

**ENGLISH PREPOSITIONS AND THE REASON WHY
THEY ARE DIFFICULT TO LEARN BY INDONESIAN STUDENTS**

A thesis
Presented to
The Department of English Language
and Literature
Faculty of Arts and Letters
SANATA DHARMA
Teachers' Training Institute

A Partial Fulfilment
of the Requirement for the
Sarjana Degree

by
Y.C. Budi Iswanto



YOGYAKARTA APRIL 1978

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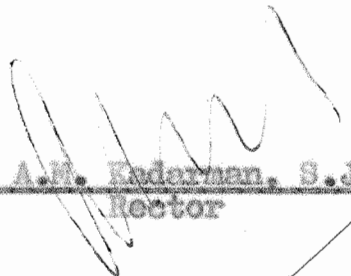
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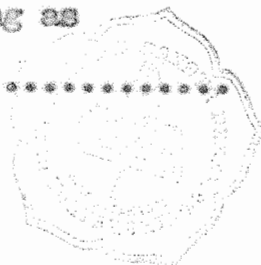
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INTRODUCTIONS

There have been many questions put forward on how to study English. On the other hand, some methods of learning have also been introduced in many text books. The latter, however, do not seem to give a solution to the problem.

Good methods of learning will, no doubt, help the students in their learning activities. Nevertheless, as nothing is really perfect in the world many students still find reasons to complain. Difficulties still are main unsolved.

Indonesian and English do not belong to the same language family. English belongs to Indo-European whereas Indonesian to Malayo-polynesian.¹ This results in a lot of differences. The differences will usually cause interference and among those that do are tenses and prepositions just to name some.

Indeed, our students find it hard to deal with prepositions in English. It seems that the difficulties concerning the use of prepositions are also faced by other than Indonesian students as indicated by J.C. Catford that 'the use of English prepositions gives foreign learners a great deal of trouble'². As the result of this, a student of English often has a vague understanding of the meanings of English prepositions.³

¹Gleason, H.A., An Introduction to Descriptive Linguistics, Holt, Rinehart and Winston, Inc., New York, 1961, pp. 457 & 470.

²Catford, J.C., The Teaching of English as a Foreign Language, Oxford University Press, London, 1959. P. 156.

³ETF, Vol. VIII, No. 1 & 2, 1975, p. 112.

The trouble faced by our students in using English prepositions and the fact that they often have a vague understanding of the meanings of English prepositions are the reasons which encourage me to write this thesis. The aim of this thesis is: To help the Indonesian students understand more easily English texts concerning the use of prepositions.

In Indonesian there is a saying - Tak kenal maka tak suka - Which approximately means 'we don't like what we don't know'. Presumably, if we know something, we may then like it. When we like something, and thus we have an interest in it, we will be motivated to learn it. Based on this presumption, when the Indonesian students learning English in this case the use of prepositions, know a bit of the nature of the English prepositions they will be motivated in their learning. When motivation is there, theoretically, the learning will take place.

Therefore, I will try to expose the nature of the English prepositions which will be discussed from the point of view of their forms, functions and syntactic distribution. I will not discuss all the English prepositions. The number of the prepositions will be limited to what Funk discusses in his book.⁴

The following is the organization of this thesis : First, I will discuss the importance of prepositions in English. Then in chapter II, III and IV I will talk about the nature of the English prepositions viewed from their own selves and their relational point of view.

⁴Funk & Wagnall Editorial Staff, Standard Handbook of Prepositions Conjugations, Relative Pronouns and Adverbs
Funk & Wagnall's Company, New York, 1953.

In chapter IV I will show that words that look alike may have a double function. Those words are recognized by many of our students as prepositions, whereas actually they may function differently.

Chapter V discusses the translation problems concerning the use of preposition. Chapter VI is the last chapter where I will give the summary of the previous chapters as well as the conclusion of this thesis.

Chapter I

IMPORTANCE OF PREPOSITIONS IN ENGLISH

There seems to be a tendency of inflectional simplification in a language. This has also happened to English, which Baugh calls analytic.⁵ We now have fewer particle words such as prepositions to indicate meanings once conveyed by case forms.

Let me take, for example, a noun in the Old English stān⁶ meaning 'stone' in the present-day English. The old English noun has four cases: nominative, genitive, dative and accusative. Concerning the word stān, the case forms are:

Nominative	stān
Genitive	stān-es
Dative	stān-e
Accusative	stān

So for stāne we now may say something like to stone whereas stānes something like of stone. From this example, we see that the prepositions for and of are used to indicate meanings once conveyed by case forms.

Now we have fewer inflections in the English language. In the case with nouns, but not all, the inflections have been reduced to a sign of the plural and a form for the possessive case.

⁵ An analytic language is the one making extensive use of prepositions and auxiliary verbs and depending upon word order to show other relationship (Baugh, A.C., A History of the English Language, Routledge & Kegan Paul Ltd., London, 1951, 64).

⁶ Ibid, p. 65.

For example:

plural	book	-	books
possessive	friend	-	friend's book

The inflection of the adjectives has been completely eliminated except for the simple indication of the comparative and superlative degrees. Here is an example:

Old English ⁷	gōd mann	-	sē goda mann
Present-day English	good man	-	the good man

The inflection of the adjective we still have:

	<u>Comparative</u>	<u>Superlative</u>
great	greater	greatest
wide	wider	widest

So far preposition have been mentioned several times. Now what is a preposition really? A different grammarian or linguist may give a different definition to a preposition, but R.E. Houseman and J.D. Bentley define a preposition as 'a word placed before a noun or pronoun to show its relation to some other word mentioned in the sentence'.⁸ Actually the definition is not perfect, because the words known as prepositions may also occupy a post position. The words are called prepositions, because the Romans used never to put them last in a sentence.⁹ Concerning English, there are many occasions when a preposition is more grammatically accepted when it follows the object.

Ülkü Özgüler from Gazi Teachers College wrote that the post-position preposition are usually found in the following:¹⁰

⁷Ibid, p.66

⁸R.E.Houseman and J.D. Bentley, 40 Lessons and Exercises in Grammar and Language, Hulton Educational Publication Ltd., London, 1960, P.62.

⁹Conner, J.E., A Grammar of Standard English, Houghton Mifflin Company, Boston, 1967, p. 153.

¹⁰ETF, Vol. X.No.4. July-August 1972 pp 34-36

1. Interrogatives

What are you dreaming of?

What have these people fought for?

Where are you from?

Which office are they putting her in?

2. Imbedded interrogatives

I wonder who he's looking for.

Machinery is what he knows most about.

No one knows what the box is for.

That's what a honeymoon is for.

I wonder where she's from.

3. Relatives

This is the goal that we are striving toward.

There are some things that people can do without.

Any words or idioms that the students are not familiar with should be taught first.

For some reasons that I am quite guiltless of ..

Now that's the sort of silly sentiment that there's been too much of.

4. Infinitives

This is a good house to live in.

Give me a good pencil to write with.

Give me something to beat her with.

I like to have somebody to talk to.

5. Participial

The number of unofficially but very largely dealt in securities has been greatly swollen.

Privilege: an advantage not shared in by all.

6. Passive

The controversial segment from Broad Creek to Fort Washington could then be dealt with.

... the Nazi incident here at Georgetown can legitimately be laughed at.

... and not the total victory so long yearned and fought for.

