**THE EFFECT OF USING PICTURE ON THE
STUDENT'S ABILITY IN LEARNING PREPOSITIONAL PHARASES
AT GRADE VIII SMP N 1 SIABU**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written by:

ROSMAINI LUBIS
Reg. Numb. 12 340 00068

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**

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2019

LETTER OF AGREEMENT

Term : Munaqosyah   Padangsidimpuan,   June 2019
       a.n.Rosmaini Lubis   To:
Item : 7 (seven) exemplars   Dean Tarbiyah and
                                     Teacher Training Faculty
                                     In-
                                     Padangsidimpuan

Assalamu'alaikum Wr.Wb.

     After reading, studying and giving advice for necessary revision on thesis belongs to **Rosmaini Lubis**, entitled *"The Effect of Using Picture on the Students' Ability in Learning Prepositional Phrases at Grade VIII SMPN 1 Siabu"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

     Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
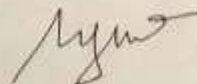
Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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LEGALIZATION

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    I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   June 2019

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ABSTRACT

　　　　This research is taken based on fact of the problem in learning English Prepositional Phrases Using Picture. The researcher identified many problems such as students wereunderstand the propositional phrasesand there were learning difficulties to study.
　　　　To solve the problem. The researcher conducted by kuantitative experimental research. The research applied two kinds of test was pre-test and post test.The participant was two class consisted of 20 students. The researcher used propositional phrase as the instrument for collecting data.
　　　　Basedonthe research result, showed that the students' ability in learning propositional phrase,mean score of the students'ability in pre test in exprimental class was 86. 4 students complate study with percentage 20% and pretest control class was 89. 4 students to complate study with percentage 20%. Therefore,the mean score in the post test in exprimental class was 90.4 students to complate stydy with percentage 20% and then post test control class was 91.4 students to complate study with percentage 20%. I t indicated the application of Using Picture could effect to students' ability in learning prepositonal phrases at grade VIII SMP N 1 SIABU. Based on the hypothesis of the research in lerarning Prepositional Phrases could the effect of Using Picture on the students' ability at grade SMPN 1 Siabu. So, the research could concluded that hypothesis was accept.

Keyword: Simple Picture Media, Students' Ability, Prepositional Phrases

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ABSTRAK

Penelitian ini diambil berdasarkan fakta permasalahan dalam pembelajaran frasa proposisional bahasa Inggris menggunakan media gambar sederhana. Peneliti mengidentifikasi banyak masalah seperti siswa memahami frasa proposisional dan ada kesulitan belajar untuk dipelajari.

Untuk mengatasi masalah tersebut. Peneliti dilakukan dengan penelitian exprimental kuantitatif. Penelitian ini menerapkan dua jenis tes yaitu pre-test dan post test. Partisipan adalah dua kelas yang terdiri dari 20 siswa. Peneliti menggunakan frasa proposisional sebagai instrumen untuk mengumpulkan data.

Berdasarkan hasil penelitian, menunjukkan bahwa kemampuan siswa dalam belajar frasa proposisional, skor rata-rata kemampuan siswa dalam pre test di kelas exprimental adalah 86. 4 siswa menulis studi dengan persentase 20% dan kelas pretest control adalah 89. 4 siswa untuk menyusun studi dengan persentase 20%. Oleh karena itu, nilai rata-rata dalam post test di kelas exprimental adalah 90.4 siswa untuk menyusun stydy dengan persentase 20% dan kemudian kelas post test control adalah 91. 4 siswa untuk menulis studi dengan persentase 20%. Saya tunjukkan aplikasi media gambar sederhana dapat mempengaruhi kemampuan siswa dalam belajar frasa prepositonal di kelas VIII SMP N 1 SIABU.

Kata kunci:Media Gambar Sederhana, Kemampuan Siswa, Frasa Preposisi

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THE EFFECT OF USING SIMPLE PICTURE MEDIA ON THE STUDENT'S ABILITY IN LEARNING PREPOSITIONAL PHRASE AT GRADE VIII SMPN 1 SIABU

A. Background of the Problems

English beside some other languages is one of the international languages that has an important role in the world as other international languages. It is widely studied and used as a tool of communication among people all over the world.

Learning a foreign language is different from the first language. Main basic of all the troubles in using foreign language means here English is that many students use the way of thinking like in Indonesian as the first or national language. Also there are a lot of different items between English as a foreign language and indonesia as a national language.

It is not easy to learn a language, and it is not easy to teach a language as well. Every language has it own rules and its own skills, and grammar has a great role on one's acquisition in English which is different from indonesian language. The problem now is how far the students understand and can apply those rules.

As knowing there are eight parts of speech in English grammar, namely noun, pronoun, adverb, verb. Adjective, conjuction, preposition, and

interjection. As one of parts of speech, preposition used in communication and preposition is a problem for most English learners that often get confused due to their insufficient knowledge of English students. A.J. Thomson and A.V Martinet said : " The students have two main problems with preposition. They have to know wheter in any construction a preposition is required or not, and which preposition to use when on required".There is also a life filled with prayer and lead worship. It is so much difference between humans.

In Al-Qur'an Ar-Rum (30): 22 Allah said:

إِنَّ فِىٓ وَأَلۡوَٰنِكُمۡۚ أَلۡسِنَتِكُمۡ وَٱخۡتِلَٰفُ وَٱلۡأَرۡضِ ٱلسَّمَٰوَٰتِ خَلۡقُ ءَايَٰتِهِۦ وَمِنۡ لِّلۡعَٰلِمِينَ لَأٓيَٰتٖ ذَٰلِكَ ۞

Meaning: And among his signs is the creation of the heavens and the earth, and the difference of your languages and colours. Verily, in that are indeed signs for men of sound knowledge.[1]

In Al-Quran explanation above, (And among his sign is his is the creation of the heavens and the earth and divergent your language) means the language is different, the are arabic, regional language, and some english language and various other languages (and divergent also the color of your skin) among you there are white, some are black and so forth, when you come from a man and a woman, That Adam and Eve. (Verily in this is truly there are signs) that indicate the power of God Almighty. (For those who know) is

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[1] Q. S. Ar-Rum (30): 22 (Bandung: CV Diponegoro, 2010), p. 6.

for people who are intelligent and knowledgeable. Lil'aalamiina readable and lil'aalimiina.

Although English has been taught since the fourth grade Elementary school, however, the deputy minister of education to implement that English language learning material waived for students learning English elementary and junior high school students are required.[2] many indonesian students still do not understand and cannot apply those rules especially in using prepositions. The preposition is a problem for most English learners that often makes students confused. Unfortunately, many teachers still teach the students using a list of words and explanation of uses that can be boring as well as an ineffective method. For instance, many of them translate literally from Indonesian into English. For examples "in" equals to di *dalam*, "on" equals to di *atas*, "under" equals to di *bawah*, "behind" equals to di *belakang*, etc. This method really makes the students feel bored and sometimes make the students uninterested in their learning process.

Preposition are as the same important as other materials, but in fact the students still find some difficulties in learning them. It naturally happens because learning English preposition is not easy.

To comprehend English, it requires the adjusted method, because it determines the purpose in learning English. As Freeman said, " *it is told that*

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[2]Afifah, R. *Bahasa Inggris Dihapuskan dari Kurikulum SD*. Kompas (Online), (http://www.edukasi.Kompas.com), at 10 Oktober 2016.

method principles and techniques. The principle involve five aspects of second or foreign language teaching : the teacher, the learner, the teaching process, the learning process, and the target language/culture. Taken together, the principles represent the theoretical frame work of the method. The techniques are the behavioral manifestation of the principles in other word, the classroom activities and procedures derived from an application of the principles. Based on the statement above, it can be concluded that method is way how to derive the subject that is taugh and the appropriate method determines the success of teaching".

There are many ways in teaching English method that give solutions for teacher's problem. Exactly, they usually use the easiest and simplest method of their problem in teaching learning process. Teacher can use various sources in teaching language. For instance, teaching language using tape recordings, flash cards, television and pictures because the reason eyes can see and image the things and ears can hear explanation from the teacher. So, both eyes and both ears can work together in store in the brain. By using a suitable technique, the subject matter will be more interesting and the teaching learning process can be more effective and eficient, therefore the purpose of teaching can be achieved.

Based on the description above, the writer chooses one of visual media that is picture; because the writers considers that picture is an effective and helpful medium to motivate students in language learning, and then researcher

had found some problem teacher and students especially in learning prepositions. Any some problem that I had found, the first problem is students understand about prepositional phrase. The second problems is students difficult to suitable phrase to prepositional. The third problems is students difficult to translate what the meaning after prepositional combain with phrase. The problem teacher is, the first problem is teacher didn't know students difulty in prepositional phrase. The second problems is lack the teacher method in teaching prepositional phrase. The third problems is lack the teacher course book about prepositional phrase. Marie Ernestova said, " pictures provide necessary variety, are popular, and foster a high degree of interest".[3] They serve as a ready means of establishing a clear, immediate concept of what a word or a structure may mean.

Besides, it can remain learner to clarify the meaning of a word that cannot be brought into the classroom. There are many things which are difficult to bring into the classroom, but pictures make it possible. Using pictures is more efficient, effective and practical than words, and make easier to recall and remember furthermore, they expose real life situation. As stated by Marie Ernestova said " students will understand and retain the word better if they have seen the same object associated whit the word".

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[3]Marie Ernestova. *How to Use Ready-Made Picture*, (English Teaching Forum, Vol XIX. October, 1989), P. 9

It shows that pictures have important role in learning process. They can improve the motivation and teaching learning process that will not be successful without motivation. It suggests that using pictures will be more effective to motivate the students in learning process.

B. Identification of the Problem

Based on the background of the research, there are many factors that influence the successfulness the learner it self. Based on the nation curriculum there are many materials in teaching such as noun, pronoun, adverb, verb. Adjective, conjuction, preposition, and interjection. Preposition is a word placed before a noun or pronoun to show its relation to some other word in the sentence. Many students are difficult to study preposition. Beside them, method of the learning is also the problem on learning preposition of place. The teacher has taught students by using some preposition method, but students preposition of place is stiil low.

They are many problems that can be identified. However the researcher limits them only on the effectiveness of using pictures in teaching prepositions of place most commonly used, at the Eight grade SMPN 1 SIABU, there are in, on, and at.

C. **Limitation of the problem**

The problem in this research has been limited in order to make it specific. The researcher will use the media simple picture at grade VIII to increase the ability of the students in learning prepositional. The factor such as: the ability of the students' in preposition of time and preposition of place as on the English curriculum on the stage.

D. **Formulation of the Problem**

Based on the background, identification and limitation of the problem above of the research the problem can be formulated as follows:

1. How is the Students' ability in learning prepositional before using simple picture media at grade VIII SMP N 1 Siabu?

2. How is the students' ability after using simple picture media at grade VIII SMP N 1 Siabu?

3. Is there any significant effect of the using simple picture media on the students' ability in learning prepositional phrase at grade VIII SMP N 1 SIABU?

E. **The Purposes of the Research**

From the problems formulation above, the purpose of this research is:

1. To find out the students' ability at grade VIII SMP N 1 Siabu in learning prepositional using simple picture media.

2. To find out the students' ability at grade VIII SMP N 1 Siabu in learning prepositional simple picture media.

3. To find out the effect of using simple picture media on the students' ability in learning prepositional phrase at grade VIII SMP N 1 Siabu.

F. Significance of the Research

The results of research are expected as follow:

1. For the teacher English of SMP N 1 Siabu, to provide the better technique for teaching simple picture in junior high school.

2. For the student SMP N 1 Siabu, teaching simple picture media by preposition phrase can motivate the students in order to be more interested in learning picture.

3. For the headmaster of SMP N 1 Siabu, to as a considereration to motivate the English teachers to teach English in a good way.

4. Other writer or risearcher, to increasing the quality of education especially in english by simple picture media on the student's in learning preposition of phrase to increasing prepositions ability.

G. Defenition of Variables

To avoid vaguaness and misunderstanding between the writer and there the researcher states terminologies as follows:

1. Simple Picture Media (Variables X)

Simple picture media is a media as a tool to discraibing what the information that we get from the picture and we can write what the meaning from the picture.

2. Prepositional Phrase (Variables Y)

Prepositional phrase is formed by words "preposition" and "phrase". Preposition is a word placed before noun or prenoun to show the relation of some words to another words in the sentence, and it is conveyed a meaning of position, direction, or other abstraction. The noun or pronoun which is used with a preposition is called Object Preposition.[4]The preposition together with its object forms a phrase.

H. THEORETICAL DESCRIPTION

1. Students' ability

Students' abilility comes from two words: students and ability, students is a person on grade of elementary, junior high school, senior high school and university not only on the formal educational but also on the informal educational and the ability is the power to able to do something.

There are some explanations who explain about students and ability. Students according to oxford dictionaries is person who is studying at a collage or university, person studying at secondary school, any person

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[4]Wren and Martin, *Loc. Cit.*

interested in a particular subject.[5] Next, in America English, student is anyone who studies at school, college, or university can be referred as a students.[6] Then, students is a person who is studying at a university or other place of higher educational.[7]

From explanation above, the researcher conclude the students is a person who is enrolled or attend classes at school, collage or university.

Then, ability is the power or to do something physical or mental, means that we do something consist of physical or mental achievement. It's also can be determined as a skill, expertness, or talent.[8]

While based on Oxford Advance Learner's Dictionary, ability is a potential or capacity and power to do something physical or mental, it's also definite as special nature power to do something well or talent.[9]

Next, Meriam says that ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind). It means acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.[10]

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[5] A.S Homby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 441

[6] Farlex, students. Retrieved from *www. The free Dictionary.com/student,* acessed at 12th October 2016

[7] English Oxford Living Dictionaries, retrieved from *http://en, oxforddictionaries.com/definition/students* accessed at 12 th october 2016

[8] *Ibid.*, p. 2.

[9] AS Homby, *Oxford Adanced Learner's Dictionary* (New York: University Press, 2000), p. 41.

[10] A Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chussets, 1976), p.33.

