **Study (four)**

Alfred Gasim Yacoub Labi. It is entitled "Investigating Difficulties Facing the Sudanese Secondary School Students in Writing in English as a Foreign Language". It is an unpublished M.Ed thesis, Sudan University of Science and Technology, Faculty of Education, 2005.

The study aimed at focusing on difficulty facing the Sudanese secondary school students in writing and trying to propose ways of solving them. It aimed also at finding ways and methods of introducing materials in the Sudanese secondary school English syllabus that will reinforce language learning.

The population of this study consisted of secondary school teachers. The appropriate number of English language teachers in Khartoum is 250 teachers. It consisted also of some technical inspectors of English language besides the secondary school students. The sample of this study was randomly chosen from the secondary school in Khartoum.

In this study, pre-test and post-test, in addition to a questionnaire were used to collect the data.

The research was concluded by the following findings:

- a) Students' performance was better in the post-test than in the pre-test and this shows the effectiveness of the teaching programme which has been carried out by the researcher.
- b) Investigation shows that writing is deteriorating in the secondary school due to some factors, which affect the teachers' performance including crowded classes, lack of teachers training, irrelevant specialization, inconsistent syllabus and poor standard and some factors which affect the students' ability including Arabization, weak background, insufficient exercise, lack of supplement materials, lack of self-confidence and the position of writing in the school certificates examination.

#### **Study (five)**

Mohamed Al Tayeb Al Faki. It is entitled "Analysis of Articles and Grammatical Concerned Error Made by Khartoum University First Year Students". It is an unpublished M.A thesis, University of Khartoum, Faculty of Arts, 2000.

The study aimed at identifying and analyzing the common and frequent grammatical errors of the students under study. It also aimed at exploring the reason beyond their occurrence, with the intention of establishing the most frequent areas that inhibit the mastery of English grammar.

The population of the study was the examination answer papers of the first year students enrolled in the Department of English Language, Faculty of Arts, University of Khartoum.

The data was collected from the students' composition, 100 compositions are randomly chosen from the students' answer sheets of the final exam of the session of the year 1998.

The study depends on testing as a tool for collecting data.

The study shows that:

- a) Interference of the mother tongue in most cases is the reason of errors occurrence.
- b) Most of the students use the indefinite article with plural nouns.
- c) The forms of verb "to be" and verb "to have" are the most noticeable areas of errors.
- d) Due to the complexity of the English article system, interlingual as well as interlingual causes are observed to have led to the indefinite article omissions.
- e) The definite article omissions might be due to interference from the mother tongue.

The study and the present study are similar in focusing on grammatical errors, but the difference between them is that the previous study focuses on grammatical errors only while the present study focuses on grammatical errors, they also differ in population sampling and aims.

### **Study (six)**

Abubaker M. (2008). He investigated in his Ph.D study (university students' errors in English language. He adopted descriptive and analytical approach; the sample of the study was fourth year students majoring in English language at Al Zaiem Al Azahari University.

The study hypothesized that students commit errors as result of the influence of their Arabic mother tongue, besides, the phonology and phonetically differences between Arabic and English are considered from the main difficulties for the students.

The students were tested in four skills in order to classify and analyze the errors made in each skill, and they were instructed to write guided or free composition.

The researcher assumed that composition would measure students' ability in using grammar and lexis without guidance and with fewer errors. The reason behind that was to see how much English subject had been learned through students schooling and what type of errors do they make.

The study has concluded that all the learners have entirely been attributed to the mother tongue language, interference intralingual errors.

### **Study (seven)**

Hanna, M. N. (2012), M.A, Sudan University of Science and Technology, Faculty of Education. The objective of this study (evaluating students' abilities in using English prepositions in writing).

Suggest solutions to overcome Sudan University of Science and Technology students' difficulties of misusing prepositions.

Recommendations:



1- Teachers should motivate students to learn prepositions by using effective facilities.

2- Teachers are responsible for raising students' awareness of prepositions rules.

3- Ensure the recycling of prepositions lessons through the students' different learning stages. This study and the present study are similar in the sense that they both investigate difficulties facing students in university in writing English as a foreign language .

The obvious difference between two studies is that each study focuses on writing performance with different population , samples and tools .

### **Study (eight)**

Mohammed, A. A. (2008), M.A, Sudan University of Science and Technology.

The objective of this study is to investigating the weakness and reasons for inefficiency in learning and applying English language prepositions appropriately by university students, and to analyze and evaluate the difficulties that strain the appropriate usage of prepositions. The researcher also aims to present analytical statistical study on the nature of the problem proposed. The researcher followed a descriptive method when conducting the study.

The main reason for choosing this topic is the practical need for such a research.

The sample of study consisted of 78 university students of colleges of education (grade two), who are expected to be graduated as teachers of English language.

They were chosen randomly from different universities representing urban and rural regions. Also the sample consisted of number of 38 qualified university staff still practicing profession, randomly selected to respond to a questionnaire. After the theoretical and practical analysis, the study proved that the university students in Sudan face difficulties in applying English language prepositions.

### **Study (nine)**

Mahmoud, H. M. (2019), entitled "Investigating Difficulties Face Secondary School Students in Using Prepositions", Sudan University of Science and Technology. The study touched the area of prepositions, the researcher compared the structure of preposition among the sentences to find the difference between them so as to predict the errors, the learners commit in producing English prepositions, the researcher used a descriptive method to collect the data, the study adopted an analytical method to analyze the data obtained, the population of the study are the students of Algabass Secondary School, the sample are fifty students from third level. The researcher used a test of sample prepositions sentences that composed prepositions, the results of this study have proved that there are significant differences between English and Arabic preposition system. The researcher recommended that English learners should share their ideas and experience of teaching and learning prepositions in general. Preposition study is a neglected area in learning linguistics. Also, the researcher believes that teaching prepositions can be enjoyable by choosing short articles and also facilitating better educational environment. Syllabus at university should include prepositions lessons. The researcher thinks that the study is very important, because it classifies , the difficulties facing Investigating Difficulties Faced by Secondary School Students in Using Prepositions . It is similar to the present study in the area of population and also in the area of error analysis. This difference in population of the both studies is important, it helps the researchers, teachers, and students to look for further ideas and suggestion for solving the problems that face learners.

The similarity may be great significance; it proves that all errors committed by University students are common.

### **Comment on Previous Studies**

The above mentioned previous studies are helpful to the current study because of the following reasons:

- (i) They give an idea about the errors in performance of the learners in order to avoid their occurrence, reduce their negative effects and to benefit from as an appropriate for progress.
- (ii) They point out the role of good teaching techniques in reducing these errors.
- (iii) They explain interlingual and interlingual errors.
- (iv) Understanding the theoretical framework of these studies help the framework of the current study.

### **Summary of the Chapter**

This chapter has dealt with definition of error analysis; previous studies have been carried out in a variety of purposes of the investigation types and importance of error analysis. It also described the differences between error and mistake, the source of errors, the historical development of the field of error analysis, definition of prepositions, and kinds of prepositions.

**Chapter Three**  
**The Research Methodology**

# **Chapter Three**

## **The Research Methodology**

### **3.0. Overview**

This chapter describes the general methodology of the study and the steps taken in conducting. The chapter will focus on describing the population, the sample of the study, the procedures, the instruments, variables, and issues of validity and reliability.

### **3.1. Research Methodology**

The researcher has adopted the descriptive analytical method as well as quantitative method. The instruments which were used in this study are; a questionnaire and written diagnostic test to collect relevant data for this study. After that the researcher used SPSS program to analyze these data which were gathered from teachers and students.

### **3.2 Research Tools/Instruments**

The researcher designed two tools as instruments: a questionnaire was designed from fifteen questions and distributed to some Sudanese Universities teachers and a diagnostic test which was consisted of (25) questions which were distributed to the first year students of the faculty of languages and linguistics at the University of Zalingei.

### **3.3 Population of the Study**

McMillan and Schumacher (1997:164) delineated population as:" A group of elements of cases whether individuals, objects or events that conform to specific criteria and to which we intend to generalize the results of the research; also

referred to as a target group". Therefore, the population of this study included teachers in some Sudanese Universities and first year students of English language at the faculty of languages and linguistics at the University of Zalingei. The whole subjects both male and female are non-native speakers of English language; their native language either Arabic or other local languages. The participants are chosen due to the fact that, they are in a suitable environment; because, they have intensive courses of English language which is allowing them to practice it daily at their University.

### **3.4 The Sample**

The Cambridge dictionary defined sample as “a group of people or things that is chosen out of a larger number and is asked questions or tested in order to get information about the larger group” therefore, the researcher selected (50) teachers and (50) students as a sample of the study, both male and female subjects are non-native speakers of English language; their native language either Arabic or other local languages.

### **3.5 Validity**

A test is considered to be valid if it measures what it is supposed to measure. For the validity of the research tool, the construction of the test had been presented to the supervisor and other three doctors of English language from Sudanese Universities. This means that to see whether the tool measure what it's intended to measure it or not. The results of evaluation and judgment of the tool by the experts proved the validity of the test after it was amended in the light of their comments and suggestions.

### **3.6 Reliability**

Bryman (2008:150) points out that reliability is fundamentally measured with issues of consistency of measures. These measures confirm reliability in terms of stability. Therefore, reliability refers to the extent to which a test provides consistent results when administered under similar conditions. So, the researcher has taken fifteen respondents randomly and gave them the test before to generalize it for whole respondents to see the consistency of the test by using computer to calculate the test reliability, and after the researcher generalized and entered the whole data by using the **Cronbach's Alpha** for calculating; the first result and the second one are the same. Therefore, the tools or instruments which were used in this study are reliable because, they gave the same results when repeated continuously.

