

**STUDENTS' ABILITY IN USING PREPOSITION OF PLACE AT THE SEVENTH
GRADE OF SMP PGRI SUKARAME BANDAR LAMPUNG
IN 2017/2018 ACADEMIC YEAR**

A Thesis

Submitted as a Partial Fulfillment of the Requirments for S1-Degree

By

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ABSTRACT

Students' Ability in Using Preposition of Place of the Seventh Grade Students' at the First Semester of SMP PGRI 6 Bandar Lampung in the Academic Year of 2018

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This thesis was about students' ability in using preposition of place. The purpose of the research was to find out the data of students' ability in using preposition of place of the seventh grade students at first semester of SMP PGRI 6 Bandar Lampung in the academic year of 2018

This type of research was descriptive quantitative research. The subject of this research was 30 students of the seventh grade. The data of this research were obtained by using test. The researcher analyzed the data by computing the frequency of the students' score and frequency percentages of students' score classification. Thus, the students' ability in using preposition of place could be known.

According to the result of the research, the mean score of the students' was 58.03. The students' ability in using preposition of place that got excellent level were 2 students' by 6.66%, 7 students got good level by 23.33%, and 3 students got fair level by 36.66%, 7 students got poor level by 23.33%, and 3 students got very poor level by 10%. In conclusion, the students' ability in using preposition of place of the seventh grade students at the first semester of SMP PGRI 6 in the academic year of 2018 was fair enough.

Keywords : Students' ability, Preposition of place



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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, April 2018

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MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

It is he who brought you forth from the wombs of your mothers when ye knew nothing: and he gave you hearing and sight and intelligence and affections.¹

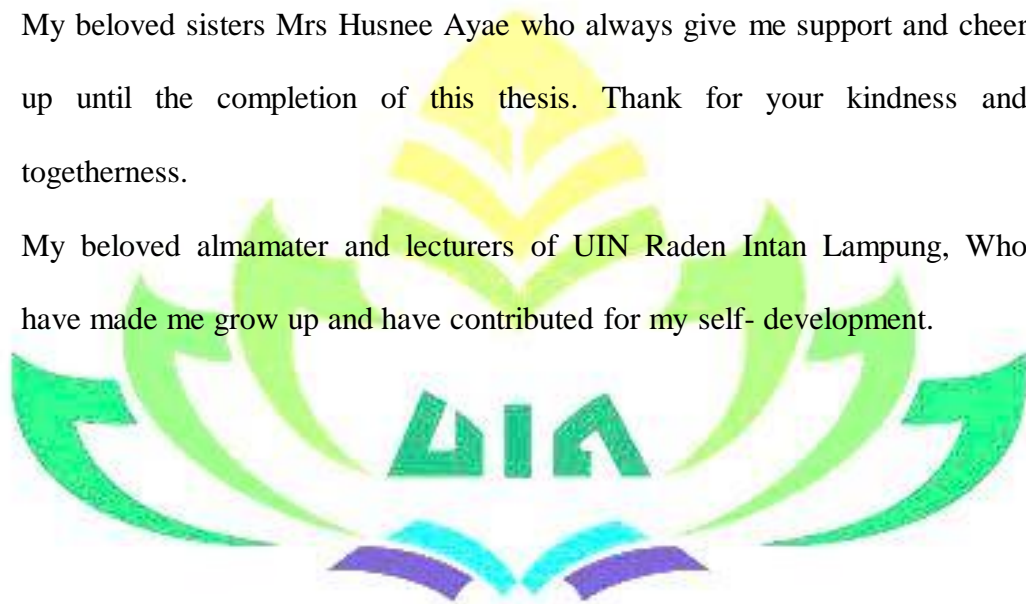


¹ Kementerian Agama RI, Mushaf Al-Qur'an Terjemah (Bandung: Nur Publishing, 2007), p. 145.

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My heroes in my life, my beloved parents Mrs. Halimah Saleh who always pray and give me support and spirit as well as wish for my success. Thank you to much for never ending love for me. I love you forever.
2. My beloved sisters Mrs Husnee Ayae who always give me support and cheer up until the completion of this thesis. Thank for your kindness and togetherness.
3. My beloved almamater and lecturers of UIN Raden Intan Lampung, Who have made me grow up and have contributed for my self- development.



CURRICULUM VITAE

The name of researcher is Munoh Samae. She was born in Patani (South of Thailand) on 23 May 1994. She is the last child of Mrs. Halimah Saleh. She has one sister and one brother whose name Suhainee and Muhammad Sukri.

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At this time, at the seventh semester, she carried on Teaching Practice Program (PPL) at SMK negeri 4 Bandar Lampung. She also has joined some extra campus organizations and she has an experience being an English private teacher.

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Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. May shalawat and salam always be with the prophet Muhammad who always brings us from the darkness to the lightness. Dua to Him, this thesis entitled “Students’ Ability in Using Preposition Of Place of the Seventh Grade of SMP PGRI 6 Bandar Lampung in Academic Year of 2018” is handed in as compulsory fulfillment of the requirement for S1- degree of English study program at Tarbiyah And Teacher Training Faculty, UIN Raden Intan Lampung. when finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides.

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10. All of the people who helped the researcher to finish the study that cannot mentioned one by one.
11. Her beloved best friends: Suwaibah, Hayatee and others who always give support and suggestion to the researcher in writing this thesis.

Finally, the researcher was fully aware that there are still a lot of weaknesses in this thesis. Therefore, any correction, comments, and criticism for this thesis

are always open-heartedly welcome. Furthermore, she expected that the thesis might be useful for all readers. Amiin Ya Pobbal ‘Alamiin.

Bandar Lampung,

The Researcher,

Munoh Samae

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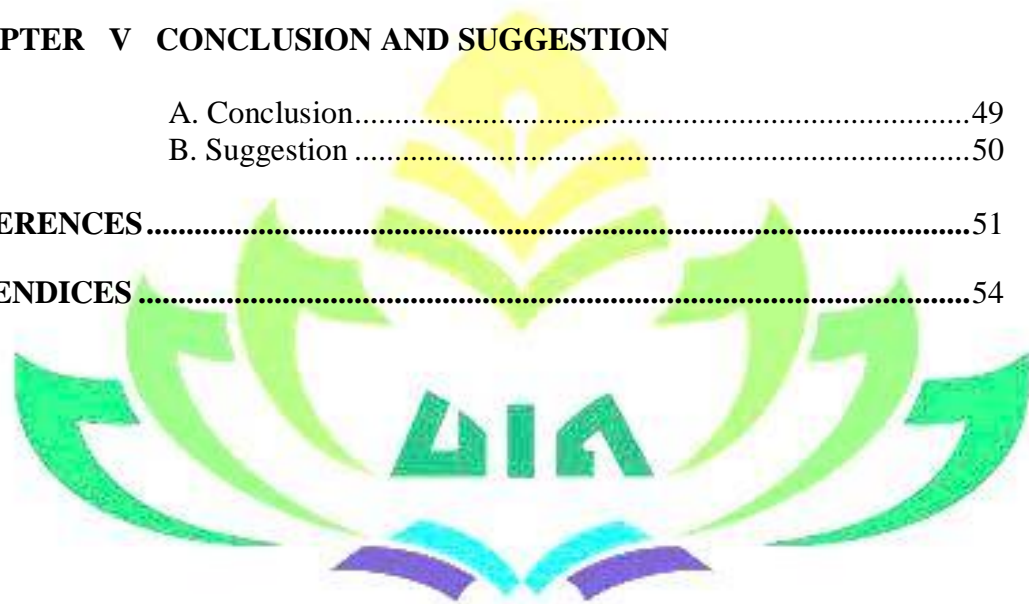
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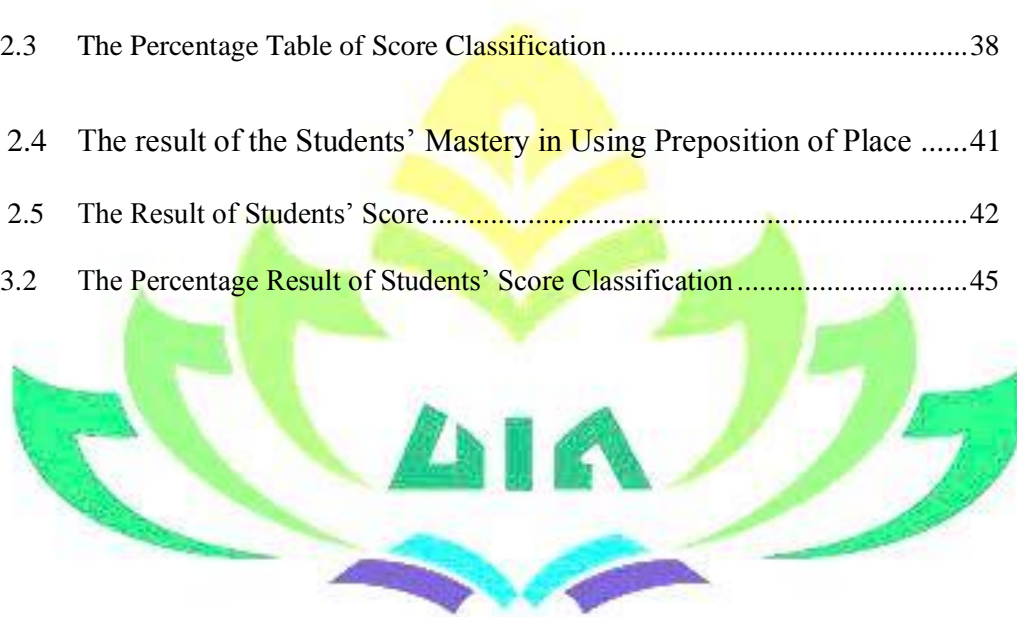
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CHAPTER I INTRODUCTION

A. Background of Problem

Language is a very important thing in our life. By using language, we can communicate each others. The function of language is not only as a lesson to study, but also it is used to express the idea, mind, opinion and feeling, either orally or written to others. Murcia and Meintosh stated, that the essence of language in human activity, activity on the part of one individual to make himself understood by another, and activity on the part of the other to understand what was on the main of the first.² It means that language is a tool that we use to communicate among people, without language we cannot communicate with other people.

It is reality that the human beings of the world have various languages in expressing their wish, idea, thought and feeling. There are Arabic, English, Indonesian and other languages. Therefore, it is important to learn other languages in order to make understanding in communication. It is related to what Allah said in The Holy Quran in the Al- Hujurat verse 13 as follows:³

² Marianne Celce-Murcia and Lois Meintosh, *Teaching English as A Second Language* (Los Angeles: Newbury Hruse Publishers, Inc. 1959), p.183

³Kementerian Agama RI, *Mushaf Al-Qur'an Terjemah* (Bandung: Nur Publishing,2007),p. 198.

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ
أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَنُّكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Al Hujurat: 13

(‘O people! We created you from one man and one woman and made you branches and tribes that you may recognize one another. Undoubtedly, the most respected among you in the sight of Allah is he who is more pious, verily, Allah is knowing, Aware.)

In addition, as it is said in the holy Koran, Allah explains that it is important for human being to know and interact with other people in their life. There are many languages in the world that we use to communicate. It is suitable with the verse of the Holy Qur’an, Ar-Rum: 22 below that there are many different languages in the world:⁴

وَمِنْ آيَاتِهِ ۖ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ اللَّسَانِ وَالْوَلَوَانِ ۗ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

(And of His signs is the creation of the heavens and the earth, and the difference of your languages and colors. Surely in this there are many signs for the learned.)

