

The Mastery of Prepositions *for* and *to* Among the Sixth Semester Students at English Letters Department of Sanata Dharma University

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Abstract

This research aims to measure the mastery of prepositions for and to among the sixth semester students at English Letters Department of Sanata Dharma University. The researcher is also eager to identify whether or not the students find difficulties to decide which prepositions (for or to) they should use in making a correct sentence, especially in translating the Indonesian prepositions untuk, kepada, ke, buat and bagi into English. This will be related to certain conditions in which the students' first language (mother tongue) influences their second language learning. Thus, it is also very important to find out whether or not the students are influenced by their first language (Indonesian) in second language (English) learning process.

Keywords: *prepositions, errors, mastery, accuracy*

Introduction

Preposition, which links the relationship of a sentence's meaning between the things for which they stand, is categorized as one of the function words. Murcia and Freeman (1999: 402) elaborates that "English prepositions are free morphemes, not bound inflectional affixes as they are in many other languages. The reason that prepositions have the name they do is that they precede nouns—they are *pre*-positions."

In mastering English as a second or foreign language, a language transfer often happens. It occurs when the second language learners translate the first language into the target language word by word. Indonesian students are the example who learn English as the second language. They still find some difficulties to decide which prepositions they have to use in a sentence, for there are some Indonesian prepositions which share the same meaning but will be different if they are translated into English. It is recognized that

the Indonesian students will translate the prepositions *for* and *to* into *untuk*, *kepada*, *ke*, *buat* and *bagi*. Concurrently, they will have difficulties to translate them into English prepositions *for* or *to* and decide which one is appropriate to use because *for* and *to* almost have the same meaning if they are translated into Indonesian. In fact, these prepositions are completely different since there are several rules to consider in applying them.

This research focuses on measuring the ability of the sixth semester student at English Letters Department of Sanata Dharma University to apply prepositions *for* and *to*, since many students are still not aware about the differences between both prepositions. The students will find difficulties to decide which prepositions they should use in making a correct sentence; whether to use the prepositions *for* or *to* especially in translating the Indonesian prepositions *untuk*, *kepada*, *ke*, *buat* and *bagi* into English. This will be related to certain conditions in which the students' first language (mother tongue)

influences their second language learning. Thus, it is also very important to find out whether the students are influenced by their first language (mother tongue) in second language learning process.

The objects of this research are the sixth semester students of the 2015/2016 academic year, in English Letters Department of Sanata Dharma University. The sixth semester students are chosen to be the object of this research because the researcher intends to measure their ability in mastering the English prepositions *for* and *to*. Therefore, to get the data, the researcher will conduct a test.

The approach of the study applied in this research is the syntactic approach. According to Guralnik, syntax is the study of the arrangement of words as the elements in a sentence to show their relationship one another (1986: 1444). The syntactic approach is applied because this research deals with the usage of prepositions *for* and

to as the elements to form a correct sentence. Furthermore, this approach is applied to identify the usage of rules of both prepositions in order to build a well-performed sentence.

Preposition *for*

The preposition *for* is one of the English preposition which is difficult to learn since it often causes some errors in a sentence. Indonesian students who learn English as the second language finds some difficulties whether to use *for* or *to* as the appropriate one in a sentence. Compared to the preposition *to*, *for* is more confusing because the meaning of *for* seems abstract, manifold, and elusive (Lindstromberg, 2010: 224). In this research, the researcher provides the function of preposition *for* according to Oxford Advanced Learner's Dictionary 8th Edition as well. To make a better view of the list of the functions of preposition *for*, the table is displayed below.

No.	Functions	Examples
1.	To show who is intended to have or use something or where something is intended to be put	- There is a letter for you. - It is a book for children. - We got a new table for the dining room.
2.	To express who help somebody/something	- What can I do for you? - Can you translate this letter for me? - Soldiers fight for their country.
3.	To concern somebody/something	- They are anxious for her safety. - Fortunately for us, the weather changed.
4.	To show someone/something as a representative	I am speaking for everyone in this department.
5.	To show who is employed (by)	She is working for IBM.
6.	To reveal the meaning of something	Shaking your head for "NO" is not universal.
7.	To support somebody/something	- Are you for or against the proposal? - They voted for independence in a referendum. - I'm all for people having fun.
8.	To show purpose or function	- A machine for slicing bread. - Let's go for a walk. - What did you do that for?
9.	To show a reason or cause	- The town is famous for its cathedral. - She gave me a watch for my birthday. - He got an award for bravery.
10.	To obtain something	- He comes to me for advice. For more information, call this number.
11.	To express an exchange for something	- Copies are available for two dollars each. - I'll swap these two bottles for that one.