### **3.7 Procedure**

Before giving the questionnaire to the teachers and a test to the university students, they were exposed to the supervisor, and long experienced teachers to judge them, gave comments, some observations, suggestions that some items to be deleted added and modified which were considered by the researcher. Therefore, the judgment and comments of the judges gave the questionnaire and test their validity; so they became suitable tools for collecting information. Then, the researcher distributed the questionnaire to the teachers and gave them time to gather them again and test was distributed to the students in lecturing room and gave them enough time to answer the test. After their time finished the researcher collected the questionnaire and test from them, then the researcher used the ((SPSS))"Statistical Package for Social Sciences" Program to analyze these data and discuss them. Version of the questionnaire was presented to a jury members; specialists in linguistics and English language teaching, and they were kindly

requested to add and omit and modify the items to be suitable to get the aim of the study and testify its hypotheses. The following is a list of jury members as shown below:

1- Abdallah Adam Osman Algozoly, College of Education, University of Zalingei (Ph.D).

2- Awad Sineen Omer, College of Language & Linguistics, University of Zalingei (Ph.D).

3- Hisham Abdalla Mohammed, College of Education, University of Zalingei (MA).

### **Summary of the Chapter**

This chapter has provided description of the general methodology of the study, population, sample, tools/ instruments, validity, reliability and procedure of the study.



**Chapter Four**  
**Data Analysis, Results and Discussion**

# **Chapter Four**

## **Data Analysis, Results and Discussion**

### **4.0 Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 50 respondents who represent the teachers' community in Sudanese Universities and diagnostic test to first year students of English in Faculty of Languages and Linguistics at University of Zaylingei a particular attention to the discussion of the research hypotheses will be paid and finally a summary of pertinacious errors and their causes will be highlighted , besides the verification of hypotheses and a summary .

### **4.1 The Responses to the Questionnaire**

The responses to the questionnaire of the 50 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

### **4.2 Analysis of the Questionnaire**

The researcher distributed the questionnaire on determined study sample (50), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose .

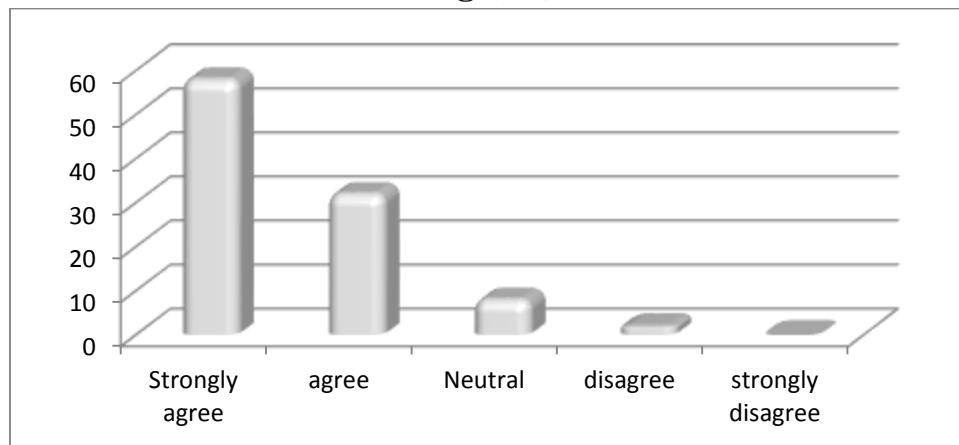
**Hypothesis (1):** *There are students' errors in using English prepositions in written texts.*

**Statement No.(1 ):** Students' errors in using prepositions are due to affect of L1 when transferring his/her knowledge of Arabic language.

**Table No (4.1) The Frequency Distribution for the Respondents' Answers of statement No.( 1)**

Valid	Frequency	Percent
Strongly agree	29	58.0
agree	16	32.0
Neutral	4	8.0
disagree	1	2.0
strongly disagree	0	0
Total	50	100%

**Fig (4.1)**



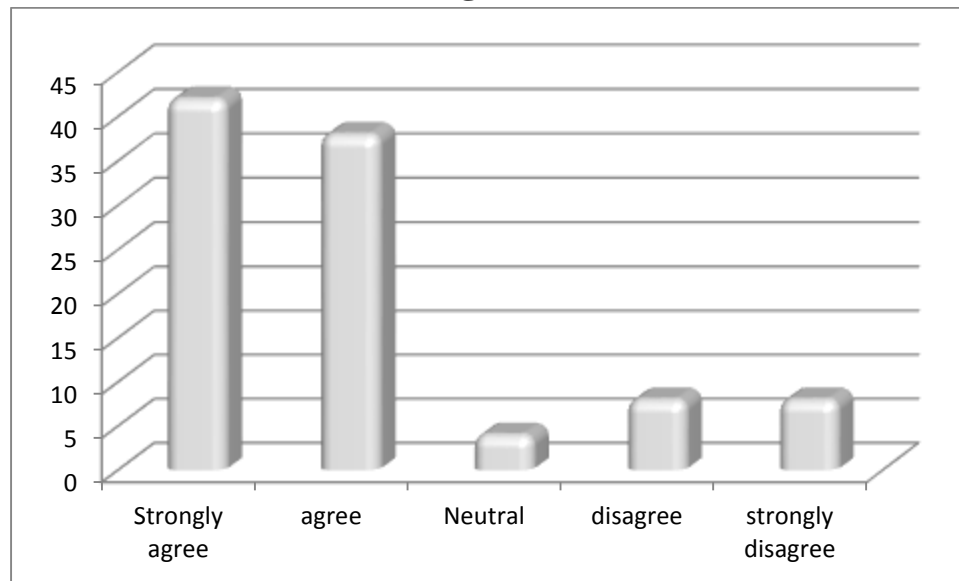
With reference to table (4.1) and figure (4.1) regarding the statement "Students' errors in using prepositions are due to affect of L1 when transferring his/her knowledge of Arabic language ". It's clear that participants' responses to strongly agree is 58%, agree turned out to be 32% neutral is 8%, whereas 2% is disagree. These results demonstrate that students should be well-trained in using English prepositions.

**Statement No.(2 ):** Students' errors in using prepositions is related to limited number of English classes dedicated for learning English as a whole.

**Table No ( 4.2) The Frequency Distribution for the Respondents' Answers of Statement No.(2 )**

Valid	Frequency	Percent
Strongly agree	21	42.0
agree	19	38.0
Neutral	2	4.0
disagree	4	8.0
strongly disagree	4	8.0
Total	50	100%

**Fig (4.2)**



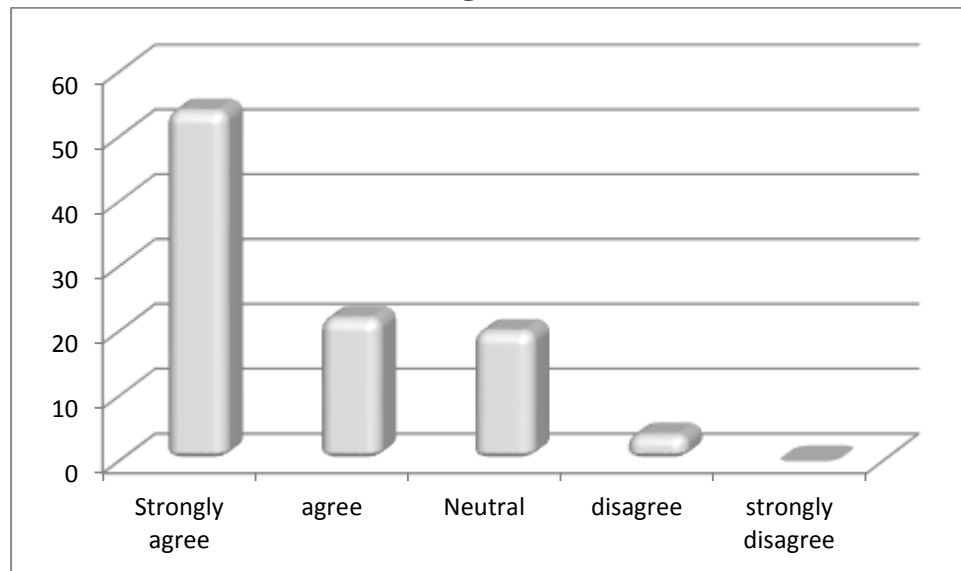
With reference to table (4.2) and figure (4.2) concerning the statement " Students' errors in using prepositions is related to limited number of English classes dedicated for learning English as a whole ". It's clear that participants' responses to strongly agree is 42%, agree turned out to be 38% neutral is 4%, disagree is 8%, whereas strongly disagree is only 8%. The results obtained demonstrate that students should be well- trained in utilizing English prepositions.

