

ABSTRACT

Insyatin. 2012. *The Use of Prepositions after Adjectives: Analyzing the Ability of Second Semester Students of English Education Department at State Institute of Islamic Studies Sunan Ampel, Surabaya*. A Thesis. English Education Department, IAIN Sunan Ampel Surabaya. Advisors: (I) Akh.Muzakki, Grad.Dip (SEA), M.Ag., M.Phil., Ph.D. (II) Rizka Safriyani, M.Pd.

Key Words: Prepositions after Selected Adjectives, students' ability, causes of students' error.

This research is conducted to answer three research problems. First, how do the second semester students of English Education Department show their skill using prepositions after selected adjectives. Second, what prepositions are often used incorrectly. Last, what are the causes of the students' errors. Descriptive qualitative research is used because the aims of this research are to describe the students' ability to use prepositions after selected adjectives and the causes of students' errors and also to identify which prepositions are often used incorrectly. Then, the data are taken from written test and questionnaire.

The result of this research shows that most of the students can answer not more than 15 questions out of 25 questions. Then, there are six prepositions after selected adjectives that they often used incorrectly. First, the use of preposition after selected adjective "*certain*". Here 19 students often use preposition "*in*". Second, the use of preposition after selected adjective "*shocked*". There are 29 students often use preposition "*of*". Third, the use of preposition after selected adjective "*ready*". Nineteen students often use preposition "*to*". Fourth, the use of preposition after selected adjective "*disappointed*". Nineteen students often use preposition "*in*". Fifth, the use of preposition after selected adjective "*angry*". There are eighteen students often use preposition "*to*". Sixth, the use of preposition after selected adjective "*anxious*". There are nineteen students often use preposition "*in*" after this selected adjective. Next, there are some causes of students' errors. Those are; the students get difficulties to memorize the fix prepositions followed the selected adjectives, they make such errors because of language intervention (Indonesian), the students get difficulties to memorize the selected adjectives, they do not understand the rules of using prepositions after selected adjectives, the students forget the material, and they do not understand the word meaning of prepositions after selected adjectives.

Based on the result, the researcher concludes that the students' ability in using prepositions after selected adjectives is poor. Then, there are six prepositions which are often used incorrectly in the use of prepositions after selected adjectives. Last, the dominant causes of students' errors are they get difficulties to memorize the fix prepositions after selected adjectives and because of language intervention (Indonesian).

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Preposition can be used to show movement in a certain direction. Alter states that they also show position and time.³

A Preposition is a word that shows the relationship between the noun, pronoun, and other words in a sentence.⁴ It is usually placed before a noun to describe the position or location of other objects in question. Discussing of the prepositions, it includes two aspects; the type of prepositions and their relationship with other parts of speech. A preposition does not have a pattern or certain provisions in its use, so the preposition can be learned by memorizing certain patterns of the usage of prepositions or by imitating English native speakers in using the preposition.

There are several prepositions that have a relationship with the words that precede it. The relationship is very tight so it seems that the next word is a part of the word because it is never replaced by other prepositions. The types of the word include a preposition after the adjective, preposition after a noun, and preposition after the verb.⁵ In this research, the researcher focuses on the use of prepositions after selected adjectives. More information about these selected adjectives can be found in selected questions in the research design below. In fact, based on the researcher's experience in learning grammar about this material, it is not as deep as learning the other aspects of English

³ J.B Alter, *Essential English Usage And Grammar 1*, (Jakarta: Binarupa Aksara, 1991),109

⁴ Imam D. Djauhari, *Mastery on English Grammar*, (Surabaya:Indah,2004), Edisi Revisi,147

⁵ Fuad Mas'ud, *Essentials of English Grammar a Practical Guide*, (Yogyakarta: BPFE, 2005), Edisi 3,98

grammar. So there are some prepositions that are used often incorrectly in using prepositions after adjectives by the students.

This research is done in the second semester students of English Education Department. The researcher chooses this subject because of some reasons for this selection. First, the researcher takes students from second semester as the subject because they are still in the early semester. Hopefully, they may good at the use of prepositions after adjectives in the next semester. Secondly, the students of semester 2 have passed structure 1. From this subject they have learned prepositions, include prepositions after adjectives. Thirdly, the researcher chooses the students of English Education Department because they are a candidate of English teacher.

The fourth, the researcher is herself a student of EED so she hopes this research gives a little contribution by giving the information about the students' ability in using prepositions after selected adjectives. Because of these reasons, the researcher wants to find out the students' ability in the used of prepositions after selected adjectives in semester two. In addition, this research is done at the State of Institute of Islamic Studies, as it is more efficient, both in the sense of time and energy.