According Woodworth and Marquis, the Word "ability" has three meaning, they are:

a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.

b. Capacity is potential ability and can be measured by unstraight, the individual's capacity.

c. Aptitude is quality and can be expressed by especially training.[11]

There are many kinds of ability, this is 10 mental ability, they are:

Table[12]
The 10 mental abilities

Mental ability	Description
1. Flexibility and speed of closure	The ability to hold in mind a particular visual configuration
2. Fluency	The ability to produce words, ideas and verbal expression.
3. Inductive reasoning	The ability to form and lest hypothesis directed at finding relationships.
4. Associative memory	The ability to remember bits of unrelated material and to recall.
5. Span memory	The ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
6. Number facility	The ability to rapidly manipulate number in arithmetic operations.
7. perceptual speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual

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[11]H Dauglas Brown, *Teaching by principles and interactive Approach To Language Pedagogy* (New Jersy: Engle Wood Cliffs, 2001), p.236-238

[12]Gibson, Et., All, *Organization Behavior Structure Processes* (Singapore: The Mc Graw Hill Comparies, 2004), P. 93.

	perception.
8. Deductive reasoning	The ability to reason from stated premiers to their necessary conclusion.
9. Spatial orientation and visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10. Verbal comprehension	Knowledge of words and their meaning as well as the application of knowledge.

Based on the explanation above, the researcher used ability from the book Gibson with the title organization behavior structure processes the number 9. The researcher chose point nine, because The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns especially in constructing picture. So that, ability is skill or potential to getting about a competence special power result for action or practice and used to work something, especially in constructing picture.

According to Indonesian big dictionary (2005: 849) "influence is the power that exist or arise out of something (people or objects) that make up the character, beliefs or actions of a person." meanwhile, Surachmad said, (1982: 7) states that the effect is the strength that comes from an object or person and symptoms in which can give changes to anything around him. So, from the opinions it can be concluded that the effect of a power or force that arises from something, be it a person or object, and everything that exists in nature that affect anything that is around.

2. Simple Picture Media

Is a media as a tool to discraibing what the information that we get from the picture and we can write what the meaning from the picture.

a. Concept of Picture

Picture is one of the classification of education media. In the education, picture is media that general and usually used by the teacher. Because picture is easy to getting and the picture is more known by the children. There are many defenitions of picture that expressed by experts among others:

> Picture are a two-dimensional visual representation of persons, places, or things. Most commonly it is a photograph, but it also may be a sketch, a cartoon, a manual, or even a chart, graph or map. Pictures may be used for individual study, for display on bulletin boards and in exhibits, and for projection when groups of students need to look at one picture at the same time.[13]

> Next, according to Marianne Celce Murcia and Sharon Hill the meaning of pictures are visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce skills. Picture can also be used in various cofigurations to enhance learning and practice.[14]

Furthermore, M. Basyiruddin and Usman H. Asnawir said in their book,

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[13]Vernon S. Gerlach and Donald P. Ely. *Teaching and Media Systematic Approach* (New Jersey: Prentice-Hal11, 1971) p. 365.

[14]Marianne Celce-Murcia and Sharon Hill, *Technique and Resources in Teaching Grammar* (New York: Oxford University Press, 19998) p. 71.

Foto/gambar merupakan media reproduksi bentuk asli dalam dua dimensi. Foto ini merupakan alat visual yang efektif karena dapat divisualisasikan sesuatu yang akan dijelaskan dengan lebih konkrit dan realistis. Informasi yang disampaikan dapat dimengerti dan mudah karena hasil yang diragakan lebih mendekati kenyataan melalui foto yang diperlihatkan kepada anak-anak, dan hasil yang diterima anak-anak akan sama.[15]

Picture are original reproduction media in two demensions. This picture is effective media visual because can visualize something with more concrete and realistis. The information given can be more understood and easier cause of the result of visualization trough showed to students, and result accepted by students will be same.

Besides, On Oemar Hamalik in his book stated,

Pictures illustration photography are thye projected picture, can be anywhere, can get around the children on adult circle, easy to get and showed to children. The colour pictures generaly take interest of students' attention. All pictures have meaning, description, and interpretation. Because of that, the picture can be used as an educational media and have values of education for children, it can make the learning in the school efficiently.[16]

Last, Arief S. Sadiman, et. Al states, picture are media that most generally used. It is general language, can be understood and comforted anywhere. It is true like what China aphorism said that a picture speaks more than thousand word.[17]

[15]M.Basyiruddin and Usman Asnawir, *Media Pembelajaran* (Jakarta: Delia Citra Utama, 2002) p. 47 .
[16]Oemar Hamalik, *Media Pendidikan* (Bandung: PT. Citra Bakti, 1994) p. 63.
[17]Arief S.Sadiman, Et. al, *Media Pendidikan* (Jakarta: Rajawali, 1990) p. 29.

From description above, it can be said that pictures are defined as darwing, painting or photograph, image of someone or something. Pictures is a two-dimensional visual representation of personals, places, or things. The picture can projected, easy to get, easy to find around the children circle and adult, the picture also easy to showed the children. The picture can use as media of education, picture have any price education to students, posible to study in an efisien manner in the schools. The pictures can motivate presenting a sequent of even, story and thing like the real life.

Picture play an important role as an alternative teaching aid in teaching English. The teacher gives pictures, then she asks the students about them. By using pictures in teaching present continuous tense, the students are expected to use it communicatively.

Pictures are easy to find by all people. Through pictures the students can practice to develop their ideas. They can make pictures on the whiteboard, carton, and others.

b. Types of Pictures

There are many types of pictures can be used as visual aids and help the teacher bringing the material easier for the students to understand. The types of pictures are:

1) Documentation pictures, are the pictures that have history for individual or society.
2) Actual pictures, are pictures that explain an insident to cover any aspect life, such as, quake, strom, and others.
3) View pictures, are pictures that describe view of location.

4) Advertisement pictures, are pictures that used to influence people or society.

5) Simbolis pictures, are pictures that use simbol or dign for certain message and can express lofe of people and idea or the idea students.[18]

From the statements above the writer concluded that, pictures have many kinds, there are documentasion picture, actual picture, view picture, advertisement picture, and simbol pictures, in this thesis the writer only use simbol picture to teaching present continuous tense. The teacher must be capable in choosing pictures in teaching, the pictures must be able interest the attention students.

c. The Advantages and Disadvantages of Using Picture

There are some advantages of using pictures in teaching, as belows:

1) Picture are inexpensive and widely available.
2) They provide common experiences for an entire group.
3) The visual detail makes it possible to study subject which would otherwise be impossible.
4) Picture can help to prevent and correct misconceptions.
5) Picture offer a stimulus to further study, reading and research. Visual evidence is a powerful tool. They help to focus attention and to develop critical judgment.[19]

Beside the Advantage, picture as teaching aids have disadvantages they are:

1. Sizes and distances are often distorted.
2. Lack of color in some pictures limits proper interpretations.
3. Students do not always know how to "read" pictures.

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[18]M.Basyiruddin Usman and Asnawir, *Op Cit*., p. 51.
[19]Vernon S Gerlach and Donald P. Ely, *Op Cit*., p. 365.

4. Unless each students has a picture or the picture is properly projected, the medium should not be used.[20]

Picture are varsatile and useful resources aspects of grammar that require a structure meaning match. Picture can motivate students to response in ways that more routine aid, such as textbook or sentence on the board. Picture can also be used in various configurations to echance learning and practice.[21]

According to Kasihani K. E. Suryanto in his book, using picture or flashcards on teaching grammar is neccessary, because with media simple picture the students will be easier understand the pattern of sentencem chose of picture must be suitable with purpose and skill or language component that will be set out. If a reacher creative, one picture can used as media for any pattern of sentence.[22]

So, from the explanation about advantages and disadvantages of using pictures above, the researcher assumes that it is difficult to make picture the explane an abstract condition and teacher has to prepare herself to make a picture or to find a good picture. Because the students do not always know how to read the pictures often limits student interpretation. The advantages of using picture in teaching is it more concrete and realistic, the students will be able to look pictures clearly that teacher are speaking and discussing. The pictures also are inexpensive, widely available, easy to getting and easy to use for individual or group.

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[20]*Ibid*, p. 366.
[21]Marianne Celce-Murcia and Sharon Hill, *Op Cit*, p. 73.
[22]Kasihani K. E, English *for Young Learner* (Jakarta: PT. Bumi Aksara, 2009) p. 46-106.

The teacher give a picture to students for learning preposition phrase using picture and the teacher shows the picture about activity and preposition phrase from the picture.

3. **Prepositional phrase**

Prepositional phrase is formed by words "preposition" and "phrase". Preposition is a word placed before noun or prenoun to show the relation of some words to another words in the sentence, and it is conveyed a meaning of position, direction, or other abstraction. The noun or pronoun which is used with a preposition is called Object Preposition.[23]The preposition together with its object forms a phrase.

According to Surayin, "preposition with its object is called by prepositional phrase".[24] A prepositional phrase consists of two distinct parts. The first part is the preposition, is a noun or pronoun that is called *the object of the preposition.* Together, these two parts form what is *called a prepositional phrase*.[25]

Example: The Holy Koran is *on top of the table.*

On top of	= preposition
The table	= object (noun)
On top of the table	= prepositional phrase

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[23]Wren and Martin, *Loc. Cit.*

[24]Surayin, *Perfect English Grammar* (Bandung:CV. Yrama Widya, 2003), p. 289.

[25]Gabriele Stobbe, *Just Enough English Grammar Illustrated* (New York: the McGraw Hill, 2008), p. 111.

A prepositional phrase consists of a preposition, its object, and any modifiers of the object. For example, in the prepositional phrase *the game is won by the smartest students of SMA N 1 Siabu.*

The preposition is *by,*

The object is *students of SMA N 1 Siabu.*

The modifiers of the object are *the smartest.*

Prepositional phrase are used to modify verbs, nouns, pronouns, and adjectives:[26] Surayin says that "frasa" preposisi (prepositional phrase) melengkapi informasi yang dipinta oleh kata tanya *who, what, where, when, why, how, and how long"* (prepositional phrase completes the information that required by question words *who, what, where, when, why, how, and how long*).[27]

Example:

Relating to verbs
He met mr. Alinuddin *in his room*. (Where did he meet mr. Alinuddin? *In his room*).
The lecturers stored their files *on the table*. (Where did they store the files? *On the table*).

Relating to Adjectives

She was young *in heart*. (In what sense young? Young *in heart*).

The book was considered profane *in intent*. (In what sense profane *in intent*).

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[26]Eugene and Daniel Murphy, *Loc. Cit.*
[27]Surayin, *Loc. Cit*.

4. The kinds of preposition

There are five kinds of prepositions in English, so the kinds of preposition as follow:

a. Simple prepositions

Prepositions which are not formed by any method and common to a language are known as simple prepositions.

Ex: She is *at* the bus stop

Aldi is killed *by* her husband.

Rani is praised *for* her beauty.

I received a letter *from* my sister.

He fell *off* the Bus.

Hana talked *on* pollution.

I did not know what loves is *till* I met Adi.

b. Double Prepositions

Prepositions which contain rwo words are known as double prepositions.

Ex: I recognised Mahdi *fromamong* her friends.

The moon shone *frombehind* the clouds.

She took the book *fromunder* the pillow.

Accordingto Keats, a thing of beauty is joy forever.

The match was cancelled *dueto* to heavy rain.

Miss Ramya lives *nextto* us.

There is a post office *oppositeto* our house.

She came *outof* the house.

I went *closeto* madhavi.

*Inspiteof*her beauty, she remained unmarried.

c. **Compound Prepositions**

Prepositions which are formed by prefixing are known as compound prepositions.

Ex: Do you know *about* Padmaja?

The sky is *above* us.

He ran *across* the road.

They walked *along* the seashore.

They quarrelled *among* themselves.

Rama Rao built a wall *around* the garden.

Ramya had stopped the work *before* I went there.

The list of items is given *below* the page.

Who is *inside* the room?

I stood *beside* the theatre.

d. **Participial Prepositions**

Present participles which are used as prepositions are known as participial prepositions.

Ex: We stay in Kashmir *during* summer.

Respecting her qualifications, she is not eligible for the post.

e. **Prepositions Phrase**

Groups of words which are used as prepositions.

Example:

According to   By virtue of

Along with   By way of

Away from   For the sake of

By dint of

By means of

By reason of

Example:

- *According to* shakespeare, love is not time's fool.

- I went to university *along with* my friend.

- She is *away from* home

- I loved Dini *because of* her kindness.

- The student achieved success *by din of* his hard work.

- We increase our knowledge *by means of* books.

- He attained perfection *by reason of* his mental ability.

- M. K. Gandhi became a great person *by virtue of* his truthfulness.

- Jhon Keats contributed to the world *by way of* his poetry.

Based on the using and the function, there are some type or preposition,[28] they are:

1) Preposition of time

2) Preposition of place

a) Prepositional Time

Preposition of time are prepositions that used to show relation of some word to other word in the sentence in the conceptions of time. In other words, prepositional time is prepositions that used to indicate when an action happens and how much it last.

Prepositional time is preposition that used to show when something happened. According to Graeme Kennedy,

"prepositions are by common consent one of the hardest parts of English to lear how to use. There are about 100 prepositions. They make up about 8 per cent of all the words we use in spoken English, and about 12 per cent of the words we use in written genres."[29] There are great many prepositions. Only a few of the most common prepositions are used English."[30] According to Marcella Frank and Poehland, these are the prepositions of time in English:[31]

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[28]Marcella Frank, *Op. Cit.,* p. 164-166.
[29]Graeme Kennedy, *OP. Cit.*, p. 246.
[30]Gabrielle Stobbe, *OP. Cit.,* p. 110.
[31]Poehland, 2009, *Prepositions of Time, (Online),* (http://www. Englishchilfen.de/en/grammar/preposition_time.htm, retrieved on January 12, 2012).

Table 1: Prepositional Time

1) One Point of Time

Preposition	Usage	Example
- At	- Part of the day	- at night
		- at noon
		- at present
		- at the moment
		- at the weekend
		- at breakfast
	- A specific time on the clock	- at 7 o'clock
		- at 10:30
	- celebration	- at Idul Fitri, at Idul Adha, at Easter
- on	- a specific day of the week	- on Sunday
		- on Monday
	- a specifik date of the month	- on September 11, 2002
		- on Agust 13, 2012
- In	- With month	- in June
	- With year	- in 1987

	- Season	- in Summer
	- A day of the month, year	- in spring
		- in May 2003
		- in the 21st century
		- in Tahun Gajah year
		- in the morning
		- in the afternoon
		- in the evening
	- Part of the day	- in five minutes
		- in a few days
		- in three monhts
	- After, at the end of	

There are some Explanations in using preposition "at". Not all of parts of the day are signed by preposition "at". For example "in the morning, in the afternoon, and in the evening", they are not written "at the morning, at the afternoon, and at the evening.[32]

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[32]Fitikides, *Common Mistakes in English* (Jakarta: Bina aksara, 1990), p. 91

2) **Extended Time;** starting at one point and ending at another (duration)[33]

Prepositions	Usage	Example
- Since	- The beginning point	- I have not met him **since** Monday
- For	- Over certain period of time. It gives a quantity of time. It is usually followed by number	- I will live here **for** 2 months.
- During	- It gives a block of time, usually thought of as undivided	- I can see you **during** the week.
- From	- marking beginning	- I'II be here **from** ten o'clock.