**Statement No.(3 ):** Students' errors in using preposition is due to lack of practicing English

**Table No (4.3 )The Frequency Distribution for the Respondents' Answers of Statement No.( 3)**

Valid	Frequency	Percent
Strongly agree	27	54.0
agree	11	22.0
Neutral	10	20.0
disagree	2	4.0
strongly disagree	0	0
<b>Total</b>	<b>50</b>	<b>100%</b>

**Fig (4.3)**



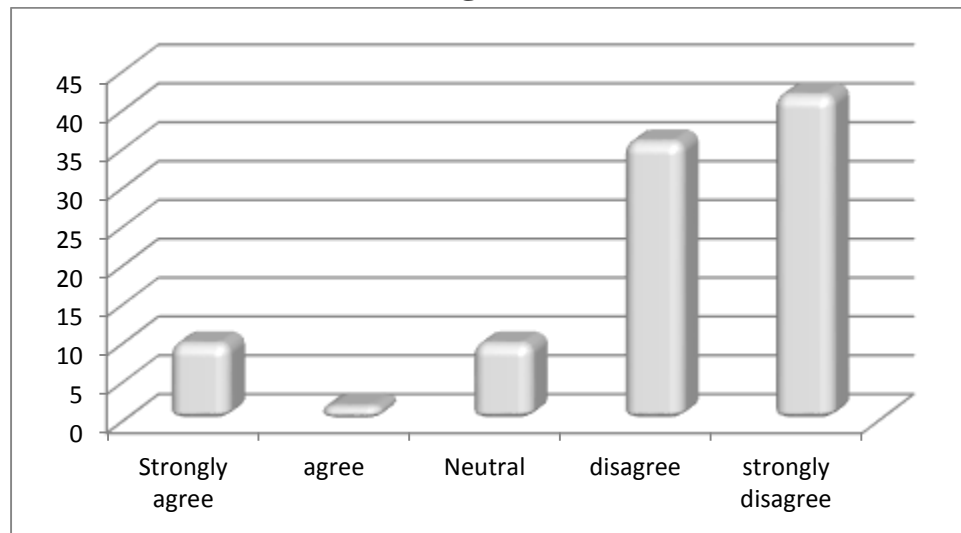
With regard to table (4.3) and figure (4.3) concerning the statement "Students' errors in using preposition is due to lack of practicing English." It's observed that participants' responses to strongly agree is 54%, agree turned out to be 22%, neutral is 20%, while disagree is only 4%. This justifies the idea that, students should be well- trained in practicing English prepositions.

**Statement No.(4):** Inappropriate use of prepositions by students can create misunderstanding.

**Table No ( 4.4) The Frequency Distribution for the Respondents' Answers of Statement No.( 4)**

Valid	Frequency	Percent
Strongly agree	5	10.0
agree	1	2.0
Neutral	5	10.0
disagree	18	36.0
strongly disagree	21	42.0
Total	50	100%

**Fig (4.4)**



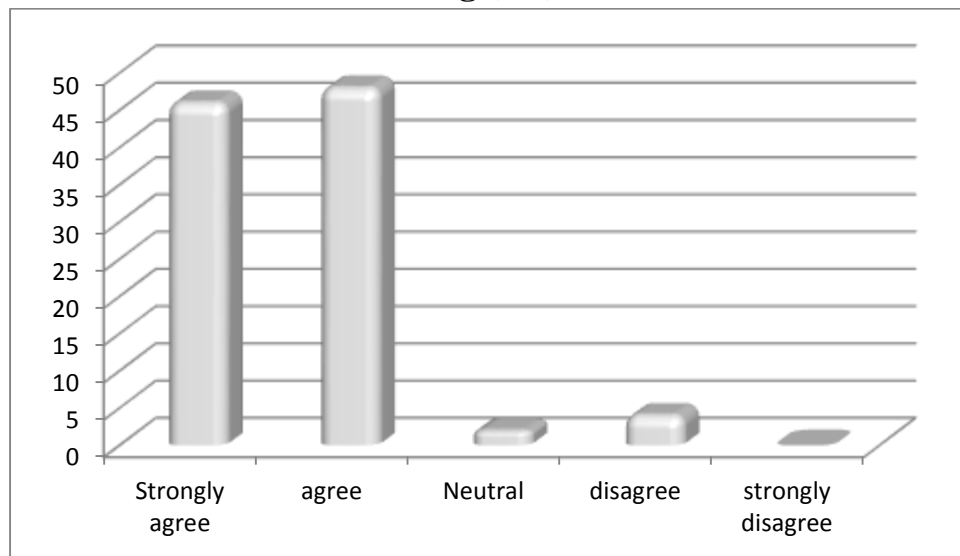
With regard to table (4.4) and figure (4.4) focusing on the statement "Inappropriate use of prepositions by students can create misunderstanding ". It's noticed that participants' responses to strongly agree is 10%, agree turned out to be 2%, neutral is 10%, disagree is 36%, whereas strongly disagree is only 42%. This strengthens the view of that; students should be motivated to use prepositions appropriately.

**Statement No.(5):** Students' errors in using prepositions are relevant to insufficient practice inside the classroom.

**Table No (4.5 )The Frequency Distribution for the Respondents' Answers of Statement No.( 5)**

Valid	Frequency	Percent
Strongly agree	25	50.0
agree	22	44.0
Neutral	1	2.0
disagree	2	4.0
strongly disagree	0	0
Total	50	100%

**Fig (4.5)**



With reference to table (4.5) and figure (4.5) concentrating on the statement "Students need to be encouraged to speak confidently so as to promote their speaking fluency". It's clear that participants' responses to strongly agree is 50 %, agree turned out to be 44%, neutral is 2%, whereas disagree is only 4%. This indicates that students should be encouraged to develop their writing.

**Table No.(4.6): Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis one :There are students' errors in using English prepositions in written texts.**

Nom	Statement	mean	SD	Chi square	p-value
1	Students' errors in using prepositions are due to affect of L1 when transferring his/her knowledge of Arabic language.	3.7	1.9	17	0.00
2	Students' errors in using prepositions is related to limited number of English classes dedicated for learning English as a whole.	3.8	2.6	18	0.00
3	Students' errors in using preposition is due to lack of practicing English	3.2	2.4	13	
4	Inappropriate use of prepositions by students can create misunderstanding.	3	0.8	25	0.03
5	Students' errors in using prepositions are relevant to insufficient practice inside the classroom.	3.9	1.6	21	0.00

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,



which support the respondent who agreed with the statement “Students' errors in using prepositions are due to affect of L1 when transferring his/her knowledge of Arabic language..

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students' errors in using prepositions is related to limited number of English classes dedicated for learning English as a whole..

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement” Students' errors in using preposition is due to lack of practicing English.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Inappropriate use of prepositions by students can create misunderstanding.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (Students' errors in using prepositions are relevant to insufficient practice inside the classroom).

According to the previous result we can say that the first hypothesis of our study is accepted

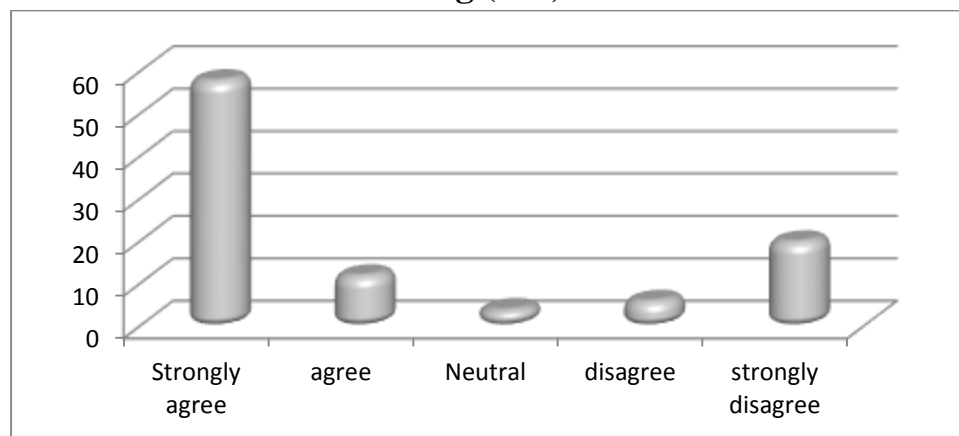
**Hypothesis (2): Many of prepositions errors can be attributed to mother tongue interference.**

**Statement No.( 6 ):** Students' errors in using English prepositions appropriately are due to the influence of the mother tongue.

**Table No (4.7) The Frequency Distribution for the Respondents' Answers of Statement No.( 6 )**

Valid	Frequency	Percent
Strongly agree	30	60.0
agree	5	10.0
Neutral	2	4.0
disagree	3	6.0
strongly disagree	10	20.0
Total	50	100%

**Fig (4. 6)**



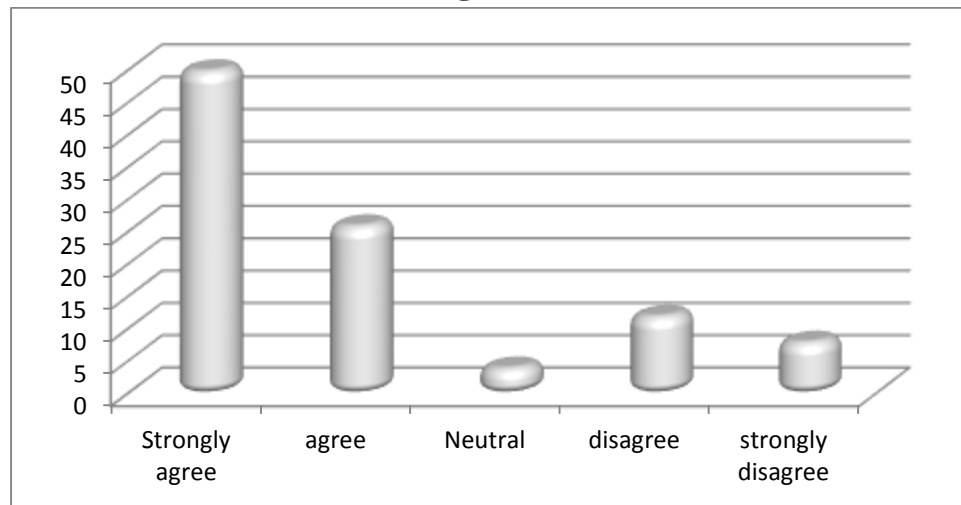
Concerning the table (4.7) and figure (4.6) referring to the statement "Students' errors in using English prepositions appropriately are due to the influence of the mother tongue". It's illustrated that participants' responses to strongly agree is 60%, agree turned out to be 10%, neutral is 4%, disagree is 6%, whereas strongly disagree is only 20 %. This demonstrates that students should be directed by their teachers to avoid mother tongue interference when using prepositions.

