THE CORRELATION OF PREPOSITIONS AND PREPOSITIONAL PHRASE FORMATION MASTERY WITH IDENTIFY THE PREPOSITIONAL PHRASE IN DESCRIPTIVE TEXT ABILITY AT THE STUDENTS OF SMK STATE 1 SUKADANA ACADEMIC YEAR 2012/2013

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Abstract: This research is attended to find out about the correlation of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability at the students of SMK state 1 Sukadana academic year 2012/2013. This research is a quantitative research with correlation design by correlating three variables. The independent variable of this research is prepositions and prepositional phrase formations while the dependent variable is identify the prepositional phrase in descriptive text ability.

The population of this research is the students at tenth grade of TKJ 1 class of SMK N 1 Sukadana academic year 2012/2013. The number of the students is about 240 divide into six classes and each class severally consists of 40 students. The research took the sample by using purposive sampling technique. The samples of the research were 40 students. The data collecting method is done by using instrument test in each variable. The research used some analyzes data. The first to know there is correlation between X_1 with Y, the researcher used bivariate correlation. It got $r_{score} = 0,996 > r_{table} = 0,312$. It means that there is positive significant correlation. The first to know there is correlation between X_2 with Y, the researcher used bivariate correlation. It got $r_{score} = 0,841 > r_{table} = 0,312$. It means that there is positive significant correlation. The first to know there is correlation between X_1, X_2 and Y simulationsly, the researcher used multivariate correlation test. This fact can be proven by the result of the $r_o = 0,9995 > r_{table} = 0,312$. It means that there is very high positive significant correlation

Based on theoritycal review and the finding result of the data, it can be concluded that, in this research there is very high significant correlation of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability at the students of SMK State 1 Sukadana academic year 2012/2013.

Key Words: Prepositions, Prepositional Phrase, Mastery, Ability to dentify.

INTRODUCTION

Education is one of the important aspects in our life. A good profession needs good education. Someone life will be better when they have a good education. There are many subject in Indonesian school, for example is education language like English language subject. English language is very important because English language is an international language which is used almost in every country. The national education has decided that English as a foreign language taught in Indonesian schools. English as the second language for the learner especially in international school, they use it in their daily language in their school. As the English teacher, he or she must master the English language and know how to teach English language well. Hopefully, it can help students to learn English language.

There are a lot of problems in learning process such as; the students' motivations are still low, so they do not give attention to their teacher well. The limited media which are used by the teacher, the environment conditions does not support well. Then the students have limited vocabulary, the technique which used not available for the student. Every education ladder has difference problems each other.

There are some education ladders in Indonesian schools. Such as, kindergarten schools, elementary schools, junior high school, senior high school and university. Especially in international school, the students use English as the second

language in their daily. It might be impossible to learn a language without mastering vocabulary first. Vocabulary mastery is the key for able to learn English language and it give influence to other language skill. Like in (Wells, 1987) said that in informational step one can access about knowledge with language ability, than in epistemic step one can be able to said knowledge into language learning.

The other problems were in level senior high school such as; the students do not master prepositions well, they get difficult to learn about English grammar especially in prepositional phrase formation. They get difficulties to identify prepositional phrase formation in descriptive text so their reading comprehension. The problems mentioned above automatically can make them difficult to master English language well.

After the researcher did pre survey on the first June 2012 at SMK State 1 Sukadana. The researcher have got some data from English teacher and interviewed with her at SMK State 1 Sukadana.

THEORETICAL FRAMEWORK

Based on the explanation above, the researcher conclude that the students can be understand and as well as master phrasal verb and reading comprehension easily with translation ability but half numbers of students who have difficulty in comprehend and master phrasal verb, they have not got vocabulary mastery in reading comprehension

The second previous research was conducted by Susanti (2009), entitled "The correlation between students' tense mastery and reading comprehension of procedure text at SMA PGRI Pekalongan east Lampung in academic year 2008/2009". The subject of this research was consisting 45 students and then he was observed, interviewed and given test the data collecting method. It was analyzed the data by using product moment correlation of the result data analysis show that "r" observer 0.733 and "r" table 0.301 or 0.389 after consulting the product moment table. The critical value of product moment (r table) 5 % level is 0.301 r for the 1% level is 0.389; it means that r observer is higher than r table. Therefore, when the score of tense mastery is increase, the score of the reading comprehension procedure text increase also.