Let us now consider the following example:

I ran corner house.

This example consists of four words which Fries calls full words¹¹, and the meaning is not grammatically very clear. There does not seem to be any clear relation between ran and corner; corner and house. It seems that words only do not say much of a complete thought.

In order that ran is related to corner, the latter to house, other words should be inserted. It turns out that words such as round, the, and of seem to be proper to be inserted.

The example now becomes:

I ran round the corner of the house.

The words round, the and of are generally called function words. They function only in a structure and have little or even no lexical meaning apart from the grammatical idea they express.

The following examples show how important prepositions are, without which the constructions do not seem to be grammatically clear:

1 He is a bad temper.

in

¹¹ words having meaning in themselves apart from their grammatical relation in the sentence (Fries, C.C., American English Grammar, Appleton Century-Crofts, Inc., New York Company Ltd., 1940, p. 109.

2 All, one exception failed.

except

3. Air is, the earth

above

4 The dog is, you.

behind

5 God hath deprived her, her wisdom.

of

If the words in the boxes, which are prepositions are not stated, the sentences will sound strange or even meaningless. The function of a preposition, as can be seen from the examples, is to connect a noun or a phrase having the function of a noun to some other word in the sentence. This other word to which the noun is connected may be a noun, an adjective, a participle or a verb.¹² In the examples above, if the prepositions are omitted, the words in the sentences become disconnected ; and consequently the meanings are not clear.

Here are some other examples in which the prepositions are not stated:

*1 His successes life began early.

*2 Mother was always angry me.

*3 He put the money his pocket.

*4 John is interested music.

*5 bed worse.

*6 Go school.

*7 I wish a happy birthday you.

¹²Yayasan Purnama, Dep. P dan K RI, English for the SLTA Students' Book II, Jakarta, 1974, P.96.

*8 What is the matter him?

*9 Are you fond fruit?

*10 John insisted going us.

As a result, the relations between:

His successes	and	life
angry	and	me
put	and	his pocket
interested	and	music
(from) bad	and	worse
go	and	school
a happy birthday	and	you
matter	and	him
fond	and	fruit
insisted	and	going

are not grammatically clear. The further result is that the sentences or phrases are not grammatically acceptable. But the prepositions in, with, into, from-to, to, of and on having been stated, make the meaning of the sentences or phrases clear.

Words are, indeed, important, because without them the speakers will find it impossible to communicate with one another through language. Words only, however, do not say much, unless they are put in a good structure. Actually, the patterns of a language is seen in its structure rather than in its vocabulary. In a structure full words only do not convey a meaningful message, as seen in the examples. Eventually, the structure needs function words to which prepositions belong. Only after the prepositions are stated does the structure become grammatically acceptable.

The conclusion is, therefore, that prepositions

are so important in the English language that Susan Emelyn Harman and her friend wrote that 'the exactness of the expression of thought may depend entirely upon the choice of prepositions and upon the positions used in sentences'¹³ Actually, no one, who is indifferent to the meanings of prepositions and the various relationships they express, speaks or writes accurately or effectively, she added. Therefore, prepositions must not be tossed about carelessly.

¹³House and Harman, S.E., Descriptive English Grammar, Prentice-Hall, Inc., Englewood Cliffs, N.Y., 1950, P. 180.

Chapter II

ENGLISH PREPOSITIONS : FORMS

In chapter I I tried to show the importance of prepositions in the English language. I gave some examples in which prepositions play a very important role in making a good structure and in expressing a clear meaning. The examples also make it clear that without prepositions a structure may have no clear meaning, though the prepositions themselves have little or even no lexical meaning when they stand alone. If anything, prepositions can be called empty words as stated by Harman.¹⁴

In this chapter, I would like to discuss the forms of prepositions. Hayden in Mastering American English wrote that the prepositions may be in the form of one word or in the form of a phrase that functions as a unit.¹⁵ Whereas Funk¹⁶ seems to add Hayden's division: the prepositions in the form of one word may be divided into three: simple prepositions, compound prepositions and participial prepositions. Based upon the two writers' explanation above I would like to classify the English prepositions from the point of view of their forms as follows:

1. ONE - WORD PREPOSITIONS

- 1.1. Simple prepositions
- 1.2. Compound prepositions
- 1.3. Participial prepositions

2. PHRASAL PREPOSITIONS

¹⁴Ibid, p.15

¹⁵Hayden, Mastering American English, Prentice-Hall, Inc., New York, 1956, p.171.

¹⁶Funk, op cit, pp.4-5

1. ONE - WORD PREPOSITIONS

Suggested by the term one-word, this kind of prepositions really consists of one word. When they are more closely noticed, it turns out that some prepositions are really simple in form ; some derived from two prepositions and some others are originally verbs.

1.1. Simple prepositions

This kind of simple prepositions is really simple in form, in the sense that each preposition consists of one word only. Many of them are monosyllabic. The following are some examples:

at	The car is <u>at</u> the door.
but	He owned nothing <u>but</u> the clothes on his back.
by	The river flows <u>by</u> the town.
down	The logs floated <u>down</u> the river.
ere	'And <u>ere</u> day we will awake him, and be sure of him' (William Shakespeare: Julius Caesar)
for	He was respected <u>for</u> his ability.
forth	From this day <u>forth</u> ...
from	Skill comes <u>from</u> practice.
in	There are many rooms <u>in</u> the house.
like	I felt <u>like</u> a fool.
of	We live in a period <u>of</u> transition.
off	The ship lies <u>off</u> the harbor.
on	Great storms beat <u>on</u> the coast.
out	You cannot get blood <u>out</u> of a stone.
over	The sky is <u>over</u> our heads.
per	This car runs fifty miles <u>per</u> hour.
save	All is lost <u>save</u> honor.
through	The road runs <u>through</u> the village.

till	The ticket is good <u>till</u> the end of the year.
to	He went <u>to</u> Canada last week.
up	He has a farm <u>up</u> the river.
via	Go to Cincinnati <u>via</u> Washington
with	Please stay home <u>with</u> me.

1.2. Compound Prepositions

Prepositions are used to show relationship between words. There are times, however, when simple prepositions cannot express the relationship so that they are combined with other words to be able to function. The result of this combination is compound prepositions which represent the middle stage in the development of prepositions.

Formally, there are four kinds of compound prepositions:

- 12.1. A compound preposition which is made up of a preposition and another preposition.
- 12.2. A compound preposition which is made up of a preposition and a noun.
- 12.3. A compound preposition which is made up of a preposition and an adjective.
- 12.4. A compound preposition which is made up of a preposition and an adverb.

12.1. A compound preposition which is made up of a preposition and another preposition

Sometimes, a preposition attaches itself to another preposition to show a relation not adequately conveyed by either when used separately.

For example:

into is a compound of in and to

upon is a compound of up and on
within is a compound of with and in
onto is a compound of on and to

These words in their compound forms are not the same in meaning as in to ; up on ; with in ; and on to. This will be clear in the following examples:

- 1) a. He came in to the station
 b. He came into the station
- 2) a. He jumped on to the table
 b. The cat jumped onto the table
- 3) a. Mother came up on the fast train
 b. We came upon the fast train
- 4) a. I have no tools to work with in an hour
 b. I shall be there within an hour

The underlined words in (a) and in (b) are different from one another in meaning: in to differs from into etc.