**Statement No.(7):** Students' errors in using prepositions are related to direct translation of prepositions into Arabic.

**Table No (4.8) The Frequency Distribution for the Respondents' Answers of Statement No.( 7 )**

Valid	Frequency	Percent
Strongly agree	26	52.0
agree	12	24.0
Neutral	2	4.0
disagree	6	12.0
strongly disagree	4	8.0
Total	50	100%

**Fig (4. 7)**



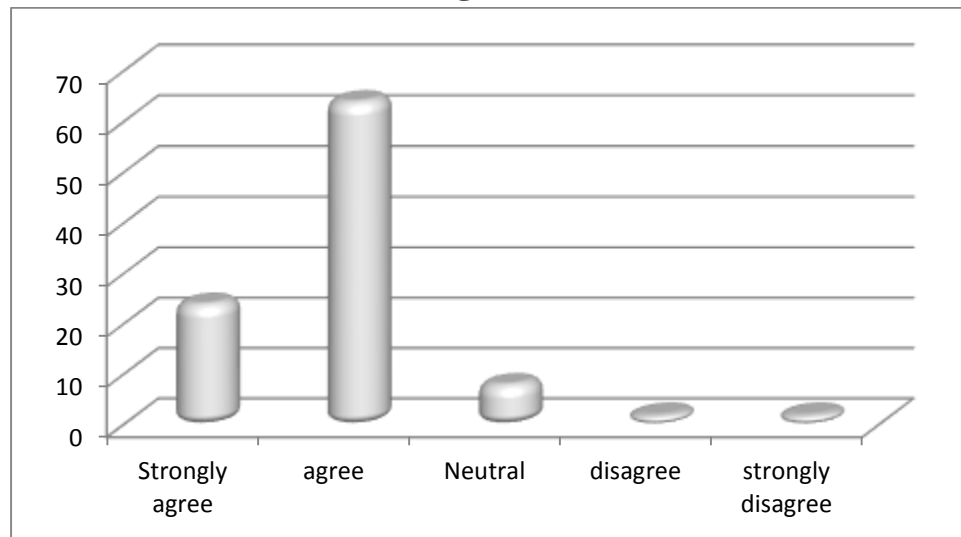
With regard to the table (4.8) and figure (4.7) referring to the statement "Students' errors in using prepositions are related to direct translation of prepositions into Arabic ". It's showed that participants' responses to strongly agree is 52%, agree turned out to be 24%, neutral is 4%, disagree is 12%, whereas strongly disagree is only 8%. This proves that teachers should be well-trained in using English prepositions.

**Statement No.(8):** Students should be exposed to realia (e.g. film audiovisual etc) focusing on prepositions.

**Table No (4.9 )The Frequency Distribution for the Respondents’ Answers of Statement No.(8 )**

Valid	Frequency	Percent
Strongly agree	12	24.0
agree	32	64.0
Neutral	4	8.0
disagree	1	2.0
strongly disagree	1	2.0
Total	50	100%

**Fig (4. 8)**



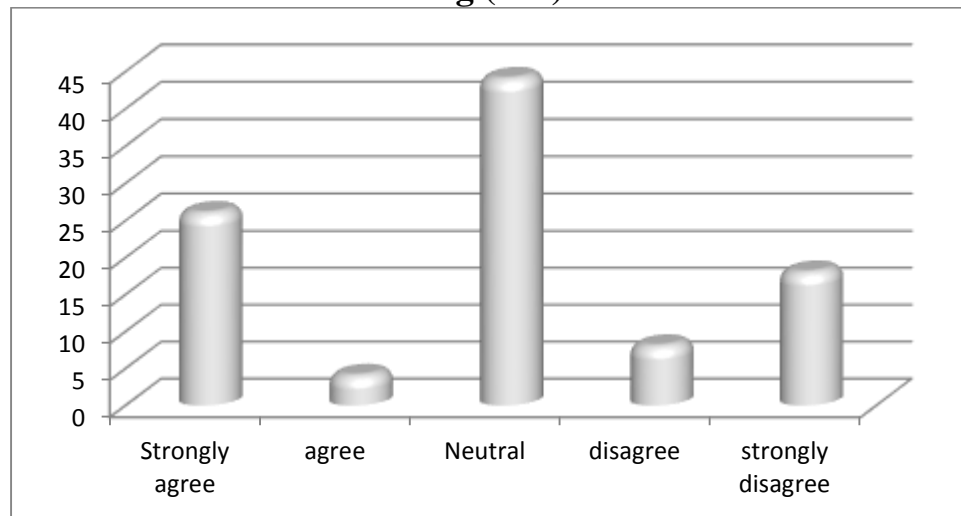
Regarding to the table (4.9) and figure (4.8) relating to the statement "Students should be exposed to realia (e.g. film audiovisual etc) focusing on prepositions ". It is clear that participants' responses to strongly agree is 24%, agree turned out to be 64%, neutral is 8%, disagree is 2%, while strongly disagree is only 2%.This illustrates that teachers should give students chance to practice English prepositions.

**Statement No.( 9):** The use of mother language (i.e. Arabic) should be minimized when learning prepositions.

**Table No (4.10 )The Frequency Distribution for the Respondents' Answers of Statement No.(9 )**

Valid	Frequency	Percent
Strongly agree	13	26.0
agree	2	4.0
Neutral	22	44.0
disagree	4	8.0
strongly disagree	9	18.0
Total	50	100%

**Fig (4. 9)**



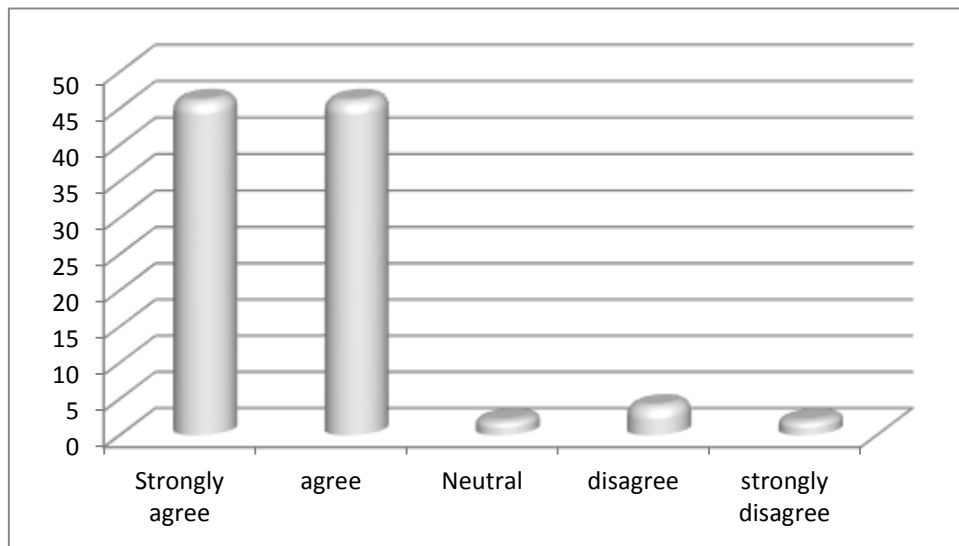
With regard to the table (4.10) and figure (4.9) relating to the statement "Classroom environment is not conducive to developing students' speaking skill ". It is obvious that participants' responses to strongly agree is 26%, agree turned out to be 4%%, neutral 44%, disagree is 8%, while strongly disagree is only 18%. This emphasizes that classroom should be well- prepared in utilizing prepositions.

**Statement No.( 10):** Overgeneralization can negatively affect students' recognition of using English prepositions.

**Table No (4.11 )The Frequency Distribution for the Respondents' Answers of statement No.( 10)**

Valid	Frequency	Percent
Strongly agree	23	46.0
agree	23	46.0
Neutral	1	2.0
disagree	2	4.0
strongly disagree	1	2.0
Total	50	100%

**Fig. (4.10)**



With regard to the table (4.11) and figure (4.10) relating to the statement "Overgeneralization can negatively affect students' recognition of using English prepositions ". It is obvious that participants' responses to strongly agree are 46%, agree turned out to be 46%, neutral is 2%, disagree is 4%, while strongly disagree is only 2%. This emphasizes that teachers should create drills for students to increase the use of English prepositions.

