TEACHING PREPOSITION TO THE EIGHTH YEAR STUDENTS OF SMP MUHAMMADIYAH THROUGH QUIZ ACTIVITY

T H E S I S

Submitted to the English Language Studies of Sekolah Tinggi Agama Islam
Negeri (STAIN) Palopo in Particial Fullfillment of Requirement
for the Degree of Sarjana Pendidikan Islam (S.Pd).

By

IRHAM
Reg. Num. 08.16.3.0126

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT

THE STATE COLLEGE FOR ISLAMIC STUDIES

(STAIN) PALOPO

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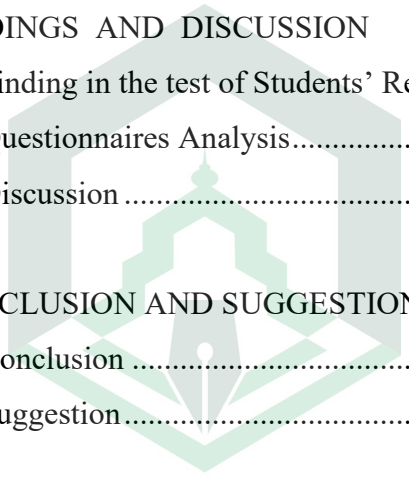
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ABSTRACT

Irham, 2013."*Teaching Preposition To The Eighth Year Students Of SMP Muhammadiyah Palopo Through Quiz Activity*". Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Madehang, S.Ag., M.Pd and Syamsudarni, S.Pd.I., M.Pd

Key Words : Teaching, Preposition, Quiz Activity

This thesis deals with Quiz activity in teaching preposition to the eight year students of SMP Muhammadiyah Palopo. The problem statement of this thesis: is the use of quiz activity effective to improve students' ability in learning preposition to the eighth year students of SMP Muhammadiyah Palopo.

Based on the issues above the writer proposes the tentative answer there is a significant development in using preposition by the eighth year students of SMP Muhammadiyah Palopo after conducting the technique. The objective of this research is to find out the effectiveness of teaching preposition through quiz activity by the eighth year students of SMP Muhammadiyah Palopo.

To answer the hypothesis above, the writer collected data by using a test namely pretest and posttest. The test functioned is to determine the improvement of the student's ability after they are taught by using quiz activity.

This research focused to the eighth year students of SMP Muhammadiyah Palopo. The populations were 36 and the writer took 20 students as sample. The sampling technique is random sampling.
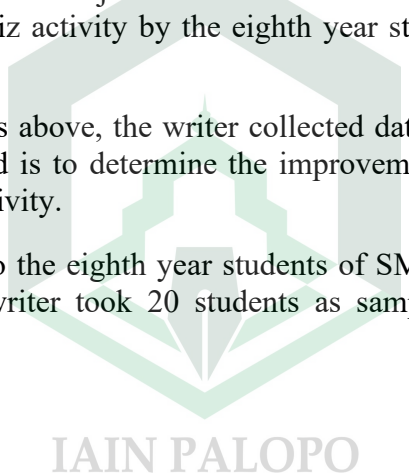
IAIN PALOPO

CHAPTER I

INTRODUCTION

A. *Background*

Language is a prominent tool in almost all aspects of our life. It is a tool to convey ideas, thoughts, and feelings. English is a tool to absorb and develop science, technology, culture, tourism and education.

Language is fundamentally and instrument of communication.[1] English is one of communication in the word, so that all people are demanded to know it. It means that not only for the young ten ages but the old people too. Because English is a foreign in Indonesia, so that we must make English be famous in the society, in order that feel not strange with English and trying to adapt it. English education in our country is aimed to make students to be able in using English I oral and writing but infect Indonesian students' ability in conveying and expressing their ideas by using English is still low either in school, university, or in society.

There are four skills that we must master in English, namely speaking, writing, reading, and listening skills. By mastering these skills people can be perfect in using English language. There are many aspects that must be know in English, for example vocabulary and grammar.

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[1] Herbert H, Clark, *Psychology and Language An Introduction To Linguistics, (Stanford University), p.7*

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Learning the English prepositions is very important because its structure is used in everyday conversation. The more you practice the subject, the closer you get to mastering the English language. But first we need to know what the role of prepositions is in the structure of the grammar in English.

The researcher give priority to writing skill where element such as vocabulary and grammar support this skill. In this case the writer will only focuss in preposition. Where students sometimes confused in using some prepositions which has same meaning. Some of them assume that it is not important because even though some prepositions are different but they have same meaning, according to them they will not change the meaning of the sentences. The researcher inspects that there are still many students confuse in using some of preposition. The researcher interested to discuss about Teaching Preposition to the Eighth Year Students of SMP Muhammadiyah Palopo Through Quiz Activity. However, they tend to make mistake in arrange a sentences. Sometimes they find difficulties which preposition that should be used in arranging sentences.

Strategy of researcher will apply teaching method to the students of SMP Muhammadiyah Palopo is especially at eight year students, the methodology in teaching preposition is quiz. The researcher chooses SMP Muhammadiyah palopo because the researcher wants to give motivation to the students in learning English, especially, teaching English of preposition. The students always get bored when they are studying English in the class.

In learning preposition, of course it is needed method. The method must be effective and efficient. There are many methods we can use. One of, the method is through a quiz. Through quiz, the people will not feel bore. The can study relax, fun, enjoy and also serious. And one of them is quiz activity. Quiz activity can make learning process are encouraged and the students will not get bored, because through this method teacher and learners always communicate and students are motivated to ask their teacher. Quiz is a form of game or mind sport in which the players attempt to answer questions correctly. Quiz can be rich learning environments for students. Quiz enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

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 SMP Muhammadiyah palopo, 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 try to find the improve students of English prepositions using quiz activity. Based on explanation above the writer chooses, "Teaching Preposition To The Eight Year Students Of SMP Muhammadiyah Palopo Through Quiz Activity".

B. *Problem Statements*

Based on the explanation on background the researcher formulates the research question namely, is the use of quiz activity effective to improve student's ability in learning preposition to the eight year students of SMP Muhammadiyah Palopo.

C. *Objectives of the Research*

Based on problem statements, the objective of the research is to find out the effectiveness of teaching preposition through quiz activity to the eight year students of SMP Muhammadiyah Palopo.

D. *Significance of the Research*

1. To give contribution to students in general especially for the students at SMP Muhammadiyah Palopo to find out the effective ways in improving their ability in writing.

2. To give information about some appropriate ways to create a good atmosphere in learning teaching process.

3. To give contribution for the English teacher in general, especially at SMP Muhammadiyah Palopo in the effort to motivate the students and improve the quality of English learning especially in using preposition.

4. To stimulate other researcher who wants to conduct the further research.

E. *Scope of the Research*

The scope of the research is restricted in mastering preposition through quiz activity of SMP Muhammadiyah. The preposition **at, in** and **on** are used

in English to talk about *places* and *times*. Sometimes the choice of one over another in particular phrase or sentence seems arbitrary. However if analysis patterns of occurrence we can identify key concepts in learning and usage which consistently apply and can be used as a platform for learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

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

1. Harding Sulu did research on *Teaching Preposition Through Game* as a technique of teaching preposition which is considered very interesting for the students. Its proved by means score of students in post test was higher than in pre test (7,83≥4,08).[1]

2. 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.[2] She finds that picture is effective to use in teaching learning preposition.

From those research, the writer assumed that media has been effective way to teach some skill of English. Using some appropriate media can help to improve those skill in English. In this research, the writer used quiz as a media to teach preposition.

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[1] Harding Sulu, *Teaching Preposition Through Game at the Seventh Years Students at SLTP Negeri 8 Palopo Academic Years 2011/2012*, (Unpublished Thesis STAIN,Palopo2011), p.59.

