# 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

# **THESIS**



Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

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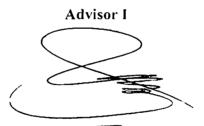
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This thesis by Insyatin entitled "The Use of Prepositions after Adjectives: Analyzing the Ability of Second Semester Students of English Education Department at State Institute of Islamic Studies Sunan Ampel, Surabaya" has been approved by the thesis advisors for further approval by the Board of Examiners.

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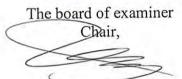
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## **ABSTRACT**

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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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### **CHAPTER I**

### INTRODUCTION

# A. Background of the Research

English has become a dominant language because people around the world use it. So it has become an international language. This realization makes many countries, include Indonesia brings the teaching of English into their primary subject of education in almost all levels of formal education. The students study English as a foreign or second language. If the students want to be able to master English both in speaking and writing, they have to know the combination of words into phrases, sentences, and texts. They have to learn how to combine the words. In any language, certain words regularly combine with certain other words or grammatical constructions. <sup>1</sup>

A key but problematic subject of grammar for non-English speaking learner is preposition. According to George and Julia, preposition is called the biggest little words in English. They are usually quite short and insignificant looking, but they have very important functions.<sup>2</sup> They are used to show the relationship between the noun, pronoun, and the rest of the sentence.

<sup>&</sup>lt;sup>1</sup> Morton Benson, et.al., *The BBI Dictionary of English Word Combinations Revised Edition*, (Amsterdam: John Benjamins Publishing Company, 1997), ix

<sup>&</sup>lt;sup>2</sup> George E. Wishon - Julia M. Burks, *Let's Write English Revised Edition*, (USA: Litton Educational Publishing, 1980),288

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

A Preposition is a word that shows the relationship between the noun, pronoun, and other words in a sentence. <sup>4</sup> 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. 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

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<sup>&</sup>lt;sup>3</sup> J.B Alter, Essential English Usage And Grammar 1, (Jakarta: Binarupa Aksara, 1991),109

<sup>&</sup>lt;sup>4</sup> Imam D. Djauhari, *Mastery on English Grammar*, (Surabaya:Indah,2004), Edisi Revisi,147

<sup>&</sup>lt;sup>5</sup> 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. Finally, by knowing the students' ability and the causes of students' errors in using prepositions after selected adjectives, hopefully the English students are good at the use of prepositions after selected adjectives then.

Therefore, the researcher takes the title "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".

### **B.** Problem of the Research

Selected Adjectives are some adjectives followed by certain preposition that are irreplaceable by the other preposition. According to Murphy, selected adjective followed by certain prepositions are categorized into: Adjectives + of/to, adjectives + about/with, adjectives + at/by/with, adjectives + at/to/from/in/on/with/for.<sup>6</sup>

Based on the background of the research above, the problem of this research are:

1. How is the ability of second semester students of English Education

Department in using prepositions after selected adjectives?

This problem deals with the issue of the students' achievement in using prepositions after selected adjectives, whether their score deal with the given

<sup>6</sup> Raymond Murphy, *English Grammar in Use*, (United Kingdom: Cambridge university Press, 1998), Second Edition, 258-260

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standardization or not. Their achievements are categorized into poor, good very good, and excellent.

2. What prepositions are often used incorrectly by English students in using prepositions after selected adjectives?

This problem deals with the issue of prepositions often used by the students incorrectly after selected adjectives. More importantly, this problem is concerned with usage of prepositions after selected adjectives.

3. What are the causes of students' errors in using prepositions after selected adjectives?

This problem deals with the issue of such errors that the students have made and also the cause of students' inability in producing certain prepositions.

# C. Purposes of the Research

According to the problems of the research above, the researcher purposes to:

- describe English students' ability in using preposition after selected adjectives.
- 2. find out the prepositions after selected adjectives are often used incorrectly by the English students.
- find out the reason why such errors occur in using prepositions after selected adjectives.

# D. Significance of the Research

The results of this research expect:

- to do the mapping and get a deeper understanding about the English students'
  ability in using prepositions after selected adjectives, which prepositions are
  often used incorrectly, and the reason that such errors occur in using
  prepositions after selected adjectives.
- 2. to give contribution to English teachers, readers, and especially to the researcher.

# E. Scope and Limitation

This research focuses on the students at second semester English Education Department of State Institute of Islamic Studies Sunan Ampel, Surabaya. It is to find out the students' ability in using preposition after selected adjectives then which prepositions are often used incorrectly, and also to find out the causes that such errors occur.

# F. Definition of Key Terms

To avoid misunderstanding about the problems, the key terms are defined as follows:

1. Students' ability is the ability of English students in using prepositions after selected adjectives. In this research, it refers to the second semester students'

- ability of English Education Department of States Institute of Islamic Studies Sunan Ampel, Surabaya.
- 2. Prepositions after selected adjectives are some adjectives followed by certain preposition in a fixed way. In this research, they are: "afraid at", "angry with", "anxious about", "ashamed of", "busy with", "certain of", "clever at", "disappointed at", "different from", "fond of", "famous for", "good at", "good for", "pleased at", "proud of", "quick at", "ready for", "shocked of", "sorry for", "surprised for", "sure of", "tired of", "worried with".
- 3. The students' error is the students can not fix the correct preposition followed the selected adjectives.

### **CHAPTER II**

### REVIEW OF RELATED LITTERATURE

### A. Theoretical Frameworks

# 1. Prepositions

# a. Definition of Prepositions

Learning preposition is difficult because almost every definition for a preposition has exceptions. Kon states that Prepositions are the words that show time, position, and direction and they are usually placed before nouns/pronouns. Next, according to George and Julia Prepositions is called the biggest little words in English, but they have very important functions in a sentence. Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence.

<sup>&</sup>lt;sup>1</sup> Michael A. Pyle And Mary Ellen Munoz, *Cliffs Toefl Preparation Guide Fourth Edition*, (Singapore: John Wiley & Sons (SEA)Pte.Ltd,1991), 210

<sup>&</sup>lt;sup>2</sup> T.S. Kon, *Practical English Usage 3*, (Jakarta; Binarupa Aksara, 1991), 147

<sup>&</sup>lt;sup>3</sup> George E. Wishon - Julia M. Burks, op.cit., 288

# b. Types of Prepositions

There are two types of prepositions, they are:

- 1) Physical relationship prepositions
  - a. Prepositions show time. These prepositions consist of:

One point of time: on, at, in

Extended time, starting at one point and ending at another (duration): since, by, from-to (or until, till), for, during, in or within.

