



**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
MASTERING VERB PREPOSITION COMBINATIONS**

(Case Study of the Senior Students of Semarang State University)

a final project

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by

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PERNYATAAN

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi / Tugas Akhir /Final Project yang berjudul:

**An Analysis of Students' Difficulties in Mastering Verb Preposition
Combinations**

(Case Study of the Senior Students of Semarang State University).

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,

Yang membuat pernyataan

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ABSTRACT

Pahlevi, Shahnaz Reza. *An Analysis of Students' Difficulties in Mastering Verb Preposition Combinations (Case Study of the Senior Students of Semarang State University)*. A Final Project. English Department Faculty of Languages and Arts Semarang State University. First Advisor : Drs. Suprpto, M.Hum. second Advisor : Sri Wahyuni, S.Pd., M.Pd.

The topic of this study is “the level of master of verb preposition combinations” by senior students of Semarang State University. The aims of the study are to find out the students’ mastery in using verb preposition combinations and to find out the difficulties faced by the students in mastering verb preposition combinations.

Related to the purpose of research, the study was conducted using descriptive method. The population of the study was senior students (eight semester students) numbering 243 students of English Department, English Education study program. To get the sample, the writer used a random sampling technique. By using this technique, the writer took 30 students (12%) out of the population to be sample.

Try out test was used to develop especially to measure the validity and reliability of the test. The data collected were then analyzed using the simple descriptive statistical analysis.

There are a number of areas related to the topic (Frank, 1972). This study focuses on area on three areas only, namely one syllable verb preposition combinations, separable verb preposition combinations, and inseparable verb preposition combinations. Based on the test result, the percentages of students’ achievement for each classification were 73.50 % for the use of one syllable combinations, 94.00 % for the use of separable verb preposition combinations, and 78.00 % for the use of inseparable verb preposition combinations.

Then, the result was interpreted by using UNNES’ criterion grading. There were 7 students getting grade A comprising 23,3%, 7 students getting grade AB comprising 23,3%, 6 students getting grade B comprising 20%, 5 students getting grade BC comprising 16,7 %, 2 students getting grade C comprising 6,7%, 1 student getting grade CD comprising 3,3 % and 2 students getting grade D comprising 6,7%. On average, the students’ achievement was classified into grade B, because the mean of the students’ achievement in using verb preposition combinations was 77,3.

From those percentages, the writer could conclude the special difficulty faced by the senior students of Semarang State University. Since the percentages

of students' achievement in the use of one syllable combinations were the lowest one, it means that the special difficulty faced by the students is one syllable combinations. This result was caused by two factors such as; there are more than 80 verb preposition combinations, not all of them were described in the grammar books, and the students often find difficulties to determine the combination of verb and adverb to form new vocabulary which has different meaning. Finally, to counter this problem, it is better if the students study more related with the characteristic of verb preposition combinations in order to make them understand.



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MOTTO AND DEDICATION

- Do or die
- Give up is a sin
- You never know unless you try
- Hope turns to despair if you give up on it

This final project is dedicated with love and gratitude to:

- My beloved parents who have supported me
- My neechan and my Mirai who give me reason not to give up
- My arrivederci who believes in me
- My partner “Andhika Hellbily” who have helped and supported me
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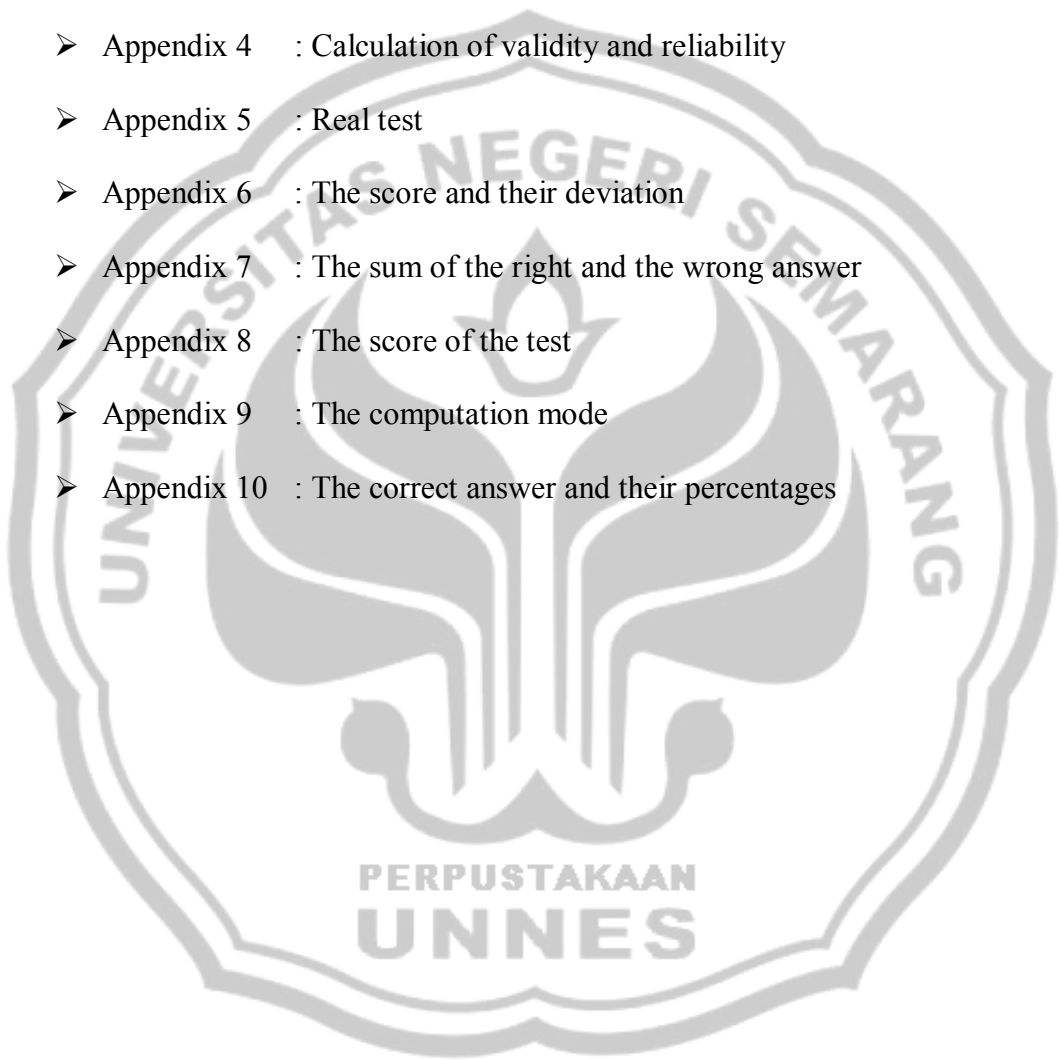
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CHAPTER 1

INTRODUCTION

This chapter presents the Introduction of the Study. It contains the Background of the Study, Reason for Choosing the Topic, Statement of the Problem, Objective of the Study, Significance of the Study, Limitation of the study and Outline of the Report.