[2] Suryaningsih, *The Effectiveness of Picture in Learning Preposition at the Eleventh Years Students of Madrasah Aliyah Negeri (MAN) Palopo*, (Thesis; Palopo: English Study Program of Tarbiyah Department the State College for Islamic Studies (STAIN) Palopo,2008), p.57

B. *Some Pertinent Ideas*

1. Definition of Preposition

According to Gillas a preposition is a word that is used to establish a relationship between to objects. A preposition is a placed in front of the noun or pronoun that it is to govern. For example all of us leave the house 'in' the morning. Over here the word 'in' establish the relationship between leaving and morning so, in is a preposition.

The preposition is classified as a part of speech in traditional grammar. However, preposition as well as conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic readings; (2) each signals syntactic structures that function as one of the other parts of speech. For these reasons modern linguists prefer to classify prepositions as structure words rather than as parts of speech.[3]

Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject verb-complement relationship.[4] Preposition usually come before the words the control. The indicate various relationships between words or phrases

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[3] Marcella, Frank, *Modern English A Practical Reference Guide*, (New York University), p.163.

[4] *Ibid*

the most usual being those of time, place (position, direction, etc.,), and mental or emotional attitudes.[5]

Thomson, preposition are word normally place before nouns or pronounce. Preposition can also be follow by verb. The students have to main problems with preposition. He has to know:

a. Whether in any construction a preposition is required or not.

b. Which preposition to use when one require.[6]

Gyrill Miller, a preposition is word that shows in what relation a noun or pronoun equivalent (which is the object of the preposition) stand to some other words. Example, he went to the cupboard. To in sentence shoes relation between the verb went and the noun cupboard. Cupboard is the object of to.

Marcella, position of preposition usually turns up before noun's object. Preposition can in the last position in:

1) Question: Which house does he live in?

2) Adjective: There is the house which he live in.

3) Noun: I don't know which house he live in.

2. Types of Preposition

A highly detailed classification of all prepositions would be fruitless in a text on grammar, since such a classification would have to include many

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[5] W.Stannard, Allen, *Living English Structure A Practice book for foreign students,* p.292.

[6]Thomshon, Martinet, *A Practical English Grammar,* (Ed,;4th, Oxpord New York: Oxpord University Press, 1986), p.15.

items that more properly belong in the lexicon of the language than in the grammar of the language. The following list will therefore give only the more common meanings that prepositions can have. Many of these meanings correspond to the adverbial meanings already given in the chapter on adverbs.[7]

Preposition are always followed by nouns or pronouns. They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement.

a. Preposition for Time

Preposition of time my introduce not only adverbial prepositional phrases, as in those just given, but they may also introduce adjective phrases that modify nouns or pronouns.[8]

Prepositions used for time of different natures are in, on, at etc.

Preposition	Time Nature
In	**1. Month or Year.** *e.g. in January, in 1985* **2. Particular time of day or month or year** *e.g. in morning, in evening, in first week of January, in summer, in winter*

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[7] Marcella, *op. cit.,* p.163.

[8] *Ibid.* p.165.

	3. Century or specific time in past etc *e.g. in 21st century, in stone age, in past, in future, in present*
On	**1. Day** *e.g. on Monday* **2. Date** *e.g. on 5th of March, March 5* **3. Particular day** *e.g. on Independence Day, on my birthday,*
At	**1. Time of clock** e.g. at 5 O'clock, at 7:30 PM **2. Short and precise time** *e.g. at noon, at sunset, at lunch time, at bed time, at the moment, at the same time*

Examples.

He was born **in** 1945.

She will go to New York **on** 25th of March.

The concert will begin **at** 7 O'clock.

He gets up early **in** the morning.

We enjoyed a lot **in** the summer.

The president will deliver speech to public **on** Independence Day.

She received a lot gifts **on** her birthday.

Where were you **at** the lunchtime?

I will call you **at** 12 A.M.[9]

b. Preposition for place

Place prepositions – are prepositions used to describe the place or position of all types of nouns. It is common the position to be placed before the noun. When we refer to place prepositions we usually refer to "in", "at", and "on".[10]

In – Is usually used for place which have some boundary (boundary may physical or virtual).

On – Is used for surface.

At – Is used for specific place.[11]
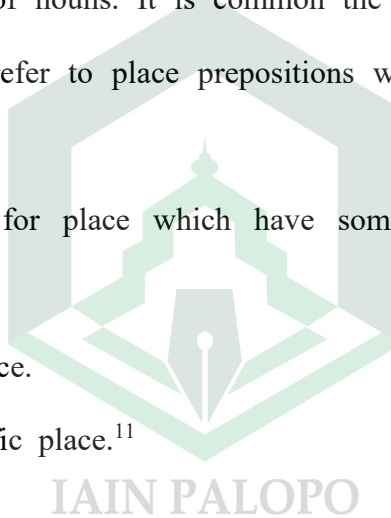
Preposition	Place Nature
In	**Place having some boundary (physical or virtual boundary)** Examples. *In hall*

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[9] www.studyandexam.com/preposition2.html . Accessed on January 14st 2013

[10] www.english-the-easy-way.com/preposition/in-on-at-place.htm. Accessed on January 14st 2013

[11] *Ibid*

	In school *In a building* *In a box* *In a car* *In library* *In garden* *In America* *In room* *In cupboard*
On	**Surface of something.** Examples. *On a table* *On blackboard* *On a page* *On the wall* *On the roof* *On a map*
At	**Specific Place.** Examples. At the entrance At the bottom of glass

	At front of the chair
	At bus stop
	At the edge of roof

Examples

She lives in New York.

Students study **in** library.

The wedding ceremony will be held **in** the hall.

There are some books **on** the table.

The teacher wrote a sentence **on** blackboard.

He was flying kite **on** the roof.

Her parents were waiting for her **at** the entrance of school

There was a huge gathering **at** bus stop.

His house is **at** the end of street.[12]
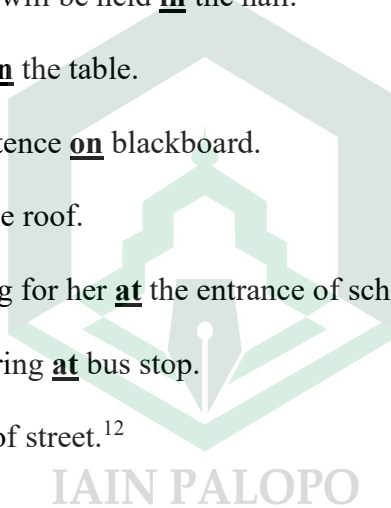
c. Preposition for Direction

Prepositions like to, toward, through, into are used to describe the direction. Examples:

She went *to* the grocery store.

This road leads *toward* the sea.

The bird flew *through* the open window.

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[12] *Ibid.,*p.9.

I saw her going *into* the theater a few minutes ago.[13]

d. Preposition for Manner, Instrument

Preposition manner is used for a thing which is cause of another thing in the sentence.

Examples:

I enjoy going there by train.

You can't go to that restaurant *in jeans.*

That clown walks *like a duck.*

She write *with a pen.*[14]

3. Kinds of English Preposition

Preposition can be divided into two kinds.

a. Simple preposition

Simple preposition is a preposition which consist of one syllable. Example: at, about, to, by, etc.

b. Complex Preposition

Complex preposition is a preposition which consists of two more words which can be categorized into three parts namely:

1) Adverb + preposition

Example: according to, along with, as far, out of, etc.

2) Verb / adjective / conjunction + preposition

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[13]Wishon, Burks, *Let's Write English,* Revised Edition, p.290.

[14] *Ibid*

Example: depend on, put on, turn on, believe in, interested in, etc.