The IC analysis of the sentences will classify the differences:

- 1) a. He | came in | to the station

in to is not a compound of in and to. They are two different words. The constituents of the predicate are came in and to the station. So in modifies came ; whereas to shows relationship between the station and the previous word group came in. So in and to are two different words.

- 1) b. He | came | into the station

In this sentence the constituents of the predicate part are came and into the station. The word into cannot be separated in that in modifies the previous word and to some other words. into, being a part of the prepositional

phrase into the station, becomes one unit with the phrase (noun-group). Therefore, into is a compound form different in meaning from in to, used or written separately.

2) a. He | jumped on | to the table

The predicate constituents are jumped on and to the table on modifying jumped, to being a preposition governing the table.

2) b. The cat | jumped | onto the table

The predicate constituents are jumped and onto the table. Onto, in the prepositional phrase onto the table becomes one unit with the table. So onto is one word, being a compound of on and to.

3) a. Mother | came up | on the fast train

The predicate constituents are came up and on the fast train. on the fast train being of on and the fast train. Up being the part of came up, modifies came; whereas on being one unit with the fast train. So up and on are two different words.

3) b. We | came | upon the fast train

Upon is not from up and on in that up modifies came and on becomes one unit with the fast train. Upon is one word relating came and the fast train. So it is a preposition, a compound preposition being of up and on.

4) a. I | have | no tools to work with | in an hour.

From this analysis, to work with is one constituent, the immediate constituents of no tools and to work with. So

if the constituents are combined using another word order, we will have to work with no tools. In modifies an hour. With and in are, therefore, two different words.

4) b. I | shall be | there | within an hour

Within, as shown in the analysis, cannot be separated into with and in in their usage.

From the analysis we have two immediate constituents in the predicate: shall be there and within an hour. Then other constituents are within and an hour. Within is, therefore, one word, which is formed from with and in.

12.2. A compound preposition which is made up of a preposition and a noun.

This kind of preposition is made up of a preposition and a noun. The distribution of the components is like this: the preposition is in front, whereas the noun is in the back. Many of the components are not Present-day English, so that they are not easily recognized. Many of these components consist of the prefix a or be ; a from Old English an, 'on', 'in' ; be meaning 'by'

The following are some examples:

aboard : made up of the prefix a - from the Old English an , 'on' plus the noun board.

e.g. The tugboat came aboard the liner.

across : made up of the prefix a - , from the Old English an plus the noun cross.

e.g. We heard the radio across the street.

adown : made up of off plus ān, 'hill'

Adown is a variant of down now archaic and used principally in poetic writing.

e.g. The sound of thunder rolled adown the rocky crags.

aloft : from the Old English on, 'in', 'on' plus lyfte meaning 'air'

e.g. The silver moon rose aloft the brooding storm.

amid : from the Old English on and middan, meaning 'middle'.

e.g. He stood firm amid temptations.

among : from the Old English on, 'in' plus mang, meaning 'crowd'.

e.g. The house stood among the trees.

beside : from the Old English bē plus sidan, 'side'.

e.g. There is a path beside the river.

inside : a modern word, compounded of in and side.

e.g. It stands just inside the door.

12.3. A compound preposition which is made up of a preposition and an adjective

This compound preposition consists of a preposition and an adjective. The distribution of the components is as follows: the preposition is in front whereas the adjective is in the back. Since many of the components are of Old English, they are not easily recognized.

The following are some examples:

along : from the Old English and-, 'against', plus lang, 'long', signifying against or in the direction of the length.

e.g. Trees are planted along the road.

around : The prefix a- joined to round, but with little difference in signification

or usage between the two forms around and round.

e.g. There is a field of force around either pole of a magnet.

below : from the Old English prefix be , 'by' and the adjective low.

e.g. The yield was below the average.

beyond : from the Old English prefix be- , 'by', and geond, 'yond', 'yonder' (adjective) meaning 'that can be seen'.

e.g. The scene was beautiful beyond description.

underneath : from the Old English under and neðe, meaning 'lower'

e.g. That man staggered underneath a burden.

12.4. A compound preposition which is made up of a preposition and an adverb

This kind of preposition is made up of a preposition occupying the component place in front, and an adverb, occupying the component place in the back. Like the three other compound prepositions, many of the component parts are from Old English.

The following are some examples:

about : from the Old English ābūtan, which is compounded of an, 'on' plus butan, 'outside'.

e.g. He peddled goods about the country.

above : from the Anglo-Saxon ābūtan, which is compounded of an, 'on' plus būfan, 'above'.

e.g. The books are piled one above another.

against : from the Middle English again
plus the adverbial ending es plus
the intensive ending -t.

e.g. The ship was dashed against the
rocks.

before : from the Old English prefix be- ,
'by', and the adverb foran, from
fore, 'before'.

e.g. Before God I answer.

throughout : through strengthened by the adverb
out.

e.g. Terror spread throughout the city.

1.3. Participial prepositions

Suggested by the term participial, the prepositions
were originally verbs, in their participial forms - present
participles. When we trace their origin, we may still
find the properties of verbs.

The following are some examples:

barring : The present participle of the verb
bar, meaning 'to close, obstruct,
hinder, prohibit' ; used preposi-
tionally with the meaning 'except-
ing, apart from'.

e.g. The game will take place barring
bad weather.

bating : The present participle of the verb
bate meaning 'to lessen the force,
intensity or amount of ; to
moderate, diminish, deduct' ; used
prepositionally in the broad sense
of 'making deduction for'.

e.g. Bating one or two faults of character I know nothing to his disadvantage.

(this preposition is already obsolete in modern English. Now it is replaced by except)

concerning : The present participle of the verb concern used prepositionally with the meaning 'in relation to, about'. The phrasal form as concerns is frequently used in this sense.

e.g. There was much discussion concerning the best method for doing the job.

considering : The present participle of the verb consider used prepositionally with the meaning 'in view of', 'taking into account the fact that'; commonly used in the sense of 'tolerance of condescension'.

e.g. He did very well considering his age and inexperience.

during : Originally the present participle of the obsolete verb dure (endure), now having independent prepositional force.

e.g. The noise continued repeatedly during the night. (during here means 'in or within the time of; at some period in')

excepting : The present participle of the verb except and is often used interchangeably with the briefer form

except.

e.g. All of the students excepting John have gone home.

2. PHRASAL PREPOSITIONS

As suggested by the term phrasal, this kind of preposition is a phrase, meaning the preposition consists of two or more words that function as a unit. The phrases are usually fixed.

The following are some examples ¹⁷.

according to : Answer the questions according to the instructions.

along with : Let's consider these questions along with the others.

as far as : Let's walk as far as Madison Avenue.

at home in : He is at home in any country.

at the point of : We were at the point of discussing Mr. Baker's proposal when the meeting was adjourned.

Other phrasal prepositions are listed below:

ahead of	in the course of
at the time of	in (with) reference to
because of	in regard to
by means of	in spite of
except for	in terms of
for fear of	instead of
for the sake of	on account of
in addition to	on the point of
in between	

¹⁷Hayden, op cit, p. 190.

in case of

in contrast to (with).