This research is focused on three research problems. Those are; how is the ability of second semester students of English Education Department in using prepositions after selected adjectives, what prepositions are often used incorrectly by the students, and what are the causes of students' errors.

- b. *-Ing* participles used as one-word prepositions: barring, concerning, considering, during, excepting, excluding, including, notwithstanding, pending, regarding, respecting, saving, touching.
- c. Two-word prepositions
- OF as the second element: ahead of, a propos of (meaning *with reference to*), because of, east (or north, west, south) of, exclusive of, inclusive of, instead of, irrespective of, regardless of, short of.
 - TO as the second of element: according to, antecedent to, as to, contrary to, counter to, due to, next to, on to (also *onto*), owing to, previous(ly) to, prior to, pursuant to, relative to, subject to, subsequent(ly) to, thanks to, up to.
 - WITH as the second element: along with, concurrently with, together with.
 - FOR as the second element: as for, but (for), except (for), save (for).
 - FROM as the second element: apart from, aside from, away from.
 - UP as the first element: up against, up at, up till, up until, up to.
- d. Three or four-word prepositions: by dint of, by means of, by order of, by reason of, by virtue of, by way of, at the cost of, at the hands of, at the point of, at the risk of, with reference to, with regard to, with respect to, with the exception of, with the purpose of, with an eye to, with a view to, for fear of, for lack of, for want of, for the benefit of,

Academic Year 2009/2010)” by Irwan Susanto.¹² This research is focused on using prepositions in descriptive writing. The result of the analysis of this research is that it is found that there are 299 errors on preposition. They are errors on prepositions of time (39 errors = 13,04%), errors on prepositions of place (89 errors = 29,77%), errors on prepositions after verbs (24 errors = 8,03%), errors on prepositions after adjectives (50 errors = 16,72%), and errors on prepositions after participial adjectives (97 errors = 32,44%). From the statement above we can see that he classifies the errors of the prepositions and also has given the percentage of the errors.

Secondly, “A descriptive Study about The Students’ Linguistic Errors of Their Writing Work (A Study on XIth Students of SMA Negeri 1 Kramat Tegal in Academic year 2010-2011)” by Estika Yuliani.¹³ This research focuses on the students’ linguistics errors in their narrative writing. She classifies the students’ linguistic errors into grammatical error, diction, spelling, capitalization, and punctuation. She categorizes grammatical errors generally, she does not make it specific. Such as grammatical error in tense, part of speech (like verb, preposition,

¹²Irwan Susanto, “An Error Analysis of Using Preposition in Descriptive writing (A Descriptive Study on the Second Grade Students of SMP Negeri 19 Tegal in Academic Year 2009/2010)”,(unpublished bachelor thesis, Tegal: English Education Department, Pancasakti University Tegal, 2010) cited from: http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya_ilmiah.show_detail&barcode=PBI081053 accessed on may 08, 2011

¹³Estika Yuliani, “A Descriptive Study About the Students’ Linguistic Errors of Their Writing Work (A Study on the XIth Students of SMA Negeri 1 Kramat Tegal in Academic Year 2010-2011)”,(Unpublished bachelor thesis, Tegal: English Education Department, Pancasakti University Tegal, 2011) cited from: http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya_ilmiah.show_detail&barcode=922011KI48 accessed on may 16, 2011

etc.). She also does not give the percentage of students' linguistic errors. So one does not know which error is the dominant.

The third is “A descriptive Study on The Grammatical Difficulties Faced by The Third Year Students of SMKN 01 Brèbes in 2007/2008 in doing TOEIC at incomplete Sentence and Error Recognition Parts of The Reading Section” by Ida Eliza.¹⁴ This research focus is about the student real grammatical difficulties in doing TOEIC at incomplete sentence and error recognition part of the reading section. The results of this research are that the students dominantly have got difficulties in analyzing the correct preposition (58%), Verb (60%), tenses (51%) adjective clause (54,5%), and article (61%). The students have got enough difficulties in analyzing pronoun (48,2%), conjunction (48,5%), concord (4,4%), adjective (47,5%), and conditional sentence (47%). The last, the students have got less difficulties in analyzing the suitable adverb (23%). The writer has classified the student difficulties and also has given the percentage the student difficulties, so one knows the dominant students difficulties from the data above.