     3) Preposition + Noun + Preposition

Example: in front of, in case of, in reference to, on behalf of, etc.

4. The Function of Preposition

The preposition has the function of connecting a noun or a pronoun to another word, usually a noun, verb or adjective.[15]

Both simple and complex prepositions have function. The example below shows the functions of each preposition.

a. Simple Preposition

     1) Preposition "about"

a) Indicating position

Examples: Book and paper are lying about the room.

I haven't any money about me.

b) Indicating situation

Examples: I talk about the weather.

What about your mother.

c) Indicating direction

Examples: They were tired of walking about a week.

She will come about eight O'clock.

d) Indicating time

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[15] Marcella, *loc. Cit.*

Examples: I think she will be away about a week

She will come about eight O'clock.

2) Preposition "after"

a) Indicating time

Examples: I will see you after Wednesday

Would you please call after eight.

b) Indicating order

Examples: Put the direct object after the verb.

Against come after again in the dictionary.

c) Indicating position

Examples: The first street after the bridge is state street.

There are hospital after the post office

d) Indicating situation

Examples: He has a portrait after his father

They boy was called Ahmad after his father

3) Preposition "at"

a) Indicating time

Examples: I usually get up at five o'clock

She will come at nine o'clock

b) Indicating place

Examples: I passed my holiday at batu papan

Mary is at home

c) Indicating rate, value, cost

Examples: He bought the house at immense cost

Bahri drives his car at full speed

d) Indicating direction

Examples: The child threw a stone at the tiger

He pointed his gun at the bear

    4) Preposition "by"

a) Indicating time

Examples: You must be in the post office by eight o'clock

I hope you can finish your work by seven o'clock

b) Indicating means of transport, an action

Examples: I enjoy going there by train

I killed the spider by hitting it

c) Indicating place

Examples: The house by lake is my dream house

My house is by the river

d) Showing direction

Examples: The enemy attack Rusia comes by the forest

Did you come by the nearest road?

e) Indicating definition

Examples: This book was written by me

That book by Hemingway is masterpiece
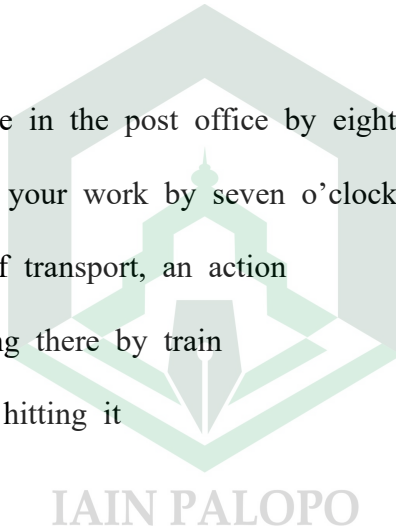
f) Adjunct of cause

Examples: This house was on fire by electricity

This window was broken by a ball

g) Indicating measurement

Examples: Cloth is sold by the meter

Petrol is sold by the liter

5) Preposition "in"

a) Indicating place

Examples: They are in America now

He is studying in his room

b) Indicating time

Examples: I'll meet in an hour

I saw him in September

c) To indicate manner

Examples: He write an angry letter in red ink

You can't go to the restaurant in jeans

d) Indicating identification

Examples: The man in the dark shirt is my friend

e) Indicating languages

Examples: The opera was originally written in Italian

They were speaking in Arabica
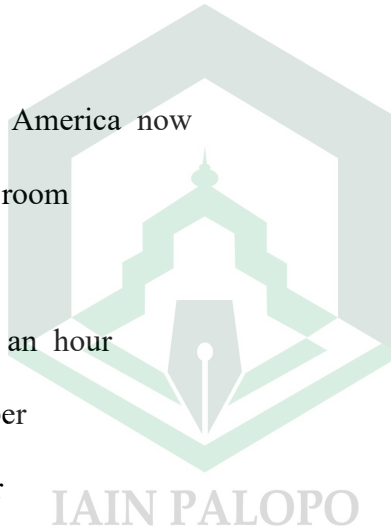
f) Indicating arrangement

Examples: The story book was arranged in three parts

This book packed in bundles of ten

   6) Preposition "on"

a) Indicating time

Examples: I saw him on Sunday

Summer begins on June 22

b) Indicating place/position

Examples: He found the book on the table

Put the dishes on the table

c) Indicating direction

Examples: The army marched on enemy's capital

A ship is drifting on the rock

d) Indicating identification

Examples: The apartment on the second floor is smaller than ours

e) Indicating proximity

Examples: An house on the main road

A village on the road

f) Indicating a charge or information

Examples: Put a tax on tobacco

Charge interest on money

   7) Preposition "to"
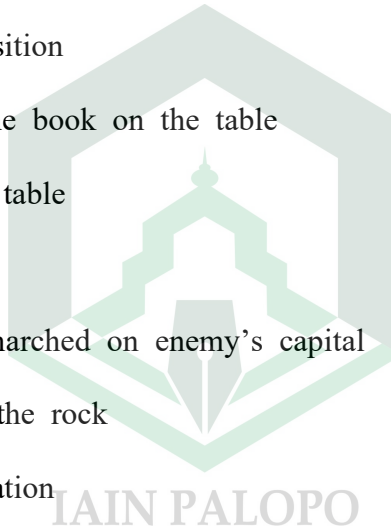
a) Indicating direction

Examples: She went to the grocery store

He threw the ball to me

b) Indicating comparison/reference

Examples: The score is nine to five

I prefer walking to climbing

c) Indicating situation/condition

Examples: He comes to help us

Hen lends some money to his friend

b. Complex preposition

The examples below will show the function of complex preposition:

1) "According to" is used to cite an authority or source of information.

Examples:

a) According to the critics, the ply is excellent

2) "Along With" means accompany

Examples:

a) He went along with his wife to do the shopping

b) Please go along with him

3) "As for" means attitude

Examples:

a) As for you I never want see you again

b) As for the bugler, he escaped through the attic window

    4) "In front of" means place

Examples:

a) The ball stop in front of the bus

b) There are some flowers in front of her house

    5) "Out of" means place

Examples:

a) Mr. Jhon is out of town this week

b) She moved all the chairs out of the room

5. Principles of Language Learning and Teaching

a.   Learning

Learning is acquiring or getting of knowledge of subject or skill by study, experience, or instruction. [16] Learning is relatively permanent change in behavioral tendency and is the result of reinforced practice. There are some concept of learning, as follows :

1) Learning is acquisition or "getting"

2) Learning is retention of information or a skill.

3) Retention implies storage systems, memory, cognitive organization.

4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

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[16] H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice-Hall, 1980), p.7

5) Learning is relatively permanent, but subject to forgetting.

6) Learning involves some form of practice, perhaps reinforced practice.

7) Learning is a change in behavior.

These concept can also give way to a number of subfield with in the discipline of psychology: acquisition processes, perception, memory (storage) system, recall, conscious, and subconscious learning, learning styles and strategies, theory of forgetting, reinforcement, the role of practice.

b. Teaching

There are some definition of teaching, it can be explained as follows:

1) Teaching is the act or business of instructing; also, that which is taught instruction.

2) Teaching is the activities of educating or instructing or teaching; activities that impart knowledge or skill; "he received no formal education"; "our instruction was carefully programmed"; "good teaching is seldom rewarded".

3) Teaching is the profession of a teacher; "he prepared for teaching while still in college"; "pedagogy is recognized as an important professions.

