THE STUDENTS' ABILITY IN USING PREPOSITION IN SENTENCE

SKRIPSI

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ABSTRACT

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This research was carried out to investigate the students' ability in using preposition in sentence. The research used descriptive quantitative method. The population of this research was ten (X) Grade students of SMA AL-HIADAYAH MEDAN on Jl.Letsda Sudjono, Medan in academic year 2016/2017, which consisted of 3 classes with the total of population 132 students. The total of sampel was 33 students which were taken by using random sampling. The students were given the exercise which consisted of 20 question and asked to answer the question in order to using Preposition in sentence. The instrument of this research was essay test. In identifying the predicate of the students' ability used standart from SMA AL-HIDAYAH Medan.After Analyzing the data analysis. It was concluded that the students were unable in using preposition in sentence. There were 33 student who conducted the essay test 19 or 58 % students were categorized as able and 14 or 42 % students were categorized as unable. There were 3 students who got 100 score. There were 10 students who got 80 score and there were 6 students who got 70 score there were 14 students who got score under 60.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool for human being to convey ideas, thoughts, and feelings to others, that is way the language is extremely important in human life. In this case the English language is one of the many languages used in the world, has even become known asian international language or languages of instruction, arguing it should have everyone in this world to understand it.

As language is very important to every one learn the language as means of communication. Curne (1992 : 34) said that " language is use as a tool of communication and interaction , expressing their ideas and doing other activities".

Demands mastering the English language must always be emphasized in the curriculum in Indonesia considering how crucial its current state of the world. English should be taught in every school in Indonesia, both religious school and public school, private schools and states schools, from kindergarten up to university level.

Grammar is one of those which are difficult learn. According to

Klammer et al. (2000:3) Grammar is a system of language or a set of rules which ideally related to correct sentence while using the language. For mastering English language was should know all about grammar. So grammar is the study of

language, especially how words are put together to create meaning, because of all those obsessive. English grammar and their rules, grammar means a set of standards that you have to follow in order to speak and write correctly (Genaldine Woods, 2001:3). Grammar is emphasis on structural words, it is collactions and verb patterns and said embody a particular world view and guide ones thinking with respect to that world view (Danny D Seitenberg, 2001:265)

That is way, it could not deny that there are significant different between English and Indonesia language. The two language are different in structure or grammar. These different make the language the students fell difficult to understand the foreign language in their learning process.

Preposition is one component of English grammar which is classified as function words and has some different function. Yule (2009:160) says that preposition is a word used with noun or pronoun (and 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.

The problem in this research, the students was difficulties to using preposition in sentence. Because the students cannot mastery vocabulary and grammar. For example." The cat sleep *on* the sofa". In English, the most used preposition are "*in*" "*at*" and "*on*". In brief, a preposition indicates a relation between things mentioned in a sentence.

As know that preposition of place in English have the same meaning in Indonesia Language but they have different situation. For example: preposition

'on' and 'above'. Actually, the students know the meaning of each preposition of place in Indonesia Language, but when they are in a real situation, they confuse, which one should be used.

For example :

There is a book on the table

There is a picture on the wall

I am Standing among two desk

He swam across the pool

Please put the vase on the table

The song was written by monalisa

They are waiting for the bus

The phenomenon that occurred in the field that are many students do not understand about preposition and how to put the preposition well in context. Sometime they are very difficult to use on, in at, The research want to know the Students ability in using preposition right on, in, at shown to High School Student. The other reason, because this school is near and easy for accessibility, It means it can make the research cost cheaper.

In teaching English Indonesia grammatical structure cannot ignore. Although, the four skill of language is oriented to be research. Structure is still place the first orientation in teaching English. English teach their students

grammar rather than the function of language itself. The main point is grammar is still thought as the priority in teaching English in Indonesia. Considering that condition the researcher wants to analyze the students' ability in using preposition in sentence. This research will be conducted at SMA AL-HIDAYAH Medan, this research will focused on the students of X Grade at 2016/2017 academic year. Based on researcher observation learning teaching PPL in that school.

B. Identification of the Problem

The problem of this research were identified as follows:

1. the students' ability using preposition in sentence
2. the students' difficulties using preposition in sentence

C. The Scope and Limitation

The scope of this problem focused about the grammar, but the limited about preposition in sentence especially for the students of SMA AL-HIDAYAH Medan.

D. The Formulation of Problem

The Formulation of problem have been formulated as follows :

1. are the students' ability using preposition in sentence ?
2. are the students difficulties to using preposition in sentence ?

E. The Objectives of Study

The objectives of this study were formulated as follows :

1. to find out the students' ability using preposition in sentence

2. to find out the students' difficulties using preposition in sentence

F. The Significance of the Study

The finding of this research was expected to be useful for the followings :

Theoretically

1. The enrichment of knowledge for students who are interested to using preposition in sentence

2. This study was given the contribution on the area of grammar. The result of this study is to support the theory of grammar situation about preposition in sentence so it hopefully to enlarge their knowledge.