The fourth is “An Analysis of Mistakes Encountered by the First Year Students of SMAN 02 Slawi in Writing Descriptive Text in Academic Year

¹⁴Ida Eliza, “A Descriptive Study On The Grammatical Difficulties Faced By The Third Year Students Of SMKN 01 Brebes In 2007/2008 In Doing TOEIC At Incomplete Sentence And Error Recognition Parts Of The Reading Section”,(Unpublished bachelor thesis, Tegal: English Education Department, Pancasakti University Tegal, 2009) cited from:http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya_ilmiah.show_detail&barcode=PBI09003 accessed on may 16,2011

2009/2010” by Nurcholis Yuda Pratama.¹⁵ This research is aimed to find out the dominant error in descriptive writing. He has classified the errors into five categories. They are content, organization, word choice, grammar and mechanics (capitalization). The result of this research is the lowest score got by the grammar, which are 80. It means the highest mistakes encountered by the students. The next level is the mechanic especially in using capitalization. The mechanics get total score 100. The content and text organization get total score 114. It is same score. The last is the word choice. It is the highest score than the others. The word choice got 115. The conclusion is that the dominant error made by students is in using grammar. The writer has classified the errors by scoring not giving percentages.

The fifth is “Analisis Kemampuan Mahasiswa dalam Menggunakan Ajektiva Berpreposisi” by Shinta Pratiwi.¹⁶ This research is similar to the writer’s research, but the subject and the research topic is different. Shinta’s research is held in the sixth students of Germany Education department at UPI and the topic is preposition after adjective in Germany. Mean while the writer’s topic is prepositions after selected adjectives in English. And the subject of the research is

¹⁵Nurcholis Yuda Pratama, “An Analysis Of Mistakes Encountered By The First Year Students Of SMAN 02 Slawi In Writing Descriptive Text In Academic Year 2009/2010”,(Unpublished bachelor thesis, Tegal: English Education Department, Pancasakti University Tegal,2010)cited from:http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya_ilmiah.show_detail&barcode=PBI081048 accessed on may 16,2011

¹⁶Shinta Pratiwi,”Analisis Kemampuan Mahasiswa dalam Menggunakan Ajektiva Berpreposisi,(Unpublished bachelor thesis, Jakarta: Germany Education Department,UPI,2006) cited from:<http://jurnal.dikti.go.id/jurnal/detil/id/6:5199/q/pengarang:PRATIWI%20/offset/30/limit/15> accessed on May 08,2011

second semester students of English Education Department at State Institute For Islamic Studies Sunan Ampel Surabaya. The result of Shinta's research is that the Germany Department Students' ability in using prepositions after adjectives are less. It is showed by mean score of the students is 15,79 (52,62) from 30 questions that is given.

The sixth is "A Descriptive Study about Grammatical Analysis of Students' Error in Writing Activity (A Case Study at The Seventh Graders of MTs Fillial Al-Iman Adiwerna District Tegal Regency in the Academic year of 2009-2010)" by Sulastri.¹⁷ Based on the data analysis, she has classified five grammatical errors which are made by students. The grammatical errors are classified into appropriate tenses, punctuation, capitalization, a finite (to be) and preposition. The result of data analysis shows that grammatical errors are: 21.65% concerns with appropriate tenses, 6.64% concerns with punctuation, 43.39% concerns with capitalization, 24.39% concerns with to be, 3.52% concerns with preposition. It can be known that the students mostly made errors on capitalization, the number of errors is 43.39%. The fewest on Preposition, the number of errors is 3.52%.

¹⁷Sulastri,"A Descriptive Study about Grammatical Analysis of Students' Error in Writing Activity" (A Case study at the seventh graders of MTs Filial Adiwerna-Tegal Regency in the Academic Year of 2009/2010)",(Unpublished bachelor thesis, Tegal: English Education Department, Pancasakti University Tegal,2010)cited from:http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya_ilmiah.show_detail&barcode=PBI081013 accessed on may 16,2011

The seventh is “An Analysis of Prepositional Phrase in Jane Austin’s Novel *Pride and Prejudice*” by Eva Pebriyanti.¹⁸ This thesis is aimed to find out the use of prepositional phrase in the sentences of Jane Austin’s novel “Pride and Prejudice”. The result of this research is that she finds 240 prepositional phrases. She takes 120 prepositional phrases as the sample then just 60 prepositional phrases that she has been analyzed. She has found six types of prepositional phrases in Jane’s novel. Those are place, direction, time, identification, purpose/ reason, and possession. From the sixth of those prepositional phrases, the dominant one is physical relationship type (17 prepositional phrases), but she does not mention the number of the others prepositional phrases.

