

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Kasdi Merbah Ouargla University
Faculty of Letters and Languages
Department of Letters and English Language



Dissertation submitted in partial fulfillment of the requirement for the Master's Degree in field
English Language and Literature
Major : linguistics

**AN ANALYSIS ON STUDENTS' ERRORS IN USING PREPOSITION OF MOTION
and Position**

A Case Study of the Second Year Students of English at KMOU

Presented and publicly defended By

**MOHAMMED ISLAM FETNI
RANDA BENAOUN**

JURY

DR Nouredine BELARBI	SUPERVISOR	UNIVERSITY OF OUARGLA
Mr. Djalal Amrani	Examiner	UNIVERSITY OF OUARGLA
Dr. Abderrahim Cheikh	Chairman	UNIVERSITY OF OUARGLA

Academic year : 2021/2022

Dedication

In the name of ALLAH most gracious and merciful to the almighty who blessed us to finish this research.

To whom?

To my mom N for her unconditional love and support.

To my father.

To my elder brother TALIB for wishing me the good luck behind the screens and through the phone.

To CHAIMA, ABDELHAK and HIBAT ELRAHMMAN.

Special thanks to my dear Rima Selami for helping in conducting this research, for her time regardless her circumstances.

To my beloved persons KARIM, BASMA, CHIFA, ZAYED, OUAÏL and ZOUIR for sharing knowledge and information.

To AytēÑ.

To my partner in this research RANDA BENAOUN.

MOHAMMED ISLAM FETNI

Dedication

I would like to dedicate this study to:

*To my father for believing me and in my decisions my god have
mercy on him and honor his home.*

*To my mother, who is the source of love and tenderness, she tried
her best to compensate us for his separate.*

To my brothers and sisters.

To my best friend and sister NACIRA.

To mu supervisor, the best teacher for me Dr AHMED Belarbi.

To my colleague MOHAMMED ISLAM FETNI.

To anyone who ever helped me in my personal and academic life.

RANDA BENAOUN

Acknowledgments

First and from the deep of our hearts, we would like to praise and thank Allah for the blessings and knowledge so that we had been finally able to end this dissertation.

We would like to express our thanks and gratitude to the supervisor of this research, Mr. Ahmed Belarbi for giving us the chance to do this research and providing the best information and continuous guidance all along the road to conduct this research. His motivation and advise were a great step to tackle this issue and work until to reach the best results.

He had thought us the grammar lessons so we found so easy to work on that research regarding his previous knowledge during the lectures.

I would like to thank also Mrs. Bourahla for her time and the information provided in the field of translation and her supporting words.

last but not least we would like to that all the teachers, it was such a great honor to us to take every single word into consideration and became able to do research and work for more.

Abstract

The purpose of the research is to identify, classify and explain the errors that the second year students of English at KMOU made in using preposition of motion and position. In this dissertation, the researcher uses a qualitative descriptive method. The researcher reveals the types of errors and explains the sources of error occurred. This research was conducted following procedures of error analysis. The first procedure is collecting sample of learner language to provide the data obtained by giving a test containing of preposition of motion and position to 19 students. The second procedure is identification of errors. The researcher identifies the errors based on the tested area. The third procedure is description of errors which involves describing error forms produced by students. The next is explanation of errors, explaining the reasons of errors occurred. While, the last is error evaluation, evaluating the errors made by students. The result of the research shows that 151 errors occurred at the second year students of English at KMOU committed errors in using preposition of motion and position. The researcher classifies the type of error occurred is *misinformation* with 151 errors from 380 item number questions. The other finding is sources of errors which divided into two categories. Those are *overgeneralization* (the previous rule influence) and *ignorance of role restrictions* (fail to apply rule influence).

Keyword : Error Analysis, Preposition, Preposition of motion, error and position

الكلمات المفتاحية تحليل الاخطاء - حروف الجر - حروف الجر للحركة - غلط - موضع

Résumé

Cette étude académique vise à se concentrer davantage sur la leçon "prépositions", qui a un titre très important "prépositions de mouvement", que les élèves n'ont pas abordée et n'ont pas non plus attiré l'attention des enseignants malgré son importance, notamment lors de la traduction et le groupe cible de notre recherche sont les étudiants de la deuxième année licence en langue anglaise à l'Université du kasdi Merbah, ouargla, au cours de l'année universitaire 2021_2022.

Un test a été effectué pour les étudiants contenant une préposition pour le mouvement et la position pour découvrir l'étendue de leur connaissance de la différence entre eux. Les étudiants ont été sélectionnés au hasard pour former un groupe de 19 étudiants. Cette recherche a prouvé que cette leçon devrait être programmée pour les étudiants, à cause de son ignorance et plus il a fait d'erreurs.

ملخص

تهدف هذه الدراسة الأكاديمية إلى التركيز أكثر على درس "حروف الجر" الذي به عنوان جد مهم وهو "حروف الجر للحركة" والذي لم يتطرق له الطلبة ولم يلفت إنتباه الأساتذة أيضا بالرغم من أهميته خاصة أثناء الترجمة والوقوع في الخطأ فيها. الفئة المستهدفة في بحثنا هم طلبة السنة الثانية ليسانس تخصص لغة إنجليزية بجامعة قاصدي مرباح ورقلة خلال العام الدراسي 2021-2022. تم إجراء إختبار للطلبة يحتوي على حرف الجر للحركة والموضع لإكتشاف مدى معرفتهم للفرق بينهما، إذ تم إختيار الطلبة عشوانيا لتتكون المجموعة من 19 طالبا

List of abbreviations:

EA: errors analysis

Mp: motion Prepositions

P: prepositions

S: student

List of tables:

Table.	Page
Table 1. Table of Test Area.....	37
Table 2 The Score of Test Result.....	37
Table 3 Students' Error in Preposition of position On	38
Table 4 Students' Error in Preposition of position In.....	38
Table 5 Students' Error in Preposition of motion onto.....	39
Table .6 Students' Error in Preposition of motion Onto.....	39
Table .7 Students' Error in Preposition of position In.....	40
Table .8 Students' Error in Preposition of position At.....	40
Table .9 The Identification of Students' Error in Using Preposition of Position On.....	41
Table .10 The Identification of Students' Error in Using Preposition of Motion Into.....	42
Table .11 The Identification of Students' Error in Using Preposition of Motion onto.....	42
Table .12 The Identification of Students' Error in Using Preposition of position On.....	43
Table .13 The Identification of Students' Error in Using Preposition of position In.....	44
Table .14 The Identification of Students' Error in Using Preposition of position At.....	46

List of figures

Figure.	Page
Figure 1. Prepositions.....	19
Figure 2. Motion Prepositions.....	21
Figure 3. preposition into.....	23
Figure 4. preposition onto.....	23
Figure 5 . error vs mistake	30

List of appendices

Appendix A:.....	55
------------------	----

Table of contents

Dedication 1.....	I
Dedication 2.....	II
Acknowledgments.....	III
Abstract.....	IV
List of abbreviations.....	V
List of tables.....	VI
List of figures.....	VII
List of appendices.....	VII
List of contents.....	IX
General introduction.....	13
Background of the study.....	14
Significance of the study.....	14
Objectives of the study.....	14
Statement of the problem.....	15
Research questions.....	15
Research hypothesis.....	15
Methodology.....	15
Structure of dissertation.....	15
Limitations of the study.....	15
Definition of the key terms.....	16
Chapter one: Literature review.....	17
Section one : prepositions.....	18
1- Introduction.....	18
2- Prepositions in Arabic.....	18
2-1 DEFINITION.....	18

3	Prepositions in English.....	19
3-1	DEFINITION	19
3-2	preposition.....	19
3_3	Forms of Prepositions.....	19
3_3_1	One word prepositions.....	19
3_3_2	Complex prepositions.....	19
3_4	Types of Prepositions in English.....	20
3_4_1	Prepositions of place	20
3_4_2	Prepositions of time	20
3_4_3	Prepositions of movement.....	21
4_	Motion prepositions.....	21
4_1	Forms of motion prepositions.....	21
5_	Into	23
6_	Onto	23
7_	In vs on	24
8_	On vs onto.....	24
8_1	The difference between on and onto	25
9_	In vs into	25
10_	Into vs in to.....	25
10_1	When into denotes transformation.....	26
10_2	In and to as neighboring words.....	27
11_	Onto vs on to.....	27
12_	On to vs in to	27
12_1_	on to	28
12_2_	in to	28
13_	Into vs onto.....	28
14_	Into vs onto vs unto.....	28
	Section Two : Errors analysis.....	29
1_	Definition of error	29
2_	Differences between error and mistake	29