Practically

1. For English teacher is contribution to their students to increase their ability by making them understand and comprehend how to using preposition in sentence

2. It helped the students of SMA AL-HIDAYAH Medan to know or to improve and understand about preposition in sentence. They were fluent to communicate.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

A research should to be based on theories of certain fields either in science or technology. In this chapter 2, the theoretical framework is presented in order to give some clearer concepts being applied in this study in that is students' ability in using preposition in sentence . There concepts will lead to a much better analysis of variable chosen because they help the researcher to limit the scope of the problems. Based, the discussion should start from the theoretical concepts so as to avoid misinterpretation of the terms that can be found in the discussion.

1. Knowledge

Knowledge is from Greek gignoskein which means to decide upon, determine, or decree. The theory of knowledge is treated under epistemology.

There are some reviews of knowledge as follows:

a. For classical Greek philosophy , knowledge (episteme) stand in contrast to opinion.

   According to plato, the highest of knowledge is wisdom, that is knowledge of the whole. Meanwhile according to Aristotle, knowledge is the participles or first cause of thing.

b. For Kant, theoretical knowledge relates to the versant, requires categorical structure and is regulative in nature.

c. For William L. Roese (1996: 381) , it relates objectively in knowledge to authentic subjectivity.

In Islam , knowledge as an activity to be learned that a part of worship to Allah that becomes obligatory of Muslim man and women. Knowledge about the subject matter written on a curriculum at the school is very important for all students, though which the will attain there study goal. The more they have mastery of knowledge, the more they understand the subject of study at the school and the easier they are successful in examination.

At the same time the teacher will be much easier to teach students with sufficient knowledge. As such, he will be more enthusiastic and optimistic for making them successful. This is because that it can be ascertained that students who process sufficient knowledge are likely to be hard workers effort, mental and initiative? That's why, students who know something more, they practically have made a good effort mentally and physically.

2. Description Ability

Hornsby (1992: 110) states in his dictionary that ability is capacity or power to perform act, physical and mental. Thus according to Hornsby definition, when we talk about ability, we also talk about an action mentally and physically. Similarly , intention without application is not ability, cause everyone can have intention, but not everyone can realize it. Ability is the the quality or state of being able; power to perform wheater physical, moral, intellectual, convention or legal, capacity, skill, or competence in doing, sufficiency of strength, skill, reseources, etc. it

means that ability is skill that people in using preposition in sentence. Ability is the examination and evaluation of the relevant of the information to select the best of action from among various alternatives. Richard and plat (2005:89) said that ability is the quality of being able to perform, a quality that permits of facilities achievements or accomplishment. From the definition previously, the researcher will be conclude that ability is capacity when he or she was born. Mover, the ability comes from the inner side of human's brain.

The ability is also skill especially to do something, think, act, make, etc. When students have the ability, it implies that they have physical and mental power to do assignment, which can be regarded as a text. This ability must express their real potential by doing something concrete, measurable, operationally, ability is indicated by score of the last test obtained by the students.

Ability is one if capacity of doing something and that making certain physical or mental response. The term "Ability" in this study is the power of the students to understand the materials given by the teacher in the classroom. The ability of the students in learning can be seen from the result of learning it self

after the students learns about the material, of course there is a change in behavior and knowledge.

3. Description of Grammar

According to Scoott Tomburry (1999:1) said the grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Trush a grammar is a description of the rules that goven how a language's sentence are formed.

According to Longman (1985;125) Grammar is a description of the structure of a language and the way in which linguistic until such as words and phrases are combined to produce sentence in the language. It usually takes into account the meaning and function these sentence have in the overall system of language.

According to Marriam Webster (googleweblight.com : 2016 said that Grammar, simple definition of grammar :

1. Grammar the set of rules that explain how words are used in a language.

2. Speech or writing judged by how well it follows the rules of grammar.

3. A book that explain the grammar rules of a language.

Full definition to Marriam Webster :

1 . a. The study of the classes of words, their inflections, and their function and relations in the sentence.

   b.   A study what is to be preferred and what avoided in inflection and syntax

2. a. The characterictic system of inflections syntax of a language.

b. A system of rules that defines the grammatical structure of a language.

3. a. Grammatical textbook

b. Speech or writing evaluated according to its conformity to grammatical rules.

4. The principles or rules of an art, science, or technique (grammatical of the theater) : also : a set of such principles or rules.

And according to penny Ur (2004) said that Grammar of the means of language to construct the sentences and it guides people how to speak and written and write correctly. Grammar may be roughly defined as the way a language manipulates and combines words (or births of words in order to form longer units of meaning.