One of language is English. It is one of the most important languages that is spoken and learned by most people all around the world. Based on the rate of sciences and technology development at this age, English has important rules especially to

⁴Kementerian Agama RI, Mushaf Al-Qur’an Terjemah (Bandung: Nur Publishing, 2007), p. 152.

discover the sciences, because there are many books written in English. So, to transfer those sciences people have to master English well.

In Indonesia, English is as a foreign language. It has very essential position in communication among people. It has been studied and taught from junior high school until university. The aim of teaching English at Indonesian school is to produce people mastering English perfectly.

Basically, the curriculum of teaching English deals with skills of practical language like listening, speaking, reading, and writing. For expanding the students' skills, the curriculum of the teaching English also includes the language components like vocabulary, structure (Grammar) and pronunciation (in speech) or spelling (in writing).⁵Grammar is the central component of language.⁶Grammar is rules for forming words and making sentences.⁷It means that grammar is the central component of language, which consists of rules of grammatical structure.

Prepositions are part of the grammar of each language. In English some of these are used to indicate the location of people and objects.⁸ In this case, this is called a preposition of place. Even those who speak native English have difficulty with this concept at the time, so it should not be a surprise of students of English as a second

⁵ Robert Lado, *Language Teaching: A Scientific Approach* (New Delhi: McGraw Hill Publishing 1983),p.168

⁶ Sidney Greenbaum, Gerald Nelson, *An Introduction to English Grammar* (2nded)(Longman: Pearson Education Limited,2002),p.1

⁷ Oxford, *Learner's Pocket Dictionary* (4thed) (Oxford: Oxford University Press),p.193

⁸Jack Umstatter, *The Grammar Teacher's Activity-a-Day*(Jossey-Bass,2010),p.15

language when they have problems in terms of their mother tongue. This is due to the fact that there are not many rules for the use of prepositions in English sentences.

According to Mas'ud, the parts of speech are classified in eight categories. They are: Noun, Pronouns, Adjectives, Verb, Adverbs, Prepositions, Conjunctions, Interjections⁹ It means that classification of English word based on the function, meaning, and its utilizing in sentence. For example prepositions means that relate noun or pronoun to another word that usually to show place and time.

Preposition is a part of English grammar which is something difficult to learn. It is because there are a lot of the numbers of prepositions in English and their meanings usually depend on the preceding verbs. Preposition range in meaning from such defines semantic notions as time, place, etc to such purely structural meanings as those shaped by the subject verb complement relationship¹⁰. Prepositions are used to indicate the relationship between noun or pronouns and other words in sentence. The function of preposition is to show direction, position or time.¹¹ Mark foley defined that preposition describes the relationship between two or more things. It can link noun, verbs or adjectives before the preposition with a noun or pronoun after it.¹² Majorie famer stated that preposition is a word that introduces a phrase modifying

⁹FuadMas'ud, *Essentials of English Grammar*(Yogyakarta: BPFE, 1992),Second Edition,p.61

¹⁰Marcella Frank, *Modern English A Practical Reference Guide*(New Jersey: Prentice Hall,1972),p.163

¹¹Musliyanti Binti Mus, *Students' Ability in Using Preposition: A Case Study at Faculty of Letters of Hasanuddin University*. E-Journal of English Language teaching, Vol.2 No.3 pp.1-3, 2013,pp. 1-2 Available at <http://repository.unhas.ac.id> (Accessed on November,12th 2016)

¹²Mark foley, *Advanced Learner's Grammar: A- self-study reference & Practice book with answer*(Harlow: Longman,2003),p.280

another word or part of a sentence.¹³ Greenbaun defined that prepositions are closed of items connecting two units in a sentence and specifying a relationship between them.¹⁴ From the statement above, the researcher concludes that preposition is a word that can not be changed shape and are usually in place in front of the noun to show a certain relationship with other words in the sentence.

In SMP PGRI 6Sukarame Bandar Lampung, the prepositions of place are put in the syllabus to be taught in seventh grade. Eventhough the language learners have been taught about the use of the preposition of place, they still consider it is a problem and based on the students exercises many errors are made by the students in dealing with preposition of place. They often get confused and make error when using preposition of place in sentence.¹⁵ The errors usually is the wrong choice of word (especially on the preposition). Prepositions of place are as the same important as other materials, but in the fact the students still find some difficulties in learning them. It naturally happens because learning English preposition is not easy.

It caused prepositions of place in Indonesia language sometimes has more than one meaning in English. For example, preposition of place di atas, in English we can use prepositions of place on or above, a preposition of place di bawah, in English we can use preposition of place under or below, but they have different situation in use. For

¹³Majorie Farmer, *Composition and Grammar: Steps in the Writing Process*(Texas: Laidlaw Brothers Publisher, 1985),p.338

¹⁴ Sidney Greenbaum, *A students' Grammar of English Language*(Harlow: Longman,1990),p.188

¹⁵Interview between the researcher and the English teacher in SMP PGRI Bandar Lampung on November 6th,2017, Unpublished

examples in sentences; The cat is on the table(Kucing itu di atas meja), The bird flies above the tree (Burung itu terbang di atas pohon). From those example, it can be seen that prepositions of place on and above have the same meaning in indonesia language, that is di atas.

However, they actually have different situation. Even though the students know the meaning of preposition of place in Indonesia language, they are often confused which one will be used. Therefore, they have difficulty in using and applying them in real situation. And also the researcher finds that the students are still unable to use English in grammar and they are also still unable to practice their English in their daily activity in their class room.

Moreover, according to the previous research which has been done by Nunung khurriyati entitled: An Error Analysis of the Use of Prepositions of Place of the Eighth Year Students in SMP N 3 Ampel.¹⁶The purpose of the research was found that the students' error in using preposition of place. From the result of the research which was done by research, it was found the students' error in using preposition of place there were 32 students or almost 50% students' correct answer was below 60. It can be concluded that the teaching learning process of preposition of place at the second year students of SMP N 3 Ampel should be increased.

¹⁶Nunung Khurriyati, "An Error Analysis of the Use Of Prepositions of Place, *vivid Journal*, Vol.3 No.2 pp. 1-15, 2014, pp. 1-2. Available at: <http://elr.macrothink.org> (Accessed on October, 13th 2016).

The second previous research which has been done by wahyu afandi entitled: The Ability of the Third Grade Students in Using Different Kind of Preposition.¹⁷The research wanted to know and analyzed how the ability of third grade students of the social science class at SMA N 1 Sungai Puar was in using different kinds of prepositions. From the result of the test which was done by the students' in this research, it was found that the students' score did not reach good grade with the mean score was only 49.84. It means that their ability in using preposition was not good enough. In the other words, they had poor ability in using correct prepositions.

From the explanation above, the researcher is interested in how the students' abilities are in using preposition of SMP PGRI 6 Bandar Lampung. The researcher will conduct a research entitled: Students' ability in using preposition of place at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung in 2017/2018 academic year.

B. Identification of the Problem

Based on the background of the problem above the researcher identifies the problem as follows:

1. The students have difficulties in using preposition of place .
2. The students' ability in using preposition of place is still low.

¹⁷WahyuAfandi, Jufrizal,DonNarius“The Ability of the Third Grade Students in Using Different Kind of Preposition. E- *Journal of English Language Teaching Society (ELTS)*,Vol.2 No.2 pp. 1027-1032, May 2012, p. 1029. Available at: [http:// www. iste.org/conference/upcoming-conferences-call-for-paper/](http://www.iste.org/conference/upcoming-conferences-call-for-paper/)(Accessed on November,17th 2016).

C. Limitation of Problem

In this research, the researcher focused on students' ability in using preposition of place at of the seventh grade of SMP PGRI 6 Bandar Lampung.

D. Formulation of Problem

Based on the limitation above, the formulation of the problem in this research was formulated as follow: How far is the students' ability in using preposition of place of the seventh grade students of SMP PGRI 6 Bandar Lampung?

E. Objective of the Research

The objective of the research is to know how far the students' ability in using preposition of place at seven grade of SMP PGRI 6 Bandar Lampung.

F. Use of the Research

From the statement above the researcher expects the result of the research can be used:

1. Theoretically, the research hopefully will enrich previous research that measure students' ability in using preposition especially preposition of place.
2. Practically
 - a. The researcher
By doing this research, the researcher will obtain more understanding about the rules of using preposition of place.

b. The teacher

The researcher hopes that this finding will be useful for the teachers as the information about the students' ability in using preposition of place, so that the teachers can emphasize which preposition of place that they need to teach.

c. The students

The result of this research can provide information of the students' ability in using preposition of place, so that they will know their ability and it will make them to increase their understanding about preposition of place.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of the second semester of seventh grade of SMP PGRI 6 Bandar Lampung

2. Object the Research

The object of the research was to know students' ability in using preposition of place.

3. Place of the research

The research was conducted at SMP PGRI 6 Bandar Lampung

4. Time of the Research

The research was conducted at the second semester in the academic year of 2018

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

English is an international language. It means that English as an international language is very important to make communication among people all over the world. It is used in many field such as economy, education, art, and technology. That is why English is learned in Indonesian schools, from elementary until university.

Language is more than a system or communication. It involves whole person, culture, educational, developmental communicative process.¹⁸ English as foreign language is generally taken to apply students who are studying general English at school and institute in their own country or as transitory visitor in a target language country.¹⁹ Teaching English as a foreign language refers to a particular methodology for teaching people whose first language is not English, but who need to learn it for work or choose learnt for leisure.

Wilkins states that “foreign language is one in which the target language is not the mother tongue of any groups within the country where it is being learned and a not any internal communication either. It means that the students who learn English as a foreign language have a little opportunity to practice the language in real

¹⁸H.D. Brown, *Teaching By Principle An interactive Approach to Language Pedagogy*(New Jersey, Longman, 1194),p.70

¹⁹ Jeremy Harmer, *How to Teach Writing*,(Edinburg Gate: Longman,2004),p.39

communication because the language is not as a daily means of communication. The acronym TEFL refers to teaching English as a foreign language. TEFL is most commonly used when speaking about teaching English to learners those who live outside a native English speaking country.²⁰

Setiadi states that the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language, whether English is learned in Indonesia or in Malaysia, English is called the target language.²¹ A language is always different from others even though the language maybe similar to some language.

Considering those definitions above, it means that students who learn English as a foreign language have little exposure or opportunities to practice or use their English in real – life situation. They use English only in the classroom. Teaching and learning will success, it teacher knows how to teach it well.

B. Concept of Grammar

There are some language components. Grammar is the one of language components. Grammar is needed for studying a language. According to Lock, grammar is viewed as a resource of creating meaning in spoken and writing discourse.²² Furthermore,

²⁰David Willkins, *Linguistics in Language Teaching* (Edinburg: Edward Arnold Publisher,1980),p.7

²¹ Ag Bambang Setiyadi, *Teaching English As Foreign Language* (Yogyakarta:Graham Ilmu,2006) p.20

²² Graham Lock, *Functional English Grammar an Introduction for Second Language Teachers*(3rded)(Cambridge: Cambridge United Press,1997), p.xi

Brown says that grammar is the system of rules governing the conventional arrangement and relationship of words in sentence.²³ It means that grammar is the system of rules to arrange the words in sentences pattern, so the reader or listener can catch the meaning of the sentences.

