

**TEACHING PREPOSITION BY USING PICTURE AT THE EIGHT
GRADE OF MTS DDI MASAMBA**



IAIN PALOPO

A THESIS

*Submitted to the English study Program of S1 Tarbiyah
and Teaching Training Faculty of Institute for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd
Degree in English Study Program*

ASTRI

REG. NUM. 14.16.3.0019

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2018**

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TARBIYAH AND TEACHER FACULTY
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THESIS APPROVAL

This thesis entitled "*Teaching Preposition by Using Picture at The Eight Grade of Mts DDI Msamba*", which is written by Astri, Reg. Num.14.16.3.0019, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on wednesday, 6th of February 2019, coincided with 1th Jumadil Akhir 1440 H, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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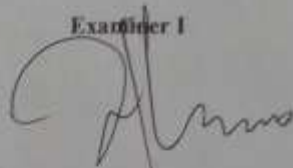
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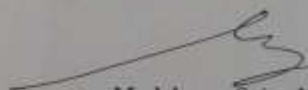
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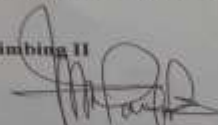
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Palopo, 30nd January 2019

The Researcher

Astri

LIST OF CONTENTS

TITLE PAGE	i
CONSULTANTS APPROVAL	ii
ACKNOWLEDGMENT	iii
LIST OF CONTENTS	iv
ABSTRACT	v

CHAPTER 1 INTRODUCTION

A. Background	1
B. Problem Statement	4
C. Objective of the Research.....	5
D. Significance of the Research	5
E. Scope of the Research.....	5

CHAPTER II LITERATURE REVIEW

A. Previous of Related Research Findings.....	6
B. The Concept of Grammar	7
1. Definition of Grammar.....	7
2. Principle for Teaching Grammar	8
3. Teaching Grammar Using Picture.....	10
C. Preposition.....	14
1. The Concept of Preposition.....	14
2. Examples of Prepositions.....	16
3. Function of Prepositions	17
4. Types of Prepositions	17
5. Some Preposition of Place: A list	28

D. Media	29
1. Definition of Media	29
2. Media Picture	30

CHAPTER III RESEARCH METHOD

A. Research Method	35
B. Research Design	35
C. Population and Sample	35
D. Instrument of the Research.....	36
E. Data Collection Procedure	36
F. Technique Analysis Data	37

CHAPTER 1V FINDING AND DISCUSSION

A. Findings	39
B. Discussion	48

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	51
B. Suggestion	52

BIBLIOGRAPHY	53
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APPENDIX

LIST OF TABLES

Table 4.1 The score of students in the pre-test.....	39
Table 4.2 The mean of the score of teaching preposition in pre-test.....	41
Table 4.3 Scores classification in the post-tes	42
Table 4.4 The score of students' in post-test.....	42
Table 4.5 The mean score of teaching preposition and post-test.....	44
Table 4.6 The scoring clasrification in post-test.....	45
Table 4.7 The mean and standard deviations of pre-test and post-test	46
Table 4.8 The paired sample statistics of pre-test and post-test	46
Table 4.9 paired sample correlations	47
Table 4.10 The paired samples test of pre-test and post-test	47

ABSTRACT

Astri, 2019, *“Teaching Preposition by Using Picture at The Eight Grade of Mts DDI Masamba.”* A thesis of English Study Program Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, Advise by Madehang, S.Ag.,M.Pd and Amalia Yahya, S.E.,M.Hum.

Key Word: Preposition of place, Picture

This research focuses on teaching preposition of place by using picture at the eight grade of Mts DDI Masamba. The problem of the statement of this research “is use of the picture effective in teaching preposition at the eight grade students of Mts DDI Masamba?” The objective of the research is to find out wheter using picture effective in teaching preposition or not at the eight grade of MTS DDI Masamba.

The researcher used pre-experimental method. The population of this research was all students the eight grade of MTS DDI Masamba. The sample was taken from one class by using purposive sampling technique. The number of sample 27 students. The research instruments were used in collecting data was test (pre-test and post-test) the form of test was multiple choice, fill in the blank and essay. Then the researcher analyzed the data by using SPSS to compute independent sample t-test and then explained clearly in the discussion.

The result of this research showed that there were significant difference in pre-test and post-test after using the picture. The result of the data analyze showed that pre-test was 19.55 and post-test 75.78. The mean score of post-test was greater than pre-test. It proved that the hypothesis (H_0) was rejected and hypothesis (H_1) was accepted. It means that teaching preposition by using picture was effective.

CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is a model (systematic description) of those linguistic abilities of native speakers as a language which enable them to speak and understand their language fluently.¹ It means that, grammar is important for people in learning English as a foreign language. Learning grammar can help people to understand about English like a native speaker.

One of the part of grammar is preposition. Prepositions have been called the biggest little words in English. They are usually quite short and in significant looking, but they have very important functions.² It shows the relation between noun or pronoun and other words in a sentence.

There are eight parts of speech in English grammar, namely noun, pronoun, adverb, verb, adjective, conjunction, preposition and interjection. As one of part speech, preposition used in communication and preposition is a problem for most English learners that often get confused due to their insufficient knowledge of English students. A.J Thomson and A.V. Martinet said:” The students have two main

¹Andrew Radford, *Transformational Grammar*, (New York: Cambridge University Press),p.3.

²Geogre E. Wishon and Julia M.Burks, *let`s Write English*, (Amerika, 1980) h.288.

problems with preposition. Is have to know whether in any construction a preposition is required or not, and which preposition to use when one required.”³

Based on the observation of MTS DDI Masamba, the researcher found that some students did not understand about preposition. Sometimes is confused to use preposition in a sentence. The students were also lack in vocabulary. Were difficult it`s to memorize the vocabulary. It impacted toward their motivation in learning English because it difficult for them. The researcher chose MTS DDI MASAMBA because the researcher wants to give motivation to the students in learning English, especially, teaching preposition. The students always get bored when they are studying English in the class.

To solve the students’ problem, the teachers have to analyze what the students` need in learning especially in learning English preposition. There are many previous studies used picture as media in teaching preposition, one of the previous studies that conducted by Suryaningsih entitled “The Effectiveness of Picture in Learning Preposition at the Eleventh Years Students of Madrasah Aliyah Negeri (MAN) Palopo. She found that picture is effective to be used in teaching learning preposition.

From Dila Charisma, many students it visual learning, thus, approach to brainstorming or organizing information is essential Graphic organizers appear

³A.J.Thomson and A.V.Martinet.A *Practical English Grammar*, (London;Oxford University Pree, 1985)p.91.

to be a valued approach to utilize in teaching and learning.⁴ In learning preposition, media is needed. One of the media is a picture. Through picture, the people will not feel bored. Can study relax, fun, enjoy and also serious.

Preposition is a part of grammar that must be mastered by the students let alone by the teacher. It is a word normally placed before nouns or pronouns. Based on pre-survey that the researcher at MTS DDI MASAMBA, where the students have not mastered preposition in learning process of English prepositions. Preposition is a word that shows relation between noun or pronoun and the other words in sentence. The researcher and English teacher tried to find the improve students of English prepositions using picture.

A picture is one of many kinds of teaching aids which can be used for teaching a foreign language like English to the non native students. Through pictures the students are able to see clearly the real objects being taught by the teacher. Using media picture learning English can help the students' improvement of English preposition.

Based on the description above, the writer chooses one of visual media that is picture because the writer considered that picture is an effective and helpful media to motivate students in English learning, especially in learning prepositions. Marie Ernestova said, "pictures provide necessary variety, are

⁴ Dila Charisma, *Asociated Words in Fostering Students` Vocabulary, Muhammadiyah University of Cirebon*. Accesed on September 4th 2019.

popular, and foster a high degree of interest”.⁵ It serves as an already means of establishing a clear, immediate concept of what a word or a structure may mean.

Besides, it can remain learner to clarify the meaning of a word that cannot be brought into the classroom. There are many things which are difficult to bring into the classroom, but pictures make it possible. Using pictures is more efficient, effective and practical, and make easier to recall and remember furthermore, they expose real life situation. As stated by Marie Ernestova “Students will understand and retain the word better if they have seen the same object associated with the word”.⁶

Pictures have important role in learning process. They can improve the motivation and teaching learning process that will not be successful without motivation. It suggested that using pictures it be more effective to motivate the students in learning process. Using pictures is more improving student skills and practical than words, and make easier to recall and remember furthermore, they expose real life situation. Based on explanation above, the writer composed title, “Teaching Preposition by Using Picture at the Eight Grade of MTS DDI Masamba”.

B. Problem Statement

Based on the explanation on background the researcher formulates the research question namely: is the use of the picture effective in teaching preposition at the eighth grade students of MTS DDI Masamba?

⁵Marie Ernestova. *How to use Ready-made Picture*, (English Teaching Forum, vol XIX. October, 1981),p.9.

⁶ hhhhhhhh

C. Objective of the Research

Objective of the research is: to find out whether using picture effective in teaching preposition or not.