**Table No.( 4.12) Chi-Square Test Results for Respondents’ Answers of the Questions of the Hypothesis two: many of prepositions errors can be attributed to mother tongue interference.**

No	Statements	mean	SD	Chi square	p-value
1	Students' errors in using English prepositions appropriately are due to the influence of the mother tongue.	3.8	1.4	11	0.00
2	Students' errors in using prepositions are related to direct translation of prepositions into Arabic.	3.1	2.6	15	0.00
3	Students should be exposed to realia (e.g. film audiovisual etc) focusing on prepositions.	3.9	0.8	20	0.001
4	The use of mother language (i.e. Arabic) should be minimized when learning prepositions.	3.5	0.7	21	0.008
5	Overgeneralization can negatively affect students' recognition of using English prepositions.	3.5	2.7	21	

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students' errors in using English prepositions appropriately are due to the influence of the mother tongue.. The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant



value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students' errors in using prepositions are related to direct translation of prepositions into Arabic.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Students should be exposed to realia (e.g. film audiovisual etc) focusing on prepositions.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “The use of mother language (i.e. Arabic) should be minimized when learning prepositions.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Overgeneralization can negatively affect students' recognition of using English prepositions. According to the previous result we can say that the second hypothesis of our study is accepted

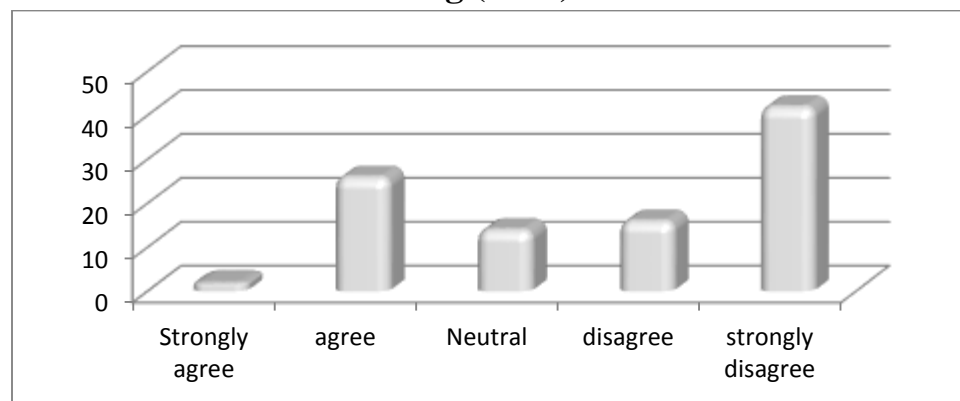
**Hypothesis (3):** *There are teaching strategies can be applied to overcome English preposition errors.*

**Statement No.( 11):** Teachers should adopt the best techniques for teaching English preposition in the classroom.

**Table No (4.13) The Frequency Distribution for the Respondents’ Answers of statement No.(11 )**

Valid	Frequency	Percent
Strongly agree	2	4.0
agree	12	24.0
Neutral	7	14.0
disagree	8	16.0
strongly disagree	21	42.0
Total	50	100%

**Fig (4. 11)**



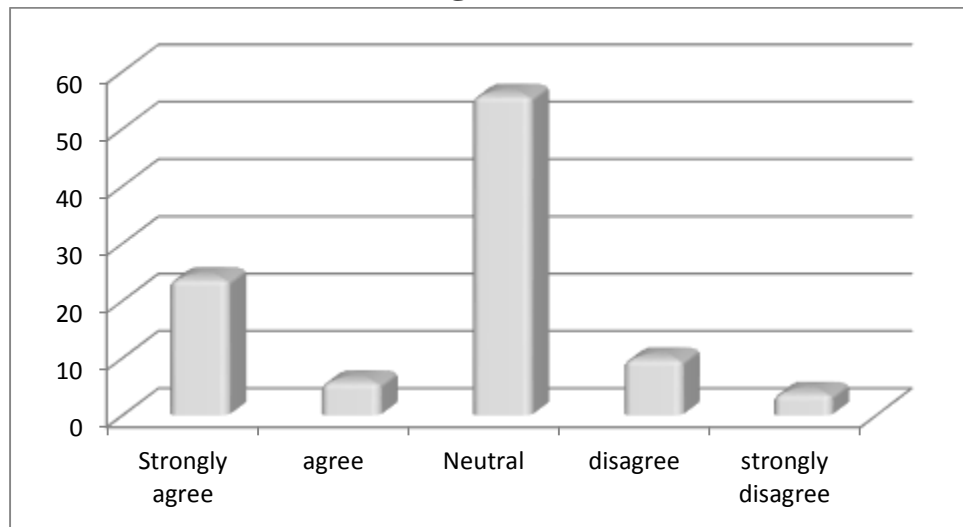
With referring to the table (4.13) and figure (4.11) relating to the statement "Teachers should adopt the best techniques for teaching English preposition in the classroom ". It is obvious that participants' responses to strongly agree is 4%, agree turned out to be 24%, neutral is 14%, disagree is 16%, meanwhile strongly disagree is only 42%. This shows that grammatical errors influence students' writing.

**Statement No.(12 ):**Teachers should involve students in class activities for using prepositions.

**Table No ( 4.14) The Frequency Distribution for the Respondents' Answers of statement No.(12 )**

Valid	Frequency	Percent
Strongly agree	12	24.0
agree	3	6.0
Neutral	28	56.0
disagree	5	10.0
strongly disagree	2	4.0
Total	50	100%

**Fig (4.12)**



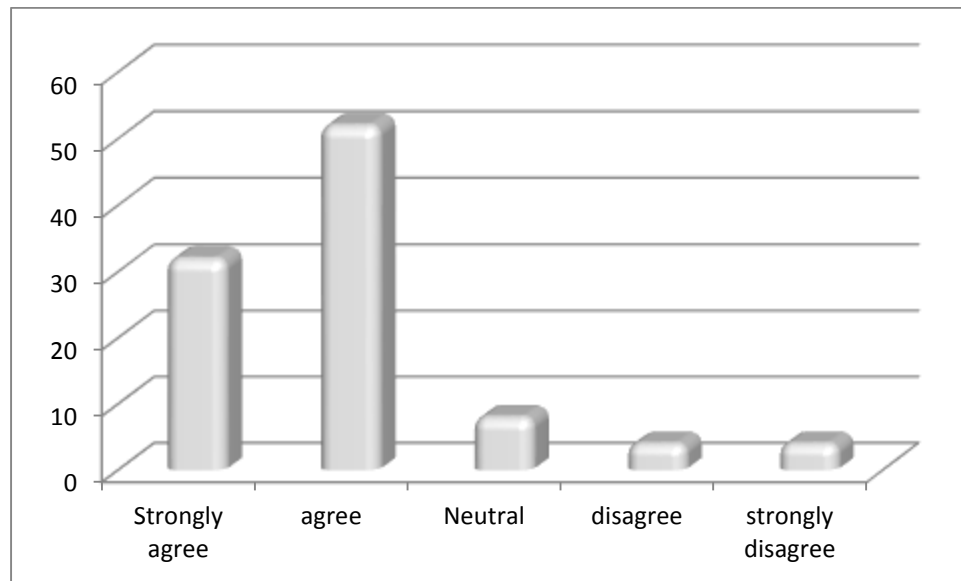
With referring to the table (4.14) and figure (4.12) relating to the statement "Teachers should involve students in class activities for using prepositions." It is obvious that participants' responses to strongly agree is 24%, agree turned out to be 6%, neutral is 56%, meanwhile disagree is only 2%. This indicates that teachers should involve students in group work in practicing prepositions.

**Statement No.(13 ):** English should be the only language used in the class to enhance students' use of prepositions.

**Table No ( 4.15) The Frequency Distribution for the Respondents' Answers of Statement No.(13 )**

Valid	Frequency	Percent
Strongly agree	16	32.0
agree	26	52.0
Neutral	4	8.0
disagree	2	4.0
strongly disagree	2	4.0
<b>Total</b>	<b>50</b>	<b>100%</b>

**Fig (4.13)**



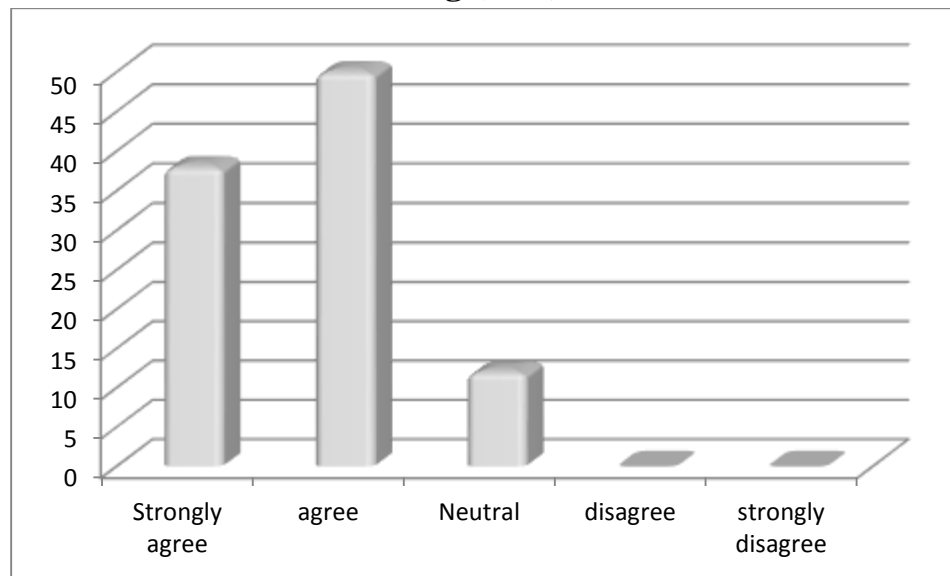
With regarding to the table (4.15) and figure (4.13) referring to the statement "English should be the only language used in the class to enhance students' use of prepositions ". It is obvious that participants' responses to strongly agree is 32%, agree turned out to be 52%, neutral is 8%, disagree is 4%, meanwhile strongly disagree is only 4%. This illustrates that teachers should increase students' awareness about the use of English prepositions.

**Statement No.(14 ):** Teachers of English should be exposed to real life of the native speakers when teaching English prepositions.