Sequence of time, events that follow one another: before, after.

 Prepositions show place-position and direction. These preposition consist of:

Position

- a) the point itself: in or inside, on, at
- b) higher or lower than a point: over, above, under, underneath, beneath, below
- c) neighboring the point: near, next to, alongside, beside, between, opposite.

Direction (movement in regard to a point): to-from, toward(s), away from, in (to)-out of, up-down, around, past (or by), as far as.

-

<sup>&</sup>lt;sup>4</sup>Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice Hall,Inc,1972), 163

# 2) Other semantic relationships

- a. Cause or reason (Adv): because of, for, for the sake of, on account of
- b. Concession (Adv): in spite of, despite (formal), notwithstanding (formal), regardless of
- c. Condition (Adv): in case of, in (the) event of
- d. Purpose(Adv): for, for the purpose of
- e. Accompaniment (Adv, Adj): with, along with, together with.
- f. Addition (Adj): as well as.
- g. Comparison (Adv, Adj): like, as.
- h. Degree (Adv): according to.
- i. Instrument (Adv): with.
- j. Means (Adv): with, by (means of)
- k. Manner (Adv): with.
- 1. In the capacity of (Adv): as
- m. Material (Adv. Adj): of, out of, from
- n. Source (Adv, Adj): from
- o. Separation (Adv, Adj): from, with
- p. Possession or origin (Adj): of
- q. Partition (Adj): of
- r. Apposition (Adj): of
- s. Characterized by (Adj): of

- t. Arithmetical functions (Adj): plus, minus
- u. Exception (Adv, Adj): except (for), but (for), save (for), apart from
- v. Reference (Adv, Adj): with, (or in) regard to, with (or in) respect to, with (or in) reference to, regarding, as to, as for
- w. Example (Adj): like, (such) as

# c. Functions of Prepositions

Beside connecting a noun or a pronoun to another word, preposition has also a function to connect a noun, verb or adjective. A preposition may combine with a verb to form a new vocabulary. The form of prepositional used with the verb may be referred to as an adverb. A prepositional adverb is called generally as particle. The verbs in such combinations are mostly one-syllable words, the most common preposition are those denoting place: in, out, on, off, over, up, down, through. Certain verbs combine with prepositions that merely intensify the action of the verb or that emphasize the completion of the action. For example: eat up, finish up, clean up, drink down, add up, type up, fasten down, gather in, freeze over. Some prepositions also followed by certain adjectives in fixed way. It means that the certain preposition could not be changed by the other prepositions to follow the certain adjectives. For

<sup>&</sup>lt;sup>5</sup> Ibid., 171-177

<sup>&</sup>lt;sup>6</sup> T.S. Kon, op.cit., 155

example: She is *fond of* her cat. Preposition "of" follows the adjective "fond". We can not use any other preposition after this adjective.

# d. Form of Prepositions

Every preposition does not have any special inflectional or derivational endings. They must be learned from a closed list. Although no new prepositions are being coined, as in the case of other parts of speech, some adverbs and participles have been drawn upon for further use as prepositions. Most of prepositions are short words, usually consisting of one or two syllables. Sometimes two short prepositions are joined into a one-word compound (into, within, upon), or two or more separate words function together as a phrasal preposition.<sup>7</sup>

a. One-word prepositions: abroad, about, across, after, against, alongside, amid (or amidst), among, around, at, atop (U.S journalistic uses *on top of* is more common), before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, (for), for, from, in, inside, less, like, minus, near, of, on, opposite, out (of), outside, over, past, per (meaning *for each*), plus, re (or *in re* meaning with reference to), since, through, throughout, till, to, toward(s), under, underneath, until, up, versus (meaning *against*), via (meaning *by way of*), within, without.

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<sup>&</sup>lt;sup>7</sup> Marcella Frank, op.cit., 200-201

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,

for the purpose of, for the sake of, on account of, on behalf of, on pain of, on the face of, on the occasion of, on the part of, on the point of, on the strength of, on the top of, as a consequence of, as a result of, in accordance with, in addition to, in advance of, in back of, in care of, in case of, in comparison with, in connection with, in contrast with, in favor of, in front of, in lieu of, in proportion to, in regard to, in respect to, in return for, in spite of, in (the) course of, in (the) event of, in (the) face of, in (the) light of, in (the) process of, in the middle (or midst) of.

# 2. Adjectives

# a. Definition of Adjectives

In English grammar, adjectives describe nouns or modify nouns. The word "modify" here, means that change little. Adjective give little different meaning to a noun.<sup>8</sup>

## b. Types of Adjectives

There are two categorizes of adjective. <sup>9</sup> They are descriptive adjectives and limiting adjectives. Descriptive adjectives are those which describe the color, size, or quality of person or thing (noun or pronoun). For example: beautiful, large, red, interesting, important, colorful, good,

<sup>8</sup>Betty Schrampfer Azar, *Understanding And Using English Grammar*, (New Jersey: Prentice Hall Regents,1989), Second Edition, A2

<sup>&</sup>lt;sup>9</sup>Michael A. Pyle And Mary Ellen Munoz, op. cit., 106

whereas limiting adjectives place restrictions on the words they modify (quantity, distance, possession, etc.).

# c. Positions of Adjectives

Most of adjectives are divided into two main places in a sentence. 10

- Usually before a noun. This is called attributive position. For example:
   The *new secretary* does not like me.
- 2) After be, seem, look, become, and the other link verbs. This position is called predicative position. For example: I *feel unhappy*.

# 3. Prepositions after selected adjectives

Besides followed by verbs, the other relationship of preposition is preposition after selected adjectives. There are some prepositions follow the certain adjectives. The common adjectives used are below<sup>11</sup>:

- a. Adjective + of/ to
  - Nice/ kind/ good/ generous/ polite/ silly/ stupid etc OF somebody (to do something)

Example: It was very kind of you to help me.

Nice/ kind/ good/ generous/ polite/ friendly/ cruel etc TO somebody

Example: They have always been very *nice to* me. (not "with me")

 $^{10}\mathrm{Michael}$ Swan,  $Practical\ English\ Usage$ , (New York:Oxford University Press, 2009), Third Edition, 12

<sup>&</sup>lt;sup>11</sup>Raymond Murphy, op.cit., 258-260

➤ Afraid/ frightened/ terrified/ scared OF

Example: Are you afraid of dogs?

Fond/ proud/ ashamed/ jealous/ envious OF

Example: Why are you always so *jealous of* other people?

