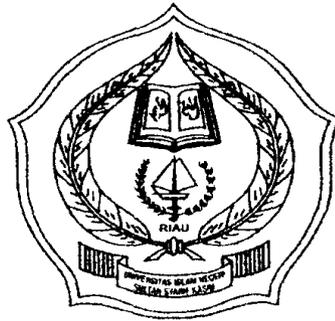


**THE DIFFERENCE BETWEEN STUDENTS' PREPOSITION
MASTERY TAUGHT BY USING PICTURE AND WITHOUT
PICTURE AT THE SECOND YEAR OF SMP
ISLAM TERPADU AR ROYYAN
PEKANBARU**

Thesis

Submitted in Partial Fulfill one of the Requirements
for Undergraduate Degree in English Education



By

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1431 H/2010 M**

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ABSTRAK

Herma (2009): Perbedaan antara penguasaan preposisi siswa yang diajarkan dengan menggunakan Gambar dan tanpa gambar kepada siswa di kelas dua SMP Islam Terpadu Ar Royyan Pekanbaru.

SMP Islam Terpadu berada di Buah Karya Pekanbaru. Gambar adalah salah satu media yang digunakan dalam pengajaran. Gambar bisa mendorong motivasi siswa dalam pengajaran bahasa Inggris. Didalam penelitian ini penulis memfokuskan tentang penguasaan preposisi siswa yang diajarkan dengan menggunakan gambar dan tanpa gambar pada siswa kelas dua SMP Islam Terpadu Ar Royyan Pekanbaru. Banyak siswa mempunyai kesulitan dalam belajar bahasa Inggris Salah satu masalahnya tentang preposisi. Banyak siswa tidak menguasai materi tentang preposisi. Karena siswa mempunyai kekurangan dalam memahami tentang preposisi dan mereka ragu-ragu dalam membuat kalimat preposisi. Penelitian ini telah diformulasikan sebagai berikut : "Apakah ada signifikan perbedaan antara penguasaan preposisi siswa yang diajarkan dengan menggunakan gambar dan tanpa gambar pada siswa kelas dua SMP Islam Terpadu Ar Royyan Pekanbaru. Tujuan penelitian ini sebagai berikut: untuk mencari ada tidaknya perbedaan antara penguasaan preposisi siswa yang diajarkan dengan menggunakan gambar dan tanpa gambar pada siswa kelas dua SMP Islam Terpadu Ar Royyan Pekanbaru.

Subjek penelitian dilakukan di SMP Islam Terpadu Ar Royyan Pekanbaru tahun akademik 2009-2010. Objek penelitian tentang Perbedaan antara penguasaan preposisi siswa yang diajarkan dengan menggunakan Gambar dan tanpa gambar. Teknik pengumpulan data penulis menggunakan observasi dan test. Observasi digunakan untuk mengetahui guru dalam mengajarkan preposisi dengan menggunakan gambar dan tanpa gambar di kelas. Dan test digunakan untuk mengetahui penguasaan preposisi siswa. Teknik analisa data berbentuk percobaan tidak murni dengan menggunakan rumus:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Berdasarkan data analisa, hasilnya $206 < 3.374 > 2.78$ ini artinya H_0 ditolak dan H_a diterima. Adanya perbedaan signifikan antara penguasaan preposisi siswa yang diajarkan dengan menggunakan gambar dan tidak menggunakan gambar di kelas dua SMP Islam Terpadu Ar Royyan Pekanbaru.

ABSTRACT

Herma (2009): **“The Difference between Students’ Preposition Mastery Taught by Using Picture and Without Picture at The Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru”**

SMP Islam Terpadu is located Tuah Karya at Pekanbaru Pictures are one kind of the teaching media. Pictures can stimulate students’ motivation in teaching English well. In this research, the writer focuses on the students’ preposition mastery taught by using picture and without picture at The Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru. Many of the students do not master about preposition. Because, the students lack to understand about preposition and they are confused in making preposition sentence. The main problem of this research was formulated as follows: “Is there any significant difference between students’ preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru. The objectives of the research study are as follows: “To find out whether or not there is difference between students’ preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru”

The subject of this research was the Second year of SMP Islam Terpadu Ar Royyan Pekanbaru registered 2009-2010academic years. The total population is 24 students. The Object of the research was the difference between students’ preposition mastery taught by using picture and without picture. This research was an experimental method that focusing on quantitative approach. The technique of the data collection employed the test and observation. Observation is used to know the teacher teaching preposition by using picture and without picture in classroom and Test is used to know the students’ prepositional mastery. The technique of data analysis is to analyze the students score the writer uses t-test:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Based on the data analysis t-obtained $2.06 < 3.374 > 2.78$. Meaning that H_o is rejected and H_a is accepted. There was a significant difference between students’ preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru.

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CHAPTER I

INTRODUCTION

A. Background

In Formal education, at Junior and Senior High school, English is taught as a compulsory subject. The main objective of teaching English in these schools is to enable the students to have ability in listening, speaking, reading, and writing skills. Furthermore, there are expected to have ability in language content that consist of grammar, structure, pronunciation, vocabulary, and etc. In other word they are also expected to be able to express their feelings and ideas in this language, for both language skills and language contents. They cannot be separated from one to another. To be good at language skills the students should master language contents because without mastering language contents properly, the student will have low ability in language skills.

Among the language contents, grammar is basic component that should be studied well by the learner not only for speaking but also for writing. Grammar has been presented in school or courses, even universities that consist of some materials; one of them is preposition. Preposition is one of the most important parts of speech. Preposition plays an important role in constructing a sentence, it is known from the function of preposition is to connect the word and to show the relationship that exist between elements in

sentences. Goerge E. Wishon et al (1980, p. 288) preposition has been called biggest little word in English. They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subjects, verb, object, or complement. They usually indicate relationship such as position, place, direction, time, manner, agent, possession and condition. English preposition is more complex than Indonesian preposition that is why many students find that English preposition is difficult to learn

Picture is one of the appropriate teaching techniques that can help the students in learning preposition. The picture that we used in here can be easily found and brought into the classroom. The writer decided to choose picture to make the students easier in understanding their lesson especially preposition, because it is effective to be used and appropriate to select what the preposition that have to used in one sentences.

SMP Islam Terpadu Ar Royyan Pekanbaru is located at 17 Swakarya street Kel. Tuah Karya Pekanbaru. In this school, the students are taught English two times a week for four hours. Based on KTSP (School Based Curriculum), it of each school may to make a curriculum that believed can Improve the quality of school. It focuses in teaching and learning Process where the teacher is only as guide and the students are the subjects. This system is adopted from students centered learning Based on the writer observation, when the English teacher explains about preposition in front of

classroom by using picture. The English teacher must give the interest materials. So, the students are not bored to study about English language. There are many methods to make English Language is better, one of them is using picture. The teacher can be divided into groups. Each of the groups tries to predict about the picture that show the English teacher.

Based on the explanation above, English teachers who teach preposition by using pictures. The picture must be suitable with classroom conditions. The pictures can be seen by all the students, but, the picture must be simple. And the students can easily figure out the picture.

The English teachers of SMP Islam Terpadu Ar Royyan Pekanbaru have used pictures in teaching preposition. Like the teacher showing picture that relationship about preposition, and teacher can used students as a example to showing preposition. All the students listen what the teacher explains about preposition. They are very interested in following the subject. But, many students are not mastering them yet. If the students can use them, automatically, the preposition mastery of the students will increase their understanding itself. Many of the students are not master about preposition. Because, the students are lack to understand about preposition and they are confused in making preposition sentence. Actually, if the students have studied about preposition by using picture, automatically, the students must be good in learning English. But, the students can not apply the word (preposition) in the sentence.

Based on the writer's observation on the Second year of SMP Islam Terpadu Ar Royyan Pekanbaru. The writer observed that many students do not master in understanding English preposition. The phenomena can be described as follows:

1. Some of students do not master preposition correctly
2. Some of students do not master preposition in a sentence.
3. Some of students are very confused to use preposition in speaking.
4. Some of students do not understand to figure out the picture in preposition sentence.