Teaching can not be defined apart from learning. To satisfy the practical demands of education, theory of learning must be 'stood on their head' so as to yield theories of teaching. Teaching is guiding and facilitating learning enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learn will determine your philosophy of your

education, your teaching style, your approach, methods, and classroom techniques. A theory of teaching, in harmony with your integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning. There are some theory of instruction that should specify the following features, as follows:

a) The experiences which most effectively implant in the individual a predisposition toward learning.

b) The ways in which a body of knowledge should be structured so that can be most readily grasped by the learner.

c) The most effective sequences in which to present the materials to be learned.

d) The nature and pacing of rewards and punishments in the process of learning and teaching.[17]
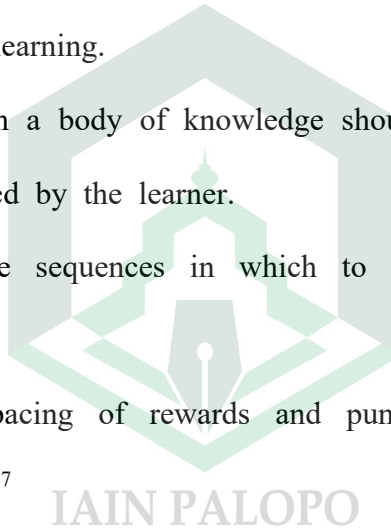
At least the first of four features refer quite pointedly to the subject matter itself and to the learner, implying that one needs an understanding of the subject matter and a practical theory of learning before theory of instruction can be formed. It is focus on the general nature of the subject matter, language and upon the process of learning as essential foundation for building a theory of teaching.

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[17] Jerome Bruner, *Studies in Cognitive Growth*, (New York: John Wiley & Sons, 1966), p.40

6. Strategies in Teaching

According to Reece that teaching strategies is important that you familiar with each and know where they might be used.[18] To create more relaxing and fresh atmosphere in the classroom, teacher should use teaching strategies which is suitable with the condition of the classroom or population in the classroom.

7. The Variety Teaching Strategies

There are a variety of teaching strategies that instructors can use to improve student learning. The links below you some ways to make your classes more engaging.

a. Active learning, active learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. Research shows that active learning improves students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.

b. Clicker Use in Class, clicker enable instructors to rapidly collect and summarize student responses to multiple-choice questions they ask of students in class.

c. Collaborative/Cooperative Learning, cooperative and collaborative learning are instructional approaches in which students work together in small groups

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[18] Jan Reece & Stephen Walker, Teaching, Training, and Learning, (British Library: Business Education, 1997), p.136

to accomplish a common learning goal. They need to be carefully planned and executed, but they don't require permanently formed groups.

d. Critical Thinking, critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

e. Discussion Strategies, engaging students in discussion deepens their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

f. Experiential learning, experiential learning is an approach to education that focuses on "learning by doing", on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.

g. Quiz/Experiments/Simulations, quiz, experiments and simulations can be rich learning environments for students. Students today have grown up playing quiz and using interactive tools such as the internet, and other appliances. Quiz and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

h. Humor in the classroom, using humor in the classroom can enhance students learning by improving understanding and retention.

i. Inquiry-Guided Learning, with the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences.

j. Interdisciplinary Teaching, interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.

k. Learner-Centered Teaching, learner-centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

l. Learning Communities, communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important, learning communities are the process by which individuals come together to achieve learning goals.

m. Lecture Strategies, lectures are the way most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are a means of conveying information to students.

n. Mobile Learning, mobile learning is any type of learning that happens when the learner is not at a fixed location.

o. Online/Hybrid Courses, online and hybrid courses require careful planning and organization. However, once the course is implemented, there are important considerations that are different from traditional courses. Communication with students becomes extremely important.

p. Problem-Based Learning, problem-based learning (PBL) is an instructional method that challenges students to "learn to learn", working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers.

q. Service Learning, service learning is a type of teaching that combines academic content with civic responsibility in some community project. The learning is structured and supervised and enables the student to reflect on what has taken place.

r. Social Networking Tools, social networking tools enable faculty to engage students in new and different means of communication.

s. Teaching Diverse Students, instructors today encounter a diverse population in their courses and many times need assistance in knowing how to deal with them.

t. Teaching with Cases, case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life

situations. Cases also encourage students to develop logical problem solving skills and if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

u. Team-Based Learning, team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that students are more responsible and more engaged when team-based learning is implemented. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting.

v. Team Teaching, at its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints.

w. Writing Assignments, writing assignments for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.

8.   Effective Teaching Strategies: Six Keys to Classroom Excellence

a. Interest and explanation

When our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it. We come to feel that we can in some way own it and used it to make sense of the world around us. Coupled with the need to establish the relevance of content, instructors need to craft explanations that enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new.

b. Concern and respect for students and student learning

Truly awful teaching in higher education is most often revealed by a sheer lack of interest in and compassion for students and student learning. It respect displays the classic symptom of making a subject seem more demanding than it actually. Some people may get pleasure from this kind of masquerade. They are teaching very badly if they do. Good teaching is nothing to do with making things hard. It is nothing to do with frightening students. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly.

c. Appropriate assessment and feedback, this principle involves using a variety of assessment techniques and allowing students to demonstrate their mastery of the material in different ways. It avoid those assessment methods that

encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

d. Clear goals and intellectual challenge

Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

e. Independence (control and active engagement)

Good teaching fosters sense of student control over learning and interest in the subject matter. Good teachers create learning tasks appropriate to the student's level of understanding. They also recognize the uniqueness of individual learners and avoid the temptation to impose "mass production" standards that treat all learners as if they were exactly the same. It is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but that they enjoy learning more.

f. Learning from students

Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected.

C. *Definition of Media*

There is a wide diversity of standpoints about what is meant by media in teaching. The approach concerning audio-visual aids that is in agreement with the above pronouncements as follows : "The electro-mechanical devices which act as middle conditions between the student and what he is to learn". Here the emphasis is largely on apparatus.[19] While Gerlach that media is any person, material or event that creates circumstances that put the pupils in a position to acquire knowledge, skills and dispositions.[20] In other, De Corte state that a media is any means used or presented by a teacher to function in the teaching situation in connection with teaching a particular teaching aim. Thus, here there is mention of an integration of the medium into teaching and in such a way that it is attuned to attaining particular aims.

English is both a verbal and a written language. As a result, the types of media for English learners can be quite varied. Learner's textbooks often include non-authentic written materials (materials that have been created for the textbook) as well as original materials like articles from newspapers and magazines. Listening exercises and video clips are other kinds of media that can be used in or out of the classroom and aid in a verbal and aural understanding of the language.

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[19] De Cecco, J.P. (1968). *The Psychology of Learning and Instruction: Educational Psychology*, (Englewood Cliffs: Prentice-Hall, 1968), p.527

[20] Gerlach, V. S. and Ely, D. P. *Teaching and Media: a systematic approach*. (Englewood Cliffs: Prentice-Hall, 1971), p.282

Internet and computer-based programs, quiz/games, puzzles and "realia" (objects) can also be used to assist the students' learning. These kinds of media are quite popular among students, being more "fun" than the traditional written exercises. Choosing material for lessons involves knowing your student's level or English, interest and preferences. Look for materials that will keep students' interest, that are challenging enough to be encouraging but not so difficult that they will become discouraged. Whenever possible, using up-to-date authentic materials that allow students to see how much of their knowledge can be used in a real-life setting. Experiment to discover the methods that work best and what media choices are most appreciated (and helpful) for student.

D. *Teaching Preposition*

a. Use:

Many language learners have a problem learning the prepositions associated with references to year, month, date and hour. The following activity is based on the explanation of prepositions of place provided in *A University Grammar of English,* as represented by the diagram.

b. Teaching:

Provide students with the diagram and an explanation regarding the meaning of these prepositions when teaching prepositions of place and direction e.g.

1) I'll meet AT the bus stop ON main street

2) The tickets will be IN and envelope ON my desk

3) The bus stopped AT the traffic light

c. Practice:

1) Tell students to walk around the class and find out exactly when people were born and see if they can find someone who was born IN the same year, or the same month, or perhaps ON the same day. (at night is, an exception – language not being math).

