



**IMPROVING CLASS VIIB STUDENTS' MASTERY OF
PREPOSITIONS THROUGH PICTURES AT SMPN 3 JENGGAWAH
IN THE 2011/2012 ACADEMIC YEAR**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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**Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program of the Language and Arts Department
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Nuryadi and Suhartatik, and my younger sister Evi Dwi Isnanti, thanks for your love and support. This thesis is dedicated to you for your never-ending love;
2. My dearly beloved shining pearl, Siti Holifatul Jannah, thank you for always being in my side when I am down doing my thesis. I could never finish this thesis without your love, smile and support.

MOTTO

“Never underestimate the small things.”

(anonymous)

CONSULTANTS' APPROVAL

IMPROVING CLASS VIIB STUDENTS' MASTERY OF PREPOSITIONS THROUGH PICTURES AT SMPN 3 JENGGAWAH IN THE 2011/2012 ACADEMIC YEAR

THESIS

Composed to fulfill one of the requirements to obtain at the English language Education Study Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

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ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing my thesis entitled “Improving the Seventh Grade Students’ Mastery of Prepositions through Individual Pictures at SMPN 3 Jenggawah in the 2011/2012 Academic Year”.

I do realize that this thesis would not be finished without the guidance of the people whom I owe a great deal of support, motivation, and suggestion. In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of The Language & Arts Department.
3. The Chairperson of English Education Study Programs.
4. The first and second consultants, Dra. Siti Sundari, M.A. and Dra. Made Adi Andayani T., M.Ed. Thank you for spending your time and giving me suggestions and many ideas to make my thesis better.
5. My Academic Supervisor Dr. Budi Setyono, M.A.
6. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis.
7. The examination committee that have given me a lot of suggestion.
8. The principal and the English teachers of SMPN 3 Jenggawah for giving me an opportunity, help, and support to conduct this research.
9. The grade seven students of SMPN 3 Jenggawah in 2011/2012 academic year especially class VIIB.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, June 2012

The Writer

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SUMMARY

Improving Class VII B Students' Mastery of Prepositions through Pictures at SMPN 3 Jenggawah in the 2011/2012 Academic Year; Eko Widianoro; 070210491055; 2012; 43 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This Classroom Action Research was intended to improve the seventh grade students' mastery of prepositions by using Individual and Composite Pictures at SMPN 3 Jenggawah in the 2011/2012 academic year. This research subjects were the students of class 7B that was determined purposively, because they had problem in mastering the use of prepositions. This was known from the result of the preliminary study that the students of class 7B had problem in mastering of prepositions. The students had low motivation and were not interested in learning prepositions since the use of prepositions is confusing. Besides, they have never been taught prepositions by using individual and composite pictures as media in teaching prepositions. To overcome these problems the researcher used individual and composite pictures to improve the students' mastery of prepositions.

This research was carried out in two cycles, in which each cycle had four stages of activities, they were (1) the planning of the action, (2) the implementation of the action, (3) observing the classroom and evaluation, and (4) reflecting the result of the action. Those activities were conducted in each cycle. Each cycle was conducted in three meetings. Meetings I and II were the meetings of teaching prepositions of positions and time by using individual and composite pictures, and meeting III was the meeting of conducting preposition test. The data of the students' mastery of prepositions were collected through the prepositions test. Meanwhile, observation was conducted to monitor the teaching learning process of prepositions of positions and time by using checklist.

The average percentage of students' active participation in Cycle 1 was 79.4%. There were 79.4% of 37 students who were actively participated in the teaching learning process of prepositions of position and time in Cycle 1. The result of the observation in Cycle 1 fulfilled the target criteria that was 75%. Then,

the result of the students' mastery of prepositions in Cycle 1 showed that the percentage of the students who got score 70 or more was 70.2%. Meanwhile, the target evaluation criterion, in this research was 75% of the students could achieve the target score requirement that was 70 or more. It means that the results of the students' preposition test in Cycle 1 had not achieved the target score yet. It was found that there were some factors that influenced the results of the students' preposition test in Cycle 1. They were (1) The students still did not understand well about the use of prepositions of position and time, and (2) Some of the pictures provided in the test were not clear enough. It showed that the action done in Cycle 1 was not successful yet. Therefore, the action was continued to the second cycle by revising some aspects that made the results of the action in Cycle 1 fail. In Cycle 2, the actions did by revising some aspects that made the results of the action in Cycle 1 fail. The revisions were (1) giving more explanation and more examples about the use of prepositions of position and time by giving different pictures to the students, and (2) providing the pictures that were clear enough to be understood by the students in the second preposition test.

The result of the students' prepositions test in Cycle 2 showed that 89% of 37 students got score 70 or more. It improved from 70.2% in Cycle 1 to 89% in Cycle 2. The improvement was 18.8%. Besides, there was also an improvement on the percentage of the students' active participation in the teaching and learning process of prepositions of position and time by using individual and composite pictures in Cycle 2. It improved from 79.4% in Cycle 1 to 81.1% in Cycle 2. The improvement was 1.7%. It means that both the students' mastery of prepositions and the students' active participation in the teaching learning process of prepositions of position and time by using individual and composite pictures improved in the second cycle and fulfilled the success criteria in this research. Thus, the action research was stopped.

Based on the above results, it showed that the use of individual and composite pictures in the teaching and learning process of prepositions of position and time could improve the students' mastery of prepositions and the students' active participation in two cycles. Then, it is suggested to the English teacher and the students to apply individual and composite pictures as alternative media in

teaching and learning process of prepositions of position and time. It is due to the fact that individual and composite pictures could improve the students' mastery of prepositions.