[33]Marcella Frank, *Loc. Cit.*

	and end of a period of time	
- By	- In the sense of at the latest - Up to a certain time	- I will be back by 6 o'clock - By 11 o'clock, I had read five pages.

3) Sequence of Time; Events that follow one another

Prepositions	Usage	Example
- Before	- Earlier than a certain point of time	- Before 2004 - I will see you **before** Wednesday
- After	- Latter than a certain point of time	- I will see you **after** Wednesday
- Ago	- A certain time in the past	- 2 years ago

b) Prepositional Place

Prepositions of place are prepositions that used to show relation of some word to other word in the sentence in the conceptions of place.

In the other words, prepositional place are prepositions that used to specify the place or the location of a noun.

According to Marcella Frank, these are the prepositions of place in English:

Table 2: Prepositional Place

1) The point It self

Prepositions	Usage	Example
- In	- Inside the room or building	- He is *in* library. - She is in the toilet - He lives in london.
	- Book, paper, magazine	- My address is in Jalan Sudirman. - The writing is in the book, the news is in the

	When we see something all around	newspaper.
		- I save my money in my pocket
		- In the car
		- In the picture, in the world
- On	- Being on the surface of something	- On the table, on the floor
	- Attached	- The picture is *on the wall*
	- Certain side (right, left)	- On the left, on the right
- At	- something as a point in space	- at the door, at the station
	- event	- at a concert, at the party

	- at + building means we are talking about the normal purpose of the building.[34]	- Ahmad is at school (study) - Mustafa is at the theatre (watching a play)

2) Higher or lower than a point

Prepositions	Usage	Example
- Over	- It is felt to be generally higher than a point	- The planes fly *over* the mountain. - The window is over the radiator.[35]
- Above	- It is felt to be directly	- He lives on the floor

[34]Jhon Eastwood, *Op cit.,* p. 226
[35]Surayin, *Op cit.,* p. 291

	higher than a point	*above* us.
- Under	- It is felt to be generally lower than a point	- The bag is *under* the table. - The book is *under* the desk.
- Underneath	- It expresses the idea of close under, especially so as to be hidden	- He swept the dirt *underneath* the rug. - The book is *underneath* the paper.
- Beneath	- Expresses the idea of directly under, with some space	- *Beneath* a tree lay a dog fast asleep

	between.	

3) Neighboring the point

Prepositions	Usage	Example
- Near	- Close to	- He lives *near* the university. - You shouldn't smoke *near* gasoline.
- Next to	- Beside something with nothing else between them	- The theatre in right *next to* the post office
- Along	- In a line; from one point to	- They're walking *along* the

		another	beach.
- Beside	- On one side of a person or thing that has two side	- He sat *beside* his wife during the party.
- Between	- On each side of a person or thing that has two sides	- He sits *between* his two sons. - His shopmis *between* the bank and the post office.
- Opposite	- On the other side of something	- Our house is *opposite* the supermarket. - The school is *opposite* the mosque.

I. Review of Related Findings

This research related to Nur Ikhwah Gultom the title of research was" The correlation between of preposition mastery and building sentences mastery at SMP Negeri 3 Padangsidimpuan". The result of this research said that there is correlation between preposition and building sentences mastery. Beside that this research also related to Yesrida the title of research was students ability in building sentences by using preposition at SMA Negeri Gunung Tuleh was 53. 71%. So, the category of interpretation and classification is enough.

If the research mentioned above research about students mastery in forming or building sentences, the research in this research interested to do a research about The Effect of using Simple Picture Media on the Students' Ability in Learning Prepositional Phrase at grade VIII SMP N 1 Siabu

J. Methodology of the Research

1. Place and Time of the research

The location of this research is SMP Negeri 1 Siabu. It is located on Siabu. This research will be done from Agustus 2016 until finish. The subject of this research is the eight grade of the students.

2. Research Design

So, in this research, the researchers choose two classes as experiment class and control class. Experiment giving treatment they will be teach by using simple picture media technique control do not give treatment or by using convential strategy. The research design of this research can be seen in the following table:

Table 3

Research Design

Class	Pre-test	Treatment	Post-test
Experiment class	√	√	√
Control Class	√	×	√

3. Population and Sample

1. Population

The population of this research is all of the II class of SMP Negeri 1 Siabu. It consist 4 classes with 129 students. It can be table below:

Table 4

Population of the research

No	Class	Total Student
1	VIII-1	30
2	VIII-2	34
3	VIII-3	33
4	VIII-4	32
	Total Students	129

2. **Sample**

   In this research, the researcher will use two classes as a sample. They are divided into experiment class and control class it is class they are divided class VII-1 as control class and class VII-2 as experiment class. The researcher use random sampling to take the sample. Random sampling is the process of selecting a sample in such a way that all individuals in the define population have an equal and independent chance of being select for the sample.[36]

   Before using random sampling, first, the researcher use normality and homogeneity test. Normality test is used to know whether the data of research normal or not. To know the normality, the researcher use Chi-Quadrate formula. The formula is as follow:[37]

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

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[36]L.R. Gay and Peter Airasian, *Educational Research*, ... p. 123
[37]Anas Sudijono, *Pengantar statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada. 2005), p. 298.

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

4. **Instrument of Collecting Data**

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. The researcher will use test as instrumentation. Margono says that test is a stimulation that give to someone by means to get answer that can be foundation to determine a score or numeral. Furthermore, can be concluded that test is a tool use to collect the data in the research.

The researcher collecte by giving the multiple choice test. Cryil said, "A multiple-choice questions (MCQs) is the test item usually set out in such a way that the candidate is require to select the answer from a number of give options, only one of which is correct.

The test that is use in this research is choose an answer from the 2 options to prepare the students' preposition phrase. The test consiste of 40 questions, in which 25 for pre test and 25 for post test. This test will be give to experiment and control class. Each question will be give 5 score to get the students' score in answering the questions. So, the maximum score of test is 100

Table 5

Indicators of preposition phrase in pre-test

No	Indicators	Topic	Item	Score
I	Preposition of Time	At	1	4
		On	1	4
		In	1	4
		Since	1	4
		For	1	4
		During	1	4
		From	1	4
		By	1	4
		Before	1	4
		After	1	4
		Ago	1	4
	Total		11	44

Table 6

Indicators of preposition phrase in pre-test

No	Indicators	Topic	Item	Score
II	Preposition of Place	In	1	4
		On	1	4
		At	1	4
		Over	1	4
		Above	1	4
		Under	1	4
		Behind	1	4
		Below	1	4
		Near	1	4
		Next to	1	4
		In front of	1	4
		Beside	1	4
		Between	1	4
		Opposite	1	4
	Total		14	56

Table 7

Total of Indictors	Total of topic	Total of Item	Total of Score
I	11	11	44
II	14	14	56
The of all Total	25	25	100 ÷ 25
Score per each Item	Total of topic ÷ Total Score		4

5. **Validity and Reliability instrumen**

1. **Of the best Validity**

   Anas Sudijono state that validity is a characteristic of the good test. To get the validity of an achievement test can be used two ways:[38]

   a. Totality of the test validity

   b. Item validity

   In this research, the researcher will use item validity to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items. Then, the test consists of 40 The part one of indicator use multiple-choice tests by picture and the second test will use essay test by the picture. It will be devide in two groups. They are 20 for pre-test and 20 for post-test.

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[38]Anas Sudijono, *Pengantar Statistic Pendidikan*, (Jakarta: PT Raja Grafindo Persada), p. 45.

To get the validity of test, the formula of *r pointbiserial* can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : Mean score of the total score

SD_t : Standard Devitation of the total score

p : presentation of the right answer of the item test validity

q : presentation of the wrong answer of thr item stated validity.

2. **Reliability of the test**

An instrument of the research must be reliable. A reliable test is consistent and dependable.[39] To get the reability of the test, Suharsimi Arikunto says that to obtain the reability of the test, the researcher use formula K-R 20.[40]

The formula:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2} - \sum pq}{S_{t^2}}\right)$$

Where:

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[39]H. Douglas Brown, *Language Assesment*, ... p. 21.
[40]Suharsimi Arikunto, *Prosedur Penelitian*, ... p. 188.

R$_{11}$: Reliability of the Instrument

N   :Total of Question

St^2 : Variants Total

p   : <u>Proporsi Subject who is Right Answer (1)</u>

        N

q   : <u>proporsi Subject who is Wrong Answer (0)</u>

        N

      Realibity is a good character of the test that refers to the consistency of the measurement. The test is reliable if r $_{count}$ > r $_{table}$ by using formulation KR 20 with r $_{table.}$

6. Procedures of the Research

      To collect the data, the researcher will used test. In giving the test, it was divide into two kinds; pre-test and post-test.

a. Pre-test

      The pre-test is conduct to find out the homogeneity of the sample. In the pre-test, the researcher give instruction how to answer the question at will be in test. And then, the researcher give how to much time to answer the questions. The form of test is multiple-choice and answer by the text preposition by picture that have done make researcher. After that, the asnwer sheets collect for the analysisnor examine by researcher. The function of the pre-test is to find the mean scores of the using simple

picture andconventional group before he researcher give treatment. In this case, the researcher hopes that the whole students' learning preposition phrase ability are same or if there is a difference between that group, the difference is hopefully not significant.

b. Treatment

The experimental class and control class are give some material, which is about preposition aspect that will be taught by the researcher in different ways. The experimental class is give treatment, it is taught by using of simple picture media. The control class is taught by using convential strategy.

c. Post-test

After giving treatment, the researcher conducts a post-test which the same test with the pre-test and have done conduct in the previous of the research. In the post-test, the researcher gives instructions how to answer the questions that will be in tests. And then, the researcher give how much time to answer the questions. The form of test is multiple-choice and answer by the text preposition that have done make by researcher. After that, the answer sheets collect for the analysis or examine by researcher. This post-test is the final in the research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analysis the data and the

researcher will find out the effect of using simple picture media in the experimental class.

7. **Technique of Analyzing Data**

In this research, the research use the technique of data analysis as follow:

a. **Requirement Test**

a. Normality test

In normality test, the data can be test with Chi-quadrate.[41]

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2 =$ Chi-quadrate

$f_o =$ frequency is get from the sample/result of observation (questioner).

$f_h =$ frequency is get from the sample as image from frequency is hoped from the population.

b. The homogeneity of Test

To test weather variants of both homogenous samples, variants equality test, that is:[42]

[41]Mardalis, Metode Penelitian: Suatu Pendekatan proposal, (Jakarta: Bumi Aksara, 2003), p. 8.
[42]Ibid, p. 250.

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is reject if $F \leq F\frac{1}{2}\ a(n_1-1)\ (1= n_2-1)$, while if $F_{count} >$

F_{table} hypothesis is accept.

b. Hypothesis Test

Hypothesis is the provisional result of the research. So, the researcher need to analyze the data which will be divided into two groups: experiment class and control class.

Before analyze the data to find the hypothesis, the researcher will calculate the normality and homogeneity of the post-test. It use to know whether the data is normal and homogenous or not. If the data is normal and homogenous, the formula that must be used to test hypothesis is t-test but if the data is not normal and homogenous, the formula that must be used to test hypothesis is Chi-Quadrate. Because the result of post-test in this research is normal and homogenous, the data will be analyze by using t-test formula. The formula is as follow:[43]

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

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[43]Sugiono, statistika untuk penelitian, (Bandung: ALFABETA, 2006), p. 135.

Where:

t   : the value which the statistical significance

$\overline{X}_1$: the average score of the experimental class

$\overline{X}_2$: the average score of the control class

$s_1{}^2$: deviation of the experimental class

$s_2{}^2$: deviation of the control class

n_1 : number of experimental

n_2 : number of control class

CHAPTER II

REVEW OF RELATED LITERATURE

A. THEORETICAL DESCRIPTION

1. Students' ability

Students' abilility comes from two words: students and ability, students is a person on grade of elementary, junior high school, senior high school and university not only on the formal educational but also on the informal educational and the ability is the power to able to do something.

There are some explanations who explain about students and ability. Students according to oxford dictionaries is person who is studying at a collage or university, person studying at secondary school, any person interested in a particular subject.[1] Next, in America English, student is anyone who studies at school, college, or university can be referred as a students.[2] Then, students is a person who is studying at a university or other place of higher educational.[3]

From explanation above, the researcher conclude the students is a person who is enrolled or attend classes at school, collage or university. Then, ability is the power or to do something physical or

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[1] A.S Homby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 441

[2] Farlex, students. Retrieved from *www. The free Dictionary.com/student,* acessed at 12th October 2016

[3] English Oxford Living Dictionaries, retrieved from *http://en, oxforddictionaries.com/definition/students* accessed at 12 th october 2016

mental, means that we do something consist of physical or mental achievement. It's also can be determined as a skill, expertness, or talent.[4]

While based on Oxford Advance Learner's Dictionary, ability is a potential or capacity and power to do something physical or mental, it's also definite as special nature power to do something well or talent.[5] Next, Meriam says that ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind). It means acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.[6] So from the explain above ability is a potential by iner of someone or as a power to do something.

According Woodworth and Marquis, the Word "ability" has three meaning, they are:

a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.

b. Capacity is potential ability and can be measured by unstraight, the individual's capacity.

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[4]*Ibid.*, p. 2.
[5]AS Homby, *Oxford Adanced Learner's Dictionary* (New York: University Press, 2000), p. 41.
[6]A Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chussets, 1976), p.33.

c. Aptitude is quality and can be expressed by especially training.[7]

There are many kinds of ability, this is 10 mental ability, they are:

Table

The 10 mental abilities[8]

Mental ability	Description
1. Flexibility and speed of closure	The ability to hold in mind a particular visual configuration
2. Fluency	The ability to produce words, ideas and verbal expression.
3. Inductive reasoning	The ability to form and lest hypothesis directed at finding relationships.
4. Associative memory	The ability to remember bits of unrelated material and to recall.
5. Span memory	The ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.