2) Students report their findings, who they interviewed, and when that person was born.

3) Provide a fill-in exercise or cloze passage which makes references to dates (year, month, day and time). You can use an incident such as what happened to the Titanic on the night it sank, or a dialogue between two busy people trying to set up an appointment.

E. *Quiz Activity*

Learning prepositions can be quite difficult for individuals who are studying English as a second language. This is in part because some languages lack prepositional phrases: these languages convey the same meaning

either through declensions, tonality or something similar. A quiz can help such students visualize the meaning of English prepositions and remember it. However, some rote memorization may still be necessary, as many prepositions also can be conjunctions or other parts of speech in other sircumstances.

Learning the eight parts of speech can be drudgery. Preposition are especially difficult to memorize. Teach preposition in a way that students remember and have fun.

Many students do not seem ready or quite frankly motivated to learn the basic eight parts of speech, which are the building blocks of grammar. When teacher announce that students will be learning about prepositions, many students tune out their teachers or learn them and then quickly forget what the learned.

The key is to first show students why prepositions are important. Second, with middle school students, make it fun.

1. **Definition a quiz**

A quiz is a form of game or mind sport in which the players attempt to answer questions correctly. In some countries, a quiz also a brief assessment used in education and similar fields to measure growth in knowledge, abilities, and skills.

Key components of quiz are goals, rules, challenge, and interaction. Quiz generally involve mental or physical stimulation, and often both. Many

quiz help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.

Quiz as an activity that must have the following characteristics:

a. Fun : the activity is chosen for its light-hearted character

b. Separate : it is circumscribed in time and place

c. Uncertain : the outcome of the activity is unforeseeable

d. Governed by rules : the activity has rules that are different from everyday life.

The quiz activity module the teacher to design and set quizzes consisting of a large variety of question types, among them multiple choice, true-false, and short answer questions. These questions are kept in the course question bank and can be re-used within courses and between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choice whether to give feedback or show the correct answers.[21]

Feedback on performance is a critical part of a learning environment and assessment is one of the most important activities in education. As educators, we can't tell what's going on inside the heads of students, so we need a way for them to demontstrate what they understand and what they don't. A well designed test, even a multiple-choice test, can give you critical information critical tool for students to gauge their own performance and help them become more successful.

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[21] http://docs.moodle.org/en/Quiz.Module. Accessed on January 11st 2013

1) Overview

The quiz module provides a powerful and complex tool for assessment. In general, quizzes help determine what students have learned. A well-designed test can give critical information about a student's understanding of the material.

Feedback about performance is critical in a learning environment. There are two ways to give feedback to students : on each question on overall. The quiz module can display feedback and scores at different time during the quiz using the review option. A wide variety of quiz reports can not only focus on a single student's attempt to answer each question, but they can also perform a robast analisis of a question's validity basen upon aggregated students responses.

Moodle's quiz module has a large number of options and tools.For example,quizzes with different quiztion types can be randomly generated from categories of questions. Students can be alloved repeated attempts at a question;they can also be allowed to retake a quiz multiple times.

There are defferent options for scoring individual questions, attempts, and even each question tipe within a quiz. Further, defferent display methods can even make the same quiz appear different each time. This can be done by customizing the viewedformat(by manually setting the page breaks) or by seting the number of questions per page. Questions can be shuffled in regards to presentation order. Quizzes can even be made to look and act like a paper test.

2) Strategy

Of course, using the quiz engine effectively takes some work and practice. The first thing to do is to use effective question design strategies. If you ask good questions, you'll get useful data about your students' performance and understanding of the material. Of course, the converse is also true. Here are some key ideas about online assessment design:

(a) Tie each question to a course goal. After all, you want to know whether your students are achieving the goals of the course, so why not ask them directly?

(b) Try to ask multiple questions about each important idea in the class. This gives you more data points about student understanding. For instance, maybe it's not that they didn't understand the topic, but rather they didn't understand the specific quiz question.

(c) When writing a multiple-choice question, be sure each wrong answer represents a common misconception. This will help you diagnose student thinking and eliminate easy guessing.

(d) Write questions that require your students to think at different levels. Include some recall questions, some comprehension questions and some application   and analysis questions. You can determine where students are having problems in their thinking. Can they recall the material, but not apply it?

(e) Test your questions. After you've established an initial question bank, use the system reports to determine which questions are useful, and which aren't. As

you write new questions, give them a lower point value and throw in a few to establish their reliability.

3) Benefits

The Quiz module is a powerful, flexible tool for monitoring and diagnosing student performance with certain types of knowledge. Using this tool effectively can boost your course's effectiveness and promote student performance. While a computer-scored quiz is a different performance indicator than more open-ended assessments, it does give a valuable window into student thinking, especially when you use good strategies and a little creativity.

4) Usage Scenarios

With the quiz engine, it's easier to utilize educationally sound assessment strategies, which would be too difficult to implement with paper and pencil. Most people think of tests as an infrequent, high-stakes activity, like mid-terms and finals. Better strategies involve frequent, low-stakes assessments that you and your students can use to guide their performance during the course of the semester.

Creating a series of small mini-tests gives you a very flexible system for gauging performance and keeping students engaged in the class. Here are a few ideas for quick quizzes that you can use as part of a larger assessment strategy.

(1) Chapter Cheks

Getting students to complete reading assignments has to be one of the hardest motivational tasks in education. Reading is critical to understanding most material, and fundamental to success in many classes. The problem for most students is that there is no immediate reward or punishment for procrastinating on a reading assignment. If you haven't done the reading for a class discussion, you can either keep quiet, or wing it by skimming in class. If you have a lecture course, there's almost no need to do the reading as the lecturer usually covers most of the material in class anyway.

Creating a little mini-test for each reading assignment solves a number of problems. First, it encourages students to do the reading so they can do well on the quiz. Second, it gives students feedback on how well they understood the reading assignment. Third, it gives you data about what aspects of the reading students found confusing, and which they have already mastered so you can better focus your class activities.

For a reading mini-test, consider a limited time quiz that students can only take once. Because it's a low-stakes activity that you want students to use for self-assessment, configure the settings to display automatic feedback and correct answers. If you're concerned about students sharing answers after they've taken the quiz, randomize the question and answer order. If you have a test bank, make some of

the questions random as well. As an additional assignment, students should write down one question about a question they got wrong, and bring it to class.

(2) Test Practice

The key to effective practice is to have a realistic practice environment. Many students worry about tests, especially high-stakes tests, because they have non idea what to expect. What question format will you use? How detailed will the questions be? What should they study?

You can help alleviate test anxiety by creating a practice test that students can take to help answer these questions. These tests are usually based on old questions similar to the current test questions. Use last year's final as an example test, which will force you into the practice of writing new questions every year. This is a good idea anyway, as you can be sure someone has a copy of last year's test that they are sharing with others.

To set up a practice test, consider creating a zero point test with questions from the year before in random order with random answers. Maybe allow students to take the test as many times as they'd like, so that they can test themselves as much as they need. Display feedback, but not correct answers, so it presents more of a challenge.

(3) Data Gathering

As an expert, you know a lot about your field. Your challenge as a teacher is to translate your knowledge for a novice who doesn't share your conceptual structure or experience. An example or lecture you think is brilliant may leave your students completely confused. It can be hard to tell what students really understand and what's leaving them baffled.

A data-gathering quiz is similar to a chapter check, but it takes place after a class meeting or lecture. Your goal is to quickly get some feedback on student understanding of a lecture. What did they really understand? What do you need to spend more time on? I've found many instructors have trouble gauging what students find difficult, and what the students find so easy that they are bored.