A preposition is a word like *in, to, for, out of* (Eastwood, 2002, 293). A preposition is a word that relates a noun or pronoun to another word in a sentence. Prepositions are the words that indicate location. Usually, prepositions show this location in the physical world. A preposition defined as connecting word showing the relation of a noun or a noun substitute to some other word in the sentence (the squirrel in the tree; the preposition in shows the relationship between the squirrel and the tree.). Over ninety percent of preposition usage involves these nine prepositions: **with, at, by, to, in, for, from, of, on.**

According to Frank (1972: 163), "the preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other part of speech in that; (1) each is composed of a small class of words that have no formal characteristic endings. (2) Each signal syntactic structures that functions as one of the other parts of speech". Frank (1972: 163), continues to explain "for the reason modern linguists' prefer to classify prepositions as structure words rather than as parts of speech. Preposition range in

meanings from such definite semantic notions as time, place. To such purely structural meanings as those supped by the subject – verb – complement relationship (the murder of all the prisoners by their captors). Preposition signal that noun or a noun structural follows it; the preposition + noun combination constitutes a prepositional phrase (he walked into the house). Types of preposition is a highly detailed classification of all prepositions would be fruitless in a text on grammar, since such a classification would have to include many items that more properly belong in the lexicon of the language than in the grammar of the language".

The other source, Basalamah (2004: 96) states that, "prepositions is a word used to show the relationship between a noun or pronoun that follows the pronoun is the word or other words in a sentence and functions as the show position, direction and purpose". A preposition is a word that is placed before the noun or pronoun to show the relationship position, direction and time.

According to (Purnomo, 2005: 56), "prepositions' problems because sometimes they can be used interchangeably (He sat on the chair: He sat in the chair), because prepositions are often combined with verbs to create phrasal verbs (to look after someone; to look down on someone), and because a single preposition can be used to express several different ideas (He is tall for his age; I swam for an hour)".

According to Altenberg (2010: 65), "prepositions are words, usually small, that typically indicate information about direction, location, or time. There is only a small number of prepositions in English.

Some commonly used examples are at, from, in, on, and to". In the other source according to Sargeant (2007: 101) states that, "prepositions are words that show a connection between other words. Most prepositions are little words like at, in and on. Some words can be used either as prepositions or as adverbs. When the word is followed by a noun or a pronoun, it is a preposition".

RESEARCH METHOD

To collect the data, the researcher used test. There are vocabulary in prepositions, prepositional phrase and reading comprehend test. The explanations are as follows:

1. Prepositions mastery test

To collect the data, the researcher used vocabulary in prepositions mastery test which consists of 30 items multiple choices and the students should finished it in 20 minutes. The purpose of this test is to know how far prepositions mastery. The highest score is 10, to calculate the result test the researcher used the following formula:

$$\frac{R \; x \; S}{Constant \; number}$$

Notes:
R : Right Answer
S : Score (10)
30 : Constant number
2. Prepositional phrase test
To collect the data, the researcher used grammar test in term of prepositional phrase formation which consists of twenty items multiple choices and the students should finished it in 15 minutes. To know how far the students master prepositional phrase. The highest score is 10, to calculate the result test the researcher used the following formula:

$$\frac{R \ x \ S}{Constant \ number}$$

Notes:
R : Right Answer
S : Score (10)
20 : Constant number

3. Reading comprehension test
To collect the reading comprehend test. Before, the researcher gave the descriptive text. The students should find out some prepositional phrase. The students must finish it in 25 minutes. The purpose of this test is to know how far the students' ability to find out some prepositional phrase in descriptive text.
The highest score is 10, to calculate the result test the researcher used the followingformula:

$$\frac{R \ x \ S}{Constant \ number}$$

Notes:
R : Right Answer
S : Score (10)
10 : Constant number

In analysis the data, the researcher used the descriptive qualitative research. The researcher gave the test and fined the result of the test take by using normality, homogeneity and correlation test. The explanations are follows:

Basrowi (2010:66) states that, "the purpose of normality test is to know the distribution data following normally distribution or no". Actually, normality test can be done by three manners, they are; using statistic parametic test *(Frequency or descriptive test)* and statistic non-parametic test *(Kolmogorov Smirnov test)*. This test can be done use *Frequency* or *Descriptive* analysis. To

know whether a variable data distribute in normal way or not, can be done a manner that take a note of *Skweness* and *Kurtosis* score of each. Another manner is compare the *Skweness* score with *Std. Error of Skweness*, or compare the *Kurtosis* score with *Std. Error of Kurtosis*.
Normality test by using computer and used SPSS.

$$Ratio \ Score \quad : \frac{Skweness}{Std.Error \ of \ Skweness}$$

Score of the ratio should between -2 until 2 it is mean that data is normal.
Based on Kolmogrov-Smirnov and Shapiro-Wilk the criteria are:
Ho is accepted if P > 0, 05 that mean the distribution the data is normal.
Ha is accepted if P < 0, 05 that mean the distribution is not normal.
P is level significant 5% (P=0, 05).
The formula of normality of test is:

$$x^2_{hit} = \sum_{1=1}^{K} \frac{(0_{1-E_1})2}{E_1}$$

The test criteria are:

Ho: if $x^2_{hit} > x^2(1-), \quad (k-3)$
(The data are normally distributed)

Ha : if $x^2_{hit} < x^2(1-), \quad (k-3)$
(The data are not normally distributed)
To know the correlation between prepositions and prepositional phrase formation mastery mastery and identify the prepositional phrase in descriptive text ability, the researcher used product moment formula.

The formula is:

$$rxy = \frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - \sum x^2 \ N \sum y^2 - \sum y^2}}$$

Explanation:

n = Number of the students in the sample

rxy = The coefficient correlation between x and y

x = Number of x score (odd item)

y = Number of y score (event items)

x^2 = Number of squares of x scores

y^2 = Number of squares of y scores

xy = The total of x and y.

Homogeneity Test

For homogeneity test is used *Anova* test, the formula is as follows:

$$Z_{it} = |y_{it} - y_i|$$

Where:

y_{it} : the sample score in every variable.

y_i : the mean of sample.

$$F = \frac{\sum_{i=1}^{v} r_i (\bar{z}_i - \bar{z})(1+x)^2/(k-1)}{\sum_{i=1}^{v} \sum_{t=1}^{v} (\bar{z}_i - \bar{z})^2/(n-k)}$$

With critical value F(α, k-1, n-k).

So, critical test of hypothesis is as follow:

1) If **F** count <**F** table, so **Ho** is received;

2) If **F** count >**F** table, so **Ho** is refused.

Output test of homogeneity of variances can be used to know whether three samples have same variances'.

If hypothesis that is used is:

Ho = variances sample is not homogeneous.

H1 = variances' sample is homogeneous.

The stipulation of take a decision, as follow:

1) If probability or Sig. score < 0,05 so Ho is received;

2) If probability or Sig. score > 0,05 so H1 is refused.

Correlation Test

Riyanto (2010) states that, "to do correlation test in this research will use three step of correlation". Riyanto (2012: 1) states that, "correlation test among variable predictor with kriterium variable which Y and X₁, Y and X₂, although between predictor variable X_1 and X_2, will account by using *Product Moment* formula, because the data which produced is interval data". In this research for the first is Bivariate Correlation second is Partial Correlation the first level, and the third is Multivariate Correlation.

Bivariate Correlation Test

The formula is as follow,

$$r_{xy} = \frac{N\Sigma X.Y - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N.\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

r_{xy} = coefficient of correlation between x and y variable or validity of each item.