Based on the description above, the writer is interested in conducting a research, entitled: **“The Difference Between Students’ Preposition Mastery Taught by Using Picture and Without Picture at The Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru”**

B. Definition of the Term

There are some terms that are connected with this research. In order to avoid misunderstanding and misinterpretation toward the term used in this research, the writer needs to explain the term:

1. Difference is giving way to wishes of others as a sign of respect (Martin,1991).

2. English preposition is a word or group of word (e.g.: in, on, at) often place before noun or pronoun to indicate time and place, purposes and show the relationship between noun or pronoun and another word. (Hornby, 1989).
3. Using picture means one recognized way of representing real things for example: a picture person, a picture animals, a picture flower (Kreidler : 1968). In this paper by using picture means teacher use the picture as a teaching aids to help the students in understanding English preposition in, on, at to indicate time and place.
4. Mastery is a condition of having complete control of knowledge (Hornby,1991:256)

C. Problem

Based on the descriptive above, it is clear that there are many students encounter problems

1. Identification of the Problem

Based on the background of the problem and supported by the phenomena above writer would like to identify the problems as follows:

- 1) Why do the students master preposition?
- 2) Why do the students preposition in the sentence?
- 3) Why are the students confused in to pronounce the preposition?
- 4) Why do the students do not understand to figure out the picture in Preposition sentence?

2. Limitation of the Problem

Based on the identification of the problem above, it is clear that there are so many problems in this research. In order to avoid an overwhelming concept of the study, the writer focuses on students' preposition mastery (prepositions of time, place or position, and direction) taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru.

3. Formulation of the Problem

Concerning with the problem above, the main problem of this research was formulated as follows: "Is there any significant difference between students' preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru.

D. Objective and Significance of the Research

1. Objective of the Research

Based on formulation above the objectives of the research study are as follows: "To find out whether or not there is difference between students' preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru"

2. Significance of the Research

Besides, the specific objectives above, the writer have also some purposes through conducting this research, the purposes are as follow:

1. To give some input for English students, especially those who are studying at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru to knows the difference between students' prepositionsss mastery taught by using picture and without picture
2. The writer hopes that this study will give a valuable contribution to students at the Second Year of SMP Islam Terpadu Ar Royyan.
3. To complete the writer task in fulfilling for undergraduate degree in English Department at the Faculty of Education.

E. Reason of Choosing the Title

The writer is interested in doing this research for the following reasons:

1. The research cab be carried out according to the writer ability
2. It is important to study in order to get information related to student's mastery in English preposition.
3. As far as the writer is concerned, this problem has not been investigated yet.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Picture

Picture is painting, drawing, sketching of something especially as work of art. Hornby (1980, p.629) quoted by Haris (2003, p.13) say picture is illustration for use in conversation. It is can find from books, magazine, newspaper and the teachers or students may draw that.

A. The Pictures as media for Teaching Preposition

There are many students facing difficulties in getting the meaning of the word. In the case, the teacher plays the roles to overcome to students' difficulties. Designing their teaching becomes one of the ways to stimulate their students' interest especially in learning preposition. Heaton (1975, p.142) also says that a picture or series of pictures do not only provide the students with the basic materials for their composition but stimulates their imaginative power as well.

In this case, the picture can be used to access the students' already existing knowledge description and to provide students with new inspiration. Then it will help them to understand the meaning based on the picture.

Based on the statement above picture is one of media in learning and teaching process, it is suitable with Moffat (1997, p.138) state that picture may used in many purpose, the learner or teacher can used to introduce a unit or lesson, and help in clarifying a concept.

This is the function of picture in teaching as follows:

- a. To attract the students interest.
- b. To stimulate children is interest.
- c. To introduce new ideas which are not know yet.

H.Asnawir et al (2002, p.48) says that there are some advantages using picture, namely:

- a. Picture is more realistic than verbal media usage.
- b. Picture can overcome the limitation of place and time.
- c. Picture can overcome the limitation of our observation.
- d. Picture can clarify a problem in every field and for every level of ages so that it can prevent and restrict misunderstanding.
- e. Picture is cheaper, easy to obtain and use it without particular other equipment of tools.

So, the using picture in teaching English is more interesting and effective in learning process. When the English teacher teaches about the preposition, the teacher must choose the suitable pictures for the preposition materials. By using pictures, the teacher can be dividing in two classes. One class teaches by using picture and another class does not teach by using

picture. When the students giving some of preposition (prepositions of time, place or position, and direction) and they master about the preposition. (Prepositions of time, place or position, and direction) In the reality that the class using picture can mastering well than without picture class. So, the assumption of the writer, teaching English by using picture more effective than without using picture.

2. How to Choose Pictures.

In teaching preposition by using picture, the English teacher must be wiser to select the picture. To showing the picture in front of class, the teacher must be carefully to choose the picture. If the teacher is not carefully selecting the picture, automatically, the students will be confused, and the goal of the teaching will be useless, so that the good picture will be determine the result of the study.

The pictures help the students understanding the meaning of word. So, that the picture effective used in teaching learning process. Because, good picture influence the students attention.

There are two kinds of the pictures in teaching preposition mastery in the class:

a. Large Pictures

The measure of pictures is very important to achieve the goal of teaching. Large pictures will be shown in front of class, and must be big enough to be seen by all the students. The ways of teaching by using large

picture, the teacher shows the picture in front of class, and the teacher ask to the students, what the picture do, because, the pictures can be shown by all the students in the classroom.

b. Small Picture

Good pictures which are small to be seen by the whole class can be used for group work or pair work. In group work or pair work, pictures will examine more closely by the students.

In teaching English by using small pictures, the teacher can be divided into small groups. Impossible if teaching small pictures is done in front of class. Because, the pictures can not be seen b y all students in the class room and teaching English by small pictures will be suitable if the students can be divided in small groups. It will more active than teaching picture in front of class room.

Oemar Hamalik (1994, p.67) states that in choosing the good pictures in teaching process there are some categories as follows:

1. Originality of pictures. It means that pictures used are like the fact.
2. Simplicity of pictures. The color of pictures is simple. It can make an impression.
3. Item of pictures. It means the students can catch the point of the picture such as: magazine, newspaper, etc, that they are known by the students.

4. Action of pictures. It means the pictures are used in teaching show the activities are doing. Because the students are more interested and easy to understand the meaning of the action on teaching.
5. Photography of pictures. It means the students are more interested of low value of pictures. Such as: darkness of pictures, because nice of picture are not sure, it is interested or effective used in teaching.
6. Artistic of pictures. It means using pictures should be suitable with the result is achieved.

Based on explanation above we can see that there are six criteria of pictures that can use by teacher in teaching. As Oemar Hamalik (1994, p.68) ads that six criteria of picture above is to value the effective or not the pictures used in teaching learning process. So, a teacher has to attend the criteria above of using pictures in teaching. So, that the pictures is effective used in teaching learning process.

3. Types of Pictures

Y.G. Harto Pramono (<http://www.ehow.com>) Overall, pictures appeared to have been used for two main educational functions: (a) to introduce the meaning and use of prepositions, and (b) to assess students'

understanding of the meaning and use of prepositions. Individual pictures used for these two functions were found to have the following characteristics:

(1) Subject matter of the picture:

Subject matter familiar rather than unfamiliar to learners used in an Illustration could help them comprehend the information presented in the illustration better. Most pictures contained subject matter likely to be familiar to students irrespective of where they live (city or village), such as balls, bicycles, cars, horses and dogs. However, some pictures contained subject matter that would probably be more familiar to students living in the city than to those living in villages. For example, fire stations, video shops, post offices, planes and helicopters are unlikely to be found in most Indonesian village communities. While children in village schools may have heard about or seen such facilities second hand, most would not have had direct experience of them.

(2) Relatedness of picture content to textual information:

The content of a picture should be related to the text it accompanies because content-related pictures may support the comprehension of the information presented in text, while content-unrelated pictures may hamper text comprehension. While the content of most pictures in the textbooks was content-related, a few (4%) were

not. These latter pictures do not actually depict the essential components of the prepositional relations. For example, the picture below was used for the ‘under’ prepositional relation between the entities, but the picture depicts two people having a dialogue, talking about the location of an object (the broom), rather than depicting the location of the broom and its relation with its reference object (the table). The illustration does not depict the broom, the table, the desk, or the relationship mentioned in the accompanying text.

(3) Completeness of the depiction:

Pictures can present the relation between entities involved. However, the relation between entities would not be explicitly and successfully shown in the depiction that does not contain complete entities. While most pictures examined depicted all the basic entities (i.e., target and reference objects) needed to represent the intended prepositional relation (see picture a), a small minority (4%) were lacking in this regard (see picture b). Picture ‘a’ provided the basic entities: ‘the dog’ as the target object, that is, the object that is to be located and ‘the house’ as the reference object, that is, the object in relation to which the target object is located. Picture ‘b’ was meant to represent a prepositional relation in which a whiteboard is on the wall but only the whiteboard (target object) is depicted explicitly, whereas the presence of the wall (reference object) requires inference.

Picture a Picture b

'The dog is in front of the house.' 'The whiteboard is on the wall.'