The eight is “An Error Analysis On Students’ Reading Comprehension Tests (A Descriptive Study of The Eight Grade Students of SMP Negeri 2 Taman in Academic Year 2009 / 2010)” by Komalinda.¹⁹ The result of this research is that the writer has found such errors. They are 34% errors in vocabulary item, 23% errors in meaning item, 33,75% errors in grammatical item, and 28,5% errors in accuracy item. From the data analysis above it can be concluded that the dominant errors made by the students are on vocabulary item and grammatical

¹⁸ Eva Pebriyanti,” An Analysis of Prepositional Phrase in Jane Austin’s Novel *Pride and Prejudice*”,(Unpublished bachelor thesis, Medan: Faculty of Letters English Literature Department, University of North Sumatra,2008)cited from:<http://repository.usu.ac.id/bitstream/123456789/17313/6/Cover.pdf> accessed on may 13,2011

¹⁹Komalinda, “An Error Analysis On Students' Reading Comprehension Tests (A Descriptive Study of The Eight Grade Students of SMP Negeri 2 Taman in Academic Year 2009 / 2010)”,(Unpublished bachelor thesis, Tegal: English Education Department, Pancasakti University Tegal,2010)cited from:http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya_ilmiah.show_detail&barcode=PBI081042 accessed on may 17,2011

item. In the grammatical errors she does not classify them (such as: error in tense, modal and auxiliary, etc.).

The ninth is “Faktor-faktor Dominan Penyebab Kesulitan Siswa dalam Memahami Bentuk dan Penggunaan Preposisi Bahasa Inggris (Suatu Penelitian Deskriptif Eksploratif pada Siswa SMP Negeri 18 Kota Tegal Kelas VIII Tahun Pelajaran 2009-2010)” by Asrie Puspitasari.²⁰ In this research, the writer has classified the dominant factors of students’ difficulties into four categories. Those are interest and understand to the material, motivation, teacher, and learning media factors. Based on the result of the research, the dominant factor that was found. There were 45% factor in interest and understand to material, 45% in motivation, 75% teacher factor, and 55% factor in media learning. From the data above the conclusion is the most dominant factors are teacher and learning media factors.

The tenth is “Analisis Preposisi dalam Karangan Siswa Kelas IV SD Negeri Kasin Kota Malang Tahun Ajaran 2006-2007” by Nurul Hidayah.²¹ This study is aimed to know the students’ ability in using preposition in their writing.

²⁰Asrie Puspitasari, “Faktor-faktor Dominan Penyebab Kesulitan Siswa dalam Memahami Bentuk dan Penggunaan Preposisi Bahasa Inggris (Suatu Penelitian Deskriptif Eksploratif pada Siswa SMP Negeri 18 Kota Tegal Kelas VIII Tahun Pelajaran 2009-2010)”,(Unpublised bachelor thesis, Tegal: English Education Department, Pancasakti University Tegal,2010)cited from: http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya_ilmiah.show_detail&barcode=PBI10008 accessed on may 16,2011

²¹ Nurul Hidayah, “Analisis Preposisi dalam Karangan Siswa Kelas IV SDN Kasin Kota Malang Tahun Ajaran 2006-2007.” (Unpublished bachelor thesis, Malang: Jurusan Sastra Indonesia, Fakultas Sastra UM,2007)cited from:<http://sastra.um.ac.id/wp-content/uploads/2009/10/Analisis-Preposisi-dlm-Karangan-Siswa-Kls-4-SDN-Kasin-Kota-Malang-TA-2006-2007-Nurul-2007.pdf> accessed on may 08,2011

The writer has found 324 sentences which use preposition. And there were 194 sentences which use the correct principle of using preposition. The writer has concluded that students could understand the principle of using preposition and the students' ability in using prepositions are enough good.

Some researchers above have done their research about the usage of grammar, including the use of prepositions. Over all of the previous research above are held in English and other language. They research to find out the students ability and also to identify the students' grammatical errors. They classify the grammatical errors into specific grammar includes the grammatical error in the use of prepositions. Prepositions are as important as the other English grammar. Therefore, the researcher chooses the title the use of prepositions after adjectives. The researcher wants to find out the ability of second semester students of English Education Department using prepositions after selected adjectives. But, this research is only focused on the usage of prepositions after selected adjectives in English. It is more specific than some of the researches above. So the result of this research gives information about the use of prepositions after selected adjectives than the others.

D. Research Instrument

In qualitative research, the instrument is the researcher herself.² Thus, the measurement and measuring instruments used are also qualitative, and more abstract, but complete and profound. Qualitative researcher is as *human instrument*.³ It means that the researcher decides the focus of research, chooses the key informant as the data resource, collects the data, evaluates the quality of data, analyzes the data, interprets the data and makes a conclusion from the findings by her-self as the instrument.