3 . The Importance of Learning English Grammar

Grammar is central to the teaching and learning of language. It is also one of the more difficult aspect of language to teach well. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling student on them. This result in bored, disaffected students who can procedure correct forms on exercises and test, but consisten make errors when they try to use language in context.

English grammar is the system combining words into phrase, clauses, sentences, paragraphs in English. When the students are not able to learn the

English Grammar they may fall to express ideals, thoughts and feelings in this language.

To speak in a clearer and more effective we study grammar. A person who has unconscious knowledge of grammar may be suffcient for simple language use, but the one who wish to communicate in an artful manner and well, will seek greater dept of understanding and proficiency that be study of grammar provides.

Many people think of grammar as rather boring subject which has little use in real life. There are many definitions of grammar and there is no universally accepted definition of it Different expects define the term grammar differently. Grammar is a fundamental in teaching learning English. Grammar has no place in a young learner classroom ; the teacher must try to choose the way to make students' interest in teaching learning English . the first thing in our mind when we study about grammar is something is something about the list of tables and rules found in English book. In here there are some of definition of grammar The word grammar has been used to far to an aspect of how a language, in this case English, in conventionally used, for instance to the structure or system of a particular language.

4. Definition of Preposition

A preposition is a word which shows the relationship between two objects indicating their position.Preposition is one of the important parts of speech of English grammar. It is very essential while making a sentence as it provide additional and nessessary details.

According Berlin Heidelberg (2005:43) Expression involving spatial prepositions in English convey to Hearer where one object (located object) is located in relation to another object (reference object). For example in the coffee in the cup , the coffee is understood to be located reference to the cup in the region to the denoted by the preposition in.

5. List of Preposition

Some preposition words are like about, till, out, above, againts, below, beneath,beside, between, through, up,upon,within,during, excep, for, from, in, off, on, onto, opposite, near, of, behind, inside, into,outside, around,before,among,to, along, toward, under, across, like, with, by, since, without, after,etc.

For Example: I saw a cat Under the table.

(Preposition word 'under' is showing the relationship between cat and table)

6. Types of Preposition

There are various types of preposition described below with proper definition and examples :

a. Simple Preposition

b. Compound Preposition

c. Phrase Preposition

d. Double Preposition

e. Other Preposition (preposition of place, preposition of time,preposition of direction)

a. Simple Preposition

Simple preposition are used in the simple sentence. Sime of the simple preposition are in, on, at, to, from, with, by, about, over,under, of, for, etc.

For example :

1. She is waiting in the park

2. School begins on Monday

3. My brother is sitting at the table

Table 2.1

Simple Preposition

In	out	by	upon
Of	to	over	into
From	with	off	up
under	down	till	for

At is common preposition with two main meaning , At indicates a position in place and indicates point in time. At it used for place or location , when we cannot use On or In .

By : Place, Means, After a Passive, and Time

On indicates : place , movement, means travel or time , hinger than something and touching it.

I want to know aboaut University Over indicates : motion, above, higher than, more than, to the other side, covering, during

Till indicates : a particular time.

Up indicates : movement to a higher place, motion towards the sky

With indicates : in the company of, instrument, having

Down indicates : movement

b. Compound Preposition

Compound prepositions have specific combinations for certain prepositions, and those combinations can be difficult to remember because our ears are not trained to hear the difference between correct and incorrect combinations when spoken aloud. Some commonly incorrect combinations include "apologize about," "bored of," "in search for" and "similar with." The correct forms are "apologize for," "bored with," "in search of" and "similar to." Understanding the correct combinations may be especially difficult for individuals who speak English as a second language. Confusion can be lessened by studying common English idioms, by practice and by carrying a dictionary at all times.

Compound preposition are used to join two nouns, pronouns of phrases. Some of compound preposition are about, across, among, besides, before, above, along, inside, between, behind, below, etc.

For example:

1. My city is located between two mountains.

2. I stand between two table

Table 2.2

Compound Preposition

According to	In place of	Along with
Ahead of	In stead of	Up to
As well as	Out of	By way of
Because of	Away from	In front of

c. Phrase Preposition

Prepositional phrases are groups of words having prepositions indicating relationships among various elements in the sentence. Some of the phrase preposition are according to, an account of, in spite of, in front of, for the sake of, in order to, by means of, etc.

Foe example : According to me, there were three mango trees in the garden

I Work hard in order tomaintain my position in the class.

After several minutes we located the key for the door.

The flock of tinny swallows flew over the treesnear the like

d. Participle Preposition

A participle preposition is a participle (like an,ed, or ing verb) which acts as a preposition such as assuming, considering, barringgiven, concerning, notwithstanding, pending, during, regarding, respected, provided, etc.