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[7]H Dauglas Brown, *Teaching by principles and interactive Approach To Language Pedagogy* (New Jersy: Engle Wood Cliffs, 2001), p.236-238

[8]Gibson, Et., All, *Organization Behavior Structure Processes* (Singapore: The Mc Graw Hill Comparies, 2004), P. 93.

6. Number facility	The ability to rapidly manipulate number in arithmetic operations.
7. perceptual speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.
8. Deductive reasoning	The ability to reason from stated premiers to their necessary conclusion.
9. Spatial orientation and visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10. Verbal comprehension	Knowledge of words and their meaning as well as the application of knowledge.

Based on the explanation above, the researcher used ability from the book Gibson with the title organization behavior structure processes the number 9. The researcher chose point nine, because The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns

especially in constructing picture. So that, ability is skill or potential to getting about a competence special power result for action or practice and used to work something, especially in constructing picture.

According to Indonesian big dictionary "influence is the power that exist or arise out of something (people or objects) that make up the character, beliefs or actions of a person." Meanwhile, Surachmad said, States that the effect is the strength that comes from an object or person and symptoms in which can give changes to anything around him. So, from the opinions it can be concluded that the effect of a power or force that arises from something, be it a person or object, and everything that exists in nature that affect anything that is around.

2. Picture Media

Is a media as a tool to discraibing what the information that we get from the picture and we can write what the meaning from the picture.

a. The Concept of Picture

Picture is one of the classification of education media. In the education, picture is media that general and usually used by the teacher. Because picture is easy to getting and the picture is more known by the children. There are many defenitions of picture that expressed by experts among others:

First. According to Vermom that Picture are a two-dimensional visual representation of persons, places, or things. Most commonly it is a photograph, but it also may be a sketch, a cartoon, a manual, or even a chart, graph or map. Pictures may be used for individual study, for display on bulletin boards and in exhibits, and for projection when groups of students need to look at one picture at the same time.[9]

Next, according to Marianne Celce Murcia and Sharon Hill the meaning of pictures are visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce skills. Picture can also be used in various cofigurations to enhance learning and practice.[10]

The third, M. Basyiruddin and Usman H. Asnawir said in their book,Foto/gambar merupakan media reproduksi bentuk asli dalam dua dimensi. Foto ini merupakan alat visual yang efektif karena dapat divisualisasikan sesuatu yang akan dijelaskan dengan lebih konkrit dan realistis. Informasi yang disampaikan dapat dimengerti dan mudah karena hasil yang diragakan lebih mendekati kenyataan melalui foto yang diperlihatkan kepada anak-anak, dan hasil yang diterima anak-anak akan sama. Picture are original reproduction media in two demensions. This

[9]Vernon S. Gerlach and Donald P. Ely. *Teaching and Media Systematic Approach* (New Jersey: Prentice-Hal11, 1971) p. 365.

[10]Marianne Celce-Murcia and Sharon Hill, *Technique and Resources in Teaching Grammar* (New York: Oxford University Press, 19998) p. 71.

picture is effective media visual because can visualize something with more concrete and realistis. The information given can be more understood and easier cause of the result of visualization trough showed to students, and result accepted by students will be same. [11]

The fourt, On Oemar Hamalik in his book stated,Pictures illustration photography are thye projected picture, can be anywhere, can get around the children on adult circle, easy to get and showed to children. The colour pictures generaly take interest of students' attention. All pictures have meaning, description, and interpretation. Because of that, the picture can be used as an educational media and have values of education for children, it can make the learning in the school efficiently. [12]

The Last, Arief S. Sadiman, et. Al states, picture are media that most generally used. It is general language, can be understood and comforted anywhere. It is true like what China aphorism said that a picture speaks more than thousand word. [13]

From description above, it can be said that pictures are defined as darwing, painting or photograph, image of someone or something. Pictures is a two-dimensional visual representation of personals, places, or things. The

[11]M.Basyiruddin and Usman Asnawir, *Media Pembelajaran* (Jakarta: Delia Citra Utama, 2002) p. 47 .

[12]Oemar Hamalik, *Media Pendidikan* (Bandung: PT. Citra Bakti, 1994) p. 63.

[13]Arief S.Sadiman, Et. al, *Media Pendidikan* (Jakarta: Rajawali, 1990) p. 29.

picture can projected, easy to get, easy to find around the children circle and adult, the picture also easy to showed the children. The picture can use as media of education, picture have any price education to students, posible to study in an efisien manner in the schools. The pictures can motivate presenting a sequent of even, story and thing like the real life.

Picture play an important role as an alternative teaching aid in teaching English. The teacher gives pictures, then she asks the students about them. By using pictures in teaching present continuous tense, the students are expected to use it communicatively.

Pictures are easy to find by all people. Through pictures the students can practice to develop their ideas. They can make pictures on the whiteboard, carton, and others.

b. Types of Pictures

There are many types of pictures can be used as visual aids and help the teacher bringing the material easier for the students to understand. The types of pictures are:

1) Documentation pictures, are the pictures that have history for individual or society.

2) Actual pictures, are pictures that explain an insident to cover any aspect life, such as, quake, strom, and others.

3) View pictures, are pictures that describe view of location.

4) Advertisement pictures, are pictures that used to influence people or society.

5) Simbolis pictures, are pictures that use simbol or dign for certain message and can express lofe of people and idea or the idea students.[14]

From the statements above the writer concluded that, pictures have many kinds, there are documentasion picture, actual picture, view picture, advertisement picture, and simbol pictures, in this thesis the writer only use simbol picture to teaching present continuous tense. The teacher must be capable in choosing pictures in teaching, the pictures must be able interest the attention students.

c. **The Advantages and Disadvantages of Using Picture**

There are some advantages of using pictures in teaching, as belows:

1) Picture are inexpensive and widely available.

2) They provide common experiences for an entire group.

3) The visual detail makes it possible to study subject which would otherwise be impossible.

4) Picture can help to prevent and correct misconceptions.

5) Picture offer a stimulus to further study, reading and research. Visual evidence is a powerful tool. They help to focus attention and to develop critical judgment.[15]

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[14]M.Basyiruddin Usman and Asnawir.... p. 51.

Picture are varsatile and useful resources aspects of grammar that require a structure meaning match. Picture can motivate students to response in ways that more routine aid, such as textbook or sentence on the board. Picture can also be used in various configurations to echance learning and practice

Beside the Advantage, picture as teaching aids have disadvantages they are: .[16]

1. Sizes and distances are often distorted.

2. Lack of color in some pictures limits proper interpretations.

3. Students do not always know how to "read" pictures.

4. Unless each students has a picture or the picture is properly projected, the medium should not be used.

According to Kasihani K. E. Suryanto in his book, using picture or flashcards on teaching grammar is neccessary, because with media simple picture the students will be easier understand the pattern of sentencem chose of picture must be suitable with purpose and skill or language component that will be set out. If a reacher creative, one picture can used as media for any pattern of sentence.[17]

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[15]Vernon S Gerlach and Donald P. Ely, *Op. Cit.*, p. 365.
[16]Marianne Celce-Murcia and Sharon Hill, *Op. Cit.*, p. 73.
[17]Kasihani K. E, English *for Young Learner* (Jakarta: PT. Bumi Aksara, 2009) p. 46-106.

So, from the explanation about advantages and disadvantages of using pictures above, the researcher assumes that it is difficult to make picture the explane an abstract condition and teacher has to prepare herself to make a picture or to find a good picture. Because the students do not always know how to read the pictures often limits student interpretation. The advantages of using picture in teaching is it more concrete and realistic, the students will be able to look pictures clearly that teacher are speaking and discussing. The pictures also are inexpensive, widely available, easy to getting and easy to use for individual or group.

The teacher give a picture to students for learning preposition phrase using picture and the teacher shows the picture about activity and preposition phrase from the picture.

3. **Prepositional phrase**

Prepositional phrase is formed by words "preposition" and "phrase". Preposition is a word placed before noun or prenoun to show the relation of some words to another words in the sentence, and it is conveyed a meaning of position, direction, or other abstraction. The noun or pronoun which is used with a preposition is called Object Preposition.[18] The preposition together with its object forms a phrase.

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[18]Wren and Martin....p.112

According to Surayin, "preposition with its object is called by prepositional phrase".[19] A prepositional phrase consists of two distinct parts. The first part is the preposition, is a noun or pronoun that is called *the object of the preposition.* Together, these two parts form what is *called a prepositional phrase.*[20]

Example: The Holy Koran is *on top of the table.*

On top of	= preposition
The table	= object (noun)
On top of the table	= prepositional phrase

A prepositional phrase consists of a preposition, its object, and any modifiers of the object. For example, in the prepositional phrase *the game is won by the smartest students of SMA N 1 Siabu.*

The preposition is *by,*

The object is *students of SMA N 1 Siabu.*

The modifiers of the object are *the smartest.*

Prepositional phrase are used to modify verbs, nouns, pronouns, and adjectives:[21] Surayin says that "frasa" preposisi (prepositional phrase) melengkapi informasi yang dipinta oleh kata tanya *who, what, where, when, why, how, and how long"* (prepositional phrase completes the information

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[19]Surayin, *Perfect English Grammar* (Bandung:CV. Yrama Widya, 2003), p. 289.
[20]Gabriele Stobbe, *Just Enough English Grammar Illustrated* (New York: the McGraw Hill, 2008), p. 111.
[21]Eugene and Daniel Murphy, *Loc. Cit.*

that required by question words *who, what, where, when, why, how, and how long).*[22]

Example:

Relating to verbs

He met mr. Alinuddin *in his room*. (Where did he meet mr. Alinuddin? *In his room*).

The lecturers stored their files *on the table*. (Where did they store the files? *On the table*).

Relating to Adjectives

She was young *in heart*. (In what sense young? Young *in heart*).

The book was considered profane *in intent*. (In what sense profane *in intent*).

4. The kinds of preposition

There are five kinds of prepositions in English, so the kinds of preposition as follow:

a. Simple prepositions

Prepositions which are not formed by any method and common to a language are known as simple prepositions.

Ex: She is *at* the bus stop

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[22]Surayin, *Loc. Cit.*

Aldi is killed *by* her husband.

Rani is praised *for* her beauty.

I received a letter *from* my sister.

He fell *off* the Bus.

Hana talked *on* pollution.

I did not know what loves is *till* I met Adi.

b. **Double Prepositions**

Prepositions which contain rwo words are known as double prepositions.

Ex: I recognised Mahdi *fromamong* her friends.

The moon shone *frombehind* the clouds.

She took the book *fromunder* the pillow.

Accordingto Keats, a thing of beauty is joy forever.

The match was cancelled *dueto* to heavy rain.

Miss Ramya lives *nextto* us.

There is a post office *oppositeto* our house.

She came *outof* the house.

I went *closeto* madhavi.

*Inspiteof*her beauty, she remained unmarried.

c. **Compound Prepositions**

Prepositions which are formed by prefixing are known as compound prepositions.

Ex: Do you know *about* Padmaja?

The sky is *above* us.

He ran *across* the road.

They walked *along* the seashore.

They quarrelled *among* themselves.

Rama Rao built a wall *around* the garden.

Ramya had stopped the work *before* I went there.

The list of items is given *below* the page.

Who is *inside* the room?

I stood *beside* the theatre.

d. **Participal Prepositions**

Present participles which are used as prepositions are known as participial prepositions.

Ex: We stay in Kashmir *during* summer.

Respecting her qualifications, she is not eligible for the post.

e. **Prepositions Phrase**

Groups of words which are used as prepositions.

Example:

According to	By virtue of
Along with	By way of
Away from	For the sake of
By dint of	
By means of	
By reason of	

Example:

- *According to* shakespeare, love is not time's fool.

- I went to university *along with* my friend.

- She is *away from* home

- I loved Dini *because of* her kindness.

- The student achieved success *by din of* his hard work.

- We increase our knowledge *by means of* books.

- He attained perfection *by reason of* his mental ability.

- M. K. Gandhi became a great person *by virtue of* his truthfulness.

- Jhon Keats contributed to the world *by way of* his poetry.

Based on the using and the function, there are some type or preposition,[23] they are:

1) Preposition of time

2) Preposition of place

a) Prepositional Time

Preposition of time are prepositions that used to show relation of some word to other word in the sentence in the conceptions of time. In other words, prepositional time is prepositions that used to indicate when an action happens and how much it last.

Prepositional time is preposition that used to show when something happened. According to Graeme Kennedy, "prepositions are by common consent one of the hardest parts of English to lear how to use. There are about 100 prepositions. They make up about 8 per cent of all the words we use in spoken English, and about 12 per cent of the words we use in written genres."[24] There are great many prepositions. Only a few of the most common prepositions are used English."[25] According to Marcella Frank and Poehland, these are the prepositions of time in English:[26]

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[23]Marcella Frank...........p. 164-166.
[24]Graeme Kennedy.......p. 246.
[25]Gabrielle Stobbe, *OP. Cit.,* p. 110.
[26]Poehland, 2009, *Prepositions of Time, (Online),* (http://www. Englishchilfen.de/en/grammar/preposition_time.htm, retrieved on January 12, 2012).

Table 1: Prepositional Time

1) One Point of Time

Preposition	Usage	Example
- At	- Part of the day	- at night - at noon - at present - at the moment - at the weekend - at breakfast
	- A specific time on the clock - celebration	- at 7 o'clock - at 10:30 - at Idul Fitri, at Idul Adha, at Easter
- on	- a specific day of the week	- on Sunday - on Monday
	- a specifik date of the month	- on September 11, 2002 - on Agust 13, 2012
- In	- With month - With year	- in June - in 1987

	- Season	- in Summer
	- A day of the month, year	- in spring
		- in May 2003
		- in the 21st century
		- in Tahun Gajah year
		- in the morning
		- in the afternoon
		- in the evening
	- Part of the day	- in five minutes
		- in a few days
		- in three monhts
	- After, at the end of	

There are some Explanations in using preposition "at". Not all of parts of the day are signed by preposition "at". For example "in the morning, in the afternoon, and in the evening", they are not written "at the morning, at the afternoon, and at the evening.[27]

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[27]Fitikides, *Common Mistakes in English* (Jakarta: Bina aksara, 1990), p. 91

2) **Extended Time;** starting at one point and ending at another (duration)[28]

Prepositions	Usage	Example
- Since	- The beginning point	- I have not met him **since** Monday
- For	- Over certain period of time. It gives a quantity of time. It is usually followed by number	- I will live here **for** 2 months.
- During	- It gives a block of time, usually thought of as undivided	- I can see you **during** the week.
- From	- marking beginning	- I'II be here **from** ten o'clock.