2_1 mistake.....	29
2_2 error	29
2_3 Mistakes	30
2_4 errors	30
3_ Definition of errors analysis.....	30
4_ Types of errors.....	31
4_1 errors of competence	31
4_2 errors of performance	31
5_ Source of errors.....	31
5_1 over_generalization	31
5_2 incomplete application of rules.....	31
5_3 false concepts hypothesized.....	31
5_4 ignorance of rule restriction.....	31
_ interlingual transfer	32
_ intralingual transfer	32
_ context of learning	32
_ communication strategies. Sometimes	32
Chapter Two :Data analysis.....	33
Introduction.....	34
1_ Research design	34
2_ Position and time of research	34
3_ Population and sample	34
4_ Research instruments	34
5_ Technique of collecting data	35
6_ Technique of analysis data	35
Chapter three: Research findings.....	36
Introduction.....	37
1_ Data Description	37
2_ Data Analysis	41

3_ Description of Errors	41
4_ Discussion of Errors	47
5_ Error Evaluation	49
6_ Data Interpretation	49
General conclusion.....	51
Pedagogical implications	51
References	52
Appendices.....	53
Appendix A.....	54
Résumé.....	55
ملخص.....	56

General introduction

Background of the study

Significance of the study

Objectives of the study

Statement of the problem

Research questions

Research hypothesis

Methodology

Structure of dissertation

Limitation of the study

Definition of the key terms

General introduction

Background of the study

Language plays an important role in human life. One tries to acquire, learn and use Language as a mean of communication and simultaneously as social symbol of humanity. By using Language anyone could make a statement , deliver facts or explain knowledge or report something, also to save social relations.

As one global Language in the world. English is considered and applied as international Language. Since then, it is very popular and used by almost all of people on earth. Generally, all the students who learn English language want to be able to listen, to speak, to read and to write as well , however they face some difficulties in mastering all the aspects of English language.

English grammar is totally different from our mother tongue structure. There are many rules use to correlate or to combine parts of the speech to make a good sentences, just like articles, determiners, pronouns, prepositions and etc. In this thesis we shall focus more on prepositions.

The problem that faces students is that they miss use of prepositions and this due to the lack of awareness, the teachers do not emphasize on teaching these lessons. As a second issue in translation, students make incorrect sentences when translating into mother tongue and visa versa.

Motion prepositions are words that show the direction from a place into another such as: into, onto, over, along, across, up, to, and away from. they usually used with verbs of movement and found after the verbs.

Significance of the study

Brown (2003) points out that a preposition's function is to connect nouns or pronouns to another word in a sentence. Types of prepositions are different there place, time and direction. Motion prepositions are words it can be single or complex to show movement from one place into another such as; into, onto, over, through, along, out of, and etc. usually come after the verbs of movement. The reason behind conducting this research is that most of students do not know how to use motion preposition and talking much more about into and onto and specially when translating from mother tongue into the target language and visa versa, also in other context. The study may enhance the S's awareness of using motion preposition and and should be included as a subtitle in the syllabus for better understanding.

Objectives of the study

This study is intended to find out weather the students are aware of using onto and into in their writing skills or not. The following are the objectives of the study.

1. To introduce the students to motion preposition and specially into and onto.
2. To increase student's awareness of motion preposition.
3. To improve students writing skills when using into and onto.

Statement of the problem

Due to some issues, we have noticed that most of the students in English department do not know how to use into and onto and specially in translation. The particular reason for the circumstance is that they do not know how to use them and the lesson is not include in the syllabus. In this study we tasted the use of motion preposition into and onto in improving writing skills.

Research questions

1. Do the students know motion prepositions?
2. Do students have an idea how to use into and onto?
3. Do the students tackled the lesson of motion preposition?
4. What are the sources of errors?

Research hypothesis

the research hypothesis are designed as follows:

We should take into consideration motion preposition as a main subject for students in grammar lessons.

Provide more practice sessions for students, why not more activities to avoid some unexpected mistake in translation or other fields.

Methodology

This study was conducted at English department of kasdi merbah university.

1. The sample was selected randomly in the 2nd - year undergraduate students.
2. For the method of data collection, we used an exercises.
3. The first exercise consist of 20 gap and the students must fill the gap with the appropriate preposition.
4. Illustrate the students errors in using motion prepositions and positions as a results of the study.

Structure of the dissertation

This study includes a general introduction, three chapters, recommendations and general conclusion. The first chapter is to the literature review and the previous studies on using grammar translation method and motion prepositions into and onto. The second chapter deals with the population, sample and the technique used to collect data. The last one deals with the analysis of the results and interpretation.

Limitations of the study

The study was limited to a few students so the results can not be generalized to all students of second year level. The batch system was an issues to do the experiment.

Definition of the key terms

Preposition: is a word that communicates information to a reader by specifying a noun or a pronoun. Recognize examples of these phrases and learn the roles or uses that preposition play in language (Amy Fredrickson, 2021).

Motion prepositions: are words shows the movement from one place into another, usually came after the verbs of movement.

Error analysis: is a technique to identify or interpreting systematic of errors that made the learner who are studying a foreign language or second language by using theories or procedures based on linguistics.(Deasy Wulandari, 2015)

Position: the region the place

Errors: : are a results of one's systematic competence (the learners system is incorrect

Chapter One : literature review

section one: prepositions

1_ introduction:

Language learning is a process based on building the main skills a learner should take for granted. In the case of English, learners are required to master speaking, reading, writing and listening skills. Grammar contains a large of rules that must be followed in order to enable the learner to use the language in an understandable context. Among the rules, there are prepositions which refer to linking words that clarify language meaning.

2_ preposition in Arabic

2_1_ Definition:

The precise definition of Prepositions has not settled upon by the Arab grammarians. They describe prepositions as a subcategory of particles. Louchene (2006) stated that prepositions are words that do not have a meaning in and of themselves, but they serve as a connection between other parts of speech

In general, particles in Arabic are words that have a grammatical function, but do not belong to the noun or verb or their variants (Badawi, Carter, Culls.2014)

According to Rani and Hanna (1993), Arab grammarians used to divide Arabic words to three categories; asmaa, afaal, huruuf which represent respectively nouns, verbs and particles.

Wright (1896) noted that prepositions were initially used to denote a relation of location, but they were late adopted to denote the relationship of time and the other forms of relationship, such as instruments, manner, purpose, source or accompaniment. In addition, particles may be used figuratively. There are many Arabic prepositions such as: منذ، عدا، حتى، الواو الكاف، إلى، من، في، على الباء.:

Examples:

من المسجد الحرام إلى المسجد الأقصى.

يغسل أسنانه بالفرشاة.

يضع ملابسه في الخزانة.

يكتب على اللوح.

والسماذ ذات البروج.

3_ prepositions in English:



Figure 1 :the most common prepositions.

3_1 Definition:

A preposition is a word or a group of words used before a noun, pronoun ,or noun phrase to show direction, time, place, location, spatial relationships or to introduce an object .

A preposition is a word and almost always a very small, very common word that shows direction (to in "a letter to you") , location (at in "at the door") ,or time (by in "by noon") or that introduces an object (of in" a basket of apples"). Prepositions are typically followed by an object, which can be noun (noon), a noun phrase (the door), or pronoun (you).

3_2 prepositions:

The most common prepositions are at, by, for, from, in, of, on, to and with. Other common prepositions are: about, above, across, after, against, along, among, around, because of, before, behind, below, beneath, beside, between, close to, down, during, except, inside of,into,like,near,off,on top of ,onto, out of .

3_3 Forms of Prepositions:

There are two basic types: one-word prepositions and complex prepositions.

3_3_1 One Word Prepositions:

These are the simple form prepositions; they have one word. The following are examples: to, up, for, from, down, about, beside, upon, under, over, behind, between, before, near, beneath, beyond, with, throughout, underneath, along, across, behind, outside, towards, in, of, next, though, into, on, off, around, within, at, out, without, onto, below, by, inside, after, except, until, unlike, etc.

3_3_2Complex Prepositions:

According to(JAYMZ BOANERGES)2013. These are prepositions that contain two or extra words. Complex prepositions include: away from, due to the fact of, in the light of, in view to, as an alternative of, in front of, on top of, in place of, except for, round, in addition to, up to, as for, as,

alongside with, according to, against, in spite of, out of, by using potential of, apart from, besides for, with reference to, etc.