For example :

1. I get sick during summer season.
2. I would like to speech regarding healthy food.
3. Every where my father went, his cat was following him

Table 2.3
Participle Preposition

Concerning	provided	Pending
During	following	Including
Given	failing	respected

f. Double Preposition

Double preposition are words having two preposition (joined together to make a whole new one) such as into, onto, outside, of, out, from, behind,because of, etc

Example :

1. I need to complete my project within four days

2. The cat jumped onto the bad

Table 2.4
Double Preposition

Inside	Onto	Within
Outside	Upon	Amid
Into	Up to	Without

7. Other Types of Preposition

Following are other types of preposition:

a . Preposition of Place

Preposition of place are used to show the place where something is located such as at, in, on, while, during, near, over, under, between,behind,etc.

For example :

1. Dog is on the floor

2. My home is near to the office

3. The picture is on the wall

4. My home near your garden

b. Preposituon of Time

Preposition of time are used to indicate time of an action or time relationship between nouns in the sentence. Such as at, to, in, etc

At is use with a definite poin of time in mind.

For example :

1. I go to my department at 7.30 a.m
2. The picnic will be Saturday
3. My birthday is in November

c . Preposition of Direction

Preposition of direction are used to indicate direction of someone or something in the sentence such as over, under,into,etc.

In is generally used to denote a specific time,period,month,year.

For example :

1. I Play chess in the evening.
2. Walk along the river
3. Walk around a town
4. Go up the stairs

The most common prepositions used when expressing movement toward something are -To, On (to), In (to). To, into, and onto relate to the prepositions of location at, in and on.

1. The basic preposition of a direction is "to."

To **:** indicates direction toward a goal (an action or place).

    a. When the goal is something physical, such as a place, "to" means movement to the direction of the place.

      Example: Vivian walked to the bank.

    b. When the goal is not a place, an action, "to" marks a verb; it is attached as an infinitive and expresses purpose.

      Example: Vivian walked to the bank to get some money.

2. The other two prepositions of direction are compounds formed by adding "to" to the corresponding prepositions of location.

The preposition of location determines the meaning of the preposition of direction.

- When we add on + to we get onto: this shows movement toward a surface.
  Example**:** He fell onto the floor.
- When we add in + to we get into: this shows movement toward the interior of something.
  Example**:** He fell into the swimming pool.

(To is part of the directional preposition meaning toward.)

to make it clearer how these pairs are different, the compound preposition shows the completion of an action, while the simple preposition indicates the position of the subject as a result of that action. .

8. Sentence

A sentence is a group of words that are put together to mean something. A sentence is the basic unit of language which expressed a complete thought. According to Fries (1952:9) a sentence is a word or group of words standing between an initial capital letter and a mark or between two marks of end punctuation. So, every sentence started from capital letter and finished by punctuation mark.

According to Otong setiawan (2008:20) a sentence is a full predication containing a subject plus a predicate with a finite verb. Sentence is the unit of language we should examine. According Kam and Kam (1999:248) a sentence is a group of words that makes sense because the words are constructed and arranged according to the grammatical rules for expressing statements, question and common.

Wren and Martin (1990 : 1) said that " when we speak or write we use word." We generally use these word in groups. A group of word like this, which makes complete sense, is called a sentence. Sentence is a first part of language that has a complete sentence. Sense here meant by the meaning and context. Sentence are four kinds, there are :

Those which make statement or assertions; as Humpty Dumpty sat on a wall

Those which ask question; as where do you live?

Those which express commands, requests, or entreaties; as be quite

Those which express strong feeling; as what a shame !

A sentence that make a statement or assertion is called a declarative or assertive sentence.

A sentence that asks a question is called an Introgative sentence.

A sentence that express a command or an entreaty is called an Imperative sentence.

A sentence that expressed strong feeling is called an exclamatory sentence.

When we make a sentence : - we name some person or thing; and say something about that person or thing. In other words, we must have a subject to speak about and we must say or predicate something about that subject.

Frank (1972 : 220) said that " sentence is complete thought." Such a definition is inadequate, however, because of the vagueness of the term " complete thought" by seeing or hearing a statement, how do we know it is a "thought" and what makes it "complete" .

According to this definition, a sentence consists of a subject and predicate. This definition is more satisfactory because it is actually possible to identify the structural function of subject and predicate in a sentence.

Sentence is a group of word which makes complete sense, forms a statement command, or exclamation, and suntans a finite verb, example verb with subject. A

sentence begin with a capital letter and end a full stop. Question mark or exclamation mark Example :

1. Rafli reads al-Qur'an every night. (simple sentence)

2. Puja doesn't like the lazy boy. (negative sentence)

3. Does puja like the lazy boy? (interrogative sentence)

4. The poor old man is given money by Abu Bakar. (passive sentence)

5. Aisyah, help his new neighbor to bring their good. (active sentence)

9. Types of Sentence

There four types of sentence : simple, compound, complex, and compound-complex :

a . Simple Sentence

A sentence which consist of only a single clause is called sentence. A sentence composed of one clause is called a simple sentence, and its structure is the same as that of a clause (Jackson, 1982:93). In simple sentence there is one main clause and no subordinate clause (Demirezen, 1998:1).

