A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 4 PEKANBARU IN USING PREPOSITIONS

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Abstract : *This study was aimed at describing the ability of the second year students of SMPN 4 Pekanbaru in using prepositions. The population of this study was all of the second year students of SMPN 4 Pekanbaru in the 2018/2019 academic year. The number of sample was 37 students who were chosen by using cluster random sampling technique. The data were collected by administering a test to the students in the form of gap filling type which consisted of 40 items. The result of the data analysis showed that the mean score of the students' ability in using prepositions is 76.55. It can be concluded that the ability of the second year students of SMPN 4 Pekanbaru in using prepositions was categorized into good level.*

Key Words : *Study, Ability, Prepositions.*

SEBUAH PENELITIAN KEMAMPUAN SISWA KELAS KEDUA SMPN 4 PEKANBARU DALAM MENGGUNAKAN KATA DEPAN

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Abstrak: Penelitian ini bertujuan untuk mendeskripsikan kemampuan siswa kelas dua SMPN 4 Pekanbaru dalam menggunakan kata depan. Populasi penelitian ini adalah seluruh siswa kelas dua SMPN 4 Pekanbaru pada thun akademik 2018/2019. Jumlah sampel adalah 37 siswa yang dipilih dengan teknik cluster random sampling. Data dikumpulkan dengan memberikan sebuah tes kepada siswa dalam bentuk isian yang terdiri dari 40 item. Hasil analisis data menunjukkan bahwa rata-rata skor kemampuan siswa dalam menggunakan kata depan adalah 76.55. Dapat disimpulkan bahwa kemampuan siswa kelas dua SMPN 4 Pekanbaru dalam menggunakan kata depan dapat dikategorikan bagus.

Kata Kunci : Penelitian, Kemampuan, Kata Depan

INTRODUCTION

In Indonesia, English is taught as a foreign language. It has very essential position in communication among people. It has been studied and taught from elementary school until university. The aim of teaching English in Indonesian school is to enable people to use English well. To be able to communicate in English, people not only learn the four language skills namely listening, speaking, reading, and writing, but they also have to learn the language components such as vocabulary, Grammar, pronunciation, and spelling. Grammar contains rules for forming words and making sentences. It means that grammar is the central component of language, which consists of rules of grammatical structure.

Grammar is known as a base to form and use a language. According to Klammer *et al.* (2000), grammar is a system of a language or a set of rules which is ideally related to correct sentences while using the language. It means to produce a good sentence, someone should understand the grammar of the language well. In line with this definition, According to Brown (2000), Grammar is important in English study program especially to build the sentence. Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence, plays an important role to learn as it tells us how to construct a sentence which covers word order, verb and noun system, modifiers, phrases, clauses, etc. It means that grammar is not only to arrange the words in grammatically correct but it is also used to get the understanding of the meaning of the sentences.

Grammar itself consists of eight parts of speech, namely, noun, pronoun, verb, adjective, adverb, preposition, conjunction, and article. As a part of speech, preposition causes problems for many students. Martinet (1985), states that the students have two main problems with preposition. They have to know whether in any construction a preposition is required or not, and which preposition to use when it is required. Preposition is one component of English grammar which is classified into function words and has some different functions. Yule (2009), says that preposition is a word used with noun or pronoun (and is usually placed before it) to mark its relation with another word and to form a phrase, which usually performs the function of an adjectives or an adverb.

Preposition is one of the important part of speech in grammar. While prepositions are limited in number, they are important because they act as vital markers to the structure of a sentence; they mark special relationships between persons, objects, and locations (Simpson, 2014). A misuse of preposition can make a big difference between a clearly stated sentence and a confusing jumble of words. There are some kinds of preposition that can be used in the English language for different situations. a single preposition can be used to express several different ideas (My brother is tall **for** his age; I had slept **for** six hours). It means preposition can be used in some different contexts. So based on the reason, using prepositions might be confusing if the English language learners do not understand the function of each preposition.

