

## Mengembangkan Kemampuan Siswa dalam Menggunakan Preposisi Tempat pada Siswa Kelas Delapan MTs Bina Potensi Sis Al-Jufrib Palu Menggunakan Media Gambar

### *Improving Student's Mastery in Using Preposition of Place at the Eighth Grade of Mts Bina Potensi Sis Al-Jufri Palu Through Picture*

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#### Abstrak

tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan media gambar dapat meningkatkan penggunaan preposisi tempat pada siswa kelas delapan MTs. Bina Potensi Sis Al-Jufri Palu. Penelitian ini menggunakan model penelitian pre ekperimental terdiri atas tes awal dan tes akhi. Sampel dari penelitian ini dilakukan dengan menggunakan sampel secara keseluruhan dan telah memilih kelas delapan dengan jumlah 25 siswa. Peneliti mengolah data menggunakan statistic. Hasil dari analisis data menunjukkan bahwa t-hitung 8,669 lebih tinggi dari t-table 1.812 yang berarti hipotesanya diterima. Itu menyimpulkan bahwa menggunakan media gambar dapat meningkatkan penggunaan preposisi siswa kelas delapan MTs Bina Potensi Palu.

**Kata kunci:** Meningkatkan, Menerapkan, preposisi, gambar

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#### Abstract

*The objective of this research is to find out whether the application of pictures can increase the preposition of the eighth grade of MTs Bina Potensi Sis Al-Jufri Palu. This research was a pre experimental research design consisting of pre-test and post-test. The sample of this research was selected by using total sampling technique and the selected class was VIII consisting of 25 students. In collecting the data, the researcher conducted pre-test and post-test. . The researcher analyzed the data statistically. The result of data analysis show that the t-counted (8,669) was higher than the t-table (1.812) and the hypothesis is accepted. it concludes that applying pictures can increase the students' preposition of the eighth grade students of MTs Bina Potensi Sis Al-Jufri Palu.*

**Key words:** increase, applying, preposition, pictures

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## INTRODUCTION

English is a global language which is applicable in all aspects of life such as economic, social, culture and education. In education, English is required to teach to the students. It means that they can prepare themselves to use English in facing the globalization era. Thus, many countries in the world take English as a subject to teach at schools. In Indonesia, English has been being taught in formal and non-formal classes. It is one of compulsory subjects at school.

There are four language skills that have to be mastered by the students to learn English subject. The four language skills are speaking, reading, listening, and speaking. Other elements such as vocabulary, grammar, pronunciation, and spelling are presented merely as additional items to support the language skill above. Grammar is a study about sentence structure. So that it, should be mastered well. There are four major parts of speech in grammar; nouns, adjective, verb and adverb. Part of speech also has several function groups; pronouns, determiners, auxiliary verbs, connector and interjection. In this research the writer focus on the connectors. They are traditionally classified into two groups namely preposition and conjunction". The writer chooses one of them especially preposition because preposition is also the important connectors. In addition, Bossone (1997:23) states that another important connecting word is a preposition.

Preposition is word showing how things related to each other. There are eleven types of simple preposition; preposition of place, direction, time, propose/ reason, position, manner/ instrument, identification, distance, agent, material and quantity. Preposition is a word place before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else.

On the preliminary research, the researcher found a problem that it was difficult to the eighth grade students at MTs. Bina Potensi Sis Al-Jufri Palu to put right preposition both oral and written text. For example; they say *I put my book at the table* instead of *I put my book on the table* and *I live on Palu* instead of *I live in Palu*. In short, it was evident that the eighth grade students at MTs. Bina Potensi Sis Al-Jufri Palu got difficulties in using preposition.

Based on the explanation above, the researcher proposed a media that can improve the student's mastery to learn the target language. The proposed media was using pictures in teaching preposition of place to the eighth grade students of MTs. Bina Potensi Sis Al-Jufri Palu.

## METHOD

### Research Design

The researcher used a pre-experimental research design. The sample of the research was only one group. There was no control group but the experimental one was given pre-test and post-test. The researcher gave pre-test before applying the technique. It is for getting information of students' ability in using preposition before giving the treatment. After giving the treatment, the researcher conducted post-test to find out the result of the strategy that has been applied.

### Population and Subject

#### Population

Population is a general object of the research was investigated. In this research, the population is the Eight grade students of MTs Bina Potensi Sis Al-Jufri Palu that consists of 1 class. The number of the students were 25.

#### Sample

The sample of this research was one class as the experimental group. The researcher used total sampling technique to determine the sample. The eight grades with 25 students was chosen as the experimental group.