A simple sentence has one independent clause (Jackson, 1982:92). A simple sentence has a single subject and predicate by describing only one thing, idea or question, and has only one verb, and contains only an independent (main) clause. Any independent clause can stand alone with a full meaning as a sentence. It has a subject and a verb with which it expresses a complete thought.

Example :

1. The boy is smart

2. He works hard

b. Complex sentence

Complex sentence is a combination of one independent clause and one or dependent clause. Dependent clause is a clause that cannot stand alone. The dependent clause must attach with another clause to make it be meaningful.

A Complex sentence contain one independent clause and one (or more) dependent clause(s). In a complex sentence, one idea is generally more important than the other. We place the more dependent clause (Alice Oshima & Ann Hogue Fourth Edition, 2006:172). There are three kinds of dependent clauses namely adverb, adjective and noun that are used in constructing complex sentence.

1. Complex Sentence with Adverb Clause

An adverb clause acts like an adverb: that is, it tells where, when, why, and how, An adverb clause begins with a subordinator, such as when, while, because, although, if, so, or that. It can come before or after an independent clause. For instance :

A citizen can vote in the United States <u>when he or she is 18 years old.</u>
                                        Dependent adverb clause

2. Complex Sentence with Adjective Clause

An adjective acts like an adjective; that is, it describes a noun or pronoun. An adjective clause begins with a relative pronoun, such as who, whom, which, whose, or that, or with a relative adverb, such as where or when,. It follows the noun or pronoun it describes, For instance:

Last year we vacationed in Cozumel, <u>which features excellent scuba</u>

Dependent adjective clause diving

3. Complex Sentence with Noun Clause

A noun clause begins with a wh- question word, that, whether, and

sometimes if, A noun clause acts like a noun; it can be either the subject or an

object of the independent clause.

For instance:

Scientist know <u>what caused it.</u>

Dependent noun clause

c. Compound Sentence

A compound sentence is made up of two or more simple sentence. In other

words, a compound is a combination of two or more independent sentence.

A compound sentence is two or more independent clauses joined together.

There are three ways to joined the clauses:

1. Compound Sentence with a Coordinator

Independent clause, + coordinator + independent clause

There are seven coordinator which are called as coordinating conjunction, namely

for, and, but, or, yet and so. These coordinating conjunctions can be used to link

the independent clause.

e. g: Salt water boils at a lover temperature than freshwater, so food cooks faster

in salt water.

2. Compound Sentence with a Conjunction Adverb

A second way to form a compound sentence is as follows:

Independent clause; + conjunctive adverb, + independent clause

E .g: Salt water boils at a higher temperature than freshwater; therefore, food cooks faster in salt water.

Punctuation note: Put a semicolon before and a comma after the conjunctive adverb. Several transition signals, such as on the other hand, as a result, and for example, act like conjunctive adverbs; they can also connect independent clauses with a semicolon and a comma.

3 . Compound Sentence with a Semicolon

A third way to form a compound sentence is to connect the two independent clause with a semicolon.

e . g: Poland was the first Eastern European country to turn away from communism; other soon followed.

(Alice Oshima & Ann Hogue Fourth Edition, 2006:165)

d. Compound- Complex Sentence

A compound- complex sentence combines complex sentence and compound sentence forms. In other word a compound-complex sentence is a combination of two or more independent clause and one or more dependent clause.

A compound –complex sentence has a least three clauses, at least two of which are independent. Many combinations are possible, and their punctuation requires careful attention :

1. Punctuate the compound part of a compound-complex sentence like a compound sentence; that is, use a semicolon/comma combination, or put a comma before a coordinator joining clauses

2. Punctuate the complex part like a complex sentence. with adverb clauses, put a comma after a dependent adverb clauses but not before them. With noun clauses. Use no commas.

(Alice Oshima & Ann Hogue Fourth Edition,2006:174)

10. Conceptual Framework

Preposition is component of english grammar whih is classified as function words and has some different function. This research will encourage teachers to get closer to the time of learning after doing research. Research conducted will be seen how many students who are able and unable to use the preposition in sentence. The term "Ability" in this study is the power of the students to understand the materials given by the teacher in the classroom. The ability of the students in learning can be seen from the result of learning it self after the students learn about thr material, of course there is a change in behavior and knowledge

CHAPTER III

METHOD OF RESEARCH

A. Location of The Research

This research was conducted at SMA AL-HIDAYAH on Jl. Letsda Sudjono Medan, this research were focused on the students of X Grade at 2016/2017 academic year.