D. Significance of the Research

The result this study is expected to be useful information and media to:

1. Theoretically, the result of the research is expected to give benefit in developing the study about grammar, especially in learning preposition.
2. Practically, the result of the research is expected to be useful information for all teachers to use picture as media in learning student's of preposition and also expected to be useful to make students easy in learning preposition especially for the student of Mts DDI Masamba.

E. Scope of the Research

The scope of this study focuses on the effectiveness of using pictures in teaching prepositions of place (at, in, on, under, over, next to, between, beside, in front of, behind) by using pictures at the eighth grade of MTS DDI Masamba. The researcher used pictures such as animals, people, furniture, fruits, and buildings.

CHAPTER II

REVIEW OF RELATED LETERETURE

A. *Previous of Related Research Findings*

Some researchers conducted their research on the various techniques in teaching preposition:

1. Suryaningsih had conducted research about the Effectiveness of picture in Learning Preposition at the Eleventh Years Students of Madrasah Aliyah Negeri (MAN) Palopo. She analyzed the effectiveness of using picture to improve students` competence in learning preposition. She finds that picture is effective to use in teaching learning preposition.

2. Aillin Maulidah Study, in her thesis entitled “the effectiveness of using pictures in teaching prepositions of place at Islamic junior high school Al-Ghazaly Bogor”. His concludes that using pictures in teaching preposition of place is quite success.

From those research, the researcher assumed that media has been effective way to teach some skill English. Using some appropriate media can help to improve those skill in English. In this research, the write use picture as a media to teach preposition.

The relationship between those research above with this research is methods in teaching English. However, this research the writer focused on using picture media in teaching the students preposition of place (at, in, on, under, over, next to, between, beside, in front of, behind) most commonly used, at the eighth grade of MTS DDI Masamba.

B. The concept of grammar

1. Definition of grammar

According to David Crystal grammar is the study of all contrasts of meaning that is possible to make within sentences. The rules of grammar tell us how. By one count, there are some 3,500 such rules in English.⁷

Michelle said that grammar as the rules that say how words are combined, arranged and changed to show different meanings.⁸

Hornby also gave the definition of grammar is the rules in a language sentences. In other hand, grammar is the role for forming words and combining sentences.⁹

In linguistic, grammar is the set of structural rules that govern the composition of clause, phrases, and words in any given natural language. The term refers also the study of such rules, and this field includes morphology, syntax and phonology, often complement by phonetics, semantic and pragmatics.¹⁰

Based on the definition above, the researcher makes conclusion that a grammar is a study of rules to organize and combine a word to make good sentence.

⁷Richard Nordquist. "*Defenition Of Grammar*" online About.com Guide. Accesed on May 8th 2017.

⁸Hernawati , *Improving Students Grammar Achievement Trough Situational Language Teaching (SLT) Methode At The Seventh Year Of SMPN 8 Palopo* (A thesis S1 palopo : STAIN Palopo, 2009) p.18.

⁹Hornby *Oxford Advanced Learner Dictionary*, (Wallon Street, Oxford University press, 1995) P.516.

¹⁰Wikipedia The free Encyclopedia, "Grammar"
Online:<http://en.wikipedia.org.wikigrammar.com> Accesed on May 8th 2017.

2. Principle for teaching grammar

Before conducting a grammar class, there must be some principles have to notice by the teachers in order they can commit it successfully. According to David Nunan, there are at least three principles in teaching the grammar to the students they are:¹¹

- a. Integrate both inductive and deductive methods into your teaching.

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by set of exercise designed to clarify the grammatical point and help the learners with samples of language and through a process of guided discovery, get them to work out the principle or rule for themselves.

- b. Use task that make clear the relationship between grammatical form and communicative.

Grammar-based courses are relatively in effective they teach grammar as an abstract system, present the language as sentences and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item.

- c. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge knows language rules. Procedural of knowledge able to use for communicative. Give a more- or less standard text book explanation of a grammatical rule or principle, but who have procedural but not declarative knowledge. In fact, the fast majority of native speaker can state the rule for third person.

¹¹David Nunan, *Practical English Language Teaching*, (New York: Cambridge University Press), p.158-160.

While declarative knowledge can facilitate the development of procedural knowledge. Students need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning through use or learning by doing principle is one that has come to us through the approach to education known as experimentalism.

After knowing the principle of teaching grammar, the researcher are expected to be able to manage the classroom situation and their teaching strategy or method, so, teachers have make good preparation before teaching.

1. Classroom technique and tasks in teaching grammar.

According to Nunan, there four techniques in teaching grammar, they are:¹²

a. Input enchantment is a technique for getting to notice the grammar item that the teacher wants to introduce. With this technique, teacher draws students' attention to items that are meant to be noticed by "flagging" them in some way such a through highlighting, underlining, or coloring. Such awareness-rising techniques are at the accuracy end of accuracy-fluency continuum.

b. Conciосnness-rising activities are designed to get learners to notice particular grammatical feature or principle, has ever learners are not required to use or practice the target item.

c. Grammar dictation involves learners' collaboration in small group actively using their language, and reflecting of the way the grammar work in context. It also encourages students to reflect on.

¹²David Nunan, *Practical English Language Teaching*, (New York: Cambridge University Press),

d. Their own output. The technique is a relatively simple one. The teacher dictates a passage containing target forms at normal speed. Students' take notes and then work in small group to reconstruct the original passage.

3. Teaching Grammar Using Pictures

As the teachers we know there are always going to be topics that are challenging to make fun or interactive.

Grammar can be incredibly dry and tedious if we allow it to be, but with a little inventiveness, we can be sure that each and every time we approach a grammar lesson, we have an arsenal of engaging activities.

One of the best ways to get inspired is to let pictures do the work for you. These 5 unique ways to practice grammar using pictures will serve you indefinitely because you can adapt them, recycle them and make them your own in many different ways.

The first thing you need to do immediately is get your hands on a stack of twenty to thirty magazines. Some of the best choices are those that use *thick paper, vivid images, and approach a variety of topics*. Magazines like: *O, National Geographic, Martha Stewart Living, Cosmo, Glamour*, etc. will serve you really well. Take some time and compile all different categories of pictures including: *famous people, people doing things, pictures of the home, street scenes, animals, food, rooms in the home, odd cartoons, diverse people and groups of people, interesting and colorful objects*, etc. I recommend gluing them to construction paper and laminating them if you

have the option. You will get years of use of them and continue to add to them as time goes on.

1. People Pictures

People pictures should be number one on your list as you will use them the most for activities. There are so many ways you can use people pictures, there is no way to list them all. Here are some ideas to get you started. 20 questions with famous people (is it a man? is he a singer?); describing people using picture; what are they doing; what happened or what is happening? Create a story from the picture; write the sequence of a story for the picture and share.

There are numerous ways you can utilize pictures of people in the ESL classroom. Try out different activities with different levels to create your toolbox of go-to exercises.

2. Creating Captions

You can also do a lot with cartoons, news pictures, or oddly-themed pictures. Have the students write their own captions to create a punch line. You can utilize news stories or current events and have them write short captions that tell what is happening in the picture using a reporter tone. I have even used *Calvin and Hobbs* by whitening out all the dialogue and ask students to fill in their own dialogue and/or captions. You can give them perimeters or you can leave it wide open. Think beyond what is happening in this picture. Challenge their critical thinking skills and creativity for powerful results.

3. Cut-Up Stories

Cut-up stories can be a lot of fun with pictures. You can practice things like sequence, directions, story-telling, and various tenses with cut-up stories. Essentially it is a puzzle made of photographs. Have a stack of 8-10 photographs that are related so that they can be put in some kind of order (*sequence, what happened, solve a crime, etc.*). Put the students in small groups and have them examine the pictures. Tell them what the goal is. For example, tell a story by putting these 7 pictures into an order. Give the people names and don't just tell me the obvious, use your imagination and create a fictional story. For a lower level, it could be something like this: there are 10 pictures in your envelope. Each envelope shows a different activity being done and you need to put them in order and describe each of the steps. Examples could be making a cup of tea, making a sandwich, how to take the bus, etc. What you choose will be based on what topic(s) you would like them to practice.

4. Partial Pictures

This is a fun picture activity that can be approached for low intermediate or above. You can use more abstract pictures or artwork for this activity. Take a variety of photographs that are 8x 10 or larger and paste them on either construction paper or cardboard. You will then want to cover up most of the picture using squares of paper.

I tend to do this on the board with magnets, but you could also use double-sided tape. You want to be able to pull off each square easily. This is

essentially a guessing game where they should be asking a lot of questions. You want them

to determine what the picture or piece of artwork is with only a limited peek at the photograph. If students don't have any guess, reveal a little more and have them ask more questions. Continue until the entire picture is revealed or someone answers. You can vary this activity by doing it in smaller groups and by applying it to different language lessons.

