

**TEACHING PREPOSITION BY USING COLORED ROD TO THE
SEVENTH GRADE OF SMP N 07 PALEMBANG**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
MARCH 2018**

**TEACHING PREPOSITION BY USING COLORED ROD TO THE
SEVENTH GRADE STUDENTS OF SMP N 07 PALEMBANG**

THESIS

**Presented to
Universitas Muhammadiyah Palembang
In partial fulfillment of the requirement
For the Degree of Sarjana in English Language Education**

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MARCH 2018**

This thesis written by Noviyanti has been certified to be examined

Palembang, 09 March 2018

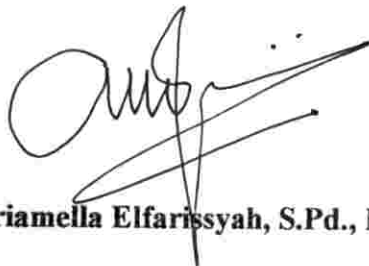
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Dr. H. Rusdy A. S., M.Pd.

Motto:

- ✧ *Always be yourself no matter what they say and never be anyone else even if they look better than you.*
- ✧ *Nothing is impossible. Anything can happen as long as we believe.*
- ✧ *Every successful person must have a failure, do not be afraid of failing because it is a part of success.*

This is Dedicated to:

- *My beloved parents Herman and Nurhayati they're part of my life thanks for your love, prayer, support, advice, attention, and motivation, I love you so much. You are my everything.*
- *My lovely brother (M. Fikri Hidayat) thank for your love, prayer, support and motivation and smile for me. I believe we can be successful people and make our parents proud of us.*
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- *Thank you so much for My green campus and My almamater*

ABSTRACT

Noviyanti. 2018. *Teaching Preposition By Using colored Rod To The Seventh Grade of SMP N 7 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors : (I) Sri Yuliani, S.Pd., M.Pd., (II) Andriamella Elfarissyah, S.Pd, M.Pd.

Key words: teaching, prepositions, colored rod.

This thesis was entitled "Teaching Preposition by Using Colored Rod to the Seventh Grade of SMP N 7 Palembang". The problem of this study was whether or not using colored rod was effective to teach preposition by using colored rod to the Seventh Grade Students of SMP N 7 Palembang. The objective of this study was to determine using colored rod was effective in teaching preposition to the Seventh Grade Students of SMP N 7 Palembang. The population of this study was all of the Seventh Grade Students of SMP N 7 Palembang in the academic years of 2017/2018. The samples were 63 students which were divided into two groups, the experimental and control groups. The test consisted of 40 questions that were in the form multiple choice questions. The data were analyzed by t-test. The result of data analysis revealed that t-obtained was -4.122 with the critical value 1.665 at the significance level of 5% and df was 61. Since t-obtained was higher than the critical value, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that teaching prepositions by using colored rod to the Seventh Grade Students of SMP N 7 Palembang was effective.

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CHAPTER I

INTRODUCTION

This chapter consists of (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses, and (6) criteria for testing the hypotheses.

1.1 Background

The objective of teaching English to Indonesian students was the students who were able to communicate in English both orally and written. To achieve the objective, the students should master the four language skills, namely: listening, speaking, reading, and writing. Besides, the students should learn the language components to support these skills, such as spelling, pronunciation, grammar, and vocabulary. Grammar is one of the important language components that the students should learn in English. In learning grammar, the students sometimes made errors or mistakes to use prepositions. According to Ahmad (2007), preposition is classified as a part of speech in grammar (p.71). It denotes that the relationship to some other words in a sentence which are placed before a noun or a pronoun. The students can improve their ability in English through grammar especially in learning prepositions at the class.

Many prepositions on grammar in learning english, one of them is preposition of place. According to Schoenberg (2010), preposition of place is tell where

something is (p.52). In doing this research, the researcher took preposition of place in teaching grammar for the students at the class.

Furthermore, the result of EF EPI in 2017, Indonesia was currently ranked 39 out of 80 countries with total score was 52.15, %. It showed that Indonesia has low English skills, and the percentage of those skill by province Sumatera Selatan has 49,43. This fact is supported by Endang (2013) conducted a survey on students' English skill in three schools from different accredited in Palembang city. As a whole samples of his study consisted of 102 students of Junior High Schools (51 girls school and 51 boys school) from each types of schools (namely 36 schools which are accredited A, B, and C) in South Sumatra. As the result, she found that 61.16% students from school with accredited A have good achievement in English, next 39.5% students from school with accredited B have good achievement in English, the rest has there were only 42,84% students from school accredited C have good achievement in English. It could be concluded that students' English skill of Junior High Schools (SMP) in South Sumatra are still low.