B. Population and Sample

The population of this research was taken from X Grade of SMA AL-HIDAYAH Medan.The researcher used table Issac and Michael to take the sample of this research with the error 10% (Sugiyono, 2013:128). And the sample was taken by random sampling

Table 3.1
Population and sample

No	Class	Population	%	Sample
1	X-1	45	100%	11
2	X-2	43	100%	11
3	X-3	44	100 %	11
	Total	**132**	**100%**	**33**

C. Research Design

In this research observed the students' ability in using preposition in sentence. This research was conducted by applying descriptive quantitative method. Descriptive quantitative method was a research design which was used to

describe, organize and summarize the importance the general characteristics of a set of data and also to accumulate by purpose.

D. The Instrument of the Collecting Data

There are some instruments used in collecting data in a study. Every instruments should be design and conducted as relevantly as possible to the objective of the research. And the instrument for collecting the data is designed in order to gain the result of the study. The researcher will give the essay test to the student to collect the data. The test will be taken from the books. The test will focus on testing the ability of the students in using preposition in sentence.

he test is scoring 0-100. The students will be given the objective test in which objective test consist of 20 items, to obtain 20 item test, the students must answer all the test correctly, so their score is 100. Because in scoring test, the score will given 5 for each correct answer, and will be give 0 for each wrong answer. So, the highest 20 points of correct answer will score 100 and the lowest score is 0.

E. Technique of Data Collection

The data will be gathered by using essay test. The steps of the technique are performed as follows :

1. Explaining the material of the research and the instruction in answering the test to the students

2. Giving the exercises which consist of twenty question to the students

3. Asking the students to answer the question

4. Giving 15 minute to the students in answering the test.

5. Collecting the students' answer sheets.

F. Technique of Analyzing the Data

After collecting the data, the researcher analyzed the data by using several steps as follows :

1. Scoring the students' answer sheet by using formula as follows:

$$Q= \frac{N}{K}\text{x } 100 \%$$

Notes :

Q= Score

N= Total correct answer

K= Total item

2. Listing the students' score in the score table.

3. Calculating the students' mean by using Sudjana (2005: 67) formula:$$\mathbf{X1} = \frac{\Sigma x_i}{N}$$

Where :

X_1 =the mean of students' score

Σx_1 =the total of students' score

N   = the total of the students

4. Determining the predicate of the students' ability by using the standard.

The table of criteria as follow"

Table 3.2

Criteria of ability

Qualitative	Quantitative	Predicate
Very Good	9 – 10	Able
Good	7 – 8	Able
Fair	5 – 6	Unable
Poor	0 – 4	Unable

5. Knowing the percentage of the students' score able or unable based on the students' answer sheet by using the following formula :

$$Q = \frac{N}{K} \times 100 \%$$

Where :

Q : the percentage of the students able and unable

X: the number of the students' able and unable

Y: the number of sample

CHAPTER IV

DATA ANALYSIS

A. Data Collecting

The data of the research were the students based on the number of item they had correctly, the scoring system of the best was that for each correct answer was one, and the wrong answer did not effect the correct. The following table was the number of students' correct and incorrect in answering the test.

Table 4.1

The Sample Score

No	Students' Initial	Correct Answer
1	NS	8
2	MR	0
3	FA	0
4	MA	8
5	MK	10
6	HP	0
7	HM	7
8	MP	6
9	MK	9
10	MI	10
11	JL	6
12	SA	0
13	ZR	8
14	SM	5
15	PM	7
16	SR	8
17	PW	8
18	UP	10
19	WS	7
20	DD	7
21	AS	6
22	ES	7
23	AW	5
24	KZ	8

25	AM	5
26	DA	6
27	FA	8
28	DD	0
29	AS	0
30	EF	8
31	ED	0
32	AL	7
33	AR	8
Total	33	191

Table 4.1 shown in the following finding the students used the initial name.

From the hight score in answering the test 10 was correct and the low score was 0

incorrect answer .

B. Data Anaysis

1. The Students' Ability In Using Preposition In Sentence

Based on the table below, the table shows the students' score in answering the

test. And find out the students' ability in using preposition in sentence, the

percentage formula was used to calculated the students' score. Then the

calculations consulted to the criteria of ability.