Suspicious/ critical/ tolerant/ OF

Example: He did not trust me. He was suspicious of my intentions.

> Aware/ conscious OF

Example: "did you know he was married?" "no, I wasn't aware of that"

> Full/ short OF

Example: I am a bit short of money.

> Typical OF

Example: It's typical of him to keep everybody waiting.

> Tired OF

Example: I'm tired of waiting.

➤ Certain/ sure/ OF or ABOUT

Example: I think she's arriving this evening but I'm not *sure of* (about) that.

- b. Adjective + about/with
  - ➤ Angry/ annoyed/ furious ABOUT something

Example: it's stupid to get angry about things that don't matter.

- Angry/ annoyed/ furious/ WITH somebody FOR doing something Example: Are you *annoyed with* me *for* being late?
- Excited/ worried/ upset/ nervous/ happy etc. ABOUT something Example: Carol is *upset about* not being invited to the party.
- Delighted/ pleased/ satisfied/ disappointed/ WITH something Example: I was delighted with the present you gave me.
- c. Adjective + at/by/ with
  - Surprised/ shocked/ amazed/ astonished AT/ BY something Example: Everybody was *surprised at* (or by) the news.
  - Impressed WITH/ BY somebody/ something
    Example: I am very *impressed with* (or by) her English. It's very good.
  - ➤ Fed up/ bored WITH something

    Example: I don't enjoy my job any more. I'm fed up with it.
- d. Adjective + at/to/from/in/on/with/for
  - Good/ bad/ excellent/ brilliant/ hopeless etc. AT
     Example: He is good at painting. (not "good in" painting)
  - Married/ engaged TO

Example: Linda is *married to* an American. (not "married with")

But, Linda is married *with three children*. (=she is married and has three children)

➤ Similar TO

Example: your writing is *similar to* me.

➤ Different FROM (or TO)

Example: The film was different from (to) what I'd expected.

> Interested IN

Example: I am interested in art.

➤ Keen ON

Example: We stayed at home because Cathy wasn't very keen on going out.

> Dependent ON

Example: I don't want to be dependent on anybody.

> Crowded WITH (people, etc.)

Example: The city centre was *crowded with* tourists

> Famous FOR

Example: The Italian city of Florence is famous for its art treasures.

Responsible FOR

Example: Who was responsible for all that noise last night?

## **B.** Previous Researches

Here, the researcher reviews some of previous researches related to this research. First is "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)" by Irwan Susanto. 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 (89errors = 29,77%), errors on prepositions after verbs (24errors = 8,03%), errors on prepositions after adjectives (50errors = 16,72%), and errors on prepositions after participial adjectives (97errors = 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. 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,

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<sup>&</sup>lt;sup>12</sup>Irwan 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: <a href="http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barco\_de=PBI081053">http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barco\_de=PBI081053</a> accessed on may 08, 2011

<sup>&</sup>lt;sup>13</sup>Estika 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: <a href="http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barcode=922011KI48">http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barcode=922011KI48</a> 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 Brebes in 2007/2008 in doing TOEIC at incomplete Sentence and Error Recognition Parts of The Reading Section" by Ida Eliza. He has 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

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<sup>&</sup>lt;sup>14</sup>Ida 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", (Unpublised bachelor thesis, Tegal: English Education Department, Pancasakti University Tegal, 2009) cited from: <a href="http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barcode=PBI09003">http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barcode=PBI09003</a> accessed on may 16,2011

2009/2010" by Nurcholis Yuda Pratama. 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. <sup>16</sup> 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

<sup>&</sup>lt;sup>15</sup>Nurcholis 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\_ilmiyah.show\_detail&barcode=PBI081048 accessed on may 16,2011

<sup>&</sup>lt;sup>16</sup>Shinta Pratiwi,"Analisis Kemampuan Mahasiswa dalam Menggunakan Ajektiva Berpreposisi,(Unpublished bachelor thesis, Jakarta: Germany Education Department,UPI,2006) cited from: <a href="http://jurnal.dikti.go.id/jurnal/detil/id/6:5199/q/pengarang:PRATIWI%20/offset/30/limit/15">http://jurnal.dikti.go.id/jurnal/detil/id/6:5199/q/pengarang:PRATIWI%20/offset/30/limit/15</a> 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. 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%.

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barcode=PBI081013 accessed on may 16,2011

<sup>&</sup>lt;sup>17</sup>Sulastri,"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 ilmiyah.show detail&

The seventh is "An Analysis of Prepositional Phrase in Jane Austin's Novel *Pride and Prejudice*" by Eva Pebriyanti. <sup>18</sup> 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. 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

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: <a href="http://repository.usu.ac.id/bitstream/123456789/17313/6/Cover.pdf">http://repository.usu.ac.id/bitstream/123456789/17313/6/Cover.pdf</a> accessed on may 13,2011 accessed on may 13,2011 formalinda, "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: <a href="http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barcode=PBI081042">http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barcode=PBI081042</a> 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.<sup>20</sup> 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.<sup>21</sup> This study is aimed to know the students' ability in using preposition in their writing.

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<sup>&</sup>lt;sup>20</sup>Asrie 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: <a href="http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barcode=PB110008">http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya\_ilmiyah.show\_detail&barcode=PB110008</a> accessed on may 16,2011

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: <a href="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">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</a> 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.

### **CHAPTER III**

#### RESEARCH METHOD

# A. Research Design

The design of this research design is descriptive qualitative research. According to Ary, descriptive qualitative research is a research that describes and interprets the condition that exists.<sup>1</sup>

The researcher uses this approach because the aim of this research to describes and identifies the usage of prepositions after selected adjectives by second semester students of English Education Department State Institute of Islamic Studies Sunan Ampel, Surabaya. The purposes of this research are to describe the students' ability, to identify which prepositions are often used incorrectly, and also to describe the causes of students' errors.

The data resource is the students' answer sheet from the test which is given to them. This test is used to describe the second semester English students' ability and to identify the prepositions are often used incorrectly. Besides the students' answer sheet, the data resource is also from the questionnaire. This data resource is used to describe the causes of students' errors in producing prepositions after selected adjectives.

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<sup>&</sup>lt;sup>1</sup> Donald Ary, *Introduction in Research in Education*, (Belmont: Wardsworth Thomson Learning, 2002), 25

In this research, the researcher gives the written test about prepositions after selected adjectives to the second semester English students then the result is analyzed. This is due to the fact that this research is designed to get information concern with the usage of prepositions after adjectives.