12.	To consider what can be expected from somebody/something	- The weather is warm for the time of year. - She's tall for her age. - That's too much responsibility for a child.
13.	To express the better, happier, etc. feeling of something	You'll feel better for a good night's sleep.
14.	To show where somebody/something is going	- Is this the bus for Chicago? - She knew she is destined for a great future.
15.	To show a length of time	- I'm going away for a few days. - That's all the news there is for now.
16.	To show that something is arranged or intended to happen at a particular time	- An appointment for May 12. - We're invited for 7.30.
17.	To show how difficult, necessary, pleasant, etc. something is that somebody might do or has done	- It's useless for us to continue. - There's no need for you to go. For her to have survived such an ordeal is remarkable. - The box is too heavy for me to lift. - Is it clear enough for you to read?
18.	To show who can or should do something	- It's not for me to say why he left. - How to spend the money is for you to decide.

Preposition *to*

As a preposition, the basic spatial meaning of *to* is used to express certain verbs of giving and sending such as *transmit, forward, (re)direct, communicate, distribute, transfer, grant*, etc. – as well as with verbs of intended or potential giving or sending such as *allot* and *assign* (Lindstromberg, 2010: 233).

Moreover, according to Close (1975: 166), the preposition *to* expresses relationship in space. To make a better understanding of the use of preposition *to*, the researcher provides the functions of preposition *to* along with the examples of each function according to Oxford Advanced Learner's Dictionary 8th Edition as follows.

No.	Functions	Examples
1.	To show the direction of something; towards something	- I walked to the office. - He's going to Paris. - It is my first visit to Africa. - He pointed to something on the opposite bank.
2.	(to) the something (of something) located in the direction mentioned from something	- Place the cursor to the left of the first word. - There are mountains to the north.
3.	To show something is as far as something	- The meadows lead down to the river. - Her hair fell to her waist.
4.	To reach a particular state	- The vegetables are cooked to perfection. - The letter reduced her to tears
5.	To show the end or limit of a range or period of time	- A drop in profits from \$105 million to around \$75 million. - I like all kinds of music from opera to reggae. - I watched the programs from the beginning to end.
6.	To show (something) before the start of something	- How long is it to lunch? - It's five to ten (= five minutes before ten o'clock).
7.	To show the person or thing that receives something	- He gave it to his sister. - I will explain to you where everything goes.

		- I am deeply grateful to my parents. To whom did she address the letter?
8.	To show the person or thing that is affected by an action	- She is devoted to her family. - What have you done to your hair?
9.	To show that two things are attached or connected	Attach this rope to front of the car.
10.	To show a relationship between one person or thing and another	- She is married to an Italian. - The key to the door. - The solution to this problem.
11.	To show something is directed toward; concerning	- It is a threat to world peace. - She made a reference to her recent book.
12.	To introduce the second part of a comparison or ratio	- I prefer walking to climbing. - The industry today is nothing to what it once is.
13.	To show a quantity or rate	- There are 2.54 centimeters to an inch. - This car does 30 miles to the gallon.
14.	To show an honor towards somebody/something	- A monument to the soldiers who died in the war. - Let's drink to Julia and her new job.
15.	To show something happens while something else is happening or being done.	He left the stage to prolonged applause.
16.	To show somebody's attitude or reaction to something	- His music is not really to my taste. To her astonishment, he smiled.
17.	To show what somebody's opinion or feeling about something is	It sounded like crying to me.

Indonesian Preposition *untuk*

Chaer states that the preposition *untuk* is used to reveal "aim" or "intended action" which precedes pronoun, as in (a) *Beliau membawakan oleh-oleh untuk kami*, (b) *Pupuk dikirim untuk para petani* (2011: 136). Moreover, Ramlan (1980: 116) explains that the preposition *untuk* is used to indicate "functions" of something, as in (a) *Sampah lain yang masih tersisa diproses menjadi kompos yang dapat dijual untuk pupuk*

Indonesian Preposition *kepada*

According to Ramlan (1980: 77) the Indonesian preposition can be used as the following.