5. Picture Dictation

This activity is often a favorite of students. It is *Pictionary* on steroids and much more challenging. The best grammar activities to use this for are: *there is/there are*, prepositions of place or direction combined with house vocabulary, or what is happening in the picture. Put the students into pairs and give each student a picture, face down. Tell them to take a turn describing their picture to their partner with several sentences and descriptions. The partner has to draw what their partner tells them. For example, their partner says, "This is a picture of a kitchen. In the kitchen on the right hand side there is a big refrigerator. Next to the fridge there is a long cabinet. On top of the cabinet there is a vase with flowers." You want to monitor how much concrete information they are giving and let the partner know that they can ask clarifying questions. After a few minutes have them switch. At the end of the activity, you can debrief as a class by looking at the original picture and comparing it the one that was drawn. It is a terrific activity to combine lots of listening and speaking skills along with comprehension of vocabulary and grammar.

C. Preposition

1. The concept of preposition

A preposition is followed by a noun or pronoun that is called an object of the prepositions. If a word is an object of a preposition, it is not the subject. A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.

Prepositions are words normally placed before nouns or pronouns. The student has two main problem with prepositions, he has to know (a) whether in any construction a prepositions is required or not and (b) which preposition to use when one is required.¹³ Therefore, preposition a word or group of words use before a noun or pronoun to show place, direction, position, and time. A prepositions is a noun or a pronoun that comes after a preposition, such as in, at, of, to, by, behind, on, and so on, to form a prepositional phrase.

(After his *exam*) Tom will take a trip (*by boat*).

This sentence contains two objects of prepositions. *Exam* is the object of the preposition *after* and *boat* is the object of the preposition *by*.

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions are usually short words, and they are

¹³ A.j Thomson and A.V. Martinet, *a Practical English Grammar*, (Printed in Hong Kong, Low-priced edition, 1986), p.91

normally placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.

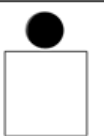

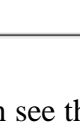


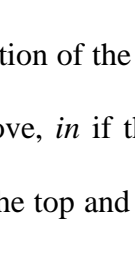


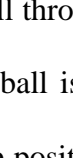
There are two very important rules to remember when using prepositions. Because they are somewhat vague, learning about prepositions and using them correctly in sentences takes practice. Because 1:1 translation is often impossible when dealing with prepositions, even the most advanced English students have some difficulty at first.

- The first rule is that certain prepositions must be used to make the relationships between words in a sentence clear. Most prepositions are interchangeable but only to a certain extent.
- The second rule for using prepositions is that these words must be followed by nouns.

There are more than 100 prepositions in the English language. In addition, there are endless possibilities for creating prepositional phrases. In the following sections, you will find examples of prepositions, types of prepositions, a comprehensive list of prepositions, and some helpful preposition exercises. As you read the examples and study the list, remember that prepositions usually convey concepts such as comparison, direction, place, purpose, source possession, and time.

2. Examples of Prepositions

Below, there is a picture that can be a brief guide for students who want to know how to be an object of anything when the prepositions of place are AT, IN, ON, UNDER, NEXT TO, IN FRONT OF, BEHIND, BESIDE, OVER, BETWEEN other prepositions words stating the position of an object.

 <p>The ball is on the box.</p>	 <p>The ball is in the box.</p>	 <p>The ball is under the box.</p>
 <p>The ball is over the box.</p>	 <p>The ball is next to the box.</p>	 <p>The ball is between the two boxes.</p>
 <p>The ball is near (to) the box.</p>	 <p>The ball is in front of the box.</p>	 <p>The ball is behind the box.</p>

You can see the position of the ball through each image in the chart. You use *on* when the ball is above, *in* if the ball is inside, *under* when the ball is down, *over* if the ball is at the top and the position is much higher, *next to* when the ball is next, *between* when the ball is between two cubes, and act.

When you are confused how to find the position of the object in accordance with the prepositions of place, how to find its way through the example of the picture.

3. Function of prepositions

As explained before, the preposition has function of connecting a noun or a pronoun to another word, usually a noun, verb or adjective.

Sentence: *The girl **with the red hair** is beautiful.*

***With** connects **hair** with the noun **girl**.*

Sentence: *They arrived **in the morning**.*

***In** connects **morning** with the verb **arrived**.*

Sentence: *she is fond **of roses**.*

4. Types of prepositions

There are three types of prepositions, including time prepositions, place prepositions, and direction prepositions. Time prepositions are those such as *before, after, during, and until*; place prepositions are those indicating position, such as *around, between, and against*; and direction prepositions are those indicative of direction, such as *across, up, and down*. Each type of preposition is important. Example Preposition of Time¹⁴

¹⁴ <http://www.wordsmile.com/preposition-of-time#sthash.JY9C5oae.dpuf>

Abjad	Example Preposition of Time	Meaning	Example Prepositional Phrase
A	After	Sesudah	after lunch
	At	Jam	at 9 in the morning, at 09:00, at 9 o'clock
		hari, bagian hari	at midday, at noon, at night, at midnight
		hari libur dan raya	at lebaran, at new year, [ENG] at weekend
		at the end (pada saat semua berakhir)	
B	By	menjelang (pada/sebelum waktu)	by the end of this month
D	During	Selama`	during the trip
F	For	Selama	for a week
		untuk jam (tertentu)	for 7 pm

	From	dimulai pada..	from morning to night
I	In	Waktu yang terentang lama: tahun, bulan, dan abad	in 1987
		at some time during, at the time of	in the morning
		dalam periode waktu mendatang	in 3 months
		durasi (dalam, selama...)	in two weeks
		[phrase]In <i>(pada waktunya)</i>	time
		[phrase]In <i>((pada) akhirnya)</i>	the end
O	Of	Sebelum	five minutes of nine o'clock
	Off	to or at a particular distance away in time or space	several minutes off
	On	nama hari, tanggal, hari libur,	on tuesday morning,

		& hari raya	on Juli 23, 1987, on lebaran day
		[phrase]on (tepat waktu; tidak telat)	time
	Over	selama (periode)	over holiday, over earth hour
P	Past	Melebihi	45 past eight
S	Since	Sejak	since yesterday
T	Till	sampai, hingga	till wednesday morning
	To	Kurang	5 to nine
U	Until	hingga; situasi yg berlangsung dan akan berakhir pada waktu tertentu di masa depan	until morning

Abjad	Example Preposition of	Meaning	Example Prepositional
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	Place and Position		Phrase
A	Aboard	di atas, naik ke atas	aboard the roof
	About	di seputar, di dekat	about my home
	Above	benda diam di atas benda lain	above us
		sebelumnya/diatasnya (tulisan)	see above
	above/over	di atas/lebih tinggi dari	above/over his fence
		tidak menyentuh; kontradiksi dengan <i>on</i>	above/over the floor
	Against	menempel pada	against the wet floor
	Along	di sepanjang	along the Surapati street
	Alongside	di tepi	alongside Mahakam river
amid(st)	di tengah	amid(st) of the	

			dinning room
Among	[tempat]diantara: seragam, diantara tiga atau lebih		among his friends
	[tempat]diantara: satu dari, sebagian dari, termasuk		
around/about	dekat, berada di daerah bersangkutan, di sekeliling, di sekitar		around/about this street
At	terletak pada suatu ukuran/batasan yang tidak jelas		at Bandung Super Mall, at the top of the page
	dipakai dengan benda-benda yang sulit ditempati di atas/dalamnya		at the door
	tempat (umum) beraktivitas		at home, at work, at school
	titik tertentu		at the bus stop, at the airport

		tempat (possesive)	at Edi's house
		tempat (posisi)	at the bottom, at the top
	away from	jauh dari	away from home
B	Behind	di belakang	behind the bookstore
	Beside	pinggir, di samping	beside Andy
	Below	di bawah	
	Beneath	di bawah, lebih rendah daripada	beneath the highway
	Between	diantara: berbeda dan terpisah, diantara dua; perbedaan diantara satu dengan lainnya	between Rian and his brother
	By	dekat; benda/hal lebih dekat ke benda lainnya	stand by her
I	In	bermakna "di dalam" (memiliki panjang x lebar x tinggi atau	in a box, in the class, in the sea

		ruang tertutup)	
		a position surrounded by an area with and not beyond an open space	in the street, in the window, in the garden
	Inside	(berada) di dalam	inside my PC
	in front of	[tempat]di depan	Tedi sits in front of me (Tedi duduk di depanku)
	in the middle	[tempat]di tengah	The table is put in the middle of the dinning room (Meja tersebut diletakkan di tengah ruang makan)
N	Near	dekat, di pinggir	near the market and bank
	next to	di sebelah	next to me
O	On	posisi sesuatu yang menyentuh	on the floor, on the

		permukaan	ground, on the grass
		bermakna “di” (posisi)	on the right place, on the first floor, on the top
		Jalan	on Ciung Street
		di atas/puncak pada permukaan horizontal	on top of the page
		di pinggir	on the lake, on the border
	Outside	punya penekanan batas (wadah, tembok, dll): (berada) di luar	outside the auditorium
	Over	menutupi benda lain	over my bedroom’s floor
		[phrase]see (lihat berikutnya)	over
	over/above	lihat <i>above</i>	
R	Round	Disekeliling	round the tent

U	Under	letak, posisi yang memiliki arti lebih rendah (umum), di bawah	under the car
	Underneath	letak benda yang berada pada posisi di bawah benda lain, di bawah	underneath the Tenses book

There are many kinds of prepositions. Some of them are the simplest in from. Many of them are monosyllabic such as in, on, at, by, up, from, with, down, into, before, after, behind, above, across, etc. According to frank, the types of prepositions can be divided into:

1). Preposition of Location

The common preposition used to indicate location or place are :

-in being surrounded by something (di dalam)

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

-at presence, around (di sekitar)

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

-on in contact with the surface of another objective (di atas)

E.g: on the desk; on the ground

-across opposite from (di seberang)

E.g: across the street; across the river

-around near or all sides of (di sekeliling)

E.g: around the house; around the room

-between in the space separating two things (di antara)

E.g: Jack is sitting between Dick and tom; The bank is between the hotel and the post office.