# **B.** Subject of the Research

The subjects of this research are the second semester students of English Education Department. There are sixty students of three classes. In fact, after getting the test result, the researcher finds that not all of the students' answer sheets are maximize. Most of the students do not focus to do the test well. It may be caused they also do final examination at that time. Finally, the researcher sorts the students' answer sheets and get 35 of reliable subject to conduct this research. These students consist of 29 female and 6 male students.

# C. Setting of the Research

This research is done in English Education Department Faculty of State
Institute of slamic Studies Sunan Ampel, Surabaya.

#### D. Research Instrument

In qualitative research, the instrument is the researcher herself.<sup>2</sup> Thus, the measurement and measuring instruments used are also qualitative, and more abstract, but complete and profound. Qualitative researcher is as *human instrument*.<sup>3</sup> 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.<sup>4</sup> This test is given to get the answers. In a test that measured is ability or

<sup>4</sup> Suharsimi Arikunto, op.cit., 139

<sup>&</sup>lt;sup>2</sup>Burhan Bungin, *Metodologi Penelitian Sosial:Format-Format Kuantitatif dan Kualitatif*,(Surabaya:Airlangga University Press,2001), 71

<sup>&</sup>lt;sup>3</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2007), 222

competence.<sup>5</sup> Then, these answers will be being as the basic to decide the rate score.<sup>6</sup>

The kind of test in this research is written test. It consists of sum of questions about using prepositions after selected adjectives. The form of the question is completion items. This test is used to measure the ability of second semester English Education Department in using prepositions after selected adjectives and also to find out which prepositions are often used incorrectly.

The researcher prefers written test to spoken test because of some reasons. First, formulation of the questions of written test is more reliable than spoken test. Then, to answer the questions of written test, the students need time to think first. But, using spoken test is likely done spontaneously.

## 2. Questionnaire

Questionnaire is an instrument to obtain the information by conveying sum of written questions and the respondents answering the questions in writing also.<sup>7</sup>

In this research, the researcher uses type of closed questionnaire.<sup>8</sup> Closed questionnaire is the type of questionnaire that all of the answer option is applied. The respondents choose one of the suitable one from the options.

<sup>&</sup>lt;sup>5</sup> Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), Second Edition, 385

<sup>&</sup>lt;sup>6</sup> S.Margono, *Metodologi Penelitian Pendidikan*, (Jakarta:Rineka Cipta, 1997), 170

<sup>&</sup>lt;sup>7</sup> Ibid 167

<sup>&</sup>lt;sup>8</sup> Burhan Bungin, op.cit., 130

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. 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: $^{10}$ 

<sup>&</sup>lt;sup>9</sup> Sugiyono, op.cit., 246

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

Score: 
$$85-100 = \text{Excellent}$$
 (E)  
 $75-85 = \text{Very Good}$  (VG)  
 $55-75 = \text{Good}$  (G)  
 $45-55 = \text{Poor}$  (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.

## **CHAPTER IV**

## RESEARCH FINDING AND DISCUSSION

## A. Data Description

The researcher takes the data from the test result given to the second semester of English Education Department (EED/PBI) of IAIN Sunan Ampel Surabaya. The data description is about English Education Department vision, mission, Objectives, Faculty, Academic activities Lectures, and the Facilities.<sup>1</sup>

## 1. Vision:

Being a popular major as a center of prospective educator center, researching and developing of English language learning based on the values of Islam.

## 2. Mission:

- Delivering the students to have the steadiness creed, spiritual depth, and virtuous.
- 2. Delivering the students to become the qualify educators of English that have adequate scientific and have the ability to teach it.
- 3. Playing an active role in developing of science in general and teaching of English in particular through the study and scientific research.

<sup>&</sup>lt;sup>1</sup> <a href="http://tarbiyah.sunan-ampel.ac.id/index.php/jurusanprodi/pendidikan-bahasa-inggris">http://tarbiyah.sunan-ampel.ac.id/index.php/jurusanprodi/pendidikan-bahasa-inggris</a> accessed on july, 19 2011

4. Providing exemplary life on the basis of Islamic values and culture of the noble nation of Indonesia.

# 3. Objectives:

Producing the graduate of English Education Department who belief in Islam, virtuous, competent in research development, and teaching English, so they can compete in local and global labor market.

## 4. Academic activities

The students study about educational skills for teaching English in secondary school. They also study about literary and linguistic subject that can support their teaching skills and their future career. The English Education Department students also study Islamic courses as a compulsory subject.

## 5. Facilities

## Language Laboratory

English Education Department has three language laboratories. These laboratories are used to practice listening skill of the students. Every laboratory has a tape recorder, a sound of system, computers and also headphones.

# Computer Laboratory

This lab is very useful while the students attend elective courses CALL (Computer-assisted language learning). CALL materials are used to

facilitate language learning activities in the form of student-centered learning materials with the goal of accelerated learning.

# Library

English Education Department of Tarbiyah Faculty Library provides many kinds of collection. The collection includes; the coursework books, CDs and cassettes, encyclopedias, games activities, research journals, literary, linguistic, English language teaching methods, dictionaries, research of the students, and many others to support students learning and improving their skills in teaching English.

# Micro-teaching lab

Micro-teaching lab is used to support the process of teaching learning for students who follow the teaching practice program. There are two rooms. The rooms are divided into two. One as observer room and the other is used to teaching practice. The micro-teaching lab has a camcorder, so it can be used to evaluate the students in teaching practice program.

## **B.** Research Finding

Here, the researcher tries to present the data. There are two data. Those are the data from the test result and the data from the questionnaire. Test result describes the ability of second semester students of English Education Department in using prepositions after selected adjectives and which

prepositions are often used incorrectly in the sentence. While the data from the questionnaire are used to know the causes of students' errors.

To know the ability of the students, the researcher uses written test to measure their achievement in using prepositions after selected adjectives. The test consists of 25 questions.

The students' answer test result in using preposition after selected adjectives are presented in the table below:

Table 4.1 Descriptions of Students' Answer

No	Questions	Students' answer	Expected	Frequency
			Answer	
1.	I am	• I am tired of	I am tired of	of =29
	tiredhearing	hearing your	hearing your	to =2
	your voice.	voice.	voice.	on =2
		• I am tired to		in =1
		hearing your		no answer =1
		voice.		
		• I am tired on		
		hearing your		
		voice.		
		• I am tired <u>in</u>		
		hearing your		
		voice.		

