

Improving Students Ability in Using Preposition of Place through Video as Media

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ABSTRACT

In learning English, grammar is one of significant components to mediate the system of written symbol that cannot be avoided. Tenses, preposition, to be, and articles are some aspect of grammar. Preposition is one of the important things in grammar aspects. The formulation of problem in this research is “Can video as media develop student’s ability in using preposition of place?”. The research design in this research is quasi experimental design. The sample of this research is students in SMK TUNAS RAJAWALI and the writer taken all students the tenth grade is 26 students. The first step of this research the writer gave pretest to measure the student abilities before doing treatment. Second give treatment the teacher usually starts the lesson by greeting the students and checking the attendance list. It is support by the result of the using this method that the teacher always greets the student when they start the lesson. The activities during the teaching and learning process the classroom. Then the teacher showing the video about preposition of place to the student’s, the teacher ask the student’s to watch the video about the material preposition of place, the teacher ask the students to repeat each the sentences of preposition, after that the teacher ask the students to understand the kinds of preposition of place. The last is the teacher asking the student’s feeling about teaching and learning process of preposition of place by using video. By using t - test formulation the writer gets 16.158 and the t-table value with 0.05 with df 25 is 1.7081. It means that t-test value is higher than t-table. In other word it can be said that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that the student’s ability before gave video as media is low and the student’s ability after teach using video as media technique is improve, so the video as media is effective for the tenth-grade students of SMK TUNAS RAJAWALI.

Key words: Preposition of Place, Video

INTRODUCTION

Preposition is one of function words in English. Preposition is one of the important things in grammar aspects. But some of the students were confused to use the right preposition of place in the sentences. English teaching involves four language skill, they are listening, speaking, reading and writing. Teaching English is very complicated in the classroom. Teachers often try to use various technique in the hope that students can understand the lesson easily.

As a teacher, it is necessary to find new teaching media to overcome the problems and not to forget to motivate the students. Some teachers used games, pictures, songs, video, real object, cartoon and movie as their teaching media in order to increase the student's creativity in learning process.

There are many media can be used to improve student's ability like audio aid, audio visual aid and etc. The writer investigated this case in the hope that it can help the teachers of English in teaching preposition of place and for the students of SMK in learning preposition of place.

LITERATURE REVIEW

Previous of Study

Nuraeni Komariah (2012), "*Teaching Preposition of Place Through Contextual Teaching and Learning at the fifth grade of SDN Pondok Cabe Ilir III Pondok Cabe Tangerang Selatan*". The purpose of the research is to gain information about teaching preposition of place through contextual teaching and learning at the fifth-grade students of SDN Pondok cabe Ilir III, Tangerang Selatan.

The differences of this research with the previous study is that this study learn the effect of video as media in improving student's ability in using preposition of place. But the previous study learnt the effect of contextual teaching and learning (CTL) in teaching preposition of place.

METHOD

Design

The research was conducted through quantitative research design, quasi experimental design. The design of this research is:

Table 3.1. The design of this research

T1	X	T2
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T₁ : Pre-test
 X : Treatment
 T₂ : Post-test (Arikunto, 2006:85)

Analysis Data

T – Test formula

The formula of t – test is as follows:

$$T_{obs} = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where :

T_{obs} : Tobs

\bar{x}_1 : Mean score before treatment

\bar{x}_2 : Mean score after treatment

n₁ : The number of items (experiment group)

n₂ : The number of items (control group)

r : Correlation

S₁² : Varian sample 1

S₂² : Varian sample 2

S₁ : Deviation sample 1

S₂ : Deviation sample 2

Score Formula

Table 3.2. The seven scales interval of students score Kanwil Dikbud

Score	Categories
9.6 – 10	Excellent
8.6 – 9.5	Very good
7.6 – 8.5	Good
6.6 – 7.5	Fairly good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0–3.5	Very poor

RESULT AND DISCUSSION

Finding

The Result of Pre-test

A pre-test was given before doing the treatment. The result of pre-test can be seen in the table below:

Table 4.1. The score distribution in pre-test:

No.	Students	Pre Test (X1)	Categories
1.	A1	75	Fairly Good
2.	A2	60	Fair
3.	A3	55	Poor
4.	A4	70	Fairly Good
5.	A5	75	Fairly Good
6.	A6	75	Fairly Good
7.	A7	55	Fair
8.	A8	50	Poor
9.	A9	50	Poor
10.	A10	45	Poor
11.	A11	75	Fairly Good
12.	A12	60	Fair
13.	A13	55	Poor
14.	A14	45	Poor
15.	A15	70	Fairly Good
16.	A16	65	Fair
17.	A17	75	Fairly Good
18.	A18	45	Poor
19.	A19	75	Fairly Good
20.	A20	45	Poor
21.	A21	35	Very Poor
22.	A22	35	Very Poor
23.	A23	55	Poor

24.	A24	70	Fairly Good
25.	A25	75	Fairly Good
26.	A26	45	Poor
		$\Sigma = 59.0$	Fair

$$\begin{aligned} \text{Mean } T_1 &= \frac{\Sigma}{N} \\ \frac{\Sigma S}{N} &= \frac{1535}{26} \\ &= \frac{1535}{26} \\ &= 5.9 \text{ Fair} \end{aligned}$$

From the table above, it could be seen that the students mean score was 5.9, and it meant that the students' ability in understanding preposition of place was still fair.