3_4 Types of Prepositions in English:

There are many sorts of prepositions. According to Alexander (1988) and Yule (1998) prepositions point out a relationship between one phrase and another word in English and most other languages. Prepositions are divided basically into three primary sorts according to their function: prepositions of place, those of time, and these for different makes use of (not of vicinity and time). But the identical preposition can once in a while be used in exclusive ways.

Examples:

- Your lunch is on the table. (Place)
- I noticed Bob on Monday. (Time)
- Do you have any books on Latin America? (Other)

3_4_1 Prepositions of Place:

They are prepositions which are used to point out the region the place a factor is located. Quirk, Greenbaum, Leech, & Svartivik (1985) explained that we have many prepositions of place however basically we have three to indicate. The first one is at; it is used to stumble on a factor at a sure place. For example: The store is at the end of the street. You can pay at the exit/entrance of the parking. She is ready for me at the corner of the street. But we have some exceptions which do now not observe this rule. For example: at home/ at work/at college/at the office/at school/at the side.

The second one is in, it is used for spaces. For examples: in Egypt/ in London/in the living room/ in the market/in the bag/ in the building. But we have some exceptions which do no longer comply with this rule. For example: in the book/in newspaper/in magazine/ in the sky. The 0.33 one is on, it is used for surfaces. For example: on the roof/ on the sofa/ on the bike/on the cover/ on the page. But there are some exceptions which do now not observe this rule. For example: on the bus/on the train/on the radio/on the laptop/ on the right/on the way

3_4_2 Prepositions of Time

They are prepositions which are used to indicate time relationship between nouns. According to Greenbaum (1997), we have many prepositions of time however essentially we have three to illustrate. The first one is at; it is used for unique time. For example: at nine o'clock/ at 4:30pm/ at the moment/at the identical time/at the existing time/at sunrises/at sunset/at noon.

At night is an exception to this rule.

The 2nd one is in; it is used for duration of time such as months, years, decades, and for a long time. For example: in April/ in 2002/ in the 70's/ in this century. But there are exceptions to this rule; for example: in the morning/in the afternoon/in the evening. The 1/3 one is on; it is used for days. For example: on Sunday/ on June (the) first/ on the following day.

3_4_3 Prepositions of Movement

There are many prepositions which have exclusive functions and used for different purposes. But the researcher is interested in this study in the prepositions of movement; they are prepositions which are used to exhibit motion to or from a place. Quirk, Greenbaum, Leech, & Svartivik (1985) indicate that we have many prepositions of movement however basically we have ten prepositions of movement to highlight in this study.

The first one is to which is used when you have a unique vacation spot in your mind. The destination can be a variety of matters like:

A place, for example: I am going to the university.

An event, for example: Are you going to the party?

A person, for example: I am going to your father to talk about you.

4_Motion prepositions:

Prepositions of Movement! A preposition can provide us with statistics on the relationship between two phrases inside a sentence, one such relationship is motion of something in the sentence. For example, 'the auto drove alongside the street' This indicates us the place something was going and permits us to apprehend what is being talked about more clearly.

Prepositions of motion or direction are used to show movement from one area to another. These prepositions are most regularly used with verbs of motion and are determined after the verb.

Preposition of movement examples:

She became her returned to the audience.

He looked straight into her eyes.

She pushed her face in the direction of him.

They rode along slim united states lanes.

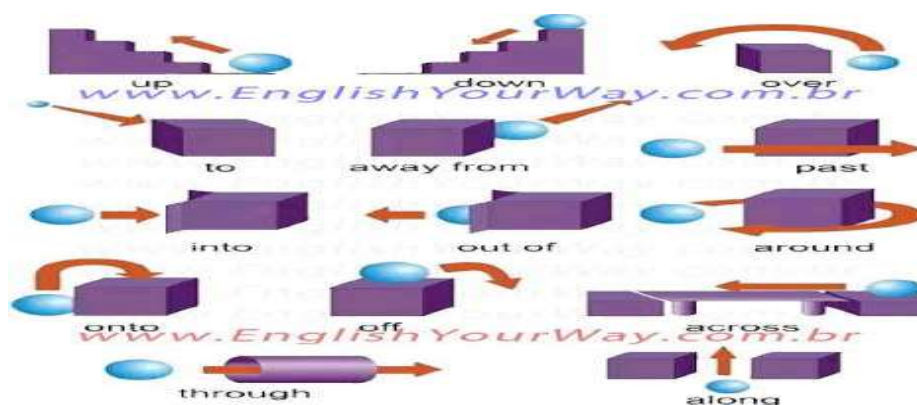


Figure 2: the use of motion prepositions.

4_1_forms of motion prepositions:

Let us discuss the important prepositions of motion one by one

Into, along, across, towards, to, by, through, around, up, down, off, onto, over, past.

*** Into**

‘into’ Indicates the movement from the outside to the inside of something.

Like – ‘into the pond’, ‘into the fire’.

*** Along**

‘along’ Indicates movement from one end to the other end.

Like – ‘along the river bank’, ‘along the road’.

***Across**

‘across’ indicates movement from one side to the other of something.

Like- ‘across the road’, ‘across the sea.

*** Towards**

‘towards’ is used to mean ‘in the direction of’.

Like- ‘towards the north’, ‘towards Delhi’

***To**

‘to’ is used to indicate the destination.

Like – ‘to America’, ‘to the shop’, ‘to your house’, ‘to school’

***By’**

by’ expresses the means of an action.

Like – ‘by train’, ‘by coaching’, ‘by sea’

*** Through’**

‘through’ denotes motion within an object from one end to the other.

Like – ‘through the tunnel’, ‘through the room’

***Around**

around’ indicates to go in a circular direction due to an obstacle.

Like – ‘around the world’, ‘around the park.

***up**

‘up’ Indicates the movement of ascent.

Like – ‘up the tree’, ‘up the ladder.

***Down**

down’ indicates the motion of descent.

Like – ‘down the stairs’, ‘down the road’

***Off**

‘off’ indicates the motion away from a surface.

Like – ‘off the wall’, ‘off the ceiling’.

***onto’**

‘onto’ indicates motion of ascent and the present place of anyone.

Like – ‘onto the table’, ‘onto the roof’

***over’**

‘over’ indicates the motion to pass above something.

Like – ‘over the pool’, ‘over the fence’

***past'**

'past' indicates motion to a place further than a particular point.

Like – 'past the post office', 'past her house'

5-Into: 'into' Indicates the movement from the outside to the inside of something.

Like – 'into the pond', 'into the fire'.

Let us see an example sentence –

The preposition into is used to talk about the movement that enters a space, usually with a verb that expresses movement.

Examples:

Don't put new wine into old bottles.

He looked straight into her eyes.

She swerved and crashed into the fence



Figure 3: the Preposition into.

6_ Onto: 'onto' indicates motion of ascent and the present place of anyone.



Figuer4: the preposition onto

Like – 'onto the table', 'onto the roof'

The preposition **onto** is used to talk about movement to a position on a surface, usually with a verb that expresses movement

Example: I slipped as I stepped **onto** the platform.

7_ In vs on:

According to Surbhi (2018), prepositions are the words that are used in sentences to exhibit location or the relationship between the noun or pronoun with the different aspect in the clause. English audio system commonly face confusion in using prepositions like 'in' and 'on'. We use the word 'in' when we speak about a state of affairs in which some thing is enclosed via some thing else.

On the different hand, 'on' is used to speak about a state of affairs when the object is positioned above or backyard something else. Now, let's take a look at these examples to recognize them in a higher way:

When I was in London, I was working on a purchaser Project.

I don't know what's going on, in her mind.

In the first sentence, 'in' is used with the name of the country, while 'on' is used to exhibit a relation with something. In the next sentence, 'in' is used to express some thing closed off by way of some thing else, whilst on is used to exhibit a process.

8_ON VS ONTO:

We use on when we refer to a function on a floor (on the table, on the ocean, on the moon, on the roof, on the bus):

*Your keys are on the table.

*The guys were standing on the roof.

We use onto to discuss about course or movement to a position on a surface, commonly with a verb that expresses movement:

*The cat climbed onto the roof.

*She emptied the suitcase full of garments onto the floor.

We use on to describe a function alongside a street or river or through way of the sea or with the resource of a lake:

The inn is on the street opposite the beach.