-among with or surrounded by (di antara)

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

-throughout in all parts, all over (di seluruh)

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 (di bawah)

E.g: under (beneath) the table

-below at the point lower than (di bawah)

E.g: below the sea level

5. Some Prepositions of Place: A List

Above, around, at, behind, below, beside, between, far (away) , in, in back of, in the back of, in front of, in the front of, in the middle of, inside, near, next to, on, on top of, outside, and under.¹⁵ While there only about 150 prepositions in the English language, these words are among the most important. Without them, the sentences we speak, read, and would be difficult to understand.

- a. The book is **beside** the cup.
- b. The book is **next to** the cup.
- c. The book is **near** the cup.
- d. The book is **between** two cups.
- e. The book is **far away from** the cup.
- f. The cup is **on** the book.
- g. The cup is **on top of** the book.
- h. The cup is **under** the book.
- i. The cup is **above** the book.
- j. The hand is **around** the cup.
- k. The man is **in back of** the bus.
- l. The man is **behind** the bus.
- m. The man is **in the back of** the bus.
- n. The man is **in front of** the bus.

In (k), (l), and (n): the man is **outside** the bus.

¹⁵Betty Schramfer Azar Stacy A. Hagen, *English Grammar*, p.135

- o. The man is **in the front** of the bus.
- p. The man is **in the middle** of the bus.

D. Media

1. Definition of Media

Definition of media is component of learning source that can stimulate students to learn.¹⁶ Media is something that give message and it can stimulate thinking, feeling, wellness of students, so that, it can motivate learning process to their selves.¹⁷ Using of media with creative will enable to the students for studying to better and also improve their performance appropriate the purpose that they want.¹⁸

Media is all the form that utilized to the process of information channeling. Media is thing that can be manipulated, seen, read, hear, or the instrument that use in learning process, can influence the effectiveness of instructional program.¹⁹

Based on the assumption above, the research defines media is a tool that can help teaching learning process. Because it can used for channel message which can stimulate the interesting learning students.

¹⁶Hasnaini, “*teaching vocabulary through picture story at the eighth year students of MTS batusitanduk*” (IAIN PALOPO 2015).

¹⁷Nurlia, “*using cartoon pictures in teaching English vocabulary to the sixth year students of SDN 100 singgasari*”.(STAIN PALOPO, 2013).

¹⁸Asnawir dan basyiruddin usman, *Media pembelajaran*, (Cet 1; Jakarta : Ciputat pers,2002),p.11.

¹⁹Masriani, “*the use of picture in teaching countable and uncountable nouns at the seventh year students of PMDS putra palopo*”.(IAIN PALOPO 2015).

a. Kinds of media

Classified media into four kinds namely:²⁰

- a) Visual, visual aids are things just can be seen, for example: picture, poster, blackboard, micro projection, strip, transparencies.
- b) Audio visual, audio visual aids can be listened and signed, example film and television.
- c) Dramatize, for example: role play, socio drama, pantomimes, and so on.
- d) Audio, audio aids just can be listened, for example: photograph recorder, tramples electronic, radio and so on.

2. Media picture

Media picture is media visual; the function of media picture is a tool to gives message from source to the message target. Based that its function for attractive attention, make clear, explained idea describing or decorate fact that will be fast forgotten if not describing.²¹

Media picture is the most commonly used media. This is because students prefer pictures rather than writing, especially if the drawings are made and presented in accordance with good requirements, it will certainly increase the spirit of students in following the learning process. Media images are

²⁰Rahma Bulan, “*the effectiveness of using picture in teaching vocabulary at SDN 91 Walenrang*” (STAIN Palopo: 2007).p.7-9.

²¹Arief S. Sadiman,2005.*Media pendidikan*.Jakarta:Grafindo.s(online)

grouped into the visual media that is the media that relies on the sense of sight. From learning materials in teaching and learning process most students are quite difficult to understand if only by the method of discussion and lecture. Then the media images are needed in the learning process to facilitate students to understand and understand the material presented.

3. *Kinds of media*

Classified media into four kinds namely:

- a. Visual, Visual aids are thing that just can be seen. For example: film, strip, transparencies, micro projection, blackboard and picture.
- b. Audio Visual. Audio Visual aids can be listened and sighted, Example film and TV.
- c. Dramatize, for example: role play, socio drama, pantomimes, and so on.
- d. Audio, Audio aids just can be listened, for example: Photograph, recorder, tramples, electronic, radio and so on.²²

E. Picture

1. Definition of picture

Picture is a visual tool that effective because it can be described something that can be explained to be more concrete and realistic.²³ Picture is the act or the art of representing any object by means of lines and shades; especially, such a representation when in one color, or in tints used not to

²²Rahman Bulan, *the effectiveness of using picture in teaching vocabulary* at SDN 91 Walendrang.p.7.

²³Op-Cit.Asnowir dan Basyiruddin Usman,*Media Pembelajaran*,(Cet 1; Jakarta:Ciputatpers,2002),h.42.

represent the colors of natural objects, but for effect only, and produced with hard material such as pencil, chalk, ect.; delineation; also, the figure or representation drawn. The picture is worth more than a thousand words.²⁴

Picture is very important to be used in teaching to make clear and to make understand well for students. So, in using picture the students can pay attention for things that the students have never seen in the lesson. Picture can help the teacher to get the instructional aims, because picture is media that very easy and it is larger. It means that to make high value of learning because of picture, the students experience and their understanding is larger, clear and it is not easy to forget and more concrete in memorizing and the accusation of students. Picture can be finding everywhere because it can be described what the message of picture or we can say picture as common language that can be understood and enjoyable when people see it.

2. Why Use Picture

Picture is very important to be used in teaching especially in teaching writing. Picture can motivate and make clear when the students see the picture. The students can pay attention for thing that the students have never seen in their lesson.²⁵ Picture can help teacher to get instructional aims, because picture as media that is very easy and available to use in teaching learning process. It means that to make value in learning with picture, the students experience and their understanding in large clear and it is not easy to forget and more concrete

²⁴Katherine Klipper Merseth, *pengertian dan definisi gambar menurut para ahli*, <http://carapedia.com>

²⁵Ahmad Rohani, *Media Pembelajaran*,(cet. 1:Jakarta:PT.Rineka Cipta.1997),p.76.

and memorize and the association of the students.²⁶ Using pictures is more improving students skills and practical than words, and make easier to recall and remember furthermore, they expose real life situation. So, picture is media that very easy and it is larger. According Harris and Caviglioli, visual tools are powerful retention aids which increase understanding.²⁷ One of the visual tools is pictures.

Picture can be found everywhere because it can describe what message of the picture or what is the picture mean. Automatically, when the students see it they will guess well, because they can show the picture. So, with the picture the students understanding well and enjoyable when they are studying. So the Cheness Aphorism said that a picture can talk thousand words.²⁸ Picture is cheap and easy to get everywhere and Picture can stimulate the students in learning.

3. The Advantages of Using picture

The advantages of using picture as a media in instructional process are to delivery and explain information, idea, and so on without using much verbal language but more give impression.

²⁶Ahmad Rohani, *Media Instructional Educative* (cet.1:jakarta:PT.Rineka cipta),p.76.

²⁷²⁷Petra KRCELIC, A picture and A Thousand Words: Visual Tools in ELT (Croatia: University of Applied Sciences Baltazar zapresic/Department of Foreign Language , 2015).

²⁸Arief Sadiman,et all,*Media Pendidikan*, (cet.IV;Jakarta:PT.Raja Grafindo Persada,1996),p.29.

The other advantages of picture are:²⁹

- a. The characteristic of picture is concrete. Picture more realistic in showing the important problem than verbal media.
- b. Picture can overcome the limit time and space
- c. Picture can overcome what we see
- d. Picture can solve a problem
- e. Picture is cheap and easy to get everywhere
- f. Picture can stimulate the students in learning

F. Hypothesis

1. The hypothesis of the research are formulated as follow :
 - a. (Ho): Teaching preposition by picture is not effective way to teaching students' ability in using preposition at the eighth grade of MTs DDI Masamba.
 - b. (H1): Teaching preposition by using picture is effective way to teaching students' ability in using preposition at the eighth grade of MTs DDI Masamba.
2. Hypothesis acceptability criteria :
 - a. If $P\text{-value} \leq \alpha 0,05$ means reject Ho
 - b. If $P\text{-value} \geq \alpha 0,05$ means accept

²⁹Hartawati, 2011, "Developing Students' Writing Ability Through Picture at the Eleventh years students of sma negeri 4 palopo"

CHAPTER III

METHOD OF RESEARCH

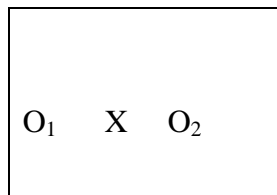
A. Method of the Research

In this research, researcher applied pre-experimental method. The pre-experimental method consisted of pre-test, and post-test.