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[28]Marcella Frank, ..

	and end of a period of time	
- By	- In the sense of at the latest - Up to a certain time	- I will be back by 6 o'clock - By 11 o'clock, I had read five pages.

3) Sequence of Time; Events that follow one another

Prepositions	**Usage**	**Example**
- Before	- Earlier than a certain point of time	- Before 2004 - I will see you **before** Wednesday
- After	- Latter than a certain point of time	- I will see you **after** Wednesday
- Ago	- A certain time in the past	- 2 years ago

b) Prepositional Place

Prepositions of place are prepositions that used to show relation of some word to other word in the sentence in the conceptions of place.

In the other words, prepositional place are prepositions that used to specify the place or the location of a noun.

According to Marcella Frank, these are the prepositions of place in English:

Table 2: Prepositional Place

1) The point Itself

Prepositions	Usage	Example
- In	- Inside the room or building - Book, paper, magazine	- He is *in* library. - She is in the toilet - He lives in london. - My address is in Jalan Sudirman. - The writing is in the book, the news is in the

	- When we see something all around	newspaper. - I save my money in my pocket - In the car - In the picture, in the world
- On	- Being on the surface of something	- On the table, on the floor
	- Attached	- The picture is *on the wall*
	- Certain side (right, left)	- On the left, on the right
- At	- something as a point in space	- at the door, at the station
	- event	- at a concert, at the party

	- at + building means we are talking about the normal purpose of the building.[29]	- Ahmad is at school (study) - Mustafa is at the theatre (watching a play)

2) Higher or lower than a point

Prepositions	Usage	Example
- Over	- It is felt to be generally higher than a point	- The planes fly *over* the mountain. - The window is over the radiator.[30]
- Above	- It is felt to be directly	- He lives on the floor

[29]Jhon Eastwood............p. 226.
[30]Surayin, *Op.Cit*............p. 291.

	higher than a point	*above* us.
- Under	- It is felt to be generally lower than a point	- The bag is *under* the table. - The book is *under* the desk.
- Underneath	- It expresses the idea of close under, especially so as to be hidden	- He swept the dirt *underneath* the rug. - The book is *underneath* the paper.
- Beneath	- Expresses the idea of directly under, with some space	- *Beneath* a tree lay a dog fast asleep

	between.	

3) Neighboring the point

Prepositions	Usage	Example
- Near	- Close to	- He lives *near* the university. - You shouldn't smoke *near* gasoline.
- Next to	- Beside something with nothing else between them	- The theatre in right *next to* the post office
- Along	- In a line; from one point to	- They're walking *along* the

	- another	- beach.
- Beside	- On one side of a person or thing that has two side	- He sat *beside* his wife during the party.
- Between	- On each side of a person or thing that has two sides	- He sits *between* his two sons. - His shopmis *between* the bank and the post office.
- Opposite	- On the other side of something	- Our house is *opposite* the supermarket. - The school is *opposite* the mosque.

B.   Review of Related Findings

This research related to Nur Ikhwah Gultom the title of research was"
The correlation between of Preposition mastery and building sentence mastery
at SMP Negeri 3 Padangsidimpuan". The result of this research said that there
is correlation between preposition and building sentences Mastery. Beside that
this research also related to Yesrida[31] the title of research was students ablity
in building sentences by using preposition at SMA Negeri Gunung Tuleh was
53.71%. So, the category of interpretation and classification is enough.

The second researcher related to Siti Awan Nasution,[32] the result that
the result of the students' ability in using prepositional phrase was enough
categories it was 69.5%

The third by the journal to Heri Marzuki[33], the result of students
Vocabulary Mastery by Using Picture Media at the Third Grade of Sdn 010
Kepenuhan was enough categories 56.80%

If the research mentioned above research about students mastery in
forming or building sentences, the research in this research interested to do a

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[31] Yesrida. *An Analysis Of Students Ability In Building Sentences By Using Preposition,* Padangsidimpuan 2012

[32] Siti Awan Nasution, *The Result of the Student's Ability by Using Prepositional Phrase SMPN 4 Hutaraja Tinggi sosa in 2006/2007 Academic Year* (Padangsidimpuan: Universitas Muhammadiyah Tapanuli Selatan, 2007)

[33] Heri Marzuki, *Vocabukary Mastery by Using Pictures Media at the Third Grade of Sdn 010 Kepenuhan,* Universitas Pasir Pengaraian 2015

research about The Effect of using Simple Picture Media on the Student's Ability in Learning Prepositional Phrase at grade VIII SMP N 1 Siabu

C. Conceptual Fremework

Proposition phrase is one important tu english grammar. Proposition pharese is a material that discuss about positition. To improve students' preposition phrase, can be used to help students' have integrated knowledge and understand from various sources and experts. Simple picture media is a tool descraibing what the information that we get from the picture and can write what the meaning from the picture

D. The Hyphotehesis

Hyphotesis is needed to showed the researcher thinking and expectaion research is state: Using simple picture media could effect students ability in learning preposition phrase at grade SMP N I Siabu

CHAPTER III

RESEARCH MEOTHODOLGY

A. Methodology of the Research

1. Place and Time of the research

The location of this research is SMP Negeri 1 Siabu. It is located on Siabu. This research has been from June 2016 until finish june 2019. The subject of this research is the eight grade of the students.

2. Research Design

So, in this research, the researcher chose two classes as experiment class and control class. Experiment giving treatment they would be by using picture media technique control do not give treatment or by using convential strategy. The research design of this research can be seen in the following table:

Table 3

Research Design

Class	Pre-test	Treatment	Post-test
Experiment class	√	√	√
Control Class	√	×	√

3. **Population and Sample**

1) **Population**

The population of this research is all of the II class of SMP Negeri 1 Siabu. It consist 4 classes with 102 students. It can be table below

Table 4

Population of the research

No	Class	Total Student
1	VIII-1	20
2	VIII-2	30
3	VIII-3	20
4	VIII-4	32
	Total Students	102

2) **Sample**

In this research, the researcher was used two classes as a sample. They are divided into experiment class and control class it is class they are divided class VIII-1 as control class and class VIII-3 as experiment class. The students consist 20 person in class VIII-1 and

20 person in class VIII-3 They are all was be my sample. The researcher use random sampling to take the sample..[1]

4. Instrument of Collecting Data

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. The researcher was used test as instrumentation.

1) Pre test

The test that is use in this research is choose an answer from the 2 options to prepare the students' preposition phrase. The test consiste of 40 questions after the test valid has, in which 20 for pre test and 20 for post test it is different test question. This test would be give to experiment and control class. Each question was given 5 score to get the students' score in answering the questions. So, the maximum score of test is 100

Table 5

Preposition phrase time and place in pre-test

No	Indicators	Topic	Item	Score
I	Preposition of Time	At	1	5
		On	1	5
		In	1	5

[1]L.R. Gay and Peter Airasian, *Educational Research*, ... p. 123

No	Indicators	Topic	Item	Score
		Since	1	5
		For	1	5
		From	1	5
		Before	1	5
		After	1	5
		Ago	1	5
	Total		9	45
No	Indicators	Topic	Item	Score
II	Preposition of place	In	1	5
		On	1	5
		At	1	5
		Over	1	5
		Above	1	5
		Under	1	5
		Behind	1	5
		Below	1	5
		Next to	1	5

		Beside	1	5
		Between	1	5
	Total		11	55

Table 6

Total of Indictors	Total of topic	Total of Item	Total of Score
Preposition of time	9	9	45
Preposition of place	11	11	55
The of all Total	20	20	$100 \div 20$
Score per each Item	Total of topic $\div$ Total Score		5

5. **Validity and Reliability instrumen**

1) **Of the best Validity**

Anas Sudijono state that validity is a characteristic of the good test. To get the validity of an achievement test can be used two ways:[2]

a. Totality of the test validity

b. Item validity

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[2]Anas Sudijono, *Pengantar Statistic Pendidikan*, (Jakarta: PT Raja Grafindo Persada), p. 45.

In this research, the researcher was used item validity to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items. Then, the test consists of 40 The part one of indicator use structured tests by picture and the second test was used missing word. It could be devided in two groups. They are 20 for pre-test and 20 for post-test.

6. **Reliability of the test**

An instrument of the research must be reliable. A reliable test is consistent and dependable.[3] To get the reability of the test, Suharsimi Arikunto says that to obtain the reability of the test, the researcher use formula K-R 20.[4]

7. **Procedures of the Research**

To collect the data, the researcher was used test. In giving the test, it was divide into two kinds; pre-test and post-test.

a. Pre-test

The pre-test is conduct to find out the homogeneity of the sample. In the pre-test, the researcher give instruction how to answer the question at was in test. And then, the researcher give how to much time to answer the questions. The form of test is structured test and answer by the text preposition by picture that

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[3]H. Douglas Brown, *Language Assesment*, ... p. 21.
[4]Suharsimi Arikunto, *Prosedur Penelitian*, ... p. 188.

have done make researcher. After that, the asnwer sheets collect for the analysisnor examine by researcher. The function of the pre-test is to find the mean scores of the using simple picture andconventional group before he researcher give treatment. In this case, the researcher hopes that the whole students' learning preposition phrase ability are same or if there is a difference between that group, the difference is hopefully not significant.

b. Treatment

The experimental class and control class are give some material, which is about preposition aspect that was taught by the researcher in different ways. The experimental class is given treatment, it is taught by using of simple picture media. The control class is taught by using convential strategy.

c. Post-test

After giving treatment, the researcher conducts a post-test which the same test with the pre-test and have done conduct in the previous of the research. In the post-test, the researcher gives instructions how to answer the questions that was in tests. And then, the researcher give how much time to answer the questions. The form of test is structured test and answer by the text preposition that have done make by researcher. After that, the answer sheets collect for the analysis or examine by researcher. This post-test is the final

in the research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analysis the data and the researcher was found out the effect of using simple picture media in the experimental class.

8. **Technique of Analyzing Data**

In this research, the research use the technique of data analysis as follow:

a. Requirement Test

b. Normality test

In normality test, the data can be test with Chi-quadrate.[5]

c. The homogeneity of Test

To test weather variants of both homogenous samples, variants equality test.[6]

B. **Hypothesis Test**

Hypothesis is the provisional result of the research. So, the researcher need to analyze the data which would be divided into two groups: experiment class and control class.

Before analyze the data to find the hypothesis, the researcher was calculate the normality and homogeneity of the post-test. It use to know whether the data is normal and homogenous or not. If the data is

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[5]Mardalis, *Metode Penelitian: Suatu Pendekatan proposal*, (Jakarta: Bumi Aksara, 2003), p. 8.
    [6]Ibid, p. 250.

normal and homogenous, the formula that must be used to test hypothesis is t-test but if the data is not normal and homogenous, the formula that must be used to test hypothesis is Chi-Quadrate. Because the result of post-test in this research is normal and homogenous, the data was analyzed by using t-test formula. The formula is as follow:[7]

$$Tt = \frac{X1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : the value which the statistical significance

$\overline{X}_1$: the average score of the experimental class

$\overline{X}_2$: the average score of the control class

$s_1{}^2$: deviation of the experimental class

$s_2{}^2$: deviation of the control class

n_1 : number of experimental

n_2 : number of control class

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[7]Sugiono, *Statistika untuk Penelitian*, (Bandung: ALFABETA, 2006), p. 135.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of using picture on the student's ability in learning prepositional phrases, the researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test. Next, the research described the data as follow:

A. Description of Data before Using Picture

1. The Score of Pre-test Experimental Class

In this pre-test experiment class, the researcher calculated the result that had been gotten by the students in answering the question (test) at the pre-test control class. The scores of pre-test control class can be seen in the following table:

Table7

The score of pre-test in experimental class

No	Number of Students (n)	Pre-test
(1)	(2)	(3)
1	AI	75
2	AS	95
3	EY	75

4	FD	80
5	HH	85
6	JW	75
7	KD	80
8	LS	100
9	KH	80
10	MIQ	80
11	MS	75
12	MW	85
13	NH	90
14	RM	90
15	SL	80
16	SP	100
17	SW	90
18	UAP	100
19	ZR	100
20	YK	85
	TOTAL	1720
	Mean$==\frac{\sum x}{N} = \frac{1720}{20} = 86$	

Mean	86
The Lowest	75
The Highest	100

Based on the above table the sum of score in experimental group was 1720, mean was 86, the researcher got the lowest score was about 75, and the highest score was 100. .

Table 8

The percentage of students' complate studyin experimental class

No	The students complete study	Total students	Percentage of student complate
1	4	20	20%

Table 9

The frequency distribution of students' score in experimental class

No	Interval	Median	Frequency	Percentages
1	75-80	78	11	55%
2	85-90	88	6	30%
3	95-100	98	3	15%
Total			20	100%

Based on the above table researcher concluded in score 75-80 were 11 students with fpercentages 55% , in score 85-90 were 6 students with percentage 30% and then in interval 95-100 were 3 students with percentages 15%.

2. The Score of Pre-test in Control class

   In this pre-test experiment class, the researcher calculated the result that got by the students in answering the question (test) at the pre-test control class. The scores of pre-test control class can be seen in the following table:

Table 10

The score of pre-test in control class

No	Number of Students (n)	Pre-test
(1)	(2)	(3)
1	AA	80
2	AF	75
3	DE	80
4	ER	85
5	FA	85
6	HP	85
7	IKS	95
8	JB	100
9	JP	95
10	MF	95
11	MIK	85
12	MR	90
13	MN	75
14	NS	85

15	NK	90
16	NA	100
17	NZ	100
18	PE	90
19	PR	100
20	RH	95
	Total	1785
	Mean$==\dfrac{\sum x}{N} = \dfrac{1785}{20} = 89$	

Mean	89
The Lowest	75
The Highest	100

Based on the above table the sum of score in control group was 1785, mean

was   89, The researcher got the lowest score was about 75, and the highest score

was 100.