1.1 Background of the Study

English as a means of communication plays an important role. It can be seen in the newspapers that vacancies need persons who master English well. The implication is that English should be taught to the students earlier before they continue their study to higher level. Especially, the students in the universities must be equipped with English because many important books are written in English. In addition, in order to understand English text books and fulfill the requirement of vacancies, people try to develop their ability to master both spoken and written English.

English is an international language. It is important for the students to learn English because it is the first foreign language in Indonesia and one of the subjects in the school. It is not only taught at universities, junior high schools, senior high schools but it has already been taught in the elementary schools. Like any other learners of English as a foreign language, Indonesian learners also meet

difficulties in learning English since their native is quite different from English. Djunaidi (1987:16) as quoted by Rini (2006:2) states the differences between the two languages cause learning problems on the part of Indonesian students in learning English.

In order to master English, there are four skills that must be acquired by the students. Those skills are listening, speaking, reading, and writing. In speaking practice, listening activities, and reading English materials as well as in writing, the students should know first about grammar well. Every language in the world has its own grammatical system.

Since grammar has important roles in understanding and communicating in English, the students should master it well. They will be able to communicate in English well if they really know how to construct sentences correctly. As stated by Gerot and Wignell (1994: 2) that “grammar is a theory of language, of how language is put together and how it works.” Gerot and Wignell (1994: 3) also state that “we need theory of grammar or language which helps us understand how texts work.”

The study of language requires the study of grammar. The English grammar has two parts; those are the rules, which are responsible for the correct formation of the language and its function. The rules can be seen in the way, the sentences are formed. The part, which deals with the functions of these words, it is called functional grammar.

The practical application of the different rules is seen in the usage of the language in the spoken as well as written form. In both these forms, the actual

usage and function of the different words is made apparent and on the basis of these functions, the words can be classified into different categories.

On the basis of these functions, English words are categorized into eight different parts noun known as the parts of speech. Frank (1975: 163) states the preposition is classified as part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristics endings: (2) each signals syntactic structures that function as one of the other parts of speech. For these reason modern linguists prefer to classify prepositions as structure words rather than as parts of speech.

There are several types of preposition, verb-preposition combinations is one of them. The study will be focused on verb-preposition combinations only. In learning this material students have many difficulties in understanding it. Based on my informal interview with some students of Semarang State University, they said that it is difficult to find the right particle in verb preposition combinations. On the other hand, some students forgot about the collocation between a verb and the particle in verb preposition combinations. Moreover, students do not realize that there are ways or rules in verb-preposition combinations. Some of these verb-preposition combinations may be separated by the object. For example: Please turn off the light or please turn the light off. In addition, some of these verb-preposition combinations may be inseparable, for example: Sekar ran across an old friend yesterday.

In this study, I will find out students' difficulties and measure the students' mastery of verb-preposition combinations. I think that verb-preposition combinations are important to be discussed because this structural renders to problems and difficulties for learners.

1.2 Reason for Choosing the Topic

I choose the topic "An analysis of students' difficulties in mastering verb preposition combinations (Case Study of the Senior Students of the Semarang State University)".

The following are the reasons of choosing the topic:

The following are the reasons of choosing the topic:

- 1) The students often find difficulties to determine the combination of a preposition and a verb to form a new vocabulary in the process of verb preposition combinations
- 2) This topic is relevant to teaching English from junior high school, senior high school, and college.

1.3 Statement of the Problem

I like to limit the discussion of this study by stating two problems as follows:

The problem that would be discussed in this study are:

1. How well do the senior students of Semarang State University master verb preposition combinations?

2. What are the difficulties faced by the students in mastering verb preposition combinations?

1.4 Objectives of the Study

The objectives of the study are as follow:

1. To measure the achievement level of those students in mastering verb preposition combinations.
2. To find out the difficulties faced by the students in mastering verb preposition combinations

1.5 Significance of the Study

It is expected that the result of this study can give contribution in some aspects.

Those are:

- (1) Theoretically, it is expected that the result of the study will enrich the theory of verb preposition combinations.
- (2) The teacher can recognize the students' difficulties on the use of verb preposition combinations and anticipate the difficulties when they teach verb preposition combinations.
- (3) Developmentally, it is hoped that the result of the descriptive study will be useful for further research and further development as a reference and a supporting material.

1.6 Limitation of the Study

The scope of this research is about verb preposition combinations. Therefore, I like to analyze the students' ability in mastering the verb preposition combinations with one-syllable words.

1.7 Outline of the Report

This final project consists of five chapters. Chapter I, Introduction, consists of Background of the Study, Reason for Choosing the Topic, Statement of the Study, Objectives of the Study, Significance of the Study, Limitation of the Study and Outline of the Research Report.

Chapter II consists of Review of Related Literature, which discusses review of previous study, theoretical background, and theoretical framework.

Chapter III is Method of Investigation, which discusses Research Design, Subject of the Study, Sampling Technique, Instrument, Try Out, and Measurement.

Chapter IV, Data Analysis, consists of the Analysis of the Test, Statistical Analysis, and Non-Statistical Analysis. It covers data analysis and the discussion of the results.

Chapter V is the Conclusion of the result and some suggestions on the basis of the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerned with some theories and ideas related to the study. It consists of three subchapters. They are a review of previous study, theoretical background and theoretical framework.

2.1 Review of Previous Study

In many years, many studies had been conducted by researchers which deal with verb preposition combinations. Although we often find that English grammarians give different names and definitions of such combinations, the one of the name of such combinations is phrasal verbs.

Rahminy (2008) conducted a research entitled “The Student’s Errors on The use of Phrasal Verbs (The Case of the Fifth semester Students of the English Department of UNNES in the Academic Year 2007/2008)”. Her objectives in her research were to determine the dominant errors and to find out the cause of errors. She took conclusion that giving clear explanation is required especially with the types of phrasal verbs and their patterns or rules.

Eko Nurcahyaningih (2001) conducted a research entitled “The Analysis of the Fourth Semester Students’ Mastery of Phrasal Verbs (A Case of Fourth Semester Students of The English Department of UNNES in the Academic year of 2000/2001). Her objectives in her research were to know what the phrasal verbs

are and what problem encountered by students in using phrasal verbs. She took conclusion that the departments intensify vocabulary, especially phrasal verbs.