A: Is the broom on the desk?

B: No, it is not.

A: Where is it?

B: It is under the table.

(4) Arrangement of depicted entities within illustrations:

Pictures need to give an unambiguous depiction of the entity arrangement such that the pictures would not show multiple relations that can be present simultaneously. Pictures showing multiple relations would not be able to specify the intended prepositional relation depicted. Most pictures examined had an appropriate composition of picture components. These were simple pictures depicting a single prepositional situation in that the target and reference objects were arranged in a way that was not ambiguous because a single relation only was present. However, in 6% of the pictures the picture components were arranged in a way that was ambiguous because equally plausible multiple relations were present simultaneously (e.g., pictures c and d). Picture 'c' was intended to represent a particular spatial relation ('the tree is behind the car') but another spatial relation was also possible ('the tree is near the car'). Picture 'd' was intended to represent a spatial relation ('he was walking in front of the office') but

a temporal relation was also possible ('he was walking out of the office').

Picture c Picture d

(5) Complexity of relational aspect:

Pictures may show multiple (rather than single) prepositional relations. Multiple prepositional relations could induce an ambiguity because the prepositional relation that is actually intended to be presented in the picture could be interfered by the presence of other possible prepositional relations. Most of the illustrations used in the textbooks consisted of a single picture depicting a single prepositional situation (e.g., picture a below: The briefcase is on the table.). However, a few (4%) were complex pictures that showed multiple (rather than single) prepositional relations. For example, the picture of a living room (picture b below) contains a range of items.

This type of picture may invite responses based on a variety of possible relations. When a question, such as 'Where is the TV?' is asked, plausible responses could include: (i) The TV is on the table, (ii) The TV is under the picture, and (iii) The TV is beside the lamp.

Picture e. Single picture Picture f. Complex picture

The analysis revealed that:

- a) Some of the pictures examined showed a range of characteristics that can pose problems for learners, and

b) The nature of the problems varied: (i) pictures containing unfamiliar subject matter may not be as effective as those containing familiar subject matter in supporting the comprehension of information presented in text the pictures accompany, (ii) content-unrelated pictures to textual information may impede the comprehension of the text, (iii) pictures that do not contain complete entities involved may not be able to explicitly and successfully present the relation between the entities, (iv) ambiguous depiction of the entity arrangement may result in the pictures showing multiple relations of the entities that could not specify the intended prepositional relation, and (v) pictures that show multiple (rather than single) prepositional relations could induce ambiguity because other prepositional relations may interfere with the intended prepositional relation presented.

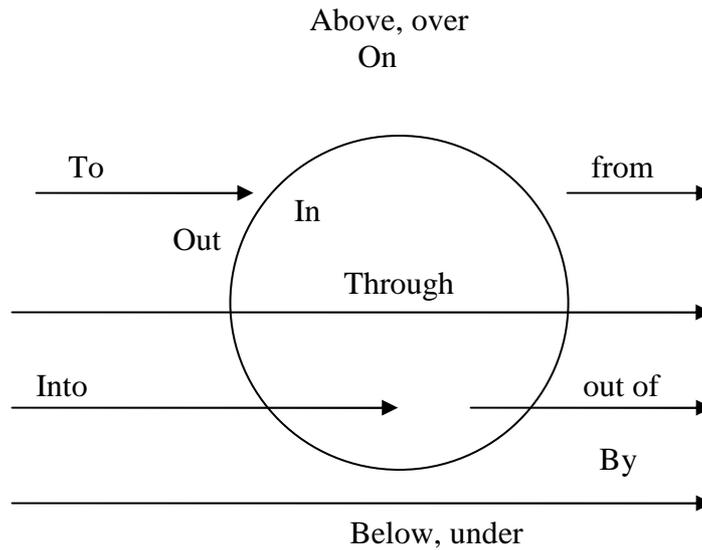
4. Preposition

Words are the component of language that are used to formulate phrases, clauses and sentences. There are thousands of words that every language has, but they can be classified into some groups. According to Eckersley and Eckersley (1980, p.3). The English word can be divided into various classes, these classes are called parts of speech, and they are noun, adjective, pronoun, verb, adverb, conjunction, interjection, and

preposition. In traditional grammar, preposition is classified as a part of speech, while modern grammar prefers to classify preposition as structure word rather than as part of speech. Frank (1975, p.163).

There are several definitions of preposition from some expert: Firstly, Giles (2004, p. 34) say that preposition is word that is used to establish relationship between two objects that placed in front of the noun or pronoun that it is to govern. Secondly, Nandi (2002, p.63) is defined that preposition is a word which is used with noun and pronoun and show the relationship to some other word in the sentence. Thirdly, Allen (1974, p.292) preposition is a particle that indicates various relationships between word and phrase; the most usual being those of time, place and position, and direction. In general, a preposition shows relation between one element of a sentence and another call its object. Generally, they express abstract relationship of time, place and position, and direction and so on.

Micheal A. Pyle (1991, p.210) believed that the best way to learn prepositions is to picture how they function in comparison with other prepositions and to study certain common uses and expressions using the various prepositions. The following diagram will give us a general idea of how prepositions work.



In the meantime Frank (1972, p.164) classified the use of prepositions based on their physical and semantics relationship.

1. Physical Relationships, which consists of prepositions of time, place, position and direction as follows:

a. Preposition of Time

One Point of Time

from generally requires an end point with **to**. But: from now on (or **from ten o'clock on**), I will study very hard; from then on I studied very hard.

If only the end point is given, until is used – **I cannot see you until five o'clock**, in speech, **till** is frequently heard.

For I can see you **for** one hour. (**for** giving a quantity of time). It is usually accompanied by a number (I waited **for** two hours) or by an adjective of indefinite quantity (I haven't seen him **for** some time; he has been working very hard **for** many weeks). In informal use, **for** may be omitted before a number (I waited two hours)

During I can see you **during** the week. (During gives a block of time, usually thought of as undivided)

In/within I can see you **in** an hour from now. (**In** gives a quantity of time before which something will happen).

The population has doubled **in** the last ten years. (**In** corresponds to **during**, but is used with a quantity rather than with a single block of time. With a word like **decade** that denotes an expanse of time. **In** or **during** may be used, depending on whether the time is felt as a quantity or as a single block of time – the population is doubled in (or during) the last decade)

Sequence of time (Events that follow one another)

Before I will see you **before** Wednesday. (The events precedes the time given in the **before** phrase)

Prior to is a literary equivalent of **before**.

After I will see you **after** Wednesday. (The event follows the time given in the after phrase)

Subsequent to is a literary equivalent of **after**.

Prepositions of time may introduce not only adverbial prepositional phrases, as in those just given, but they may also introduce adjective phrases that modify nouns or pronouns. eg :

On September 16	}	has been cancelled
The meeting at five o'clock		
In September		

b. Prepositions of Position or Place

The point itself

In / inside hang your coat **in** the closed. (**In** gives the area of something enclosed – a container, a drawer, a room, a building, the world). There was no one **inside** the house. (**Inside** emphasize the containment)

On put the dishes **on** the table. (**On** indicates the surface of something a floor, a wall, a ceiling, a desk, a street)

At He's **at** school (**at** mosque, **at** the store). (**At** refers to general vicinity)

At is also used for addresses with street numbers. He lives **at** 200 Park Avenue (but he lives **on** Park Avenue).

Murphy (1987, p.238) concluded that there are some exceptions commonly used to state the prepositions of the point position itself.

At home	at university	at the seaside	in bed	on a farm
At work	at a station	at sea (on a voyage)	in hospital	
At school	at an airport		in prison	

Higher or lower than a point

- **Higher**

Over The plane flew **over** the mountains. (**Over** is felt to be generally higher than a point).

Above He lives on the floor **above** us. (**Above** is felt to be directly higher than a point)

This distinction between **over** and **above** is not always carefully observed.

- **Lower**

Under A subway runs **under** this street. (**Under** is felt to be generally lower than point).

Underneath He swept the dirt **under (neat)** the rug. (**Underneath** expresses the idea of close under, especially as to be hidden)

Beneath beneath a tree lay a dog fast asleep. (**Beneath** expresses the idea of directly under, with some space between).

Bellow He lives on the floor below us (**Below** is felt to be directly lower than a point)

The distinction between under and below is not always carefully maintained.

Neighboring the Point

Near He lives near the university. (**Near** has the most general meaning of neighboring a point). **By** is a synonym for near. Close to means very near.