E. Data collection Technique

Data is the significant thing in a research. So using the data collection technique properly decides the success of a research. To obtain the valid data, the researcher will use several kinds of data collection techniques. They are:

1. Test

Test is a group of questions or exercises which is used to measure someone's or a group's skill, knowledge, intelligence, ability or talent.⁴ This test is given to get the answers. In a test that measured is ability or

²Burhan Bungin, *Metodologi Penelitian Sosial:Format-Format Kuantitatif dan Kualitatif*,(Surabaya:Airlangga University Press,2001), 71

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2007), 222

⁴ Suharsimi Arikunto, *op.cit.*, 139

The researcher uses this questionnaire because this questionnaire makes the respondents easy to answer the questions and it doesn't need much time. The result of this questionnaire uses to find out the causes of students' errors

F. Data Analysis Technique

In this research, the researcher uses data analysis Miles and Huberman model. The activities of data analysis based on this model are data reduction, data display, and conclusions/drawing/verification.⁹ Data display is obtained from the result of the test in using prepositions after certain adjectives that has been given to the students majoring in English education department. There are about twenty five questions. The type of the questions is completion items.

Then, the answers of these questions are analyzed to know the students' ability in using prepositions after selected adjectives and also to identify which prepositions often used incorrectly. And then the researcher takes the conclusions.

These questions are analyzed by giving score to their answer sheets.

The score range based on Brown:¹⁰

⁹ Sugiyono, op.cit., 246

¹⁰ Onik Zakiyah, *The Use of Numbered Head Together (NHT) Technique to Improve Students Reading Narrative Text Ability*, (Unpublished S-1 Thesis.Surabaya: English Education Department, IAIN Sunan Ampel Surabaya, 2009, 37

Score:	85 – 100	= Excellent	(E)
	75 – 85	= Very Good	(VG)
	55 – 75	= Good	(G)
	45 – 55	= Poor	(P)

Beside use test, data is also obtained from questionnaire. Questionnaire is used to find out the causes of students' errors in using prepositions after selected adjectives. After doing all of data display, the researcher makes a conclusion.

2.	He is <i>certain</i> ...passing the examination.	<ul style="list-style-type: none"> • He is certain <u>of</u> passing the examination • He is certain <u>in</u> passing the examination. • He is certain <u>to</u> passing the examination. • He is certain <u>at</u> passing the examination. • He is certain <u>about</u> the examination. • He is certain <u>on</u> the examination. 	He is certain <u>of</u> passing the examination.	of =6 in =11 to =4 at =1 about =2 on =2 no answer=1
3.	He was <i>shocked</i> ...losing all his money.	<ul style="list-style-type: none"> • He was shocked <u>of</u> losing all his money. • He was shocked <u>in</u> losing all his money. 	He was shocked <u>at</u> losing all his money.	of = 29 in = 2 about = 2 on = 2

		<ul style="list-style-type: none"> • He was shocked <u>about</u> losing all his money. • He was shocked <u>on</u> losing all his money. 		
4.	He is <i>good</i> ...making toy airplanes	<ul style="list-style-type: none"> • He is good <u>at</u> making toy airplanes. • He is good <u>in</u> making toy airplanes. • He is good <u>of</u> making toy airplanes. • He is good <u>for</u> making toy airplanes. 	He is good <u>at</u> making toy airplanes.	at = 17 in = 11 of = 6 for = 1
5.	My mother is <i>clever</i> ...making dress.	<ul style="list-style-type: none"> • My mother is clever <u>at</u> making dress • My mother is clever <u>in</u> making dress. 	My mother is clever <u>at</u> making dress.	at = 11 in = 14 on = 3 of = 4 for = 2 to = 1

10.	She was <i>pleased...getting</i> job.	<ul style="list-style-type: none"> • She was pleased <u>at</u> getting job. • She was pleased <u>in</u> getting job. • She was pleased <u>to</u> getting job. • She was pleased <u>for</u> getting job. • She was pleased <u>of</u> getting job. • She was pleased <u>on</u> getting job. 	She was pleased <u>at</u> getting job.	at = 0 in = 14 to = 8 for = 7 of = 5 on = 1
11.	That shop is <i>famous...its</i> cakes.	<ul style="list-style-type: none"> • That shop is famous <u>for</u> its cakes. • That shop is famous <u>of</u> its cakes. • That shop is famous <u>on</u> its cakes. 	That shop is famous <u>for</u> its cakes.	for = 3 of = 11 on = 7 with = 5 in = 7 from = 1 to = 1

