

Proficiency Levels of Senior High School Students in Prepositional Patterns Usage

Lyka Jane F. Bandojo^{1*}, Jurvy Rove M. Añez¹, Merylyn D. Ansis¹

¹The Faculty of the College of Teacher Education, Arts and Sciences, Saint Columban College, Pagadian City, Philippines

Abstract—This study determined the proficiency levels of senior high school students in prepositional patterns usage as basis for a lesson exemplar. It employed a quantitative descriptive research design and involved 391 Grade 11 and Grade 12 students from a diocesan school in Pagadian City, selected through proportionate stratified random sampling. Data were gathered using an adapted Prepositional Pattern Test based on Mueller (2011) and were analyzed through mean, standard deviation, mean percentage score, and ranking. Results showed that the respondents obtained an overall mean percentage score of 75.70, interpreted as Fairly Satisfactory, indicating a developing but uneven level of proficiency in using prepositional patterns. The highest performance was recorded in preposition + clause, followed by preposition + noun/pronoun/gerund and verb + preposition, all interpreted as Satisfactory. The lowest performance was found in preposition + adverb, followed by noun + preposition, adjective + preposition, and verb + object + preposition, all interpreted as Fairly Satisfactory. These findings suggest that students had greater difficulty with collocational and context-sensitive patterns. Based on the results, a lesson exemplar was developed to provide contextualized grammar practice on the lowest-performing patterns. The study concludes that pattern-based and meaningful instruction is needed to strengthen students' grammatical accuracy in prepositional usage.

Index Terms—prepositional patterns, grammar proficiency, senior high school students, lesson exemplar.

1. Introduction

A. Background of the Study

Language proficiency is essential to academic success, especially in school contexts where English is used as a language of learning and assessment. A major part of this proficiency is grammatical competence, which helps students produce clear, accurate, and meaningful sentences. Among the grammatical forms that support coherence in writing, prepositions are particularly important because they express relationships of time, place, direction, cause, and other abstract connections. When prepositions are used incorrectly, the intended meaning of a sentence can become unclear, awkward, or misleading, which affects the overall quality of students' written work (Yaş, 2022; Damayanti & Sundari, 2022; Saravanan, 2015).

The difficulty of using prepositions has been widely noted in English language teaching. In the Philippine setting, students learn English in multilingual classrooms where Filipino,

Bisaya, and other local languages may influence how grammatical structures are understood and used. Previous local studies show that Filipino learners frequently commit errors in prepositional usage in both academic and classroom writing. Paz (2020) found recurring errors in the use of prepositions of time and location in students' essays, while Tulabut et al. (2018) reported frequent problems in selecting and placing prepositions correctly. Frias (2022) further showed that although instruction can improve performance, some prepositional forms remain difficult for learners to master.

This challenge is also evident in international studies. Ferdian (2022) explained that prepositions are difficult for English language learners because their meanings are often subtle and context-dependent. Mahmoodzadeh (2012) noted that learners tend to rely on direct translation from their first language, which often leads to incorrect preposition choice. In the same way, Mohd Salleh and Ahmad Rizwan (2023) observed that improvement in prepositional accuracy develops gradually across educational levels, suggesting that mastery requires repeated exposure and reinforcement. From a cognitive perspective, prepositions also encode complex conceptual relationships, so learners must understand both grammar and meaning to use them well (Yin & Ni, 2025; Tran & Tran, 2022).

While many studies discuss errors in individual prepositions such as in, on, and at, fewer studies focus on prepositional patterns as structured combinations in sentences. Prepositional patterns refer to regular grammatical pairings such as verb + preposition, adjective + preposition, noun + preposition, and other constructions in which the choice of preposition depends on the word or structure that comes before or after it. Looking at these patterns is important because student performance in them reveals not only whether learners know a single preposition, but also whether they can use that preposition accurately within a larger grammatical structure.

A pattern-based view is especially useful in the teaching of grammar because not all prepositional structures are equally easy for learners. Some patterns appear frequently in classroom instruction and everyday communication, while others involve fixed collocations or less predictable forms that students cannot easily infer from rules alone. For example, noun + preposition and adjective + preposition combinations often have to be learned through repeated exposure, whereas some preposition +

*Corresponding author: lykajane.bandojo@sccpag.edu.ph

noun or clause patterns may be more familiar in ordinary sentence use. Examining these differences helps identify which patterns students can already use with relative ease and which patterns still require focused instruction.

However, most Philippine studies on prepositions have concentrated on general error counts, essay analysis, or broad discussions of grammatical weakness (Paz, 2020; Tulabut *et al.*, 2018; Arsate *et al.*, 2025). Although these studies are valuable, they do not clearly show which specific prepositional patterns are easiest or most difficult for senior high school students. As a result, teachers may know that students commit errors in prepositions, but they may have limited evidence on which exact structures should be prioritized in instruction and remediation.