In this research that could seen about who many students complate the

study, as follow:

Table 11

The percentage of students' complate study in experimental class

No	The students complate study	Total students	Percentage of student complate
1	4	20	20%

From explained in the table above could conclude that the students'
result who get complately study just 4 students with percentage 20%.

Table 12

The frequency distribution of students' score in experimental class

No	Interval	Median	Frequency	Percentages
1	75-80	78	7	35%
2	85-90	88	10	50%
3	95-100	98	3	15%
Total			20	100%

Next, from the above calculation the concluded that the students' mastery
after teaching by using picture was increased slowly. It can be seen from the
mean score of experimental group was bigger than control group 90>86.

3. The Score of Post test in experimental class research

In this post-test experiment, the researcher calculated the result that
got by the students in answering the question (test) at the post-test experiment
class. The scores of post-test exprimental class can be seen in the following
table:

Table 13

The score of post-test in experimental class

No	Number of Students (n)	Post –test
(1)	(2)	(3)
1	AI	85
2	AS	75
3	EY	85
4	FD	85
5	HH	85
6	JW	85
7	KD	95
8	LS	100
9	KH	95
10	MIQ	95
11	MS	85
12	MW	90
13	NH	80
14	RM	85

15	SL	90
16	SP	100
17	SW	100
18	UAP	90
19	ZR	100
20	YK	95
	Mean$==\frac{\Sigma x}{N}=\frac{1800}{20}=90$	1800
	Mean	90
	The Lowest	85
	The Highest	100

Based on the above table the sum of score in post test experimental group was 1800, mean was   90, the researcher got the lowest score was about 85, and the highest score was 100. From the score t of free test experimental class between post test exprimental class are more hight post test experimental class 90> 86

Table 14

The percentage of students' complate study in experimental class

No	The students coplate study	Total students	Percentage of student complate
1	4	20	20%

From explained in the table above could conclude that the students' result who get complately study just 4 students with percentage 20%.

Table 15

The frequency distribution of students' score in experimental class

No	Interval	Median	Frequency	Percentages
1	75-80	78	1	5%
2	85-90	88	10	50%
3	95-100	98	9	45%
Total			20	100%

Based on the above table researcher concluded in score 75-80 were 1 students with percentages 5% , in score 85-90 were 10 students with percentage 50% and then in interval 95-100 were 9 students with percentages 45%.

4. The score of Post test in control class research

In this post-test control, the researcher calculated the result that got by the students in answering the question (test) at the post-test control class. The scores of post-test control class can be seen in the following table:

Table 16

The score of post-test in control class

No	Number of Students (n)	Post-test
(1)	(2)	(3)
1	AA	85
2	AF	75
3	DE	95
4	ER	95
5	FA	90
6	HP	95
7	IKS	90
8	JB	100
9	JP	80
10	MF	85
11	MIK	90

12	MR	90
13	MN	80
14	NS	95
15	NK	90
16	NA	100
17	NZ	100
18	PE	95
19	PR	100
20	RH	95
	Mean$== \frac{\sum x}{N} = \frac{1825}{20} = 91$	1825
	Mean	91
	The Lowest	68
	The Highest	74

Based on the above table the sum of score in experimental group was 1825, mean was 91, the researcher got the lowest score was about 75, and the highest score was 100. From the result of both of test the post test control classs more hight score then free test control class is 91> 89

Table 17

The percentage of students' complate study in experimental class

No	The students coplate study	Total students	Percentage of student complate
1	4	20	20%

Table 18

The frequency distribution of students' score in experimental class

No	Interval	Median	Frequency	Percentages
1	75-80	78	3	15%
2	85-90	88	7	35%
3	95-100	98	10	50%
Total			20	100%

Based on the above table researcher concluded in score 75-80 were 3 students

with fpercentages 15% , in score 85-90 were 7 students with percentage 35%

and then in interval 95-100 were 10 students with percentages 50 %.

B. The comparation result of score

By aplication picture, the score was signifantly . there was differences

in the lowest and the highest of students'in learning propositional prhases. It

could be seen the table below:

Category	Exprimemtal class		Control Class	
	Pree-test	Postest	Pretest	Postest
Lowest score	75	75	75	75
Highest Score	100	100	100	100
Students	4/4	¼	2/4	¼

From the table above could seen that students' score in the lowest 75

in pre test experiment class is four students is one students in post test. Then

until in the higest score in pre test experiment class is four students and is four

students in post test. Aboe could seen that students' score in the lowest 75 in

pre test control class is two students and one students for post test. Then until

in the higest score in four students in pre test and four students in post test.

Next, to know the category of how far the effect of using simple

picture media on the student's ability in learning prepositional phrase, it

would be interpreted from the table below:

Table 19

The Table coefficient effect of interpretation

Coefficient interval	Effect level
0.00 – 0.20	Very low
0.20 – 0.40	Low

0.40 – 0.70	Enough
0.70 – 0.90	High
0.90 – 1.00	Very high

To know the effect of using picture on the students ability in learning prepositional phrases, t_0 minimized t_s (3.75-2.70 is 1.05) . Next, the result of it interpreted to above table.

So that, The effect of using picture on the student's ability in learning prepositional phrases at grade VIII SMP N 1 SIABU is categorized in high.

There were many steps to analysis data, they were :

a) The first steps, to find average score each class.

- The average score of experimental class.

$$M_1 = \frac{Y_1^2}{Y_1}$$

$$= \frac{1775}{165}$$

$$= 10.7$$

- The average score of control class.

$$M_1 = \frac{Y_2^2}{Y_2}$$

$$= \frac{1000}{120}$$

$$= 8.33$$

b) The second steps, to find deviationscore each class.

- The deviation score of experimental class

$$\Sigma_{X1} = \Sigma Y_1{}^2 - \frac{(\Sigma Y_1)^2}{n_1}$$

$$= 1775 - \frac{(165)^2}{20}$$

$$= 1775 - \frac{2722}{20}$$

$$= 1775 - 136.1$$

$$= 1.638$$

- The deviation score of control class

$$\Sigma_{X2} = \Sigma Y_2{}^2 - \frac{(\Sigma Y_2)^2}{n_2}$$

$$= 1000 - \frac{(120)^2}{20}$$

$$= 1000 - \frac{14400}{20}$$

$$= 1000 - 720$$

$$= 280$$

c) The third step, to use the formulation of T-test

Table 20

List of Score

No	Symbol	Score

1.	M_1	10.7
2.	M_2	8,33
3.	$X_1{}^2$	1,638
4.	$X_2{}^2$	280
5.	n_1	20
6.	n_2	20

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\Sigma X_1 + \Sigma X_2{}^2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

$$= \frac{10.7 - 8.33}{\sqrt{\left(\dfrac{1.638 + 280}{20 + 20 - 2}\right)\left(\dfrac{1}{20} + \dfrac{1}{20}\right)}}$$

$$= \frac{2.37}{\sqrt{\left(\dfrac{281.63}{38}\right)\left(\dfrac{2}{20}\right)}}$$

$$= \frac{2.37}{\sqrt{7.411\left(\dfrac{2}{20}\right)}}$$

$$= \frac{2.37}{\sqrt{\left(\dfrac{14.82}{20}\right)}}$$

$$= \frac{2.37}{\sqrt{0.74}} = \frac{2.37}{0.86}$$

$t0 = 2.74$

d. $b = (n_{1+} n_{2-} 2) = 20+20 - 2 = 38$. Next, did test missing one.

In the appendix X the score ts $0.05 = 2.75$ and ts $0.01 = 2.02$ $t_0 = 3.75$ ($3.75 > 2.70 > 2.02$). It means that there was a significant effect of using picture on the students ability in learning prepositional phrases at grade VIII SMP N 1 SIABU".

C. Hypothesis Testing

The hypothesis of research was "There was a significant effect of picture on the students' ability in learning prepositional pharases". Based on the collected data, the data had been analyzed to prove hypothesis by using formula of T-test.

D. DISCUSSION

Based on the theory and related findings, the researcher discussed the result of this research and compared with related findings. The first, The result of this research said that there is correlation between preposition and building sentences Mastery. Beside that this research also related to Yesrida[1] the title of research was students ablity in building sentences by using preposition at SMA Negeri Gunung Tuleh was 53.71%. So, the category of interpretation and classification is enough. The second researcher related to Siti Awan

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[1]Yesrida. *An Analysis Of Students Ability In Building Sentences By Using Preposition,* Padangsidimpuan 2012

Nasution,[2] the result that the result of the students' ability in using prepositional phrase was enough categories it was 69.5%. The third by the journal to Heri Marzuki[3], the result of students Vocabulary Mastery by Using Picture Media at the Third Grade of Sdn 010 Kepenuhan was enough categories 56.80%

If the research mentioned above research about students mastery in forming or building sentences, the research in this research interested to do a research about The Effect of using Pictureon the Student's Ability in Learning Prepositional Phrases, mean score of the students' ability in pre test in experimental class was 86.4 and pre test in control class was 89.4. therefore, the mean score in the post test in experimental class was 90.4 and post test in control class was 91.4 at grade VIII SMP N 1 Siabu.

E. Treats of the Research

The researcher found the treat of this research as follows; the first, the students needed more time for answering the test, the second, the students are noisy and lack of serious while teaching and learning process. So, it can disturb the concentration of the others, the third, three are some students that lack of serious to answer the test in pre-test and post-test. It can be the threat

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[2]Siti Awan Nasution, *The Result of the Student's Ability by Using Prepositional Phrase SMPN 4 Hutaraja Tinggi sosa in 2006/2007 Academic Year* (Padangsidimpuan: Universitas Muhammadiyah Tapanuli Selatan, 2007)

[3]Heri Marzuki, *Vocabukary Mastery by Using Pictures Media at the Third Grade of Sdn 010 Kepenuhan,*Universitas Pasir Pengaraian 2015

of the research. So, the researcher can not reach the validity of trustworthiness

data.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents three parts. Those are

Conclusionand suggestion. Each part is described as follows:

A. Conclusions

Based on the accounting result of the research, so the conclusion thatLearning prepositional phrases could to the effect of using picture on the students ability at grade VIII SMPN 1 Siabu.

B. Suggestions

After conveying theconclusion the researcher has suggestion for English teacher, further researcher and the students.

1. English Teacher

Using simple Picture Media In learning prepositional phrase, it can help the English teachers to vary their way of teaching English to attract students' attention to the lesson

2. Further Researcher

Further researcher are recommended to use Picture media on the students' ability in learning prepositional phrase.with different ways to see how far its effectiveness in using picture.

3. English Student

       Through using picture, the students can solve their difficulties in learning and propositional phrases. It also improves students' ability, motivation and attention.

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Appendix I

Name :

Class :

A. Pengantar

1. Instrumen ini untuk menjaring data siswa / i tentang kemampuan mereka didalam membedakan preposition of place dan preposition of time. Oleh sebab itu jawaban sesuai dengan kemampuan anda.

2. Jawaban anda tidak mempengaruhi kedudukan anda disekolah ini.

3. Jawaban anda akan dijaga kerahasiaannya.

B. Petunjuk

1. Bacalah petunjuk ini dengan seksama.

2. Jawablah pertanyaan dari nomor 1-20 pada lembar yang tersedia dengan benar.

3. Apabila soal pertanyaan kurang jelas, dapat ditanyakan langsung pada pengawas.

4. Waktu tersedia hanya 60 menit.

A. Complete the sentence with the proposition based on the picture.

1. The cat sits _____
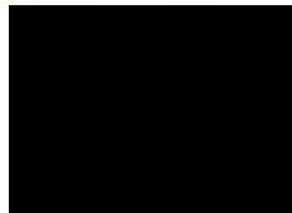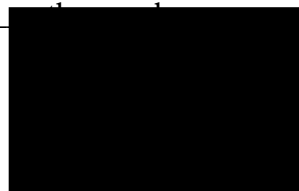
2. The apple is _____ the table.

3. The apple is _____ the box.

4. The apple is _____ the box.

B. Complete the sentences with the preposition based on the picture.

5. Ali and other peoplesgo pray_____ the mosque.

6. The three cars is _____ the truck car.

E. Complete the sentences with the preposition based on the picture

7. The cat is _____ the ball blue.

8. The woman is standing_____the crate.

9. A chicken shelter _____ A tree.

10. Wall clock is _____ the couch.
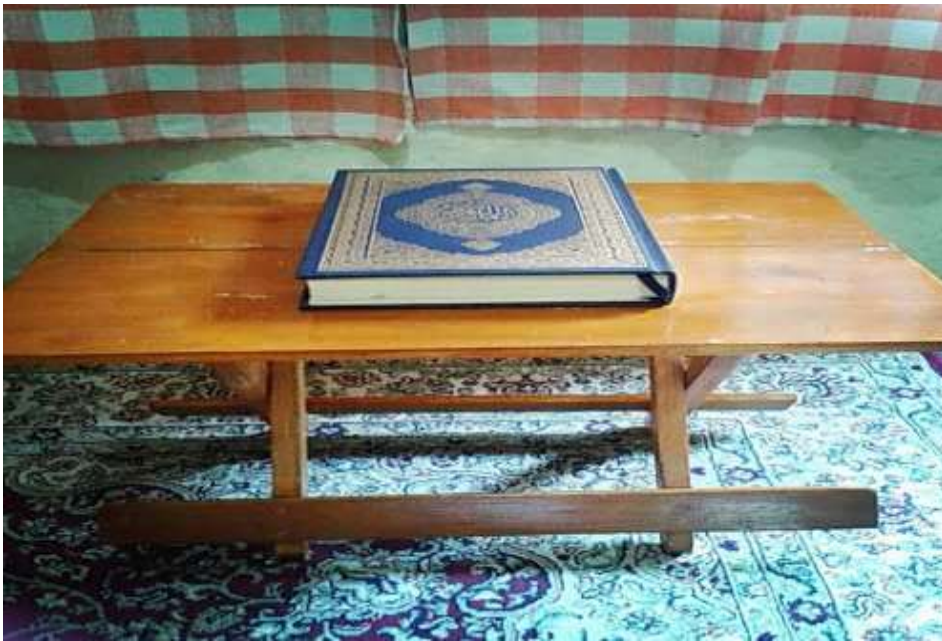
11. The Qur'an is _____ the table.

12. The bird are _____ the street.

13. The beetle is _____ the flower.

F. Complete the blank sentences with the prepositon of time.

14. I live_____ Panyabungan.

15. Rini watched television _____ two hours last night.

16. My birthday is_____ March 29.

17. I will invite you dinner _____ my house tomorrow.

18. I go to school_____motorcycle.

19. I have not seen him _____ last night.

20. I will go to office _____ breakfast.

Appendix II

Name   :

Class   :

C. Pengantar

4. Instrumen ini untuk menjaring data siswa / i tentang kemampuan mereka didalam membedakan preposition of place dan preposition of time. Oleh sebab itu jawaban sesuai dengan kemampuan anda.

