



**IMPROVING THE SEVENTH GRADE STUDENTS' ACTIVE
PARTICIPATION AND PREPOSITION ACHIEVEMENT THROUGH
INDIVIDUAL AND COMPOSITE PICTURES AT SMP NEGERI 1
SUMBERASIH PROBOLINGGO IN THE 2013/2014 ACADEMIC YEAR**

THESIS

By:

LAILATUN NAZILAH

090210401089

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

2013

**IMPROVING THE SEVENTH GRADE STUDENTS' ACTIVE
PARTICIPATION AND PREPOSITION ACHIEVEMENT THROUGH
INDIVIDUAL AND COMPOSITE PICTURES AT SMPN 1 SUMBERASIH
PROBOLINGGO IN THE 2013/2014 ACADEMIC YEAR**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

By

**Lailatun Nazilah
NIM. 090210401089**

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

2013

DEDICATION

This thesis is honorably dedicated to:

- ❖ My beloved father *H.Zuhri Hadhori* and my beloved late mother *Suwilis*. I am quite grateful for your affection, care, sacrifice, and endless prayer. I will do my best to honor you.
- ❖ My dearest brothers and sisters, *Abdul Chodir, Slamet Budi Harsono, Toviaah,* and *Solehati*. Thank you for your help, prayer, support and affection to get my S.Pd degree.
- ❖ My beloved nephews and nieces, *Nauval, Saifi, Puspita,* and *Ira*. Thank you for your cheerfulness to cheer up my life.
- ❖ My uncle, *Sumar*. Thank you for your support.
- ❖ My cousin, *Zahrotul Azizah*. Thanks for spending your spare time to accompany me everywhere.
- ❖ My beloved fiance, *Ayatullah Khuzzaini*, thanks for your support, your magnificent love, and everything that becomes meaningful in my life.

MOTTO

Grammar is the logic of speech, even as logic is the grammar.

(Richard C. Trench)¹

Grammar which knows how to control even kings.

(Moliere)²

¹ <http://www.etni.org.il/quotes/grammar.htm> [October 2nd, 2013]

² <http://mobile.brainyquote.com/quotes/keywords/grammar.html> [October 2nd, 2013]

LETTER OF STATEMENT

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/ Faculty libraries in all forms of media, now or hereafter known.

Jember, November 2013

The Writer

LAILATUN NAZILAH

090210401089

CONSULTANT'S APPROVAL

IMPROVING THE SEVENTH GRADE STUDENTS' ACTIVE PARTICIPATION AND PREPOSITION ACHIEVEMENT THROUGH INDIVIDUAL AND COMPOSITE PICTURES AT SMPN 1 SUMBERASIH PROBOLINGGO IN THE 2013/2014 ACADEMIC YEAR

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

Name	: Lailatun Nazilah
Identification Number	: 090210401089
Level	: 2009
Place and Date of Birth	: Probolinggo, August 28 th , 1991
Department	: Language and Arts Education
Study Program	: English Language Education Study

Approved by:

Consultant I

Consultant II

Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 19561214198503 2 001

Dra. Zakiyah Tasnim, M.A
NIP. 19620110198702 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled **“Improving the Seventh Grade Students’ Active Participation and Preposition Achievement through Individual and Composite Pictures at SMPN 1 Sumberasih Probolinggo in the 2013/2014 Academic Year”** is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Friday

Date : November 8th, 2013

Place : Faculty of Teacher Training and Education Program

The Examiner of Team

The Chairperson,

The Secretary,

Drs. I Putu Sukmaantara, M.Ed
NIP. 19640424199002 1 003

Dra. Zakiyah Tasnim, M.A
NIP. 19620110198702 2 001

The Members,

Signatures,

1. Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 19561214198503 2 001

1.

2. Dra. Siti Sundari, M.A
NIP. 19581216198802 2 001

2.

The Dean
The Faculty of Teacher Training and Education

Prof. Dr. Sunardi, M.Pd
NIP. 19540501 198303 1 005

ACKNOWLEDGEMENT

First of all, I'd like to thank Allah SWT, the almighty, who always leads and provides blessing, mercy, and guidance to me, so I can finish this thesis entitled "Improving the Seventh Grade Students' Active Participation and Preposition Achievement through Individual and Composite Pictures at SMPN 1 Sumberasih Probolinggo in the 2013/2014 Academic Year."

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincerest thanks to the following people.