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

ΣX = the sum of score in each item

ΣX^2 = the sum of the square score in each item

ΣY = the sum of total score from each student

ΣY^2 = the sum of square total score from each students

ΣXY = the sum of multiple of score from each student with the total score in each item

Partial Correlation Test

1) A First Order Partial Correlation Test

To do the correlation test the first level of Partial Correlation test. The first level of Partial Correlation is correlation test between one predictor variable with another predictor variable. This test is used to get index number of correlation which not influenced by another variable. This test is one of the steps to get index number which will use in correlation test. The formula is as follow,

$$r_{y1-2} = \frac{r_{y1} - (r_{y2})(r_{12})}{\sqrt{(1 - r_{y2}^2)(1 - r_{12}^2)}}$$

Where:

r_{y1-2} = Correlation between variable Y (kriterium) with variable X_1 (Korelasi between variabel Y (kriterium) dengan variabel X_1 (prediktor) that controlled by variable X_2.

r_{y2} = Correlation between variable Y with X_2.

r_{12} = Correlation between variable X_1 with X_2.

There are ranges of correlation value based Sugiyono (2003; 216):

  1) 0,80 – 1,00 positive or negative, showing of very high degree of correlation.

  2) 0,60 – 0,799 positive or negative, showing of high degree of correlation.

  3) 0,4 – 0,599 positive and negative, showing of medium degree of correlation.

  4) 0,20 – 0,399 positive or negative, showing of low degree of correlation..

  5) 0,00 – 0,199 positive or negative, showing of very low or ignored correlation.

2) A Second Order Partial Correlation Test

A second order partial correlation test is the correlation test of Y variable with one of predictor variable which controlled by one another predictor variable. So, there is two test in this second order of correlation, namely: 1) partial correlation between Y with X_1 which controlled by X_2, 2) partial correlation between Y with X_2 which controlled by X_1. The result of this second order partial correlation test uses to double correlation test. The formula of second order partial correlation is as follows:

$$r_{y1-23} = \frac{r_{y1-2} - (r_{13-2})(r_{y3-2})}{\sqrt{(1 - r_{13-2}^2)(1 - r_{y3-2}^2)}}$$

$$r_{y2-13} = \frac{r_{y2-1} - (r_{23-1})(r_{y3-1})}{\sqrt{(1 - r_{23-1}^2)(1 - r_{y3-1}^2)}}$$

Where:

r_{y-23} : correlation between variable criterium (Y) with variable predictor (X_1) which controlled by variable predictor (X_2).

r_{y-13} : correlation between variable criterium (Y) with variable predictor (X_2) which controlled by variable predictor (X_1).

3.6.3.3 Multivariate Correlation

Multivariate correlation with three variable (two variable predictor and one kriterium variable) besides need r_{hitung} score correlation between variable before, also need r partial correlation between two variable predictor (X_1 and X_2) together toward variable criterium (Y). After, do first and second order partial correlation, now the researcher need to do multivariate test. The formula is as follows:

$$r_{y-123} = \sqrt{1 - \{(1 - r_{y1}^2)(1 - r_{y2-1}^2)\}}$$

Where:

r_{y-123}= correlation between Y with variable predictor X_1 dan X_2.

3.7 Regression Test

One of the tests that must do in correlation research is regression test. The test is about a correlation between X and Y is a linier correlation. Regression linier based on random sample is: $\hat{Y} = a + bX_1 + bX_2$. Regression with X_1 and X_2 as independent variable and Y as dependent variable called a Y toward X_1 and X_2 regression. To find a, bX_1 and bX_2 used formula as follows:

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{(\sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

RESULT AND DISCUSSION

To measure the reliability of prepositions mastery (X_1) test, the researcher used the following formula:

$$r_{11} = \left[\frac{n}{n-1}\right]\left[1 - \frac{\sum \sigma_i^2}{\sigma_i^2}\right]$$

$$r_{11} = \left[\frac{20}{20-1}\right]\left[1 - \frac{27,56}{392,67}\right]$$

$$r_{11} = \frac{20}{19} \text{ x } (1 - 0,0701)$$

$$r_{11} = \frac{20}{19} \times 0,9299$$

$$r_{11} = 0,979$$

From the result of reliability above the instrument of prepositions mastery was reliable. It can be seen from the result of $r_{11} = 0,979$. It means that the instruments can be used in the research.