B. Research Design

The research applied pre-test and post-test design. It aimed to find out whether the use picture can be effective in improving preposition or not.

The design of this research was describe as follow.³⁰



Where:

O₁ : Pre-test

X : Treatment

O₂ :Post-test

C. Population and Sample

1. Population

³⁰Suharsimi Arikunto, *Presedur penelitian (suatu pendekatan praktek)* (edisi revisi IV : PT.Rinekacipta,1998),p.84.

The population of the research was taken from all of the eighth class students` MTS DDI Masamba. There was one class. The total number of the population was 27 students.

2. Sample

The Researcher applied total sampling. There were 27 students of the eighth in MTS DDI Masamba chosen as samples of the research.

D. Instrument of the research

1. Test

The test was to find out the students' ability before and after treatment using picture in teaching preposition.

E. Data collection procedure

The data collection sproucedure as described below:

1. Pre-test

Before gave some information and explanation of picture, the researcher gave pretest to the students to knew the student`s previous knowledge about preposition.

2. Treatment

After gave pre-test, the treatment gave in five meetings, namely:

- a. The researcher prepared some pictures to the students.
- b. The students` divided in the some groups.
- c. Every group consists of 4-5 students.

- d. The researcher taught material of preposition (*on* and *in*).
- e. The researcher gave the question about preposition.
- f. The researcher asked to the students to look for preposition.
- g. Every group discussed the preposition which they got.
- h. Every group wrote down their answer in white board
- i. The researcher gave explanation to the students about the preposition have been discussed.
- j. The researcher collected all of their tasks.

3. Post-test

After gave treatment, the researcher gave post test. The researcher gave a post test that aimed to identify students` preposition after gave treatment.

F. Technique Analysis Data

In analysing data, the researcher used the following procedure:

1. Analyzing the raw data of present. Each of the students correct answer got 1 and the wrong answer got 0.
2. Raw scores were converted to a set of core maximum of 100, using the following formula:

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

3. Score or the test is classified into criteria as follows:
 - a. 80 to 100 are classified as very good.

- b. 70 to 79 is classified as good
 - c. 60 to 69 are classified as enough.
 - d. 50 to 59 are classified as less.
 - e. 0 to 49 is classified as failed³¹
4. Calculating the mean score, standard deviation, frequency table and test between preposition achievement of the experimental by using SPSS statistics 22 for windows evaluation.

³¹Muhibin Syah Psikologi Belajar, (Ed Revisi IX; Jakarta : Rajawali Pers 2009),h
223.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two parts. The first part is finding of data analysis and the second is description of the finding or discussion. This chapter also discussed the result of the research, which comparing between theoretic and application in educational institution.

A. Findings

The findings of this research was show to describe the result of the data that were analyzed statically. It comprised of the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test.

1. The Analysis of students' prepositions score in pre-test

In this section, the researcher show the complete score of the teaching preposition in pre test. The researcher would present them in the tables and calculate the score by using SPSS 22. It tabulated by following table.

Table 4.1

The score of the students' in the pre-test

Students	Correct answer	Score
-----------------	-----------------------	--------------

R1	10	20
R2	15	30
R3	9	18
R4	10	20
R5	14	28
R6	9	18
R7	15	30
R8	14	28
R9	3	6
R10	4	8
R11	10	20
R12	13	26
R13	15	30
R14	15	30
R15	7	14
R16	9	18

R17	9	18
R18	7	14
R19	7	14
R20	10	20
R21	13	26
R22	8	16
R23	7	14
R24	3	6
R25	4	8
R26	14	28
R27	10	20

For looking the mean score of students' vocabulary in pre-test, the researcher calculated it by using SPSS 22. The result can be presented in to the table descriptive statistic as follows:

Table 4.2

The mean score of teaching preposition in pre-test

Descriptive statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	27	6.00	30.00	19.55	7.63
Valid N (listwise)	27				

Table 4.2 show that the highest score of students was 30.00 and the lowest score was 6.00. Besides, it also indicate that the mean score of teaching preposition in pre-test was 19,55 and the standard deviation error was 7.63

In other side, the researcher write the students scoring classification of the frequency and percentages of the result students score in the pre-test can be seen in the table follow.

Table 4.3

Scoring classification in pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage
1	Very good	80-100	-	0%
2	Good	70-79	-	0%
3	Enough	60-69	-	0%
4	Less	50-59	-	0%
5	Failed	0-49	27	100%
	Total		27	100%

Based on the table 4.3, we can see that before giving the treatment. There were none of students got “very good until less”. There were 27 students (100%) obtained “failed” classifications. Based on the data above, it can be seen that the students got failed score. It can be concluded that the students vocabulary were still low.

Table 4.4

The score of Students' in the post-test

Students	Correct answer	Score
R1	43	86
R2	45	90
R3	39	78
R4	27	54
R5	39	78
R6	30	60
R7	45	90
R8	41	82
R9	28	56
R10	28	56
R11	42	84
R12	48	96
R13	49	98

R14	37	74
R15	32	64
R16	38	76
R17	33	66
R18	40	80
R19	35	70
R20	39	78
R21	41	82
R22	37	74
R23	32	64
R24	40	80
R25	35	70
R26	39	78
R27	41	82

Table 4.5

The mean score of teaching preposition in post-test

Descriptive statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	27	54.00	98.00	75.78	11.77
Valid N (listwise)	27				

Table 4.5 show that the highest score of students is 98.00 and the lowest score is 54.00. Besides, it also indicate that the mean score students correct answer in post test is 75.78 and the standard deviation error is 11.77

In other side, the researcher also had written the students' scoring classification of the frequency and percentage of the result students score in post-test can be seen in the table below:

Table 4.6

Scoring classification in post-test

No	Classification	Score	Pre-test	
			Frequency	Percentage
1	Very good	80-100	11	40.74%
2	Good	70-79	9	33.33%
3	Enough	60-69	4	14.81%
4	Less	50-59	3	11.12%
5	Failed	0-49		0%
	Total		27	100%

The table show the students score classifications in post-test. The data above describe there were 11 students (40.74%) achieved very good classifications, there were 9 students (33.33%) achieved good classifications, there were 4 students (14.81%) achieved enough classification, there were 3 student (11.12%) achieved less classification and there was none student achieved failed classification. It means that the teaching preposition ability was improved after treatment.

Beside that, the researcher also would present the total mean score and standard deviations of in pre-test and then compare both of them. The result would be presented into the table descriptive statistic as follow:

Table 4.7

The mean score and standard deviations of pre-test and post-test

Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre_test	27	6.00	30.00	19.55	7.63
post_test	27	54.00	98.00	75.78	11.77
Valid N (listwise)	27				

The table 4.7 indicate that the standard deviation in pre-test were 7.63 and in post-test were 11.77. It also show that mean score of the students in pre-test were 19.55 and the mean score of the students in post-test were 75.78. The result of the table above show that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that using picture was effective in teaching preposition.

Table 4.8

The paired sample statistics of pre-test and post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	19.55	27	7.63	1.46
	Posttest	75.78	27	11.77	2.26

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 7.63 and 11.77 in post-test. The table above also shows that mean score in pre-test was 19.55 and it post-test was 75.78. It could be concluded that students score improved 19.55 to 75.78.

Table 4.9

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	27	,626	,000

The table 4.9 paired samples correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment was

626. It means that there was significant correlation of students' ability in teaching preposition using picture before and after treatments.

Table 4.10

The paired samples test of pre-test and post-test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-56.22	9.18	1.76	-59.85	-52.58	-31.79	26	,000

The hypothesis was treated by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test to know the significance difference between the result of students' mean score in pre-test and post-test.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where N = 27, df = 26. The probability value was smaller than alpha (α) 0.00 < 0.05. It means, the alternative hypothesis (H_1) was accepted and the

null hypothesis (H_0) was rejected. So the conclusion is there was a significance difference in teaching preposition before and after using picture. There for, the researcher concluded that teaching preposition can increase students preposition using picture at the eighth grade of MTS DDI Masamba.

B. Discussion

This section presents the research result of data analysis of the findings. It discussed the used of preposition through media picture at class VIII students from pretest to posttest. Before giving treatment, there were 27 students who got failed. After giving treatment there were 11 students who got very good score, 9 students who got good score and 4 students who got enough score, and 3 students who got less score. It shows that after giving treatment through media picture score of students was better than before giving treatment. It can be said that there were difference significance of results of the preposition through media picture.

The mean score of the students post-test (75.78) was higher than the mean score of the students pre-test (19.55) it means that after giving treatment is better that before. Teaching preposition through picture is one effective and interesting way that can be applied in any classroom. Picture not only fun but make the students' enthusiasm for learning.