		<ul style="list-style-type: none"> • I was disappointed <u>to not</u> finding her school. • I was disappointed <u>with not</u> finding her school. 		
13.	He is <i>fond</i> ...his sister.	<ul style="list-style-type: none"> • He is fond <u>of</u> his sister. • He is fond <u>to</u> his sister. 	He is fond <u>of</u> his sister.	of = 24 to = 11
14.	She is <i>proud</i> ...her garden.	<ul style="list-style-type: none"> • She is proud <u>of</u> her • She is proud <u>to</u> her garden. 	She is proud <u>of</u> her garden.	of = 34 to = 1
15.	I am <i>sorry</i> ...that poor boy.	<ul style="list-style-type: none"> • I am sorry <u>for</u> that poor boy. • I am sorry <u>on</u> that poor boy. 	I am sorry <u>for</u> that poor boy.	for = 14 on = 3 about = 1 to = 10 of = 7

		<ul style="list-style-type: none"> • I am sorry <u>about</u> that poor boy. • I am sorry <u>to</u> that poor boy. • I am sorry <u>of</u> that poor boy. 		
16.	My sister is <i>good</i>Geography.	<ul style="list-style-type: none"> • My sister is good <u>at</u> Geography. • My sister is good <u>in</u> Geography. • My sister is good <u>of</u> Geography. • My sister is good <u>on</u> Geography. 	My sister is good <u>at</u> Geography.	at = 16 in = 17 of = 1 on = 1
17.	Exercise is <i>good</i> ...the health.	<ul style="list-style-type: none"> • Exercise is good <u>for</u> the health. • Exercise is good <u>of</u> the health. 	Exercise is good <u>for</u> the health.	for = 23 of = 1 to = 1 at = 4 in = 6

		<ul style="list-style-type: none"> • Exercise is good <u>to</u> the health. • Exercise is good <u>at</u> the health. • Exercise is good <u>in</u> the health. 		
18.	She is <i>worried...</i> her daughter.	<ul style="list-style-type: none"> • She is worried <u>about</u> her daughter. • She is worried <u>to</u> her daughter. • She is worried <u>of</u> her daughter. • She is worried <u>at</u> her daughter. 	She is worried <u>about</u> her daughter.	about = 12 to = 13 of = 9 at = 1
19.	Her dress is <i>different...</i> mine.	<ul style="list-style-type: none"> • Her dress is different <u>from</u> mine. 	Her dress is different <u>from</u> mine.	from = 16 with = 7 of = 7 to = 1 in = 4

20.	She was <i>angry</i>me.	<ul style="list-style-type: none"> • Her dress is different <u>with</u> mine. • Her dress is different <u>of</u> mine. • Her dress is different <u>to</u> mine. • Her dress is different <u>in</u> mine. <ul style="list-style-type: none"> • She was angry <u>with</u> me. • She was angry <u>at</u> me. • She was angry <u>to</u> me. • She was angry <u>of</u> me. 	She was angry <u>with</u> me.	with = 12 to = 18 at = 4 of = 1
21.	She is <i>busy</i> ...her work.	<ul style="list-style-type: none"> • She is busy <u>with</u> her work. • She is busy <u>at</u> her work. • She is busy <u>on</u> her work. 	She is busy <u>with</u> her work. (at may be used)	with = 18 at = 5 on = 7 of = 5 in = 1 to = 3

22.	He is <i>afraid</i> ...meeting the headmaster.	<ul style="list-style-type: none"> • She is busy <u>of</u> her work. • She is busy <u>in</u> her work. • She is busy <u>to</u> her work. • He is afraid <u>of</u> meeting the headmaster. • He is afraid <u>for</u> meeting the headmaster. • He is afraid <u>on</u> meeting the headmaster. • He is afraid <u>in</u> meeting the headmaster. 	He is afraid <u>of</u> meeting the headmaster.	of = 25 for = 1 on = 8 in = 1
23.	We are <i>surprised</i> ...what you have done.	<ul style="list-style-type: none"> • We are surprised <u>at</u> what you have done. 	We are surprised <u>at</u> what you have done.	at = 10 of = 9 in = 12 on = 4

question with the appropriate preposition and the others use wrong preposition. Two students use preposition “to”, two others use preposition “on”, one student uses preposition “in”, and one student does not answer this question. Then, question no.2 is about the use of preposition after selected adjective “*certain of*” in the sentence “*He is certain...passing the examination*”. There are 6 students use the correct preposition and the other students use the incorrect preposition. Nineteen students use preposition “in”, four students use preposition “to”, one student uses preposition “at”, two students use preposition “about”, one student uses preposition “on” and one student does not answer the question. Next, question no.3 is about the use of preposition after selected adjective “*shocked at*” in the sentence “*He was shocked...losing all his money.*” In this question, no one can answer it. Twenty nine students use preposition “of” after selected adjective “*shocked*”. Two students use preposition “in”, two others use preposition “about”, and two students use preposition “on”. Afterwards, question no.4 is about the use of preposition after selected adjective “*good at*” in the sentence “*He is good....making toy airplanes*”. Here, seventeen students answer this question correctly and the others students use incorrect prepositions. Eleven students use preposition “in”, six students use preposition “of”, and one students use preposition “for”. Question no.5 is about the use of preposition after selected adjective “*clever at*” in the sentence “*My mother is clever...making dress*”. Eleven students answer the question correctly. Fourteen students use