Next to The Theater is right next to the post office (with nothing else between them)

Alongside The tug pulled up alongside the tanker. (Adjoining person or thing considered as lined up, or side by side)

Beside he had beside his wife during the party. (On one side of a person or thing that has two sides)

Between He sat between his two sons. (On each side of a person thing that has two sides). If more than two persons or things are positioned around a point, among is used – He sat among all his grandchildren.

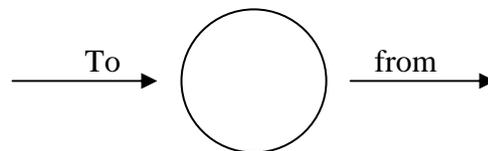
Opposite The museum is just opposite the post office. (Directly facing someone or something else)

c. Prepositions of Direction (movement in regard to a point)

The diagram below illustrates the kind of movement designated by each preposition given below:

To – from

e.g : He always walks **to** school **from** his home.

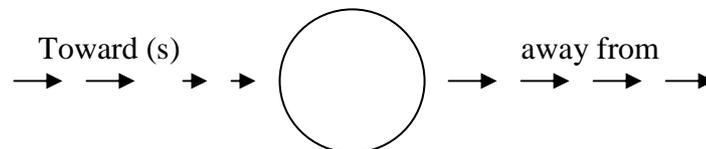


Toward (s)

e.g : The pilgrims headed **toward** (s) Mecca.

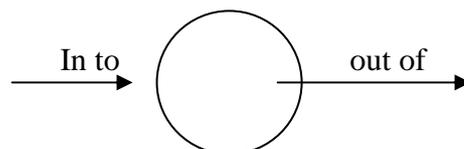
Away from

e.g : They moved **away from** their old neighborhood



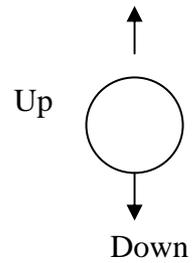
In (to) – Out of

e.g : He ran **into** house quickly. After a few minutes he ran **out of** the house with an umbrella under his arm.

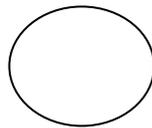


Up – down

e.g : He climbed **up** (or **down**) the stairs.

**Around**

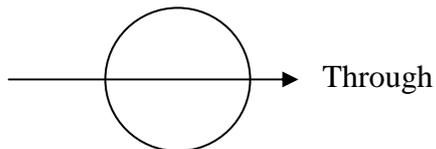
e.g : The ship sailed **around** the island



Around

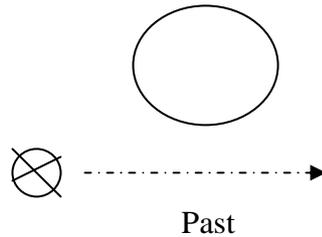
Through

e.g : You can drive **through** that than in hour.

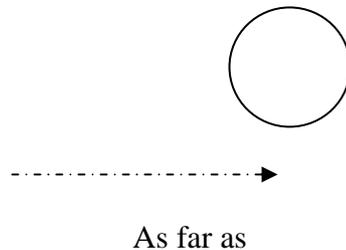


Past (or by)

e.g : He walked **past (or by)** his old school house without stopping.

**As far as (up to)**

e.g : We'll walk only **as far as (up to)** the old school house. Then we'll turn back

**2. Semantic Relationship**

Intermediate and advanced students and their sentences more frequently use prepositions, which show semantic relationships. Those prepositions introduce adverbial phrase and adjective phrase. They are such as below:

- Cause or Reason (adv): because of, for, for the sake of, on account of.

e.g : **Because of** his selfishness he has very few friends.

- Concession (adv): in spite of, despite, notwithstanding, regardless of.
e.g : Hellen Keller succeeded in life in spite of her physical handicaps.
- Condition (adv) : in case of, in (the) event of
e.g : in case of rain , the picnic will be canceled.
- Purpose (adv): for, for the purpose of.
e.g : She went to the grocery store for milk.
- Addition (adj): as well as
e.g : Jhon, as well as his wife Mary, has often expressed a desire to live in Europe.
- Exception (adv –adj): except (for), but (for), save (for), a part from.
e.g : Everyone come but you.
- Example (adj): like, (such) as
e.g : An adjective is used after a verb like seem, appear, be come.
- And many more

5. Teaching English Preposition by Using Picture

According to J. Bryan Moffet, (1997, p.138) say that pictures may be used in many purposes. They may be used to introduce a unit or lesson, arouse children interest in particular facet of a lesson, help in clarifying a concept the children do not grasp. And help learning process more efficiently in many other ways.

There are some advantages of using pictures in teaching English preposition that is pointed out by several experts as follows:

- Picture helps students understanding the meaning of words.
- It is easy to remember because pictures as other visual media focus on the students' attention to the much larger visual channel.
- Pictures give a clear concept of what a word structure may mean. They are simpler and more vivid than long explanation would be
- Pictures can be broadly divided into two simple categories: things and people. Things are usually poster that pictures have action. Whereas, people, we can use directly teaching such as: jumping, reading, fishing, singing, etc. here the students can guess, what the teacher do in front the class.

The students are active to mastering preposition through picture. They can focus their selves. And, they can directly wrap up to do in front of the class.

The picture can stimulate students to master about the preposition. Before the English teacher teaches without picture, the students bored to learn about preposition, because preposition consists of: in, on, and at.

So, when the English teach by using picture, they are interest to learn and mastering about preposition. The using picture can overcome English problems. And it has important role to achieve to goal teaching.

6. The Teaching Preposition without Picture

Besides teaching preposition by using media or picture there are any other technique that always used in teaching preposition there are teaching without picture or grammar translation method (traditional method). In Hornby (1995, p.1225) teaching is to show somebody how to do something that will be able to do it them selves, to give some information about particular subjects. So, here many ways that teacher use in teaching preposition such as:

1. Memorization

The students are given list of target language preposition word and the native language equivalents and are asked to memorize them.

2. Dictionary

The teacher is given a task about preposition. The students try to get the meaning from dictionary

Based on the statement above the writer can conclude the technique above is the traditional approaches in presenting the meaning of the word.

7. The factor that influence the students' prepositional mastery

In teaching learning process, the teacher will not be easy to teach in classroom. The teachers will be faced to some factors in teaching of English.

There many factors that influence the teaching learning process. In generally there are two factors like, internal and external factors:

a. Internal Factors

- The students do not pay attention when the teacher explain the lesson about preposition (prepositions of time, place or position, and direction)
- The students difficult to using preposition by using picture and without picture
- The students have limited competency in grammar
- The students are lack of motivation to study English subject

b.External Factors

- Their parents order the students to study
- The students do not have pay full concentrate because of their friends always disturb them.
- There is not good facilities when study
- The students no enjoy and interest when study because their English teacher monotone.

B. Relevant Research

Conversing about teaching preposition to students' prepositional mastery, there are a lot of investigations that has been done by many researchers. They researched in various object and different way. The following are some relevant researchers in reference to this research project.

Siti Salmah (The Comparative study between Teaching Vocabulary by Using Picture and without Picture in increasing students vocabulary mastery at the second year of SMPN 1 Sei Apit (2007)) Vocabularies are important role in learning and teaching process, if the learners have more vocabulary they can develop language skill easier,. Vocabulary is one of the components to develop the four language skills and using language to express ourselves and to communicate with the others, we can use the world to accurate and clarify of our message depends on the words that we choose to understanding the techniques and how to master the vocabulary is very important for English picture or grammar translation method (traditional method). The students just get the meaning from the dictionary or the teacher just gave the meaning of the word. In other language, from Indonesia to English and English to Indonesian, and ask to the students to memorize the vocabulary.

Helmi, Zaujar (A Descriptive study on student's ability in using prepositions in Simple sentences at the second year students of State Islamic Senior (MAN) I Pekanbaru (2002)) say that grammar is the second and foreign language students often have difficulties with is preposition. Preposition is

usually quite short and insignificant looking, but they have very important functions. Take a look at these sentences and notice how completely different the meaning of each sentence. The importance of understanding the use of prepositions signifies that English teachers should give explanation about them since the students are in primary level of their education. In spite of preposition only a part of grammatical components, it does not mean both teachers and students may ignore the rules of them, because a big mistake always comes from the simple ones. And this research design Descriptive.