- Kepada* is used to indicate the "recipient", meaning that the recipient "receives" something from the "agent". For examples: *Panggilan itu dilakukan dengan mengirimkan surat panggilan kepada pengusaha.*
- Kepada* is used to indicate "something or someone which is intended to" For

example: *Saya sangat tertarik kepada pendidikan masyarakat.*

- Kepada* is used to indicate the "object" For example: *Orang tua itu sayang kepada anak-anaknya.*

Indonesian Preposition *ke*

Chaer reveals that the Indonesian preposition *ke* is used to reveal "the places where someone or something goes" which precedes before noun that indicates place, as in (a) *Ibu pergi ke kantor pos*, (b) *Paman berangkat ke Surabaya*, (c) *Kami akan berwisata ke Candi Borobudur* (2011: 130). Another function of Indonesian preposition *ke* is to say where something or someone moves, which precedes before "adverb of time" in a sentence, as in *Dia pergi beristirahat ke Pulau Bali.*

Indonesian Preposition *buat*

According to Chaer, the Indonesian preposition *buat* is used as the variant of Indonesian preposition *untuk*. Unfortunately, this Indonesian preposition is not recommended to use, for it has the same

meaning to the Indonesian preposition *untuk* (2011: 137). For example: *Ibu membawakan bunga buat kami*.

Indonesian Preposition *bagi*

According to Ramlan (1980: 36), the Indonesian preposition *bagi* is used to indicate the term “intended”, which is in line with the use of the Indonesian preposition *untuk*. For example: (a) *Cabang-cabang produksi yang penting bagi Negara dan yang menguasai hidup orang banyak dikuasai Negara*.

Interlingual Transfer

Interlingual transfer refers to the beginning or the early stages of learning a second language. Through the early stages, before the system of the second language is familiar to the second language learners, the native language is the only linguistic system in previous experience upon which the learner can draw (Brown, 1987: 177). The examples of interlingual transfer can be found when some English students tend to say ‘sheep’ for ‘ship’ or ‘the book of Math’ rather than ‘Math’s book’. These sentences refer to the negative inter-language transfer in learning English as a second language.

Interference

Another problem that often causes error in comprehending certain languages is interference. Interference is the first language influence on second language performance (Krashen, 1981: 64). He further explains that the first language influence may therefore be an indication of low acquisition (Krashen, 1981: 67). In this case, interference becomes a problem on language acquisition for Indonesian learners in mastering English as a second language since the first language, which is Indonesian, may affect them.

Selinker (1971), Seligar (1988), and Ellis (1997) argue that in learning a target language, learners construct their own interim rules with the use of their first language knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently

proficient in the second language for transfer to be possible.

Intralingual Transfer

According to Delija and Koruti, intralingual error is the condition where errors occur due to partial learning of the target language (2013: 1). They add, as cited from Brown (1987), that intralingual refers to the overgeneralization error which involves the incorrect application of the previously learned second language material to a present second language context. They also mention that intralingual transfer can be attributed to the ignorance of rule restriction which according to Richards and Sampson means “applying rules to contexts to which they do not apply” (1974).

The Students’ Achievements in the Test

As revealed previously, the data of this research is gathered by conducting a test to the sixth semester students of English department. The test aims to measure the mastery level of the use of prepositions *for* and *to* among the students. To determine the minimum passing score that the students should achieve in order to pass the test, the researcher refers to the academic regulation of Sanata Dharma University, in which 56% would be considered to enter the category of sufficient (C). The students who achieve the score less than 56% of the highest score is considered to be in the category of insufficient. Meanwhile, grades’ category of good (B) and very good (A) are determined by the researcher on the related material based on the score distribution, which is above the minimum passing score (56%).

Since this research aims to figure out the students’ mastery in applying English preposition *for* and *to*, a descriptive analysis presentation is required. The descriptive analysis provides the mean, median, range, mode, and standard deviation based on the students’ final scores in the test. By providing these type of scores, the students’ mastery in preposition *for* and *to* can be determined. The following table represents the descriptive analysis of the test.

No	Variables	Score
1	Mean	23
2	Median	23
3	Range	14
4	Mode	23

After dealing with the descriptive analysis, then the score category applied to this study is determined. The highest score that the students could achieve throughout the test is 30. Thus, the 56% of this highest score is 19. It reveals that this score is the minimum passing score to be considered in

the sufficient category. Meanwhile, the students who achieve the score less than the minimum passing score (19) are considered to be in the insufficient category and automatically fail the test. The score category is provided below:

Score	Category
27-30	Very good
23-26	Good
19-22	Sufficient
15-18	Insufficient
≤ 14	Fail

According to the students' final score, the mean of the students' score is 23 (73,06 %). Considering the category above, it can be summed up that the students' accuracy level

in mastering prepositions *for* and *to* reaches the category of good. The table provided below displays the students' achievement in the test according to the category above.