According to the 2013 curriculum, students in the Junior High School are given some materials related to prepositions such as prepositions of place, direction, time, and movement. Based on the syllabus for the second year students of SMP Negeri 4 Pekanbaru, the students learn about prepositions of place and direction at the odd semester.

According to the researcher's observation, the students faced some difficulties in using prepositions where they couldn't use them correctly. They were still doubtful in using English prepositions which might be caused by some reasons. First, the students did not really understand about the prepositions and their functions in sentences. This may become the main reason why they could not use prepositions correctly even though they have learnt them. Second, they did not know which preposition to be used in a sentence. For example, they couldn't choose one of the prepositions of place (in, on, or at) to tell about their specific position. Third, they were lack of exercises. Usually, they only got a little exercise because they did not have much time to practice it in classroom. Even, their interest to review and practice it outside of classroom was low. Based on the explanation above, the researcher wants to analyze the ability of the second year students of SMPN 4 Pekanbaru in using prepositions.

RESEARCH METHODOLOGY

The research was conducted in SMPN 4 Pekanbaru which is located at Jl. Dr. Sutomo No 110, Pekanbaru. The population of this research was the second year students of SMP N 4 Pekanbaru which is grouped into 9 classes. The number populations were 332 students. The population of this research can be seen as follows:

Table 1. Population of the First Year Students of SMPN 4 Pekanbaru

Classes	Total of Students
VIII.1	37
VIII.2	37
VIII.3	36
VIII.4	37
VIII.5	37
VIII.6	37
VIII.7	37
VIII.8	37
VIII.9	37
Total	332

In this research, the researcher used cluster random sampling technique. The researcher used this probability sampling to give the same opportunity to the population to be a member of sample because the researcher wants to know the students' ability in using preposition of place.

The researcher chose one class by using lottery. The researcher wrote the name of the classes at the second grades semester in small piece of paper, and then those pieces of paper were rolled and put in the box. The box was shaken and the students took one piece of paper to be sample of the research. After doing sampling technique, 8.1 class was out as sample of this research which consisted of 37 students. Then, 8.2 class as a class out of the sample which consists of 37 students that was used to tryout test. So, the total sample of this research was 37 students.

In order to identify the students' ability in using prepositions, the instrument used to collect the data was gap filling test and the test consists of 40 items. The students have 80 minutes to finish the test. The source of the test is generally from internet, and any other journal. Before the test is administered to the sample, the test was tried out to some population that has been chosen as the try out class. The validity and reliability will be known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will rejected if the index of the difficulty is below than 0.30 (too difficult) and above 0.70 (too easy).

RESEARCH FINDING

In this research, the data of try out was carried out in March at 8.2 class of SMPN 4 Pekanbaru. There were 37 students took the test which consist of 40 gap filling test items. After that, the researcher calculated the item difficulty, the mean score, standard deviation, and reliability of the test. The difficulty level of each items were analyzed. Heaton (1975) also states that the test items are accepted if the difficulty level is between 0,30-0,70 and it is rejected if the index of the difficulty is below 0,30 (too difficult) and over 0,70 (too easy). By using the formula, item number 4 (0,27), 7 (0,27) and 8 (0,25) were rejected because these items are categorized as too difficult (below 0,3). Item number 17 (0,77), 3 (0,77), and 4 (0,72) were rejected because these items are categorized as too easy (over 0,70). After that, the researcher revised all the items were rejected to items that suitable for the students. From the calculation of the data, it can be seen that the reliability of the test is **0,72**. According to Tinambunan (1988), Coefficient above 0.71 means the reliability is very high. It means that the reliability of the try out test is high.

After calculating the data of the real test, the researcher found out that students' ability in   using prepositions were categorize into *good* level. The result of the test was based on 16 categories of prepositions, namely: in, on, at, since, for, until as prepositions of time; in, on, at, above, under as prepositions of place; and to, from, through, away from, around as prepositions of movement.

In order to find out the individual score of each student, the researcher divided the number of the correct answer with the total number of items and then the multiplied by one hundred (100).