Uswatun Khasanah (1998) conducted a research entitled “An Errors on The Usage of Phrasal Verbs (The Case of Fourth Semester Students of The English Department of IKIP in the Academic year of 1996/1997). Her objectives in her research were to find out the errors made by the students in using phrasal verbs. She took conclusion that errors made by the students were caused by being unfamiliar with phrasal verbs and unable to use them in the appropriate context.

Muhamad Yusuf (2007) conducted a research entitled “A Study of Students’ Mastery of Phrasal Verbs (The Case of the Fourth Semester Students of Regular Education Class of English Department of UNNES in Academic Year of 2006/2007). His objectives in his research were to measure to what extent the Fourth students have mastered the English Phrasal Verbs and what problem encountered by the students. He took conclusion that the English Department lecturers intensify vocabulary, especially phrasal verbs taught in contextual meaning.

Considering all of the studies above, I assume that there is still an area of study that had not been explored. I would like to find out the verb preposition combinations mastery of the senior students of Semarang State University and to find out the difficulty faced by students in master verb preposition combinations.

2.2 Theoretical Background

This chapter concerned with some theories and ideas related to the background of the study.

2.2.1 Teaching English as Foreign Language

In Indonesia, English has an important role especially in education. Therefore, English is taught as the first foreign language in all levels of schools and language courses. The fact that most scientific books are written in English and the students are supposed to comprehend those books, make it clearer that language teaching plays an important role in education's world. In addition, as a teacher, we use different method and different sources to help the students master the language well. As published by www.aboutenglish.com, "the more learning resources you have the easier it will be for you to employ different strategies when teaching your students. For example, a group of students who like using computers could use the computer to study a certain grammar task while another group who prefers spoken explanations might prefer to have you explain the point with a number of examples. Obviously, the more varieties of learning opportunities the better your chances are that each student will be able to learn grammar well. In addition, If you have a class of learners with similar learning styles, you can afford to use a similar approach. However, if you have a class of mixed learning styles then you need to try to provide instruction using as many different methods as possible." From the statements above, I conclude that by giving more explanation and chance to perform using different method, it will improve students' skills to learn language.

2.2.2 Difficulties in Learning English

Since English is considered being one of the foreign languages taught at schools, it becomes a compulsory lesson for Indonesian students from junior

school until college. However, in learning English, students or learners may get problems because there are many differences between Indonesia and English Language. Finocchiaro (1974:12) as quoted by Rini (2006:1) states that learning foreign language is different from learning native language because students' environment in achieving their first language and a foreign language is different.

The differences can be summarized as follows:

1. Students do not know how to read and write at the time they are learning their mother tongue but they learn foreign language through written expression and reading.
2. Students are surrounded by their first language at home, at school or even in communication with the people in their society, where foreign languages are not used as means of communication.
3. Students have not known another language system yet but in learning language they have. Therefore, they have interested by their earlier language system which has been well established in their mind.
4. Students have not reached a high level of maturity in learning their first language. They just accept the language being used in their society without curiosity in wondering the thing they learnt. In other words, they have little awareness in getting the knowledge of language.

Furthermore, published on [www. Open .com](http://www.Open.com), people may find English a challenge because:

1. It is not their first language

2. They have a specific learning difficulty such as dyslexia
3. Their previous education developed only basic English skills
4. They are more used to speaking than writing in English
5. They learned a style of English writing that does not fit the UK's usual academic style
6. They have a combination of these difficulties.

From the statement above, I conclude that the difficulties in learning English occur because some learners don't know anything about English due to the fact that English is not their first language. On the other hand, some learners already know about English language. However, they only know the Basic English skills. Moreover, learners cannot use English in their society, where first languages are used as means of communication.

2.2.3 Grammar in English Language Teaching

Grammar has played an important role in learning language. It is supported by Nasr (1978:74) as quoted by Kristianingsih (2002: 8) states that 'if language had no grammar, no scientific ordering of its words in sentences, it could never be learnt by a native speaker or by foreign, nor could two people understand one another in it'. Indeed language without grammar is no language at all. In the same sense, without grammar, people will have difficulty in communicating with each other because the sentences that they have written or spoken have different meanings and ideas. It means that hearer may have different view in understanding what the speaker means.

Furthermore, according Gerot and Wignell (1995: 3) “we need a theory of grammar or language which helps us understand how text work. As teachers we need to know how texts work so we can explicitly help learners learn how to understand and produce texts-spoken and written in various contexts for various purpose”.

From all statements above, I conclude that grammar is the foundation of the language and that is why if learners want to learn the language they must also learn the grammar because it will help them master the language.

2.2.4 Difficulties in Learning English Grammar

In learning English, students or learners may get problems because there are many differences between Indonesia and English in terms of grammar. Grammar is a theory of language, of how language is put together and how it works (Gerot and Wignell,1995: 2). Hornby (2000: 375) states that grammar is a study or science of rules for, the combination of words into sentences (syntax), and the forms of words (morphology). Furthermore, published on [www. humanities.edu.com](http://www.humanities.edu.com) , “In English, word order is more important than it is in many other languages. Very often ESL students produce sentences that sound strange to the native's ear because the order of the words in the sentences is wrong. The basic pattern for English statements is: SUBJECT-VERB-OBJECT(S)-PLACE-TIME. Sentences do not have to have all of these parts, but if all of the parts do occur, they most likely will occur in this order. If a sentence has both a PLACE and a TIME, one of these is frequently moved to the front of the sentence. A change in

basic sentence order can make an English sentence nonsensical or make it mean something completely different.” For example: if part of the verb is moved so it comes before the subject, we have a question. (e.g. "John will be home at eight" becomes "Will John be home at eight?").

In addition, Freeman (2000:21) states that English has a number of grammatical structures. (For example, progressive *-ing*, auxiliary be, and plural *-s*). From the statements above, I conclude that Indonesia learners meet difficulties because English syntax (word order) is different with Indonesia. In addition, there are no grammatical structures like progressive, auxiliary, and plural in Indonesia language.

2.2.5 Verb Preposition Combinations

One of grammar studies is verb preposition combinations. This verb – preposition combination goes by several names-two-part verbs, composite verbs, phrasal verbs (Frank 1972: 172). Lim states that a phrasal verb is made up of a verb and a preposition or an adverb particle. A phrasal verb is a complete verb unit with a specific meaning and sometimes with more than one meaning, like a finite verb (Lim 1972: 330).

Speakers of English tend to use phrasal verbs (especially informal English, idioms) instead of one word since sometimes there is no other precise word to say it. In sum, it is more precise to say “put out your cigarette” instead of saying, “extinguish you cigarette.”

The combinations of verb + particle have several features. Before I discuss further such combinations, it is better for us to know the definitions of verb and

particle. A verb is a word or group of words that expresses an action (such as eat), an event (such as happen), or a state (such as exist): (Hornby, 2000: 1498). In addition, a particle is an adverb or a preposition that can combine with a verb to make a phrasal verb. (Hornby, 2000: 961).