C. Operational Concepts

Operational Concept is concepts used as a guidance to avoid misunderstanding in a scientific research. It should be interpreted into particular words in order to make easy to measure. There are two variables in this research; they are Independent variable and dependent variable. The Independent variable(X) is teaching preposition by using picture and without picture Dependent variable (Y) is students' preposition mastery at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru. It can be seen in the following indicators, namely:

Independent Variable “X “

a. the first group (Experimental)

1. The first meeting, the teacher introduces the technique (using pictures) to be used in teaching English.
2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence by using picture.
3. for the repetition, students are directed to guess the meaning of picture shown
4. Teacher gives the chance to the students to take notes.
5. The last, teacher give exercise to the students.

b. the second group (Control)

1. The first meeting, the teacher introduces the technique (without pictures) to be used in teaching English.

2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence without picture, just look the meaning of the preposition from dictionary only.
3. For the repetition, the students are to look at the English word and find out the meaning from dictionary.
4. The last, teacher give exercise to the students.

Dependent Variable “Y”

1. The students can match preposition of time (in, on, at, above, under, near, behind, in front of, at and between) sentence that suitable with picture
2. Students are able to select preposition of place or position (in, on, at, above, under, near, behind, in front of, at and between) sentence
3. The Students are able to complete the simple sentence by using preposition of direction (to, into, to- from, away from, out of, up, past, down, around, and through, from-to)

D. Assumption and Hypothesis

1. The Assumption

There are some assumptions before coming to the hypothesis of this research. They are:

1. Picture can make the situation clearer to students
2. Using right picture in teaching can influence students' prepositional mastery.

2. The Hypothesis

Ha: There is significant difference between students' preposition mastery taught by using picture and without picture at the Second year of SMP Islam Terpadu Ar Royyan Pekanbaru.

Ho: There is no significant difference between students' preposition mastery taught by using picture and without picture at the Second year of SMP Islam Terpadu Ar Royyan Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was an experimental method that focusing on quantitative approach. According to Hatch and Farhady (1982, p.24) the experimental method was a method of the research that can truly test hypothesis concerning with cause and effect relationship in the experimental research. There were two groups that can become a sample in this study; there was an experimental group and control group. The experimental class (X) using picture and the control class (Y) was without using picture. Before doing the treatment, the writer gave pre-test to all of the population. Pre-test gave in order to determine two classes as the samples. The writer choose two classes that had no difference score significantly and after the treatment four meetings, the writer gave post test to obtain students preposition mastery after the treatment.

According to explanation above, this research can be designed by following figure:

Table
THE RESEARCH DESIGN

Group	Pre-test	Independent Variable	Post-test
E	X ₁	X	Y ₁
C	X ₂	-	Y ₂

Note:

E: Experimental Class

C: Control Class

X: Treatment of experimental Class

X₁ and X₂: Pre-test

Y₁ and Y₂: Post-test

B. Time and Location of the Research

The location of this research was at the Second year of SMP Islam Terpadu Ar Royyan Pekanbaru. It was located on Jl. Swakarya No.17 Kel. Tuah Karya Pekanbaru. The research will be conducted from May until June 2009.

C. Subject and the Object of the Research

The subject of this research was the Second year of SMP Islam Terpadu Ar Royyan Pekanbaru registered 2009-2010 academic years. The Object of the research was the difference between students' preposition mastery taught by using picture and without picture

D. Population and Sample of the Research

The population of the research was the Second year of SMP Islam Terpadu Ar Royyan Pekanbaru. The population was taken as the sample of this research

Random Sampling. The amount of the sample is 28 students. It is small population ($N < 100$). And there was a little point in sampling. They were divided into two classes .The specifications of the population can be seen of the Table:

Table III.1
The Table of Population and Sample

Class	Number of students
VII 1	14
VII 2	14
Total	28

E. Technique Of Collecting The Data

In order to get data for this research, the writer applies the techniques as follows:

1. Observation

This technique was used to look at the practice teaching preposition by using picture and without picture at Second year of SMP Islam Terpadu Ar Royyan Pekanbaru based on observation. After that In this process, writer becomes an observer. There are five subjects in English Teaching Preposition in observation. The teacher wants to find out the teacher teaching preposition by using picture and without picture in the classroom.

2. Test

The technique was used to determine students' mastery in preposition. There are thirty items in the test. The students can match, select, and complete simple sentences by using prepositions. In the process, the students were divided into two. The first pre-test was given to class VIII 1 students before they were taught prepositions using pictures, and it was given after the treatment. Class VIII 2 will be taught prepositions without pictures. The second was a post-test; it was given after the treatment. This technique was used to collect data about students' preposition mastery.

F. Data Analysis Technique

This research was a quasi-experimental research. In this case, there are two classes. To analyze the data, the researcher uses an independent sample t-test. It happens because this research compares two groups (experimental and control group) with different techniques in the teaching and learning process. In the experimental group, prepositions were taught using pictures; however, in the control group, prepositions were taught without using pictures. Therefore, before and after teaching prepositions using pictures, the researcher uses a statistical analysis to determine significant differences in the test. There are thirty questions in the test, like the students can match, select, and complete simple sentences by using prepositions. To analyze the data, the writer used scores of pre-test and post-test of the students. The data were analyzed by using

statistical analysis. In order to get the description of the answer, the writer used Arikunto Formula (2002) as follows:

1. 76 – 100% : Good
2. 60 – 75% : Enough
3. 0 – 59% : Less

To get the percentage, the following formula is used

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency of Score

N = the total of Score

(Hartono, 2004)

The data were statically analyzed by using t-test / t-observation, because the tests were done by difference subjects that had same characteristics, but they were taught with different technique.

The formula as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o : the value of t-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

SD_x : The standard deviation of experimental group

SD_y : The standard deviation of control group

N : The number of students (Hartono, 2004, p. 193)

Criteria hypothesis:

1. H_o is accepted if $t_o < t_{table}$ or can it be said that there is no statistically significant difference between students' preposition mastery taught by using picture and without picture
2. H_a is accepted if $t_o > t_{table}$ or can it be said that there is a statistically significant difference between students' preposition mastery taught by using picture and without picture

Before using t-test / t-observation, the data were collected into other formulas. The first formula is the means of experiment and control groups, and the second is the standard deviation of both them.

The formula of mean experimental class (8_1) and control class (8_2)

were calculated as follows:

$$M_x = \frac{\sum fx}{N}$$

$$M_Y = \frac{\sum fy}{N}$$

fx = Frequency of experimental group

fy = Frequency of Control Group

The formula of standard deviation experimental class (8_1) and control class (8_2)

$$SDx = \sqrt{\frac{\sum X^2}{N}} \quad \text{For Experiment Group}$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} \quad \text{For Control Group}$$

(Hartono, 2004, p.191)

The t-Table was employed to see whether there was a statistically significant difference between the mean score of both experiment and control class. The T-obtained value will be consulted with the value of t-Table as a degree of freedom.

$$df = (N_1 + N_2) - 2$$

df = Degree freedom of the two group

$N_1 + N_2$ = the number of individual experiment group (X) and Control Group (Y)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. DATA PRESENTATION

1. Description of the Data

In the previous chapter, it was explained that the aim of research is to find out the difference between students' preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru. The writer took the data from test and observation.

To gain the data of difference between students' preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru. On the other hand, this research was investigate there were any significant difference between to students preposition mastery in using picture in teaching to the students preposition mastery in teaching without picture. The data of this researcher were the data from classroom observation; and the scores of the students pre-test and post-test.

The data collected through observation, were qualitative. Furthermore, each item of the observation form was analyzed. The writer used two alternative answer "Yes" and "No"

2. Data Presentation (Observation)

In order to present the data about difference between students' preposition mastery taught by using picture and without picture used by the researcher in teaching and learning process in the experiment group and control group in class., the writer did three observations to experimental group and control group about teaching preposition by using picture and without picture done in that class. To make it clear, the data can be seen in the table below:

TABLE VI.1
THE OBSERVATION OF TEACHING PREPOSITION BY USING
PICTURE IN THE CLASSROOM

Day / Date : Wednesday / 13 May 2009

Observation : 1

Class : Experiment Group

Subject Indicators

1. The first meeting, the teacher introduces the technique (using pictures) to be used in teaching English. (Yes)

2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence by using picture. (Yes)

3. for the repetition, students are directed to guess the meaning of picture shown (No)

4. Teacher gives the chance to the students to take notes. (No)

5. The last, teacher give exercise to the students. (No)

Total (Yes) 2

(No) 3

TABLE VI.2**THE OBSERVATION OF TEACHING PREPOSITION BY USING
PICTURE IN THE CLASSROOM****Day / Date : Friday / 15 May 2009****Observation : II****Class : Experiment Group**

Subject Indicators

1. The first meeting, the teacher introduces the technique (using pictures) to be used in teaching English. (Yes)

2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence by using picture. (Yes)

3. for the repetition, students are directed to guess the meaning of picture shown (Yes)