They have a first-rate residence on a lake in Ireland.

We use onto to describe movement towards an end function alongside a road or river:

The route leads onto the most vital road.

We use on or onto with very little difference in that capacity to refer to attachment or movement of something to some factor else. Onto offers a greater suited feeling of movement:

There's a battery pack with the digital camera that you can clip onto a belt.

You can save the statistics onto your tough disk.

Have you put the snap photographs on your reminiscence stick?

8_1 The difference between on and onto:

The prepositions on and onto can be used in many of the identical sentences, which makes them confusing. However, their meanings are no longer exactly the same, and they are now not constantly interchangeable.

Onto has the phrase to in it, which reminds us that its meaning consists of the sense of movement in the direction of something. The preposition on does now not have this sense of movement, and it tells you solely about location.

This distinction is challenging to see in the examples you have requested about, due to the fact the verb, put, itself, suggests transferring something from one area to another, and the object, bag, ends up in the identical region in each sentences.

1.He put the bag on the table.

2.He put the bag onto the table.

The distinction is simpler to draw close in these two sentences:

1.Louie drove his golf cart on the sidewalk.

2.Louie drove his golf cart onto the sidewalk.

The meanings of these two sentences are very different. Sentence 1 tells us only the place Louie used to be driving. Sentence two tells us that Louie started someplace else (probably the avenue or the driveway), and moved in the course of the sidewalk, where he ended up.

9_ In vs Into

According to (Lisa Scott) The distinction between in and into is whether or not or no longer there is movement. Into is used when something or any individual is going or being put into every other location. In is used to describe where anybody or something already is.

Ex: She is in the room. She walked into the room.

The toy is in the box. The boy put the toy into the box.

In American English, we occasionally use the two prepositions interchangeably. Ex: She obtained in the car. She acquired into the car. Both are desirable

10_ Into vs in to:

According to (Catherine Traffic). A frequent error is to confuse into, spelled as one word, with the two words in to. When determining which is right for your sentence, have in mind that into is a preposition that suggests what something is within or inside. As separate words, in and to occasionally simply wind up subsequent to every other.

Generally speaking, into locations something bodily inner something else. The issue that does the containing can also be concrete or it may additionally be abstract.

Example:

Please put the cat into his carrier so we can go see the vet.

Confusion regarding into vs. in to absolutely solely arises because in our mind's ear, the two sound exactly the same. But the decision about which one to use is generally a easy one to make. Does some thing wind up within something else by the give up of your sentence, whether or not it be within something concrete, like a box, or some thing abstract, like a time frame? If the answer is yes, you want to write into as one word.

10_1 When “into” denotes transformation:

The only time when into does not involve a sense of within is when some kind of change or transformation has taken place.

The caterpillar changed into a butterfly and left its cocoon behind.

Into or In To—How Do I Use Them?

A common error is to confuse into, spelled as one word, with the two words in to. When deciding which is right for your sentence, remember that into is a preposition that shows what something is within or inside. As separate words, in and to sometimes simply wind up next to each other.

Generally speaking, into places something physically inside something else. The thing that does the containing may be concrete or it may be abstract.

_Please put the cat into his carrier so we can go see the vet.

_She placed her letter into a pink envelope and drew a heart.

_Fred touched the amulet and was whisked off into another dimension.

_Felicia neatly sorted all her files into separately labeled folders.

Confusion regarding into vs. in to really only arises because in our mind's ear, the two sound exactly the same. But the decision about which one to use is usually a simple one to make. Does something wind up within something else by the end of your sentence, whether it be within something concrete, like a box, or something abstract, like a time frame? If the answer is yes, you need to write into as one word.

Feeling more confident? Naturally, there is an exception to this rule, just to mess you up.

When “into” denotes transformation

The only time when into does not involve a sense of within is when some kind of change or transformation has taken place.

The caterpillar changed into a butterfly and left its cocoon behind.

In developing countries, ceramic filters are often used to transform dirty water into clean, drinkable water.

Predictably, Cinderella’s coach turned into a pumpkin at midnight.

10_2 In and to as neighboring words:

In and to are both prepositions or adverbs in their own right (and in may sometimes be an adjective). When they fall logically next to each other in a sentence, you may find yourself having to resist the temptation to squish them together typographically.

One pitfall appears when you use in as part of a phrasal verb. Many verbs join forces with in to form a completely new meaning. For example, to drop and to drop in are radically different actions. When an in that is part of a phrasal verb falls next to a to, accidents happen.

I dropped into say hello. **Incorrect**

I dropped in to say hello. **correct**

Is say hello a place you can drop into and land inside of? No, it isn’t. So in and to should be written as two words. Dropped in is a phrasal verb in this case, and to is part of the infinitive to say.

Phrasal verbs used as prepositions in combination with to also cause problems.

The sides of the shade turn into provide additional sun protection. **Incorrect**

The sides of the shade turn in to provide additional sun protection. **Correct**

12 Onto vs on to:

According to (Gabriele 2013) onto – by definition this word means to be in a position “on” something, to be on top of, or upon. For example: He hopped onto the seat of his bike and rode away. Onto can also mean ‘fully aware of’ or ‘informed about.’

For example: The police were onto what the criminals planned to do next.

On to – the use of on to is the connection of the adverb “on” and the proposition “to” and belongs to a verbal phrase.

For example: He held on to the handlebars of his bike as he rode.

The Chicago Manual of Style, which is a manual for how to properly write in English, gives the following hint to help you decide if you should use “onto” or “on to” if you are still stuck. Mentally say “up” before “on” and if the sentence still makes sense, then “onto” is probably the right choice. For example: He hopped (up) onto the seat of his bike and rode away – that works. He held (up) on to the handlebars of his bike as he rode – that doesn’t work.

13_ On to vs in to:

13_1_ On to

According to (Gabriele 2013), On to – the use of on to is the connection of the adverb “on” and the proposition “to” and belongs to a verbal phrase.

For example: He held on to the handlebars of his bike as he rode.

The Chicago Manual of Style, which is a manual for how to properly write in English, gives the following hint to help you decide if you should use “onto” or “on to” if you are still stuck. Mentally say “up” before “on” and if the sentence still makes sense, then “onto” is probably the right choice. For example: He

hopped (up) onto the seat of his bike and rode away – that works. He held (up) on to the handlebars of his bike as he rode – that doesn't work.

13_2_ In to:

According to (Catherine Traffis), in and to are both prepositions or adverbs in their own right (and in may sometimes be an adjective). When they fall logically next to each other in a sentence, you may find yourself having to resist the temptation to squish them together typographically.

One pitfall appears when you use in as part of a phrasal verb. Many verbs join forces with in to form a completely new meaning. For example, to drop and to drop in are radically different actions. When an in that is part of a phrasal verb falls next to a to, accidents happen.

I dropped into say hello. Incorrect

I dropped in to say hello. Correct

14_ Into vs onto:

According to (Sucharita Datta) 'Onto' is used to express movement on a surface and is mostly used with a verb that denotes movement. It is generally used in two conditions. One would be when you mean 'being aware of'

– He is onto something.

Second would be when you want to either convey the meaning 'on top of' – He is climbing onto that tree, or convey the meaning 'upon'

– The boy leaped onto his horse.

The preposition 'Into' indicates direction and motion and also that an action is taking place.

*He rammed the car into the lamp post.

* She quickly stuffed the sweets into her mouth.

The difference between the two would be that 'Into' mostly expresses movement or action with the result that someone or something becomes enclosed or surrounded by something else.

15_ Into vs onto vs unto:

According to Benjamin (2012), unto means to or towards a place or person. It is not used much at all any more. Samuel gave a letter unto his friend. (Nobody, NOBODY speaks like that anymore. You will find this kind of English in the Bible, or maybe a translation of the Koran or some hadith... you only need to know it when you read it. I do not think that I have ever used this word in the 50+ years I have been writing and speaking, including university, law practice, and academic writing.

Into means "moved to the inside of". It is one of the meanings of "in" here. I put the money into my pocket. I put the money in my pocket. Both mean the same thing. But "into" requires movement to the inside of something. So, I can say "I live in London", but I cannot say "I live into London", because living does not have any movement from one point to another. I can say "I moved into London", because moving includes movement from one place to another.

Oddly, you cannot say "I moved in London" and mean "I moved into London". "I moved in London" means I did not leave London; all my moving was done inside the city limits of London. To say "I moved into London", you can say "I moved to London", because "to" here shows destination, like "I went to the store".