This study addresses that gap by examining the proficiency levels of senior high school students in seven prepositional patterns: verb + preposition, adjective + preposition, noun + preposition, preposition + noun/pronoun/gerund, preposition + clause, verb + object + preposition, and preposition + adverb. By measuring students' performance in each pattern, the study identifies the areas of highest and lowest proficiency. In doing so, it provides a clearer picture of students' grammatical strengths and difficulties in using prepositional structures that commonly appear in academic writing.

The focus of the study is therefore aligned with the need for more specific and useful classroom data. Instead of treating prepositional errors as isolated mistakes, the study examines them as recurring grammatical patterns that can be described quantitatively and interpreted instructionally. The results are expected to help English teachers determine which structures need reinforcement and which ones can serve as starting points for more advanced grammar instruction. Ultimately, the study is significant because it links assessment to instruction. By identifying the strongest and weakest prepositional patterns of senior high school students, the findings can serve as the basis for a lesson exemplar that targets the patterns students find most difficult. In this way, the study contributes not only to the description of students' proficiency, but also to the improvement of grammar teaching and the development of more accurate academic writing.

B. Conceptual Framework

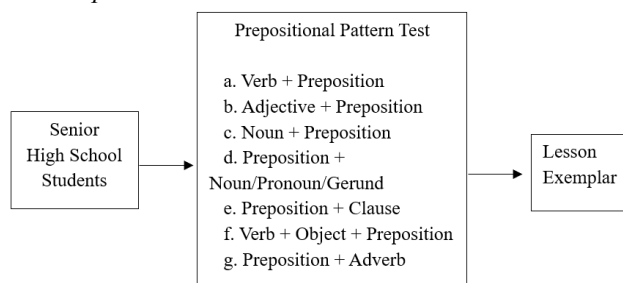


Fig. 1. Schematic diagram of the study

This study examines senior high school students' proficiency in prepositional patterns using a structured assessment tool. Figure 1 presents the flow of the research process. The first component represents the senior high school students as respondents whose test responses provided the data for analysis.

The second component outlines the seven prepositional patterns assessed in the test: verb + preposition, adjective + preposition, noun + preposition, preposition + noun or pronoun or gerund, preposition + clause, verb + object + preposition, and preposition + adverb. These patterns follow classifications used in studies that examined learners' mastery of specific grammatical structures (Mueller, 2011; Al-Bawaleez & Abdullah, 2023).

The results of the test were analyzed to determine the patterns in which students demonstrated the highest and lowest performance. The final component, Lesson Exemplar, represents the instructional material developed in response to the patterns where students showed the greatest difficulty.

The schematic diagram illustrates a progression from respondents to pattern assessment, data analysis, and lesson exemplar development. The framework is anchored on Usage-Based Theory of Language Acquisition, which explains that grammatical knowledge develops through repeated exposure to meaningful language patterns rather than through isolated rule memorization alone (Ellis, 2002; Tomasello, 2003). From this perspective, learners strengthen their control of grammar when they frequently encounter, process, and use recurring forms in context. This view is directly related to prepositional patterns because many combinations, such as adjective + preposition, noun + preposition, and verb + object + preposition, depend on familiar word-preposition pairings that learners gradually internalize through use.

In this study, the theory explains why students may perform better on prepositional patterns that are more familiar and more frequently encountered, and why they may perform lower on patterns involving less predictable collocations. Thus, Usage-Based Theory supports the study's focus on identifying the patterns that students have already acquired and the patterns that still require explicit, contextualized instruction. It also justifies the development of a lesson exemplar that provides repeated and meaningful practice on the lowest-performing prepositional patterns.

C. Statement of the Problem

The purpose of this research is to quantitatively examine the use of prepositions in the writing of senior high school students. Specifically, the study aims to determine students' proficiency in using various prepositional patterns, identify the most and least accurately used patterns, and, based on the results, provide a foundation for the development of a lesson exemplar that can help improve students' prepositional usage. In particular, this study seeks to answer the following questions:

1. What is the proficiency level of senior high school students in prepositional patterns usage in terms of the following:
 - 1.1 Verb + Preposition
 - 1.2 Adjective + Preposition
 - 1.3 Noun + Preposition
 - 1.4 Preposition + Noun/Pronoun/Gerund
 - 1.5 Preposition + Clause
 - 1.6 Verb + Object + Preposition
 - 1.7 Preposition + Adverb

2. Which prepositional pattern do senior high school students demonstrate the highest proficiency in?
3. Which prepositional pattern do senior high school students demonstrate the lowest proficiency in?
4. Based on the results, what lesson exemplar can be devised?