Chapter III

ENGLISH PREPOSITIONS: FUNCTIONS

In chapter I I tried to show the importance of prepositions in English. They belong to function words, which Fries defines as words having no independent meaning and expressing primarily grammatical ideas and relationship rather than full word meanings.¹⁸

Full words, which a dictionary, either mono or bilingual, is mostly concerned with, have lexical meanings of their own. In such an expression as Mother walked around the corner of the house, the words mother, walked, corner and house have meanings in themselves apart from their grammatical relation in the sentence. The meanings of those words can be found easily in a mono or bilingual dictionary. But, having meaning in themselves, the full words do not say much of a complete thought. Only after some particles are inserted do the full words become grammatically meaningful. In the above example the particles turn out to be round, the and of, two of which are prepositions. Without the prepositions the corner is not related to the previous word walked, nor is the other way round. Corner and house do not have any clear relation until of is placed between the two nouns. The function of the prepositions here is, therefore, to express relationship between words in a structure.

Below are some examples:

- 1 The nation is, peace.
at

¹⁸Fries, C.C., op cit, pp. 109-110

- 2 The dog is, the lady
behind
- 3 They went, the village.
toward
- 4 He shaved, an electric razor.
with
- 5 They live, France.
in
- 6 The rug was woven, hand.
by
- 7 This wine comes, Italy.
from
- 8 They are coming, us.
with
- 9 He resigned, illness.
because of
- 10 They planned a trip, Colorado.
to

In those examples, if the prepositions are not stated, the sentences will not be grammatically accepted ; the structure is not good, because the relation between the previous and later words such as:

the nation	and	peace
the dog	and	the lady
went	and	the village
shaved	and	an electric razor
live	and	France
woven	and	hand

came	and	Italy
resigned	and	illness
a trip	and	Colorado

is not clear. So the function of a preposition is that of a connective. It connects a previous word, which may be a noun, pronoun, adjective, verb or a participle, with its object, which may be - noun, pronoun or a word or phrase used as a noun.

Some of the words commonly recognized as one-word prepositions can often have a double function. The same form words may function either as preposition or as adverbs; as preposition or as conjunctions; or as prepositions as well as adjectives.

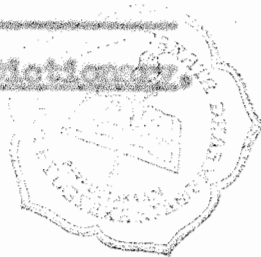
Therefore, functionally, I would like to classify the prepositions as follows:

1. The same form words functioning as prepositions and adverbs
2. The same form words functioning as prepositions and conjunctions
3. The same form words functioning as prepositions and adjectives

1. The same form words functioning as prepositions and adverbs

Some of the words included in the one-words prepositions often have two functions prepositions and adverbs. The words are prepositions when they express relationship between words but they are adverbs when they are added to verbs and tell something about them.¹⁹

¹⁹ West, Michael, An International Reader's Dictionary, ELBS and Longman Group Limited, London, 1965.



The underlined words below are prepositions because they express relationship between words in the sentences:

- (a) I live by the mill.
- (b) He came down the hill.
- (c) The thief was in my room.
- (d) We walked through the woods.

The following I.C. analysis shows that the words underlined above are prepositions.

- (a) I | live | by the mill.

The word by here shows a relationship between live and the mill. The relationship expressed is that of place. So by here is simply a preposition.

- (b) He | came | down the hill.

Supposing down is added to came and thus we have -

He / came down / the hill - the construction may be similar to - He / came down / here, which is grammatically meaningful. But it does not seem possible that the hill can be substituted by here. Here is an adverb of place, whereas the hill is not an adverb of place per se. So down is not an adverb. If it is a preposition it must express the relationship between came and the hill, and so we have - He / came / down the hill. In this case He / came / down the hill seems to be grammatically meaningful. He / came / down the hill is similar in construction with - He / came / here. So down is expressing a relationship. It is then a preposition.

- (c) The thief | was | in my room

If it is possible that in tells something about was, we will have - The thief / was in / my room. Then there may be a problem whether the pattern is $\underline{N_1} \quad \underline{LV} \quad \underline{N_2}$ or $\underline{N_1} \quad \underline{V} \quad \underline{N_2}$. Both are not possible since in $\underline{N_1} \quad \underline{LV} \quad \underline{N_2}$, $N_1 = N_2$, whereas in $\underline{N_1} \quad \underline{V} \quad \underline{N_2}$, N_2 is the object of V. (e.g. I / bought / a book)

$N_1 \quad V \quad N_2$

So another possibility is that in is closely related to my room. In this example in connects the thief with my room. Having this connective function, in is therefore, a preposition.

(d) We / walked / through the woods.

If through tells something about walked, it is then closely related to the latter, and we will have - $\underline{We / N_1} \quad \underline{walked through / the woods.}$

$V \quad N_2$

We may ask whether N_2 (the woods) is the object of V (walked) or not. It is not likely to be so, since to walk through does not seem to have the meaning of a transitive verb (a verb taking a direct object). If so through should relate itself to the woods. Now we have - We / walked / through the woods. The phrase through the woods can be substituted by an adverb or place, and so for example we have a similar construction: We / walked / there. In this case through becomes one unit with the woods ; and thus through shows a relationship between walked and the woods. The relationship expressed here is that of place. Having the function of expressing a relationship makes the word through a preposition.

On the other hand, the following underlined words are adverbs, because they qualify the sense of the verbs only. They do not show relationship between words:

- (a) I shall come by early tomorrow.
- (b) He came down after supper.
- (c) The thief came in after midnight.
- (d) We must carry this project through.

The following analysis will show that the words by, down, in and through are adverbs;

- (a) I shall come by early tomorrow.

The word by does not express any relationship between shall come and early tomorrow. If anything, their relationship is already clear without by. Early tomorrow tells when about shall come. So the possibility left is that by is related to shall come. Behaving this way by is an adverb.

- (b) He came down after supper.

The word down does not express any relationship between came and after supper. Came after supper is already clear, grammatically. So the word down tells something about came. It is an adverb.

- (c) The thief came in after midnight.

The word in is not likely to show relationship between came and after midnight. The word in does not seem to qualify the thief, because the thief is a noun and what qualifies a noun is usually very close to it. The other possibility is that in is closely added to came, which is a verb. In is therefore an adverb.

- (d) We must carry this project through.

The word through is not a preposition, because in a statement a preposition does not usually occupy the post position. Besides, it does not seem to show any relationship between words, because must carry and the project are already grammatically related in a clear way without through. So the word through must tell something about must carry, which is a verb group. Behaving this way, through is then an adverb.

2. The same form words functioning as prepositions and conjunctions

The word conjunction comes from Latin con, meaning 'together' and jungere meaning 'to join', and Harman defines a conjunction as a word-equivalent used to join words, phrases or clauses.²⁰

Sometimes the conjunction may be employed to join sentences or even paragraphs.

The underlined words below are used both as prepositions and as conjunctions.

- (a) 1. They came after sunset.
2. They came after the sun had set.
- (b) 1. Nothing but disaster would come from such a plan.
2. Tom was not there but his brother was.
- (c) 1. They worked hard for a prize.
2. I asked him to stay, for I had something to tell him.
- (d) 1. John has been here since Christmas.
2. It is just a week, since we arrived here.

²⁰Harman, S.E., op cit, p. 185.

The underlined words in the examples above (a_1, b_1, c_1, d_1) are all prepositions, because they express relationship between words - came and sunset ; nothing and disaster ; worked hard and a prize ; here and Christmas. On the other hand, the same form words in example a_2, b_2, c_2 and d_2 are conjunctions, because they join clauses - they came and the sun had set ; Tom was not there and his brother was ; I asked him to stay and I had something to tell him ; it is just a week and we arrived here.