Score	Category	Number of Students achieving the category	Percentage
27-30	Very Good	8	16,33%
23-26	Good	18	36,73%
19-22	Sufficient	15	30,61%
15-18	Insufficient	8	16,33%
≤ 14	Fail	0	0%

Regarding the table above, it can be concluded that most of the students (18) students (36,73%) reach the good category. Whereas there are eight students (16,33%) enter the category of very good. Meanwhile, there are fifteen students (30,61%) reach the category of sufficient, and the rest of the total students (8) enter the category of insufficient (16,33%). It also can be concluded that there is none of the students who are in the category of fail.

The Students' Difficulties in Mastering prepositions *for*

Although the students' achievements in the test enters the category of good, it is

undeniable that most of them still find difficulties in mastering the prepositions *for*. It is proven by the mistakes or errors produced by the students during the test.

The errors produced in this analysis are categorized as syntax errors. It is because the errors deal with the grammatical function of prepositions *for* in order to form a correct and well-performed sentence. Besides, the errors also occur due to the ignorance of rules of preposition *for*. To make a better view of the syntax errors of preposition *for*, the table is displayed as follows.

Part	Item Number	Incorrect Sentences	Correct Sentences
A	3	They are eager <i>to</i> revenge.	They are eager for revenge.
	5	We had been talking <i>to</i> a good half hour.	We had been talking for a good half hour.
	6	Shaking your head <i>to</i> "NO" is not universal.	Shaking your head for "NO" is not universal.
	8	I've applied <i>to</i> a job at the factory, I don't know if I'll get it.	I've applied for a job at the factory, I don't know if I'll get it.
	12	Paisley claims to speak <i>to</i> the majority of local people.	Paisley claims to speak for the majority of local people.
	14	What's the proper word <i>to</i> those things?	What's the proper word for those things?
	15	That's too much responsibility <i>to</i> a child.	That's too much responsibility for a child.
	16	Tomorrow morning I have to catch a plane. I'm leaving my house <i>to</i> the airport at 7.30.	Tomorrow morning I have to catch a plane. I'm leaving my house for the airport at 7.30.
	17	Let me carry that bag <i>to</i> you.	Let me carry that bag for you.
	18	We're invited <i>to</i> 7.30.	We're invited for 7.30.
	19	<i>To</i> her to have survived such an ordeal is remarkable.	For her to have survived such an ordeal is remarkable.
Part	Item Number	Incorrect Sentences	Correct Sentences
B	3	He plays <i>to</i> Denver.	He plays for Denver.
	4	I am delighted <i>to</i> you.	I am delighted for you.
	5	The editor is the person who is responsible <i>to</i> what appears in a newspaper.	The editor is the person who is responsible for what appears in a newspaper.

According to the table above, it can be summed up that the errors are caused by the incorrect application of preposition *for*. These errors occur when they deal with several functions of preposition *for* in order to build a well-performed sentence such as: to obtain something, to show length of time, to reveal a meaning of something, to show who is employed (by), to represent someone/something, to consider what can be expected from somebody/something, to show where somebody/something is going, to help someone, to show that something is arrange or intended to happen at particular time, to express how difficult or pleasant something is

that somebody might do or has done, and to show someone's better feeling of something/someone else. One of the incorrect sentence that the students made during the test is *Tomorrow morning I have to catch a plane. I'm leaving my house _____ the airport at 7.30.*

There are only six students (12%) from the total students (49) who answered this item correctly. Whereas most of the students, which are 43 students, answered the question incorrectly. It can be concluded that the students' achievement through this item is very low since the percentage of the total

incorrect answers reaches 88%. The incorrect sentence that most of the students have made is: *Tomorrow morning I have to catch a plane. I'm leaving my house to the airport at 7.30.* Most of the students might consider the preposition *to* in this sentence is the appropriate one to apply before the object "the airport" as the destination of the subject. Since they might consider the object "the airport" is the "endpoint of destination", therefore they apply preposition *to*. However, this is incorrect because "the airport" here discusses an intention rather than movement (Lindstromberg, 2010: 226).