D. Significance of the Study

This study is significant as it provides insights into the proficiency levels of senior high school students in prepositional patterns. For teachers, the findings offer a clear understanding of the specific prepositional structures that students frequently misuse, enabling educators to design targeted instructional strategies and exercises that address these recurring errors. For students, the study highlights common areas of difficulty, helping them become more aware of their mistakes and improve their grammatical accuracy and overall grammatical proficiency. For school administrators, the research provides data that can inform curriculum development and professional development programs, ensuring that teaching approaches effectively address students' linguistic needs across all senior high school strands. Finally, for future researchers, this study establishes a foundation for further investigations into prepositional usage, error patterns, and instructional interventions, offering a reference point for comparative studies or studies exploring related aspects of language acquisition. By addressing these areas, the study contributes to improving both the teaching and learning of English grammar, particularly in prepositional patterns for all senior high school students.

E. Definition of Terms

The following terms are operationally defined as used in this study:

Adjective followed by preposition. This refers to the structure in which an adjective is followed by a preposition. In this study, it is examined to identify common patterns of correct and incorrect usage.

Noun followed by preposition. This refers to instances in which a noun is followed by a preposition. In this research, it is analyzed to assess recurring patterns of prepositional errors.

Preposition followed by adverb. This refers to the combination of a preposition and an adverb. In this study, it is analyzed to identify recurring patterns of misuse and correct application in students' compositions.

Preposition followed by clause. This refers to instances in which a preposition introduces a clause. In this study, it is analyzed to determine the correctness and patterns of usage among students.

Preposition followed by noun, pronoun, or gerund. This refers to structures in which a preposition is followed by a noun, pronoun, or gerund. In this study, it is examined to identify systematic errors and recurring patterns in students' compositions.

Prepositional usage. This refers to the application and arrangement of prepositions in students' compositions, including the accuracy and consistency of their patterns.

Prepositions. Words that show relationships in sentences. In

this study, prepositions are examined to identify students' patterns of usage and errors.

Verb followed by object and preposition. This refers to constructions in which a verb is followed by an object and a preposition. In this study, it is examined to describe patterns of errors and accuracy in students' writing.

Verb followed by preposition. This refers to the grammatical structure in which a verb is followed by a preposition. In this study, it is analyzed to determine the accuracy and recurring errors in students' writing.

2. Research Method

This section presents the methods used in the study. It discusses the research design, research environment, research participants, sampling technique, research instrument, data gathering procedure, data analysis, and ethical considerations.

A. Research Design

This study employed a quantitative descriptive research design (John W. Creswell, 2014; Louis Cohen et al., 2018). It was used to describe the existing proficiency level of senior high school students in prepositional patterns without manipulating any variable. Through this design, the researchers were able to gather numerical data from a structured prepositional test and summarize the results using appropriate descriptive measures (Creswell, 2014). The design was suitable because the study aimed to determine the students' level of proficiency in seven prepositional patterns, identify the patterns with the highest and lowest proficiency, and use the findings as basis for a lesson exemplar. Since the objective of the study was to present and interpret the current condition of students' grammatical performance, the quantitative descriptive design provided an appropriate and systematic procedure for the investigation (Cohen et al., 2018).

B. Research Environment

The study was conducted in one of the diocesan schools in Pagadian City, Zamboanga del Sur, the provincial capital and an educational hub in the Zamboanga Peninsula. The selected school offered the Humanities and Social Sciences (HUMSS), Science, Technology, Engineering, and Mathematics (STEM), and Accountancy, Business, and Management (ABM) strands. These strands develop students' communication, critical thinking, and analytical skills. As English served as one of the primary media of instruction and the city itself is multilingual, the school provided an appropriate setting for examining students' proficiency in prepositional patterns through a structured assessment.

C. Research Participants

The participants of the study were 391 senior high school students enrolled in Grades 11 and 12 from a diocesan school in Pagadian City. They were drawn from a total senior high school population of 790 students through proportionate stratified random sampling. Based on year-level distribution, the sample consisted of 187 Grade 11 students and 204 Grade 12 students. This composition allowed the study to describe

students' proficiency in prepositional patterns using respondents from both year levels in the senior high school department.

The inclusion of both grade levels strengthened the representativeness of the sample because Grades 11 and 12 students are exposed to English subjects, academic writing tasks, and classroom activities that require grammar use. Their participation allowed the researchers to examine prepositional pattern proficiency across the senior high school department rather than limiting the description to one year level alone. The proportional allocation also ensured that the number of respondents from each grade level corresponded to its share in the total population. In this way, the participant distribution provided a balanced basis for interpreting the results of the prepositional pattern test.

Table 1 presents the distribution of the research participants according to grade level. It shows the total senior high school population, the corresponding sample taken from each grade level, and the overall number of respondents included in the study. This presentation clarifies how the 391 participants were proportionately drawn from the 790 students enrolled in Grades 11 and 12.