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Education Study Program.
4. My first consultant, Dra. Wiwiek Eko Bindarti, M.Pd and my second consultant, Dra. Zakiyah Tasnim, M.A. I do really thank and give my deepest regard for their time, knowledge, guidance, patience, and motivation that led me compile and finish my thesis.
5. The examiners who have given me the completion of this thesis.
6. The Principal and Vice Principal of SMPN 1 Sumberasih Probolinggo, the English teachers, the administration staff, and the seventh grade students who helped me to obtain the data.

Finally, I expect that the thesis will be useful for me and the readers. Nevertheless, the constructive comments and criticism are expected to make the writing of this thesis better.

Jember, November 2013

The writer

SUMMARY

Improving the Seventh Grade Students' Active Participation and Preposition achievement through Individual and Composite Pictures at SMPN 1 Sumberasih Probolinggo in the 2013/2014 Academic Year; Lailatun Nazilah, 090210401089; 2013: 65 pages; English Language Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the seventh grade students' active participation and preposition achievement by using individual and composite pictures at SMPN 1 Sumberasih Probolinggo in the 2013/2014 Academic Year. Based on the preliminary study in the form of the interview with the English teacher of SMPN 1 Sumberasih Probolinggo, it was known that the students of class VII E had difficulties in mastering prepositions because they did not know well about the use of prepositions and they often forgot the meaning. Besides, the students also did not participate actively in the classroom during the teaching and learning process of prepositions. In general English test, their grammar achievement was still low which could be seen from the average score of their test, which was 69 which did not reach the standard score in that school, that is 72. The researcher tried to overcome the problem by using individual and composite pictures as teaching media in teaching prepositions of time and place.

The data collection methods used were preposition test and the observation in the form of checklist to get the primary data. The data were analyzed statistically. The action was implemented in two cycles in order to achieve the criteria of success of this classroom action research. The first cycle was done in three meetings including the test. The result of the classroom observation showed that there were 53.13% (17 students) and in the second meeting, there were 68.75% (22 students) who were actively participated during the teaching and learning process of prepositions of time and place through individual and composite pictures. It showed that there was

improvement of the students' active participation from the first meeting to the second meeting but it did not achieve the target criteria of success of the research yet that was 75% or more of the students who were active in the teaching and learning process of prepositions. In addition, the result of preposition test in the first cycle showed that there were 16 students of 32 students (50%) who got score ≥ 72 . Besides, the mean score of the students' preposition test was 68.56. It means that the result of the students' preposition test in cycle 1 did not achieve the target mean score yet that was 75% of the students could achieve the standard score, that is ≥ 72 . Based on the results of the first cycle above, the actions were continued to the second cycle because the result of the first cycle did not achieve the criteria of success of the research yet. Therefore, the second cycle was conducted by revising some necessary aspects relating to the use of individual and composite pictures in teaching and learning process of prepositions of time and place. The classroom observation and preposition test in the second cycle showed an improvement. In the classroom observation, the students' active participation improved from 73.33% (22 students) in the first meeting and 81.25% (26 students) in the second meeting. In addition, the result of preposition test revealed that 87.5% (28 students) who got score ≥ 72 .

Based on the results, it can be concluded that the actions in the second cycle had achieved the criteria of success of the research. The results of the first cycle to the second cycle showed an improvement of the success criteria, that is 75% or more. Therefore, it can be summarized that the use of individual and composite pictures could improve the seventh grade students' active participation and preposition achievement at SMPN 1 Sumberasih Probolinggo in the 2013/2014 academic year.

TABLE OF CONTENT

TITLE	i
DEDICATION	ii
MOTTO	iii
LETTER OF STATEMENT	iv
CONSULTANT’S APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGMENT	vii
SUMMARY	viii
TABLE OF CONTENT	x
LIST OF APPENDICES	xiv
LIST OF TABLES AND CHARTS	xv

CHAPTER 1. INTRODUCTION

1.1	Background of the Research	1
1.2	The Problems of the Research	5
1.3	The Research Objectives	5
1.4	The Significance of the Research	5

CHAPTER 2. REVIEW of RELATED LITERATURE

2.1	The Definitions of Prepositions	7
2.2	Types of Prepositions	8
	2.2.1 Prepositions of Time	8
	2.2.2 Prepositions of Place or position.....	10
	2.2.3 Prepositions of Direction	13
2.3	The Use of Pictures in Teaching Learning Process	15
	2.3.1 Pictures in English Language Teaching.....	15