2.	He is	• He is certain	He is certain	of=6
	certainpassing	of passing the	of passing	in =11
	the examination.	examination	the	to =4
		• He is certain	examination.	at =1
		in passing the		about =2
		examination.		on =2
		• He is certain		no answer=1
		to passing the		
		examination.		
		• He is certain at		
		passing the		
		examination.		
		• He is certain		
		about the		
		examination.		
		• He is certain		
		on the		
		examination.		
3.	He was	• He was	He was	of = 29
	shockedlosing	shocked <u>of</u>	shocked at	in = 2
	all his money.	losing all his	losing all his	about = 2
		money.	money.	on = 2
		• He was		
		shocked <u>in</u>		
		losing all his		
		money.		

		<ul> <li>He was shocked about losing all his money.</li> <li>He was shocked on losing all his</li> </ul>		
4.	He is goodmaking toy airplanes	<ul> <li>He is good at making toy airplanes.</li> <li>He is good in making toy airplanes.</li> <li>He is good of making toy airplanes.</li> <li>He is good for making toy airplanes.</li> </ul>	He is good <u>at</u> making toy airplanes.	at = 17 $in = 11$ $of = 6$ $for = 1$
5.	My mother is clevermaking dress.	<ul> <li>My mother is clever at making dress</li> <li>My mother is clever in making dress.</li> </ul>	My mother is clever <u>at</u> making dress.	at = 11 in = 14 on = 3 of = 4 for = 2 to = 1

	1	1	1	
		My mother		
		is clever on		
		making dress.		
		My mother		
		is clever <u>of</u>		
		making dress.		
		My mother		
		is clever <u>for</u>		
		making dress.		
		My mother		
		is clever <u>to</u>		
		making dress.		
6.	Fruits are	• Fruits are	Fruits are	for = 26
	goodour bodies.	good <u>for</u> our	good <u>for</u> our	at = 5
		bodies.	bodies.	in = 3
		• Fruits are		to = 1
		good <u>at</u> our		
		bodies.		
		• Fruits are		
		good <u>in</u> our		
		bodies.		
		• Fruits are		
		good <u>to</u> our		
		bodies.		
		bodies.		

7.	She is	• She is quick	She is quick	at = 5
	quicksorting our	at sorting our	at sorting our	of = 10
	letters.	letters.	letters.	in = 12
		• She is quick		to = 3
		of sorting our		on = 2
		letters.		for = 2
		• She is quick		no answer =1
		<u>in</u> sorting our		
		letters.		
		• She is quick		
		to sorting our		
		letters.		
		• She is quick		
		on sorting our		
		letters.		
		• She is quick		
		<u>for</u> sorting our		
		letters.		
8.	Are you readythe journey?	<ul> <li>Are you ready <u>for</u> the journey?</li> <li>Are you ready <u>to</u> the journey?</li> </ul>	Are you ready for the journey?	for = 7 to = 19 in = 7 on = 2

		• Are you		
		ready <u>in</u> the		
		journey?		
		• Are you		
		ready on the		
		journey?		
		• Are you		
		ready for the		
		journey?		
9.	She is	• She is	She is	of = 12
	ashameddriving	ashamed of	ashamed of	to = 11
	that old car.	driving that	driving that	in = 6
		old car.	old car.	for = 6
		• She is		
		ashamed <u>to</u>		
		driving that		
		old car.		
		• She is		
		ashamed <u>in</u>		
		driving that		
		old car.		
		• She is		
		ashamed <u>for</u>		
		driving that		
		old car.		

10.	She was	• She was	She was	at = 0
	pleasedgetting	pleased <u>at</u>	pleased at	in = 14
	job.	getting job.	getting job.	to = 8
		• She was		for = 7
		pleased <u>in</u>		of = 5
		getting job.		on = 1
		• She was		
		pleased to		
		getting job.		
		• She was		
		pleased for		
		getting job.		
		• She was		
		pleased of		
		getting job.		
		• She was		
		pleased on		
		getting job.		
11.	That shan is		That shop is	for = 3
11.	That shop is famousits cakes.	• That shop is	That shop is famous <u>for</u>	of = 11
	jumousits cakes.	famous <u>for</u> its	its cakes.	$ \begin{array}{c c} o1 - 11 \\ on = 7 \end{array} $
		cakes.	its cares.	with = 5
		• That shop is		
		famous <u>of</u> its		from $= 1$
		cakes.		to = 1
		• That shop is		
		famous <u>on</u> its		
		cakes.		

disappointednot disappointed disappointed of finding her school.  disappointed disappointed of at not finding her school. to	t = 1 f = 11 n = 19 o = 1 vith = 3
--	--

		<ul> <li>I was     disappointed     to not finding     her school.</li> <li>I was     disappointed     with not     finding her     school.</li> </ul>		
13.	He is fondhis sister.	<ul> <li>He is fond of his sister.</li> <li>He is fond to his sister.</li> </ul>	He is fond <u>of</u> his sister.	of = $24$ to = $11$
14.	She is <i>proud</i> her garden.	<ul> <li>She is proud</li> <li>of her</li> <li>She is proud</li> <li>to her garden.</li> </ul>	She is proud of her garden.	of = 34 $to = 1$
15.	I am sorrythat poor boy.	<ul> <li>I am sorry <u>for</u> that poor boy. </li> <li>I am sorry <u>on</u> that poor boy. </li> </ul>	I am sorry <u>for</u> that poor boy.	for = 14 on = 3 about = 1 to = 10 of = 7

		<ul> <li>I am sorry <ul> <li>about that poor</li> <li>boy.</li> </ul> </li> <li>I am sorry to <ul> <li>that poor boy.</li> </ul> </li> <li>I am sorry of <ul> <li>that poor boy.</li> </ul> </li> </ul>		
16.	My sister is goodGeograph y.	<ul> <li>My sister is good at Geography.</li> <li>My sister is good in Geography.</li> <li>My sister is good of Geography.</li> <li>My sister is good of Geography.</li> <li>My sister is good on Geography.</li> </ul>	My sister is good <u>at</u> Geography.	at = 16 in = 17 of = 1 on = 1
17.	Exercise is goodthe health.	<ul> <li>Exercise is good for the health.</li> <li>Exercise is good of the health.</li> </ul>	Exercise is good <u>for</u> the health.	for = 23 of = 1 to = 1 at = 4 in = 6