This also refers to one the function of preposition *for*, in which it is used to show where somebody/something is going. Therefore, the correct answer must be: *Tomorrow morning I have to catch a plane. I'm leaving my house **for** the airport at 7.30.*

It is clearly seen in the sentence that, before the indirect object "my house" there is

a travel-related word "leaving" which is typically associated with preposition *for*. It is true that this travel-related word does indicate that the landmark (airport) is a destination. Yet, in this case, *for* does not focus on the endpoint of destination (like *to* does) but rather an intention in some early or intermediate stage of the trip (Lindstromberg, 2010: 226).

The Students' Difficulties in Mastering prepositions *to*

As revealed in the previous explanation, the errors produced by the students are considered as syntax errors because it deals with the grammatical function of prepositions *to* in order to form a correct and well-performed sentence. Furthermore, the errors also occur due to the ignorance of rules of preposition *to*. To make a better view of the syntax errors of preposition *to*, the table is displayed below.

Part	Item Number	Incorrect Sentences	Correct Sentences
A	1	The vegetables are cooked <i>for</i> perfection.	The vegetables are cooked to perfection.
	4	Attach a recent photograph <i>for</i> your application form.	Attach a recent photograph to your application form.
	7	Does your interest in nuclear physics extend <i>for</i> nuclear weaponry?	Does your interest in nuclear physics extend to nuclear weaponry?
	9	Offices handling everything from espionage <i>for</i> assassination.	Offices handling everything from espionage to assassination.
	10	I woke <i>for</i> the sound of torrential rain.	I woke to the sound of torrential rain.
	11	<i>For</i> her astonishment, he smiled.	To her astonishment, he smiled.
	13	There will be a visit <i>for</i> the theater.	There will be a visit to the theater.
	21	The letter reduced her <i>for</i> tears.	The letter reduced her to tears.
	22	Colleges of education may have anything from a few hundred <i>for</i> nearly 2000 students.	Colleges of education may have anything from a few hundred to nearly 2000 students.
	23	She is always wonderfully kind <i>for</i> me.	She is always wonderfully kind to me.
B	1	There will be a solution <i>for</i> this problem.	There will be a solution to this problem.
	2	It is a threat <i>for</i> world peace.	It is a threat to world peace.
	6	How long is it <i>for</i> lunch?	How long is it to lunch?
	7	He woke <i>for</i> the sound of pouring rain.	He woke to the sound of pouring rain.

According to the table above, it can be concluded that the errors caused by incorrect application of preposition to occur when it deals with several grammatical functions of preposition to in order to build a well-performed sentence such as: to reach a particular state/condition, to show two things are attached or connected, to indicate something that is “as far as something”, to show the end or limit of a range or period of time, to indicate that something happens while something else is happening or being done, to show somebody’s attitude or reaction to something, to show direction towards something, to show the person or thing that receives something, to show something that is directed towards something/somebody or concerning something/somebody, and to indicate something before the start of something.

One of the incorrect sentence that the students made during the test is _____ *her astonishment, he smiled*.

There are only 16 students (33%) who answered the question correctly. On the other hand, most of the students, which are 33 (67%), answered the question incorrectly. It can be assumed that the students’ understanding in using preposition to in this item is low since just few of them could answer the item correctly. The incorrect

answer that most of the students made in the test is: *For her astonishment, he smiled*.

Throughout this sentence, the students might not comprehend the distinction between the use of preposition for and to if both prepositions are applied in a sentence. Consequently, they just put the preposition for arbitrarily.

This sentence actually indicates someone’s attitude towards something. In this case, the subject “he” smiled towards someone’s astonishment. Thus, this sentence needs a preposition to indicate that someone gives a reaction towards something, which is preposition to. The application of to here is to show somebody’s attitude or reaction to something. Then, the correct answer is: **To** *her astonishment, he smiled*.

The Errors that Contribute to the Students’ Mastery of Prepositions *for* and *to*

Referring to the analysis that has been done previously, the researcher figures out three types of errors that contribute to the students’ mastery of preposition *for* and *to*, which are *interlingual transfer*, *interference*, and *intralingual transfer*. The percentages of each errors are displayed in the table as follows.

Types of Errors	Total Number of Questions	Percentage
Interlingual	20	64,5%
Interference	7	22,6%
Intralingual	4	12,9%

According to the table, the biggest errors that contribute to the students’ mastery of preposition *for* and *to* is interlingual transfer. The researcher figures out that 64,5 % of the total questions of the test (20 questions) produce errors caused by interlingual transfer among the students. Secondly, another type of errors that contribute to the students’ mastery of preposition *for* and *to* is interference. The percentage of errors caused by interference in the test is 22,6%, in which there are 7 questions (all question of part B)

causing students’ errors in the test. Finally, intralingual error also contributes to the students’ mastery of preposition *for* and *to*. There are 4 questions (12,9%) in the test that contribute to the students’ errors caused by intralingual transfer.