**Table No (4.16) The Frequency Distribution for the Respondents’ Answers of statement No.(14 )**

Valid	Frequency	Percent
Strongly agree	19	38.0
agree	25	50.0
Neutral	6	12.0
disagree	0	0
strongly disagree	0	0
<b>Total</b>	<b>50</b>	<b>100%</b>

**Fig (4.14)**



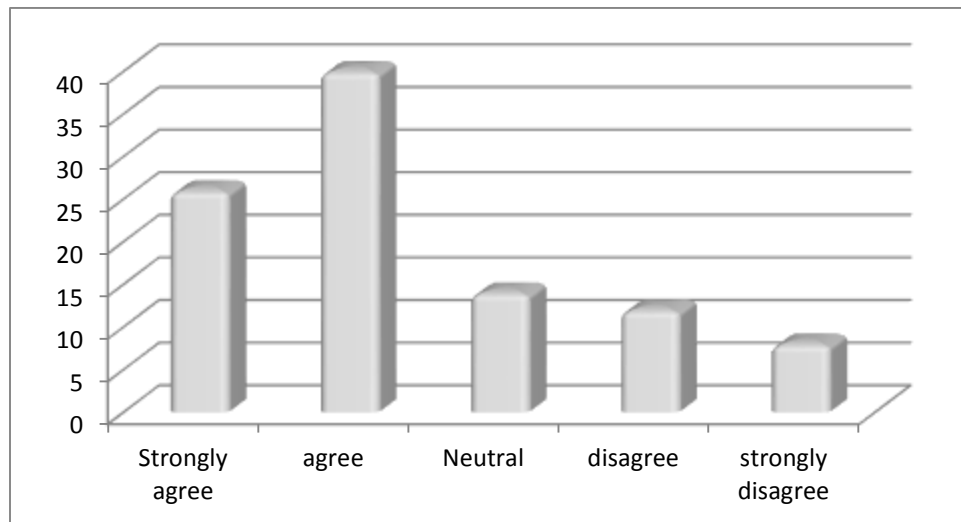
With regarding to the table (4.16) and figure (4.14) referring to the statement "Teachers of English should be exposed to real life of the native speakers when teaching English prepositions." It is illustrated that participants' responses to strongly agree is 28%, agree turned out to be 50%, meanwhile neutral is only 12%. This illustrates that teachers should be well-trained and developed to teach English prepositions.

**Statement No.(15 ):** Student should be taught in context to overcome prepositions errors.

**Table No (4.17) The Frequency Distribution for the Respondents’ Answers of statement No.(15 )**

Valid	Frequency	Percent
Strongly agree	13	26.0
agree	20	40.0
Neutral	7	14.0
disagree	6	12.0
strongly disagree	4	8.0
Total	50	100%

**Fig (4.15)**



According to the table (4.17) and figure (4.15) referring to the statement "Students should be taught in context to overcome prepositions errors ". It is noticed that participants' responses to strongly agree is 26%, agree turned out to be 40%, neutral is 14%, disagree is 12%, meanwhile strongly disagree is only 8%. This shows that students should be well- trained and developed in using English prepositions.

**Table No.(4.18) Chi-Square Test Results for Respondents’ Answers of the Questions of the Hypothesis three: There are teaching strategies can be applied to overcome English preposition errors.**

Nom.	Statement	mean	SD	Chi square	p-value
1	Teachers should adopt thebest techniques for teaching English preposition in the classroom.	3.9	3.5	24	0.00
2	Teachers should involve students in class activities for using prepositions.	3.8	2.7	33	0.00
3	English should be the only language used in the class to enhance students' use of prepositions.	3.03	4.6	41	0.00
4	Teachers of English should be exposed to real life of the native speakers when using English prepositions.	3.8	1.4	22	0.00
5	Student should be taught in context to overcome prepositions errors.	3.2	2.4	21	0.00

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Teachers should adopt the best techniques for teaching English preposition in the classroom.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (2) was (33) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ‘ Teachers should involve students in class activities for using prepositions.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “English should be the only language used in the class to enhance students' use of prepositions.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Teachers of English should be exposed to real life of the native speakers when using English prepositions.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Student should be



taught in context to overcome prepositions. According to the previous results we can say that the third hypothesis of our study is accepted.

### 4.3 The Responses to the Test

The responses to the diagnostic test of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

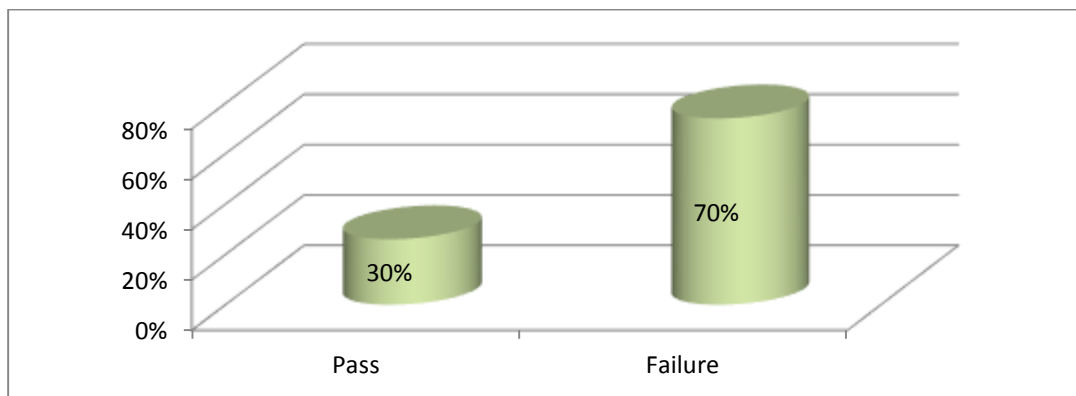
Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

#### Question (1)

**Table (4.19) shows the frequency and percentage distribution of the answers according to part (1)**

Valid	Frequency	Percentage
Pass	15	30%
Failure	35	70%
Total	50	100

**Fig (4.16)**



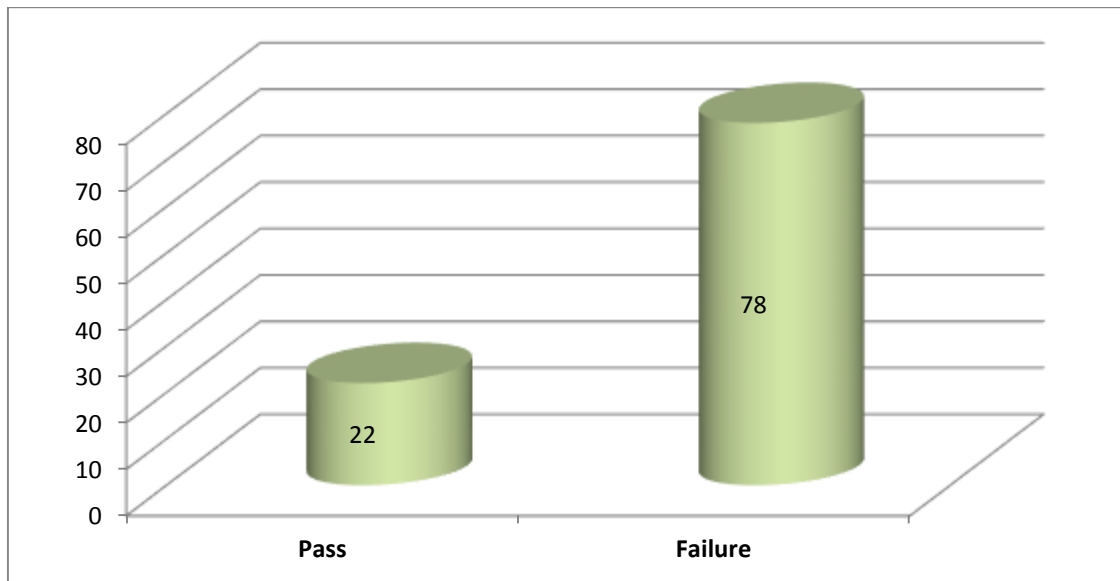
The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (70%). This justifies that students need to be given adequate activities on prepositions that focus heavily on written texts.

## Question Two:

Table (4.20) shows the frequency and percentage distribution of the answers according to part (2)

Valid	Frequency	Percentage
Pass	11	22
Failure	39	78
Total	50	100

Fig (4.17)



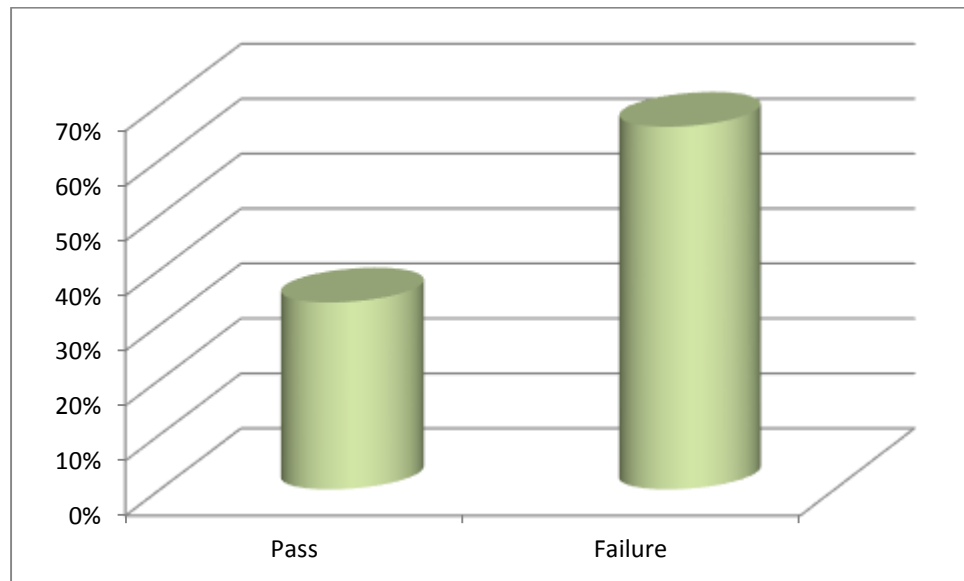
The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (78%). This justifies that students need to be given adequate activities on prepositions that focus heavily on written texts.