Table 1
Research participants

Grade Level	Population (N)	Sample (n)
Grade 11	377	187
Grade 12	413	204
Overall Total	790	391

D. Sampling Technique

Proportionate stratified random sampling was employed to select the participants of the study. The population was first grouped according to year level so that both Grade 11 and Grade 12 students were represented in the sample. After the proportional allocation for each year level was determined from the total population of 790 students, the required 391 respondents were selected randomly from the official class lists. This resulted in 187 participants from Grade 11 and 204 participants from Grade 12. This technique was appropriate because it minimized selection bias and ensured that the sample reflected the actual distribution of students in the research environment.

E. Research Instrument

The instrument used in the study was an adapted Prepositional Pattern Test based on Mueller (2011). It consisted of multiple-choice items in which the respondents selected the most appropriate preposition to complete each sentence. For purposes of analysis, the items were classified according to the seven prepositional patterns covered in the study: verb + preposition, adjective + preposition, noun + preposition, preposition + noun/pronoun/gerund, preposition + clause, verb + object + preposition, and preposition + adverb. This organization made it possible to determine the students' performance in each pattern separately. The test served as the main source of quantitative data because it provided a direct measure of the respondents' accuracy in using prepositional structures commonly found in English sentences.

F. Data Gathering Procedure

The researchers first secured permission from the school principal and coordinated with the senior high school office regarding the conduct of the study. After approval was granted, the researchers obtained the class lists needed for sampling and explained the purpose of the study, the voluntary nature of participation, and the confidentiality of the responses. Only the selected respondents were included in the administration of the test.

The participants were then identified through proportionate stratified random sampling. The total population was grouped according to strand and grade level, and the required number of respondents from each group was determined based on proportional allocation. After the sample was identified, the respondents were oriented on the directions of the test and were given enough time to answer it in a regular classroom setting. During the administration, the researchers supervised the process, clarified instructions when needed, and ensured that no coaching or discussion of answers took place.

After the administration, the answer sheets were collected, checked, and coded to protect the identities of the respondents. Each response was scored using the test key, and the results were tabulated according to the seven prepositional patterns. The data were then entered in a master sheet for computation of the mean, standard deviation, mean percentage score, and rank. These procedures enabled the researchers to determine the respondents' overall proficiency as well as the patterns in which they showed the highest and lowest performance.

G. Data Analysis

The data gathered from the prepositional pattern test were analyzed using descriptive statistics. The mean and standard deviation were computed to describe the students' performance in each of the seven prepositional patterns. The mean percentage score (MPS) was also determined and interpreted using the proficiency scale adopted in the study. In addition, ranking was used to identify the patterns with the highest and lowest proficiency based on the computed MPS. These statistical measures were appropriate because the study sought to describe the level of students' proficiency in prepositional patterns and to determine the areas that need instructional emphasis.

H. Ethical Consideration

In conducting this study, the researcher strictly observed ethical standards to ensure the protection of participants and the integrity of the research process.

Informed Consent. Permission from the school was obtained through the approval of the Saint Columban College principal and faculties. The participants were informed about the approval from the principal then the researcher asked a consent from the participant to take part of the study, the participants were informed before the data collection.

Voluntary Participation. The participants were informed that they can refuse to participate without penalty, the researcher made sure that all the participants are willing.

Confidentiality. The students are informed not to put any

personal information to ensure and promote confidentiality.

Respect for Academic Work. Questionnaires were used for research only and no changes were made except for coding.

3. Results and Discussion

This section presents the analysis and interpretation of the data gathered from the prepositional pattern test administered to the senior high school students. The discussion follows the recommendations from the final oral defense by presenting an overview of the results first, then discussing the overall performance, the highest- and lowest-performing patterns, the possible common errors reflected in the results, and the instructional implications supported by related literature.

A. Level of Proficiency of Senior High School Students in Prepositional Patterns Usage

The level of proficiency in this study refers to the extent to which senior high school students demonstrated accurate and consistent use of the seven prepositional patterns measured in the test. It represents more than the listing of scores; rather, it reflects the students' degree of mastery, their control of word-preposition combinations, and the stability of their grammatical performance across different sentence structures. The computed mean percentage score was interpreted using the adopted proficiency scale, where higher ratings indicate stronger accuracy and more dependable command of the pattern, while lower ratings indicate developing proficiency that requires further instructional support. In this sense, proficiency serves as an evaluative description of what students can already perform with relative confidence and what patterns still need reinforcement. Table 2 is presented after this description to show how the students' performance was classified for each prepositional pattern and to provide a basis for identifying their strongest and weakest areas in prepositional usage.