The data above, researcher concluded the application of media picture in teaching preposition at Mts DDI Masamba is effective for students and the students not bored. The researcher found that, teaching preposition through media picture can

increasing students' ability in learning preposition and give motivation in learning English and also improve the mastery students' preposition. The result of this research related with the theory from Harris and Caviglioli that visual tools are powerful retention aids which increase understanding. One of the visual tools is picture.

The finding of the research in line with suryaningsih and Ailin Maulidah who found that board can make the student easy and enjoy to learning. The first, Ailin Maulidah conducted research entitle "The Effectiveness of Using Pictures in Teaching Preposition of Place at the Eight Grade Students of Islamic Junior High School Al-ghazaly Bogor." The differences between Ailin Maulidah research and this research were in the material and instrument of the research.

The second, Suryaningsih counducted research entitle Effectiveness of picture in learning Preposition at the Eleventh Years Students of Madrasah Aliyah Negeri (MAN) Palopo. Suryaningsih research was in the material. Suryaningsih research applied picture to improve students` preposition of time at the Elementary School. Then, in this research the researcher focused to applied picture to improve students` preposition of place at junior high School. The similarities between Suryaningsih research and Ailin research was teaching media. Both of the researcher s applied picture as teaching media.

Based on explanation above, the researcher concluded that the use of picture effective to improve students` preposition. This is one of media can be used in teaching and learning English especially mastery preposition.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, data analysis and discussion in the previous chapter, the researcher draws conclusions as in follow:

Finally, the researcher concluded that using pictures in teaching preposition of place is success. It showed from the students` preposition scores taught by using pictures is higher than the students` preposition scores taught by using without pictures. Therefore, teaching preposition of place by using picture is more effective than without using pictures in teaching preposition.

Based on the data analysis, the researcher concludes that Picture can increase students` ability in preposition of the eight grade of Mts DDI Masamba. Picture is really effective to use in learning and teaching process because it made students` active in learning. It could be proven by the students` result of mean score in the pre-test was 19,55 and the mean score of the students` in the post-test was 75,78 the mean score of post-test was greater than pre-test. After gave treatment to the students and based on the result of data analysis of the finding in chapter IV, the reseracher found that the p Value was 0.00 and the Alpha was 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). it proved that the hypothesis (H_0) was rejected and hypothesis (H_1) was accepted.

B. Suggestion

From the advantages of using Picture in study preposition, the researcher would like to give some suggestion to be considered by English teachers as follows:

1. For teachers

For the teachers, picture should be considered as an alternative media to be used by English teachers in teaching preposition in the classroom. The researcher also suggest to the teacher to use the other media in teaching preposition. For example use the animation video in teaching preposition. The teachers should be creative in using various media in teaching.

2. For students

Using picture as media in teaching preposition can make students more active and make the students easy to understand about preposition. So that, the researcher suggest to students to use picture in learning process to make them easier in learning.

3. For the further researcher

For the further researcher, the researcher give suggestion to look for the other media to teach preposition or using picture as media in other materials in teaching. They can make this study as a reference to conduct another research in the same field.

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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	:Mts DDI Masamba
Kelas/Semester	:VIII/Ganjil
Mata Pelajaran	:Bahasa Inggris
Tahun Ajaran	:2018-2019
Standar Kompetensi	:Berkomunikasi dengan bahasa Inggris setara level <i>Elementary.</i>
Kompetensi Dasar	:menjelaskan secara sederhana kejadian yang sedang terjadi.
Aspek	:Menulis
Alokasi Waktu	:10x40 menit(5x pertemuan)
Tujuan Pembelajaran	:

1. Mendefinisikan *prepositions* dengan tepat.
2. Mencontohkan kalimat-kalimat yang mengandung *preposition* secara tepat.
3. Membedakan bentuk-bentuk *prepositions* berdasarkan fungsinya dengan tepat.
4. Menggunakan *prepositions* dalam percakapan secara akurat.
5. Menuliskan kalimat yang mengandung *prepositions* dengan tepat.

Materi Pembelajaran

➤ Pengertian prepositions

Preposition adalah kata yang dikombinasikan dengan *noun* atau *pronoun*, membentuk *phrase* (frasa) yang menerangkan *verb*, *noun*, atau *adjective*. Kata ini merupakan satu dari delapan part of speech yang berfungsi menunjukkan hubungan antara object of preposition (berupa *noun*, *pronoun*, gerund, atau *noun clause* yang mengikuti *preposition*) dengan elemen kata lain di dalam suatu kalimat.

Ada beberapa macam preposition

Berikut diantaranya:

- 1) Preposition of time/preposition of time digunakan untuk memberi petunjuk waktu. Preposition of time terdiri dari: After, At, By, During, For, From, Till, To, Untill, dll.
- 2) Preposition of place digunakan untuk menunjukkan tempat atau posisi suatu benda. Preposition of place terdiri dari: at, in, on, under, behind, over, beside, next to, in front of, between, dll.

Metode pembelajaran

- Three phase Tehnique

Langkah – langkah kegiatan Pembelajaran

Tahapan kegiatan	Langkah – Langkah Kegiatan Pembelajaran	NBKB	Alokasi waktu
Kegiatan awal	<ol style="list-style-type: none">1. Siswa diajak berdoa sebelum pelajaran dimulai2. Guru mengecek kehadiran dan kesiapan siswa3. Guru memberi pertanyaan rangsangan tentang materi yang akan dibahas	Religius Disiplin Rasa ingin tahu	15 m

Kegiatan Inti	<p>4. Guru menyampaikan KD dan tujuan pembelajaran yang akan dicapai</p> <p>5. Guru memberi motivasi dan penjelasan mengenai batasan materi yang akan dipelajari</p> <p>k. The researcher will prepare some pictures to the students.</p> <p>l. Students will divided in the some groups.</p> <p>m. Every group will be consist of 4-5 students.</p> <p>n. The researcher will teach material of preposition (<i>in, on, at, under, between, over, next to, behind, beside, in front of</i>).</p> <p>o. The researcher will give the question about preposition.</p> <p>p. The researcher will ask to the students to look for preposition.</p> <p>q. Every group will discusse the preposition which they get.</p>	Rasa ingin tahu	60 m
Kegiatan akhir	<p>r. Every group will write down their answer in white board</p> <p>s. The researcher will give explanation to the students about the preposition have been dicussed.</p> <p>t. The researcher collect all of their tasks.</p> <p>1. Siswa dan guru menyimpulkan materi yang diberikan</p> <p>2. Siswa dan guru melakukan Refleksi pembelajaran.</p>	Tekun komunikatif Menghargai orang lain	5 m

	3. Siswa diberi tugas sesuai dengan informasi Guru dirumah (pr)		
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Sumber dan Media

1. Buku – buku teks Bhs Inggris yang relevan
2. internet
3. Gambar yang berkaitan dengan materi preposition

Penilaian:

Indikator Pencapaian kompetensi	Tehnik penilaian	Bentuk penilaian	Instrumen/soal
<ul style="list-style-type: none"> • Memahami pengertian <i>prepositions</i> dengan tepat. • Memberi contoh-contoh kalimat yang mengandung <i>prepositions</i> dengan tepat. • Menjelaskan bentuk-bentuk <i>prepositions</i> berdasarkan fungsinya secara tepat . • Menggunakan <i>prepositions</i> dalam percakapan secara tepat. • Membuat kalimat yang mengandung 	Teks tulis	Uraian	Multiple choice Essay Complete the text

<i>prepositions</i> dengan tepat.			
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Instrument:

Example:

I. Pilihlah jawaban yang paling tepat dengan berpodoman pada gambar disamping !

1. The rabbit is.....the white box and the black box

- a. Behind
- b. Between
- c. On
- d. In



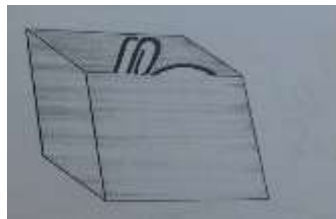
2. The rabbit is.....the table

- a. Under
- b. Next to
- c. On
- d. In



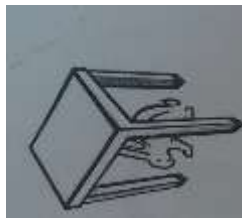
3. Rabbit is.....the box

- a. At
- b. In
- c. In front of
- d. Behind



4. Rabbit is.....the table

- a. At
- b. In
- c. Under



d. Behind

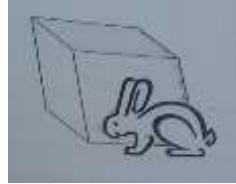
5. Rabbit is.....the box

a. At

b. In

c. On

d. Behind



II. Isilah titik-titik dibawah dengan berpodoman pada gambar dibawah !

1. The mouse is.....the box

2. The mouse is.....the box

3. The mouse is.....the box

4. The mouse is.....the box

5. The mouse is..... the box



III. Jawablah pertanyaan dibawah ini dengan berpodoman pada gambar di samping !

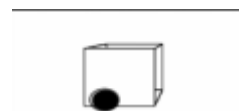
1. Where`s the boll ?