5. Jawaban anda tidak mempengaruhi kedudukan anda disekolah ini.

6. Jawaban anda akan dijaga kerahasiaannya.

D. Petunjuk

5. Bacalah petunjuk ini dengan seksama.

6. Jawablah pertanyaan dari nomor 1-20 pada lembar yang tersedia dengan benar.

7. Apabila soal pertanyaan kurang jelas, dapat ditanyakan langsung pada pengawas.

8. Waktu tersedia hanya 60 menit

POST TEST

C. Complete the sentence with the proposition based on the picture.

1. The black white ball _____ the box

2. My nice ball _____ the box

3. Wow...., The sweety girl stund up _____ the box

4. I save my nice ball_____ the box

5. A fan is_____the laptop.

6. I like the pink cake, it is in the _____ the yellow cakes.

7. The cat stund up _____ the corner of sofa.
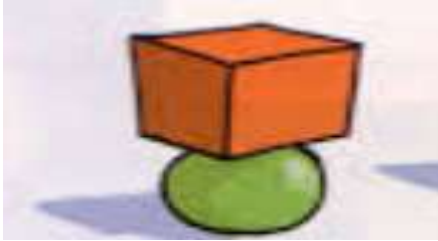
8. The green ball is_____the box.

9. The pink cake _____ the box is mine

10. Whose pink cake _____ the box?

11. The ball_____ the box

12. Look at the ball, where is it? The ball is _____ the table

13. The Qur'an is_____the table

14. The cake _____ , the both of cake is mine.

15. The blackwhite ball _____ to the box

B. Complete the blank sentences with the prepositon of time.

16. The scholl will close _____ two weeks because something problems

17. They are will be merried_____ Monday in this week.

18. I will invite you _____ my brithday tomorrow

19. I never go on vocation _____ 2015.

20. I accepted a present yeasterday, that is _____ my best friend

Appendix 6

Validity of Pre- Test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Xt	Xt²
1	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	17	289
2	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	21	441
3	1	1	1	1	0	0	1	0	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	1	1	18	324
4	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	9	81
5	1	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	11	121
6	1	1	1	1	1	0	1	0	0	0	1	1	0	1	0	0	1	0	1	1	1	1	0	0	0	16	256
7	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	21	441
8	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	8	64
9	1	1	1	1	0	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	17	289
10	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	22	484
11	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	22	484
12	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	1	1	1	1	0	1	0	19	361
13	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	6	36
14	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	22	484
15	0	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	18	324
16	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	19	361
17	0	1	1	0	0	0	0	1	0	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	0	14	196
18	0	1	0	0	1	0	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	1	0	1	1	14	196
19	0	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	1	0	0	1	14	196
20	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	17	289
N = 20	20	21	18	15	18	7	7	14	21	18	20	10	20	21	19	16	16	12	19	20	23	25	5	12	16	∑xt = 475	∑xt²= 8013
P	0,5	0,7	0,6	0,3	0,4	0,5	0,7	0,3	0,5	0,7	0,7	0,6	0,2	0,7	0,6	0,6	0,5	0,5	0,5	0,6	0,6	0,6	0,6	0,5	0,4		
Q	0,2	0,3	0,3	0,1	0,2	0,2	0,3	0,1	0,2	0,3	0,3	0,3	0,1	0,3	0,3	0,3	0,2	0,2	0,2	0,3	0,3	0,3	0,3	0,2	0,2		

Appendix 10

Table Validity of Pre- Test

Number of Item	M_p	M_t	SD_t	P	Q	$r_{pbi=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$	r_t on 5% significant	Interpretation
1.	15.88	14.40	4.38	0.6	0.4	0.411	0.381	Valid
2.	15.50	14.40	4.38	0.7	0.3	0.382	0.381	Valid
3.	16.64	14.40	4.38	0.5	0.5	0.511	0.381	Valid
4.	16.76	14.40	4.38	0.5	0.5	0.538	0.381	Valid
5.	14.00	14.40	4.38	0.7	0.3	0.138	0.381	Invalid
6.	14.75	14.40	4.38	0.1	0.9	0.260	0.381	Invalid
7.	16.00	14.40	4.38	0.2	0.8	0.182	0.381	Invalid
8.	14.75	14.40	4.38	0.4	0.6	0.064	0.381	Invalid
9.	15.50	14.40	4.38	0.7	0.3	0.382	0.381	Valid
10.	16.11	14.40	4.38	0.6	0.4	0.475	0.381	Valid
11.	15.88	14.40	4.38	0.7	0.3	0.512	0.381	Valid
12.	14.14	14.40	4.38	0.2	0.8	-0.029	0.381	Invalid
13.	16.11	14.40	4.38	0.6	0.4	0.475	0.381	Valid
14.	14.94	14.40	4.38	0.7	0.3	0.639	0.381	Valid
15.	16.35	14.40	4.38	0.6	0.4	0.542	0.381	Valid
16.	16.40	14.40	4.38	0.6	0.4	0.556	0.381	Valid
17.	16.71	14.40	4.38	0.5	0.5	0.527	0.381	Valid
18.	16.54	14.40	4.38	0.5	0.5	0.488	0.381	Valid
19.	15.77	14.40	4.38	0.7	0.3	0.474	0.381	Valid
20.	16.27	14.40	4.38	0.7	0.3	0.647	0.381	Valid
21.	16.00	14.40	4.38	0.8	0.2	0.730	0.381	Valid
22.	16.10	14.40	4.38	0.8	0.2	0.776	0.381	Valid
23.	19.75	14.40	4.38	0.1	0.9	0.402	0.381	Valid
24.	16.63	14.40	4.38	0.4	0.6	0.413	0.381	Valid
25.	16.06	14.40	4.38	0.6	0.4	0.416	0.381	Valid

Appendix 8

Validity of Post- Test

NO	NO ITEMS																									Xt	Xt²
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	15	225
2	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	17	289
3	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	19	361
4	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	15	225
5	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
6	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	17	289
7	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	4	16
8	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	14	196
9	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	20	400
10	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	0	1	0	0	16	256
11	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	6	36
12	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	0	17	289
13	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	0	1	16	256
14	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	0	1	1	0	1	17	289
15	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	21	441
16	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	4	16
17	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	0	0	16	256
18	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	20	400
19	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	22	484
20	1	1	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	16	256
N=20	20	19	21	19	10	15	13	22	18	18	22	19	22	14	17	19	19	14	10	8	8	15	19	17	11	∑xt = 408	∑xt²= 7294
P	0.8	0.8	0.8	0.8	0.4	0.6	0.5	0.9	0.7	0.7	0.9	0.8	0.9	0.6	0.7	0.8	0.8	0.6	0.4	0.3	0.3	0.6	0.8	0.7	0.4		
Q	0.2	0.2	0.2	0.2	0.6	0.4	0.5	0.1	0.3	0.3	0.1	0.2	0.1	0.4	0.3	0.2	0.2	0.4	0.6	0.7	0.7	0.4	0.2	0.3	0.6		

Appendix 11

Table Validity of Post- Test

Number of Item	M_p	M_t	SD_t	p	Q	$r_{pbi=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$	$r_t$on 5% significant	Interpretation
1.	17.40	16.32	5.04	0.8	0.2	0.428	0.381	Valid
2.	17.31	16.32	5.04	0.8	0.2	0.392	0.381	Valid
3.	17.76	16.32	5.04	0.8	0.2	0.570	0.381	Valid
4.	17.73	16.32	5.04	0.8	0.2	0.558	0.381	Valid
5.	17.00	16.32	5.04	0.4	0.6	0.108	0.381	Invalid
6.	17.00	16.32	5.04	0.6	0.4	0.163	0.381	Invalid
7.	18.00	16.32	5.04	0.5	0.5	0.484	0.381	Valid
8.	17.90	16.32	5.04	0.9	0.1	0.939	0.381	Valid
9.	18.38	16.32	5.04	0.7	0.3	0.620	0.381	Valid
10.	17.55	16.32	5.04	0.7	0.3	0.539	0.381	Valid
11.	17.45	16.32	5.04	0.9	0.1	0.672	0.381	Valid
12.	17.89	16.32	5.04	0.8	0.2	0.662	0.381	Valid
13.	17.90	16.32	5.04	0.9	0.1	0.939	0.381	Valid
14.	16.92	16.32	5.04	0.6	0.4	0.145	0.381	Invalid
15.	18.29	16.32	5.04	0.7	0.3	0.592	0.381	Valid
16.	18.42	16.32	5.04	0.8	0.2	0.832	0.381	Valid
17.	18.36	16.32	5.04	0.8	0.2	0.808	0.381	Valid
18.	18.71	16.32	5.04	0.6	0.4	0.720	0.381	Valid
19.	15.00	16.32	5.04	0.4	0.6	-0.211	0.381	Invalid
20.	17.50	16.32	5.04	0.3	0.7	0.149	0.381	Invalid
21.	19.62	16.32	5.04	0.3	0.7	0.418	0.381	Valid
22.	18.40	16.32	5.04	0.6	0.4	0.502	0.381	Valid
23.	18.42	16.32	5.04	0.8	0.2	0.832	0.381	Valid
24.	17.82	16.32	5.04	0.7	0.3	0.448	0.381	Valid
25.	19.45	16.32	5.04	0.4	0.6	0.504	0.381	Valid

Appendix 12

Calculation of $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Pre Test

A. Calculation of Pre Test

1. Means score from score total (M_t)

$$M_t = \frac{\Sigma X_t}{N}$$

$$M_t = \frac{360}{20} = 14.40$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\Sigma X_t^2}{N} - \left(\frac{\Sigma x_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{5664}{20} - \left(\frac{360}{20}\right)^2}$$

$$SD_t = \sqrt{226.56 - 14.40^2}$$

$$SD_t = \sqrt{226.56 - 207.36} = \sqrt{19.2} = 4.38$$

3. Means Score (M_p)

Item 1 $M_{p1} = \dfrac{\text{the total of students score that true item answer}}{n1}$

$$M_{p1} = \frac{15+20+16+5+10+14+18+15+19+21+17+20+18+15+17+15+15}{17}$$

$$M_{p1} = \frac{270}{17} = 15.88$$

Item 2 $M_{p2} = \dfrac{\text{the total of students score that answer true item}}{n2}$

$$M_{p2} = \frac{16+20+18+14+15+16+21+19+17+14+20+18+12+12+12+15+17+15+15}{19}$$

$$M_{p2} = \frac{286}{19} = 15.50$$

Item 3 $M_{p3} = \dfrac{\text{the total of students score that answer true item}}{n3}$

$$M_{p3} = \frac{20+16+14+18+15+19+21+17+20+16+12+17+15+13}{14}$$

$$M_{p3} = \frac{233}{14} = 16.64$$

Item 4 $M_{p4} = \dfrac{\text{the total of students score that answer true item}}{n4}$

$$M_{p4} = \frac{20+16+10+14+18+15+19+21+17+20+16+17+15}{13}$$

$$M_{p4} = \frac{218}{13} = 16.76$$

Item 5 $M_{p5} = \dfrac{\text{the total of students score that answer true item}}{n5}$

$$M_{p5} = \frac{15+20+5+10+14+18+6+19+21+17+4+20+16+12+12+15+15+13}{18}$$

$$= \frac{252}{18} = 14.00$$

Item 6 $M_{p6} = \dfrac{\text{the total of students score that answer true item}}{n6}$

$$M_{p6} = \frac{19+16+18+15}{4}$$
$$= \frac{59}{4} = 14.75$$

Item 7 $M_{p7} = \dfrac{\text{the total of students score that answer true item}}{n7}$

$$M_{p7} = \frac{16+14+17+18+15}{5}$$
$$= \frac{80}{5} = 16.00$$

Item 8 $M_{p8} = \dfrac{\text{the total of students score that answer true item}}{n8}$

$$M_{p8} = \frac{10+20+6+18+15+19+21+17+12+12+12+15}{12}$$
$$M_{p8} = \frac{177}{12} = 14.75$$

Item 9 $= \dfrac{\text{the total of students score that answer true item}}{n9}$

$$M_{p9} = \frac{15+20+5+10+18+6+15+19+21+20+16+18+12+12+15+17+15+15}{18}$$
$$= \frac{279}{18} = 15.50$$

Item 10 $M_{p10} = \dfrac{\text{the total of students score that answer true item}}{n10}$

$$M_{p10} = \frac{15+20+18+16+19+21+17+16+18+12+12+15+17+15+15+15+13}{17}$$
$$M_{p10} = \frac{274}{17} = 16.11$$

Item 11 $M_{p11} = \dfrac{\text{the total of students score that answer true item}}{n11}$

$$M_{p11} = \frac{16+10+14+12+15+17+15}{7}$$
$$M_{p11} = \frac{99}{7} = 14.14$$

Item 12 $M_{p12} = \dfrac{\text{the total of students score that answer true item}}{n12}$

$$M_{p12} = \frac{15+20+16+5+14+15+21+17+20+16+18+12+12+17+15+15+15+13}{18}$$
$$M_{p12} = \frac{286}{18} = 15.88$$

Item 13 $M_{p13} = \dfrac{\text{the total of students score that answer true item}}{n13}$

$$M_{p13} = \frac{15+20+16+18+19+21+17+16+18+12+12+15+17+15+15+15+13}{17}$$
$$M_{p13} = \frac{274}{17} = 16.11$$