Table 4.2

Percentage The Students' Ability in Using Preposition In Sentence

No	Students' Initial	K	N	Percentage
1	NS	10	8	80
2	MR	10	0	0
3	FA	10	0	0
4	MA	10	8	80
5	MK	10	10	100
6	HP	10	0	0

7	HM	10	7	70
8	MP	10	6	60
9	MK	10	8	80
10	MI	10	10	100
11	JL	10	6	60
12	SA	10	8	0
13	ZR	10	10	80
14	SM	10	6	50
15	PM	10	0	70
16	SR	10	8	80
17	PW	10	5	80
18	UP	10	7	100
19	WS	10	8	70
20	RW	10	8	70
21	SP	10	10	60
22	ES	10	7	70
23	EW	10	5	50
24	RZ	10	8	80
25	AM	10	5	50
26	DA	10	6	60
27	FA	10	8	80
28	DD	10	0	0
29	AS	10	0	0
30	EF	10	8	80
31	ED	10	0	0
32	AL	10	7	70
33	AR	10	8	80
Total				1910

Based on the table 4.2 above the students' ability should be shown in the following table. K is the number of item, it means that the total of question in text used preposition. N is the number of the correct answer, it means that was found out the score have hight, middle, and low score. The persentage of the hight score show 100% and the percentage of the low score was show 0% .

Table 4.3

Calculation of Students' Ability

No	Number of students	Percentage	Ability
1	19 students'	58 %	Able
2	14 students'	42 %	Unable

The table 4.3 show in the following finding 19 students' able in ability in using preposition in sentence and reached out of 58 %. The number of 14 students unable ability in using preposition in sentence and percentage 42 %.

2. The Students' Difficulties In Using Preposition In Sentence

The next analysis was done to find out the students' difficulties in using preposition in sentence. For this purpose, analysis was done in which each item of the text was based on the level difficulty. The criteria of difficulty were shown in the following table 4.4

Table 4.4

Criteria of Difficult item

Item No	Student's score		Percentage		Level of difficulty
	Correct	Incorrect	Correct	Incorrect	
1	14	19	42.2	57.5	Difficult item
2	16	17	48.4	51.5	Moderate item
3	19	14	57.5	42.4	Easy item
4	17	16	51.5	48.4	Moderate item
5	15	18	45.5	54.5	Difficult item
6	24	9	72.7	27.7	Easy item
7	13	20	39.4	66	Difficult item
8	17	15	51.5	48.4	Moderate item
9	20	13	66	39.4	Easy item
10	17	16	51.5	48.4	Moderate item

Table 4.4 above shown the following findings

1. There are 3 items or 30 % that were categorized as difficult item. They
   were item number 1, 5 and 7 .

2. There were 3 item or 40 % that were categorized as easy item. They were
   item number 3, 6, and 9

3. There were 4 item 40 % that were categorized as middle item. They were
   number 2, 4, 8, and 10.

4. Based on the mean of percentage of incorrect answer, namely 2, 4, 8, and
   10 the question were stated as moderate.

5. Based on the total difficulty status, the question were stated as moderate
   question as in the finding above.

   The percentage of level difficulties of the test above found from this
   formula:

$$p= \frac{B}{JS}x\ 100\ \%$$

Where as :

P = indeks of difficulties

B = the total of the students correct or incorrect answer

JS = total of the students

Table 4.5

The Persentage of the Students' Score

No	Students' Initial	Correct Answer	Score
1	NS	8	80
2	MR	0	0
3	FA	0	0
4	MA	8	80
5	MK	10	100
6	HP	0	0
7	HM	7	70
8	MP	6	60
9	MK	8	80
10	MI	10	100
11	JL	6	60
12	SA	0	0
13	ZR	8	80
14	SM	5	50
15	PM	7	70
16	SR	8	80
17	PW	8	80
18	UP	10	100
19	WS	7	70
20	RW	7	70
21	SP	6	60
22	ES	7	70
23	EW	5	50
24	KZ	8	80
25	AM	5	50
26	DA	6	60
27	FA	8	80
28	DD	0	0
29	AS	0	0
30	EF	8	80
31	ED	0	0
32	AL	7	70
33	AR	8	80
Total			1910

C.   Data Collection

In the previous chapter, the researcher had explained that the data collecting by essay test to students and asked them to answer the question in order to using preposition in sentence and then the score were calculated to find out avarage of each students' score. The correct answer of the students could be seen in Apendix I.

Table 4.6

The Students' Predicate of Ability

No	Students' Initial	Correct Answer	Score
1	NS	8	80
2	MR	0	0
3	FA	0	0
4	MA	8	80
5	MK	10	100
6	HP	0	0
7	HM	7	70
8	MP	6	60
9	MK	8	80
10	MI	10	100
11	JL	6	60
12	SA	0	0
13	ZR	8	80
14	SM	5	50
15	PM	7	70
16	SR	8	80
17	PW	8	80
18	UP	10	100
19	WS	7	70
20	RW	7	70
21	SP	6	60
22	ES	7	70
23	EW	5	50
24	KZ	8	80
25	AM	5	50
26	DA	6	60
27	FA	8	80
28	DD	0	0