		• Exercise is		
		good to the		
		health.		
		• Exercise is		
		good at the		
		health.		
		• Exercise is		
		good <u>in</u> the		
		health.		
18.	She is	• She is	She is	about = 12
	worriedher	worried <u>about</u>	worried	to = 13
	daughter.	her daughter.	about her	of = 9
		• She is	daughter.	at = 1
		worried <u>to</u> her		
		daughter.		
		• She is		
		worried of her		
		daughter.		
		• She is		
		worried <u>at</u> her		
		daughter.		
19.	Her dress is	• Her dress is	Her dress is	from = 16
	differentmine.	different from	different	with = 7
		mine.	<u>from</u> mine.	of = 7
				to = 1
				in = 4

		<ul> <li>Her dress is different with mine.</li> <li>Her dress is different of mine.</li> <li>Her dress is different to mine.</li> </ul>		
		Her dress is different <u>in</u> mine.		
20.	She was angryme.	<ul> <li>She was angry with me.</li> <li>She was angry at me.</li> <li>She was angry to me.</li> <li>She was angry to me.</li> </ul>	She was angry with me.	with = 12 to = 18 at = 4 of = 1
21.	She is <i>busy</i> …her work.	<ul> <li>She is busy with her work.</li> <li>She is busy at her work.</li> <li>She is busy on her work.</li> </ul>	She is busy with her work. (at may be used)	with = 18 $at = 5$ $on = 7$ $of = 5$ $in = 1$ $to = 3$

	ı	ı	1	
		<ul> <li>She is busy</li> <li>of her work.</li> </ul>		
		• She is busy		
		<u>in</u> her work.		
		• She is busy		
		to her work.		
22.	He is	• He is afraid	He is afraid	of = 25
	afraidmeeting	of meeting the	of meeting	for = 1
	the headmaster.	headmaster.	the	on = 8
		• He is afraid	headmaster.	in = 1
		for meeting		
		the		
		headmaster.		
		• He is afraid		
		on meeting the		
		headmaster.		
		• He is afraid		
		in meeting the		
		headmaster.		
23.	We are		We are	at = 10
23.	surprisedwhat	• We are	surprised at	of = 9
	you have done.	surprised <u>at</u>	what you	in= 12
	Journal doller	what you have	have done.	$ \begin{array}{c c} n & 12 \\ on = 4 \end{array} $
		done.		

24.	They are surebuying that house.	<ul> <li>We are surprised of what you have done.</li> <li>We are surprised in what you have done.</li> <li>We are surprised on what you have done.</li> <li>They are sure of buying that house.</li> <li>They are sure for buying that house.</li> <li>They are sure to buying that house.</li> <li>They are sure in buying that house.</li> </ul>	They are sure of buying that house.	of = 1 for = 14 to = 2 in = 4 about = 3 at = 8
		that house.		

		They are		
		sure <u>about</u>		
		buying that		
		house.		
		• They are		
		sure <u>at</u> buying		
		that house.		
25.	I am anxious	I am anxious	I am anxious	about = 1
	speaking at	about speaking	about	to = 7
	meeting.	at meeting.	speaking at	in = 19
		I am anxious	meeting.	at = 2
		to speaking at		of = 6
		meeting.		
		I am anxious		
		in speaking at		
		meeting.		
		I am anxious		
		at speaking at		
		meeting.		
		I am anxious		
		of speaking at		
		meeting.		

The table above shows the various answers of the students in using prepositions after selected adjectives. Question no.1 is about the use of preposition after selected adjective "tired of". Here, 29 students answer the

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

preposition "in", three students use preposition "on", four students use preposition "of", two students use preposition "for", and one student uses preposition "to".

Question no.6 is about the use of preposition after selected adjective "good for" in the sentence "Fruits are good...our bodies". Twenty six students answer this question correctly. The nine students else are wrong. Five students use preposition "at", three students use preposition "in", and one students use preposition "to". Question no.7 is about the use of preposition after selected adjective "quick at" in the sentence "She is quick...sorting our letters". In this question, only five students give the right answer. The others students, give the wrong answer. Ten students use preposition "of", 12 students use preposition "in", 3 students use preposition "to", 2 students use preposition "on", 2 others use preposition "for", and one student does not answer this question. Next, question no.8 is about the use of preposition after selected adjective "ready for" in the sentence "Are you ready...the journey?". Only seven students can answer this question and twenty eight students use the incorrect preposition after selected adjective "ready". Nineteen students use preposition "to", 7 students use preposition "in", and 2 students use preposition "on". Then, question no.9 is about the use of preposition after selected adjective "ashamed of" in the sentence "She is ashamed...driving that old car". There are twelve students use the correct preposition to answer this question. Twenty three students else use the

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

student uses preposition "at". Question no.19 is about preposition after selected adjective "different from". In the sentence "Her dress is different...mine." In this question, sixteen students answer this question correctly. The others else answer incorrectly. Seven students use preposition "with", seven students use preposition "of", one student uses preposition "to", 4 students use preposition "in". Then, question no.20 is about the use of preposition after selected adjective "angry with" in the sentence "She was angry...me." There are only twelve students can answer this question. The others students are wrong. Eighteen students use preposition "to", 4 students use preposition "at", and one student uses preposition "of".

Question no.21 is about the use of preposition after selected adjective "busy with" in the sentence "She is busy...her work." There are two prepositions can be used after selected adjective "busy". Those are preposition "with" and "at". Eighteen students use preposition "with" and five others use preposition "at". The others students answer this question incorrectly. Seven students use preposition "on", 5 students use preposition "of", one student uses preposition "in", and 3 students use preposition "to". Next, question no.22 is about the use of preposition after selected adjective "afraid of". In the sentence "He is afraid...meeting the headmaster." There are twenty five students can answer this question correctly. Ten others use incorrect preposition. One student uses preposition "for", 8 students use preposition "on", and one student uses preposition "in". Then, question no.23 is about

the use of preposition after selected adjective "surprised at" in the sentence "We are surprised...what you have done." Ten students answer this question correctly. Fifteen students else use incorrect preposition to answer this question. Nine students use preposition "of", 12 students use preposition "in", and 4 students use preposition "on". Question no.24 is about the use of preposition after selected adjective "sure of" in the sentence "They are sure...buying that house." Only one student answers this question properly. Thirty four others give wrong answer. Fourteen students use preposition "for", 2 students use preposition "to", 4 students use preposition "in", 3 students use preposition "about", and 8 students use preposition "at". The last, question no.25 is about the use of preposition after selected adjective "anxious about" in the sentence "I am anxious...speaking at the meeting." Here, one student answers this question correctly. The others else give the wrong answer. Seven students use preposition "to", 19 students use preposition "in", 2 students use preposition "at", and 6 students use preposition "of". The descriptions of test result are shown in the table as follow:

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

	T	T
19	7	28
20	6	24
21	13	52
22	9	36
23	12	48
24	9	36
25	8	32
26	12	48
27	11	44
28	15	60
29	9	36
30	7	28
31	7	28
32	5	20
33	10	40
34	10	40
35	10	40

The result above shows that most of the students can answer not more than 15 questions out of 25 questions. Only one student can answer 15 questions.