Table 2 Students' individual Scores in using prepositions

Students	Correct answers	Scores	Classifications	%
Rayhan	40	100	Excellent	
Elvinson	39	97.5	Excellent	
Tanaya	39	97.5	Excellent	
Akhlaqul	39	97.5	Excellent	
Lhaquita	39	97.5	Excellent	
Dalila	38	95	Excellent	
Angeline	38	95	Excellent	
Zahra	37	92.5	Excellent	43%
Eka	37	92.5	Excellent	
Maharani	37	92.5	Excellent	
M. Agustio	36	90	Excellent	
Elang	35	87.5	Excellent	
Yudha	35	87.5	Excellent	
Dzaki	34	85	Excellent	
Nayla	33	82.5	Excellent	
M. Syihabuddin	33	82.5	Excellent	
Eggi	32	80	Good	
Erina	32	80	Good	
Nicholas	31	77.5	Good	
Mutiah	30	75	Good	
Clarissa	30	75	Good	
Willy	30	75	Good	
Syaqilla	30	75	Good	
Priskia	29	72.5	Good	40.54%
Intan	29	72.5	Good	
Sabrina	29	72.5	Good	
Naya	27	67.5	Good	
Norman	26	65	Good	
Violeta	25	62.5	Good	
M. Fikri	25	62.5	Good	
Bagas	25	62.5	Good	
M. Razak	24	60	Mediocre	
Erika	24	60	Mediocre	10.81%
Franklin	21	52.5	Mediocre	
Samuel	18	45	Mediocre	
Habibie	15	37.5	Poor	5.41%
Laila	14	30	Poor	
N= 37	1135	2832.5		100%
		76.55		

The percentage of the students' score and their level of ability can be seen in the figure 1:

Figure 1. The Percentage of the Students' Ability in using prepositions
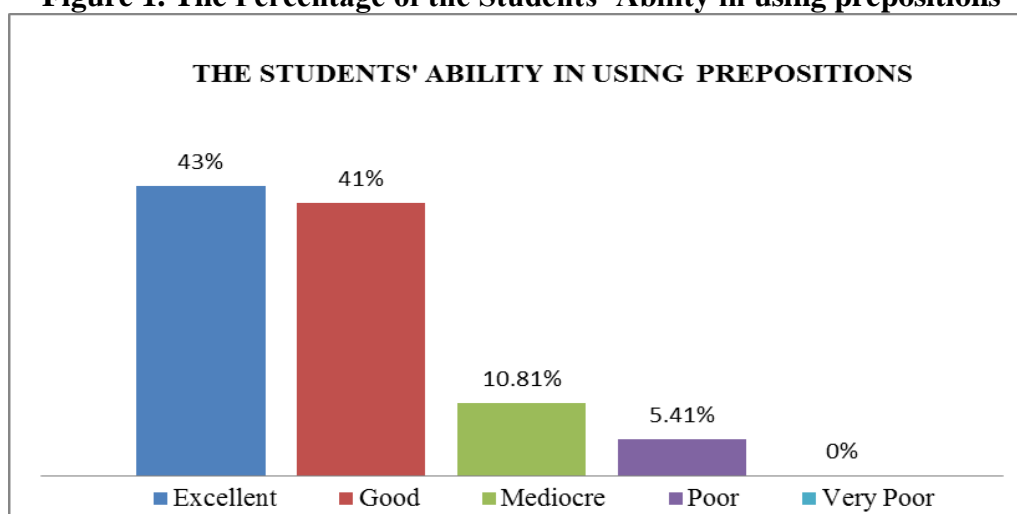
From the figure above, the students' ability in using prepositions could be explained that of the 37 students who took the test, 16 students (43%) were categorized into *excellent* level, 15 students (41%) were categorized into *good* level, 4 students (10,81%) were categorized into *mediocre* level, and 2 students (5,41) were categorized into *poor* level.

Related to the mean score of the second year students of SMPN 4 Pekanbaru in using prepositions, and dealing on the percentage of classification of the students' ability in using prepositions , it can be concluded that the ability of the second year students of SMPN 4 Pekanbaru in using prepositions (Time, place, and movement) were categorized into *good* level.