Setting up a post-class data-gathering quiz is similar to creating a chapter check. Set the quiz for a limited time, like a day or two before the next meeting. Allow them to take it once and display feedback and correct answers.[22]

2. Quiz in Language Learning Process

Using varitype quiz can be an alternative solution to handle student's interest in learning English. There are many different learning types and approaches to learning. To learn effectively it is important to tailor your study

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[22] *Ibid*.,p.32.

habits to your own needs and approach, this often means choosing techniques that work for you and evaluating them from time to time to determine if you need to try something new.[23]

The principle thing in the learning process is the formation of still or action pictures in the imaging part of the brain. A picture tells a thousand words and a thousand words should form the same picture in the brain. Thus visual and auditory learner should be able to form the same picture and recall its parts. This is where the problem may exist. The first objective is to form pattern of information composed of "links" that serve as reminders of what is in the picture stored in the brain. If the student is not paying perfect attention, the chances are that he/she might wind up with a "blackout" that may distort imaging process causing the learning process to stumble. If there are too may distractions in the mind of the student, then this may be the problem and not basically the learning style.

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learners. This is a misconception. It is possible to learn language as well as enjoy oneself at the same time. One of the best ways of doing this is through quiz.

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[23] http://learningcommons.ubc.ca/what-we-offer/learning-self-assessment/the-learning-process/. Accessed on April 30th 2013

3. The Advantage of Classroom Quiz Shows

Classroom quiz shows can be beneficial to students for many reasons. Hands-on activities, rather than a lecture-based style of learning, help student maintain focus and develop essential problem-solving skills. Students will find a classroom quiz show to be engaging and exciting.[24]

a. Motivation

Educators can use classroom quiz shows as a motivational tool for students. Students will naturally be motivated to study more and pay attention during class if they know that later they will be tested on the material in front of their peers. Add further motivation by explaining to students before the lesson that the winners of the classroom quiz show will be rewarded with no-homework passes or extra credit on an upcoming test.

b. Review

Students will enjoy reviewing the concepts they have recently studied. Classroom quiz shows allow students to build on prior knowledge and reinforce concepts which may have been unclear to them. Students will take time to go over recent lessons to perform better during the quiz. Classroom

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[24] http://www.ehow.com/info12041429advantages-classroom-quiz-show .html #ixzz2 RxLLVqxZ . Accessed on April 29th 2013

quiz shows provide and excellent way to reinforce material that needs to be covered before an upcoming state test.

c. Increase Participation

Classroom quiz shows will motivate every student to participate. Educators often have trouble getting every child to pay attention to the lessons, complete work and not cause a disturbance to other learners. A classroom quiz shows demands participation from students. Students begin to encourage each other instead of working independently. Students who often appear to be bored during school will enjoy the fast-paced type of learning they experience during a classroom quiz shows.

d. Build Teamwork

Educators will be able to build a sense of teamwork with the incorporation of classroom quiz shows. Students will enjoy working together to earn a reward. Encourage students to cheer each other on. Remind students that they should display good sportsmanship as they work toward a common goal. If time allows, instruct students to spend time practicing with their team. Monitor students and help them build a strong sense of teamwork.[25]

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[25] *Ibid*.,p.40.

F. *Theoretical Framework*

The prepositions is classified as part of speech in traditional grammar. In the sense of foreign language teaching and learning, presenting prepositions through quiz activity leads the students to learn language.

Based on the background above, the writer focus on motivating students to learn English prepositions through quiz activity.

The theoretical framework in this research in shown in the diagram as follows:

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┌──────────┐      ┌──────────┐      ┌──────────┐
│  INPUT   │ ───▶ │ PROCESS  │ ───▶ │ OUT PUT  │
└──────────┘      └──────────┘      └──────────┘
     │                 │                 │
┌──────────┐    ┌────────────────┐  ┌──────────┐
│ Teaching │    │ Classroom      │  │ Students │
│Prepositions│  │ Intraction     │  │Prepositions│
│Through Quiz│  │ Through Quiz   │  │Achievement│
└──────────┘    └────────────────┘  └──────────┘
```
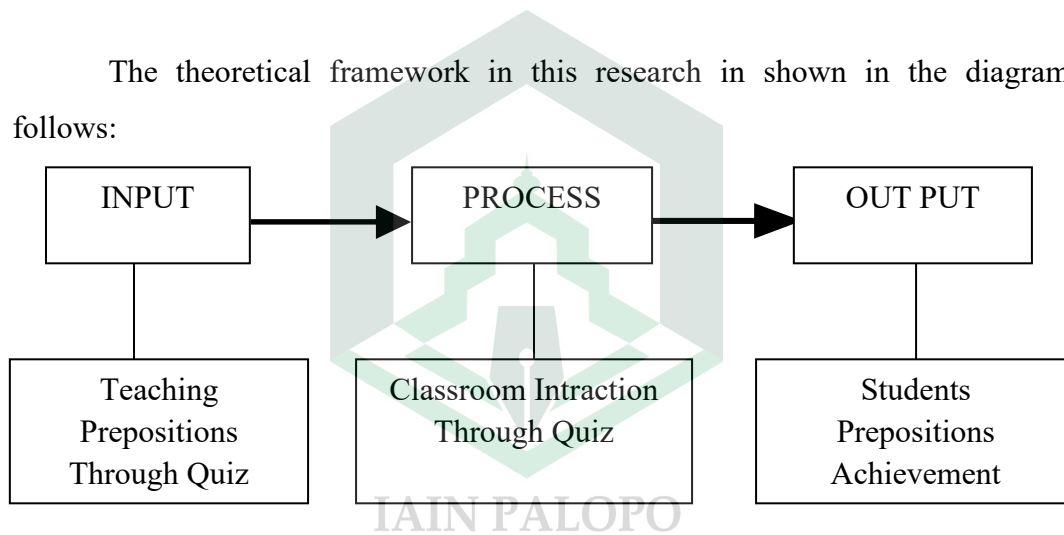
In diagram above, three elements namely:

a. Input refers to the materials was provided to the students

b. Process refers to the implementation of the input in the classroom learn prepositions through quiz

c. Output refers to the student's prepositions achievement.

CHAPTER III

RESEARCH METHOD

This chapter describes the research method, population and sample, instrument of the research, procedures of collecting data and technique of data analysis.

A. *The Research Method*

This research apply an experimental research method. It involves one group, namely experimental group. The experimental group was treated with quiz activity.

B. *Research Design*

This research was employed pre-experiment method which apply one group pre-test, post-test. This design was presented as follows:

Experimental	Pre-test	Treatment	Post-test
group	T_1	X	T_2

Which:

Experimental Group

T_1 : Pre-test
X   : Treatment
T_2 : Post-test

C. *Variables*

This research involves two variables, namely independent variable and dependent variable. The independent variable is quiz activity. The quiz activities are suitable for the students and dependent variable are the implementation of teaching preposition for student through quiz activity.

D. *Population and Sample*

a. Population

The population of this research was the eighth year students of SMP Muhammadiyah palopo. There were two classes. The total number of populations was 36 students in 2012/2013 academic year.

CLASS	Students		Population
	A	B	
The two classes	18	18	36

b. Sample

The sample was taken by using random sampling. The writer chose the eight year students as as sample of the research, there were 20 students chosen as samples, based theoretical ideal class.[1]

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[1] Ivor K Davies, *Pengelolaan Belajar,* (Jakarta: Rajawali Press, 1991), p.181

E. *Instruments of The Research*

The instruments of the research was preposition test with consists of preposition for time, place, etc.

a. Test

In the test intended to found out the students' ability in learning prepositions.

b. Questionnaire

The questionnaire used to obtain data about the students in learning prepositions.

F. *Procedure of Collecting Data*

The collect the data, the writer used some procedures as follows:

a. The writer conducted pre-test to know identify the students' prior knowledge of prepositions.

b. The writer conducted treatment, it will be done for five meetings. The steps are as follows:

1) The first treatment conducted on the first meeting. The writer taught about prepositions to the experimental class.

2) The second treatment conducted on the second meeting. The writer taught preposition of time to the experimental class through quiz activities.

3) The third treatment conducted on the third meeting. The writer taught preposition of place to the experimental class through quiz activities.

4) The fourth treatment conducted on the fourth meeting. The writer taught preposition for direction to the experimental class through quiz activities.

5) After giving treatment. The writer distributed post test to the experimental class.

G. *Data Analysis Technique*

The data analysis technique involves some steps that are elaborate as follows:

a. Scoring the students prepositions tes answer

$S = R$

Where :

S : Score

R : Right answer[2]

Score of the test were classified into criteria as follows:

1) 80 to 100 is classified as very good

2) 61 to 80 is classified as good

3) 41 to 60 is classified as fair

4) 21 to 40 is classified as poor

5) 1 to 20 is classified as very poor[3]

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[2] Muhammad Kasiran, *Teknik Analysis Item: Tes Hasil Belajar Dan Cara Menghitung Validity and Reability* (Surabaya: Usaha Nasional, 1984), p.28.

[3] Raumawati, *Increasing the Listening Skill Through Songs A Thesis S1.*(Pare-pare: Universitas Muhammmadiyah Pare-pare, 2004), p.24.

b. Looking for D (difference) between score variable I (x) and score variable II (y) by using the following formula.

$$D = x - y$$

c. Looking for mean from difference, by using following formula

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

d. Looking for standard deviation from difference (SD_D). By using following formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

e. Looking for error standard from mean of difference (SE_{MD}), by using following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

f. Looking for " to" by using the following formula:

$$T_0 = \frac{M_D}{SE_{MD}}$$

Where: M_D = mean of difference

SE_{MD} = Error standard from M_D [4]

g. Criteria of hypothesis acceptability

If $t_0 \geq t_1$ = acceptable null hypothesis

If $t_0 < t_t$ = unacceptable null hypothesis [5]

[4]Subana dkk., *Statistik Pendidikan* (Bandung: CV. Pustaka Setia, 2001), p.178.

[5] Anas Soedjon, *Pengantar Statistik Pendidikan,* (Jakarta: PT. Raja Grapindo, 2000), p.191-289.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions. The findings of the research reveal the description of the result of data analysis about the teaching preposition to the eighth year students of SMP Muhammadiyah palopo through quiz activity. Then discussions part explains more about the result of this research.

A. *Findings in the test of Students' Result*

In this part, the writer presents about finding or the result of the pre-test and the post-test of prepositions test first, then the writer discuss by giving comments on the findings.

The writer made raw score of the students' sample. The data analyzed and performed in the following table.

The Percentage Rate of students' Score In Answering Prepositions Test

Classification answers	Pre-test		Post-test	
	F	P	F	P
81-100 (Very good)	-	-	5	25%
61-80 (Good)	9	45%	10	50%
41-60 (Fair)	11	55%	4	20%
21-40 (Poor)	-	-	1	5%
1-20 (Very poor)	-	-	-	-
	20	100%	20	100%

The table above shows that in answering prepositions through quiz in Pre-test there was no student got very good category. There were 9 students (45%) got good category, there were 11 students (55%) got fair category, and there were no student got poor category and very poor category. In post-test, the score of students were increased. There were 5 students (25%) got very good category, there were 10 students (50%) got god category, there were 4 students (20%) got fair category, there were 1 student (5%) got poor category and there were no student got very poor category.

The result of prepositions test through quiz, before (Pre-test) and after (Post-test) conducting treatment.

NO	Sample	The result of prepositions test through quiz		D (x-y)	$D^2 = (x-y)^2$
		Pre-test (x)	Post-test (y)		
1	A	61	82	-21	441
2	B	63	80	-17	289
3	C	55	71	-16	256
4	D	58	84	-26	676
5	E	60	89	-29	841
6	F	48	42	6	36
7	G	70	83	-13	169
8	H	57	60	-3	9
9	I	51	61	-10	100
10	J	62	70	-8	64
11	K	47	40	7	49
12	L	63	75	-12	144
13	M	70	80	-10	100
14	N	50	67	-17	289
15	O	64	61	3	9
16	P	51	58	-7	49

17	Q	44	50	-6	36
18	R	60	71	-11	121
19	S	68	79	-11	121
20	T	71	93	-22	484
N = 20				Σ D = -223	Σ D² =4283

From the table above, the writer got $\Sigma D = -223$, and $\Sigma D^2 = 4283$ and from this data, the writer presents the result of mean difference, standard deviation (SD $_D$), standard score mean (SE $_{MD}$), and t count, as follow:

a. Looking for mean of difference (MD)

$$MD = \frac{\Sigma D}{N} = \frac{-223}{20} = 11,15$$

b. Looking for standard deviation (SD $_D$)

$$SD_D = \sqrt{\frac{SD^2}{N} - \frac{(\Sigma D)^2}{(N)}} = \sqrt{\frac{4283}{20} - \frac{(-223)^2}{(20)}}$$

$$= \sqrt{214,15 - (-11,15)^2}$$

$$= \sqrt{214,15 - (124,32)}$$

$$= \sqrt{89,83}$$

$$= 9,477$$

c. Looking for standard Error Mean (SE)

$$\text{SE}_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{9,477}{\sqrt{20-1}}$$

$$= \frac{9,477}{\sqrt{19}}$$

$$= \frac{9,477}{4,3589}$$

$$= 2,174$$

d. Looking for t count (to) by using the following formula

$$\text{To} = \frac{MD}{SE_{MD}} = \frac{11,15}{2,174} = 5,129$$

e. Given interpretation based on criteria hypothesis acceptability

df or db = N – 1   If to ≥ tt = acceptable null hypothesis

= 20 – 1   = 19   If to < tt = Unacceptable null hypothesis

Based on standard of signification 5 % with df 19 we got t table = 2,093 and with standard of signification 1 % we got 2,861 and to = 5,129 from the result above the write give interpretation, as we know that :

2,093 < 5,129 > 2,861

So, " to " Is bigger than tt"

B. *Questionnaires Analysis*

The questionnaires related to quiz in teaching students prepositions showed at the following table :

Is the medium that on hand to be very influent to his program ?

Score	Item Of Choice	Frequency	Percentage
3	Agree	13	65%
2	Neutral	6	30%
1	Disagree	1	5%
Total		20	100%

The simple table above indicates that, there were 13 students (65%) chose agree, there were 6 students (30%) chose neutral and only 1 students (5%) chose disagree.

You should be exercise everyday about of prepositions

