**TEACHING PREPOSITION BY USING ILLUSTRATION PICTURE AS THE MEDIA FOR THE FIRST YEAR STUDENTS OF MTS HS WADASLINTANG IN THE ACADEMIC YEAR OF 2012/2013**

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**Abstract**

Mastery of preposition is not an easy thing for students, especially for young learners. Therefore, the teacher needs to apply appropriate technique in his classroom. Using pictures in teaching preposition are appropriate technique to be applied in class because pictures are one kind of media that can help the teacher. This research is pre experimental quantitative research. Because the researcher uses saturated sampling, the population and the sample is same. There are 35 students taken from one class at the seventh grade students of MTs Hs Wadaslintang. In this research, the independent variable is the use of illustration picture and the dependent variable is preposition test score. The researcher uses test as instrument to get the data. To test the hypothesis, the researcher uses t-test. The result of the test from 35 students showed that the students’ preposition mastery is as follows: the mean score of pre test was 62.17 and the mean of post- test was 81.94. To test whether the hypothesis was accepted or rejected, the t-value was used and consulted to the t-table at the 0.05 significance level. It shows that the t-table was 1.691 and the t-value was 11.008 it means that t-value was higher than t-table (11.008>1.691). Therefore, it can be concluded that the use of illustration Picture as media for increasing preposition at the seventh grade students of MTs Hs Wadaslintang on the academic year 2012/2013 was effective.

**Key word: Teaching, Preposition Mastery, Illustration Pictures**

1. **Background**

Language is a means of communication. Learning a language means a study to communicate with that language both orally and in a written form. English is an important language, because it is used as an international language of communication.

Elementary school students need special technique to achieve the success in teaching and learning process. Technique is a method of doing or performing something (Hornby, 2000:1226). A teacher must be creative to select the appropriate techniques in learning English, especially to increase the students’ preposition skill. Ramelan (1992:4) states that the aims of English teaching among other are to increase the new words (preposition). Therefore, the use of media like picture has important role.

The researcher identificated the problem that the teacher is teaching method is boring because they do not use good media to make interesting the students in learning English. It make some of the students are difficult to understand English.

1. **Research Method**

This research is pre experimental quantitative research because the researcher is doing experiment and giving treatment to find out the effectiveness of using illustration picture to increase students preposition mastery. This research also collects data using pre test and post- test. The researcher applies the pre experimental quantitative research because only uses one group pre test and post test. The research was carried out on May 15th, May 16th, and May 17th, at the year of 2012. The research was conducted at MTs Hs Wadaslintang, Wonosobo. It is located at Jl Wadaslintang-Prembun km.40 Wadaslintang, Wonosobo. This research is a quantitative research, so it needs a data analysis. This analysis is related to the computation in answering the problem statement and hypothesis testing presented. To analyze the data, the researcher applies an appropriate technique to find out whether teaching English using illustration picture is effective to increase students’ preposition mastery or not.

In the inferential analysis, hypothesis testing is done. In this testing, the hypothesis will be analyzed through *t-test*. After getting the result of *t-value*, then the *t-value* is consulted to the *t-table* to be interpreted.

1. **Research Findings and Discussion**

The table below is the summarized scores of preposition mastery of the pre- test and post- test.

Table 7. The Descriptive Analysis of Students’ English Ability in Pre-test and Post-test

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | M | Me | Mo | SD | H | L | R | T |
| Pre-test | 62.17 | 64 | 72 | 13.03 | 80 | 32 | 48 | 2176 |
| Post-test | 81.94 | 84 | 84 | 11.66 | 100 | 48 | 52 | 2868 |

The highest score of the students of pre test at the seventh grade students of MTs Hs Wadaslintang was 80 and the lowest one was 32. The mean was 62.17, the median was 64, the modus was 72, the range was 48, and the standard deviation was 13.03.

The highest score of students of post- test at the seventh grade students of MTs Hs Wadaslintang was 100 and the lowest one was 48. The mean was 81.94, the median was 84, the modus was 84, the range was 52, and the standard deviation was 11.66. It means that the students of post- test at the seventh grade of MTs Hs Wadaslintang had a good result on their preposition mastery.

From the previous analysis, it shows that the number of sample (N=35) and the level of significance is 5%, the result of the computation of t-value is 11.008. Based on the value in the t-table for N=35 and the significance is 5%, the value of t-table is 1.691. The computation shows that t-value is higher than t-table that is 11.008 > 1.691.

After computing t-test separated variance, and after knowing that the hypothesis is accepted, the theory meets the fact in this case. Then, from the computation in the previous section, the researcher concludes that the use of illustration picture as a media is effective for increasing students’ preposition mastery at the seventh grade students of MTs Hs Wadaslintang in the Academic year of 2012/2013.

1. **Conclusion and Recommendation**

The score of the students in experimental group mostly increased from the pre-test and post-test after they were given treatment. The computation of t-test proves that the Ha is accepted. It can be seen by the value of t-test. The value of t-test is11.008, and the t -table is 1.691. If the value of t test is higher than t- table ( 11.008>1.691), the alternative hypothesis can be stated that it is effective to use illustration picture as a media to teach as the way to increase students’ preposition mastery among the seventh grade students of MTs Hs Wadaslintang.

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