incorrect preposition. Eleven students use preposition “to”, 6 students use preposition “in” and 6 others use preposition “for”. Question no.10 is about the use of preposition after selected adjective “pleased at” in the sentence “She was pleased...getting job”. No one can answer this question. Fourteen students use preposition “in”, 8 students use preposition “to”, 7 students use preposition “for”, 5 students use preposition “of”, and one student uses preposition “on”.

Question no.11 is about the use of preposition after selected adjective “famous for” in the sentence “That shop is famous...its cakes”. Only three students answer this question correctly. Eleven students use preposition “of”, 7 students use preposition “on”, 5 students use preposition “with”, 7 students use preposition “in”, one student uses preposition “from”, and one student uses preposition “to”. Next, question no.12 is about the use of preposition after selected adjective “disappointed at” in the sentence “I was disappointed...not finding her school.” Only one student answers this question correctly, the others students give wrong answer. Eleven students use preposition “of”, 19 students use preposition “in”, one student uses preposition “to”, and 3 students use preposition “with”. Question no. 13 is about the use of preposition after selected adjective “fond of” in the sentence “He is fond...his sister.” Here, twenty four students answer this question properly. Eleven students else use incorrect preposition that is preposition “to”. Then, question no.14 is about the use of preposition after selected

adjective “*proud of*” in the sentence “*She is proud...her garden*”. In this question, thirty four students can answer the question. One student can not answer this question. Question no.15 is about the use of preposition after selected adjective “*sorry for*” in the sentence “*I am sorry...that poor boy.*” There are fourteen students use the correct preposition (“*for*”) after the selected adjective “*sorry*”. Three students use preposition “*on*”, one student uses preposition “*about*”, 10 students use preposition “*to*”, and 7 students use preposition “*of*”.

Then, question no.16 is about the use of preposition after selected adjective “*good at*” in the sentence “*My sister is good...Geography.*” There are sixteen students answer this question use the correct preposition. The others students give wrong answer. Seventeen students use preposition “*in*”, one student uses preposition “*of*”, and one student uses preposition “*on*”. Then, question no.17 is about the use of preposition after selected adjective “*good for*” in the sentence “*Exercise is good....the health.*” There are twenty three students answer this question properly. The others are wrong. One student uses preposition “*of*”, one student uses preposition “*to*”, 4 students use preposition “*at*”, and 6 students use preposition “*in*”. Next, question no.18 is about the use of preposition after selected adjective “*worried about*” in the sentence “*She is worried...her daughter.*” Here, twelve students use the correct preposition after this selected adjective, the others are wrong. Thirteen students use preposition “*to*”, 9 students use preposition “*of*”, and one

Table 4.2
Descriptions of Test Result

Students' Number	Points	Scores
1	10	40
2	6	24
3	11	44
4	7	28
5	11	44
6	9	36
7	11	44
8	10	40
9	11	44
10	12	48
11	13	36
12	7	28
13	7	28
14	5	20
15	11	44
16	6	24
17	7	28
18	7	28

they do not know the meaning of the prepositions after selected adjectives. The fourth, they forget the material, and the last because of the language intervention (Indonesian). These causes are shown in the figures below:

Figure 4.1
Students' answer toward the third question taken from the questionnaire

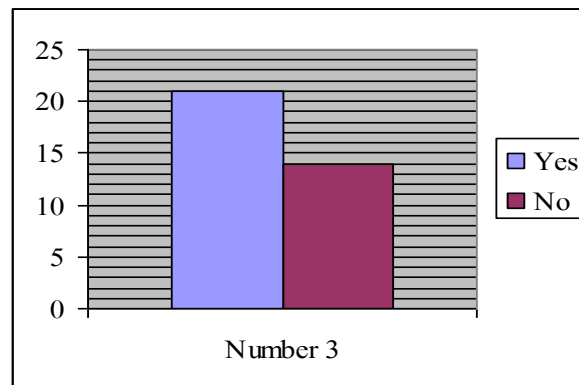


Figure 4.1 shows the number of the students' answer toward the third question taken from the questionnaire. The question asks about do the students get difficulties to memorize the selected adjectives. It shows that 21 students answer "yes" and 14 students answer "no". Therefore, it can be concluded that the students' difficulties to memorize the selected adjectives may be classified as the causes of the errors.