Score	Item Of Choice	Frequency	Percentage
3	Agree	16	80%
2	Neutral	4	20%
1	Disagree	-	-
Total		20	100%

Based on the table above indicates that, there were 16 students (80%) chose Agree, there were 4 students (20%) chose Neutral and there was not students chose Disagree.

Do you agree that the using of quiz method in teaching English, especially prepositions

Score	Item Of Choice	Frequency	Percentage
3	Agree	14	70%
2	Neutral	5	25%
1	Disagree	1	5%
Total		20	100%

From the table above indicates that, there were 14 students (70%) chose Agree, there were 5 students (25%) chose Neutral and just 1 students (5%) chose Disagree.

Is the material that been given appropriate with your level

Score	Item Of Choice	Frequency	Percentage
3	Agree	12	60%
2	Neutral	5	25%
1	Disagree	3	15%
Total		20	100%

Based on the table above indicates that, there were 12 students (60%) chose Agree, there were 5 students (25%) chose Neutral and there were 3 students (15%) chose Disagree.

Do you agree the presentation of subject matter use quiz

Score	Item Of Choice	Frequency	Percentage
3	Agree	12	60%
2	Neutral	8	40%
1	Disagree	-	-
Total		20	100%

Based on the table above that, there were 12 students (60%) chooise Agree and there were 8 students (40%) chose Neutral.

Do you agree the room style that you be placed, when you learn prepositions through quiz ?

Score	Item Of Choice	Frequency	Percentage
3	Agree	8	40%
2	Neutral	6	30%
1	Disagree	6	30%
Total		20	100%

From the table above indicates that, there were 8 students (40%) chose Agree, there were 6 students (30%) chose Neutral and were 6 students (30%) chose disagree.

Is the material that has been given very easy, so that it is lack of challenge

Score	Item Of Choice	Frequency	Percentage
3	Agree	10	50%
2	Neutral	8	40%
1	Disagree	2	10%
Total		20	100%

From the table above indicates that, there were 10 students (50%) chose Agree, there were 8 students (40%) chose Neutral and there were 2 students (10%) chose Disagree.

Is your motivation improved in teaching English prepositions by using quiz

Score	Item Of Choice	Frequency	Percentage
3	Agree	14	70%
2	Neutral	6	30%
1	Disagree	-	-
Total		20	100%

Based on the table above indicates that, there were 14 students (70%) chose Agree, there were 6 students (30%) chose Neutral and there was no student chose Disagree.

Do you agree, if the total number of the students in the classroom are big in studying quiz ?

Score	Item Of Choice	Frequency	Percentage
3	Agree	12	60%
2	Neutral	5	25%
1	Disagree	3	15%
Total		20	100%

From the table above indicates that, there were 12 students (60%) chose Agree, there were 5 students (25%) chose Neutral and there were 3 students (15%) chose Disagree.

After studying quiz, your easy studying prepositions

Score	Item Of Choice	Frequency	Percentage
3	Agree	15	75%
2	Neutral	5	25%
1	Disagree	-	-
Total		20	100%

From the table above indicates that, there were 15 student (75%) chose Agree and there were 5 students (25%) chose Neutral.

C. Discussion

Based on the result of data analysis, the writer interpreted that quiz activity is effective and one of technique to the teaching prepositions at the eight year students of SMP Muhammadiyah palopo. We can see about it, through Mean of Result Students In pre-test (before doing treatment) and in post-test (after doing treatment) is difference, and the Result of t test standard significant 5% with df 19 we got 2,093 and with standard of significant 1% the researcher got 2,861.

From the result above the researcher gives interpretation "to" is bigger then "tt

2,093 < 5,129 > 2,861

Based on the table, the result of the students' post-test is better than he result of students' pre-test because most of the students' achieve desired scored in post-test. There were 9 students (45%) got good category, there were 11 students (55%) got fair category, and there were not student got poor category and very poor category. In post-test, the score students were increased. There were 5 students (25%) got very good category, there were 10 students (50%) got good category, there were 4 students (20%) got fair category, there were 1 student (5%) got poor category and there were not

student got very poor category. By the explanation, it can be conclude that using quiz activity can be effective way to teach preposition to the eighth year students of SMP Muhammadiyah Palopo.

The result of questionnaires shows indicates that, table 1 : there were 13 students (65%) chose agree, there were 6 students (30%) chose neutral and only 1 student (5%) chose disagree. Table 2 : there were 16 students (80%) chose agree, there were 4 students (20%) chose neutral and there was no students chose disagree. Table 3 : there were 14 students (70%) chose agree, there were 5 students (25%) chose neutral and just 1 student (5%) chose disagree. Table 4 : there were 12 students (60%) chose agree, there were 5 students (25%) chose neutral and there were 3 students (15%) chose disagree. Table 5 : there were 12 students (60%) chose agree, there were 8 students (15%) chose neutral and there was no student chose disagree. Table 6 : there were 8 students (40%) chose agree, there were 6 students (30%) chose neutral and there were 6 students (30%) chose disagree. Table 7: there were 10 students (50%) chose agree, there were 8 students (40%) chose neutral and there were 2 students (10%) chose disagree. Table 8: there were 14 students (70%) chose agree, there were 6 students (30%) chose neutral and there was no student chose disagree. Table 9: there were 12 students (60%) chose agree, there were 5 students (25%) chose neutral and there were 3 students (15%) chose disagree. Table 10: there were 15 students (75%) chose agree and there were 5 students (25%) chose neutral.

From the research in English teaching process by teaching prepositions through quiz activity was interesting, the students enjoyed betting the materials, the salvation of classroom was attractive. As the experience and the result of data analysis the writer sure that teaching prepositions through quiz activity is an appropriate way to test English in junior high school so quiz activity is a good technique for an English teacher to apply in the classroom.

The quiz activity module the teacher to design and set quizzes consisting of a large variety of question types, among them multiple choice, true-false, and short answer questions. These questions are kept in the course question bank and can be re-used within courses and between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choice whether to give feedback or show the correct answers.[1]
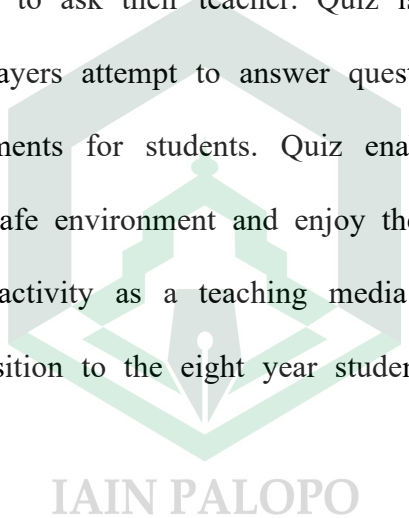
Using varitype quiz can be an alternative solution to handle student's interest in learning English. There are many different learning types and approaches to learning. To learn effectively it is important to tailor your study habits to your own needs and approach, this often means choosing techniques

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[1] http://docs.moodle.org/enodule/Quiz.M. Accessed on January 11st 2013

that work for you and evaluating them from time to time to determine if you need to try something new.[2]

. Through quiz, the people will not feel bore. The can study relax, fun, enjoy and also serious. And one of them is quiz activity. Quiz activity can make learning process are encouraged and the students will not get bored, because through this method teacher and learners always communicate and students are motivated to ask their teacher. Quiz is a form of game or mind sport in which the players attempt to answer questions correctly. Quiz can be rich learning environments for students. Quiz enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

The use quiz activity as a teaching media able to improve students' ability in using preposition to the eight year students of SMP Muhammadiyah Palopo.

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[2] http://learningcommons.ubc.ca/what-we-offer/learning-self-assessment/the-learning-process/. Accessed on April 30th 2013

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. *Conclusion*

Based on finding and discussion of the research, it can be concluded that the use quiz activity as a teaching media able to improve students' ability in using preposition to the eighth year students of SMP Muhammadiyah Palopo. Its proved by mean score of students in post-test was higher than in pre-test (4,283≥2,23). It means that, null hypothesis was rejected and alternative hypothesis was accepted. So it can be said that quiz activity can be effective to improve students ability in using preposition to the eighth year students of SMP Muhammadiyah Palopo.

B. *Suggestion*

Based on the conclusion above, to reach the aim and objective in increasing the quality most of students generally students of SMP Muhammadiyah Palopo, the writer has some suggestions for English teacher, as follows :

1. As an English teacher, the teacher should apply an appropriate way or technique to the students in teaching process, in order students can understand and they don't be bored in learning.

2. The teacher and the students should be active in the classroom and the teacher should adapt between material and strategy that apply in the classroom.

3. English teacher in SMP Muhammadiyah palopo should be more creative in presenting material when teaching preposition by using quiz, so the students more interes and attract in improving their skill.

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