Table 2 shows that the respondents obtained an overall mean of 7.57, a standard deviation of 1.41, and a mean percentage score of 75.70, which is interpreted as Fairly Satisfactory. Based on the proficiency scale used in the study, a Fairly Satisfactory result falls within the range of 66%-75%. This interpretation means that the students demonstrated a basic and developing level of proficiency in prepositional pattern usage. They were able to answer several items correctly, but their performance also showed that their knowledge of prepositions was not yet consistently accurate across all seven grammatical patterns.

The overall Fairly Satisfactory result indicates that the respondents had already acquired usable familiarity with prepositional structures, yet they still needed stronger control in

choosing appropriate word-preposition combinations. This result is meaningful because prepositional competence does not depend only on identifying individual prepositions such as in, on, at, to, or for. It also requires learners to recognize how these words function within larger grammatical patterns, especially when the correct form depends on context, collocation, and accepted usage.

Among the seven indicators, the highest performance was recorded in preposition + clause, which obtained an MPS of 77.20 and was interpreted as Satisfactory. Based on the scale, a Satisfactory interpretation falls within the range of 76%-90%, which means that the students showed an acceptable level of proficiency in this pattern. This result suggests that the respondents were more successful in items where a prepositional or clause-related structure completed the meaning of the sentence. Examples of this type may be seen in item 39, The teacher is concerned that students are not studying enough; item 64, She was afraid that the storm would ruin her plans; and item 67, She was worried that she might miss the train.

The second highest pattern was preposition + noun/pronoun/gerund, with an MPS of 76.50, also interpreted as Satisfactory. This means that the respondents were generally able to identify prepositions that introduce nouns, pronouns, or gerunds in sentence contexts. The test included examples such as item 2, The students hid under the table during the earthquake drill; item 28, The students walked around the neighborhood; and item 55, We hiked along the river until sunset. These items required students to connect the preposition with the word or phrase that followed it, showing the relationship of place, movement, or direction in the sentence.

The third highest pattern was verb + preposition, with an MPS of 76.10, likewise interpreted as Satisfactory. This result shows that the respondents had an acceptable level of familiarity with verbs that are commonly followed by particular prepositions. Examples from the test include item 7, Some people rely on computers when writing papers; item 11, He apologized for being late to the meeting; and item 24, The research will look into alcohol use among teenagers. These examples show that the meaning of the verb is completed or clarified by the preposition that follows it.

Although these three highest-performing patterns were interpreted as Satisfactory, the scores were still close to the lower boundary of the Satisfactory range. Therefore, the result should not be understood as complete mastery. Rather, it shows that these were the areas where the respondents performed relatively better compared with the other patterns. Their stronger performance may be connected to the frequency with which these forms are encountered in classroom discussions,

Table 2
Level of proficiency of senior high school students in prepositional patterns usage

Indicators	Mean	SD	MPS	Interpretation
Preposition + Clause	7.72	1.29	77.20	Satisfactory
Preposition + Noun/Pronoun/Gerund	7.65	1.47	76.50	Satisfactory
Verb + Preposition	7.61	1.42	76.10	Satisfactory
Verb + Object + Preposition	7.59	1.48	75.90	Fairly Satisfactory
Adjective + Preposition	7.58	1.38	75.80	Fairly Satisfactory
Noun + Preposition	7.46	1.35	74.60	Fairly Satisfactory
Preposition + Adverb	7.34	1.47	73.40	Fairly Satisfactory
Total	7.57	1.41	75.70	Fairly Satisfactory

reading materials, grammar exercises, and everyday English input.

This interpretation is supported by Usage-Based Theory, which explains that learners gradually develop grammatical knowledge through repeated exposure to meaningful language forms. Ellis (2002) emphasized that frequency affects language processing and acquisition, while Tomasello (2003) explained that learners build grammatical knowledge from recurring patterns in use. In the present study, this means that the respondents' higher performance in preposition + clause, preposition + noun/pronoun/gerund, and verb + preposition may be related to their greater familiarity with these recurring sentence structures. Mueller (2011) also discussed that learners' knowledge of prepositions may be connected to their familiarity with repeated prepositional combinations.

In contrast, the lowest performance was recorded in preposition + adverb, with an MPS of 73.40, which was interpreted as Fairly Satisfactory. This means that the respondents had a developing but still limited level of proficiency in this pattern. The test included examples such as item 3, He stayed inside until late; item 37, The dog ran away quickly; item 50, The boat drifted away silently; and item 70, They waited outside patiently. These items required students to recognize the relationship between movement, position, or direction and the adverbial form that completed the sentence.

The second lowest pattern was noun + preposition, with an MPS of 74.60, also interpreted as Fairly Satisfactory. This result indicates that the respondents still needed reinforcement in recognizing nouns that are conventionally followed by specific prepositions. Examples from the test include item 22, The impact of technology on learning is undeniable; item 32, A strong belief in equality; item 47, There was a difference between the two proposals; and item 57, There was a lack of evidence in the report. These examples show that noun + preposition combinations often depend on accepted word-preposition pairings rather than on a single general rule.