2.3.2 Pictures as Media in Teaching Prepositions	16
2.3.3 The Advantages and Disadvantages of Pictures in Teaching Prepositions	17
2.3.3.1 The Advantages of Pictures in Teaching Prepositions	17
2.3.3.2 The Disadvantages of Pictures in Teaching Prepositions	18
2.4 Kinds of Pictures	19
2.5 The Use of Individual and Composite Pictures to Improve the Students' Active Participation	24
2.6 The Use of Individual and Composite Pictures to Improve the Students' Preposition Achievement	24
2.7 Procedures of Using Individual and Composite Pictures in Teaching Prepositions.....	25
2.8 Action Hypotheses	26

CHAPTER 3. RESEARCH METHODS

3.1 Research Design	27
3.2 Area Determination Method	30
3.3 Subject Determination Method.....	30
3.4 Data Collection Method.....	31
3.4.1 Primary Data	
3.4.1.1 Preposition Test	31
3.4.1.2 Observation.....	32
3.4.2 Supporting Data	
3.4.2.1 Interview	32
3.4.2.2 Documentation.....	33
3.5 Operational Definition of the Terms	33
3.5.1 The Students' Active Participation	33

3.5.2 The Students' Preposition Achievement.....	34
3.5.3 Individual and Composite Pictures	34
3.6 Research Procedures.....	34
3.6.1 Planning of the Action	34
3.6.2 The Implementation of the Action	35
3.6.3 Observation and Evaluation	
3.6.3.1 Observation.....	36
3.6.3.2 Evaluation	37
3.7 Data Analysis Method.....	37
3.8 Reflection of the Action	38

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

4.1 The Results of the Actions in Cycle 1	40
4.1.1 The Implementation of the Action in Cycle 1	40
4.1.2 The Results of the Observation in Cycle 1	41
4.1.3 The Results of Students' Preposition Achievement Test in Cycle 1	44
4.1.4 The Results of Reflection in Cycle 1	47
4.2 The Results of the Actions in Cycle 2	48
4.2.1 The Implementation of the Action in Cycle 2	48
4.2.2 The Results of the Observation in Cycle 2	49
4.2.3 The Results of Students' Preposition Achievement Test in cycle 2	52
4.2.4 The Results of Reflection in Cycle 2	55
4.3 Discussion.....	56

CHAPTER 5. CONCLUSION AND SUGGESTION

5.1 Conclusion	60
5.2 Suggestion	60

5.2.1 The English Teacher	61
5.2.2 The Students.....	61
5.2.3 The Future Researchers.....	61
REFERENCES	62
APPENDICES	

LIST OF APPEDICES

Appendix A	Research Matrix.....	66
Appendix B	Interview Guide.....	69
Appendix C	The English Teacher's Previous Score.....	73
Appendix D	Lesson Plan of Cycle 1 Meeting 1.....	74
Appendix E	Lesson Plan of Cycle 1 Meeting 2.....	92
Appendix F	Preposition Test of cycle 1	109
Appendix G	Lesson Plan of Cycle 2 Meeting 1.....	114
Appendix H	Lesson Plan of Cycle 2 Meeting 2.....	131
Appendix I	Preposition Test of cycle 2	149
Appendix J	The Result of Observation Checklist in Cycle 1	155
Appendix K	The Result of Observation Checklist in Cycle 2	156
Appendix L	Result of Preposition Test in Cycle 1	157
Appendix M	Result of Preposition Test in Cycle 2.....	158
Appendix N	The Samples of the Students' Worksheet of Preposition Test Cycle 1	159
Appendix O	The Samples of the Students' Worksheet of Preposition Test Cycle 2.....	163
Appendix P	The Students' name of SMPN 1 Sumberasih Probolinggo.	167
Appendix Q	Research Permission from the Dean of the Faculty of TeacherTraining and Education	168
Appendix R	Statement Letter of Accomplishing the Research from The Principal of SMPN 1 Sumberasih Probolinggo..	169

THE LIST OF TABLES AND CHARTS

4.1 The Result of the Observation in Cycle 1	42
4.2 The Average Result of the Students' Participation in Cycle 1	43
4.3 The Results of the Students' Preposition Achievement Test in Cycle 1	45
4.4 The Result of the Observation in Cycle 2	50
4.5 The Average Result of the Students' Participation in Cycle 2	51
4.6 The Results of the Students' Preposition Achievement Test in Cycle 2	53
4.7 The Improvement of the Students' Active Participation during the Teaching Learning Process of Prepositions	56
4.8 The Improvement of the Students' Preposition Test from the first cycle to the second cycle	58