To measure the reliability of prepositional phrase formation mastery (X_2) test, the researcher used the following formula:

$$r_{11} = \left[\frac{n}{n-1}\right]\left[1 - \frac{\sum \sigma_i^2}{\sigma_i^2}\right]$$

$$r_{11} = \left[\frac{20}{20-1}\right]\left[1 - \frac{21,24}{298,3}\right]$$

$$r_{11} = \frac{20}{19} \text{ x } (1 - 0,071)$$

$$r_{11} = \frac{20}{19} \times 0,929$$

$$r_{11} = 0,977$$

From the result of reliability above the instrument of prepositions mastery was reliable. It can be seen from the result of $r_{11} = 0,977$. It means that the instruments can be used in the research.

Then, to calculate the reliability of identify the prepositional phrase in descriptive text ability (Y) test, the researcher got out the data by using SPSS program. The complete of data result can be seen in appendix 20.

The explanation is value of Split-Half reliability coefficient by using (Guttman method) is 0,799 while r table is 0,09. So based on the reliability test above it can conclude that, the criteria for testing the reliability coefficient obtained > r table the reliability is significant or equally instruments are reliable.

The rating scale of reliability based on Arikunto (2008, 67) is follow:
Between 0,800-1,00 very high
Between 0,600-0,800 high
Between 0,400-0,600 medium
Between 0,200-0,400 low
Between 0, 00-0,200 very low

Based on the coefficient obtained, it was seen that the reliability of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability test was considered very high because it lied in the range of 0,800-0,100. It means that the instruments can be used in the research. For the complete information can looked in appendix 17.

Result of Normality Test
H_0: the distribution of the data is normal
H_1: the distribution of the data is not normal
The hypothesis is accepted when the result of the normality test is higher than 0.05 (sign > α). In this case, the researcher used level of significance of 0.05.

The result of normality test of mastery in prepositions showed that the value of two tailed significance was 0.784. For the complete explanation of calculation of the

test can be seen in appendix 41. It means that H_0 was accepted and H_1 was rejected since $0.784 > 0.05$. It implied that the distribution of the test was normal. The value of the prepositional phrase formation test was 0.736 (see appendix 41). Since $0.736 > 0.05$, it could be stated that the distribution of pre test and post test in control class were normally distributed. In other words, H_0 was accepted and H_1 was rejected. The result of normality test of ability to identify prepositional phrase in descriptive text test showed that the value of two tailed significance was 0.450 (see appendix 26). Since $0.450 > 0.05$, it could be stated that the data of post test in experimental class was normally distributed. From the result of normality test above, it can be concluded that the hypothesis was accepted which meant that the data were normally distributed.

4.1.3.2 Result of Homogeneity Test

The variance homogeneity of prepositions and prepositional phrase formation mastery and identify the prepositional phrase in descriptive text ability test score belonging to both groups was measured by employing Levene's statistic. According to Coolidge (2000), "the decision of variance homogeneity is as the probability (Based on Mean Sig.) is greater than the level of significance ($\alpha = 0.05$), the research sample is homogeny". On the contrary, as the probability (Based on Mean Sig.) is less than the level of significance ($\alpha = 0.05$), the research sample is not homogen. The result of output of homogeneity variances of prepositions and prepositional phrase formation mastery and identify the prepositional phrase in descriptive text ability can be shown in table below;

Table. 4.1 Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Prepositions	1,495	7	31	,206
Prep.Phrase	1,509	7	31	,201

Source: the result of SPSS date

From the table above, it is shown that the Levene's statistic score of the students score in prepositions test within identify the prepositional phrase in descriptive text ability as variable factor test is 1,495 with the probability (Sig.) 0.206. It means the probability of the test is higher than the level of significance ($p > 0.05$), so the variance in the students score in prepositions test is homogenous. And then the result of the students score in prepositional phrase formation test within identify the prepositional phrase in descriptive text ability as variable factor test is 0.112 with the probability (Sig.) 0.759. It means the probability of the test is higher than the level of significance ($p > 0.05$), so the variance in the students score in prepositional phrase formation test is homogenous. Based on the explanation the text before, it can concluded that the variance homogeneity simultaneously of prepositions and prepositional phrase formation mastery and identify the prepositional phrase in descriptive text ability test is homogenous

4.1.4 Hypothesis Test

To get hypothesis test result the researcher used bivariate, first and second partial, multivariate correlation and regression test, then furthermore the computation has been calculated as follows:

4.1.4.1 Result of Vicariate Correlation Test

After the researcher got the data of the correlation between prepositions mastery and identify the prepositional phrase in descriptive text ability (X_1 with Y), the

researcher used bivariate correlation to count the data. After calculating the data, it got 0,996 as r_{score}. r_{score} compared with r_{table}, if $r_{score} > r_{table}$, so the data has positive correlation. After seen on distribution table of product moment, it got 0,312 in df n-2 = 38, so it can conclude that $r_{score} > r_{table}$ so the data has positive correlation. The data of the correlation of mastery in prepositions and identify the prepositional phrase in descriptive text ability (X_1 with Y) can be seen on appendix 37. Then, the researcher calculated that the data of the correlation between prepositional phrase formation mastery and identify the prepositional phrase in descriptive text ability (X_2 with Y). After calculating the data, it got 0,841 as r_{score}. r_{score} compared with r_{table}, if $r_{score} > r_{table}$, so the data has positive correlation. After seen on distribution table of product moment, it got 0,312 in df n-2 = 38, so it can conclude that $r_{score} > r_{table}$ so the data has positive correlation. The data of the correlation of prepositional phrase formation mastery and identify the prepositional phrase in descriptive text ability (X_2 with Y) can be seen on appendix 32.

Result of Partial Correlation Test
1) A First Order Partial Correlation Test
The first level of partial correlation test between on predictor variable with another predictor variable. This test used to get index number of correlation which not influenced by another variable. After calculating the data, it got 0,762, the complete calculating data can be seen in appendix 39. Then, the score is compared to the ranges of correlation value based Sugiyono (2003; 216):
  1) 0,80 – 1,00 positive or negative, showing of very high degree of correlation.
  2) 0,60 – 0,799 positive or negative, showing of high degree of correlation.

  3) 0,4 – 0,599 positive and negative, showing of medium degree of correlation.
  4) 0,20 – 0,399 positive or negative, showing of low degree of correlation..
  5) 0,00 – 0,199 positive or negative, showing of very low or ignored correlation.
From that range of correlation above, it can be conclude that the score of the data from first order partial correlation test shows of high degree of correlation.

2) A Second Order Partial Correlation Test
A second order partial correlation test is the correlation test of Y variable with one of predictor variable which controlled by one another predictor variable. So, there was two test here, namely partial correlation between Y with X_1 which controlled by X_2 and partial correlation between Y with X_2 which controlled by X_1. The result of this second order partial correlation test are 0,688 and 0,527, the complete data calculation can be seen on appendix 39. Then, the score is compared to the ranges of correlation value based Sugiyono (2003; 216):
  1) 0,80 – 1,00 positive or negative, showing of very high degree of correlation.
  2) 0,60 – 0,799 positive or negative, showing of high degree of correlation.
  3) 0,4 – 0,599 positive and negative, showing of medium degree of correlation.
  4) 0,20 – 0,399 positive or negative, showing of low degree of correlation..
  5) 0,00 – 0,199 positive or negative, showing of very low or ignored correlation.
From that range of correlation above, it can be conclude that the score of the data from second order partial correlation test shows of high degree of correlation.

Multivariate Correlation Test

After the researcher got the data of the correlation of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability (X_1, X_2 with Y), the researcher calculated the data used multivariate correlation. After calculating the data, it got 0,9995, the complete data calculation can be seen on appendix 40. Then, the score is compared to the ranges of correlation value based Sugiyono (2003; 216):

1) 0,80 – 1,00 positive or negative, showing of very high degree of correlation.
2) 0,60 – 0,799 positive or negative, showing of high degree of correlation.
3) 0,4 – 0,599 positive and negative, showing of medium degree of correlation.
4) 0,20 – 0,399 positive or negative, showing of low degree of correlation..
5) 0,00 – 0,199 positive or negative, showing of very low or ignored correlation.

From that range of correlation above, it can be conclude that the score of the data from multivariate correlation test shows of very high degree of correlation.