Frank (1972:173) states the verbs in such combinations are mostly one-syllable words; the most common prepositions are those denoting place- in, out, on, off, over, up, down, through.

From the statement above we can see that many words belong to particle but those combine with verb to form verb preposition combinations are only some prepositions and adverbs.

2.2.6 Characteristic of Verb Preposition Combinations

One of the characteristic of most English verbs is that they can be combined with preposition or an adverbial particle to generate a new meaning.

Alwasilah (1993:200) quoted by Rahminy (2008: 17) explains the characteristic of phrasal verbs as follows:

1. The combination is limited to certain particle, such as *down, on, off, out, up*. Although there is no restriction on the verbs, however, the most common verbs are those simple and short ones, such as *put, take, get, and make*.
2. The combination is not freely formed. It is collocation restriction is clearly seen when we substitute the particle with its antonym. We can say "*he calls down his wife from his office everyday*". We can also say "*put up with it*". But we cannot say, "*Put down with it*".

The words *give out* and *carried out* are not the antonym of *give in* and *carry on*.

3. The combination usually can be substituted with one-word verb. But their meaning is not exactly the same, *carry on* means continue, *put up* means tolerate, *put off* means postpone, etc.

Moreover, Hornby (1993: B10) mentions another characteristics of phrasal verbs. There are:

1. The meaning of some phrasal verbs, such as *turn down*, is easy to guess because the verb and the particle keep their usual meaning. However, many phrasal verbs have idiomatic meaning that we need to learn. The separate meaning of go on and with, for example, do not add on to the meaning of go on with (= agree)
2. Some particles have particular meanings that are same when they used with a number of different verbs. For example:
 - 1) I didn't see the point of hanging around waiting for him, so I went home.
 - 2) I wish you wouldn't leave all those book lying around.
3. The meaning of phrasal verb can sometimes be explained with a one – word verb.

For example:

- 1) I wish my ears didn't stick out so much.
- 2) The garbage project 5 meters beyond the front of the house.

From Alwasilah explanation above I conclude that there are some limitations of particle in verb preposition combinations. There are some particles which cannot be combining with the verb. In addition, from Hornby statements, I also conclude that some combinations have more than one meaning.

2.2.7 Types of Verb Preposition Combinations

According to Crowell (1964:402) quoted by Rahminy (2008:18), with some combinations the particle may shift its position in the sentences, but with others the particle cannot shift. For example: we may say either, “he brings up that subject at every opportunity” or “he brings that subject up at every opportunity”, and we have exactly the same *meaning*. The kind of two – word verbs is called *separable* because a noun may separate the particle from the verb. However, he adds that we can say only “he likes to run across his old friend”. We cannot shift *across* from its position immediately after *run* and have the same meaning. The kind of two-word verbs is called *inseparable* because a noun may not separate the particle from the verb.

Nevertheless, Frank (1972: 173) classifies phrasal verbs as follow:

1. Separable Verb Preposition Combinations

- a. Some verb preposition combinations can be separated by its object.

If the object is noun; it can be placed after the verb preposition combinations or between the two parts of the verb preposition combinations.

Example:

- Turn off the lamp.

- Turn the lamp off.
- b. However, if the object is a pronoun, the verb preposition combinations must be separated.

Example:

- Turn off **it**. (Incorrect)
 - Turn **it** off. (Correct)
- c. Separable verb preposition combinations occur in transitive verbs.

For example:

Put on your shoes = **Put** your shoes **on**.

Turn on the TV = **Turn** the TV **on**.

- d. However, not all transitive verbs are separable. The underlined ones in the following examples are not. For example:

- They have looked into the problem.
- I ran into an old friend.

- e. If an object has long modification, it is used only after the two parts of the separable verb.

For example:

- *Take off* those tight shoes that are hurting you so much.
- We must *break down* all the figures that might be questioned by the auditor.

2. Inseparable Verb Preposition Combinations

- a. The object of inseparable verb preposition combinations, be it noun or pronoun, must be placed after verb preposition combinations.

Example:

- He ran into an old friend.
- He ran into him.

b. Some transitive verb preposition combinations are inseparable. The object is placed after the preposition.

Example:

- I ran into an old friend yesterday.
- They are looking into the problem.

Moreover, Gethin (1989:170) as quoted by Khasanah (1998: 27) adds that there are two types of phrasal verbs. There are:

1. Adverbial phrasal verbs

An adverbial phrasal verb is a verb which combines with an adverbial particle to form a new vocabulary item. Following are the rules of adverbial phrasal verbs:

1) In the adverbial type of phrasal verbs, the particle may come either before or after a noun object, although it precedes a noun object when it has a long modification such as phrase or a clause.

For example:

- Please *turn out* the light.
- Please *turn* the light *on*.

2) The adverbial particles always come after the object when it is a personal pronoun such as me, it, them or the indefinite pronoun one, standing for a noun used a/an.

For example:

What should I do with this spoiled rice?

Throw it away, not throw away it.

The children are asleep. Don't wake them up.

- 3) Although it precedes nouns, all directly follows personal pronouns and so must also precede an adverbial particle.

For example:

The government has started bringing in a new regulation. I'm glad it isn't bringing them all in at once.

2. Prepositional phrasal verbs

In prepositional phrasal verb the preposition always comes before the object, whether or not this is pronoun and whether or not it is combined with adverbial particle in three-word phrasal verb.

For example:

- My friend got over his cold.
- He caught up with the others.

2.3 Theoretical Framework

In this part, I will make brief conclusion from both previous studies and theoretical studies.

From the previous studies, there are many researchers who conducted researches related to Phrasal verbs. Since there is no research in analysis of students' difficulties in mastering verb preposition combinations, the study of

analysis of students' difficulties in mastering verb preposition combinations will be conducted.

The final project is entitled an analysis of students' difficulties in mastering verb preposition combinations. Depdiknas' scoring formula will be used as guide to analyze the data. The data will be collected by using test. The data collected were then analyzed using the simple descriptive statistical analysis. To classify the data, I will use Tinambunan's measurement of the student's achievement. To analyze the result of student's achievement in verb preposition combinations, I will use criterion which is used by UNNES. Bellow are the Depdiknas' scoring formula, Tinambunan's measurement and the criterion as used by UNNES.