Furthermore, Thornbury states that grammar is partly the study of what forms (or Structure) are possible in language, thus a grammar is a description of the rules that govern how language's sentence are formed.²⁴ In addition, it is same with Harmer's statement, who states that grammar is the way words are formed and can change their form in other to express different meaning is also at the heart of grammatical knowledge.²⁵ It means that not only to arrange the words in grammatically correct, grammar is also used to get the understanding of the meaning of the sentences. It is supported by langacker, who states that when properly analyzed, therefore, grammar has much to tell us about both meaning and cognition.²⁶ Grammar is not a simple thing.²⁷ As we know that every languages has their own structure. Grammar is only used in a certain situation and place such as in a school, university, office and so on. To master a grammar, we need to learn the grammar rules, without the rules, the students cannot express their opinion well because their sentences are chaos.

²³H.Douglas Brown, *Op.Cit*, p.362

²⁴ Scott Thornbury, *How to Teach Grammar* (Edinburg:Pearson Education,2009),p.1

²⁵ Jeremy Harmer, *The Principle of English Language Teaching* (Edinburg: Pearson Education Limited, 2007), p.32

²⁶ Ronald W. Langacker, *Cognitive Grammar a Basic Introduction* (New York: Oxford University Press,2008),p.5

²⁷Jianyun Zhang, "Necessity of Grammar Teaching". *Journal English Teaching: Practice*, Vol. 3, Number 1 pp. Available at: http://www.lonestar.edu/departments/learningcenter/rule_of_grammar_handout.pdf(Accessed on August, 6th2009),p.185

By knowing the grammar rules well and be able to use it correctly, we can extend the meaning of our sentences effectively, in addition, without the rules, there will be no continuity of language and over time communication of ideas will suffer. Grammar is extremely needed especially in formal situation for oral communication and academic writing.

Based on the explanations above, grammar is a set of rules to arrange words in pattern of sentence, so we can catch the meaning of the sentence which is communicated. Grammar helps us to communicate easier. That is why if there is someone who is good at grammar, she or he tends to be good at written and spoken English.

C. Kinds of Grammar

1. Sentence grammar

a. Part of Speech

To be able to construct sentences in English, we should understand parts of speech in English. Understanding parts of speech will help learners to create sentences with the correct words put at the correct position hence avoid making ungrammatical sentences. According to Yule, in grammar analysis book. These are the parts of speech. There are: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection.²⁸

²⁸.Utari PrabaAstuti, *GrammarAnalysis* (PuspaSwara, Jakarta, 2007), p.13

1. Noun

Words that are used to refer to people, objects, creatures, places, qualities, phenomena and abstract ideas.

2. Pronouns

Words that are used to refer to people and things such as she, he, it, you, we, they, I

3. Adjective

Words that are used to describe nouns.

4. Verbs

Words that are used to refer to various kinds of actions.

5. Adverb

Words that are used to describe verbs, manners and events.

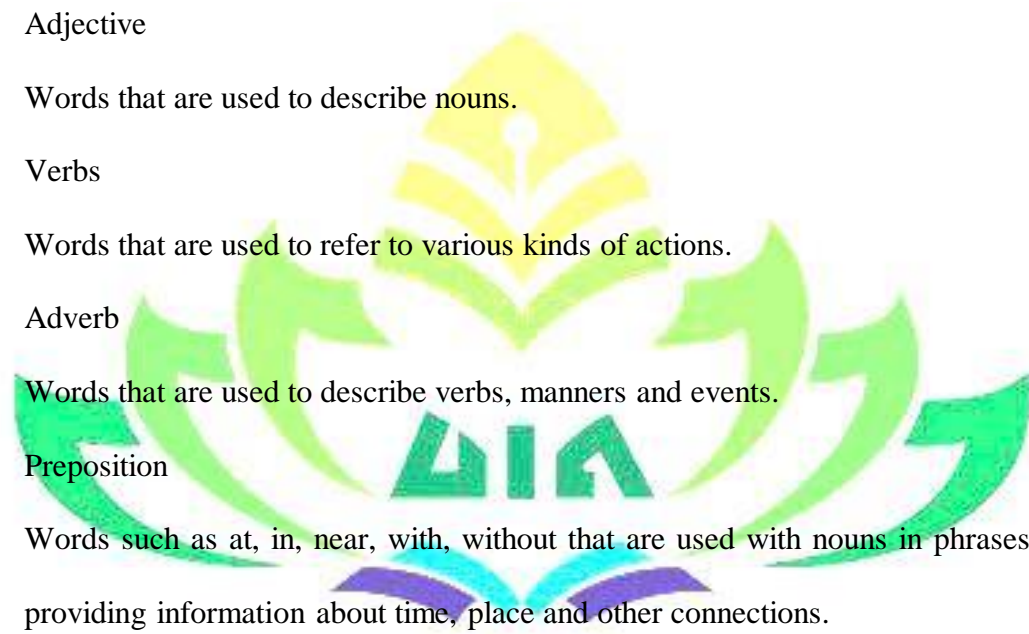
6. Preposition

Words such as at, in, near, with, without that are used with nouns in phrases providing information about time, place and other connections.

7. Conjunction

Words that are used to make connections and indicate relationships between events such as and, but, because, when, even though, etc.

8. Articles



a, an and the that are used with noun to indicate that they are definite or indefinite articles.²⁹

D. Concept of Preposition

The preposition is classified as a part of speech in traditional Marcella give the definition about preposition as follows: A preposition is a word used with an object to form a prepositional phrase. It shows how the noun or pronoun that follows it relates to another word or words in the sentences.³⁰ The preposition, the sixth part of speech, is a word that shows the relationship between a noun (or a pronoun) and another word in the sentence.³¹ Preposition is a word used to indicate the relationship between nouns or pronouns and other words in a sentence, or word placed before nouns or pronouns with parts of the other sentence. Preposition serves to indicate direction, position, or time.³² It means that preposition are connective words that show the relationship between the nouns following them and one of the basic elements: subject, verb, object, or complement. They usually indicate relationship, such as position, place, direction, time, manner, and condition between their object and other parts of the sentence.

²⁹ Utari PrabaAstuti, *Ibid*, p.13

³⁰ Frank Marcella, *Op.Cit*, p.163

³¹ Jack Umstatter, *Op.Cit*, p.14

³² FaidlalRahman Ali, SE. Par, *Fundamentals of English Grammar a Practical Guide* (Pustaka Widyatama.;Yogyakarta,2007), p.203.

The preposition is classified as part of speech in traditional grammar. According to Hayden there are some type of preposition, they are:³³

1. Preposition of place or position

It is kind of preposition which is used to indicate the relationships of place or position, example: they are in the classroom. The garage is beside the house.

2. Preposition of direct

It is the kind of preposition which is used to show the relationships of direction, example: The dog runs into the house. The bird flew through the open window.

3. Preposition of time

It is the kind of preposition which is used to indicate the relationship of the time example : you can call me at nine o'clock. I saw him in the morning.

4. Preposition of manner

It is the kind of preposition which is used to indicate the relationships of manner, example: She writes with a pen. He goes to school by bus.

According to the Oxford Advanced Learner's Dictionary, preposition is a word or group of words, such as in, from, to, out of, and on behalf of, used before a noun pronoun to show place, position, time or method.³⁴ It will be recalled that preposition is traditionally defined as a word that indicates a relation between the noun and pronoun it govern and another word, which may be a verb, an adjective or another

³³Indiansah, *The Influence of The Use of Picture towards Students' Preposition of Place Mastery At The First Semester of The Eight Grade of MTs Nu Krui Lampung Barat in 2011/2012* Nu Krui: Unpublished S1 Thesis of IAIN Raden Intan Lampung. p.32

³⁴A S Hornby, "Oxford Advanced Learner's Dictionary of Current English" p. 996.

noun or pronoun.³⁵The word ‘with’, ‘to’ and ‘in’ above are a few examples of the preposition. The words are located before the noun that indicates the existence of a relationship with other words in the sentence. Lingga states, “preposition is a word used before a noun or pronoun to show its relationship with other words in a sentence such as against, above, about , across, after, along, at, before, behind ,below, beneath, beside, the between, beyond, by, despite, round, until, since on, concerning down, except, for, from, in, into, like, near, next, off, pass, towards, out, through, inside, outside, till, with, over, of, unless, opposite, and under.”³⁶

E. Concept of Preposition of Place

Preposition of place is the kind of preposition which is used to indicate the relationship of place or position.³⁷ There are many kinds of prepositions. Some of them are the simplest form. Many of them are monosyllabic such as in, at , up, to, by ,of, out, with, from, down, over, into, after, before, since, behind, above, etc. According to Marcella Frank there are type of prepositions as follows:

a. Preposition of Location

The common preposition used to indicate location or places are:

- In being surrounded by something

³⁵ Rodney Huddleston, *Introduction to The Grammar of English* (Cambridge : Cambridge University press, 1984), p.336

³⁶Hotben D. Lingga, *Advanced English Grammar for TOEFL preposition* (PuspaSwara, Jakarta, 2007), p.99

³⁷ Marcella Frank, *Op.Cit.* p.163

E.g : in the swimming pool; in the house

- At presence, around

E.g : at the supermarket; at the swimming pool

- On In contact with the surface of another objects

E.g : on the desk; on the around

- Across opposite from

E.g : across the street; across the river

- around near or all sides of

E.g : around th house; around the room

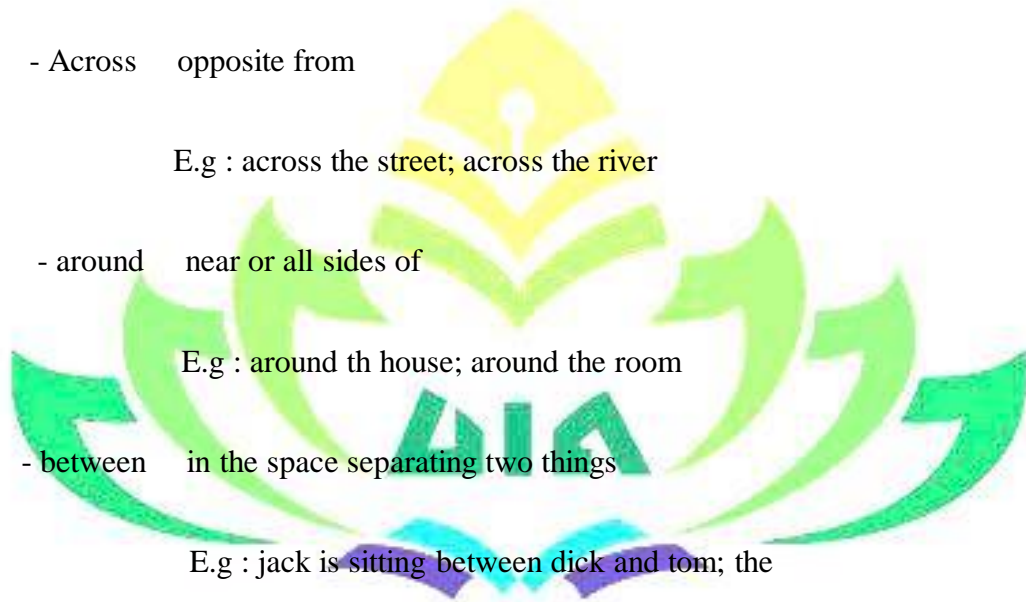
- between in the space separating two things

E.g : jack is sitting between dick and tom; the

Bank is between the hotel and the post office.