2. Where`s the book ?

3. Where`s the pumpkin ?

4. Where`s the monkey ?

5. Where`s the bierd ?



Kunci Jawaban:

1. b
2. c
3. b
4. c
5. d

1.under

2.over

3.in

4.on

5.in front of

1. in front of the box

2. on the table

3. under the chair

4. in the box

5. on the tree

Pedoman Penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 3
2. Jumlah skor maksimal x3 15
3. Nilai maksimal =10
4. Nilai Siswa = $\frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 10$

Rubrik Penilaian :

Uraian	Skor
1. Jawaban benar, tata bahasa benar	3
2. Jawaban benar, tata bahasa kurang tepat	2
3. Jawaban dan tata bahasa kurang tepat	1
4. Tidak menjawab	0

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	:Mts DDI Masamba
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Mata Pelajaran	:Bahasa Inggris
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Kompetensi Dasar	:menjelaskan secara sederhana kejadian yang sedang terjadi.
Aspek	:Menulis
Alokasi Waktu	:10x40 menit(5x pertemuan)
Tujuan Pembelajaran	:

6. Mendefinisikan *prepositions* dengan tepat.
7. Mencontohkan kalimat-kalimat yang mengandung *preposition* secara tepat.
8. Membedakan bentuk-bentuk *prepositions* berdasarkan fungsinya dengan tepat.
9. Menggunakan *prepositions* dalam percakapan secara akurat.
10. Menuliskan kalimat yang mengandung *prepositions* dengan tepat.

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Preposition adalah kata yang dikombinasikan dengan *noun* atau *pronoun*, membentuk *phrase* (frasa) yang menerangkan *verb*, *noun*, atau *adjective*. Kata ini merupakan satu dari delapan part of speech yang berfungsi menunjukkan hubungan antara object of preposition (berupa *noun*, *pronoun*, gerund, atau *noun clause* yang mengikuti *preposition*) dengan elemen kata lain di dalam suatu kalimat.

Ada beberapa macam preposition

Berikut diantaranya:

- 3) Preposition of time/preposition of time digunakan untuk memberi petunjuk waktu. Preposition of time terdiri dari: After, At, By, During, For, From, Till, To, Untill, dll.
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Metode pembelajaran

- Three phase Tehnique

Langkah – langkah kegiatan Pembelajaran

Tahapan kegiatan	Langkah – Langkah Kegiatan Pembelajaran	NBKB	Alokasi waktu
Kegiatan awal	6. Siswa diajak berdoa sebelum pelajaran dimulai	Religius	15 m

Kegiatan Inti	<p>7. Guru mengecek kehadiran dan kesiapan siswa</p> <p>8. Guru memberi pertanyaan rangsangan tentang materi yang akan dibahas</p> <p>9. Guru menyampaikan KD dan tujuan pembelajaran yang akan dicapai</p> <p>10. Guru memberi motivasi dan penjelasan mengenai batasan materi yang akan dipelajari</p>	<p>Disiplin</p> <p>Rasa ingin tahu</p>	60 m
Kegiatan akhir	<p>u. The researcher will prepare some pictures to the students.</p> <p>v. Students will divided in the some groups.</p> <p>w. Every group will be consist of 4-5 students.</p> <p>x. The researcher will teach material of preposition (<i>in, on, at, under, between, over, next to, behind, beside, in front of</i>).</p> <p>y. The researcher will give the question about preposition.</p> <p>z. The researcher will ask to the students to look for preposition.</p> <p>aa. Every group will discusse the preposition which they get.</p> <p>bb. Every group will write down their answer in white board</p> <p>cc. The researcher will give explanation to the students about the preposition have been dicussed.</p> <p>dd. The researcher collect all of their tasks.</p>	<p>Tekun</p> <p>komunikatif</p> <p>Menghargai orang lain</p>	5 m

	<p>4. Siswa dan guru menyimpulkan materi yang diberikan</p> <p>5. Siswa dan guru melakukan Refleksi pembelajaran.</p> <p>6. Siswa diberi tugas sesuai dengan informasi Guru dirumah (pr)</p>		
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Sumber dan Media

4. Buku – buku teks Bhs Inggris yang relevan
5. internet
6. Gambar yang berkaitan dengan materi preposition

Penilaian:

Indikator Pencapaian kompetensi	Tehnik penilaian	Bentuk penilaian	Instrumen/soal
<ul style="list-style-type: none"> • Memahami pengertian <i>prepositions</i> dengan tepat. • Memberi contoh-contoh kalimat yang mengandung <i>prepositions</i> dengan tepat. • Menjelaskan bentuk-bentuk <i>prepositions</i> berdasarkan fungsinya secara tepat . • Menggunakan <i>prepositions</i> 	Teks tulis	Uraian	Multiple choice Essay Complete the text

<p>dalam percakapan secara tepat.</p> <ul style="list-style-type: none"> • Membuat kalimat yang mengandung <i>prepositions</i> dengan tepat. 			
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Instrument:

Example:

IV. Pilihlah jawaban yang paling tepat dengan berpodoman pada gambar disamping !

6. The rabbit is.....the white box

- e. Behind
- f. Between
- g. On
- h. In



and the black box

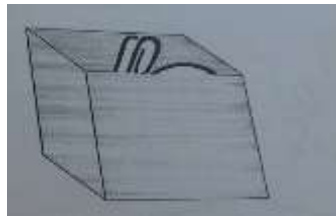
7. The rabbit is.....the table

- e. Under
- f. Next to
- g. On
- h. In

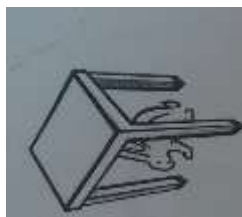


8. Rabbit is.....the box

- e. At
- f. In
- g. In front of
- h. Behind



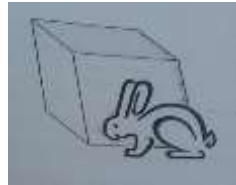
9. Rabbit is.....the table



- e. At
- f. In
- g. Under
- h. Behind

10. Rabbit is.....the box

- e. At
- f. In
- g. On
- h. Behind



V. Isilah tiik-tittik dibawah dengan berpodoman pada gambar dibawah !

6. The mouse is.....the box

7. The mouse is.....the box

8. The mouse is.....the box

9. The mouse is.....the box

10. The mouse is..... the box



VI. Jawablah pertanyaan dibawah ini dengan berpodoman pada gambar di samping !

6. Where`s the boll ?



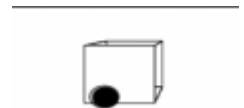
7. Where`s the book ?



8. Where`s the pumpkin ?



9. Where`s the monkey ?



10. Where`s the bierd ?

Kunci Jawaban:

6. b

7. c

8. b

9. c

10. d

1.under

2.over

3.in

4.on

5.in front of

1. in front of the box

2. on the table

3. under the chair

4. in the box

5. on the tree

Pedoman Penilaian:

5. Untuk tiap nomor, tiap jawaban benar skor 3

6. Jumlah skor maximal x3 15

7. Nilai maximal =10

8. Nilai Siswa = $\frac{\text{skor perolehan}}{\text{Skor maximal}} \times 10$

Rubrik Penilaian :

Uraian	Skor
5. Jawaban benar, tata bahasa benar	3
6. Jawaban benar, tata bahasa kurang tepat	2
7. Jawaban dan tata bahasa kurang tepat	1
8. Tidak menjawab	0

Pre Test

Tes Kemampuan Bahasa Inggris

MTS DDI Masamba

Kelas VIII

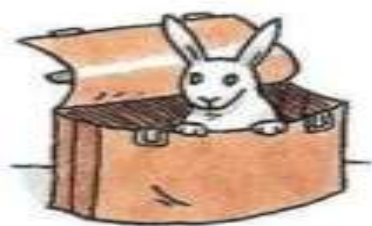
Nama :

Kelas :

I. Read the multiple choice below and choose the correct answer !

1. The rabbit is.....the bag.

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



2. The clock is.....the wall is broken.

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



3. They visit the animal.....zoo.

- a. next to
- b. between
- c. under
- d. at



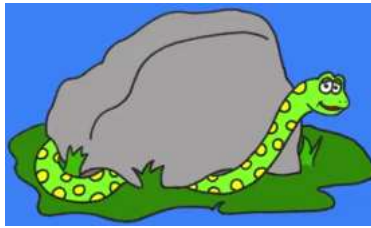
4. The rabbit is.....the bag.

- a. behind
- b. in front of
- c. in
- d. on



5. The snake is.....the rock.

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



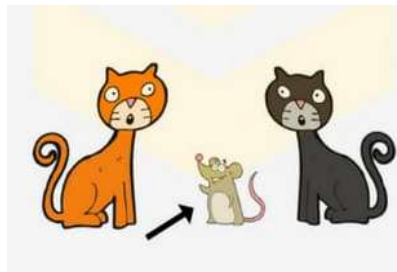
6. The owl is.....the books.