Depdiknas' scoring formula

$$\text{Score} = \frac{B}{N} \times 100$$

Where:

B: right answer

N: total of the test item

Tinambunan's measurement

No	The Percentage of Correct Answer	Grade	Level of Achievement
1.	93-100	A = Outstanding	Outstanding
2.	85-92	B = Very good	Above average
3.	75-84	C = Satisfactory	Average achievement
4.	60-74	D = Very weak	Below achievement
5.	Below-60	F = Fail	Insufficient achievement

(Tinambunan, 1988:129)

Interval	Criteria/ Grade	Level of Achievement
≤ 50	E	Failed
51-55	D	Insufficient
56-60	CD	Below average
61-65	C	Average
66-70	BC	Above average
71-80	B	Good
81-85	AB	Very good
86-100	A	Excellent

(Decree of head of university, No.25/0/2004)



CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses Research Design, Subject of the Study, Sampling Technique, Instruments, Try Out, and Measurement of Instrument,

3.1 Research Design

The study here was a descriptive research design. Descriptive research design published on [www. experiment-resources.com](http://www.experiment-resources.com), is a valid method for researching specific subjects and as a precursor to more quantitative studies. It is also useful where it is not possible to test and measure the large number of samples needed for more quantitative types of experimentation.

In this study, I decided to do two activities; those are library activity and field activity. Library activity has been discussed in chapter II. While in this chapter, I will discuss field activity. I choose Semarang State University as my research field

3.2 Subject of the Study

3.2.1 Population and Sample

Moore (1983:110) as quoted by Sulisty (2008:29) states population means a complete set of individuals or object having some common observable characteristic. Moreover, a population is a set or collection of all elements possessing one or more attributives of interest.”

In quantitative research, the researcher attempts to discover something about a large number of groups of individuals by studying a much smaller group. The group that they wish to learn about is called population. The population used to conduct the observation in this study is the senior students of Semarang State University.

I chose the senior students of Semarang State University as the population of this research. It was based on some considerations as follows:

1. The population is homogeneous for the research because they were all the same semester.
2. The students have studied the material related to verb preposition combinations.

The total numbers of the population used in this research are 243 from senior students.

After determining the population, then sample was selected. A good sample is one that representatives and reflects the condition of the population from which it was selected.

I used a random sampling technique in collecting data because the population was homogenous. I picked up them randomly as the sample of this research. By using this technique, I hoped that the samples would be representative. Therefore, the representativeness of a sample determines the validity of the generalization of the result. Arikunto (2006: 134) states that if the samples are less than 100 subjects, it is better to take the whole population as the sample. If the population is more than 100 respondents, the researcher can take

10-15%, or 20-25%, or more than 25% of the population based on the capability of the researcher. Since the number of the subjects in my research was more than 100, I applied 10%-15% sampling. I take 12% of the population as samples that is 30 students of senior students of Semarang State University.

3.3 Instruments

Instrument is an important device to collect data in a research program. Arikunto (2006: 149) states that research instrument is “a device used by the researcher while collecting data to make his work easier and to get better, complete and systematic result in order to make the data easy to process.”

3.3.1 Constructing of the Instrument

The instrument plays important role in a research project in which the reliability of the instrument will affect the reliability of the data obtained in the research. Tinambunan (1988:75) states some advantages of using multiple choice forms. The advantages are as follows:

1. The multiple choice item is adaptable to subject matter content areas as well as different levels of behavior. It can be used in assessing ability to reason, discriminate, interpret, analyze, make inferences and solve problems.
2. The structure of a premise with four or five alternatives provides less chance for guessing the correct response.

3. Four or five options in the multiple choice test provide more incorrect choice for selections of responses by the students who don't know the best or correct answer.
4. The difficulty of multiple choice item can be controlled by changing alternatives. The more homogeneous the alternatives, the more difficult it is to select the correct response from the given alternatives.
5. Multiple choice items are amenable to item analysis which enables teacher to determine how well each alternative functioned in discriminating between the higher achieving and the lower achieving students.

From the statements above, I use multiple-choice test to obtain data because multiple choice is easy to analyze and to determine how well each alternative functioned in discriminating between the higher achieving and the lower achieving students.

Furthermore, the test consisted of 40 items. Each item contained a blank, in which the respondents were supported to answer by choosing and crossing the best answer a, b, c, or d. In constructing all the questions in the test items, I used daily vocabularies, which are familiar with the respondents. I hoped they would have no problem with test items.

I constructed the instrument based on the result of the observation from the grammar books, students' textbooks, and workbook. The proportion of test in the instrument is obtained by counting the frequency of occurrence in the students' textbooks. It can be seen in appendix 1.

3.4 Try Out

The test was tried out On Juni 4, 2010 at Semarang State University. The students taken as respondents had to do the test consisting of the 40 multiple choices in 40 minutes. The test items consisted of understanding the verb preposition combination, which were the understanding in recognizing verb preposition combination, separable and inseparable verb preposition combination.

The items were consisted of 40 test items. After scoring the result of the try out, I made an analysis to find out the validity, reliability, difficulty level, and discriminating power of the item of the test. All of them were used to decide which items should be used in making the instrument.

3.4.1 Scoring of the Try out Test

I made 40 test items of verb preposition combinations consisting of words and phrases. For scoring the test; I used formula as follows:

$$\text{Score} = \frac{B}{N} \times 100$$

Where:

B: right answer

N: total of the test item

(Direktorat Pendidikan Menengah Umum, Ditjen, Dikdasmen, Depdiknas 2004)

3.5 Validity

Validity and reliability are the most important variables in judging the adequacy of a measurement. Tuckman (1972:139) as quoted by Lestari (2007:231) states

that “the validity of a test represents the extend to which a test measures what it purposes to measure”. In simple words, does the test really measure the characteristic that it is being used to measure? To calculate the validity of the test, Product Moment by Pearson was used.

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[(N \sum X^2 - (\sum X)^2)] [N \sum Y^2 - (\sum Y)^2]}}$$

Where:

R_{xy} = validity of each item.

N = total number of students/ subject participating in the test

XY = the multiplication of the X and Y

$\sum X$ = the sum of score in each item.

$\sum Y$ = the sum of total score from each student.

$\sum XY$ = the sum of multiple of score from each student with the total score

$\sum X^2$ = the sum of the square score in each item

$\sum Y^2$ = the sum of the square score in each item

(Arikunto, 2006:170)

In measuring item validity using Product Moment Formula, the item should be correlated (the correlation between the score of each item and the score of total test).