- Among with or surrounded by

E.g : Mary was standing among the girl; His little house is among the big and beautiful ones in the village.



- Throughout in allparts , all over
E.g : He looked for his pen throughout the room
- Over/above higher than ; up in perpendicular direction from
the sky is over (above) our head.
- Under/ beneath lower than, down in perpendicular direction from
E.g : under (beneath) the table
- Below at the point lower than
E.g : below the sea level.³⁸

F. Concept of Students' Ability in Using Preposition of place

Milman states that person's ability as a base which itself is related to the implementation of the job effectively or very successful.³⁹ It means that ability is power or an individual person's potential to master the skill of doing a variety of tasks in a job or an assessment of person's actions. Ability is potential, capacity or

³⁸ Nasrun Mahmud, *English for Muslim University students*, Third Edition (Jakarta: Pusat Bahasa dan Budaya Universitas Islam Negeri, 2003), p.79

³⁹MilmanYusdi, *Pengertian Kemampuan*, available in http://milman_yusdi.Blogspot.com/2011/07/pengertian.html, accessed on Februari 13rd, 2016

power to do something physical or mental.⁴⁰ It means that ability is a people's a people's skill to do something or state of being able that had been learnt before.

Prepositions are part of the grammar of each language. In English some of these are used to indicate the location of people and objects.⁴¹It means that using preposition correctly is important, because it makes the students grammar good and do not make a mistake in rules of grammar.

Based on the explanation above, it can inferred that students' ability in using preposition of place is the students' capacity or skill to use preposition correctly in their grammar. Because the correct preposition make the good students grammar clear. In this research, the researcher wants to know the students' ability in using preposition of place.

G. Frame of Thinking

English has been taught since junior high school. In learning English, the students are going to learn about the skills and components of English. The skills are listening, speaking, reading, and writing, and the components are vocabulary, grammar and pronunciation. These components have very important role in English skills.

Not only vocabulary and pronunciation but also grammar must be mastered because it is the one of based knowledge in language learning. The ideas cannot be expressed

⁴⁰ AS Hornby, *Oxford Advanced Dictionary of current English*, (London: Offord University press,1987),p.2

⁴¹Jack Umstatter, *The Grammar Teacher's Activity-a-Day*(Jossey-Bass,2010),p.15

logically without using correct grammatical rule. Because of that, if the students do not master in grammar, they will find some difficulty in expressing their ideas in constructing a good sentence, but if the students master in grammar, it will be easier for them to express their ideas in making a correct sentence based on grammatical rule.

Prepositions are part of the grammar. In English some these are used to indicate the location of people and objects. Preposition is a word used to indicate the relationship between nouns or pronouns and other words in a sentence or word placed before nouns or pronouns with parts of the other sentence. The basic rule in preposition of place which is used to indicate the relationships of place or position, for example: they are in the classroom.

Moreover, preposition of place is a basic sentence structure that should be mastered by English learners. Without preposition of place, the sentence will be grammatically incorrect and the meaning of a sentence will be ambiguous.

Based on the explanations above, the researcher believes that preposition of place material should be learnt by the students. By knowing the rules of preposition of place, the students can make a sentence in grammatically correct and catch the meaning of a sentence clearly.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive quantitative research. According to experts, descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual.⁴² Besides, quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.⁴³ It means that descriptive quantitative research is describing some phenomenon of a group or individual in numerical form.

Furthermore, descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along in continuum in numerical form, such as scores on a test or the number of times a person chooses to use a certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation.⁴⁴ Therefore, the researcher decides to use quantitative data because the researcher wants to know the students' ability in using preposition of place, so that the researcher was specify a set of situation to obtain data by administering a test. The test instrument is used to obtain the data about preposition

⁴² James Schreiber and Kimberly Anner-self, *Educational research* (Hoboken, NJ: John Wiley & Sons, Inc. 2011), p.15

⁴³ C.R Kothari, *Research Methodology Methods and Techniques* (2nd ed) (New Delhi: New Age International Publishers, 2004), p.3.

⁴⁴ Gene V. Glass and Kenneth D. Hopkins, *the Handbook of Research for Educational Communications and Technology*, available in <http://www.aect.org/edtech/ed/41/41-01.html> Accessed on (May 22nd 2016)

of place ability. This instrument will be chosen because this is the appropriate instrument to know the students' ability. It is supported by Arikunto, who states that test is a list of questions or exercises which is used to measure a skill, intelegency, ability, or aptitude of individual or group.⁴⁵

Based on the explanations above, it can be concluded that it is descriptive quantitative research, because in this research the data which gather from the result of students' grammar test as the data to measure the students' ability.

B. Population, Sample and Sampling Technique

1. Population

According to Sugiyono, population is a generalization region consisting of objects or subjects that have certain qualities and characteristics are determined by the researcher to be studied and then make conclusion.⁴⁶ In this case, the population is the total number of students in the research. The population of this research is the seventh grade of SMP PGRI 6 Bandar Lampung in 2017/2018academic year. The population of this research consist of 60 students including of two classes, with the detail as in the following table.⁴⁷

⁴⁵ Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik* (15thed)(Jakarta: Rineka Cipta,2013) p.193

⁴⁶ Anas Sugiyono, *Metode Penelitian Pendidikan Kulaitatif, Kuantitatif, dan R&D* (Alfabeta: Bandung, 2011), 117.

⁴⁷ Yuliatin, *Interview for preliminary Research*, (Bandar Lampung: Unpublished, 2017)

Table 2.2
Number of the Students at the First Semester of the Seventh Grade of SMP PGRI 6
Bandar Lampung in Academic Year of 2017/2018

No	Class	Male	Female	Total
1	VIIA	15	15	30
2	VIIIB	13	17	30
Total				60

Source: Document of Students' score for English Test at the seven grade students of SMP PGRI 6 Bandar Lampung in 2017/2018 academic year⁴⁸

2. Sample and Sampling Teaching

A sample is a small proportion of population selected for observation and analysis.⁴⁹

It means that sample is part of individual members which is chosen to represent of the whole population. In this research, the researcher used cluster random sampling technique. The researcher uses this probability sampling to give the same opportunity to the population to be a member of sample because the researcher wants to know the student's ability in using preposition of place.

The researcher chooses one class by using lotteries. The researcher writes the name of the classes at the seventh grade of first semester in small piece of paper, and then those pieces of paper will be rolled and put in the box. The box will be shaken and the researcher takes one pieces of paper to be sample of the research.

⁴⁸*Document of Students' score for English Test at the Seven grade students of SMP PGRI 6 (Bandar Lampung: Unpublished,2017)*

⁴⁹John W. Best and James V. Kahn, *Research in Education*(7thed) (New Delhi: Prentice Hall, 1995),p.13

After doing sampling technique, B class is out as sample of this research which consisted of 30 students. Then, A class as a class out of the sample which consists of 30 students that will be used to tryout test.

C. Data Collecting Technique

According to Sugiyono, data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.⁵⁰ In gathering the data the researcher uses test. Arikunto states that test used to know and measure the objects' ability in a study.⁵¹ This research is to know the students' ability in using preposition of place in positive forms. The research will use multiple choice test to collect the data. Multiple choice test is conducted to get the data of students' ability in preposition of place Grammar base on the syllabus of KTSP 2006, those materials have been taught at the seventh grade of the second semester of junior high school.

D. Research Instrument

There are two kinds of instruments: test and non-test instrument.⁵² In this research, the instrument that will be used by the researcher is test. The researcher will use multiple choice test to know the students' ability in using preposition of place. The purpose of kind of test is to measure the ability of the students' understanding in using preposition of place.

E. Research Procedure

⁵⁰Anas Sugiyono, *Op. Cit.* p.224.

⁵¹Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta: Rineka Cipta, 2010), p.193

⁵²Suprizanna, *An Analysis of Students' Ability Using Subject- Verb Agreement* at The First Semester of The Eight Grade of SMP Islamiyah Kotaagung in Academic Year of 2016/2017. Kotaagung: Unpublished S1 Thesis of IAIN Raden Intan Lampung. p.32

The researcher will use the procedures of research as follows:

1. Determining the subject of the research

In this research, the subject of the researcher is the students of the seventh grade of SMP PGRI 6 Bandar Lampung. The subject of the research is 30 students took out from 60 students as the population.

2. Determining the instrument of the research

The researcher determines the instrument that will be given to the students. The researcher will use multiple choice test as its instrument which consist of 55 items.

3. Administering test

The students will be asked to do a test about preposition of place. It is a multiple choice test. The researcher will distribute the test and answer sheet to every students. Then, students will be required to finish the test in 55 minutes

4. Collecting the students' work

The researcher collects those students' work after conducting the test.

5. Analyzing the data.

There are some steps to analyze the data after giving the test. There are:

- a) Checking the students' name and identity.
- b). Correcting the students' answer sheet one by one.
- c) Giving the students' score.
- f) Determining level of each students' by using level of ability.

g) Classifying the students' level of ability to know the frequency's percentage of students' classification.

h) Calculating the total average score of the students to conclude the category of students' ability.

F. Tryout

Try out is conducted to identify how accurate and effective the tests before they are used to collect the data of the research and identify whether the test can be administered or not.⁵³ The test instrument of the students' ability in using preposition of place will be tried out to the students out of the sample of the research. The aim is to get validity and reliability of the tested before it is test to the sample. The instrument test that will used in this research is grammar test. According to Lloyd-Jones argues that a 55 test period is still only 55 minutes, so (hour-long) tests are limited to extemporaneous production.⁵⁴ Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.⁵⁵ While Munoz, et. al, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 words, one page, etc., and time allotment 30 minutes, 60 minutes.⁵⁶

⁵³ Anas Sugiyono, *Op. Cit.* p.234

⁵⁴ Richard Lloyd-Jones, *Evaluating Writing: Describing, Measuring Judging* (Urbana: National Council of Teachers in English, 1997), p.44.

⁵⁵ Ros Wilson, *Oxford Primary Writing Assessment* (Glasgow: Oxford University Press, 2015), p.7.

⁵⁶ Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, Grupo de Investigacion Centro De Idiomas (GICI) Universidad EAFIT, 2006, available on publicaciones.eafit.edu.co/viewfile.com accessed on Wednesday 3rd, May 2017.

G. Validity of the test

Validity is an important key to effective research. To measure whether the test has good validity or not, the researcher analyzes the test from content validity and construct validity.

1. Content Validity

Content validity is the extent to which a test measures representative sample of the subject matter contents. It means that the test should be correct and represent the material that have be taught, here, all items made based on the materials taught and curriculum for the seventh grades of SMP PGRI. The researcher made the instruments related to preposition of place. To know whether the test had a good validity, the items of the test were consulted to the expert.⁵⁷ In this case of the tests will be consulted to the English teacher of SMP PGRI 6 Bandar Lampung. Miss. Yulianti then, she will decide that the test instruments were valid.