29	AS	0	0
30	EF	8	80
31	ED	0	0
32	AL	7	70
33	AR	8	80
Total			**1910**
Mean			**57,87**

From the correct answer of the students of the students' answer sheets, it could be calculated the total average of the data formula. It was :

$$X_1 = \frac{\sum Xi}{N}$$

$$X_1 = \frac{1910}{33}$$

$$X_1 = 57,87$$

$$X_1 = 87$$

From the data previously, it could be seen or it was found that the total average of each students was 87. In arranging the number of the students' score into a table of a distribution. The researcher followed several steps:

1. Looking through all the scores to detemine the highest and the lowest score.

2. Totally the number of score that falls into each group and write down the score in the column of frequency.

Table 4.7

The distribution of Frequency of the Score

No	Q	Tally	Frequency
1	100	III	3
2	80	IIII IIII	10
3	70	IIII I	6
4	60	IIII	4
5	50	III	3
6	0	IIII II	7
Total			32

D.   The Analysis of Data

From the finding of the students' ability in conducting essay test would be figured out the percentage of the students' ability. The percentage was calculated by using formula. Then the calculation consulted to the criteria of ability. The criteria for students' ability was shown based on the standart that was used in SMA AL-Hidayah Medan. It was explained in the previous chapter.

The table showed the students' ability in using preposition in sentence in Apendix II (Table 4.3). From the result of the students' answer sheets that could be seen in the table, the percentagge of the students' ability in conducting the essay test calculated by using formula as the following:

$$Q = \frac{x}{Y} \times 100\ \%$$

Where:

Q : the percentage of the students'able or unable

X : the number of the students' able or unable

Y : the number of sample

The percentage of the students' able score :

$$Q = \frac{x}{Y} \textbf{ X 100 \%}$$

$$Q = \frac{19}{33} \text{ X 100 \%}$$

$$Q = 58 \%$$

The percentage of the students' unable score :

$$Q = \frac{X}{Y} \text{ X 100\%}$$

$$Q = \frac{14}{33} \text{ X 100\%}$$

$$Q = 42 \%$$

Based on the data analysis, it could be concluded that the percentages of the students' score were categorized able.

E. The Research Findings

Based on the analysis, it was found:

The findings of this research showed the students' ability in using preposition in sentence were 58% students categorized as able in using preposition in sentence 42% students categorized as unable in using preposition in sentence.

Table 4.8
The Table of the Students' Ability

No	Students' Initial	Percentage (%)	Ability
1	NS	80	Able
2	MR	0	Unable
3	FA	0	Unable

4	MA	80	Able
5	MK	100	Able
6	HP	0	Unable
7	HM	70	Able
8	MP	60	Unable
9	MK	80	Able
10	MI	100	Unable
11	JL	60	Unable
12	SA	0	Unable
13	ZR	80	Able
14	SM	50	Unable
15	PM	70	Able
16	SR	80	Able
17	PW	80	Able
18	UP	100	Able
19	RW	70	Able
20	SP	70	Able
21	ES	60	Unable
22	EW	70	Able
23	EZ	50	Unable
24	AM	80	Able
25	DA	50	Unable
26	FA	60	Unable
27	FA	80	Able
28	DD	0	Unable
29	AS	0	Unable
30	EF	80	Able
31	ED	0	Unable
32	AL	70	Able
33	AR	80	Able

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, there was a conclusion as following:

The finding of this research showed the using preposition in sentence were 58% students categorized as able in using preposition in sentence and 42 % students categorized as unable in using preposition in sentence. There were 3 students who got 90 scores. There were 17 students who got 80 score and there were 6 students who got 70 scores. There were 7 students who got 0 score. It was concluded that the students on Class X of SMA Al-Hidayah Medan was categorized as unable in using preposition in sentence.

B. Suggestion

Related to the conclusion, some suggestion are stated as following :

1. The students are expected to practice again regarding preposition

2. The students are also expected to pay more attention and learn harder in structuring grammar the sentences.

3. The students should improve their ability in making or comprehend the sentence well.

4. It is suggested to the other researcher to use these finding as source of imformation for related studies

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Students' Scoring

No	Initial Students	Score	Able	Unable
1	NS	8	√	
2	MR	0		√
3	FA	0		√
4	MA	8	√	
5	MK	10	√	
6	HP	0		√
7	HM	7	√	
8	MP	6		√
9	MK	9	√	
10	MI	10	√	
11	JL	6		√
12	SA	0		√
13	ZR	8	√	
14	SM	5		√
15	PM	7	√	
16	SR	8	√	
17	PW	8	√	
18	UP	10	√	
19	WS	7	√	
20	RW	7	√	
21	SP	6		√
22	ES	7	√	
23	EW	5		√
24	KZ	8	√	
25	AM	5		√
26	DA	6		√
27	FA	8	√	
28	DD	0		√
29	AS	0		√
30	EF	8	√	
31	ED	0		√
32	AL	7	√	
33	AR	8	√	