4. Teacher gives the chance to the students to take notes. (No)

5. The last, teacher give exercise to the students. (No)

Total (Yes) 3

(No) 2

TABLE VI.3

**THE OBSERVATION OF TEACHING PREPOSITION BY USING
PICTURE IN THE CLASSROOM**

Day / Date : Monday / 18May 2009

Observation : III

Class : Experiment Group

Subject Indicators

1. The first meeting, the teacher introduces the technique (using pictures) to be used in teaching English. (Yes)
2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence by using picture. (Yes)
3. for the repetition, students are directed to guess the meaning of picture shown (Yes)
4. Teacher gives the chance to the students to take notes. (Yes)
5. The last, teacher give exercise to the students. (No)

Total (Yes) 4

(No) 1

TABLE VI.4

**THE OBSERVATION OF TEACHING PREPOSITION BY USING
PICTURE IN THE CLASSROOM**

Day / Date : Wednesday / 20 May 2009

Observation : IV

Class : Experiment Group

Subject Indicators

1. The first meeting, the teacher introduces the technique (using pictures) to be used in teaching English. (Yes)

2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence by using picture. (Yes)

3. for the repetition, students are directed to guess the meaning of picture shown (Yes)

4. Teacher gives the chance to the students to take notes. (Yes)

5. The last, teacher give exercise to the students. (Yes)

Total (Yes) 5

(No) 0

TABLE VI.5
THE OBSERVATION OF TEACHING PREPOSITION WITHOUT
PICTURE IN THE CLASSROOM

Day / Date : Thursday / 14 May 2009

Observation : 1

Class : Control Group

Subject Indicators

1. The first meeting, the teacher introduces the technique (without pictures) to be used in teaching English. (Yes)

2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence without picture, just look the meaning of the preposition from dictionary only. (No)

3. for the repetition, students are to look at the English word and find out the meaning from dictionary (No)

4. The last, teacher gives exercise to the students. (No)

Total (Yes) 1

(No) 3

TABLE VI.6
THE OBSERVATION OF TEACHING PREPOSITION WITHOUT
PICTURE IN THE CLASSROOM

Day / Date : Saturday / 16 May 2009

Observation : II

Class : Control Group

Subject Indicators

1. The first meeting, the teacher introduces the technique (without pictures) to be used in teaching English. (Yes)

2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence without picture, just look the meaning of the preposition from dictionary only. (Yes)

3. for the repetition, students are to look at the English word and find out the meaning from dictionary (Yes)

4. The last, teacher gives exercise to the students. (No)

Total (Yes) 3 (No) 1

TABLE VI.7**THE OBSERVATION OF TEACHING PREPOSITION WITHOUT
PICTURE IN THE CLASSROOM****Day / Date : Tuesday / 19May 2009****Observation : III****Class : Control Group****Subject Indicators**

1. The first meeting, the teacher introduces the technique (without pictures) to be used in teaching English. (Yes)

2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence without picture, just look the meaning of the preposition from dictionary only. (Yes)

3. for the repetition, students are to look at the English word and find out the meaning from dictionary (No)

4. The last, teacher gives exercise to the students. (No)

Total (Yes) 2

(No) 2

TABLE VI.8**THE OBSERVATION OF TEACHING PREPOSITION WITHOUT
PICTURE IN THE CLASSROOM****Day / Date : Thursday / 21 May 2009****Observation : IV****Class : Control Group****Subject Indicators**

1. The first meeting, the teacher introduces the technique (without pictures) to be used in teaching English. (No)

2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence without picture, just look the meaning of the preposition from dictionary only. (Yes)

3. for the repetition, students are to look at the English word and find out the meaning from dictionary (Yes)

4. The last, teacher gives exercise to the students. (Yes)

Total (Yes) 3 (No) 1

3. Data Presentation about the Students' Preposition Mastery

Data presentation is done in accordance with procedure of test statistic that, is used namely "T" test, there are data used other.

The result of students using picture in learning process and without picture in learning process based on test that teacher give in the classroom.

TABLE IV.9
THE SCORE OF PRE- TEST OF EXPERIMENT CLASS AT THE
SECOND YEAR OF SMP ISLAM TERPADU
AR ROYYAN PEKANBARU

No	Students Name	Score	Category
1	STUDENTS 1	50	Less
2	STUDENTS 2	55	Less
3	STUDENTS 3	40	Less
4	STUDENTS 4	45	Less
5	STUDENTS 5	80	Good
6	STUDENTS 6	40	Less
7	STUDENTS 7	45	Less
8	STUDENTS 8	100	Good
9	STUDENTS 9	40	Less
10	STUDENTS 10	65	Enough
11	STUDENTS 11	70	Enough
12	STUDENTS 12	40	Less
13	STUDENTS 13	40	Less
14	STUDENTS 14	40	Less

From the table above, we can know the total score is 750, while the highest score is 100 and the lowest score is 40.

TABLE IV.10
THE SCORE OF POST- TEST OF EXPERIMENT CLASS AT THE
SECOND YEAR OF SMP ISLAM TERPADU
AR ROYYAN PEKANBARU

No	Students Name	Score	Category
1	STUDENTS 1	80	Good
2	STUDENTS 2	100	Good
3	STUDENTS 3	100	Good
4	STUDENTS 4	80	Good
5	STUDENTS 5	100	Good
6	STUDENTS 6	65	Enough
7	STUDENTS 7	80	Good
8	STUDENTS 8	100	Good
9	STUDENTS 9	100	Good
10	STUDENTS 10	80	Good
11	STUDENTS 11	100	Good
12	STUDENTS 12	70	Enough
13	STUDENTS 13	70	Enough
14	STUDENTS 14	70	Enough

From the table above, we can know the total score is 1195, while the highest score is 100 and the lowest score is 65.

TABLE IV.11
THE SCORE OF PRE- TEST OF CONTROL CLASS AT THE
SECOND YEAR OF SMP ISLAM TERPADU
AR ROYYAN PEKANBARU

No	Students Name	Score	Category
1	STUDENTS 1	45	Less
2	STUDENTS 2	45	Less
3	STUDENTS 3	40	Less
4	STUDENTS 4	40	Less
5	STUDENTS 5	80	Good
6	STUDENTS 6	40	Less
7	STUDENTS 7	45	Less
8	STUDENTS 8	100	Good
9	STUDENTS 9	40	Less
10	STUDENTS 10	70	Enough
11	STUDENTS 11	45	Less
12	STUDENTS 12	40	Less
13	STUDENTS 13	40	Less
14	STUDENTS 14	45	Less

From the table above, we can know the total score is 715, while the highest score is 100 and the lowest score is 40

TABLE IV.12
THE SCORE OF POST- TEST OF CONTROL CLASS AT THE
SECOND YEAR OF SMP ISLAM TERPADU
AR ROYYAN PEKANBARU

No	Students Name	Score	Category
1	STUDENTS 1	80	Good
2	STUDENTS 2	60	Enough
3	STUDENTS 3	55	Less
4	STUDENTS 4	65	Enough
5	STUDENTS 5	100	Good
6	STUDENTS 6	75	Enough
7	STUDENTS 7	55	Less
8	STUDENTS 8	100	Very Good
9	STUDENTS 9	60	Enough
10	STUDENTS 10	70	Enough
11	STUDENTS 11	50	Less
12	STUDENTS 12	50	Less
13	STUDENTS 13	50	Less
14	STUDENTS 14	50	Less

From the table above, we can know the total score is 920, while the highest score is 100 and the lowest score is 50

TABLE IV.13
THE RECAPITULATION OF THE STUDENTS' PREPOSITION
MASTERY OF PREPOSITION AT THE SECOND YEAR OF SMP
ISLAM TERPADU AR ROYYAN PEKANBARU

No	Experiment Group		No	Control Group	
	Pre-test	Post-test		Pre-test	Post-test
1	50	80	1	45	80
2	55	100	2	45	60
3	40	100	3	40	55
4	45	80	4	40	65
5	80	100	5	80	100
6	40	65	6	40	75
7	45	80	7	45	55
8	100	100	8	100	100
9	40	100	9	40	60
10	65	80	10	70	70
11	70	100	11	45	50
12	40	70	12	40	50
13	40	70	13	40	50
14	40	70	14	45	50
N=14	750	1195		715	920
	53.57	85.35		51	65.71

TABLE IV.14

**THE ANALYSIS SCORE OF THE STUDENTS' PREPOSITION
MASTERY OF PREPOSITION ON EXPERIMENT CLASS AT THE
SECOND YEAR OF ISLAM TERPADU AR ROYYAN PEKANBARU**