Based on the description above, there are some incorrect prepositions are used by the students. Those incorrect prepositions are presented in the table as follow:

Table 4.3
Incorrect Prepositions after Selected Adjectives often used by the Students

No	Selected	Students'	Expected	Number
	Adjectives	Answer	Answer	
1.	Certain	In	of	19
2.	Shocked	of	at	29
3.	Ready	to	for	19
4.	Disappointed	in	at	19
5.	Angry	to	with	18
6.	Anxious	in	about	19

Table 4.3 shows the incorrect prepositions which are often used by the students in the use of prepositions after selected adjectives. Those prepositions are after the selected adjectives "certain", "shocked", "ready", "disappointed", "angry", and "anxious".

First, the use of preposition after the selected adjective "certain" in the sentence "He is certain...passing the examination." There are 19 students often use preposition "in" after the selected adjective "certain". Actually, the correct preposition after selected adjective "certain" is preposition "of".

Second, the use of preposition after selected adjective "shocked" in the sentence "He was shocked…losing all his money." There are 29 students often use preposition "of". Exactly, the correct preposition after selected adjective "shocked" is preposition "at". Third, the use of preposition after selected adjective "ready" in the sentence "Are you ready…the journey?." In this question, there are 19 students often use preposition "to". The proper preposition after selected adjective "ready" is preposition "for".

Fourth, the use of preposition after the selected adjective "disappointed" in the question "I was disappointed…not finding her school". The suitable preposition after adjective "disappointed" is "at". There are 19 students often use preposition "in" after the selected adjective "disappointed". Fifth, the use of preposition after selected adjective "angry" in the sentence "She was angry…me." Here, 18 students often use preposition "to" after this selected adjective. The correct preposition after this selected adjective is preposition "with". Sixth, the use of preposition after selected adjective "anxious" in the sentence "I am anxious…speaking at the meeting". The correct preposition after this selected adjective is preposition "about". But, 19 students often use preposition "in" after this selected adjective.

Furthermore, to know the causes of the students' errors, the researcher uses questionnaire result which is given to the students. Based on the result of the questionnaire, the first causes of the students' error is they get difficulties to study the material. Second, they do not understand the material. The third,

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

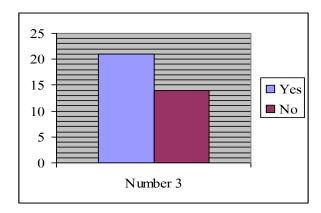


Figure 4.1 shows the number of the students' answer toward the third question taken from the questionnaire. The question asks about do the students get difficulties to memorize the selected adjectives. It shows that 21 students answer "yes" and 14 students answer "no". Therefore, it can be concluded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

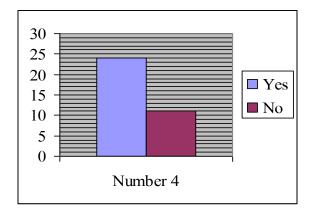


Figure 4.2 shows the number of students' answer toward the third question taken from questionnaire. The question asks about do the students get difficulties to memorize the fix prepositions followed the selected adjectives. It shows there are 24 students answer "yes" and 11 students answer "no". Therefore,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

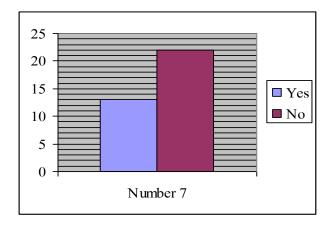


Figure 4.3 shows the number of students' answer toward the third question taken from the questionnaire. The question asks about do the students understand the rules of using preposition after selected adjectives. It shows there are 14 students answer "yes" and 21 students answer "no". Based on the result 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

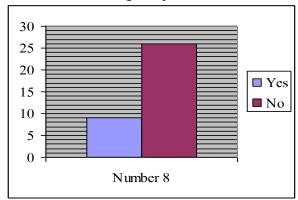


Figure 4.4 shows the number of students' answer toward the third question taken from the questionnaire. The question asks about do the students understand the word meaning of prepositions after selected adjectives. It shows there are 9 students answer "yes" and 26 students answer "no". Based on the result above, it can be concluded that the students do not understand the words meaning of prepositions after selected adjectives, may be classified the causes of the errors.

Figure 4.5 Students' answer toward the ninth question taken from the questionnaire

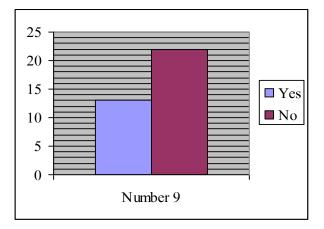


Figure 4.5 shows the number of students' answer toward the third question taken from the questionnaire. The question asks about do the students remember this material. It shows there are 14 students answer "yes" and 21 students answer "no". Therefore, it can be concluded that students do not remember the material of using prepositions after selected adjectives, may be classified as the causes of the errors.

Figure 4.6 Students' answer toward the tenth question taken from the questionnaire

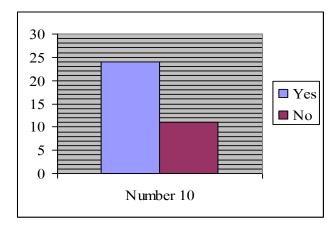


Figure 4.6 shows the number of students' answer toward the third question taken from the questionnaire. The question asks about is language intervention (Indonesian) often influence the students in using prepositions after selected adjectives. It shows there are 24 students answer "yes" and 11 students answer "no". Based on the result above, it can be concluded that language intervention (Indonesian), may be classified as the causes of the errors.

From the figures of the questionnaire above, the researcher summarizes the causes of the students make such errors as follows:

Twenty one students get difficulties to memorize the selected adjectives, 24 students get difficulties to memorize the fix preposition after the selected adjectives. Then, 14 students do not understand the material (they do not know the rule of using preposition after selected adjectives), 9 students do not understand the word meaning of prepositions after selected adjectives,

14 students do not remember this material, 24 students make such errors because of language intervention.