3. The same form words functioning as prepositions and adjectives

A preposition shows relationship between words, but an adjective as defined by Harman, is used with a noun or another substantive as a modifier to describe or define it 21.

To modify means 'to make different'. Blue books are not the same thing as books. So the word blue and thus an adjective makes blue books different from books.

Some of the words commonly recognized by many as preposition may also function as adjectives. The words function as adjectives when they modify nouns or other substantives. It should be noted, however, that the words come after the words they modify.

Below are some examples, where the underlined words are used both as prepositions and as adjectives:

(a) 1. They went beyond^{the} mark.

2. Prepare for the life beyond.

(b) 1. He stood below me in the class.

2. I have a stateroom on the deck below.

²¹ Ibid, p. 73

- (c) 1. The sky is above the earth
 2. The apartment above is for rent.
- (d) 1. He came after a few days.
 2. The day after was my birthday.

The underlined words in examples a_1 , b_1 , c_1 and d_1 are prepositions, because they express relationship between: went and the mark; stood and me; the sky and the earth; came and a few days. Whereas the underlined words in examples a_2 , b_2 , c_2 and d_2 are adjectives because they describe the nouns coming before them. The life beyond here means 'the life beyond this life'. Below in on the deck below means 'below this deck'. Above in the apartment above means 'above this apartment'. And after in the day after means 'after the day'

I have tried to view English prepositions from their functional point of view. Suggested by other terms for function words, to which the prepositions belong, relational or structural words, prepositions have the function of showing relationship between words. In such an example as - The dog is the lady - the sentence is not structurally accepted, since the meaning is strange or even illogical. Only after the preposition behind is inserted and thus the sentence says - The dog is behind the lady, does the structure become grammatically acceptable.

In other cases, however, we should be very careful, because words of the same form commonly recognized as prepositions may function differently. The difference in function is determined by the fact whether the words modify verbs, show relationship between words or modify nouns.

Besides, the difference in function may also be determined by the position in relation with the words the modify.

The same form words are prepositions when showing - relationship between words. The position of the words are usually before their object, but in some cases the words may also occupy the post-position.

The same form words are adverbs when merely modifying verbs and the former usually come after the latter.

The same form words are adjectives, when they modify nouns or noun groups. The position is after the words they modify.

Chapter IV

ENGLISH PREPOSITION : SYNTACTIC DISTRIBUTION

In chapter II I tried to describe the form of prepositions. Then in chapter III, the function of preposition was discussed. In this chapter, as suggested by the heading - syntactic - the prepositions are going to be viewed from their relational point of view. Syntax is, as defined by Harman, the study of the relation of words to other words in phrases, clauses and sentences.²² We will see how prepositions occur in relation to other words in phrases or sentences.

Many of the words known as prepositions appear in various phrasal patterns. One pattern is a verb + such words as in, on, up, over ; in these combinations the prepositions modify the verbs in much the same way as adverbs. Hayden calls this kind of word a preposition adverb.²³

Below are examples of a pattern a verb + such a word as over.

- (a) The child looked over the table
- (b) The student looked over his notes.

The preposition over in (a) shows a relationship of position ; whereas the combination of the verb look + over in (b) conveys the meaning of 'review'. Another group of verbs are followed by specific prepositions.

Examples are arrive in, laugh at, agree with. The prepositions in these combinations do not change the meaning of the verbs.

²² Ibid., p. 11

²³ Hayden, op cit., p. 183

Some prepositions are also found in fixed phrases such as to be afraid of, in addition to, at once. Further, in "Mastering American English" Hayden presented the distribution of prepositions as follows:²⁴

1. VERBS and PREPOSITION - ADVERB COMBINATIONS

Although verb and preposition-adverb combinations are regarded as units, some combinations may be separated by an object. Combinations that may appear either followed or separated by an object are listed in group 1.1 below those always followed by an object, in 1.2 ; those without objects, in 1.3.

1.1 VERB + preposition + noun or
 - Adverb Object

Verb + Pronoun + Preposition
 Object - Adverb

Examples:

bring back

- a. 'recall' Your story brings back pleasant memories.
- b. 'return' You may borrow my car if you will bring it back by five o'clock.

call in

'to ask (someone) to come in (for a purpose)'
We called him in to ask his advice.

check out

'withdraw' (a book etc.)
When did you check out these books?

²⁴ Ibid, pp. 183 - 190

cheer up

'put (someone) in good spirits or in a good mood !

Try to cheer her up ; she musn't been feeling well lately.

do over

a. 'do again'

Your composition was poorly organized; you must do it over.

b. 'redecorate'

We are planning to do over our living room soon.

figure out : 'solve or reason out'

I just can't figure it out.

hand in : 'submit or turn in'

Bill forgot to hand in his homework today.

pick out : 'select'

Please help me pick out a new hat.

point out : 'call attention to'

I want to point out several important facts to you.

try on : 'test the fit or appearance'

I'd like to try on these two suits, please.

Additional combinations are listed below:

<u>ask for</u> = 'request'	<u>carry out</u> = 'complete,
<u>bring out</u> = 'reveal'	accomplish
<u>call down</u> = 'scold'	<u>give up</u> = 'surrender,
<u>call off</u> = 'cancel'	lose hope'
	<u>hang up</u> = 'put (a coat
	etc.) on a
	hook'.

pay back = 'repay'

put across = 'cause to be understood'

put away = 'store or set aside'

put off = 'delay or postpone'

save up = 'put aside money' (for a purpose)

take back = 'regain possession ; retract a statement or promise'

take on = 'assume responsibility ; undertake something (a job, a project, etc.)'

take over = 'assume control of'

talk over = 'discuss'

think through = 'think about until reaching a conclusion'

think up = 'invent or plan by thinking'

throw away = 'discard'

try out = 'test or experiment'

turn down = 'reject'

turn in = 'hand in'

turn off = 'shut off (a radio, gas, etc.)'

turn on = 'put on (a radio, gas, etc.)'

turn out = 'extinguish (lights, etc.)'

turn over = 'change the position ; transfer (goods, responsibility)'

1.2. VERB + Proposition + Pronoun
- Adverb - Object

Examples:

call for = 'go to get'

I always call for my laundry on Friday afternoon.

call on = 'pay a visit'

We called the Miltons the last time we were in Detroit.

come across = 'find by chance'

Mr. Watson came across on interesting old bookstore on Palm street recently.

get over = 'recover from'

It took Mr. Brown a long time to get over pneumonia.

go over = 'review'

Let's go over this exercise again.

Keep on = 'continue'

He kept on working there for thirty years.

look after = 'watch or take care of'

I had to look after my young cousins yesterday.

look for = 'search for or try to find'

Several students are looking for summer jobs.

put up with = 'tolerate'

Some people can't put up with noise when they are trying to concentrate.

take after = 'resemble'

John takes after his father both in looks and in character.