Before applying the Product Moment Formula, the data of each item has computed in a table (appendix 3). Then, by using the formula, I substituted data from the table of each item. For example is the computation of the first item:

$$N = 30$$

$$\sum X = 19$$

$$\sum Y = 700$$

$$\sum XY = 504$$

$$\sum X^2 = 19$$

$$\sum Y^2 = 18130$$

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[(N \sum X^2 - (\sum X)^2)] [N \sum Y^2 - (\sum Y)^2]}}$$

$$R_{xy} = \frac{30 \times 504 - (19)(700)}{\sqrt{[(30 \times 19) - (19)^2] \{ (30 \times 18130) - (700)^2 \}}}$$

$$R_{xy} = \frac{30 \times 504 - (19)(700)}{\sqrt{[(30 \times 19) - (19)^2] \{ (30 \times 18130) - (700)^2 \}}}$$

$$R_{xy} = (15120 - 13300) / \sqrt{((570 - 361)(543900 - 490000))}$$

$$R_{xy} = \frac{1820}{\sqrt{(209)(53900)}}$$

$$R_{xy} = \frac{1820}{\sqrt{(11265100)}}$$

$$R_{xy} = 0,542$$

From the computation above, the score must be consulted to the table of r Product Moment with $N = 30$ and significance level was 5%. It was 0. 355. Since the result of the computation was higher than r in the Product Moment table, the index validity of the first item was valid. Therefore, the first item can be used as the instrument to get the data. The list of validity of each item can be seen in Appendix 3.

3.6 Reliability

Beside validity, reliability of a test is also one factor of instrument to get valid data. Heaton (1984:155) states that reliability is necessary characteristics of any good test: for it to be valid at all the test must first reliable as measuring instrument.

To calculate the reliability of the test, the formula that was used is:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[\frac{Vt - \sum pq}{Vt} \right]$$

Where:

r_{11} = index reliability

k = number of item

σ^2_b = item variance, and

σ^2_t = total variance.

(Arikunto, 2006: 188)

The formula of the total variance is:

$$v_t = \frac{\sum y^2 - \left(\frac{\sum y}{N}\right)^2}{N}$$

By using the formula, the reliability of the test could be computed as follows:

$$N = 30$$

$$K = 40$$

$$\sum y = 700$$

$$\sum y^2 = 18130$$

$$v_t = \frac{\sum y^2 - \left(\frac{\sum y}{N}\right)^2}{N}$$

$$v_t = \frac{18130 - \left(\frac{700^2}{30}\right)}{30}$$

$$v_t = 59.889$$

$$p1 = \frac{19}{30} = 0,633$$

$$q1 = \frac{11}{30} = 0.367$$

$$p_1q_1 = 0.633 \times 0.367 = 0.232$$

$$p_2q_2 = 0.210$$

$$p_3q_3 = 0.160 \dots p_{30}q_{30} = 0.232$$

$$\Sigma pq = p_1q_1 + p_2q_2 + p_3q_3 + \dots + p_{30}q_{30}$$

$$\Sigma pq = 0.232 + 0.210 + 0.160 + \dots + 0.232 = 8.742$$

$$r_{11} = \left[\frac{k}{(k-1)} \right] \cdot \left[\frac{V_t - \Sigma pq}{V_t} \right]$$

$$r_{11} = \left[\frac{40}{40-1} \right] \left[\frac{23.943 - 6.510}{23.943} \right]$$

$$= 0,876$$

From the computation above, the result then must be confirmed to the table r Product Moment with $N = 30$ and significance level was 5%. It was 0.355. Since the result of the computation was higher than the r Product Moment table, the reliability of the test was considered reliable. The calculation can be seen in appendix 4.

3.7 Item Analysis

Item analysis is the process of examining the students' response to each item. It is done to determine the effectiveness of the test item, which involves the analysis of difficulty level and discriminating power of the test items.

According to Gronlund (1976: 101) as quoted by Rahminy (2008: 37) states the item analysis provides the following information:

1. The difficulty level, and
2. The discriminating power

After the answer sheets have been assembled, all items should be analyzed from the point of view of their difficult level and their level of discrimination. In this study, I took 30 students.

3.7.1 Difficulty Level

The index difficulty level of an item simply showed how easy or difficult the particular item proved in test. It is calculated with this formula:

$$P = \frac{B}{JS}$$

Where:

P = the facility value (index of difficulty)

B = the number of students who answer an item correctly

JS = the total number of students

Arikunto (2006:75) states the judgment of the difficulty level of the test can be classified as follows:

An item with 0-0.30 was difficult

An item with 0.31-0.70 was medium

An item with 0.71-1.0 was easy

The example is the calculation of the difficulty level of item number 1.

B = 19

JS = 30

$$P = \frac{B}{IS}$$

$$P = \frac{19}{30} = 0,633$$

The index of difficulty of the item number 1 was 0.633 and it was considered in the category of medium. The list of difficulty level of all items is in appendix 3.

3.7.2 Discriminating Power

The discriminating power is a measure of the effectiveness of an item discriminating between high and low scores of the whole test (Harris, 1969: 106) as quoted by Khasanah (1998:43). Discriminating power can be obtained by using this following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

(Arikunto, 2002: 154)

Where:

D = discriminating power

BA = number of students in the upper who answered the item correctly

BB = number of students in the lower group who answered item correctly

JA = number of all students in the upper group

JB = number of all students in lower group.

The example is the calculation of the discriminating power of item number 1.

BA = 13

BB = 6

$$JA = 15$$

$$JB = 15$$

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{13}{15} - \frac{6}{15} = 0,467$$

Arikunto (2002:218) states the judgment of the discriminating power of the test can be classified as follows:

0.00 – 0.20 was poor.

0.21 – 0.40 was medium

0.41 – 0.70 was good

0.71 – 1.00 was excellent

The index of difficulty of the item number 1 was 0.467 and it was considered in the category of good. The list of discriminating power of all items is in the appendix 3.

Based on the analysis of validity, difficult level, and discriminating power, the 40 verb preposition combinations are taken. It was clear from the appendix 3 that the items number 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40 were classified into significant items, while items number 4, 5, 12, 14, 15, 23, 27, 28, 30, 32 were classified into insignificant items.

After the try-out test was administered, the test items which did not fulfill the requirements of the valid test were invalid items and they must be discarded.

3.8 Method of Collecting Data

The data gathered are analyzed in the following steps:

1. Identifying the data based on the students' answer. It included scoring the items of the test.
2. Applying the data based on the kind of the study. Since it was an analysis of students' difficulties in mastering verb preposition combinations, I used Criterion Reference Grading. The percentage and letter grade marking used the grading system to evaluate students' test. After that, I computed the percentage of the students who belong to the satisfactory grade. I classified the students' achievement into five classes by using five letters A, B, C, D, or F that was expressed various level of achievement. Additionally, it was relatively easy to translate from letter grading to percentage grading and back.

The standard is as follows:

No	The Percentage of Correct Answer	Grade	Level of Achievement
1.	93-100	A = Outstanding	Outstanding
2.	85-92	B = Very good	Above average
3.	75-84	C = Satisfactory	Average achievement
4.	60-74	D = Very weak	Below achievement
5.	Below-60	F = Fail	Insufficient achievement

3. Concluding the result whether the students have mastered verb preposition combinations or not based on the computation of the data.



CHAPTER IV

DATA ANALYSIS

This chapter discusses the Analysis of the Test, Statistical Analysis, and Non-Statistical Analysis.