Why does "I put the money in my pocket" work? I think this is just the verb "put". We do not say "I put the money to my pocket" at all. And when I say "I moved my money in my pocket", I mean that I put my hand into my pocket and moved my money around, without taking the money out of my pocket.

"Onto" means "on" plus "to-as-a-destination". Thus, like "into", "onto" means movement from one place to another, this time "on top of", rather than "inside of".

"The cat jumped onto the table." The can jumped, and landed on top of the table. "The can jumped into the table." is strange. This means that the cat jumped, and somehow got inside the table. Normally, there is no "inside" to a table. Inside is only for boxes, or bags, or other similar containers.

You can say "the cat jumped on the table", meaning either that the cat, while on the table, jumped up and down (cats do not usually act like that, though), or meaning that the can jumped onto the table.

section two errors analysis

Errors, dedicated by way of the 2nd of overseas language learners, are an inevitable phase of language learning. Through making errors, and hearing the right types from the teacher, rookies can advance their skills. So blunders and their analysis is positive for both inexperienced persons and teachers.

1 Definition of Error

The existing researcher makes use of the time period "error" to refer to a systematic deviation from a chosen norm or a set of norms of a goal language. In Bangladeshi schooling system, for instance, the selected norms "standard British English".

However, the professionals present a number of definitions of the single time period "error". Basically those definitions incorporate the equal meaning whilst the difference lies solely on the ways they formulate them.

Norrish (1987), to define the term, comments:

"...error is a systematic deviation, when a learner has not learnt some thing and consistently receives it wrong"

Cunning well worth (1987:87) remarks:

"Errors are systematic deviations from the norms of the language being learned."

Here the phrase 'systematic deviation' capability "the deviation which happens many times

2 Difference between Error and Mistake

2-1 Mistake: A mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly.

2-2 Error: An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.

2-3 Mistakes: are what the researchers have referred to as performance errors (the learner knows the system, but fails to use it) while

2-4 errors: are a results of one's systematic competence (the learners system is incorrect)



Figure 5: Differences between errors and mistake

3 Definition of Error Analysis

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.

4 Classification/types of Error

Corder (1971) classifies “Errors” into two types such as:

4-1 Errors of Competence

are the result of the application of the rules which do not correspond to the target language norm. It occurs when SL/FL learners do not know the rules of target language adequately.

4 - 2. Errors of performance

are the outcome of the mistakes in language such as false starts or slips of the tongue. It happens when the learners suffer from stress, indecision, conflict, fatigue etc.

Again “Errors of Competence” are divided into two kinds:

1. ‘Interlingual Error: It depends on linguistic differences between the first language and the target language, and is traditionally interpreted as interference problem.

2. Intralingual Error: It relates to a specific interpretation of the target language and manifests itself as a universal phenomenon in any language learning process. It is mainly over-generalization found in both the first language and the target language learning.

Burt and Kiparsky (1975) suggests fundamentally two types of error such as:

1. Local Error: It affects merely apart, clause or phrase, of a sentence.

2.Global Error: It affects the interpretation of the whole sentence.

5 Sources /Causes of Errors: In his “A Non-Contrastive Approach to Error Analysis”, Richards (1971:19-22) shows the four main causes of errors.

5-1 Over-generalization: Richards says that "Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language." A learner may write “She walked fastly to catch the bus” because he already knows “He walked quickly to catch the train”

5-2. Incomplete application of rules: It involves a failure to fully develop a structure. Thus learners are observed to use declarative word order in questions such as “You like to play?” instead of “Do you like to play?”

5-3. False concepts hypothesized: It arises when the learners do not fully comprehend a distinction in the target language, for example, the use of ‘was’ as the marker of the past tense, as in the sentence “one day it was happened”.

5-4. Ignorance of rule restriction: it involves the application of rules to contexts where they do not apply. An example is “He made me to laugh” through extinction of the pattern found with the majority of verbs that take infinitival complements, for example, he asked/wanted / invited me to go.

Brown (1980:173-181) shows us **the four sources of error**. They are as follow

1. **interlingual transfer:** that is the negative influence of the mother tongue of learner.
2. **intralingual transfer:** that is the incorrect generalization of rules within the target language.
3. **Context of learning:** which overlaps both types of transfer, for example, the classroom with its teacher and its materials. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language.
4. **Communication strategies. Sometimes:** the communication strategies can lead the student to make error. There are five main communication strategies, Namely-Avoidance, Prefabricated patterns, Cognitive and personality style, Appeal to authority, and Language Switch.

Norriah (1983:21-26) classifies causes of error into three types which are:

1. Carelessness, the lack of motivation
2. First language interference with the habit formation of target language
3. Translation of idiomatic expression in to the target language word by word

Significance of Error Analysis (153)

Errors, both in first language and target language, are inevitable in the language learning process. Errors, handled in error analysis, are significant in three different ways.

Firstly, learners' errors are significant to the teacher, as Cored (1987), the forerunner of EA, explains:

“...to the teacher in that they (error) tell him (the teacher), if he undertakes a systematic analysis, how far towards the goal the learner has progressed, and consequently what remains for him (learner) to learn.”

Secondly, errors are important to the researcher as Corder (1987), remarks:

“...they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language.”

Thirdly, errors are the most momentous to the student as Corder (1987), comments:

“...they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn

Chapter two: methodology and data analysis

This chapter discusses research methodology which is broken down into research design, position and time of research, population and sample, research instrument, technique of collecting data, and technique of analysis data.

1- Research Design

The design of this research applied qualitative descriptive method. It is because the data collected and presented in words rather than numbers. The researcher uses a case study of the design of research which the data analysis focused on one phenomenon. In this case, the researcher focuses on the students' errors in using of preposition of motion and position.

To get the data, the researcher visited the met second year students of English at Kasdi Merbah University to observe the teaching learning process and gave the test focused on the use of preposition of motion and position.

After getting data, the researcher analyzed them. The analysis involved identifying and describing the data of students' errors from the test given. The researcher analyzed the errors to determine the types of errors and to classify the source of errors. To describe the data, the researcher used Surface Strategy Taxonomy. Furthermore, the researcher used Jack C. Richard's theory to know the sources of errors that students' made.

The researcher presented types of errors in the tables and used the descriptive analysis technique to describe the frequency of occurrence, whether those errors are most serious or less serious.

2- position and Time of Research

The research was conducted at the second year students of English at KMOU . That was held over period of time from April 17th to 20st 2021.

3- Population and Sample

The population of the research was the second year students of English at KMOU. The population numbers consisted of two groups but the researcher took the sample in one group only, 19 students from the second year, using a purposive sampling to collect the data.

According to Patton, purposive sampling is selecting information-rich cases for study in-depth when wants to understand something about those cases without needing or desiring to generalize to all such cases. In this research, the researcher intends to increase the utility of information obtained from small sample then searches for *information-rich* key information to study. Selecting students can best helping to understand phenomenon, especially about students' errors in using preposition of motion and position.

4- Research Instrument

The researcher used the test as research instrument to collect the data. The test was given to second year students of English at KMOU focused on the use of preposition of motion and

position . The test consisted 20 item numbers questions which included preposition of position on 3 item numbers, preposition of motion in 3 item numbers, preposition of position at 2 item numbers, preposition of motion on 4 item numbers, preposition of motion in 5 item numbers, and preposition of position at 3 item numbers. Those item numbers were filling the blanks.

5 -Technique of Collecting Data

In techniques of collecting data, the researcher gave the test to second year students of English at KMOU. The researcher hoped that she/he could find some errors made by students in using preposition of motion and position. Meanwhile, before giving the test, she/he observed the teaching learning process in the classroom.

6-Technique of Analysis Data

In this technique of analysis data, the researcher followed the steps in conducting an error analysis adopted from Corder. First, she/he collected the sample of learner language by giving test to the sample of research, in this case the use of preposition of motion and position . The data was used to answer the research questions. The second, the researcher analyzed data from the collected data whether students made errors or not. The next, he classified the errors made by the second year students of English at KMOU in using preposition of motion and position into the types of errors which presented in the table.

The fourth, the researcher explained the errors, explaining the reasons of errors occurred. In this step, he classified the errors into the sources of errors, using Jack C. Richard's theory. The last, the researcher evaluated the errors as a supplementary procedure for applying the result of an error analysis which involved determining the gravity of different errors with a view to deciding which ones should receive

Chapter three : RESEARCH FINDING

This chapter discusses research finding which consists of data description, data analysis, and data interpretation.