Additional combinations are listed below:

become of = 'happen to'

catch on = 'understand'

catch up with = 'overtake'

come along with = 'accompany'

check out of = 'leave (a hotel)'

check up on = 'investigate'

drop in on = 'visit informally'

drop out of = 'discontinue attendance or participation'

get along with = 'cooperate ; come along with'

get behind in = 'fall behind in'

get through = 'manage to finish'

get through with = 'be finished with'

go through = 'search or look through'

happen to = 'befall or become of'

keep up with = 'maintain a standard'

look down upon (on) = 'regard as inferior'

look in on = 'pay a brief visit to'

look out for = 'watch or be careful of'

look up to = 'admire'

look forward to = 'anticipate'

run across = 'come across, meet by chance'

see about = 'find about'

talk back to = 'answer rudely'

wait on = 'serve'

1.3. Some combinations of verb and preposition-adverb do not take objects.

Here are some examples:

check out = 'pay the bill and leave a hotel'

e.g. What time do you have to check out?

cheer up = 'get in good spirits'

e.g. Try to cheer up. It does not good to sit around worrying

get along = 'adjust ; progress'

e.g. How are you getting along?

get back = 'return'

e.g. When did you get back?

get in = 'arrive'

e.g. When does the next train get in?

The following are some additional combinations:

come along = 'get along'

drop in = 'visit'

get through = 'manage to finish'

get up = 'arise'

give up = 'lose hope'

hang up = 'end a telephone call'

keep on = 'continue'

take off = 'depart (as a plane; etc.)'

turn up = 'make an appearance'

keep off = 'do not touch or step on'

keep out = 'do not enter'

lie down = 'recline'

look out = 'be careful'

sit down = 'be seated'

stand up = 'get up on one's feet'

wake up = 'rouse from sleep'

2. VERBS and PREPOSITION COMBINATIONS

2.1. Verb + Preposition + (Pro)noun -Object

In this combination - verb and preposition - the verb is followed by a specific preposition. The preposition does not change the meaning of the verb.

Examples are :

agree on (upon)

We all seem to agree on the definition of the terms.

agree with

We agree with you on that point.

approve of

She doesn't approve of smoking.

argue with

We argued with the taxi driver about the fare.

arrive at (place), arrive in (a country, city)

He arrived at the airport in time to have dinner before the flight.

They arrived in Rangoon in January.

belong to

That tennis racquet belongs to Harold.

believe in

The Rogers certainly believe in having a good time.

care for

I don't care for cream in my coffee, thank you.

complain about (or of)

The students are always complaining about the assignments.

consent to

The manager has consented to the wage increase demanded by the union.

The following are some additional combinations:

comment on

succeed in

consist of

talk to

count on

talk about (or of)

decide on

think about (or of)

depend on

vote for

hear about (or of)

wait for

hear from

wish for

laugh at

work for

listen to

look at

object to

pay for

rely on

2.2. VERB + (pro)noun Object + Preposition + (pro)noun -Object

The preposition in this combination does not change the meaning of the verb. The following are some examples:

add something to (with) something

How add this number to that number.

blame someone or something for something

The policeman blamed Mrs. Reed for the accident

compare one thing with (or to) another

Compare this product with the one you have been using.

congratulate someone on (or of) something

We congratulate you on your promotion.

explain something to someone

Please explain this math problem to me.

excuse someone for something

Please excuse me for being late

introduce someone to someone

I introduced him to my sister

keep something for someone

Would you please keep this money for me?

prefer one thing or person to another

I prefer this painting to that one.

remind someone of someone or something

She reminds me of my cousin.

Please remind me of my appointment.

thank someone for something

Thank you for telling me about your plans.

subtract something from something

Subtract this figure from the total.

2.3. There are other combinations that ordinarily appear in fixed phrases

In these combinations, some phrases have new meanings.

Examples are:

fall in love with

Anthony fell in love with Cleopatra.

get in touch with ('reach or make contact with')

Try to get in touch with Mr. Brown when you get to Minneapolis.

make up one's mind ('decide')

Have you made up your mind yet whether or not to accept the job?

spend money (time, energy, effort) on something

I have spent a great deal of time, money and energy on my garden.

take care of ('watch over or look after')

Will you please take care of my dog this weekend?

take charge of ('assume responsibility for')

Mr. Brown will take charge of the office after the first of the year.

take something into consideration

You should take all expenses into consideration before building a house.

waste money (time, energy, effort) on something

We are wasting too much time on this problem.

3. Combination with be and have

3.1. There are many phrasal combinations of be + adjective

complement + preposition (the verb and adjective may be separated by not or by an intensifier)

The following are some examples:

be afraid of

He says that he is not afraid of anything.

be aware of

We are well aware of the situation.

be certain of

Are you certain of the date?

be composed of

A molecule is composed of atoms.

be delighted with (or by)

I am delighted with the gift.

be different from

This car is very different from the one I usually drive.

be disappointed in (or by)

Are you disappointed in the results of the election?

be familiar with

They are not familiar with this type of work.

be famous for

This restaurant is famous for its charcoal broiled steaks.

be fond of

They are especially fond of Mexican food.

be frightened by

The Senator is not easily frightened by the threats of his opponents.

be happy with

The Russells are very happy with their new television set.

be interested in

Floyd is interested in skiing

be known for

This town is known for its pleasant climate.

be made of (or out of, from)

These shoes are made of the finest leather.

Below, are some additional combinations:

be opposed to

be thankful for

be relevant to

be thrilled by (or with)

be satisfied with

be sensitive to

be surprised by (or at)

Other patterns with be are as follows:

be an authority on

Professor Keyes is an authority on labor relations.

be an opportunity for

That should be an excellent opportunity for you to say what you think.

be no doubt about

There is no doubt about the accuracy of the report.

be in charge of

Mr. Nicks is in charge of the sales department.

be in favor of

I am in favor of having supper after the play.

be in love with

He says that he is very much in love with her.

be out of date

The information in that book is out of date.

be out of order

The telephone is out of order.

be (or look) out of place

This large sofa would be (look) out of place in a small room.

- 3.2. There are some combinations of have + noun + preposition (modifiers of the noun may separate the verb and noun).

The following are some examples:

have access to

The accountant has complete access to the files.

have ability in

He has outstanding ability in the field of clinical psychology.

have confidence in

We have a great deal of confidence in your judgment.

have faith in

You must have faith in your own abilities.

have influence over

His father doesn't have much influences over him.

4. OTHER PREPOSITIONAL COMBINATIONS

Prepositions are also found in fixed phrases. Some are used as unit-prepositions and are followed by an object; other are used as modifiers (generally of the verb or whole sentence).

4.1. Combinations used as unit-prepositions

The phrases in this combination are preposition in phrasal forms. Some people may call them phrasal prepositions.

Some examples are :

according to : Answer the questions according to the instructions.

along with : Let's consider these questions along with the others.

as far as : Let's walk as far as Madison Avenue

at home in : He is at home in any country.

at (or on) the point of : We were at the point of discussing Mr. Baker's proposal when the meeting was adjourned.

Below are some other combinations:

ahead of	in contrast to (or with)
at the time of	in the course of
because of	in exchange for
by means of	in (or with) reference to
except for	in regard to
for fear for	in search of
for the purpose of	in spite of
for the sake of	in terms of
in addition to	instead of
in between	on account of
in care of	on the point of
in case of	
in common with	

4.2. Combinations used as modifiers

This combination is not a preposition by itself, but used as a modifier of a verb or a whole sentence.