## FINDINGS

### The Result of Pre Test

To find out the students' mean score in pre-test, the researcher used the formula as stated previously. The calculation is as follows:

$$M = \frac{\sum x}{N}$$

$$M = \underline{789,5}$$

25

$$M = 31,58$$

The researcher conducted post-test on Friday, February 14<sup>th</sup> 2020. It was given in order to find out the students' understanding of preposition of place; in, on, beside, in front of, behind, above, at, inside, outside, under, between and in the middle after applying pictures for six meetings. The result of the post-test is shown in the following table:

Then, the researcher also computed the students' mean score in the post-test. The calculation is as follows :

$$M = \frac{\sum x}{N}$$

$$M = \frac{1673,8}{25}$$

After computing the students' mean score in the pre-test and post-test, the researcher computed the deviation and square deviation of the pre-test and post-test scores.

### Deviation Score of Pre and Post-test

The mean deviation of the pre and post-test was computed by using the formula as presented in the following:

$$MD = \frac{\sum d}{N}$$

$$MD = \frac{884,3}{25}$$

25

$$MD = 35,37$$

After finding out the mean deviation of the pre and the post-test, the researcher calculated the square deviation as shown below:

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 41269,03 - \frac{(884,3)^2}{25} \\ &= 41269,03 - \frac{781986,49}{25} \\ &= 41269,03 - 31279,46 \\ &= 9990 \end{aligned}$$

Furthermore, the data was analyzed statistically in order to find out the significant difference between the results of the pre-test and post-test as follows:

$$t = \frac{MD}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{35,37}{\sqrt{\frac{9990}{25(25-1)}}}$$

$$t = \frac{35,37}{\sqrt{\frac{9990}{25(24)}}}$$

$$t = \frac{35,37}{\sqrt{\frac{9990}{600}}}$$

$$t = \frac{35,37}{\sqrt{16,65}}$$

$$t = \frac{35,37}{4,08}$$

$$t = 8,669$$

The computation above shows that the value of **t – counted** is **8,669**

## DISCUSSION

Before giving the treatment to the students, the researcher gave the students a pre-test. It aims to find out prior knowledge of the students understanding of noun and verb. After calculating the data, it shows that the mean score of the students in the pre-test is 31,58. It is summed from two kinds of test, namely multiple choice and completion. It indicates that the ability of the students is relatively low. Besides, the researcher notices that the students were not really understand of preposition place; in, on, beside, in front of, behind, above, at, inside, outside, under, between and in the middle.

After getting the students' understanding of the preposition, the researcher gave the treatment to the students in order to find out the impact of pictures in teaching in, on, beside, in front of, behind, above, at, inside, outside, under, between and in the middle. The treatment was given for six meetings. Each meeting spent 80 minutes or 2 x 40 minutes. In the process of the treatment, the researcher applied pictures. When using this media, the researcher had to use suitable materials that are easy and familiar with their environment; therefore, they can understand the preposition easily.

Having given the treatments to the students, the researcher gave the post-test, in order to find out the improvement of their knowledge. During the test, the students found easy to answer the questions because they already have become accustomed of in, on, beside, in front of, behind, above, at, inside, outside, under, between and in the middle. After the researcher conducted the post-test, the researcher calculated and analyzed their scores. Based on the result of the post-test, the students had progress in understanding about it. They understand more of in, on, beside, in front of, behind, above, at, inside, outside, under, between and in the middle in learning and teaching process. It was proved by comparison their score in the post-test is (66,9) and pre-test (31,58).

## CONCLUSION AND SUGGESTION

### Conclusion

After analyzing the findings in the research, the researcher comes up with these conclusions. First, using pictures help students to understand how to put right preposition; in, on, beside, in front of, behind, above, at, inside, outside, under, between and in the middle. Second, pictures provide students with practice of preposition which was familiar with them. Third, the pictures as a media in teaching preposition is much supported by proper encouragement and comfortable atmosphere in which students are given inputs and support to make them enjoy the activity.

According to the research findings and discussion in chapter IV it was proven that the value of  $t_{\text{counted}}$  (8,669) is greater than the value of  $t_{\text{table}}$  (1.812). It means that the research hypothesis was accepted. In short, Pictures was effective in increased student's ability in understanding preposition of the eighth grade students at MTs. Bina Potensi Sis Al-Jufri sPalu.

### Suggestion

Based on the conclusion above, the researcher would like to provide some suggestions. Firstly, teachers should consider to provide more example of pictures to teach preposition; in, on,

beside, in front of, behind, above, at, inside, outside, under, between and in the middle because it is consider as a good medium in teaching process.

Secondly, teacher should encourage students in learning and teaching process. If the teachers give motivation to the students by using appropriate medium, the learning and teaching process would run well.

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