1_ Data Description

The researcher gave the test to the second grade second year students of English at KMOU.

The test was focused on the use of preposition of position and motion consisted of 20 item numbers to 19 students with 380 sentence questions. The table of test area as follows:

Table 4.1 Table of Test Area

No.	Kinds of Preposition	Items	Item Numbers
1.	Preposition of position on	7, 12, 16	3
2.	Preposition of position in	1, 8, 9	3
3.	Preposition of motion into	2, 18	2
4.	Preposition of motion onto	11, 14, 15, 20	4
5.	Preposition of position in	4, 5, 6, 10, 19	5
6.	Preposition of position at	3, 13, 17	3
Total		20	20

Based on the table above, the tested area was focused on the use of preposition of position and motion , they were: preposition of position on (item numbers are 7, 12, and 16), preposition of time in (item numbers are 1, 8, and 9), preposition of ~~in~~at (item numbers are 2 and 18), preposition of motion on (item numbers are 11,14, 15, and 20), preposition of position in (item numbers are 4, 5, 6, 10, and 19) and preposition of position at (item numbers are 3, 13, and 17). Total of test area was 20 item numbers.

After gave the test, the researcher collected and analyzed the students' answer sheet. The score of test result as the table follows

Table 4.2 The Score of Test Result

No.	Sample	Score	No.	Sample	Score
1.	Student 1	50	11.	Student 11	45
2.	Student 2	65	12.	Student 12	70
3.	Student 3	60	13.	Student 13	80
4.	Student 4	70	14.	Student 14	55
5.	Student 5	70	15.	Student 15	60
6.	Student 6	70	16.	Student 16	45
7.	Student 7	65	17.	Student 17	60
8.	Student 8	80	18.	Student 18	45
9.	Student 9	60	19.	Student 19	45
10.	Student 10	50			
Average Score					60,26
Highest Score					80
Lowest Score					45

Based on the table above, the researcher found the students' score of test result about preposition of position and motion. The average score was 60.26, the highest score was 80 (student 8 and 13) while the lowest score was 45 (student 11, 16, and 19).

From the data collected, the researcher breaks down the Students' error occurrence based on the six areas, they are: preposition of position (on, in) and preposition of motion (onto, into). The results of the data analysis as follows:

1. Preposition of position On Table 4.3 Students' Error in Preposition of position On

No.	Preposition of position	Item	Frequency of Error
1.	On	7	6
2.		12	16
3.		16	4
Total		3	26

on the table above, it could be stated that the frequency of students' error in preposition of time on were: 6 students made errors in item number 7, 16 students made errors in item number 12, and 4 students made errors in item number 16. There were 26 errors in students' answers

2. Preposition of position In

Table 4.4 Students' Error in Preposition of position In

No.	Preposition of position	Item	Frequency of Error
1.	In	1	2
2.		8	9
3.		9	1
Total		3	12

Based on the table above, it could be stated that the frequency of students' error in preposition of position in were: 2 students made errors in item number 1, 9 students made errors in item number 8, and 1 student made errors in item number 9. There were 12 errors in students' answers.

Preposition of motion onto

Table 4.5 Students' Error in Preposition of motion onto

No.	Preposition of motion	Item	Frequency of Error
1.	onto	2	5
2.		18	5
Total		2	10

Based on the table above, it could be stated that the frequency of students' error in preposition of **motion** at were: 5 students made errors in item number 2, and 5 students made errors in item number 18. There were 10 errors in students' answers.

3. Preposition of motion Onto

Table 4.6 Students' Error in Preposition of motion Onto

No.	Preposition of motion	Item	Frequency of Error
1.	onto	11	8
2.		14	13
3.		15	10
4.		20	7
Total		4	38

Based on the table above, it could be stated that the frequency of students' error in preposition of motion on were: 8 students made errors in item number 11, 13 students made errors in item number 14, 10 students made errors in item number 15, and 7 students made errors in item number 20. There were 38 errors in students' answers.

5_ Preposition of position In

Table 4.7 Students' Error in Preposition of position In

No.	Preposition of position	Item	Frequency of Error
1.	In	4	11
2.		5	6
3.		6	3
4.		10	2
5.		19	9
Total		5	31

Based on the table above, it could be stated that the frequency of students' error in preposition of position in were: 11 students made errors in itemnumber 4, 6 students made errors in item number 5, 3 students made errors in item number 6, 2 students made errors in item number 10, and 9 studentsmade errors in item number 19. There were 31 errors in students' answers.

4. Preposition of position At

Table 4.8 Students' Error in Preposition of position At

No.	Preposition of position	Item	Frequency of Error
1.	At	3	10
2.		13	12
3.		17	12
Total		3	34

Based on the table above, it could be stated that the frequency of students' error in preposition of position at were: 10 students made errors in itemnumber 3, 12 students made errors

in item number 13, and 12 students made errors in item number 17. There were 34 errors in students' answers.

B. Data Analysis

1. Description of Errors

In this part, the researcher intends to analyze the data from the test given to the second year students of English at KMOU. It is focused on identifying and describing the errors made by the students in using preposition of motion and position. The researcher uses the types of errors based on surface strategy taxonomy to classify the students' errors. The results of the data analysis as follows:

Table 4.9 The Identification of Students' Error in Using Preposition of Position On

*S = Student

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Error	Correction of Errors
7	S2 S3 S6 S7 S10 S11	We have a plan to go to live in an isle .	Misformation	Ignorance of Rule Restrictions	We have a plan to go to live on an isle
	S2 S12 S13 S14 S15	I study in Ouargla University	Misformation	Overgeneralization	I study at Ouargla University
	S10	We are at the university right now	Misformation	Ignorance of Rule Restrictions	We are in the university right now

Based on the table above, there were 6 students who made errors in item number 7, 16 students made errors in item number 12 and 4 students made errors in item number 16. It could be stated that the most of students' errors in using prepositions of position occurred in item number 12.

Table 4.10 The Identification of Students' Error in Using Preposition of Motion Into

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
1	S2 S11	I went to the room.	Mis-formation	Ignorance of Rule Restrictions	I went to the room.
8	S1 S4 S8 S14	I put the pen in my pocket.	Mis-formation	Overgeneralization	I put the pen into my pocket.
	S2 S3 S9 S10 S11	I splashed in the water	Mis-formation	Ignorance of Rule Restrictions	I splashed into the water

Based on the table above, there were 9 students who made errors in item number 1, 2 students made errors in item number 8, . It could be stated that the most of students' errors in using preposition of time in occurred in number 8.

Table 4.11 The Identification of Students' Error in Using Preposition of Motion onto

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
2	S15	I usually put my phone on the desk	Misformation	Ignorance of Rule Restrictions	I usually put my phone onto the desk
	S1 S2 S5 S14	We	Misformation	Overgeneralization	I usually study English <i>at night</i>
18	S7 S12 S19	My English class begins <i>on 10:30</i>	Misformation	Ignorance of Rule Restrictions	My English class begins <i>at 10:30</i>
	S14 S16	My English class begins <i>in 10:30</i>	Misformation	Ignorance of Rule Restrictions	My English class begins <i>at 10:30</i>

Based on the table above, there were 5 students who made errors in item number 2 and 5 students made errors in item number 18. It could be stated that the students' errors in using preposition of time at occurred both were same.

Table 4.12 The Identification of Students' Error in Using Preposition of position On

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
11	S4 S5 S10 S11 S17 S18	There is a picture <i>in the wall</i>	Misformation	Ignorance of Rule Restrictions	There is a picture <i>on the wall</i>
	S3 S18	There is a picture <i>at the wall</i>	Misformation	Ignorance of Rule Restrictions	There is a picture <i>on the wall</i>
14	S4 S8 S14 S16 S18	There is a postoffice <i>in Alistiklal Street</i>	Misformation	Ignorance of Rule Restrictions	There is a post office <i>on Alistiklal Street</i>
	S14 S16	There is a post office <i>at Alistiklal Street</i>	Misformation	Overgeneralization	There is a post office <i>on Alistiklal Street</i>
15	S3 S10 S11 S12 S13 S17 S18 S19	There is a novel "The Alchemist" <i>in my desk</i>	Misformation	Ignorance of Rule Restrictions	There is a novel "The Alchemist" <i>on my desk</i>
	S1 S9	There is a novel "The Alchemist	Misformation	Ignorance of Rule	There is a novel "The Alchemist

		” <i>at my desk</i>		Restrictions	” <i>on my desk</i>
20	S1 S4 S10 S15 S16 S18 S19	Look! There isa man <i>in the</i> <i>roof</i>	Misformation	Ignorance ofRule Restrictions	Look! There is aman <i>on the</i> <i>roof</i>

Based on the table above, there were 8 students who made errors in item number 11, 7 students made errors in item number 14, 10 students made errors in item number 15, and 7 students made errors in item number 20. It could be stated that the most of students’ errors in using preposition of position on occurred in number 15.