The third lowest pattern was adjective + preposition, with an MPS of 75.80, which was also interpreted as Fairly Satisfactory. Although this score was close to the Satisfactory level, it still shows that students had difficulty with adjective-preposition combinations. Examples may be found in item 8, She is interested in learning how to bake cakes; item 21, She is worried about the final exams; item 43, Children are often good at solving puzzles; and item 53, She is proud of her accomplishments. These items require students to know the conventional preposition that follows the adjective, which may be difficult when learners rely only on direct translation or general meaning.

The fourth lowest pattern was verb + object + preposition, with an MPS of 75.90, interpreted as Fairly Satisfactory. This pattern requires students to understand the relationship among the verb, the object, and the preposition. Examples from the instrument include item 27, He reminded his mother about the meeting; item 30, I congratulated my friend on her achievement; item 34, He explained the rules to the new students; and item 56, She warned the children about the danger. These sentences show that the preposition is not used

in isolation; rather, it forms part of a larger structure that completes the meaning of the verb and its object.

The lower performance in these four patterns shows that the respondents' difficulties were more evident in structures involving collocation, pattern recognition, and context-sensitive meaning. In noun + preposition and adjective + preposition patterns, the students needed to recognize fixed or conventional combinations such as interest in, belief in, proud of, and worried about. In verb + object + preposition patterns, they needed to determine which preposition accurately connects the object to the action. In preposition + adverb patterns, they needed to understand how the selected form expresses direction, position, or movement in context.

The findings are consistent with previous studies on prepositional usage. Damayanti and Sundari (2022) reported that prepositions remain a recurring difficulty among English language learners because their use often depends on meaning, context, and sentence structure. Mahmoodzadeh (2012) explained that learners may experience difficulty with prepositions because English prepositional choices do not always correspond directly to the patterns of the learner's first language. This does not mean that first-language transfer directly caused the results of the present study, but it provides a relevant explanation of why learners may find some prepositional patterns more difficult than others.

Similarly, Tulabut *et al.* (2018) found recurring prepositional errors among Filipino learners, which supports the present finding that prepositional usage remains a challenging area in English grammar learning. Tran and Tran (2022) further emphasized that prepositions express conceptual and structural relationships; therefore, learners must understand not only the preposition itself but also the relationship it creates within the sentence. These studies help explain why the respondents performed differently across the seven patterns and why some patterns require more deliberate instruction.

Overall, the results show that the respondents' proficiency in prepositional patterns was developing but uneven. Their Satisfactory performance in preposition + clause, preposition + noun/pronoun/gerund, and verb + preposition may serve as a foundation for further grammar instruction. However, their Fairly Satisfactory performance in preposition + adverb, noun + preposition, adjective + preposition, and verb + object + preposition shows the need for more focused reinforcement. Therefore, the findings support the development of a lesson exemplar that emphasizes contextualized grammar activities, collocation practice, guided sentence construction, error correction, and short writing tasks, so that students can repeatedly encounter and use difficult prepositional patterns in meaningful contexts.

4. Summary of Findings, Conclusions, and Recommendations

This section presents the summary of findings, conclusions, and recommendations based on the results of the study.

A. Summary of Findings

This study determined the proficiency levels of senior high

school students in seven prepositional patterns and identified the patterns with the highest and lowest performance.

1) *What is the proficiency level of senior high school students in prepositional patterns usage?*

The respondents obtained an overall mean of 7.57, standard deviation of 1.41, and MPS of 75.70, interpreted as Fairly Satisfactory. This shows that students had developing proficiency and uneven performance across the seven patterns.

2) *Which prepositional pattern do senior high school students demonstrate the highest proficiency in?*

Preposition + clause had the highest MPS of 77.20, followed by preposition + noun/pronoun/gerund with 76.50 and verb + preposition with 76.10. These patterns were interpreted as Satisfactory.

3) *Which prepositional pattern do senior high school students demonstrate the lowest proficiency in?*

The lowest performance was recorded in preposition + adverb with 73.40, followed by noun + preposition with 74.60, adjective + preposition with 75.80, and verb + object + preposition with 75.90. These patterns were interpreted as Fairly Satisfactory and need focused instruction.

4) *Based on the results, what lesson exemplar can be devised?*

Based on the results, a lesson exemplar can be devised for the four lowest-performing patterns: preposition + adverb, noun + preposition, adjective + preposition, and verb + object + preposition. The exemplar may include sentence completion, collocation practice, guided writing, and error-correction activities.