Some examples are :

as yet : We haven't as yet reached a decision.

at all : I don't like that hat on you at all.

at any time : Please feel free to call on us at
any time.

at first, at last, at length, at once:

At first, we were very disappointed in our
progress.

at the time, at the present time, at this (that)
time:

At the time, we were delighted with the idea of
living abroad.

Other combinations are listed below:

by this (that) time

by the way (incidentally)

in any case

in any event

in fact

up to now

up to the present time

Chapter V

PREPOSITIONS : PROBLEMS IN TRANSLATION

In this chapter, I am trying to view prepositions from the translation point of view. By translation I am, by no means, putting The Old Grammar-translation Method to life again as a method of teaching. I myself do not hold the opinion, if there is any, that translation must not be used at all in teaching a foreign language. Many teachers and linguists have agreed upon the opinion that translation is the root of all evil. I do not entirely agree with them, though. I think a teacher may at times employ the students' mother tongue in this case, say Indonesian, to, for example, explain grammar or to check the students' understanding of a piece of text in the target language.

A writer once wrote that students of English face a variety of problems related to the use of prepositions.²⁵ Then in 'The Role of the Mother Tongue' Dr. Soepomo stated that the mother tongue can be used with no harm to clarify the meaning of a word, a phrase or of a sentence in the target language.²⁶

Based on these two opinions and also on my own experience that some students, if not many, face some problems concerning the use of prepositions, I will try to view the problems from the translation point of view, because we cannot deny the fact that all of the students probably translate to some extent in using the target language.

²⁵ ETP, Vol. XIII, No. 1 & 2, 1975, p. 111

²⁶ WIDYA DHARMA, Kumpulan Karya Ilmiah, IKIP Sanata Dharma, Yogyakarta, 1975, pp. 68-69.

In her article "Translation problems"²⁷, Dr. Gloria Soepomo wrote that there are some problems involved in translating Indonesian into English or vice versa, but the following are the ones which keep coming to her mind:

- The problems 1. on the word level
- 2. on the grammatical level
- 3. on the cultural differences on a broad level.

Those problems seem to apply to prepositions, too, but I am going to view the problems from the word level and the grammatical level.

The problems involved in translating English prepositions into Indonesian:

1. ON THE WORD LEVEL

- 1.1. Some English prepositions do not have equivalents in Indonesian
- 1.2. Some English preposition do not have to be translated in Indonesian.

2. ON THE GRAMMATICAL LEVEL

- 2.1. Phrasal verbs (phrases with verbs)
- 2.2. Phrasal combinations without nouns

1. ON THE WORD LEVEL

- 1.1. Some English preposition do not have equivalents in Indonesian.

When a student finds difficulties on the meanings of words, he will, usually consult a bilingual dictionary as it is usually considered as the best authority on the meanings of words. It turns out, however, that the dictionary does not give complete help. This means

²⁷ Ibid., pp.51-67

problems on the part of the students.

We take, for example, the word aboard. In the two bilingual dictionaries, English - Indonesian, by Pino and Wojowasito, aboard means 'di' for vehicles such as a ship and a train. So aboard means 'di (kapal)', di (kereta api). The sentence we were invited aboard the ship according to these dictionaries, will mean 'Kita di undang di kapal'. From the English explanation about the sentence aboard means 'upon or within a conveyance, as a ship, plane, train'. The sentence then means 'Kita diundang naik kapal'. I term this kind of problem as - An English preposition does not have its equivalent in Indonesian. The sentence - The tugboat came aboard the liner - also has the same kind of difficulty ; aboard does not mean 'di', but 'disamping' (alongside of). So the sentence means - 'Kapal penghela itu tiba di samping kapal penumpang itu'.

The following are some other examples:

I have not the money about me.

(Pino, Wojowasito - about = berkeliling, sekeliling, di mana-mana, kurang lebih, kira-kira, nongenal, didekatnya, hampir, tentang)

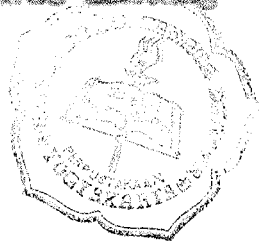
= Tak ada uang 'pada' saya.

The city is ten miles above the fortieth parallel.

(Pino, Wojowasito - above = di atas, lebih, daripada seg lain itu, lain daripada itu, atas)

= Kota itu terletak sepuluh mil 'di utara' garis lintang

40°



They were unable to communicate across the years.

(Pino, Wojowasito - across = lintang, salang, seberang).

= Mereka tidak bisa berkomunikasi 'selama' tahun - tahun itu.

This is a painting after Rembrandt

(Pino, Wojowasito - after = di belakang, setelah, sesudah sehabis, kemudian)

= Ini adalah sebuah lukisan 'gaya' Rembrandt.

The boy was named after Lincoln.

(Pino, Wojowasito - after = iden di atas)

= Anak itu diberi nama 'untuk mengingat' Lincoln.

He laid up money against old age.

(Pino, Wojowasito - against = lawan, melawan, terhadap, (kepada), pada, bertentangan).

= Dia menyimpan uang 'untuk persiapan' masa tua.

Smoke came out at the window.

(Pino, Wojowasito - at = di, pada, ke (pada), akan, atas, sampai)

= Asap keluar 'lewat' jendela.

The motion is before the senate.

(Pino, Wojowasito - before = di hadapan, di (depan), di muka, (lebih dulu, duluan, sebelum).

= Usul itu berada 'ditangan' senat.

The river flows by the town.

(Pino, Wojowasito - by = dengan, atas, dekat, melalui, se waktu, pada, ber-, demi, oleh).

= Sungai itu mengalir 'sepanjang' kota.

The door came down the wind.

(Pino, Wojowasito - down = bawah, ke bawah, di bawah ,
turun, hilir).

= Baunya datang 'bersama' angin.

The store failed for half a million.

(pino, Wojowasito - for = bagi, akan buat, untuk atas, se-
bab, karena, mengenai, lamanya
biarpun, meskipun).

= Toko itu menderita rugi 'sampai' setengah juta.

He bought the house for a thousand dollars.

(Pino, Wojowasito - for = idem di atas.

= Dibeliinya rumah itu ('dengan harga') seribu dolar.

He was tempted of the devil.

(Pino, Wojowasito - of = dari, daripada, akan, mengenai,
antara, karena, sebab, punya).

= Dia digoda 'oleh' setan.

He kept a diary over the years.

(pino, Wojowasito - over = di (atas), ke atas, kesana, di
sana, terlalu, terlampau, lebih
melalui, habis, selesai, sudah
lebih dari, melebihi, melewati,
menyeberangi).

= Dia mengisi buku harian 'selama' bertahun-tahun.

It is past comprehension.

(pino, Wojowasito - past = lalu, lampau, lewat, sudah,
masa yang silam, masa yang
lampau, zaman dulu, sesudah).

= Hal itu 'tak bisa' dimengerti.

He was disqualified under the rules of the game.

(Pino, Wojowasito - under = bawah, di bawah, ke bawah,
kurang).

= Dia didiaktifikasi 'sesuai' dengan peraturan pertandingan.

1.2. Some English preposition do not have to be translated in Indonesian.

The second problem comes from the fact that some prepositions do not have to be translated. In this case, it is not that the bilingual dictionary is not helpful in giving proper meanings of some prepositions. It is right that the dictionary is not, in a way, because it does not explain that some prepositions do not have to be translated. Most of us tend to think that words have meanings. As a result, a problem is there when some words do not really have to be translated.