The Interlingual Error

The first type of errors that contributes to the students’ mastery on prepositions *for* and *to* is interlingual transfer. The

interlingual transfer occurs because the students might think that the prepositions *for* and *to* share the same meaning and they are exchangeable. Consequently, they just apply random prepositions without considering the function of each prepositions and the meaning of the sentence.

One of the questions that contributes to the interlingual errors is *Let me carry that bag _____ you*. In this item number, the students face difficulties to differentiate the prepositions *for* and *to* and decide the correct one that suits the sentence. They then apply random preposition and as a result, there are many mistakes made by the students.

As stated in the previous analysis, based on the Oxford Advanced Learner's Dictionary 8th Edition, the application of *for* in this item number is to help someone/something. In this sentence, the preposition *for* indicates the subject "me" who tries to help the object by carrying his/her bag. Therefore, the correct answer would be: *Let me carry that bag for you*.

Interference Errors

The second type of errors is interference. Regarding the analysis of the test, the interference happens when the students want to choose the correct English translation in the test (Part B). In this part, they are required to choose the correct English sentence containing Indonesian prepositions. As a result, the students faced the difficulties when they wanted to translate the Indonesian preposition *pada*, *untuk*, *bagi* into English preposition *for* and *to*, for in Indonesian language, *pada*, *untuk*, *bagi* almost share the same meaning.

One example that contributes to the interference error in the test is when the students want to choose the correct translation of the Indonesian sentence *Akan adasebuahsolusiuntukmasalahini* into English sentence. The correct answer is "There will be a solution *to* this problem." In this part, the interference error happens when the rules of Indonesian sentence influence them to decide which preposition (*to* or *for*) can means *untuk*. In this case, the students may consider

both prepositions can be applied as the translation of Indonesian preposition *untuk*. In fact, the application of *for* in this item is incorrect because if we consider the meaning of the sentence, the appropriate preposition to use is *to*, for it indicates how things are related or connected each other (Merriam Webster, 2008: 1731).

Intralingual Transfer

The third type of errors is intralingual transfer. Intralingual transfer can be attributed to the ignorance of rule restriction which means "applying rules to contexts to which they do not apply". Referring to the analysis, it can be revealed that the intralingual errors occurs when students are lack of knowledge about prepositions *for* and *to* and they seems to ignore the functions of each preposition.

One of the item numbers that is caused by intralingual transfer in the test is *Paisley claims to speak _____ the majority of local people*.

The sentence above may be quite confusing since half of the students are unable to differentiate the use of preposition *for* and *to*. In fact, the use of both prepositions in this sentence is dissimilar. The students then may face two different answers, which are "Paisley claims to speak *for* the majority of local people" and "Paisley claims to speak *to* the majority of local people." In this case, the students might be confused to decide which preposition they have to put before the noun phrase "the majority of local people". The sentence which uses preposition *for* indicates the subject "Paisley" as a representative of the majority of local people; "Paisley" represents someone who (maybe) part of the local people. Conversely, when preposition *to* is applied, it points out the subject "Paisley" as the one who (claims to) speaks to the majority of local people. According to the meaning of the sentence, the correct preposition is *for* since the subject "Paisley" is indicated as the representative of the majority of local people. Thus, the correct sentence must be: *Paisley claims to speak for the majority of local people*.

Referring to the Oxford Advanced Learner's Dictionary 8th Edition, this sentence uses one of the functions of preposition *for*, in which preposition *for* is used as a representative (of something/someone).

Conclusion

It is figured out that the sixth semester students at English Letters Department of Sanata Dharma University mastery on the prepositions *for* and *to* enters the category of good. Their average score (mean) is 23 (73,06 %), which is above the target of minimum score (56%). Although the students' achievement throughout this preposition is quite good and above the target of minimum score (56%), it can be seen that there are many errors made during the test.

In this research, it is found out that the errors caused by the incorrect application of prepositions *for* and *to* are categorized as syntax errors. It is because the errors deal with the grammatical functions of prepositions *for* and *to* in order to form a correct and well-performed sentence. Besides, the errors also occur due to the ignorance of rules of prepositions *for* and *to*.

The students' errors in mastering the prepositions *for* and *to* are influenced by several types of errors, which are interlingual transfer, interference, and intralingual transfer.

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