4.1 The Analysis of the Test

Arikunto (2006:235) states that analysis means the categorizing, manipulating, and summarizing of the data to obtain answer to research question. The purpose of the analysis is to reduce data to intelligible and interpretable form so that the relation of research problem can be studied and tested.

In the previous chapter, it was mentioned that from 243 senior students of the English Department, English Education study program, 30 students were randomly chosen. They participated in the test of verb preposition combinations on June, 18 2010.

After conducting the test for measuring the students' achievement in verb preposition combinations, I need to put the result in a form that is readily interpretable. Those data are useful to describe students' level of mastery in verb preposition combinations.

The purpose of this study is to measure the students' achievement and to find out students' difficulties; therefore, the result of the test was interpreted statistically and non-statistically.

4.2 Statistical Analysis

Tinambunan (1988:100) states that statistical analysis is concerned with the organization analysis and interpretation of test scores and other numbered data collected through measurement.

In conducting statistical analysis, I discussed the result of the test, measures of central tendency, and standard deviation in this subchapter.

4.2.1 Result of the Test

In finding the result of the test, I state the classification of the test items and the scoring of the test. So, this sub chapter discusses both of them clearly.

4.2.1.1 Classification of the Test Items

Statistical analysis is concerned with the organization and interpretation of the test score and the other numerical data collected through measurement.

Before I calculated the score of the test, I state the classification of the test items in terms of verb preposition combination.

The classification of the test items is as follows:

1. One syllable-combination (lexical collocation).

Number: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 19, 21, 24, 25, 28, 30

2. Separable Verb preposition combinations.

Number: 13, 14, 22, 23, 26

3. Inseparable Verb preposition combinations.

Number: 4, 15, 20, 27, 29

4.2.1.2 Scoring of the Test

I made 30 test items of multiple-choice test. Each correct answer was regarded one point so that a student will get 100 as a maximum score if he or she can answer all the items correctly. The score of each student was counted individually by using the following formula:

$$\text{The percentage} = \frac{\text{The number of right answer}}{\text{the number of items}} \times 100\%$$

The score of the test can be seen in appendix 8.

After I got the students' score, I computed the percentages of the students' achievement for each classification of the test in term of verb preposition combinations (see appendix 9).

Based on its result, the percentages of students' achievement for each classification were 73.50 % for the use of one syllable combinations (lexical collocation), 94.00 % for the use of separable verb preposition combinations, and 78.00 % for the use of inseparable verb preposition combinations. From those percentage (see appendix 7), I obtained the special difficulty faced by the senior students of the English Department, English Education study program. Since the percentages of students' achievement in the use of one syllable combinations (lexical collocation) were the lowest one, it means that the special difficulty faced by the students is the use of one syllable combinations.

4.2.2 Measurement of Central Tendency

Relating to the statistical analysis, which deals with the numerical data, I measured the central tendency. The central tendency includes mean, median, and mode.

4.2.2.1 Mean

Tinambunan (1988:103) says the mean is the average of a group of scores. It is represented by the letter M or (\bar{X}). The mean is the sum of all the values in a distribution divided by the number of cases or it is the average or arithmetic average of a group of scores. Tinambunan (1998: 103) also adds “the computation of mean from ungrouped data is done by adding a series of scores and then dividing this sum by the number of scores.”

For calculating the mean, I took a formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

(Arikunto, 2002:264)

Where:

\bar{X} = the mean scores

$\sum X$ = the sum all the scores

N = the total number of the respondents

Using the formula above, the computation of the average of the scores is shown below:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2319,1}{30}$$

$$\bar{X} = 77,3$$

The mean of the test is 77,3

4.2.2.2 Median

“The median is the score that splits a distribution in half, fifty percent of score lie above the median, and fifty percent of the score lie below the median” (Tinambunan, 1988:104).

The method used to determine the median is simple. It is determined by the scores in distribution counting up and down to midpoint of the set of score. If the number of scores is even, the median is halfway between the two parts of scores.

Tabel 1: The Correct Answer and Their Percentages

No	Subject	Score Answer	%	Grade
1	T-1	80	82,5	C
2	T-2	83,3	87,5	B
3	T-3	83,3	87,5	B
4	T-4	73,3	75	C
5	T-5	70	55	F
6	T-6	76,6	60	D
7	T-7	83,3	60	D
8	T-8	63,3	62,5	D
9	T-9	53,3	82,5	C
10	T-10	93,3	62,5	D
11	T-11	80	60	D
12	T-12	66,6	65	D
13	T-13	70	75	C
14	T-14	66,6	60	D
15	T-15	53,3	72,5	D
16	T-16	70	72,5	D
17	T-17	56,6	82,5	C
18	T-18	93,3	82,5	C
19	T-19	86,6	95	A
20	T-20	63,3	90	B
21	T-21	93,3	87,5	B
22	T-22	80	82,5	C
23	T-23	80	60	D
24	T-24	86,6	87,5	B
25	T-25	90	87,5	B
26	T-26	83,3	77,5	C
27	T-27	83,3	82,5	C
28	T-28	90	85	B
29	T-29	83,3	95	A
30	T-30	83,3	57,5	F

Based on the table above, the median of the test is 80. It is the middle score of the scores in distribution.

4.2.2.3 Mode

Tinambunan (1988:106) states that the mode or modal score is the score that occurs most frequently in a distribution. The mode is determined by tallying up the scores that occur in a distribution and selecting the score that occurs most frequently.

Tabel 2 : The Computation of Mode

No	Score	Tally	Total
1	93,3	III	3
2	90	II	2
3	86,6	II	2
4	83,3	IIIIII	7
5	80	IIII	4
6	76,6	I	1
7	73,3	I	1
8	70	III	3
9	66,6	II	2
10	63,3	II	2
11	56,6	I	1
12	53,3	II	2

From the table above, we can see that the mode is 83.3, since it is the largest number of person in that score.

4.2.2.4 Standard Deviation

Standard Deviation is an average of the degree to which a set of scores deviates from the mean. The standard deviation value for a set of scores is measurement of the variability or spread of scores in distribution. Tinambunan (1988:107) defines

that the closer spread of the scores are the smaller the standard deviation, and the greater the spread of scores are the larger the standard deviation.

The formula to compute the standard deviation is as follows:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

(Saleh, 2008:147)

Where:

SD = Standard Deviation

X = scores

\bar{X} = mean

N = the number of scores in distribution

The computation of standard deviation is as follows:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

$$SD = \frac{\sqrt{4045,8}}{30 - 1}$$

$$SD = \sqrt{139,510}$$

$$SD = 11,81$$

The standard deviation is 11,81

The scores of the test and their deviation are in appendix 6.