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



7. The mouse is.....the cats.

- a. between
- b. over
- c. beside
- d. in



8. The owl is.....the flower..

- a. between
- b. under
- c. behind
- d. over



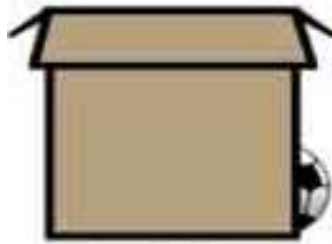
9. The apple is.....the two boxes.

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



10. The ball is.....the box.

- a. behind
- b. beside
- c. in front of
- d. in



11. The pumkin is.....the chair.

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



12. The dog is.....the stable.

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



13. My friends are.....the car.

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



14. The moeslim pray.....the muesque.

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



15. The panda is.....the window.

- a. in front of
- b. between
- c. over
- d. in



16. The bird is.....the box.

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



17. My dog is.....the bones.

- a. next to
- b. over
- c. under
- d. between



18. The ball is.....the box.

- a. beside
- b. in front of
- c. between
- d. on



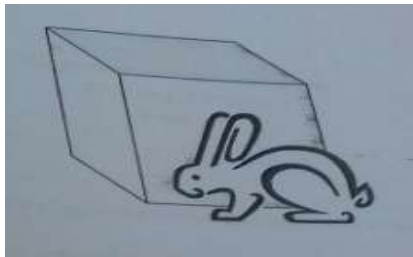
19. The apple is.....the box.

- a. between
- b. in
- c. next to
- d. on



20. The rabbit is.....the box.

- a. beside
- b. behind
- c. over
- d. at



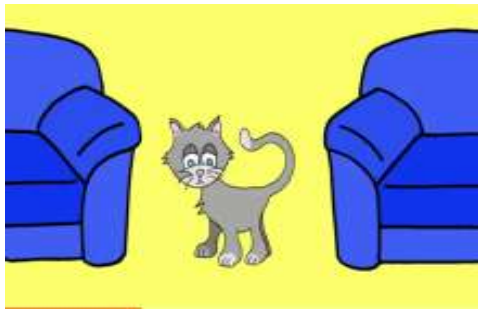
II. Analyze the picture and answer the question below !

1. Where is the dog?

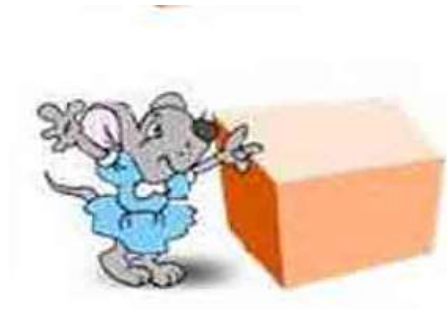
ex: under the table



2. Where is the cat?



3. Where is the mouse ?



4. Where is the mouse?



5. Where is the dog?



6. Where is the mouse?



7. Where is the mouse?



8. Where is the owl ?



9. Where is the owl ?



10. Where is the students ?



III. Analyze the picture and answer the fill in the blank question !

1. The dog is.....the stable.



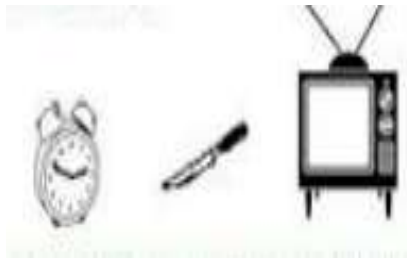
2. The bird is.....the tree.



3. The ruler is.....the chair.



4. The knife is.....the clock and TV



5. The class is.....the cake.



6. The dog is.....the man.



7. The monkey is.....the box.



8. The boy stands.....the lamp.



9. The dog is.....the stable.



10. My mom buys fruits.....the market.



IV. Answer the question below correctly with choose the true (T) or false (F)

1. The apple is in the table.(.....)



2. The dog is on the box.(.....)



3. I meet him at the bookstor.(.....)



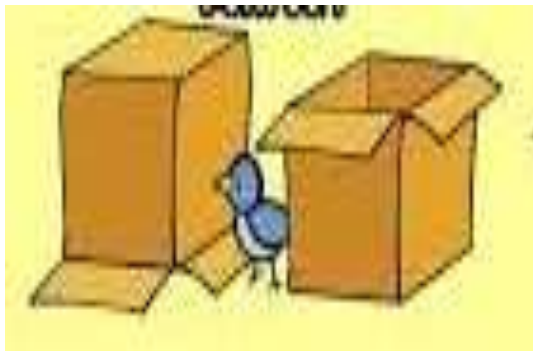
4. The ball is under the box.(.....)



5. The monkey is beside the tree. (.....)



6. The bird is between two box.(.....)



7. The dog is next to the boy.(.....)



8. The dog is beside the chair.(.....)



9. The cat is in front of the fireplace.(.....)



10. The cat is over the box.(.....)



Post Test

Tes Kemampuan Bahasa Inggris

MTS DDI Masamba

Kelas VIII

Nama:

Kelas:

VII. Read the multiple choice below and choose the correct answer !

1. The cat is.....two chair.

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



2. The cat is.....the box.

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



3. The cat is.....the box.

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



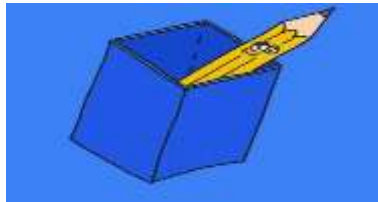
4. I meet him.....the bank.

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



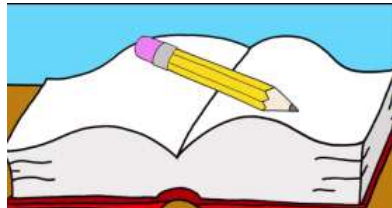
5. The pencil is.....the box.

- a. on
- b. at
- c. in
- d. next to



6. My pencil is.....the book.

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



7. My cat is.....the box.

- a. in front of
- b. beside
- c. between
- d. next to



8. The cake is.....the class.

- a. in
- b. next to
- c. between
- d. over



9. The apple is.....the book

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



10. The party will be held.....the castle.

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



11. The bird is.....the squirrel.

- a. next to
- b. between
- c. behind
- d. over



12. The cat is.....the bed.

- a. behind
- b. next to
- c. beside
- d. under



13. The squirrel is.....the carpet.

- a. under
- b. behind
- c. over
- d. o



14. The mouse is.....the two boxes.

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



15. The dog is.....the table.

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



16. The apple is.....the book.

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



17. The chicken is.....the tree.

- a. in
- b. over
- c. at
- d. in front of



18. The cat is.....the bed.

- a. next to
- b. in
- c. on
- d. over



19. The owl is.....the ball.

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



20. The cat is.....the bed.

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



VIII. Analyze the picture and answer the fill in the blank question !

1. The bone is.....the two dogs.



2. The blue dog is.....the fire hydrant.



3. I see the paint.....the museum.



4. The mouse is.....the box.



5. The mouse is..... the TV



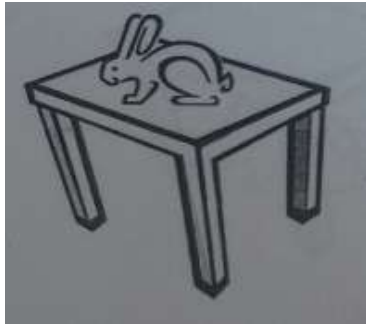
6. The mouse is.....the TV



7. The mouse is.....the TV



8. The rabbit is.....the table.



9. The dog is.....the bone.



10. The dog is.....the postman.



IX. Analyze the picture and answer the question below !

11. Where is the hamster ?



12. Where is the hamster ?



13. Where is the hamster ?



14. Where is the hamster ?



15. Where is the hamster ?



16. Where is the hamster ?



17. Where is the hamster ?



18. Where is the hamster ?



19. Where is the hamster ?



20. Where is the mom ?

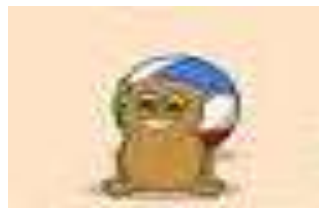


VI. Read carefully the sentence below then answer that true or false

1. The owl is behind the ball.(.....)



2. The owl is beside the ball.(.....)



3. The owl is on the ball.(.....)



4. The owl is next to the ball.(.....)



5. The bird is on the stable.(.....)



6. The tree is between two people.(.....)



7. They watch tv at the home.(.....)



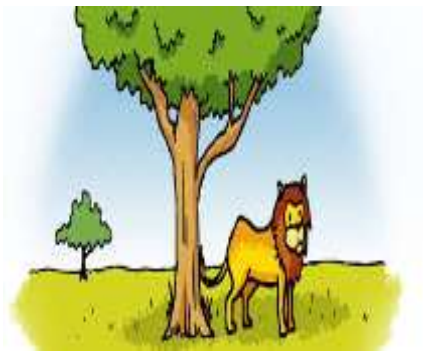
8. The owl is on the ball.(.....)



9. The owl is in the stable.(.....)



10. The wolf is next to the tree.(.....)



Dokumentasi (Giving Pre-Test)



Dokumentasi Proses pembelajaran



Dokumentasi (Giving Post-Test)