Additionally, according to researcher experience of teaching practice at SMP N 07, she found that there were several problems, faced by students. Firstly, students were lack of mastery in grammar, than students were lack of understanding about propositions contained in the sentences, finally the teacher still used the old technique so the students felt bored in the process of learning at the class.

To solve those problems above, the researcher used the media which could help the students in learning preposition of place on grammar at the class. The media named colored rod. Colored rod is a rod with combination of color that forms a

visible palpable shape. According to Harmer (2000), colored rods have helped the students to become more motivated. It can be applied to improve the students' motivations in learning preposition of place on grammar (p.180). There are several benefits using colored rod in teaching preposition of place. There were, firstly the use of colored rod in teaching grammar at the class helps the students understand. Secondly, it is enjoyable media. Next, this media is very practical to store, to handle, to support language learning and teaching. Because, those media has different lengths and colours, it is also unbreakable (as far as know and my young learners have certainly used them roughly at times), this media is not just useful for classroom teaching, but it is also particularly effective in teaching one-to-one classes or small groups, the third is that, this media is magical since, it has bright coloured to appeal our visual intelligence (see Howard Gardner's Multiple Intelligence Theory). There is something very satisfying about handling smooth pieces of wood (and not just for children). Thus appeals to our haptic sense Children like touching, picking things up, moving them. Thus many toys for young children are designed to have different textures on the surfaces to stimulate their interest and pleasure. It is truly amazing how small pieces of wood can be used to symbolize not just words, but also ideas and elements of a story, even people. It reveals a lot about the power of the imagination. Below are some example activities for using Colored rods in class (but just using a little bit of imagination, teachers and students can find several benefits on this media)

Therefore, the researcher used the colored rod as a media in teaching preposition at the class, she assumed that the colored rods made the students being interested in the grammar material particular preposition of place. Based on the

explanations above, the researcher was interested in conducting this study, entitled, Teaching Preposition by Using Coloured Rod to the Seventh Grade Students of SMP N 7 Palembang.

1.2 Problem of the study

1.2.1 Limitation of the Problem

The problem of this study was limited on investigating the effectiveness of using coloured rod in teaching prepositions of place, they were : “in”, “at”, “between”, “in front of”, “below”, “over”, “above”, “across”, “through”, “to”, “into”, “towards”, “onto”, “from”, “on”, “under”, “behind”, and “next to” to the Seventh Grade Students of SMP N 07 Palembang.

1.2.2 Formulation of the Problem

This study was formulated into the following question: “ is it effective to teach preposition by using coloured rod to the Seventh Grade Students of SMP N 07 Palembang ?”.

1.3 Objective of the Study

The objective of the study was to find out whether it is effective or not to teach preposition of place by using colored rod to the Seventh Grade Students of SMP N 07 Palembang.

1.4 Significance of the study

The researcher expects this study would give the benefits to the

following parts :

1) For the Researcher

By doing this study, it would increase her knowledge to know the use of preposition of place appropriately. In addition, she could increase her experience how to teach prepositions, especially the use of preposition of place in the sentences.

2) For the Teacher

The result of this study can be expected to give more informations to teachers of English at this school in teaching prepositions, especially the prepositions of place.

3) For the Students

The result of this study can be expected to help the students were able to use prepositions of place in the sentence by using colored rod.

4) For the Other Researcher

By doing this study, it would increase knowledge for other researcher to teach preposition a specially the preposition of place in the sentence.

1.5 The Hypotheses

Hypotheses are a speculation concerning other observed or expected relationship among phenomena. A hypothesis is a tentative explanation based on theory to predict a causal relationship between variables. According to Arikunto (2013), a hypothesis is a tentative answer to a research question (p.110).

The hypotheses of the study were proposed in terms of null hypothesis (H_0) and alternative hypothesis (H_a), they were as follows:

Ho : It is not effective to teach preposition by using colored rod to the Seventh Grade Students of SMP N 07 Palembang.

Ha : It is effective to teach preposition by using colored rod to the Seventh Grade Students of SMP N 07 Palembang.

1.6 The Criteria for Testing the Hypothesis

According to Sugiyono (2015), the hypothesis of the study would be tested by using critical value of t-distribution table (p.454). Since the total number of the sample of this study was 63 students (depending on the class selected) with the degree of freedom (61), the significant level is 5% (0,05) and the criteria value in the t-table was 1.665. If the result of t-obtained was the same or less than 1.665, the null hypothesis (Ho) was accepted. On the other hand, if the result of t-obtained was higher than 1.665, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected .



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