Figure 4.2
Students' answer toward the fourth question taken from the questionnaire

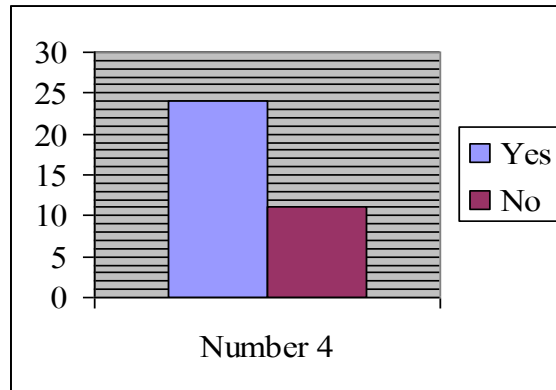


Figure 4.2 shows the number of students' answer toward the third question taken from questionnaire. The question asks about do the students get difficulties to memorize the fix prepositions followed the selected adjectives. It shows there are 24 students answer "yes" and 11 students answer "no". Therefore, it can be concluded that the students' difficulties to memorize the fix prepositions followed the selected adjectives may be classified as the causes of the errors.

Figure 4.3
Students' answer toward the seventh question taken from the questionnaire

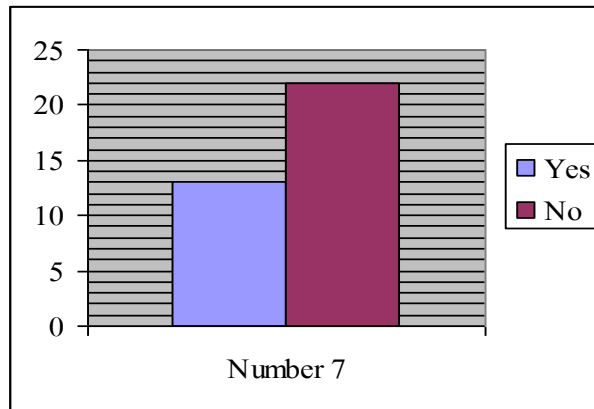
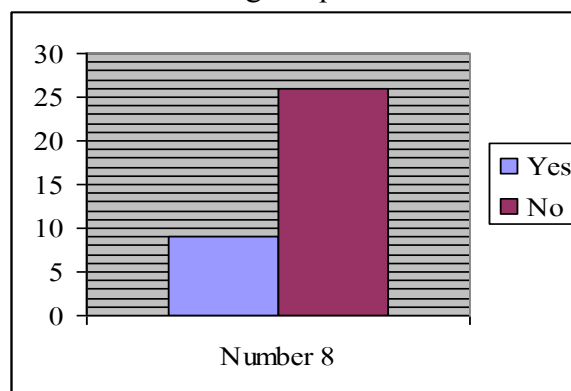


Figure 4.3 shows the number of students' answer toward the third question taken from the questionnaire. The question asks about do the students understand the rules of using preposition after selected adjectives. It shows there are 14 students answer "yes" and 21 students answer "no". Based on the result above, it can be concluded that the students do not understand the rules of using prepositions after selected adjectives may be classified as the causes of the errors.

Figure 4.4
Students' answer toward the eighth question taken from the questionnaire



First, the use of preposition after selected adjective “*certain*” in the sentence “*he is certain...passing the examination.*” Nineteen students often use preposition “*in*”. It is described by Murphy that preposition “*of*” must be used after selected adjective “*certain*”. Therefore, the respected answer is “*certain of*”. Second, the use of preposition after selected adjective “*shocked*” in the sentence “*he was shocked...losing all his money.*” Twenty nine students often use preposition “*of*” after the adjective “*shocked*”. Actually, the fix preposition followed adjective “*shocked*” is preposition “*at*”. Third, the use of preposition after selected adjective “*ready*” in the sentence “*are you ready...the journey?*”. Here, 19 students often use preposition “*to*” after the selected adjective “*ready*”. The correct preposition after selected adjective “*ready*” is preposition “*for*”.

Fourth, the use of preposition after selected adjective “*disappointed*” in the sentence “*I was disappointed...not finding her school.*” Nineteen students often use preposition “*in*” after the selected adjective “*disappointed*”. Really, the correct preposition followed this adjective is preposition “*at*”. Fifth, the use of preposition after selected adjective “*angry*” in the sentence “*She was angry...me*”. Here, eighteen students often use preposition “*to*” after the selected adjective “*angry*” and the correct preposition after this selected adjective is preposition “*with*”. The last, the use of preposition after selected adjective “*anxious*” in the sentence “*I am anxious...speaking at the meeting.*” Nineteen students often use preposition