Table 4.13 The Identification of Students’ Error in Using Preposition of position In

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
4	S6 S9	Where is David? He is reading book <i>on the library</i>	Misformation	Ignorance of Rule Restrictions	Where is David? He is reading book <i>in the library</i>
	S1 S7 S10 S11 S12 S14 S16	Where is David? He is reading book <i>at the library</i>	Misformation	Overgeneralization	Where is David? He is reading book <i>in the library</i>

	S18 S19				
5	S5 S9 S11 S14 S15 S16	There is a bottle of milk <i>on the refrigerator</i>	Misformation	Ignorance of Rule Restrictions	There is a bottle of milk <i>in the refrigerator</i>
6	S1 S7	Anne used to look at the stars <i>on the sky when she felt lonely</i>	Misformation	Ignorance of Rule Restrictions	Anne used to look at the stars <i>in the sky when she felt lonely</i>
	S4	Anne used to look at the stars <i>at the sky when she felt lonely</i>	Misformation	Ignorance of Rule Restrictions	Anne used to look at the stars <i>in the sky when she felt lonely</i>
10	S6	Olempo is the beautiful city <i>on Greek</i>	Misformation	Ignorance of Rule Restrictions	Olempo is the beautiful city <i>in Greek</i>
	S1	Olempo is the beautiful city <i>at Indonesia</i>	Misformation	Ignorance of Rule Restrictions	Olempo is the beautiful city <i>in Greek</i>
19	S9 S15 S16	My mother cooks fried rice <i>on kitchen</i>	Misformation	Ignorance of Rule Restrictions	My mother cooks fried rice <i>in kitchen</i>
	S12 S13 S14 S17 S18 S19	My mother cooks fried rice <i>at kitchen</i>	Misformation	Ignorance of Rule Restrictions	My mother cooks fried rice <i>in kitchen</i>

Based on the table above, there were 11 students who made errors in item number 4, 6 students made errors in item number 5, 3 students made errors in item number 6, 2 students made errors in item number 10, and 9 students made errors in item number 19. It could be stated that the most of students' errors in using preposition of position in occurred in number 4.

Table 4.14 The Identification of Students' Error in Using Preposition of position At

Item No.	*S	Identification of Errors	Classification of Errors	Cause of Errors	Explanation of Errors
3	S10 S11 S14 S18 S19	My friend takes an English course <i>on BEC</i> (Basic English Course)	Misformation	Ignorance of Rule Restrictions	My friend takes an English course <i>at BEC</i> (Basic English Course)
	S2 S3 S5 S8 S17	My friend takes an English course <i>in BEC</i> (Basic English Course)	Misformation	Overgeneralization	My friend takes an English course <i>at BEC</i> (Basic English Course)
13	S4 S8 S14 S16 S18	Marta lives <i>on 21Semanggi II Street</i>	Misformation	Overgeneralization	Marta lives <i>at 21Semanggi II Street</i>
	S14 S16	Marta lives <i>in 88 Oxford Street</i>	Misformation	Ignorance of Rule Restrictions	Marta lives <i>at 88 Oxford Street</i>
	S1 S6 S9	I hear the doorbell. I think there is	Misformation	Ignorance of Rule Restrictions	I hear the doorbell. I think there is

17	S10	somebody <i>on</i>			somebody <i>at the</i>
	S16	<i>the door</i>			<i>door</i>
	S3	I hear the	Misformation	Ignorance of Rule Restrictions	I hear the
	S11	doorbell. I			doorbell. I think
	S12	think there is			there is
	S15	somebody <i>in</i>			somebody <i>at the</i>
	S17	<i>the door</i>			<i>door</i>
	S18				
	S19				

Based on the table above, there were 10 students who made errors in item number 3, 12 students made errors in item number 13, and 12 students made errors in item number 17. It could be stated that the most of students' errors in using preposition of position at occurred in number 13 and 17.

2. Discussion of Errors

Every student is given 20 item numbers of test. It means there are 380 total sentences collected from 19 students. The test is focused on the use of preposition of motion and position. From the collecting data, the researcher collected 151 errors. Based on the error occurrences, the researcher classifies that the errors are totally misformation.

Misformation occurred when the students choose or use the wrong form of a morpheme or a structure, such as the following examples:

- I usually get up early *on* the morning. (committed by students 2 and 11)
- I hear the doorbell. I think there is somebody *in* the door. (committed by students 3, 11, 12, 15, 17, 18, and 19)
- We have a plan to go to an isle . *at* 27th August. (committed by students 2, 3, 6, 7, 10, and 11)

The sentences above show that students use the wrong preposition of the sentence structures. It is a result of misformation in regularization in using preposition of motion and position.

The use of preposition of time *on* in a sentence “I usually get up early *on* the morning” actually is not correct preposition to precede the noun phrase “the morning”. Because *on* is used for a day of the week. “The morning” is a part of the day that shows the period of the time. So it should be preposition of time *in*.

Meanwhile, the sentence “I hear the doorbell. I think there is somebody *in* the door” is not correct also. “The door” shows the specific or point of position, so it should be preposition of position *at* to precede the noun phrase “the door”. Finally, the use preposition of time *at* in a sentence “we have a plan to go to an isle . *at* 27th August” is incorrect. It is simply different function between preposition of time *at* and *on* in this case. *At* is used to show clock times while *on* is used for date of the month. It should be preposition of time *on* for correct answer.

Suggested corrections are:

- I usually get up early *in* the morning.
- I hear the doorbell. I think there is somebody *at* the door.
- We have a plan to go to an isle . *on* 27th August.

Furthermore, the researcher intends to explain the error by finding out the sources of error. There are two main sources of error are considered: overgeneralization and ignorance of rule restrictions.

Overgeneralization is one of the common causes of error in this research. It is generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule. For examples:

- Julia was born *on* 1998. (committed by students 1, 4, 8, and 14)
- I usually study English *in* night. (committed by students 1, 2, 5, and 14)
- There is a Post Office *at* Alistikla Street. (committed by students 3, 6, 9, 10, 11, 15, 17, and 19)

The sentences above show that the students make generalization in using prepositions. The student apply preposition of time *on* in a sentence, “Julia was born *on* 1998” as a result of the material being learned previously. The students assume that the use preposition of time *on*, in this case, is same as rule of day or date of the month. It is actually incorrect. It should be *in* to refer a long period of time, as like year.

The same case also happens in the sentence, “I usually study English *in* night”. The word “night”, in this case, indicates a point of time. It is simply different with the word “the night” which refers a part of the day or time duration. Therefore, it should be *at* for the best correction. Finally, the use preposition of position *at* in a sentence “there is a Post Office *at* Alistiklal Street” is incorrect. Sudirman Street is the name of street while the use preposition of position *at* is for address with street numbers. So, it should be *on*.

Whereas, the next source of error is ignorance of rule restriction. It is closely related to generalization, which students fail to apply rules to where they do not apply. For examples:

- My English class begins *on* 10.30. (committed by students 7, 12, and 19)
- There is a novel “The Alchemist” *at* my desk. (committed by students 1 and 9)

From the examples above, the students’ errors occurred by applying *on* and *at* without paying attention towards the rules. Preposition *at* and *on* to refer clock time and to describe the surface of something.

3. Error Evaluation

The researcher would like to evaluate the students’ errors based on the sources of error in using preposition of motion and position. Over-generalization and ignorance of rule restrictions are the most frequent errors occur. It is because of the influence of the previous grammatical rule and the failure of students to apply rules to where they do not apply in a sentence.

Over-generalization will be a serious problem if the students cannot recognize the use of preposition of motion and position correctly which some of them are simply similar form and function. In fact, over-generalization occurs because of lack of information in grammar rule that causes the students apply the previous rule to another pattern that has a different rule.