### Question (3)

Table (4.21) shows the frequency and percentage distribution of the answers according to part (1)

Valid	Frequency	Percentage
Pass	17	34%
Failure	33	66%
Total	50	100

Fig (4.18)



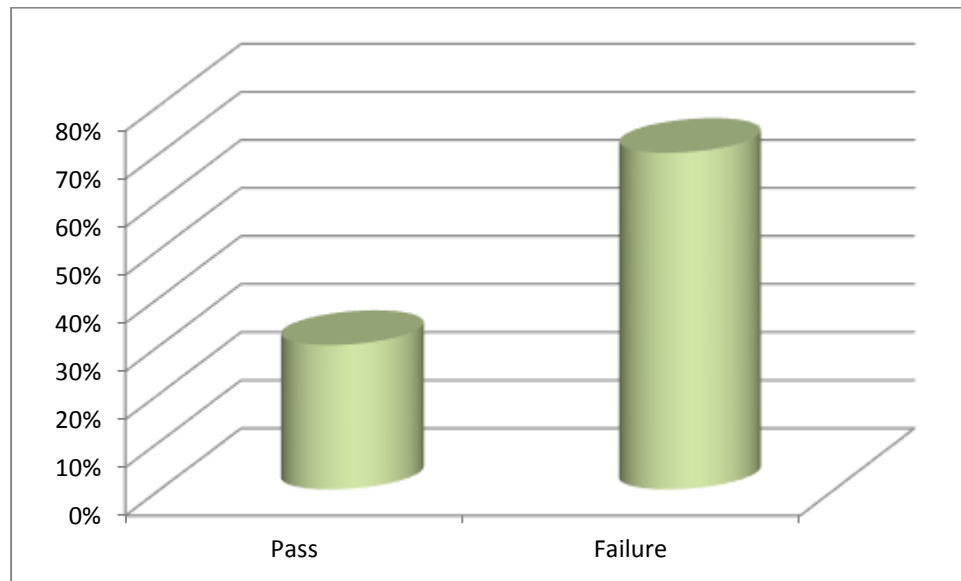
The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (66%). This justifies that students need to be given adequate activities on prepositions that focus heavily on written texts.

#### Question (4)

Table (4.22) shows the frequency and percentage distribution of the answers according to part (1)

Valid	Frequency	Percentage
Pass	15	30%
Failure	35	70%
Total	50	100

Fig (4.19)



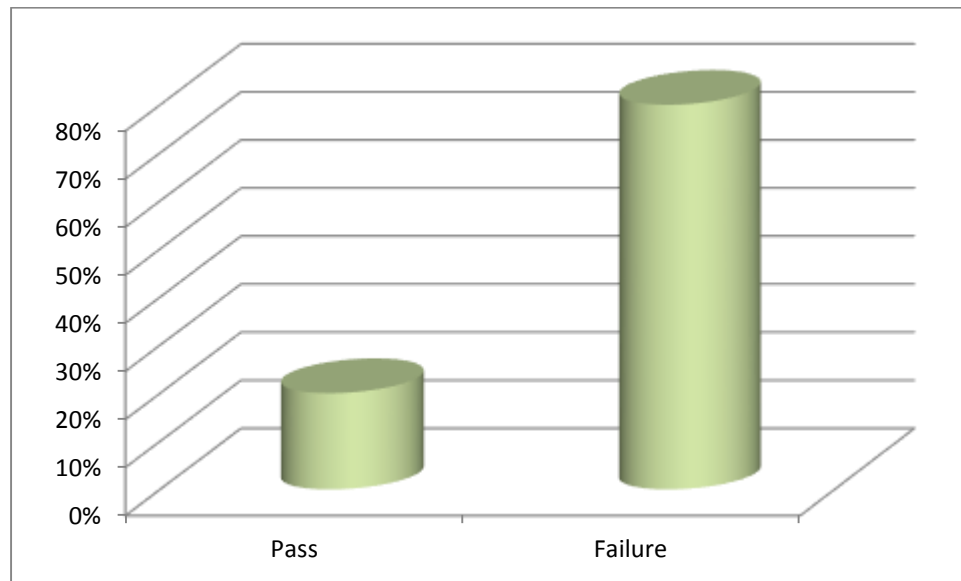
The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (70%). This justifies that students need to be given adequate activities on prepositions that focus heavily on written texts.

### Question (5)

Table (4.23) shows the frequency and percentage distribution of the answers according to part (1)

Valid	Frequency	Percentage
Pass	10	20%
Failure	40	80%
Total	50	100

Fig (4.20)



The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (80%). This justifies that students need to be given adequate activities on prepositions that focus heavily on written texts.

**Table No (4.24) The Frequency Distribution and decisions for the Respondent's Answers of all questions**

	Pass		Failure		
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
<b>Part 1</b>	13	26	35	70	<b>Accept</b>
<b>Part 2</b>	11	22	39	78	<b>Accept</b>
<b>Part 3</b>	17	34	33	66	<b>Accept</b>
<b>Part 4</b>	15	30	35	70	<b>Accept</b>
<b>Part 5</b>	10	20	40	80	<b>Accept</b>
<b>The mean of Overall</b>	13	26	35	70	<b>Accept</b>

This table No.(4.24) its shown the summary of the results in all test ,it's clear that the mean number of the students who failed to pass the test is greater than the number of students who passed (70%) so the hypothesis of the study related to this test is accepted.

**Table (4.25) one sample T-TEST for the questions of the study**

Question s	N	SD	t-value	DF	p-value
1	50	7.5	19	49	0.001
2	50	9.55	15	49	0.00
3	50	0.2	11	49	
4	50	2.6	12	49	
5	50	2.9	16	49	
For all	49	8.6	14	49	0.00

The calculated values of T-TEST for the significance of the differences for the respondent's answers in over all test which is greater than the tabulated value of T-TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that the hypothesis related to this part is accepted.

### **4.3 Verification of the Hypotheses**

The purpose of this section is to see to what extent the study hypotheses are confirmed or rejected in the light of the results obtained the statistical results as they pertain to the hypotheses .

#### **Hypothesis (1)**

Students at first year students of English at Zalingei University- Faculty of Languages and Linguistics face different grammatical difficulties in using prepositions .

The aim of this hypothesis is to find out the difficulties of grammatical in first year students of English . The researcher hypothesized that the teachers of English language at the University- Faculty of Languages and Linguistics face difficulties when they practice writing skill , are three hypothesis derived from hypothesis one .Concerning of this hypothesis , the results show that there are difficulties facing teachers of the English language , but creative teachers can overcome those by using good techniques to develop students' language in writing .

According to the previous result we can say that the first hypothesis of our study is accepted.

## Hypothesis (2)

The difficulties facing first year students of different frequency.

The aim of this hypothesis is to find out the difficulties involved frequency in teaching writing a text of English language at first year students . The researcher hypothesized that there are difficulties facing students in writing frequency . So there are questionnaire items derived from hypothesis ( 2) The results of this hypothesis is that students attitude towards writing is negative , creative teachers can overcome these difficulties by giving more practice in writing a short paragraphs by using guiding words , recognition test , phrases and short sentences .that the second hypothesis of our study is accepted .

## Hypothesis (3)

The possible causes of these prepositional difficulties might be attributed to different factors such as the syllabus , the L1 interference teachers . The aim of this hypothesis is to know about materials of course ( syllabus ) used in SPINE 1-6 . The difficulties involve in teaching writing English language at the university students and these items considered in questionnaire .

The result of this hypothesis considered the syllabus ( SPINE )1- 6 ) and the L1 interference teachers , but good teacher can overcome these difficulties by using visual aids such as pictures , flash cards , computers and making training to the teachers . According to the previous results we can say that the third hypothesis of our study is accepted.

## Hypothesis (4)

There are some possible teaching procedures that could help the students overcome these problems. The aim of this hypothesis is to know about some method and suitable technique could help students overcome the problems, these items in the questionnaire as The results show that , there are many variation of



the students' performance improved by designing special teaching programme and teachers training on the methods of teaching writing .

this mean that the hypothesis related to this part is accepted.

### **Summary of the Chapter**

This chapter has covered the data analysis of the study which is about the analyzing the errors made by undergraduate students in using prepositions in written texts. This is done through a questionnaire to the teachers of English at some Sudanese Universities and diagnostic test to the first year students in the Faculty of Languages and Linguistics at University of Zalingei. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study and then verified hypotheses.

## **Chapter Five**

### **Summary, Findings, Recommendations and Suggestions for Further Studies**

## **Chapter Five**

### **Summary, Findings, Recommendations and Suggestions for Further Studies**

#### **5.0 Overview**

This is the final chapter of the study it provides a summary of the study, conclusion, Recommendations based on the finding and suggestions for further studies.