Based on the result of the test, it is found out that the students' ability in using prepositions is in *good* level. It can be seen from the mean score of the students which is 76,55. Out of 37 students who participated in this research, it were found out that 16 students (43%) were classified into *excellent* level, 15 students (41%) were classified into *good* level, 4 students (10,81%) were classified into *mediocre* level, and 2 students (5,41) were classified into *poor* level.

Furthermore, for each three types of prepositions that had been tested to the students, the students were categorized into *good* level in prepositions of time and place, but categorized into *excellent* level. It can be concluded that the students have better understanding in using prepositions of movement rather than prepositions of time and place.

In addition, from 6 components of preposition of time, the most difficult component to understand is *since.* The mean score of the students ability in using *since* as preposition of time is 66,89. And the easiest component is *on.* The mean score of the students ability in using *on* as preposition of time is 87,36 which categorized into *excellent* level. Then, from five components of preposition of place, the most difficult components to understand are *in* and *at,* and the easiest component to understand is *under*. Meanwhile, from five components of prepositions of movement the students can understand all of the components well, because all the mean scores of the components were categorized into *excellent* level.

Based on the result of the test, the students' ability in using prepositions is in good level because the teacher was using picture method in teaching prepositions.

According to Sudjana (2000) suggests that picture can change steps of teaching, from verbal symbol to the step that more concrete that is visual symbols. It can be indicates that picture as a tool that can help teacher in presenting materials, especially in teaching prepositions. But, even though the mean score is classified as good level, but only few of students that pass the standard minimum criteria (KKM) of the school.

In conclusion, the results of this research have answered the research questions which the ability of the second year students of SMPN 4 Pekanbaru is in a *good* level.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research has been conducted to find out the ability of the second year students of SMPN 4 Pekanbaru in using prepositions. Based on the research finding presented in the previous chapter, it can be concluded that the ability of second year students of SMPN 4 Pekanbaru in using prepositions were categorized into *good* level. From the result of the test, the mean score of students' ability in using prepositions is 76,55.

based on the result, out of 37 students who took the test, 16 students (43%) were categorized into *excellent* level, 15 students (41%) were categorized into *good* level, 4 students (10,81%) were categorized into *mediocre* level, and 2 students (5,41) were categorized into *poor* level.

In addition, the mean score of the students' ability in using prepositions of time is 76,48, it was categorized into *good* level, the mean score of the students' ability in using prepositions of place is 70, it was categorize into *good* level, and the mean score of the students' ability in using prepositions of movement is 83,51, it was categorized into *excellent* level.

It was known that the passing grade for English subject at SMPN 4 Pekanbaru is 82. So, even though the mean score is classified into *good* level, but some of students could not pass the standard minimum criteria (KKM) of the school.

The researcher analyzed that some of students could not pass the KKM because they are still doubtful in understanding prepositions, especially with prepositions of place. According to Frank (1972), preposition of place is a preposition which is used to refer to a place where something or someone is located. The students did not yet have full understanding about preposition of place, It can be seen from the result which shows that the students got the lowest mean score of all prepositions' aspect. Based on the result, the means score of the students' ability in using **in** as preposition of place is 36,48 which is categorize into *poor* and the mean score of the students' ability in using **at** as preposition of place is 55,4 which is categorized into *mediocre* level.

Based on the discussion above, it can be concluded that the second year students' of SMPN 4 Pekanbaru in using prepositions is in a good *level*, but it could not pass the standard minimum criteria (KKM) of the school.

Recommendations

Based on the result and the conclusions of the research, the writer would like to give some recommendations which expected to be beneficial for the teachers and the next researchers in teaching and learning English especially in teaching grammar. They are as follows:

The students are recommended to keep on doing more practice in order to get the better result, especially in terms of using *in* and *at* as prepositions of place, because its are the most difficult aspect for them.

The teacher is recommended to be more creative in teaching prepositions, especially prepositions of place. For instance, the teacher can apply a method, so all of the students can participate in learning activity.

After reading this thesis, the readers are expected to get informations, knowledges, and advantages about the use of prepositions.

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