N	Experiment Class		Gain	Percentage
	Pre-test	Post-test		
1	50	80	30	60%
2	55	100	45	81.81%
3	40	100	60	150%
4	45	80	40	88.88%
5	80	100	20	25%
6	40	65	20	50%
7	45	80	40	88.88%
8	100	100	0	0%
9	40	100	60	150%
10	65	80	15	23.07%
11	70	100	30	42.85%
12	40	70	30	75%
13	40	70	30	75%
14	40	70	30	75%
N=14	750	1195	450	
	53.57	85.35	32.14	

From the table above, we can know the average of experiment in pre-test is (53.57), the average of experiment in post-test is (85.35) and the average of experiment in gain is (32.14). It can be seen from the below:

- a. The average of experiment in pre-test

$$= \frac{750}{14} = 53.57$$

- b. The average of experiment in post-test

$$= \frac{1195}{14} = 85.35$$

- c. The average of experiment in gain

$$= \frac{450}{14} = 32.14$$

TABLE IV.15

**THE ANALYSIS SCORE OF THE STUDENTS' PREPOSITION
MASTERY OF PREPOSITION ON CONTROL CLASS AT THE SECOND
YEAR OF SMP ISLAM TERPADU AR ROYYAN PEKANBARU**

N	CONTROL		Gain	Percentage
	Pre-test	Post-test		
1	45	80	35	77.77%
2	45	60	15	33.33%
3	40	55	15	37.5%
4	40	65	25	62.5%
5	80	100	20	25%
6	40	75	35	87.5%
7	45	55	10	22.22%
8	100	100	0	0%
9	40	60	20	50%
10	70	70	0	0%
11	45	50	5	11.11%
12	40	50	10	25%
13	40	50	10	25%
14	45	50	5	11.11%
N= 14	715	920	205	
	51	65.71	14.64	

From the table above, we can know the average of control in pre-test is (51), the average of control in post-test is (65.71) and the average of control in gain is (14.64). It can be seen from the below:

a. The average of control in pre-test

$$= \frac{715}{14} = 51$$

b. The average of control in post-test

$$= \frac{920}{14} = 65.71$$

c. The average of control in gain

$$= \frac{205}{14} = 14.64$$

B. DATA ANALYSIS

1. Data Analysis about Teaching Preposition by using Picture.

TABLE VI.16

**THE OBSERVATION RECAPITULASI OF TEACHING PREPOSITION
BY USING PICTURE IN THE CLASSROOM**

Subject	Observation				Yes		No		Total	
	1	2	3	4	F	P (%)	F	P (%)	F	P (%)
1	√	√	√	√	4	100%	0	0%	4	100%
2	√	√	√	√	4	100%	0	0%	4	100%
3	-	√	√	√	3	75%	1	25%	4	100%
4	-	-	√	√	2	50%	2	50%	4	100%
5	-	-	-	√	1	25%	3	75%	4	100%
Total					14		6		20	

During the teaching process, the teacher has implemented all subject indicators in observation sheet, such as:

1. The first meeting, the teacher introduces the technique (using pictures) to be used in teaching English.(100%)
2. Teacher introduces the preposition sentence by using picture.(100%)
3. for the repetition, students are directed to guess the meaning of picture shown. (75%)

4. Teacher gives the chance to the students to take notes.(50%)

5. The last, teacher give exercise to the students.(25%)

The table indicates that the result of observation toward English teacher that has the samples of the research, with yes answer 14 and no answer is 6. Observation four time meetings and every one observation have five aspects.Total frequency is 20 times. The following is the percentage of result observation.

The frequency of Yes is $14 / 20 = 70\%$

The frequency of No is $6 / 20 = 30\%$

Yes	$14 \times 1 = 14$
<u>No</u>	<u>$6 \times 0 = 0$</u>
Total	20 (N) 14 (F)

This Formula:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{14}{20} \times 100 \%$$

$$= 70\%$$

Based on the recapitulation of the table above, it shows that the total number of yes is 70% and the for total No answer is 30%. It means that the teacher has using picture. In this case, 70% can be categorized Enough.

2. Data Analysis about Teaching Preposition without Picture.

TABLE VI.17

THE OBSERVATION RECAPITULASI OF TEACHING PREPOSITION WITHOUT PICTURE IN THE CLASSROOM

Subject	Observation				Yes		No		Total	
	1	2	3	4	F	P (%)	F	P (%)	F	P (%)
1	√	√	√	-	3	75%	1	0%	4	100%
2	-	√	√	√	3	75%	1	25%	4	100%
3	-	√	-	√	2	50%	2	50%	4	100%
4	-	-	-	√	1	25%	3	50%	4	100%
Total					9		7		16	

During the teaching process, the teacher has implemented all subject indicators in observation sheet, such as:

1. The first meeting, the teacher introduces the technique (without pictures) to be used in teaching English.(75%)
2. Teacher introduces the preposition sentence without picture, just look the meaning of the preposition from dictionary only.(75%)

3. For the repetition, the students are to look at the English word and find out the meaning from dictionary (50%)
4. The last, teacher give exercise to the students.(25%)

The table indicates that the result of observation toward English teacher that has the samples of the research, with yes answer 9 and no answer is 7. Observation four time meetings and every one observation have four aspects. Total frequency is 16 times. The following is the percentage of result observation.

The frequency of Yes is $9 / 16 = 56\%$

The frequency of No is $7 / 16 = 43\%$

Yes	$9 \times 1 = 9$
No	$7 \times 0 = 0$
Total	16 (N) 9 (F)

This Formula:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{9}{16} \times 100 \%$$

$$= 56\%$$

Based on the recapitulation of the table above, it shows that the total number of yes is 56% and the for total No answer is 43%. It means that the teacher has without picture. In this case, 56% can be categorized Less.

1. 76 – 100% : Good
2. 60 – 75% : Enough
3. 0 – 59% : Less

3. Data Analysis about the Students' Preposition mastery

This part, the writer will analyze about the students' prepositional mastery taught by using picture and without picture. For Furthermore, will comparison to find difference students' prepositional mastery

The formula as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$M_x = \frac{\sum x}{N} \quad \text{For Experiment group and}$$

$$M_y = \frac{\sum y}{N} \quad \text{For Control Group}$$

The Formula of Standard Deviation:

$$SDx = \sqrt{\frac{\sum X^2}{N}} \quad \text{For Experiment Group}$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} \quad \text{For Control Group}$$

X = Experiment Class

Y = Control Class

TABLE IV.18
THE STUDENTS' PREPOSITION MASTERY
IN THE EXPERIMENT CLASS

PERCENTAGE	F
>100	6
90 – 99	0
80 – 89	4
70 – 79	3
60 – 69	1
50 – 59	0

Table IV.19
THE STUDENTS' PREPOSITION MASTERY
IN THE CONTROL CLASS

PERCENTAGE	F
>100	2
90 – 99	0
80 – 89	1
70 – 79	2
60 – 69	3
50 – 59	6

TABLE IV.20

**THE COUNTING THE STUDENTS' PREPOSITION MASTERY IN THE
EXPERIMENT CLASS**

PERCENTAGE (X)	F	FX	FX ²
100	6	600	60000
90	0	0	0
80	4	320	25600
70	3	210	14700
60	1	60	3600
50	0	0	0
	N= 14	$\sum FX = 1190$	$\sum FX^2 = 103900$

TABLE IV.21

**THE COUNTING STUDENTS' PREPOSITION MASTERY
IN THE CONTROL CLASS**

PERCENTAGE (X)	F	FY	FY ²
100	2	200	20000
90	0	0	0
80	1	80	6400
70	2	140	9800
60	3	180	10800
50	6	300	15000
	N=14	$\sum FY = 900$	$\sum FY^2 = 62000$

From the table above, we can count mean and standard deviation the students' mastery of preposition. In experiment class and the students' mastery of preposition in control class. It can be seen the below:

$$N = 14 \qquad \sum FX = 1190 \qquad \sum FX^2 = 103900$$

Mean from the students' Preposition mastery in experiment class:

$$M_x = \frac{\sum FX}{N} = \frac{1190}{14} = 85$$

$$SD_x = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2}$$

$$= \sqrt{\frac{103900}{14} - \left(\frac{1190}{14}\right)^2}$$

$$= \sqrt{7421,43 - 7225}$$

$$= \sqrt{196.43}$$

$$= 14$$

Mean from students' preposition mastery in control class

$$N = 14 \qquad \sum FY = 900 \qquad \sum FY^2 = 62000$$

$$M_y = \frac{\sum FY}{N} = \frac{900}{14} = 64.28$$

$$SDy = \sqrt{\frac{\sum FY^2}{N} - \left(\frac{\sum FY}{N}\right)^2}$$

$$= \sqrt{\frac{62000}{14} - \left(\frac{900}{14}\right)^2}$$

$$= \sqrt{4428.57} - 4132.65$$

$$= \sqrt{295.92}$$

$$= 17.2$$

$$t_0 = \frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}}$$

$$= \frac{85 - 64.28}{\sqrt{\left\{\frac{14}{\sqrt{14-1}}\right\}^2 + \left\{\frac{17,2}{\sqrt{14-1}}\right\}^2}}$$

$$= \frac{20.72}{\sqrt{\left\{\frac{14}{3.6}\right\}^2 + \left\{\frac{17,2}{3.6}\right\}^2}}$$

$$= \frac{20.72}{\sqrt{\{3.88\}^2 + \{4.77\}^2}}$$

$$= \frac{20,72}{\sqrt{(15.05) + (22.75)}} = \frac{20.72}{\sqrt{37.8}} = \frac{20.72}{6.14} = 3.374$$