B. Conclusions

Based on the findings of the study, the following conclusions are drawn:

Senior high school students showed a Fairly Satisfactory level of proficiency in prepositional pattern usage. They performed better in more familiar patterns but showed difficulty in collocational and less predictable structures. Therefore, contextualized and pattern-based grammar instruction is necessary to improve their accuracy.

C. Recommendations

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. English teachers may provide more explicit and contextualized practice on the lowest-performing patterns, particularly through sentence construction, editing activities, and guided writing tasks.
2. Students may strengthen their prepositional usage through regular reading, writing, and review of common word-preposition combinations encountered in class.
3. School administrators and English coordinators may support grammar enrichment activities or remedial sessions that focus on difficult prepositional patterns.
4. The proposed lesson exemplar may be used and further improved as an instructional material for teaching the patterns that students find most difficult.
5. Future researchers may conduct similar studies using other grade levels, larger samples, or intervention-

based designs to test strategies for improving students' mastery of prepositional patterns.

References

- [1] M. M. A. Al-Bawaleez and A. T. H. Abdullah, "Analysing preposition errors made by Jordanian university students," *Open J. Soc. Sci.*, vol. 11, no. 10, pp. 96–111, Oct. 2023.
- [2] R. R. P. Arsate, F. M. T. Tupiasan, J. T. Tabat, and E. R. A. Oliva, "Error analysis on writing academic essays in Filipino of senior high school students," *Int. J. Lang., Linguist., Lit. Cult.*, vol. 4, no. 4, pp. 47–65, 2025.
- [3] M. Bingol, "The role of creative writing in developing language proficiency," *Int. J. Soc. Sci. Educ. Stud.*, vol. 10, no. 3, pp. 355–361, 2023.
- [4] B. Bram, "Investigating preposition usage problems of English language education study program students," *SAGA: J. Engl. Lang. Teach. Appl. Linguist.*, vol. 2, no. 1, pp. 48–56, Jan. 2021.
- [5] J. E. Casal and C. Kessler, "Pedagogical potential of phrase-frames with prepositions in L2 writing," *Lang. Teach. Res.*, vol. 24, no. 1, pp. 1–14, Jan. 2020.
- [6] R. M. J. Catalán, "Frequency and variability in errors in the use of English prepositions," *Miscelánea: J. Engl. Amer. Stud.*, vol. 17, pp. 171–188, 1996.
- [7] J. Cungu and T. Toska, "Prepositions from a semantic point of view," *Palimpsest*, vol. 8, no. 16, pp. 45–55, 2023.
- [8] D. Damayanti and H. Sundari, "The use of prepositions among EFL learners: A systematic review," *Scope: J. Engl. Lang. Teach.*, vol. 6, no. 2, pp. 56–66, Mar. 2022.
- [9] D. T. Dayag, "Preposition stranding and pied-piping in Philippine English: A corpus-based study," in *Communicating with Asia: The Future of English as a Global Language*, G. Leitner, A. Hashim, and H.-G. Wolf, Eds., Cambridge, U.K.: Cambridge Univ. Press, 2016, pp. 102–119.
- [10] J. Ella and S. Dita, "The phrasal-prepositional verbs in Philippine English: A corpus-based analysis," in *Proc. 31st Pac. Asia Conf. Lang., Inf. Comput. (PACLIC 31)*, R. E. Roxas, Ed., Manila, Philippines: The National University, Nov. 2017, pp. 34–41. [Online]. Available: <https://aclanthology.org/Y17-1008/>
- [11] N. C. Ellis, "Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition," *Stud. Second Lang. Acquis.*, vol. 24, no. 2, pp. 143–188, Jun. 2002.
- [12] D. Ferdian, "Semantic distinctions in the acquisition of spatial and locative prepositions: An ESL perspective," *TESOL Q.*, vol. 56, no. 2, pp. 290–311, Jun. 2022.
- [13] J. D. Frias, "Effect of task-based language teaching on the use of prepositions by Filipino high school students," *Philipp. J. Lang. Educ.*, vol. 14, no. 1, pp. 25–39, 2022.
- [14] H. Herdi, "A study on the students' ability in using preposition of direction," *ELT-Lectura*, vol. 4, no. 2, pp. 70–77, Aug. 2017.
- [15] T. Ivushkina, "Linguistic diversity in the Philippines," *Linguist. Polyglot Stud.*, vol. 10, no. 3, pp. 111–121, Sep. 2024.
- [16] T. Kumar, "Approaches in teaching writing skills with creative writing: A TESOL study for Indian learners," *TESOL Int. J.*, vol. 15, no. 5, pp. 78–98, 2020.
- [17] Y. E. Lee, "The use of English prepositions in lexical bundles by Korean university students," *Procedia - Soc. Behav. Sci.*, vol. 198, pp. 69–76, Jul. 2020.
- [18] J. A. Lund and P. Winke, "Review of the books *Language Assessment: Principles and Classroom Practices*, by H. D. Brown, and *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*, by J. D. Brown," *Lang. Test.*, vol. 25, no. 2, pp. 273–282, Apr. 2008.
- [19] J. M. Magno, R. S. Indal, J. V. Chavez, B. A. Garil, and R. B. Delos Reyes, "Alternative teaching strategies in learning Filipino language among dominant English speakers," *Forum Linguist. Stud.*, vol. 6, no. 4, pp. 404–419, Oct. 2024.
- [20] M. Mahmoodzadeh, "A cross-linguistic study of prepositions in Persian and English: The effect of transfer," *Theory Pract. Lang. Stud.*, vol. 2, no. 4, pp. 734–740, Apr. 2012.
- [21] J. B. Manuel, "English language proficiency of senior high school students," *Multidiscip. J. Educ., Soc. Technol. Sci.*, vol. 9, no. 1, pp. 71–86, Apr. 2022.
- [22] N. H. Mohd Salleh and A. H. Ahmad Rizwan, "Analysing preposition errors made by Jordanian university English learners: The role of