We can see from the explanation above, the dominant causes that students make such errors in using prepositions after selected adjectives because they can not memorize the fix preposition that followed the selected adjectives and because of the language intervention (Indonesian).

## C. Discussion

The result of this research is used to answer three research problems. The first is the students' ability of second semester of English Education using prepositions after selected adjectives. The second deals with the issue which prepositions are often used incorrectly that followed the selected adjectives. The third is the possible causes that such errors happen.

The researcher analyzes the answer of the students based on the use of prepositions after adjectives which are classified by Murphy. To know the students' ability in using prepositions after selected adjectives, the researcher uses the students' answer sheets. The answer sheets show that there are many wrong answers. Most of the students can answer not more than 15 questions from the whole questions. Only one student can answer 15 questions. It means that only one student gets score 60 and 34 students get score below 60. this condition shows that only one student is good at the use of prepositions after selected adjectives while 34 students are poor.

The student who can answer 15 questions is student no.28. Thirty four students can answer less than 15 questions. For examples: student's no.11 and student's no.21 can answer 13 questions. Then, student's no.10, no.23, and no.26 can answer 12 questions. Next, student's no.3, no.5, no.7, no.9, no.15, and no.27 can answer 11 questions from 25 questions. Student's no.1, no.8, no.33, no.34, and no.35 can answer 10 questions correctly. Afterward, student's no.6, no.22, no.24, and student's no.29 can answer 9 questions. Then, student's no.25 can answer 8 questions. Student's no.4, no.12, no.13, no.17, no.18, no.19, no.30, and no.31 can answer 7 questions. Next, student's no.2, no.16, and no.20 can answer 6 questions. Last, student's no.14 and no.32 can answer 5 questions correctly. (See table 4.2). From the table it is shown that only one student is good, 34 students are poor.

In chapter II, it is explained that learning preposition is very difficult because every preposition has an exception in their definition.<sup>2</sup> So, it is not wonder that most of the students getting upset to study this material. More over this subject is touch by memorizing.

Then, to know which prepositions used incorrectly, the researcher checks and matches the students' answer. Based on the table 4.3 above, there are six prepositions that they often used inappropriately to the selected adjectives "certain", "shocked", "ready", "disappointed", "angry", and "anxious".

<sup>2</sup> Michael A pyle and Mary Ellen Munoz, *Cliff Toefl.....*210

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

"in" after the selected adjective "anxious". Actually the suitable preposition followed this adjective is preposition "about".

Based on the research finding, there are some possible causes of students' errors in using prepositions after the selected adjectives. First, the students get difficulties to memorize the fix prepositions followed the selected adjectives. Second, the students make such errors because of language intervention (Indonesian). Third, the students get difficulties to memorize the selected adjectives. Fourth, the students do not know the rules of using prepositions after selected adjectives. Fifth, the students forget this material. Sixth, the students do not know the words meaning of prepositions after selected adjectives.

As explained above, the dominant causes they do the errors because they can not memorize the fix preposition followed the selected adjective and because of language intervention (Indonesian). There are many types of prepositions. They have an important function to connect the words in the sentences. Sometimes certain verbs are combined with a certain preposition, include an adjective.

According to Kon, some prepositions are followed by certain adjective in the fixed way.<sup>3</sup> It means that the certain preposition can not be changed by the other prepositions to follow the certain adjective. Because of this reason,

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<sup>&</sup>lt;sup>3</sup> T.S. Kon, *Practical English*.....155

the students get difficulties to memorize every preposition that followed the selected adjective. In addition, they study this material by memorizing.

## **CHAPTER V**

#### CONCLUSION AND SUGGESTION

## A. CONCLUSION

1. The Students' ability in using prepositions after selected adjectives.

Based on the description of research findings in chapter IV, the researcher concludes that the students' achievement in producing prepositions after selected adjectives are poor. Most of the students can answer the questions correctly not more than 15 questions out of 25 questions. Only one student is good and the others students are poor.

2. Prepositions often used incorrectly by the English students in using prepositions after selected adjectives.

Based on the research finding, there are six prepositions that are often used incorrectly after selected adjectives from the test. Those are the use of prepositions after selected adjectives "certain", "shocked", "ready", "disappointed", "angry" and "anxious". First, 19 students often use preposition "in" after selected adjective "certain". Second, 29 students often use preposition "of" after the adjective "shocked". Third, 19 students often use preposition "to" after the selected adjective "ready". Fourth, 19 students often use preposition "in" after selected adjective "disappointed". Fifth, 18 students often use preposition "to" after the selected adjective "angry", Last, 19 students often use preposition "to" after the selected adjective "anxious".

3. The causes of students' errors in producing prepositions after selected adjectives.

This problem deals with the cause of students' inability to produce certain preposition after the selected adjective. Based on the finding, there are some causes of the students' errors. The first, the students get difficulties to memorize the fix prepositions followed the selected adjectives. Second, they make such errors because of language intervention (Indonesian). Third, the students' get difficulties to memorize the selected adjectives. Fourth, the students do not understand the rules of using prepositions after selected adjectives. Fifth, they forget the material. Last, they do not understand the word meaning of prepositions after selected adjectives.

The dominant causes are the students get difficulties to memorize the fix preposition followed the selected adjective and because of the language intervention (Indonesian).

# **B. SUGGESTION**

Based on the conclusion above, the researcher tries to give suggestion to the lecturer and also to the students as follows:

#### 1. To the lecturer

By knowing the students' achievement in answering the test about the use of prepositions after selected adjectives and the causes of students' errors that they get difficulties to memorize the fix prepositions after selected

adjectives and because of language intervention (Indonesian), the lecturer should give more exercises about this material. Giving more exercises will ease the students to remember the selected adjectives followed by fix preposition. This material deals with the issue to master English. The lecturer often teaches this material by memorizing method, but some students feel that memorize is bored. Next, hopefully the lecturer finds the other effective method.

## 2. To the students

After knowing their causes of errors, they should read as many books related to prepositions after selected adjectives even read the preposition dictionary to make them easy to memorize the fix prepositions followed the selected adjectives. Because studying this subject is as important as the other English grammar.

# 3. To the next researcher

This research is conducted to describe the students' ability in using prepositions after selected adjectives, classify the incorrect prepositions are often used by the students, and find out the causes of students' errors. So, the researcher suggests to the next researcher to conduct a research about the ways in improving the students' ability in the use of prepositions after the selected adjectives.

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