The t_0 computed was 3,374 it means that H_0 was rejected and H_a was accepted because t-obtained was bigger than hull, in other words, there was significant difference between students' preposition mastery taught by using picture and without picture.

$$df = (N_1 + N_2) - 2$$

$$df = (14 + 14) - 2$$

$$= 28 - 2$$

$$= 26$$

The degree of freedom was 26. The T table at the 5% grade of significance 2.06% while level the significance 1%= 2. 78. So we can analyze that t_0 is higher than T_{table} .It can be read that $2.06 < 3.374 > 2. 78$.

Based on the score, the writer can conclude that the first hypothesis, telling that there was a significant difference between students' preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding in the previous chapter, the writer draws some conclusions: “There is a significant difference between students’ preposition mastery taught by using picture and without picture at the Second Year of SMP Islam Terpadu Ar Royyan Pekanbaru” It means that the teacher has using picture. In this case, 70% can be categorized Enough and than the teacher has without picture. In this case, 56% can be categorized Less.

B. Suggestion

Based on the result of this research, the writer would like to offer some suggestion for teachers and the students.

1. The suggestion for the teachers
 - a. Since the implementation of the using picture in teaching English has provided a significant difference students’ preposition mastery taught by using picture and without picture from the experimental group. However, hopefully teacher of English subject may always keep using different techniques in teaching and learning process.

- b. Teacher is suggested to raise the students interest in studying English and to make them easy to understand about the lesson and various techniques and be more creative when the process of teaching and learning.

2. The suggestion for the Students

- a. The students must realize to importance of English today
- b. The students should learn English seriously, because in your time tomorrow to competition in looking for job higher than now.
- c. Respect your teacher they are your angel in getting the knowledge.
- d. Use dictionary when you do not understand about the meaning.
- e. Reading more about English, whether it is magazine, newspaper, more over your Handbook of English.

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APPENDIX A

THE OBSERVATION OF TEACHING PREPOSITION BY USING PICTURE

Day / Date :

Observation :

Class : **Experiment Group**

Subject Indicators

1. The first meeting, the teacher introduces the technique (using pictures) to be used in teaching English.
2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence by using picture.
3. for the repetition, students are directed to guess the meaning of picture shown
4. Teacher gives the chance to the students to take notes.
5. The last, teacher give exercise to the students.

THE OBSERVATION OF TEACHING PREPOSITION WITHOUT PICTURE

Day / Date :

Observation :

Class : Control Group

Subject Indicators

1. The first meeting, the teacher introduces the technique (without pictures) to be used in teaching English.
2. Teacher introduces the preposition (prepositions of time, place or position, and direction) sentence without picture, just look the meaning of the preposition from dictionary only.
3. for the repetition, students are to look at the English word and find out the meaning from dictionary
4. The last, teacher gives exercise to the students.

B.POST-TEST

I. Match the pictures with preposition of time (at, in, on, for, during, before, after, and in, on or from –to) appropriately

1. Tania usually goes to English Course on Sunday afternoon (A)



2. I graduated from my elementary school in 1999. (B)



3. Dika and Diki always watch TV at 5 o'clock in the afternoon. (C)



4. Angga leaves for an hour, because the teacher called him. (D)



5. Before the examination Nani was study hard (E)



6. My birthday is on August 17. (F)



7. They will move to Paris in next June (G)



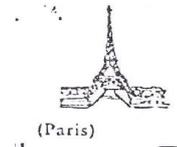
8. The children go to beach after the holiday (H)



9. I plan to go to visit New York during the winter (I)



10. My father listens to music from eight to three every day (J)



II. Choose the preposition of place or position (in, on, at, above, under, near, behind, in front of and between) give (X) in A, B or C.

11. Asia is the biggest continent.....the world

a. At c. in

b. Above

12. Charlie livesJl. Rajawali No.105 with one of his best friend's family

a. on c. under

b. at

13. Adi : Where should I get my ball, Pa?

Father :the Basket in my room.

a. during c. on

b. in

14. The cat sleeps.....the chair

- a. after
- b. at
- c. under

15. My uncle's house isa school building and hospital

- a. between
- b. after
- c. in

16. We are studying.....School

- a. in
- b. at
- c. before

17. Direction is always stated.....the question items

- a. behind
- b. between
- c. above

18. The garage is.....the house.

- a. behind
- b. before
- c. between

19. The teacher is standing.....the class.

- a. near
- b. above
- c. in front of

20. Titi lives.....the market.

- a. above
- b. near
- c. in front of

III. Complete the blank space with preposition of direction (to, into, to- from, away from, out of, up, past, down, around, and through, from-to) appropriately.

21. My mother drives motorcycles.....the market.....our home.

22. Don't wait outside! Come.....the house

23. Deni runs.....the playgroup every morning.

24. He walked.....the classroom sadly after the teacher got angry with him.

25. The bird flays.....the open window.

26. My grandfather wants to live.....the city.

27. The whale is swimming.....the sea.

28. I saw her walking.....Teratai street.

29. I wentNational Museum last Saturday.

30. They walked.....my yard without seeing me.

= GOOD LUCK =

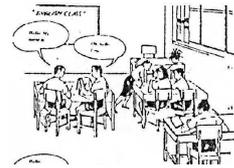
APPENDIX B

THE PRE – TEST AND POST – TEST

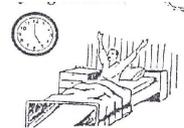
A.PRE-TEST

I. Match the pictures with preposition of time (at, in, on, for, during, before, after, and in, on or from –to) appropriately

1. Doni get up at 5 o'clock every morning. (A)



2. I saw him in 2004 (B)



3. The students studied English on Monday. (C)



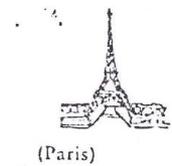
4. Before go to office my father reads a newspaper (D)



5. Martin went to sleep during the hospital (E)

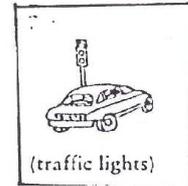


6. The car is waiting after the traffic lights. (F)



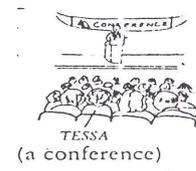
7. We live in Paris from 1999 to 2009

(G)



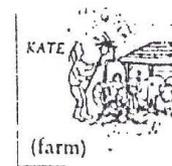
8. Kate have been works a farm for ten years.

(H)



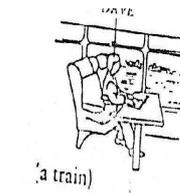
9. Dave is on a train

(I)



10. Tessa is in the National Theater.

(J)



18. She is standing.....the piano

- a. behind
- b. between
- c. at

19. The town hall is.....the station

- a. in front of
- b. between
- c. under

20. Corry lives.....the school

- a. between
- b. on
- c. near

III. Complete the blank space with preposition of direction (to, into, to- from, away from, out of, up, past, down, around, and through, from-to) appropriately.

21. Jill is going.....France for a holiday

22. We walked.....the Hotel.....the Station.

23. I opened the door and walked.....the room.

24. Why are you looking.....the window?

25. We walked.....the hill to the house.

26. Be careful! Don't fall down the stairs.

27. A bird flew into the room.....a window.

28. We walked.....the town.

29. They walked.....me. they didn't speak.

30. I saw her walking.....Kenanga street.

KEY ANSWER

1. B
2. E
3. A
4. C
5. D
6. I
7. J
8. G
9. F
10. H
11. C (In)
12. B (at)
13. C (on)
14. C (under)
15. A (between)
16. B (at)
17. C (above)
18. A (behind)
19. C (in front of)
20. B (near)
21. to-from
22. into
23. around
24. out of
25. through
26. away from
27. up
28. down
29. to
30. past