- educational level and language transfer," *Adv. Lang. Lit. Stud.*, vol. 14, no. 6, pp. 45–59, Dec. 2023.
- [23] M. Munthe, A. Sitanggang, H. Fukada, and F. Mobo, "Students' difficulty in using parts of speech in spoof text in students of English language education program," *Dharmas Educ. J.*, vol. 4, no. 2, pp. 534–539, Dec. 2023.
- [24] R. M. O. Paz, "A corpus-based analysis of prepositions of time and location in Filipino students' written essays," *Int. J. Lang., Res. Educ. Stud.*, vol. 4, no. 1, pp. 1–17, 2020.
- [25] M. Prayuda, J. Juliana, N. Ambarwati, F. Ginting, and C. Gultom, "Students' writing error in parts of speech: A case study of EFL students," *J. Educatio FKIP UNMA*, vol. 9, no. 2, pp. 659–665, 2023.
- [26] J. A. B. Rafael, C. M. R. Victoria, and J. M. Soriano, "Grammatical proficiency and mass media: A correlational study among Grade 12 HUMSS students at Punturin Senior High School," *Int. J. Res. Innov. Soc. Sci.*, vol. 9, no. 7, pp. 4823–4835, Jul. 2025.
- [27] M. H. Rasheed, "Analyzing prepositional errors "to" and "for" committed by undergraduate students for Iraqi EFL learners," *Amer. J. Res. Humanit. Soc. Sci.*, vol. 24, pp. 1–11, May 2024.
- [28] R. Reyes, A. Tongkoh, and J. Chavez, "Transitional challenges and factors affecting English-speaking learners in learning the Filipino language," *J. Namibian Stud.: Hist. Polit. Cult.*, vol. 33, pp. 1720–1744, May 2023.
- [29] J. C. Richards and R. W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. London, U.K.: Routledge, 2013.
- [30] J. Saravanan, "The use of English prepositions: An empirical study," *J. NELTA*, vol. 19, no. 1–2, pp. 123–133, Jun. 2015.
- [31] R. Setyaningrum and R. Fatmawaty, "The prepositional errors in students' writing," *Jo-ELT (J. Engl. Lang. Teach.)*, vol. 7, no. 1, pp. 41–50, Jun. 2020.
- [32] M. Tomasello, *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Cambridge, MA, USA: Harvard Univ. Press, 2003.
- [33] T. N. Tran and H. P. Tran, "A corpus-based study on the most frequently used English prepositions: A conceptual transfer perspective," *Theory Pract. Lang. Stud.*, vol. 12, no. 2, pp. 71–79, Feb. 2022.
- [34] R. J. Tulabut, R. V. Guzman, Jr., P. R. M. Abaring, A. P. Armada, A. H. Ilustre, and M. J. T. Torda, "Common errors in prepositions committed by Grade 9 students: Implications for teaching," *TESOL Int. J.*, vol. 13, no. 3, pp. 113–123, 2018.
- [35] E. Weyant, "Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)," *J. Electron. Resour. Med. Libr.*, vol. 19, no. 1–2, pp. 54–55, 2022.
- [36] E. Yaş, "English prepositions as function words are not as easy for language learners as normally supposed to be," *Batman Univ. J. Life Sci.*, vol. 1, no. 12, pp. 48–64, Dec. 2022.
- [37] X. Yin and J. Ni, "Analysis of English prepositions based on cognitive linguistics," *Int. J. Educ. Humanit.*, vol. 18, no. 1, pp. 26–31, 2025.
- [38] C. M. Mueller, "English learners' knowledge of prepositions: Collocational knowledge or knowledge based on meaning?" *System*, vol. 39, no. 4, pp. 495–504, Dec. 2011.