2. Construct Validity

Construct validity focuses on the kind of the test that is used to measure the ability. It used the research which has many indicators. According to Setiyadi, if the instrument just measures one aspect, for example preposition of place; the contact validity can be measured by evaluating all items in the test. Concerns with the correlation of theory of testing certain language skills.⁵⁸ It means that the items of the test should show

⁵⁷Ag BambangSetiyadi. *Op. Cit*, p.23

⁵⁸ *Ibid*, p.24

whether the students have mastered about preposition of place or not. To get the construct validity evidence, the researcher arranged the material based on the objectives of teaching in the school based on curriculum for seventh grade of SMP PGRI6 and the researcher will consult the instrument to the English teacher of SMP PGRI 6 Bandar Lampung, Mrs. YuliantiS.Pd. After consulting, the teacher will decide that the test instruments were valid.

1. Reliability

Reliability refers to whether the test is consideration in its scoring and gives us an indication of how accurate the test score. Reliability means that a test is reliable if the test was able to give consistence score even though the test was given repeatedly to the same individual or sample. In this case, the researcher used SPSS 16 to calculate the reliability of the test.

The criteria of reliability test were:

0.0 – 0.19 = Very Low

0.20 - 0.39 = Low

0.40 – 0.59 = Medium

0.60 – 0.79 = High

The result of reliability of the data was 0.78. it can be concluded that the data was reliable and came to very high reliability criteria.(See appendix 12)

I. Data Analysis

After the data is collected and then the data is analyzed. Sugiyono defines that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them to enable you to put present what you have discover to others.⁵⁹In this research, the data is analyzed by using descriptive statistics. Descriptive statistics are a set of procedures to summarize numerical data where a large number of observe values is reduced large number of observe values is reduced to a few numbers.⁶⁰ It means that the students' scores will classify into classification of students' ability such as excellent, good, fair, poor, and very poor.⁶¹

To analyze the data the researcher will use steps are as follows:

1. Checking the students' answer sheet.
2. Correcting the students' answer sheet one by one.
3. Giving the students' score. Scoring system of the test is giving score one to each correct answers and zero to the wrong answer.⁶²Then, the total of correct answer is devided by the total test item and multiplied by 100, so that the highest score is 100.⁶³

⁵⁹AnasSugiyono ,*Op.Cit.*p.88.

⁶⁰Schreiber and Asner- self, *Op.Cit.*p.232.

⁶¹SuharsimiArikunto, *Op.Cit.*p.281

⁶²AnasSudijono,*Op.Cit.*p.23

⁶³Suharsimi Arikunto,*Op.Cit.*p.35.

4. Determining the category of students' ability. The researcher classify the students' score one by one using score category as follow.⁶⁴

Table 2.3
Student's Score Category

No	Score Interval	Level of Ability
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	0-39	Very poor

5. Classifying the students' level ability. After the students' score is classified the researcher puts it into percentage of classification before making a chart for knowing the students' classification ability easily. The researcher uses formula of percentage:⁶⁵

$$P = \frac{f}{n} \times 100\%$$

Notes :

P : percentage number

f : frequency

N : number of cases (number of frequency or individual).

⁶⁴ *Ibid.*p.345

⁶⁵ AnasSudijono, *Op. Cit*p.43

Table 2.4
The Percentage Table of Score Classification

Level of Ability	Frequency	Percentage (P)
Excellent		
Good		
Fair		
Poor		
Very poor		

6. Finding out the total average score of the students. The researcher calculates the total average score of students in using preposition of place in grammar.

Here is the formula:

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

Notes:

X : mean

$\sum x$: the total score

N : the number of students⁶⁶

⁶⁶John W. Best and James V. Kahn, *Op.Cit.* p.279

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure

The researcher has done the research through test as instrument. The test was used to measure the students' ability. The researcher found some results of the ability of the students in using preposition of place in SMP PGRI 6 Bandar Lampung in the academic year of 2017/2018.

The test instrument of the students' ability in using preposition of place was tried out by the students. The aim of try out is to get validity of the test. In the test, the researcher gave the test to students to get the data about the ability in using preposition of place. After the test was collected, the researcher corrected, gave score, analyzed, and classified the level of students' ability by using student's score category and found the students' ability and in preposition of place based on of each items test.

The research was conducted on January 11th, 2018. In this research, the researcher included the date or planned schedule of work as follows:

1. On January 11th, 2018, the researcher asked permission to the headmaster of SMP PGRI Bandar Lampung that the researcher did the research at her school.

2. On January 14th, 2018, the researcher conducted consultation to the English teacher and took the sample that would be used at SMP PGRI 6 Bandar Lampung.
3. On January 15th, 2018, did try out to know whether the instrument valid or not.
4. On January of 18th, 2018, the researcher gave the test of preposition of place in multiple choice test form.
5. On January 23rd, 2018, the researcher asked the additional information or data of the school such as profile of the school.

B. Research Finding

This research was conducted at first semester of the seventh grade of SMP PGRI Bandar Lampung in the academic year of 2017/2018. The subject of this research was the seventh grade students of SMP PGRI 6 Bandar Lampung. The purpose of this research was to gain the description of students' ability in using preposition of place.

The researcher conducted the research on 23rd of January 2018 at 10.45 a.m up to 12.05 a.m. At the time the researcher introduced herself and delivered her purpose to the students. Then, she gave a test of students' ability in using preposition of place to them. After that, the researcher collected and analyzed the data.

It was mentioned that the research findings were analyzed based on the students' ability in using preposition of place. It was done to give the relevant answer to

research questions posed in statement of the problem: how far is the students' ability in using preposition of place?

In computing the data, the researcher corrected the students' answer sheet. The researcher gave one score for correct answer and zero score for wrong answer. The test was multiple choice test that was used to measure students' ability in using preposition of place. After the data were collected, the researcher analyzed them. The steps were as follows:

1. Determining the level of student's mastery in using preposition of place.

Scoring system of the test was given score one to each correct answers and zero to the wrong answer.⁶⁷ Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.⁶⁸

Based on the result of counting the test, the students' score can be seen on the table below:

Table 2.5
The result of the Students' Mastery in Using Preposition of Place

No	Code of students	\sum right answer	\sum items	Level of mastery	Quality
1	As	18	30	60	fair
2	Al	13	30	43	poor
3	AgS	18	30	60	fair
4	AlS	20	30	67	Good
5	ADA	12	30	40	Poor
6	AIS	17	30	57	Fair

⁶⁷ Anas Sudijono, *Pengantar Evaluasi Pendidikan*(1sted) (Jakarta: Raja Grafindo Persada,1996),p.185.

⁶⁸ *Ibid.* p.35.

7	AB	12	30	40	Poor
8	ArS	22	30	73	Good
9	ADA	24	30	80	Excellent
10	BS	19	30	63	Good
11	DA	18	30	60	Fair
12	DM	14	30	47	Poor
13	FM	18	30	60	Fair
14	Fmu	21	30	70	Good
15	GIA	19	30	63	Fair
16	H	10	30	33	Very poor
17	HP	21	30	70	Good
18	I	23	30	77	Good
19	IS	17	30	57	Fair
20	IT	17	30	57	Fair
21	J	24	30	80	Excellent
22	M	16	30	53	Poor
23	N	19	30	63	Poor
24	Ns	17	30	57	Fair
25	RS	17	30	57	Fair
26	RR	23	30	77	Good
27	RM	11	30	37	Very poor
28	SF	14	30	47	Poor
29	S	10	30	33	Very poor
30	Y	18	30	60	Fair
The total score/ $\sum x$				1741	
Mean score \sqrt{x}				58.03	

From the table, it can be seen that there were two students get 80, two students got 77, one student got 73, two students got 70, one student got 67, three students got 63, five students got 60, five students got 57, one student got 53, two students 47, one student got 43, two students got 40, one student got 37, and two students got 33. These explanations can be seen in the following table and figure:

Table 2.6
The Result of Students' Score

No	Students' score	Total of students
1	80	2
2	77	2
3	73	1
4	70	2
5	67	1
6	63	3
7	60	5
8	57	5
9	53	1
10	47	2
11	43	1
12	40	2
13	37	1
14	33	2
Total of student		30

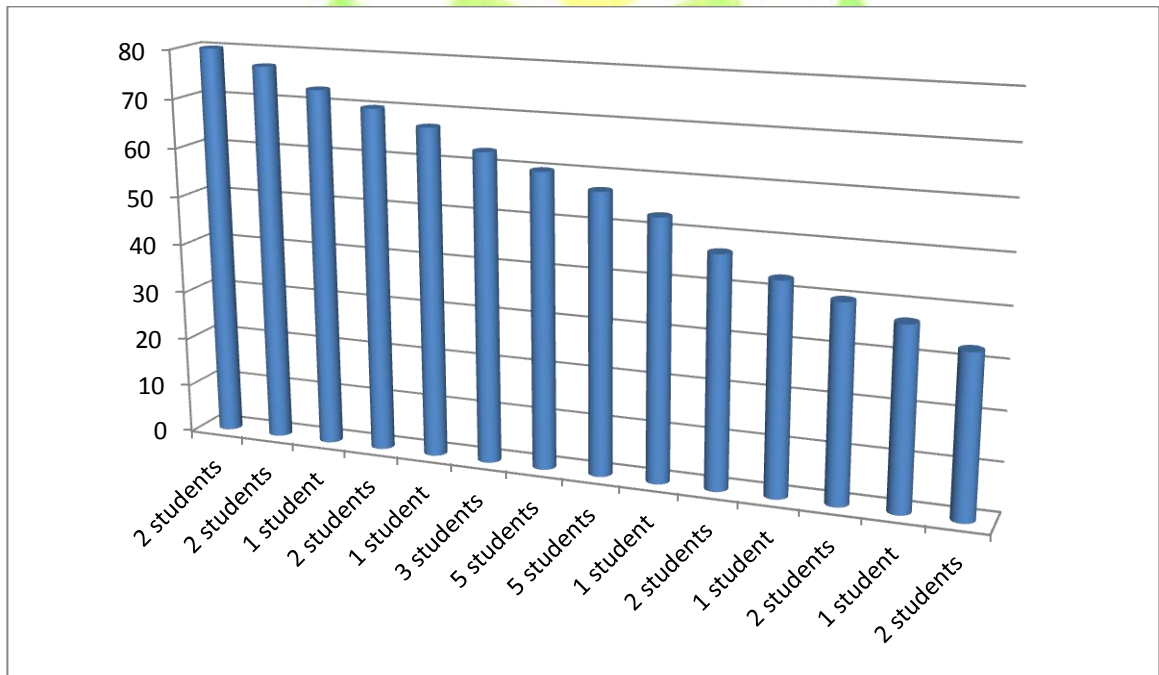


Figure 4.1
The result of students' ability in using preposition of place

1. Finding out the percentage of classification

After the students' score was classified, the researcher found the percentage of classification. The formula of percentage was:

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

Notes:

P : percentage number

f : frequency which is looking for its percentage

N : number of cases (number of frequency/ total of individual)⁶⁹

From table 2.5 on page 41 up to 42 about students' scores, the frequency of each student's classification was calculated as follows:

Excellent : 2

Good : 7

Fair : 11

Poor : 7

Very poor : 3

The percentage of students' ability in using preposition of place:

- a. The percentage of the students' ability in using preposition of place that having excellent level. There were 2 students in this level. The percentage was as follows:

$$P = \frac{2}{30} \times 100\% = 6.66\%$$

⁶⁹ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p.43

- b. The percentage of the students' ability in preposition of place that having good level. There were 7 students in this level. The percentage was as follows:

$$P = \frac{7}{30} \times 100\% = 23.33\%$$

- c. The percentage of the students' ability in preposition of place that having fair level. There were 11 students in this level. The percentage was as follows:

$$P = \frac{11}{30} \times 100\% = 36.66\%$$

- d. The percentage of the students' ability in preposition of place that having poor level. There were 7 students in this level. The percentage was as follows:

$$P = \frac{7}{30} \times 100\% = 23.33\%$$

- e. The percentage of the students' ability in preposition of place that having very poor level. There were 3 students in this level. The percentage was as follows:

$$P = \frac{3}{30} \times 100\% = 10\%$$

Those calculation can be seen in the following table:

Table 3.2

The Percentage Result of Students' Score Classification		
Level of Ability	Frequency(f)	Percentage(P)
Excellent	2	6.66%
Good	7	23.33%
Fair	11	36.66%
Poor	7	23.33%
Very poor	3	10%
total	30	100%

The distribution of the percentage of the students' classification level of ability can be seen in the following figure:

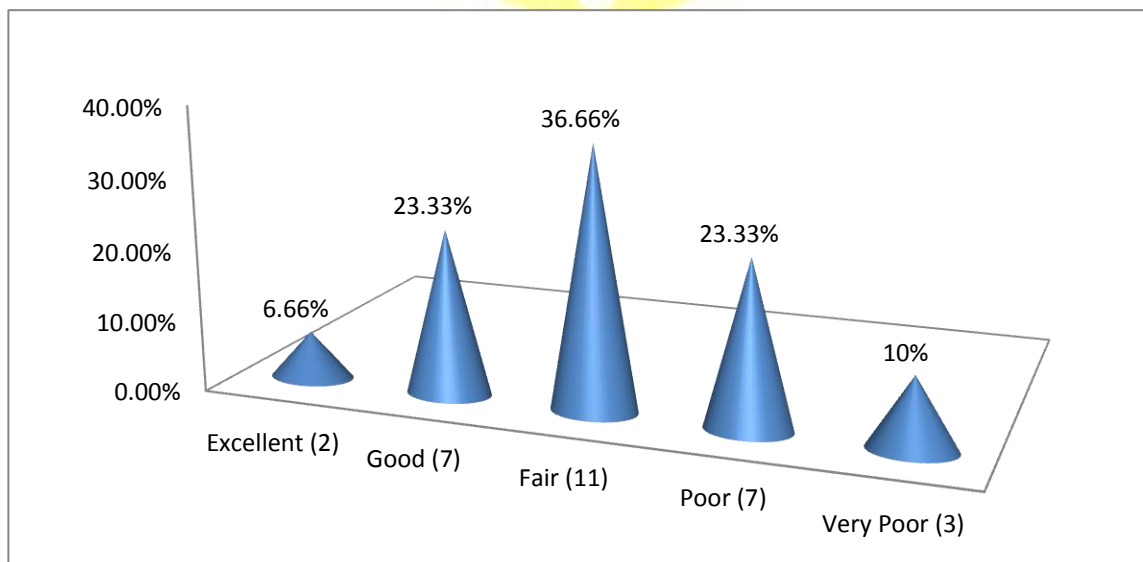


Figure 4.2

The percentage of students' ability in using preposition of place

Based on the result, it can be concluded that the students' ability in using preposition of place at the first semester of the seventh grade students of SMP PGRI 6 Bandar Lampung in the academic year of 2017/1018 belongs to fair.

C. Discussion

This section discussed about the result of the test in using preposition of place. The researcher used multiple choice test as an instrument. The test consisted of 55 items. And the test had four options of answer. They were A, B, C and D and should be finished in 55 minutes. Moreover, scoring system of test was given score one to each correct answers and zero to the wrong answer.⁷⁰ Then, the total of correct answer was valid by the total test item and multiple by 100, so that the highest score was 100.⁷¹ It means that scoring system of test should suitable to score students answer and the test was given score one to each correct answers and zero to the students wrong answer. If the student get score less than 40-55 the students will get poor level and the excellent level the students must get 80-100 score.

Based on the result of this research, it can be concluded that majority the students' ability in using preposition of place at the seventh grade students of SMP PGRI 6 Bandar Lampung in the academic year of 2017/2018 belongs to fair. Through the data, the researcher obtained that 2 students or 6.66% were included in the highest score or having excellent level. 7 students or 23.33% students were included in good level. Then, 11 students or 36.66% were included in fair level, 7 students or 23.33% students were included in poor level and 3 students or 10% students were included in

⁷⁰ Anas Sudijono, *Loc. Cit.* 123

⁷¹ *Ibit.* p.35

very poor level. It means that the students' ability was belong to fair by result percentage which was 58.03. (See table 4.3 on page 66 up to 67)

At the beginning of activity, the try out was conducted in SMP PGRI 6 Bandar Lampung on January 14th, 2018. Try out test given to 60 students of the seventh grade of SMP PGRI 6 Bandar Lampung out of the sample. It was prepared in form multiple choice questions of preposition of place test in 55 items. It had purposed to know how accurate and effective the test before they used to collect the data of the research and identify whether the test can be given or not. Then, the test items were evaluated to get a good items that were tested in the test. It can be seen from the result of validity and reliability of tests. After knowing the result of validity and reliability test from try out, it can be seen that the result of try out test showed that the instrument is valid.

The number of the result of items validity for preposition of place test that was valid 30 items from 55 item number. Based on the result obtained in the Ana test that reliability test in preposition of place was 0.78. It can be concluded that reliability of preposition of place was very high. Thus, it can be used for test.

At the end of the research, preposition of place test were given to know the variable. It was conducted in SMP PGRI 6 Bandar Lampung on January 18th, 2018. The test was given to 30 students from 60 populations. The sample of the research was taken from XI B class. In collecting the data, it was used objective test that were multiple

choices consisted of 30 items test. In this case, the students preposition of place a report test during 40 minutes for time allocation.

After analyzing the data, the researcher hopes that the student should learn about preposition of place more. They should learn the rule of preposition of place. They can try to use it by making a simple sentence, so that the sentence will not be ambiguous and the meaning can be accepted.

Through this research, the teacher could know how the students' ability in using preposition of place was. After knowing the result of this research, the teacher can teach the students' about preposition of place deeply, so that students' will understand well about this material.

Besides, the teacher can use appropriate teaching techniques and media in learning and control the class and concept of the material for making teaching and learning process easier. The last, the teacher should give confirmation at the end of explanation a material.

Afterwards, the students should have high motivation, pretension and curiosity to learn something in learning English. These cases can help the students to receive explanations of material easily, especially in learning preposition of place. After learning about this material, the students will understand about the rules of preposition of place material. They have to practice always about the use of

preposition of place in writing and speaking until they behave to use preposition of place well.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data above, it was found that majority the students' ability in using preposition of place of the seventh grade students of SMP PGRI 6 Bandar Lampung in the academic year of 2017/2018 had fair level by mean score 58.03.

B. Suggestion

The researcher would like to deliver some suggestions, they are:

1. For the teacher
 - a. The teacher should work harder to increase students' ability from fair to good or excellent.
 - b. The teacher should be creative in teaching preposition of place. For instance, the teacher can apply a method, so all of the students can participate in learning activity.
 - c. The teacher should give motivation to the students, how the important the use of preposition of place.
2. For the students
 - a. The students should have more time to practice about the use preposition of place in writing and speaking until they behave to use

preposition of place well, do not feel afraid of making mistakes because they are part of learning.

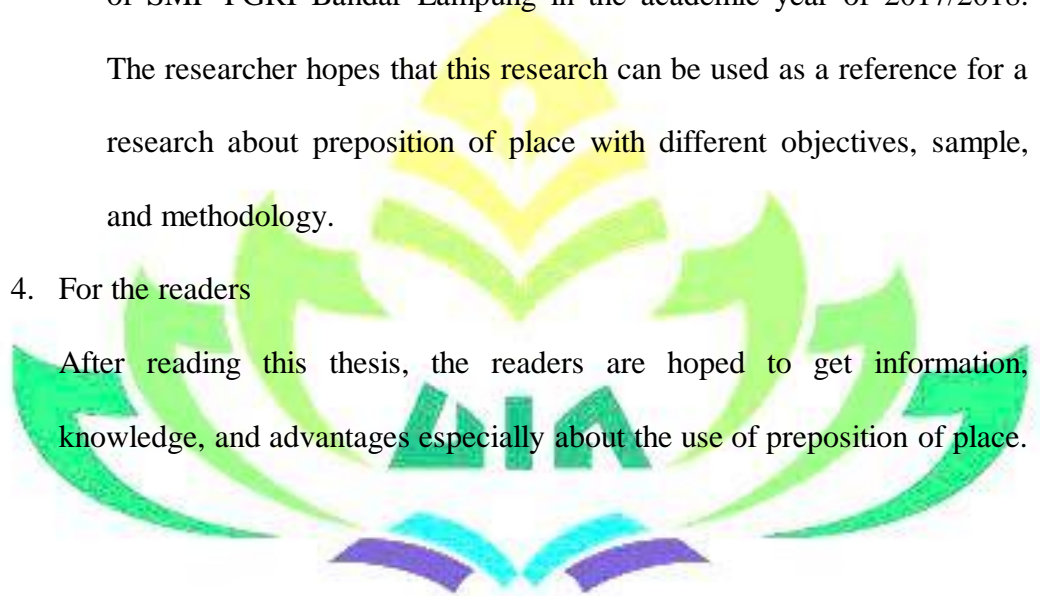
b. The students should understand about the rules of preposition of place.

3. For the other researcher

a. This research was about an analysis of students' ability in using preposition of place of the seventh grade students at the first semester of SMP PGRI Bandar Lampung in the academic year of 2017/2018. The researcher hopes that this research can be used as a reference for a research about preposition of place with different objectives, sample, and methodology.

4. For the readers

After reading this thesis, the readers are hoped to get information, knowledge, and advantages especially about the use of preposition of place.



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APPENDICES

Appendix 1

The Result of the Teacher in Pre- Research

Nama Sekolah : SMP PGRI 6 Bandar Lampung

Nama Guru C. Study : Yuliatin

Hari/ tanggal wawancara : Kamis, 25 November 2017

Researcher : Bagaimana kemampuan siswa dalam pelajaran Bahasa Inggris?

Teacher : Kemampuan siswa dalam pelajaran Bahasa Inggris masih dalam kategori cukup.

Researcher : Skill apa yang tersulit bagi siswa?

Teacher : Sebenarnya setiap siswa memiliki kesulitannya masing-masing. Namun yang jelas terlihat adalah Structure. Hampir semua siswa merasa kesulitan jika ada latihan tugas Structure.

Researcher : Kesalahan apa yang sering siswa lakukan dalam Structure?

Teacher : Ada berbagai macam kesalahan yang dilakukan oleh siswa dalam Structure mereka. Salah satu hal yang paling sering siswa lakukan adalah preposisi tempat. Karena siswa tidak faham dalam menggunakan preposisi tempat dan juga pada hakikatnya menggunakan preposisi tempat adalah suatu keharusan dalam Structure.

Researcher : Bagaimana pemahaman siswa terhadap penggunaan preposisi tempat?