The Result of Post Test

A post-test was given to know students achievement after treatment. The result of post-test can be seen in the table below:

Table 4.2. The score distribution in post – test:

No.	Students	Post Test (X2)	Categories
1.	A1	85	Good
2.	A2	75	Fairly Good
3.	A3	75	Fairly Good
4.	A4	85	Good
5.	A5	95	Very Good
6.	A6	90	Very Good
7.	A7	70	Fairly Good
8.	A8	70	Fairly Good
9.	A9	65	Fair
10	A10	60	Fair

11.	A11	85	Good
12.	A12	80	Good
13.	A13	70	Fairly Good
14.	A14	70	Fairly Good
15.	A15	90	Very Good
16.	A16	75	Fairly Good
17.	A17	85	Good
18.	A18	70	Fairly Good
19.	A19	85	Good
20.	A20	70	Fairly Good
21.	A21	60	Fair
22.	A22	65	Fair
23.	A23	70	Fairly Good
24.	A24	90	Very Good
25.	A25	95	Very Good
26.	A26	60	Fair
		$\Sigma = 76.5$	Good

$$\begin{aligned} \text{Mean } T_1 &= \frac{\sum S}{N} \\ &= \frac{1989}{26} \\ &= 76.5 \text{ Good} \end{aligned}$$

From the table above, it's known that the students mean score was 76.5, and it meant that the student's ability in understanding preposition of place was good.

The Result of Using Video as Media

Table 4.3. Of T-Test:

Tobs	Df	T Table	Sig.
16.158	25	1.7081	.000

In order to determine the t-value is significant or not, we look at t-table. If it was compared to t-table, in which $N=26$ or the total respondents are students with the degree of freedom $(df) = N - 1 = 26 - 1 = 25$ in the level of significant 5% or 0.05 was got 1.7081, the value of Tobs or t test was higher than t-table value $(16.158 > 1.7081)$. It meant that the H_0 (Video as media cannot improve the student's ability in preposition of place) is rejected and H_a (Video as media can improve the student's ability in preposition of place) is accepted. There was a significant result to improve the student's ability in using preposition of place.

Scoring Classification

Table 4.4. The frequency of pre-test in percentage

Score	Frequency	Percentage
35	2	8%
45	5	19%
50	2	8%
55	4	15%
60	2	8%
65	1	4%
70	3	12%
75	7	26%

Table 4.5. The frequency of post-test in percentage:

Score	Frequency	Percentage
35	0	0%
45	0	0%
50	0	0%
55	0	0%
60	3	12%
65	2	8%
70	7	26%
75	3	12%
80	1	4%
85	5	18%
90	3	12%
95	2	8%

In those table we can see that pre-test lower than post-test. From the table 4.4 and table 4.5 the writer can explain that the mean score from the pre-test is five point nine (5.9) while the post-test is higher than the pre-test.

Based on the score from pre-test, and post-test, the writer could analyze them to look for the result of this research. First, the writer analyzed the students score categories from the seven-scale interval. See below:

Table 4.6. The students score categories:

No.	Categories	Pre-test	Post-test
1.	Excellent	0	0
2.	Very good	0	5
3.	Good	0	6
4.	Fairly good	10	10
5.	Fair	4	5
6.	Poor	10	0
7.	Very poor	2	0

In post-test they increased the score until there were not students who got the very poor and poor score.

In additional, the result could be seen by analyzing the score of each test. We could compare them to know whether the score was increasing or not.

Table 4.7. The comparing score

Each score	Mean score	Note
Pre-test	5.9	Fair
Post-test	76,5	Good

The table above shows that the mean score increased in each test. In pre-test they got fair score, and post-test they got good score.

Based on the chart above, it showed that students always had improvement in preposition of place from fair score to good score. The score indicates that the use of video as media could improve the student's ability to use preposition of place.

Discussion

The teacher now is expected to use of video for mass media teaching or learning. A good instrument towards achieving this is television which process seeing and hearing qualities that makes more effective teaching and learning. Based on the score from pre-test and post-test the writer could analyze them to look for the result of this research. The result of pre-test was 59 and post-test was 76.5 that the mean score was increasing in each test. In pre-test they got fair score, and post-test they got good score.

Based on the chart above, it showed that students always got improvement in using preposition of place from fair score to good score. The score indicates that the use of video can improve the students in using preposition of place. By using T test formulation If it was compared to t-table, in which $N=26$ or the total respondent are students with the degree of freedom ($df = N - 1 = 26 - 1 = 25$) in the level of significant 5% or 0,05 was got 1.7081, that value of T_{obs} was higher than t-table ($16.158 > 1.7081$) it mean that the H_0 (video as media cannot improve the students ability in using preposition of place) rejected and H_a (video as media can improve the students ability in using preposition of place) was accepted.

On the finding of the study it could be concluded that teaching using video as media was successful and could run well in the classroom. It also could give students the opportunities to be active in the teaching learning process.

CONCLUSION

Based on the result of the data analyze, it could be concluded that the use of video as media was effective. It was proved by the result of the students' mean score in pre-test, and post-test. By using t - test formulation the writer gets 16.158 and the t-table value with 0.05 (95%) with df 25 is 1.7081. It means that t-test value was higher than t-table. In other word it could be said that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. So the video as media in teaching was effective for the students' of SMK TUNAS RAJAWALI.

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