Regression Test

One of the tests that must do in correlation research is regression test. The test is about a correlation between X_1, X_2 with Y. After the researcher got the data then calculated it, the result of regression test is 0,416, and the complete calculation can be seen on appendix 40. Test characteristic of regression test that used is: 1) if $r_0 < r_{table}$ so non-linier, 2) if $r_0 < r_{table}$. So, the correlation of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability are obtained that the value of r_o is 0,416 the degree of freedom (df) is 38. In the table of the degree of significant of 5% and 1% the value of the degree of significant is 0.304

and 0.393. It can be concluded that a correlation between prepositions and prepositional phrase formation mastery and identify the prepositional phrase in descriptive text ability has linier regression. The complete data calculation can be seen on appendix 40.

4.2 Discussion

As describe at the previous chapter, especially about hypothesis in the second chapter. The purpose of this research was to know the correlation of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability. Based on the result of the analyze data, it is mean that firstly there is a positive significant correlation between prepositions mastery and identify the prepositional phrase in descriptive text ability (X_1 with Y). It can see in the result of calculating data, it got $r_{score} = 0,996$. If $r_{score} > r_{table}$, so the data has positive correlation. After seen on distribution table of product moment, it got $r_{table} = 0,312$, so it can conclude that ($r_{score} = 0,996$) > ($r_{table} = 0,312$) so the data has positive correlation.

The secondly, there is a positive significant correlation between prepositional phrase formation mastery and identify the prepositional phrase in descriptive text ability (X_2 with Y). It can see in the result of calculating data, it got $r_{score} = 0,841$. If $r_{score} > r_{table}$, so the data has positive correlation. After seen on distribution table of product moment, it got $r_{table} = 0,312$, so it can conclude that ($r_{score} = 0,841$) > ($r_{table} = 0,312$) so the data has positive correlation. The thirdly, there is a possitive significant correlation of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability (X_1, X_2 with Y). It can see in the result of calculating data, it got $r_{score} = 0,9995$. Then, the score is compared to the

ranges of correlation value based Sugiyono (2003; 216), 0,80 –1,00 positive or negative, showing of very high degree of correlation. It can be conclude that the score of the data from multivariate correlation test shows of very high degree of correlation.

In this part want to give knowing why each variable got correlate each other. The first is about there is positive significant correlations of prepositions mastery with identify the prepositional phrase in descriptive text ability (X_1, Y). Prepositions are one of important aspect in learning English of reading ability especially in their ability to identify of prepositional phrase in descriptive text. Basalamah (2004: 96) states that, "prepositions are a word used to show the relationship between a nouns or pronoun that follows the pronoun is the word or other words in a sentence and functions as the show position, direction and purpose". It mean that prepositions is important to get comprehend in preposition phrase and in reading comprehend.

The second is about there is positive significant correlations of prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability (X_2, Y). Wallace (1988: 12) states that, "learning vocabulary is something more than memorizing list of words". As mentioned in the previous overview, the researcher tried to take from (Basri, 2010) with the title is "the correlation between vocabulary mastery and students' reading ability in descriptive paragraph at the eleventh grade of SMA Teladan Metro in academic year 2009/2010", said that there is positive correlation between vocabulary mastery and students' reading ability in descriptive paragraph.

The third is about there is a high positive significant correlation of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability (X_1, X_2 with Y). It is impossible or quite difficult for students to master reading ability especially to identify of prepositional phrase in descriptive text, when they does not master of vocabulary especially in prepositions and grammar in prepositional phrase. It is supported by Setiadi (2007: 730) states that, "before teaching reading, we have to identify which vocabulary and grammar to introduce or need by students when they want to express their ideas in a written form". It means that, they difficult to comprehend about what they are reading in the text". In briefly, the students will difficult to identify of prepositional phrase in descriptive text when they does not master in prepositions and prepositional phrase before.

Reserach Limitation

There are many limitation that the researcher faced when the research did, they are:

1) Limited people and book as references to help more completed this thesis.
2) There is no special place in campus for do and finish thesis.
3) The students need more time in doing the work. The researcher gave three kinds of test namely prepositions test, prepositional phrase formation test, and ability to identify prepositional phrase in descriptive text test.
4) The research field is far from the research placed, so the researcher difficult to get there.