Teacher : Saya rasa pemahaman siswa dalam menggunakan preposisi tempat masih kurang, dilihat dari masih banyaknya siswa yang kurang memperhatikan penggunaan preposisi tempat dalam Structure.

Researcher : Apakah anda pernah memberikan latihan khusus tentang penggunaan preposisi tempat?

Teacher : Saya tidak pernah memberikan latihan khusus tentang preposisi tempat kepada siswa. Guru menilai penggunaan preposisi tempat berdasarkan tugas Structure siswa.



Appendix 1

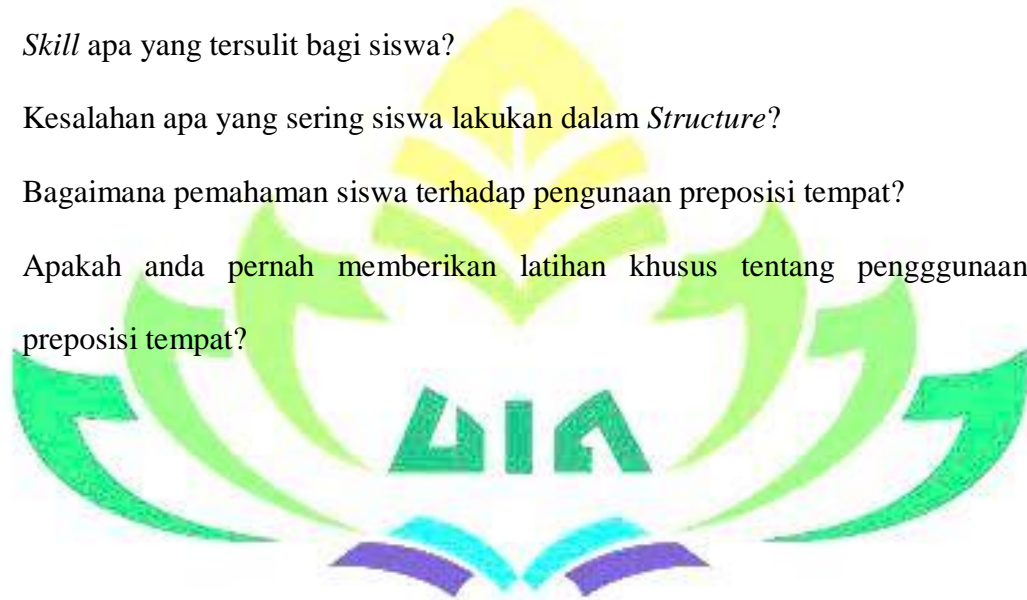
Interview For English Teacher in Pre- Research

Nama Sekolah : SMP PGRI 6 B. Lampung

Nama Guru C. Studi : Yulianti, S.Pd

Hari / tanggal wawancara : 23 Monday November 2017

1. Bagaimanakemampuan siswa dalam pelajaran Bahasa Inggris?
2. *Skill* apa yang tersulit bagi siswa?
3. Kesalahan apa yang sering siswa lakukan dalam *Structure*?
4. Bagaimana pemahaman siswa terhadap penggunaan preposisi tempat?
5. Apakah anda pernah memberikan latihan khusus tentang penggunaan preposisi tempat?



Appendix 8

Answer Sheet for Tryout test

Name :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D

33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D
55	A	B	C	D
51	A	B	C	D
52	A	B	C	D
53	A	B	C	D
54	A	B	C	D
55	A	B	C	D

Appendix 4

The list of students for Validity of tryout Test

Class A

No	Name	Jenis Kelamin
1	AFIT RIZKYANSYAH	L
2	AGUSNA DEWI	P
3	AKBAR MAULANA	L
4	ALAN EKA SAPUTRA	L
5	ANDEKA KURNIAWAN	L
6	ARDAN SYAHPUTRA	L
7	AYU NUR KOMALA SARI	P
8	CHESIE FENTA SASMITA	P
9	CHULAM AHMAD	L
10	DIAN RAHMAWATI	P
11	DONIE PRAMUDYA	L
12	HANI L. VINA ULI NASUTION	P
13	IMAM NURWAHID	L
14	JELDI ALFAREZY	L
15	KANAYA	P
16	KHANZA KAMILA OFTEVIZA	P
17	M. ALDO PARAMUDITO	L
18	M. ARYA	L
19	M. ARYA FADLI	L
20	M. DZAKWAN FIKRI ANWAR	L
21	MAULA ARTHA MERU	L
22	MEILANI IRINDA ADELIA	P
23	NOVITA AMELIA DEWI	P
24	RETNO AYU FEBRIAN	P
25	RIRIS FADILAH AGISTA	P
26	SILVA NUR FADILA	P
27	SITI NUR AZIZAH	P
28	TIO HIDAYAT	L
29	TRI WULANDARI	P
30	M. SANDY SAPUTRA	L

Guru Mapel Bahasa Inggris,

Windarti, S.Pd.

Appendix 3

Preposition of Place Score of students of Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2017/2018

Class A

No	Nama Siswa	Nilai Siswa
1	AFIT RIZKYANSYAH	60
2	AGUSNA DEWI	75
3	AKBAR MAULANA	65
4	ALAN EKA SAPUTRA	75
5	ANDEKA KURNIAWAN	50
6	ARDAN SYAHPUTRA	50
7	AYU NUR KOMALA SARI	60
8	CHESIE FENTA SASMITA	62
9	CHULAM AHMAD	77
10	DIAN RAHMAWATI	55
11	DONIE PRAMUDYA	45
12	HANI L. VINA ULINASUTION	60
13	IMAM NURWAHID	66
14	JELDI ALFAREZY	50
15	KANAYA	60
16	KHANZA KAMILA OFTEVIZA	62
17	M. ALDO PARAMUDITO	50
18	M. ARYA	50
19	M. ARYA FADLI	66
20	M. DZAKWAN FIKRI ANWAR	63
21	MAULA ARTHA MERU	59
22	MEILANI IRINDA ADELIA	57
23	NOVITA AMELIA DEWI	40
24	RETNO AYU FEBRIAN	50
25	RIRIS FADILAH AGISTA	53
26	SILVA NUR FADILA	56
27	SITI NUR AZIZAH	66
28	TIO HIDAYAT	65
29	TRI WULANDARI	45
30	M. SANDY SAPUTRA	58
Total		1750
Rata- rata		58.33

Class B

No	Nama Siswa	Nilai Siswa
	FATMAWATI	60
2	IKKE MAHARANI	75
3	KEVIN ANTONIUS	65
4	KIKI AYU NINGTYAS	75
5	LIVIA IWANA SARI	60
6	M. HANIF ADITYA P.	50
7	M. RIFKI ARSYAH	50
8	M. TAUFIQURROHIM	50
9	MERLIN MAYKA SARI	60
10	MUHAMMAD ROMI	55
11	RESTU ANDIKA	70
12	REYHAN GUSTI SAPUTRA	60
13	REYNALDI	77
14	RIDHO RIZKY SUKARNA	50
15	RISKY ADELIA	60
16	SAFITRI	62
17	SERLI FITRI YANI	80
18	SRI SEKA WULANDARI	50
19	TEGUH TRI WAHYUDI	66
20	TOMI AGUS DIYANSYAH	63
21	IKE JARISKI AYU	59
22	HENDI PERDANA	57
23	ILYASA FIKRI	40
24	JEKI ADITIA	50
25	MEGA WIRANDA	50
26	OVI AGUSTINA	56
27	RANGGA R.S	60
28	TRI PRAYOGI	65
29	REZA MAHARDIKA	65
30	TRI AMELIA PUTRI	55
Total		1805
Rata- rata		60.16

Guru Manpel Bahasa Inggris

Windarti, S.Pd.

Appendix 5

Data of Sample Research

Class B

No	Name	Jenis Kelamin
1	FATMAWATI	P
2	IKKE MAHARANI	P
3	KEVIN ANTONIUS	L
4	KIKI AYU NINGTYAS	P
5	LIVIA IWANA SARI	P
6	M. HANIF ADITYA P.	L
7	M. RIFKI ARSYAH	L
8	M. TAUFIQURROHIM	L
9	MERLIN MAYKA SARI	P
10	MUHAMMAD ROMI	L
11	RESTU ANDIKA	L
12	REYHAN GUSTI SAPUTRA	L
13	REYNALDI	L
14	RIDHO RIZKY SUKARNA	L
15	RISKY ADELIA	P
16	SAFITRI	P
17	SERLI FITRI YANI	P
18	SRI SEKA WULANDARI	P
19	TEGUH TRI WAHYUDI	L
20	TOMI AGUS DIYANSYAH	L
21	IKE JARISKI AYU	P
22	HENDI PERDANA	L
23	ILYASA FIKRI	P
24	JEKI ADITIA	L
25	MEGA WIRANDA	P
26	OVI AGUSTINA	P
27	RANGGA R.S	L
28	TRI PRAYOGI	L
29	REZA MAHARDIKA	L
30	TRI AMELIA PUTRI	P

Guru Manpel Bahasa Inggris

Windarti, S.Pd.

Appendix 6

TABLE OF SPECIFICATION PREPOSITION OF PLACE

No	Aspects of material	Indicators	distribution		Total
			Odd	Even	
1.	In	<ul style="list-style-type: none"> Students are able to show inside place 	1,3,5,7	2,4,6,8	8
2.	At	<ul style="list-style-type: none"> Student are able to use to show an exact position or particular place. 	9,11,13,15	10,12,14,16	8
3.	On	<ul style="list-style-type: none"> Students are able to use that something is in a position above touching it. 	17,19,21,23	18,20,22,24	7
4.	Across	<ul style="list-style-type: none"> Students are able to show next to or along the side of (river) 	25,27	26,28	4
5.	Around	<ul style="list-style-type: none"> Students are able to mention distance. 	29,31	30,32	4
6.	Between	<ul style="list-style-type: none"> Students are able to separate two place, people or object. 	33,35	34,36	4
7.	Among	<ul style="list-style-type: none"> Students are able to know things with or surrounded by 	37,39	38,40	4
8.	Throughout	<ul style="list-style-type: none"> Students are able to show all parts, all over 	41,43	42,44	4
9.	Over/Above	<ul style="list-style-type: none"> Students are able to show above or higher than 	45,47	46,48	4

		something else, sometimes so that one thing covers the other			
10.	Under/beneath	<ul style="list-style-type: none"> Students are able to show lower than (or covered by) something else 	49,51	50,52	4
11.	Below	<ul style="list-style-type: none"> Students are able to show lower than something else 	53,55	54	3
	Total				55



Appendix 7

INSTRUMENT FOR TRY OUT TEST

Mata pelajaran : Bahasa Inggris

Klass : VII

Waktu : 55 menit

Sekolah : SMP PGRI 6 Bandar Lampung

Choose either a, b, c or d for the correct answer

1. We work...laboratory.

- a. on c. in
- b. at d. under

2. The bird...the cage is mine

- a. on c. above
- b. at d. in



3. Where is the cat? The cat is...the box

- a. in c. under
- b. above d. on



4. Fish lives...the water
a. at c. on
b. in d. under
5. Dad always keeps his wallet... the drawer.
a. above c. in
b. at d.on
6. We live... China
a. in c. on
b. under d. at