The following are some examples of prepositions which do not have to be translated:

The bank pays interest at two percent.

(Pino, Wojowasito - at = pada, ke (pada), akan, atas, sampai).

= Bank itu memberikan bunga dua persen.

Give me a drink of water.

(Pino, Wojowasito - of = dari, daripada, akan, mengenai, antara, karena, sebab, punya).

= Beri saya minum air.

We live in a period of transition.

(Pino, Wojowasito - of = iden di atas).

= Kita hidup dimasa transisi.

The land was sown to wheat

(Pino, Wojowasito - to = kepada, ke, sampai, bagi, buat, untuk, menurut, berbanding, dengan, kembali, kurang, pada teg

hadap, kepada, sampai ke, hingga,
tentang).

= Tanah itu ditaburi gandum.

He suffered from malaria.

(Pino, Wojowasito - from = dari (pada), mulai (daripada),
karena).

= Dia menderita sakit malaria.

2. ON THE GRAMMATICAL LEVEL

The problems of translation on the word level lie on words as lexical items, but those on the grammatical level lie on words in relation with other words in the sentence, since grammar, as defined by Harman, is the study of words and their function. In its wider sense it may include syntax, which is the study of the relation of words to other words in phrases, clauses, and sentences.²⁸

In translating English prepositions it turns out that one of the problems comes from the fact that a preposition should be taken together with other words, a verb or another part of speech. The relation between the preposition and the other part of speech or word is so close that the meaning of the preposition itself is not there any more. This is, surely, hard for the students, who rely upon a bilingual dictionary most of the time to get help to know the meaning of words.

I will discuss the grammatical level problems of translating prepositions in relation with verbs and nouns. So the problems will be in:

2.1. Phrasal verbs (phrases with verbs)

2.2. Phrasal combinations with nouns

²⁸ House and Harman, R.E., op cit., p.11

2.1. PHRASAL VERBS (PHRASES WITH VERBS)

Some English verbs are related with some prepositions. The new phrase, consisting of a verb and a preposition has a new meaning. The verb means differently from its original.

The following are some examples:

What can a man do who comes after the King?

(Pino, Wojowasito - after = di belakang, setelah, sesudah, sehabis, kemudian, akan)

= Apa yang bisa diperbuat orang yang 'berada di bawah perintah' Raja?

Let us strive after wisdom.

(Pino, Wojowasito - after = idem di atas)

= Marilah 'mengejar' kebijaksanaan.

He inquired after your health.

(Pino, Wojowasito - after = idem di atas)

= Dia 'memeriksa' kesehatannya.

He got around the difficulty.

(Pino, Wojowasito - around = sekitar, sekeliling, kira-kira).

= Dia (bisa) 'mengatasi' kesulitan itu.

The nation passed beneath the yoke of the Conqueror.

(Pino, Wojowasito - beneath = di bawah)

= Bangsa itu 'malah perang dari' penaklukkanya.

It goes without saying

(Pino, Wojowasito - without = (di) luar, sebelah luar, dengan tiada, tanpa)

= Sudah barang tentu.

2.2. PHRASAL COMBINATIONS WITH NOUNS

By this, I mean prepositions in relation with nouns. It is not that the nouns mean differently. Rather the prepositions will have another meaning different from the ones found in a bilingual dictionary.

The following are some examples:

He followed the same routine day after day.

(Pino, Wojowasito - after = di belakang, setelah, sesudah, sehabis, kemudian, akan)

= Diikutinya hal rutin yang sama 'dari hari kehari'.

The matter is at present uncertain.

(Pino, Wojowasito - at = di, pada, ke (pada), akan, sampai.)

= Masalahnya belum pasti 'sekarang ini'

He was at work when I arrived.

(Pino, Wojowasito - at = idem di atas)

= Dia 'sedang bekerja' tatkala aku tiba.

I'll be on my way.

(Pino, Wojowasito - on = atas, pada, di, akan, mengenai)

= Saya akan 'berangkat'.

Chapter VI

CONCLUSION

It is generally agreed that the primary use of a language is for speaking. The main goal of learning a language is, accordingly, the ability to speak it. In order to be able to speak a language or a foreign language a learner must go through three stages.²⁹ One of them is understanding.

In the stage of understanding the learner builds concepts in his mind. He tries to know what is meant by each expression (the process of translating). In this thesis, I have tried to help the learners with how to know what an expression means. Since English expressions are so great in number, I limit my attention to discussing prepositions only, and not all but some.

Students of English find difficulties concerning the use of prepositions. Sometimes, they use the wrong prepositions or omit the prepositions. At other times, the difficulties are there, because some prepositions do not have equivalents in Indonesian. This is confirmed by the fact that a bilingual dictionary does not supply the students of English face a variety of problems concerning the use of prepositions.

Therefore, I try to help the students to know more about English prepositions by discussing their nature.

One of the learning domains is the Cognitive domain. In this domain a learner tries to know an expres

²⁹the three stages here are: understanding, memorizing, and practicing (*IES Bulletin*, No. 03 March 1977, Jkt.

sion, either by the form or its sound. I do not discuss the latter here in this thesis. Therefore, I take the form to be the topic of my discussion done from the following aspects:

1. The forms
2. The function
3. The syntactic distribution
4. The meaning

In discussing the meaning of prepositions I do not present the prepositions, the meanings of which can be easily found in a bilingual dictionary, which most students usually consult for help. I just present some prepositions which are difficult to translate because of something, for example their syntactic occurrences. That's why, to make it easier to understand an English preposition, I view it from the point of view of its syntactic distribution, beside from the point of view of its form and function.

As for the forms of prepositions, they are of two kinds: one-word and phrasal prepositions. The one-word kind can be further divided into three: simple, compound and participial prepositions. It is important for the students to know these kinds, otherwise they may get the wrong meaning. Let's take for example, a compound preposition into.

Into, which is a compound of in and to means 'ke dalam' in Bahasa Indonesia. Not knowing that this is a compound preposition, the student might give the same meaning to in and to in the sentence - He came in to see us in which the word in is not a preposition but an adverb, being the modifier of the verb came.

The same thing may happen in the following:

I have no tools to work with in this house.

I shall be there within an hour.

In the second sentence the word within is a compound preposition derived from with and in, whereas in the first sentence with in are two prepositions. They are two separate prepositions. Actually with, completely says with no tools, because to work is an infinitive the preposition with is placed in the back (post-position).

The students are also helped in understanding the meaning of prepositions when they know that a certain preposition goes together with a part of speech. The occurrences are also fixed, so it will make the students find the meaning in the dictionary more easily.

They are especially fond of Mexican food.

In this very example the preposition of is always there with fond, that completely reads - to be fond of. There are a couple of examples such as this. By knowing this kind of occurrence, a student, will not, presumably, give the wrong meaning to an occurrence like that.

Lastly, I discuss the problems of translating prepositions. By knowing the problems the students are helped to be more careful in trying to understand an English expression. Besides, they are also warned not to get the wrong meaning from an expression, because in many respects a student remains himself with his native language background. Sometimes, however, he is also dragged along by the new language habits that he has something in mind that a certain word, for

example, has got a certain meaning, whereas quite often some words (say prepositions) do not have to be translated at all.

My conclusion is that English prepositions are a problem to Indonesian students, but by knowing their nature, the students will understand their meaning more easily.

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