#### **5.1 Findings**

This chapter focuses on conclusions, recommendations and suggestions for further studies. The researcher is going to summarize the results and recommendations because, using English well in written or spoken language can influence the transmission of messages. As learners of English as a foreign language, students should understand the grammatical aspects such as the use of verbs, adjectives, nouns, articles, prepositions, gerunds. Good understanding will help them to produce meaningful sentences or utterances and create good communication. If not so, errors or mistakes will occur and disturb the message. Therefore, after analyzing the teachers' questionnaire and students' written diagnostic test the researcher came up with the following results:-

- 1- 90% of the teachers are strongly agreed and agreed that overgeneralization can negatively affect students' recognition of using English prepositions. This emphasizes that teachers should create drills for students to increase the use of English prepositions.
- 2- 58% of the teachers' answers are strongly agreed that students' errors in using prepositions are due to affect of L1 when transferring his/her knowledge of

Arabic language. This demonstrates that students should be well-trained in using English prepositions.

- 3- 54% of the teachers' answers are strongly agreed that students' errors in using preposition are due to lack of practicing English. Because, inappropriate of using prepositions by students can create misunderstanding. It's noticed that those participants' responses to strongly agree, and this is strengthens the view which is saying; students should be motivated to use prepositions appropriately.
- 4- 60% of the teachers agreed that students should be exposed to realia (e.g. film audiovisual etc) focusing on prepositions. This illustrates that teachers should give students chance to practice English prepositions by using different means of learning.
- 5- 80% of students failed in diagnostic test to put the prepositions in their correct positions. This justifies that students need to be given adequate activities on prepositions that focus heavily on written texts.
- 6- 70% of students failed to pass the test and this is very clear in table No.( 4.23 ) its shown the summary of the results in all test answers ,it's clear that the mean number of the students who failed to pass the test is greater than the number of students who passed it so the hypotheses of the study related to this test is accepted.
- 7- The calculated values of T –TEST for the significance of the differences for the respondent's answers in the overall test which is greater than the tabulated value of T TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents.

- 8- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers should adopt the best techniques for teaching English preposition in the classroom.
- 9- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement 'Teachers should involve students in class activities for using prepositions.
- 10- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English should be the only language used in the class to enhance students' use of prepositions.
- 11- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of

the respondents, which support the respondent who agreed with the statement “Teachers of English should be exposed to real life of the native speakers when using English prepositions.

12- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Student should be taught in context to overcome prepositions.

## **5.2 Recommendations**

1- Teachers of English language should teach students intensive texts in context to overcome prepositions problems.

2- Students of university should be given adequate activities on prepositions that focus heavily on written texts

3- Teachers of English should expose their students to some cultural aspects of the native speakers by using videos, tapes, films and...etc when teaching English prepositions.

4- Students of university should be directed by their teachers to avoid mother tongue interference when using prepositions. Because errors that are typically made by different groups of learners occur because of interference between L1 and L2 the fact that error may be caused both by contrastive differences and by the structure of the target language itself means that it is impossible to base the content of the language teaching entirely on the result of contrast.

5-Students of university should be well-trained in using English prepositions, because students' errors in using prepositions is related to limited number of

English classes dedicated for learning English as a whole and for teaching prepositions in particular.

### **5.3 Suggestions for Further Studies**

Undoubtedly, the prepositions are one part of the language features in descriptive text. Therefore, recognition of error depends upon correct interpretation of the learner's intended meaning in the context. So, this research will open chances for further researches and will pave the way to the coming researchers to develop their researches on teaching prepositions. The suggestions of this research should be considered in mind to the coming researchers to find them solutions:

- 1-How to solve the problems of prepositions which encountered students to enhance speaking and writing skills in English as a foreign language.
- 1- Cultural interference creates problems to students in both, foreign language and mother tongue language, how to solve this problem and to acquaint and aware of students' prepositions.
- 2- How to solve the problem of writing anxiety, fear, and shyness among students when are using prepositions.
- 3- How to persuade the Ministry of Education to design relevant syllabi in English which is consisting different types of prepositions to the basic and secondary schools.

### **Summary of the Chapter**

This chapter is the final chapter of the study, therefore, the researcher has focused on the conclusions, recommendations and suggestions for further studies.

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## **Appendices**

## Appendix (1)

### Students' Test

Faculty of Languages & Linguistics .

University of Zalingei ( first year )

Index Number ..... Sex .....

Please answer all the questions .

#### Fill in the blanks with appropriate prepositions.

1. The office was closed ..... the whole of May.  
A – during                      b – in                      c - since                      d - since .
2. I am really angry ..... you .  
A - at                      b – to                      c - with                      d - in
3. .... all this work to do, I won't have time to take a holiday.  
a - With                      b – For                      c– Despite                      d - besides .
4. He was talking ..... such a low voice that I could not hear anything.  
A – with                      b- in                      c – at                      d – about .
5. If we go .....car, we will reach there before sunset.  
A - on                      b – with                      c – by                      d - in .
6. The actress has always been very nice ..... her fans.  
A - at                      b – with                      c – to                      d – for .
- 7 . What kind of movies are you interested .....?  
A – at                      b – on                      c – for                      d – in .
- 8 . Which flight is she travelling .....?  
A - with                      b - in                      c – on                      d – by
- 9 . He has a number of criminals ..... his friends.  
A – between                      b – among                      c - in                      d - with .

10 .That is what I am afraid .....  
A – to                      b – for                      c – of                      d - form .

11 . He has been married ..... her for more than three decades.  
A – with                      b – to                      c – for                      d – at .

1 2 . The Irish are very proud ..... their sense of humor.  
A – about                      b - of                      c - in                      d –  
with

1 3. He is interested ..... the  
supernatural.  
A – at                      b – in                      c – with                      d – by .

1 4 . I am pleased ..... your  
promotion.  
A - for                      b – about                      c with                      d – by .

1 5. She was angry ..... me for revealing her secret.  
A – on                      b – with                      c – to                      d – at .

16. I am getting anxious ..... his  
health.  
A for                      b – to                      c – about                      d – with .

17. We are all anxious ..... an amicable solution to this  
problem.  
A - about                      b – to                      c – for                      d – above .

18. Who is that child sitting ..... your  
mother?  
A – beside                      b – besides                      c – with                      d – on .

1 9. You can't be independent ..... your parents until you find  
a job.



A – for                      b – of                      c - from                      d – to .

20. Why can't you be polite ..... him?

A - with                      b – to                      c – at                      d – for .

21. Both parents are responsible ..... raising a child.

A – to                      b – for                      c - about                      d – from .

22. I feel really sorry ..... his wife.

A - for                      b – about                      c – at                      d – with .

23 - teachers have been here .....last Friday .

A – on                      B - since                      c - in                      d - for .

24 - I, m dreaming .....becoming a famous scientist one day .

A – for                      b – with                      c – about                      d - into .

25 - My dad shouted..... me because I didn't do what he said.

A- At                      b – to                      c with                      d – towards .

Thanks

Sharif Yousif Khatir

## Appendix (2)

### Teachers ' Questionnaire

This questionnaire serves as data collection tool for a research work that aims to analyze the errors made by undergraduate students in using English prepositions in written texts. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below. Your answer is very important and will be of much help for the completion of this work.

Please tick (√) in front of your choice. Your assistance is highly appreciated.

**Hypothesis One:** There are students' errors in using English prepositions in written texts.

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students' errors in using prepositions are due to affect of L1 when transferring his/her knowledge of Arabic language.					
2	Students' errors in using prepositions is related to limited number of English classes dedicated for learning English as a whole.					
3	Students' errors in using preposition is due to lack of practicing English					
4	Inappropriate use of prepositions by students can create misunderstanding.					
5	Students' errors in using prepositions are relevant to insufficient practice inside the classroom.					

**Hypothesis Two:** many of prepositions errors can be attributed to mother tongue interference.

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Students' errors in using English prepositions appropriately are due to the influence of the mother tongue.					
2	Students' errors in using prepositions are related to direct translation of prepositions into Arabic.					
3	Students should be exposed to realia (e.g. film audiovisual etc) focusing on prepositions.					
4	The use of mother language (i.e. Arabic) should be minimized when learning prepositions.					
5	Overgeneralization can negatively affect students' recognition of using English prepositions.					

1. **Hypothesis Three:** There are teaching strategies can be applied to overcome English preposition errors.

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers should adopt the best techniques for teaching English preposition in the classroom.					
2	Teachers should involve students in class activities for using prepositions.					
3	English should be the only language used in the class to enhance students' use of prepositions.					
4	Teachers of English should be exposed to real life of the native speakers when using English prepositions.					
5	Student should be taught in context to overcome prepositions errors.					

## **Appendix (3)**

### **Jury Members**

Before giving the questionnaire to the teachers and a test to the university students, they were exposed to the supervisor, and long experienced teachers to judge them. They gave comments, some observations, suggestions that some items to be deleted added and modified which were considered by the researcher. Therefore, the judgment and comments of the judges gave the questionnaire and test their validity; so they became suitable tools for collecting information. Then, the researcher distributed the questionnaire to the teachers and gave them certain time to gather them again and test was distributed to the students in lecturing room and gave them enough time to answer the test. After their time finished the researcher collected the questionnaire and test from them, then the researcher used the ((SPSS))"Statistical Package for Social Sciences" Program to analyze these data and discuss them. Version of the questionnaire was presented to a jury members; specialists in linguistics and English language teaching, and they were kindly requested to add and omit and modify the items to be suitable to get the aim of the study and testify its hypotheses. The following is a list of jury members as shown below:

- 1- Abdallah Adam Osman Algozoly, College of Education, University of Zalingei (Ph.D).
- 2- Awad Sineen Omer, College of Language & Linguistics, University of Zalingei (Ph.D).
- 3- Hisham Abdalla Mohammed, College of Education, University of Zalingei (MA).