7. We waited ... the bus.
a. in c. at
b. above d. on
8. The fruit is...the bowl.
a. in b. on
b. above d. at
9. I wait him... the store
a. at b. on
b. in d. above
10. I am eating... Subway.
a. at c. in
b. above d. on
11. She was waiting... the corner.
a. at c. above
b. on d. in
12. I left your keys... the table.
a. on c. at
b. above d. in
13. They put the vases on the floor.
a. on c. in
b. above d. at

14. Put it ...the box, please
a. under c. above
b. in d. at



15. She looks at herself...the mirror

- a. in c. at
- b. under d. on



16. We meet him ...the railway station

- a. in c. at
- b. above d. under



17. There's somebody...the door

- a. at c. inside
- b. on d. under



18. I saw Mrs Jones waiting...the bus stop

- a. in c. at
- b. under d. on



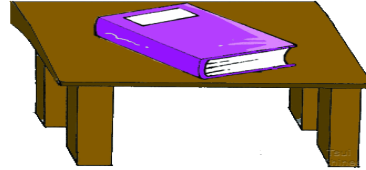
19. She sat ...the table

- a. at c. in
- b. above d. on



20. The book is...the table

- a. in c. at
- b. on d. above



21. Rudi is writing...blackboard

- a. at c. on
- b. in d. above



22. There are two birds...the tree

- a. on c. at
- b. in d. above



23. The vase is..... the table

- a. in c. at
- b. on d. between



24. Rudi is...the road with friends

- a. in c. at
- b. on d. across



25. A boat is...the ocean

- a. at c. across
- b. on d. in



26. The ship sailed...the island

- a. in front of
- b. around
- c. beside
- d. under



27. The flowers are...the house

- a. beside c. around
- b. above d. in front of



28. The ants are gathering ...the sugar

- a. beside c. around
- b. in behind



29. The United States is.....Canada and Mexico

- a. inside c. between
- b. behind d. near



30. The flowers is not on the table, butthe chair

- a. in front of c. under



- b. beside d. among

31. The birds arethe tree

- a. among
b. under
c. beside
d. behind



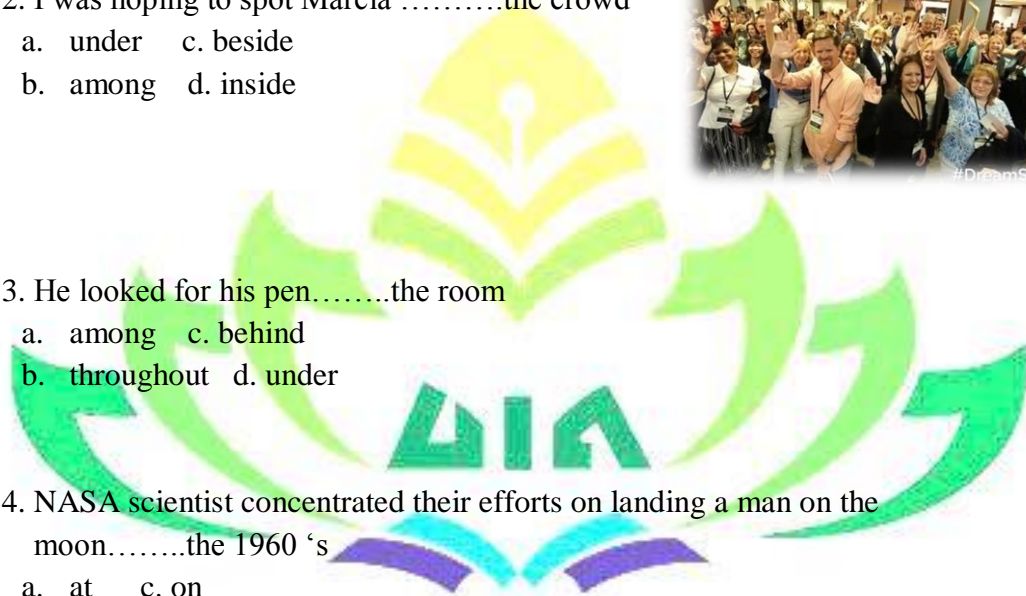
32. I was hoping to spot Marciathe crowd

- a. under c. beside
b. among d. inside



33. He looked for his pen.....the room

- a. among c. behind
b. throughout d. under



34. NASA scientist concentrated their efforts on landing a man on the moon.....the 1960 's

- a. at c. on
b. throughout d. under

35. She held an umbrella.....both of us

- a. under c. at
b. on d. over



36. He jumped....the gate



- a. over c. below
- b. on d. at

37. The monkey is...the fridge

- a. under c. above
- b. among d. between



38. The cat is...the chair

- a. above c. between
- b. under d. below



39. We sit ...the tree

- a. under c. above
- b. below d. among



40. The cat is...the table

- a. under c. over
- b. at d. in



41. The plane is just ...the cloud

- a. below c. over
- b. at d. under



42. The CD player is ...the DVD player on the shelf

- a. below c. over
- b. in d. on



43. ...the window there is a rose garden

- a. over c. below
- b. under d. on



44. The kids are looking ...his game boy

- a. on c. in
- b. at above



45. There is a tree... the two building

- a. beside c. behind
- b. between d. among



46. Michael arrived...his car

- a. in c. on
- b. between d. behind

47. I am visiting my family...Madrid

- a. in c. behind
- b. at d. under

48. We had dinner...the hotel

- a. at c. in
- b. above d. on

49. Don't wait for me...the airport, I will take a taxi

- a. on c. at
- b. in d. among

50. Peter is waiting for you ...the cinema

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

51. Someone has spilt wine ...this menu

- a. at c. on
- b. in among

52. Do you live...Italy?

- a. in c. among
- b. at d. on

53. The cat is...the pencils

- a. among c. on
- b. at d. above



54. The cat is ...the book

- a. on b. at
- b. between d. under



55. The teacher is ...the desk

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



Appendix 11

Answer Sheet For Test

Name :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

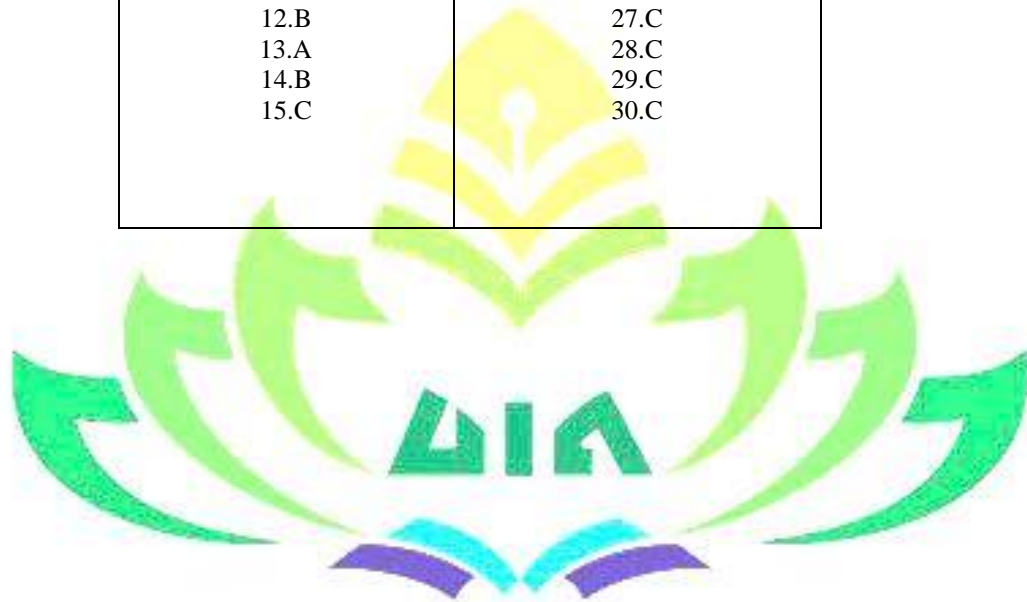
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D



Appendix 12

Answer Key for Test

1. C	16.C
2.D	17.A
3.A	18.A
4.B	19.D
5.C	20.C
6.A	21.A
7.C	22.B
8.D	23.B
9.A	24.D
10.A	25.C
11.A	26.B
12.B	27.C
13.A	28.C
14.B	29.C
15.C	30.C



Appendix 10

INSTRUMENT FOR TEST

Mata pelajaran : Bahasa Inggris

Klass : VII

Waktu : 40 menit

Sekolah : SMP PGRI 6 Bandar Lampung

Choose either a, b, c or d for the correct answer

56. The teacher is ...the desk

- c. among
- c. behind
- d. between
- d. at



57. The bird...the cage is mine

- c. on
- c. above
- d. at
- d. in



58. We waited ... the bus.

- c. in
- c. at
- d. above
- d. on

59. The fruit is...the bowl.

- c. in
- b. on
- d. above
- d. at

60. I wait him... the store

- c. at
- b. on
- d. in
- d. above

61. I am eating... Subway.

- c. at
- c. in
- d. above
- d. on

62. She was waiting... the corner.

- c. at
- c. above

d. on d. in

63. I left your keys... the table.

c. on c. at

d. above d. in

64. They put the vases...the floor.

c. on c. in

d. above d. at

65. Put it ...the box, please

c. under c. above

d. in d. at



66. She looks at herself...the mirror

c. in c. at

d. under d. on



67. We meet him ...the railway station

c. in c. at

d. above d. under



68. There's somebody...the door

c. at c. inside

d. on d. under



69. I saw Mrs Jones waiting...the bus stop

c. in c. at

d. under d. on



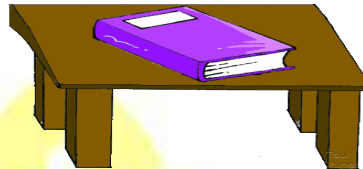
70. She sat ...the table

- c. at c. in
- d. above d. on



71. The book is...the table

- c. in c. at
- d. on d. above



72. Rudi is writing...blackboard

- c. at c. on
- d. in d. above



73. There are two birds...the tree

- c. on c. at
- d. in d. above



74. The vase is..... the table

- c. in c. at
- d. on d. between



75. Rudi is...the road with friends

- c. in c. at
- d. on d. across

Rudi

76. A boat is...the ocean

- c. at c. across
- d. on d. in



77. The ship sailed...the island

- e. in front of
- f. around
- g. beside
- h. under



78. The flowers are...the house

- c. beside c. around
- d. above d. in front of



79. The ants are gathering ...the sugar

- c. beside c. around
- d. in behind



80. The United States is.....Canada and Mexico

- c. inside c. between
- d. behind d. near



81. The flowers is not on the table, butthe chair

- c. in front of c. under
- d. beside d. among



Appendix 9

Answer Key for Tryout Test



1. C	31.A
2. D	32.D
3. A	33.B
4. B	34.B
5. C	35.B
6. A	36.D
7. C	37.C
8. D	38.B
9. A	39.A
10. A	40.A
11.A	41.A
12. A	42.A
13.A	43.C
14.B	44.C
15.A	45.B
16.C	46.D
17.A	47.A
18.C	48.A
19.D	49.C
20.B	50.C
21.C	51.C
22.D	52.A
23.B	53.A
24.D	54.A
25.C	55.C
26.B	
27.C	
28.C	
29.C	
30.D	

Appendix 14

ACTIVITIES IN THE CLASS

Introduction of the researcher



Rivewing the materials



Distributing test



Doing a test