From the description above, the average of a group of scores (mean) is 77,3, the score of the case that is in the exact middle of a distribution (median) is 80, the score that occurs most frequently in a distribution (mode) is 83,3 and the average of the degree to which a set of scores deviates from the mean (standard deviation) is 11,81. Based on the description above, the scores of the verb

preposition combinations test of the senior students of the English Department, English Education study program can be seen clearly.

4.3 Non-Statistical Analysis

In the non-statistical analysis, I classified the students' achievement.

4.3.1 Students' Mastery

In the non-statistical analysis, I classified the students' achievement by using five letters, those are A, B, C, D and F, which expressed various level of achievement. In addition, it was relatively easy to translate from letter grading to percentage grading.

The standard is as follows:

Percentage of Correct Answer	Grade	Level of Achievement
93-100 percent correct	A = Outstanding	Outstanding achievement
85-92 percent correct	B = Very good	Above average achievement
75-84 percent correct	C = Satisfactory	Average achievement
60-74 percent correct	D = Very weak	Below average achievement
Below 60 percent correct	F = Fail	Insufficient achievement

(Tinambunan, 1988:1290)

The students' achievement could be classified based on the categorization or grade. The categorization of the students' achievement is in appendix 10.

Based on the categorization, the students' achievement can be classified as follows:

Table 3

Number of Students	Grade	Percentages of Students
3	A	10 %
4	B	13.33 %
12	C	40 %
8	D	26.67 %
3	F	10%

The result of the test showed clearly that 3 students or 10 % got A, 4 students or 13.33 % got B, 12 students or 40 % got C, 8 students or 26.67 % got D, and 3 students or 10 % got F. The result from statistical analysis also showed that 19 students or 63.33% of 30 students got satisfactory grade. It means that they have mastered verb preposition combinations well, although some who had not.

Since the research was conducted at UNNES, I will compare the Tinambunan's grading criteria to those of UNNES. Below are the grading criteria of UNNES as quoted by Yusuf (2007 39):

Tabel 4

Interval	Criteria/ Grade	Level of Achievement	Frequency	Percentage
≤ 50	E	Failed	0	0
51-55	D	Insufficient	2	6,7%
56-60	CD	Below average	1	3,3%
61-65	C	Average	2	6,7%
66-70	BC	Above average	5	16,7%
71-80	B	Good	6	20%
81-85	AB	Very good	7	23,3%
86-100	A	Excellent	7	23,3%
Total			30	100%

Based on the UNNES' grading criteria, the students' mastery of verb preposition combinations is excellent. By using two grading criteria above, the students' score are described quite differently. As the results, their average score (77,3) is also described differently. Based on the Tinambunan grading criteria, the students' mastery of verb preposition combinations is average. However, based on the UNNES' grading criteria, the students' mastery of verb preposition combinations is good.

4.3.2 Students' Difficulties

The result of the students' difficulty in mastering verb preposition combinations showed that the percentages of students' achievement for each classification were 73.50 % one syllable combinations (lexical collocation), 94.00 % for the use of separable verb preposition combinations, and 78.00 % for the inseparable verb preposition combinations. Since the percentages of students' achievement in the use of one syllable combinations (lexical collocation) were the lowest one, it means that the special difficulty faced by the students is one syllable combinations. In one syllable combinations students have to choose the right particle. However, students have to decide whether the combinations are separable or inseparable in separable and inseparable verb preposition combinations.

Based on the data above, I could find the result of the students' mastery in answering the test. The students faced some problems in choosing the right particle. According to my analysis, some problems may affect this result.

Students found difficulties in the collocation of particle. They were still confused to choose the correct answer; moreover, sometimes they just guessed to

choose the appropriate answer. It shows in item number 17, nineteen students or 63.3 % of the students chose the wrong answer. Most of them chose “*up*” in the question “*I can’t make ____ (understand) what she’s thinking.*” They tend to choose the word “*up*” because they are more familiar with this collocation “*make up*” than the word “*out*”; whereas, this collocation “*make out*” is the correct answer.

Most of the students also chose the wrong answer in item number 17, which is about one syllable combinations. They could not choose the particle correctly.

The difficulty faced by the students in verb preposition combinations by the following reason. Some verb preposition combinations have more than one meaning. For example: take off (1) *remove clothing* (2) *leave on a trip*. In addition there are more than 80 verb preposition combinations in English language. Only some of verb preposition combinations are described in hand out, so the students unfamiliar with verb preposition combinations. For that reason, the students got difficulty in verb preposition combinations.

CHAPTER V

CONCLUSION AND SUGGESTION

From the discussion in the previous chapter, I draw two conclusions as the result of the study and give some suggestions.

5.1 Conclusion

Based on the data analysis and interpreted, there are two conclusions:

1. The result of verb preposition combinations showed clearly that 3 or 10 % students got A, 4 students or 13.33 % got B, 12 students or 40 % got C, 8 students or 26.67 % got D, and 3 students or 10 % got F. The result from statistical analysis also showed that 19 students or 63.33 % of 30 students got satisfactory grade. It means that they have mastered verb preposition combinations well, although some who had not. According to UNNES' criterion grading The result of verb preposition combinations showed clearly that 7 or 23,3 % students got A, 7 students or 23.3 % got AB, 6 students or 20 % got B, 5 students or 16.7 % got BC, 2 students or 6,7 % got C, 1 student or 3,3 % got CD, and 2 students or 6.7 % got D. The result from statistical analysis also showed that 27 students or 90 % of 30 students got satisfactory grade. There were only the minority of the students who had not mastered the materials and for those who got mark less than average should train their skill

to improve their ability. Since the majority of the students have mastered the material so the teaching and learning process does not need to be repeated.

2. The result of the students' difficulty in mastering verb preposition combinations showed that the percentages of students' achievement for each classification were 73.50 % one syllable combinations (lexical collocation), 94.00 % for the use of separable verb preposition combinations, and 78.00 % for the inseparable verb preposition combinations. Since the percentages of students' achievement in the use of one syllable combinations (lexical collocation) were the lowest one, it means that the special difficulty faced by the students is one syllable combinations.

5.2 Suggestions

In this study, I found that the senior students of Semarang State University have mastered verb preposition combinations. Based on the finding, I would like to give some suggestions to be considered.

- (1) Verb preposition combinations are faced by the students as a difficulty in learning. Whereas, it is not concretely written all in the grammar books so the students don't get all information related the material. However, it is very important for them; one of its importances is as means to enrich their grammar. So it is better to give the material of verb preposition combinations for them in order to enrich their knowledge about grammar especially related with the material.

- (2) The students often find difficulties to determine the combination of verb and particle to form new vocabulary which has different meaning. So it is better if the students study more related with the characteristic verb preposition combinations in order to make them understand.
- (3) I suggest that result of this descriptive study will be useful for further research and further development as a reference and a supporting material.



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