CONCLUSION

The Finding Result of Students' Interval Score

The first is prepositions mastery result sore. The number of students in this research is 40 students, and then from 40 students who got with lowest score 30 are

1 student. The most students got score in interval 57-65 but half of students got low score in interval 30-50. The second is the students' mastery in prepositional phrase result sore. From 40 students most of them got score in interval 60-65 but half of students got low score in interval 30-50. The third is the students' ability to identify of prepositional phrase in descriptive result sore. From 40 students most of them got score in interval 70-75 but half of students got low score in interval 30-50. It can conclude that there are correlation prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability. It can see with increasing score begin from prepositions mastery score, prepositional phrase score and identify the prepositional phrase in descriptive text ability score.

The Finding Result of The Correlation Between Prepositions Mastery anod Identify the Prepositional Phrase in Descriptive Text Ability
The researcher used bivariate correlation to count the data. After calculating the data, it got 0,996 as r_{score} and then seen on distribution table of product moment, it got 0,312 as r_{table}. Where $r_{score} > r_{table}$ so the data has positive correlation.

The Finding Result of The Correlation Between Prepositional Phrase Formation Mastery anod Identify the Prepositional Phrase in Descriptive Text Ability

The researcher used bivariate correlation to count the data. After calculating the data, it got 0,841 as r_{score} and then seen on distribution table of product moment, it got 0,312 as r_{table}. Where $r_{score} > r_{table}$ so the data has positive correlation.
It can be conclude that the score of the data from multivariate correlation test shows of high degree of correlation.

The Finding Result of The Correlation of Prepositions and Prepositional Phrase Formation Mastery with Identify the Prepositional Phrase in Descriptive Text Ability
The researcher used multivariate correlation to count the data. After calculating the data, it got 0,9995 as r_{score} and then seen on distribution table of product moment, it got 0,312 as r_{table}. Where $r_{score} > r_{table}$ so the data has positive correlation. The last is about the correlation in regression test of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability are obtained that the value of r_o is 0,416 the degree of freedom (df) is 38. In the table of the degree of significant of 5% and 1% the value of the degree of significant is 0.304 and 0.393.

Based on theoritycal review and the finding result of the data, it can be concluded that; The first is about the correlation between prepositions mastery with identify the prepositional phrase in descriptive text ability shows of positive correlation. The second is about the correlation between phrase formation mastery with identify the prepositional phrase in descriptive text ability shows of positive correlation. The third is about the correlation between prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability shows of high degree of correlation. The last is about the correlation in regression test of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability has linier regression. In shortly that, the correlation between prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability at the

students of SMK State 1 Sukadana academic year 2012/2013 shows of high degree of correlation.

The researcher also concludes that most students are still weak not only in their prepositions and prepositional phrase formation mastery, but also in identify the prepositional phrase in descriptive text ability. For example using dictionary is very helpful for them to find out the meaning of words. The researcher also finds out that the correlation between prepositions mastery and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability is significant. So, both of them cannot be separated each other.

SUGGESTION
Based on the conclusion above, it is suggested that prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability are:

For the teachers
The teacher should support the students' expectation about prepositions, prepositional phrase mastery and arouse their interest to increase identify the prepositional phrase in descriptive text ability. When the teacher want to teach reading comprehension in identify mastery of prepositional phrase should be started by teach many vocabularies and grammar mastery in term of prepositional phrase formation. A teacher should know and able to implement a good method in teaching reading, especially identify the prepositional phrase in descriptive text ability because it is quite complicated to learn.

For the students
It is important for the students to realize that there is positive and significant correlation of prepositions and prepositional phrase formation mastery with identify the prepositional phrase in descriptive text ability. It is suggested that in learning reading comprehend especially to identify prepositional phrase in descriptive text, the students should have mastered prepositions and prepositional phrase well.

For the School
The school has to provide or add more English book, especially about English dictionary and also books that can help them to improve their vocabulary mastery. The school should facilitate the students with tool or condition that can help the students in learning process. Such as English laboratory, tool of visual English, suitable the school condition make as many the activity that can motivate and stimulate the students in learning English.

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