While ignoring of rule restrictions should be considered as a crucial thing. The errors have been categorized as learning strategy-based error that occurs as result from the failure of students in applying the correct preposition. The students have to understand the rule in using preposition of motion and position to avoid the failure.

Over-generalization will be a serious problem if the students cannot recognize the use of preposition of motion and position correctly which some of them are simply similar form and function. In fact, over-generalization occurs because of lack of information in grammar rule that causes the students apply the previous rule to another pattern that has a different rule.

While ignoring of rule restrictions should be considered as a crucial thing. The errors have been categorized as learning strategy-based error that occurs as result from the failure of students in applying the correct preposition. The students have to understand the rule in using preposition of motion and position to avoid the failure.

Data Interpretation

After analyzing the collected data, the researcher intends to interpret the findings. The following table below shows the frequency of students’ errors in using preposition of motion and position. The table described as follows::

Table 4.15 The Frequency of Students' Errors in Using Preposition of motion and position

No.	Kinds of Preposition	Item Numbers	Frequency of Error
1.	Preposition of motion onto	3	38
2.	Preposition of motion into	3	34
3.	Preposition of time at	2	10
4.	Preposition of position on	4	26
5.	Preposition of position in	5	31
6.	Preposition of position at	3	12
Total		20	151

The table above shows the frequency of students' errors in using preposition of motion and position. Based on the table of data, it can be described that the frequency of error in preposition of time on is 26 errors from 3 item numbers, the frequency of error in preposition of time in is 12 errors from 3 item numbers, the frequency of error in preposition of time at is 10 errors from 2 item numbers.

The frequency of error in preposition of position on is 38 errors from 4 item numbers, the frequency of error in preposition of position in is 31 errors from 5 item numbers, and the frequency of error in preposition of position at is 34 errors from 3 item numbers.

It can be concluded that the highest frequency of error occurs in preposition of position on with 38 errors. It shows that the most students have problems in using preposition of position on. While the lowest frequency of error occurs in preposition of time at with 10 errors.

To classify the students' error in using preposition of motion and position, the researcher uses the types of errors based on surface strategy taxonomy. The table described as follows:

4.16 The Classification of Students' Error

No.	Error Classification	Frequency of Errors
1.	Omission	-
2.	Addition	-
3.	Mis-formation	151
4.	Mis-ordering	-
Total		151

The table above shows that the students' error is totally misformation. It is

151 errors found from 380 item number questions of 19 students in using preposition of motion and position. There is no error committed by students in omission, addition, and misordering.

General conclusion

In the previous chapter, the researchers have analyzed the students' errors in using preposition of motion and position. The result shows that the second year students of English at KMOU still make some errors in using preposition of motion and position. The researcher finds that most of students face some difficulties how to determine and to distinguish them correctly in sentences.

Based on the data, the frequency of students' error in using preposition of motion and position is mostly occurred in preposition of motion onto with 38 errors. The second is preposition of motion into with 34 errors. The third is preposition of position inwith 31 errors. The next is preposition of time on with 26 errors and preposition of position in with 12 errors. The last is preposition of position at with 10 errors.

The researcher also classifies the types of errors committed by students. From the classification of student's errors, it is totally mis-formation with 151 errors. There is no error committed by students in omission, addition, and mis-ordering.

Furthermore, he also identifies the sources of errors which influence students to commit errors. They are over-generalization and ignorance of rule restrictions. Based on the errors occurrence, the most of errors are caused of ignorance of rule restrictions which is influenced by the students' fail to apply the rules to where they do not apply. Meanwhile, Over-generalization generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule.

After knowing the sources of students' errors, the researcher concludes that the most serious errors committed are caused by ignorance of rule restrictions.

the main objective of the current study is to investigate students awareness of motion preposition. We have conducted our study with 2nd year students of KMOU. We have used an experimental design.

The research consist of a general introduction, three chapters, recommendations and a general conclusion. The first chapter is devoted to the review of the literature and the previous studies of using motion prepositions, we provided some hints about errors analysis since the main subject is included under the umbrella of errors. The second chapter is concerned with the population and sample, the technique used in order to collect more date. The third chapter sheds light on the results revealed and we gave some discussions about it.

Pedagogical implications

Based on the conclusion above, the researcher hopes that the following recommendations could be helpful in solving students' problems in using preposition of motion and position in English:

1_ Prepositions are short and simple form but very tricky. In fact, it could become a serious problems for students also teacher in teaching and learning materials, especially preposition of motion and position. Errors may unavoidable. So that, the errors in the use of preposition of motion and position committed by students must become a concern for the teachers.

2_ To minimize students' errors, English teachers should give more attentions in delivering the materials of preposition of motion and position. They should choose the best method and present the materials in a clearly way, so that students understand materials easily.

3_ Finally, English teacher need to give some more exercises of the use of preposition of motion and position from many sources to help students easy to master the materials. Besides he/she need to motivate the students to practice them in speech and writing, no need to be afraid in making mistakes.

REFERNCES

- Academiaguides.worldenu.edu /writingcenter/grammar/prepositions*
- Benjamin 22 Mars 2012 JPRDAN STUART23*
- Catherine Traffic. Grammarly.COM*
- CASSI A Homan San José state university*
- Dictionary.Cambridge*
- <https://www.Englishclub.COM/vocabulary/prepositions-movement.htm>*
- Jaymz Boanerges October 2017 academia.COM*
- Lisa scott languagelearnerbase.com*
- Marwa Ben Bada, Zohra Ben Sahar An error analysis investigation to translate motion preposition into English 2021.*
- Nadia Lutfi Dawoud Dawoud, middle east university, Jordan AUGUST 2017 difficulties that face students when translating prepositions of movement from English into stander Arabic.*
- Oklahoma state university writing center.com*
- Surbhi S 2018 keydifferences.com*

Appendices

Appendix

A. Complete these sentences with the correct answer by using preposition (on, in, or at)!

1. I usually get up early _____ the morning.
2. I usually study English _____ night.
3. My friend takes an English course _____ BEC (Basic English Course).
4. Where is David? He is reading book _____ the library.
5. There is a bottle of milk _____ the refrigerator.
6. Anne used to look at the stars _____ the sky when she felt so lonely.
7. We have a plan to go to Bandung _____ 27th August.
8. Julia was born _____ 1998.
9. Nadia usually has a breakfast before school _____ the morning.
10. Bali is the beautiful city _____ Indonesia.
11. There is a picture _____ the wall.
12. I have a plan to invite my classmate _____ my birthday.
13. Marta lives _____ 21 Semanggi II Street.
14. There is a post office _____ Sudirman Street.
15. There is a novel "Laskar Pelangi" _____ my desk.
16. My brother does not go to work _____ Sunday.
17. I hear the doorbell. I think there is somebody _____ the door.
18. My English class begins _____ 10:30.
19. My mother cooks fried rice _____ the kitchen.
20. Look! There is a man _____ the roof.

Résumé

Cette étude académique vise à se concentrer davantage sur la leçon "prépositions", qui a un titre très important "prépositions de mouvement", que les élèves n'ont pas abordée et n'ont pas non plus attiré l'attention des enseignants malgré son importance, notamment lors de la traduction et le group cible de notre recherche sont les étudiants de la deuxième année licence en langue anglaise à l'Université du Kasdi Merbah, Ouargla, au cours de l'année universitaire 2021_2022.

Un test a été effectué pour les étudiants contenant une préposition pour le mouvement et la position pour découvrir l'étendue de leur connaissance de la différence entre eux. Les étudiants ont été sélectionnés au hasard pour former un groupe de 19 étudiants. Cette recherche a prouvé que cette leçon devrait être programmée pour les étudiants, à cause de son ignorance et plus il a fait d'erreurs.

ملخص

تهدف هذه الدراسة الأكاديمية إلى التركيز أكثر على درس "حروف الجر" الذي به عنوان جد مهم وهو "حروف الجر للحركة" والذي لم يتطرق له الطلبة ولم يلفت إنتباه الأساتذة أيضا بالرغم من أهميته خاصة أثناء الترجمة والوقوع في الخطأ فيها. الفنة المستهدفة في بحثنا هم طلبة السنة الثانية ليسانس تخصص لغة إنجليزية بجامعة قاصدي مرباح ورقلة خلال العام الدراسي 2022-2021. تم إجراء إختبار للطلبة يحتوي على حرف الجر للحركة والموضع لإكتشاف مدى معرفتهم للفرق بينهما، إذ تم إختيار الطلبة عشوانيا لتتكون المجموعة من 19 طالبا