Item 14 $M_{p14} = \dfrac{\text{the total of students score that answer true item}}{n14}$

$$M_{p14} = \frac{20+15+16+5+10+14+18+6+19+15+21+4+20+16+18+12+12+15+15+13}{19}$$

$$M_{p14} = \frac{284}{19} = 14.94$$

Item 15 $M_{p15} = \dfrac{\text{the total of students score that answer true item}}{n15}$

$$M_{p15} = \frac{20+15+18+15+19+21+17+20+18+16+12+12+17+15+15+15+13}{17}$$

$$M_{p15} = \frac{278}{17} = 16.35$$

Item 16 $M_{p16} = \dfrac{\text{the total of students score that answer true item}}{n23}$

$$M_{p16} = \frac{15+20+18+19+21+17+20+16+18+12+12+15+15+15+13}{15}$$

$$M_{p16} = \frac{246}{17} = 16.40$$

Item 17 $M_{p17} = \dfrac{\text{the total of students score that answer true item}}{n17}$

$$M_{p17} = \frac{20+15+14+18+19+15+21+20+18+12+17+15+15+15}{14}$$

$$M_{p17} = \frac{234}{14} = 16.71$$

Item 18 $M_{p18} = \dfrac{\text{the total of students score that answer true item}}{n18}$

$$M_{p18} = \frac{20+15+18+21+20+16+12+15+17+15+13}{11}$$

$$M_{p18} = \frac{182}{11} = 16.54$$

Item 19 $M_{p19} = \dfrac{\text{the total of students score that answer true item}}{n19}$

$$M_{p19} = \frac{16+14+18+6+15+19+21+17+4+20+18+16+17+15+15+15+15+13}{18}$$

$$M_{p19} = \frac{284}{18} = 15.77$$

Item 20 $M_{p20} = \dfrac{\text{the total of students score that answer true item}}{n20}$

$$M_{p20} = \frac{20+15+16+14+18+15+19+21+17+20+16+12+17+15+15+15+15+13}{18}$$

$$M_{p20} = \frac{293}{18} = 16.27$$

Item 21 $M_{p21} = \dfrac{\text{the total of students score that answer true item}}{n21}$

$$M_{p21} = \frac{20+15+16+14+18+15+19+21+17+20+18+16+12+12+12+15+17+15+15+13}{20}$$

$$M_{p21} = \frac{320}{20} = 16.00$$

Item 22 $M_{p22} = \dfrac{\text{the total of students score that answer true item}}{n22}$

$$M_{p22} = \dfrac{\substack{20+15+16+14+18+15+19+21+17+20+18+16+12+12+12+15+17+\\15+15+15}}{20}$$

$$M_{p22} = \dfrac{322}{20} = 16.10$$

Item 23 $M_{p23} = \dfrac{\text{the total of students score that answer true item}}{n16}$

$$Mp_{23} = \dfrac{5+21+20+18+15}{4}$$

$$M_{p23} = \dfrac{79}{4} = 19.75$$

Item 24 $M_{p24} = \dfrac{\text{the total of students score that answer true item}}{n24}$

$$M_{p24} = \dfrac{20+16+19+21+17+20+18+12+12+15+13}{11}$$

$$M_{p24} = \dfrac{183}{11} = 16.63$$

Item 25 $M_{p25} = \dfrac{\text{the total of students score that answer true item}}{n25}$

$$M_{p25} = \dfrac{20+15+16+10+19+21+20+16+18+12+12+15+17+15+15}{15}$$

$$M_{p25} = \dfrac{241}{15} = 16.06$$

4. Calculation of the Formulation $r_{pbi= \frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$

Item 1 $r_{pbi= \frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$

$$r_{pbi} = \dfrac{15.88-14.40}{4.38}\sqrt{\dfrac{0.6}{0.4}}$$

$$r = \dfrac{1.48}{4.38}\sqrt{1.5}$$

$$r = 0.337 \text{ x } 1.22 = 0.411$$

Item 2 $r_{pbi} = \dfrac{15.50-14.40}{4.38}\sqrt{\dfrac{0.7}{0.3}}$

$$r = \dfrac{1.1}{4.38}\sqrt{2.33}$$

$$r = 0.251 \text{ x } 1.52 = 0.382$$

Item 3 $r_{pbi} = \dfrac{16.64-14.40}{4.38}\sqrt{\dfrac{0.5}{0.5}}$

$$r = \dfrac{2.24}{4.38}\sqrt{1}$$

$$r = 0.511 \text{ x } 1 = 0.511$$

Item 4 $r_{pbi} = \dfrac{16.76-14.40}{4.38} \sqrt{\dfrac{0.5}{0.5}}$

$\qquad r = \dfrac{2.36}{4.38} \sqrt{1}$

$\qquad r = 0.538 \text{ x } 1 = 0.538$

Item 5 $r_{pbi} = \dfrac{14.00-14.40}{4.38} \sqrt{\dfrac{0.7}{0.3}}$

$\qquad r = \dfrac{-0.4}{4.38} \sqrt{2.33}$

$\qquad r = -0.091 \text{ x } 1.52 = 0.138$

Item 6 $r_{pbi} = \dfrac{14.75-14.40}{4.38} \sqrt{\dfrac{0.1}{0.9}}$

$\qquad r = \dfrac{0.35}{4.38} \sqrt{0.11}$

$\qquad r = 0.079 \text{ x } 0.33 = 0.260$

Item 7 $r_{pbi} = \dfrac{16.00-14.40}{4.38} \sqrt{\dfrac{0.2}{0.8}}$

$\qquad r = \dfrac{0.6}{4.38} \sqrt{0.25}$

$\qquad r = 0.365 \text{ x } 0.5 = 0.182$

Item 8 $r_{pbi} = \dfrac{14.75-14.40}{4.38} \sqrt{\dfrac{0.4}{0.6}}$

$\qquad r = \dfrac{0.35}{4.38} \sqrt{0.66}$

$\qquad r = 0.079 \text{ x } 0.812 = 0.064$

Item 9 $r_{pbi} = \dfrac{15.50-14.40}{4,38} \sqrt{\dfrac{0.7}{0.3}}$

$\qquad r = \dfrac{1.1}{4,38} \sqrt{2.33}$

$\qquad r = 0.251 \text{ x } 1.52 = 0.382$

Item 10 $r_{pbi} = \dfrac{16.11-14.40}{4.38} \sqrt{\dfrac{0.6}{0.4}}$

$\qquad r = \dfrac{0.71}{4.38} \sqrt{1.5}$

$\qquad r = 0.390 \text{ x } 1.22 = 0.475$

Item 11 $r_{pbi} = \dfrac{14.14-14.40}{4.38} \sqrt{\dfrac{0.2}{0.8}}$

$\qquad r = \dfrac{-0.26}{4.38} \sqrt{0.}25$

$\qquad r = -0.059 \text{ x } 0.5 = -0.029$

Item 12 $r_{pbi} = \dfrac{15.88-14.40}{4.38} \sqrt{\dfrac{0.7}{0.3}}$

$\qquad r = \dfrac{1.48}{4.38} \sqrt{2.33}$

$\qquad r = 0.337 \text{ x } 1.52 = 0.512$

Item 13 $r_{pbi} = \frac{16.11 - 14.40}{4.38} \sqrt{\frac{0.6}{0.4}}$

$r = \frac{0.71}{4.38} \sqrt{1.5}$

$r = 0.390 \times 1.22 = 0.475$

Item 14 $r_{pbi} = \frac{14.94 - 14.40}{4.38} \sqrt{\frac{0.7}{0.3}}$

$r = \frac{1.54}{4.38} \sqrt{2.33}$

$r = 1.421 \times 1.52 = 0.639$

Item 15 $r_{pbi} = \frac{16.35 - 14.40}{4.38} \sqrt{\frac{0.6}{0.4}}$

$r = \frac{1.95}{4.38} \sqrt{1.5}$

$r = 0.445 \times 1.22 = 0.542$

Item 16 $r_{pbi} = \frac{16.40 - 14.40}{4.38} \sqrt{\frac{0.6}{0.4}}$

$r = \frac{2}{4.38} \sqrt{1.5}$

$r = 0.456 \times 1.22 = 0.556$

Item 17 $r_{pbi} = \frac{16.71 - 14.40}{4.38} \sqrt{\frac{0.5}{0.5}}$

$r = \frac{2.31}{4.38} \sqrt{1}$

$r = 0.527 \times 1 = 0.527$

Item 18 $r_{pbi} = \frac{16.54 - 14.40}{4.38} \sqrt{\frac{0.5}{0.5}}$

$r = \frac{2.14}{4.38} \sqrt{1}$

$r = 0.488 \times 1 = 0.488$

Item 19 $r_{pbi} = \frac{15.77 - 14.40}{4.38} \sqrt{\frac{0.7}{0.3}}$

$r = \frac{1.37}{4.38} \sqrt{2.33}$

$r = 0.312 \times 1.52 = 0.474$

Item 20 $r_{pbi} = \frac{16.27 - 14.40}{4.38} \sqrt{\frac{0.7}{0.3}}$

$r = \frac{1.87}{4.38} \sqrt{2.33}$

$r = 0.426 \times 1.52 = 0.647$

Item 21 $r_{pbi} = \frac{16.00 - 14.40}{4.38} \sqrt{\frac{0.8}{0.2}}$

$r = \frac{1.6}{4.38} \sqrt{4}$

$r = 0.365 \times 2 = 0.730$

Item 22 $r_{pbi} = \frac{16.10 - 14.40}{4.38} \sqrt{\frac{0.8}{0.2}}$

$$r = \frac{1.7}{4.38} \sqrt{4}$$
r = 0.388 x 2 = 0.776

Item 23 $r_{pbi} = \frac{19.75 - 14.40}{4.38} \sqrt{\frac{0.1}{0.9}}$

$r = \frac{1.4}{4.38} \sqrt{0.11}$

r = 0.221 x 0.33 = 0.402

Item 24 $r_{pbi} = \frac{16.63 - 14.40}{4.38} \sqrt{\frac{0.4}{0.6}}$

$r = \frac{2.23}{4.38} \sqrt{0.66}$

r = 0.509 x 0.812 = 0.413

Item 25 $r_{pbi} = \frac{16.06 - 14.40}{4.38} \sqrt{\frac{0.6}{0.4}}$

$r = \frac{1.66}{4.38} \sqrt{1.5}$

r = 0.378 x 1.22 = 0.416

Appendix 13

Calculation of $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Post Test

A. **Calculation of Post-Test**

1. **Means score from score total (M_t)**

$$M_t = \frac{\Sigma X_t}{N}$$

$$M_t = \frac{408}{20} = 16.32$$

2. **Standard Deviation (SD_t)**

$$SD_t = \sqrt{\frac{\Sigma X_t^2}{N} - \left(\frac{\Sigma X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{7294}{20} - \left(\frac{408}{20}\right)^2}$$

$$SD_t = \sqrt{291.76 - 16.32^2}$$

$$SD_t = \sqrt{291.76 - 266.34} = \sqrt{28.3} = 5.04$$

3. **Means Score (M_p)**

Item 1 $M_{p1} = \dfrac{\text{the total of students score that true item answer}}{n1}$

$$M_{p1} \frac{15+17+19+15+17+14+20+16+17+16+17+21+16+20+16+15+22+16+17+22}{20}$$

$$M_{p1} = \frac{348}{20} = 17.40$$

Item 2 $M_{p2} = \dfrac{\text{the total of students score that true item answer}}{n2}$

$$M_{p2} = \frac{15+19+17+24+6+16+20+14+21+17+16+17+22+20+16+16+22+15+16}{19}$$

$$M_{p2} = \frac{329}{19} = 17.31$$

Item 3 $M_{p3} = \dfrac{\text{the total of students score that true item answer}}{n3}$

$$M_{p3} = \frac{15+19+15+17+24+17+16+20+14+16+17+17+22+16+20+22+17+22+16+15+16}{20}$$

$$M_{p3} = \frac{373}{21} = 17.76$$

Item 4 $M_{p4} = \dfrac{\text{the total of students score that true item answer}}{n4}$

$$M_{p4} = \frac{15+19+17+24+17+16+20+14+17+17+22+20+22+16+17+16+22+15+16}{19}$$

$$M_{p4} = \frac{337}{19} = 17.73$$

Item 5 $M_{p5} = \dfrac{\text{the total of students score that true item answer}}{n5}$

$$M_{p5} = \frac{15+24+4+21+22+20+4+16+22+22}{10}$$

$$M_{p5} = \frac{170}{10} = 17.00$$

Item 6 $M_{p6} = \dfrac{\text{the total of students score that true item answer}}{n6}$

$$M_{p6} = \frac{15+24+17+6+4+21+16+17+22+20+22+16+17+16+22}{15}$$

$$M_p = \frac{255}{15} = 17.00$$

Item 7 $M_{p7} = \dfrac{\text{the total of students score that true item answer}}{n7}$

$$M_{p7} = \frac{19+24+6+16+20+14+17+21+22+22+22+16+15}{13}$$

$$M_{p7} = \frac{244}{13} = 18.00$$

Item 8 $M_{p8} = \dfrac{\text{the total of students score that true item answer}}{n8}$

$$M_{p8} = \frac{15+19+17+15+24+17+16+20+14+21+16+17+17+22+16+20+22+17+22+16+15+16}{22}$$

$$M_{p8} = \frac{394}{22} = 17.90$$

Item 9 $M_{p9} = \dfrac{\text{the total of students score that true item answer}}{n9}$

$$M_{p9} = \frac{24+6+20+4+16+22+16+4+22+16}{10}$$

$$M_{p9} = \frac{150}{10} = 15.00$$

Item 10 $M_{p10} = \dfrac{\text{the total of students score that true item answer}}{n10}$

$$M_{p10} = \frac{15+19+17+24+17+20+4+17+17+16+22+20+16+22+17+16+22+15}{18}$$

$$M_{p10} = \frac{326}{18} = 17.55$$

Item 11 $M_{p11} = \dfrac{\text{the total of students score that true item answer}}{n11}$

$$M_{p11} = \frac{15+19+17+15+24+17+6+16+20+14+17+21+22+17+16+20+22+17+22+16+15+16}{20}$$

$$M_{p11} = \frac{384}{22} = 17.45$$

Item 12 $M_{p12} = \dfrac{\text{the total of students score that true item answer}}{n12}$

$$M_{p12} = \frac{15+19+17+15+24+17+16+20+14+21+17+17+22+20+16+22+17+15+16}{19}$$

$$M_{p12} = \frac{340}{19} = 17.89$$

Item 13 $M_{p13} = \dfrac{\text{the total of students score that true item answer}}{n13}$

$$M_{p13} = \frac{15+19+17+15+24+17+16+20+14+21+16+17+17+22+16+20+22+17+22+16+15+16}{20}$$

$$M_{p13} = \frac{394}{22} = 17.90$$

Item 14 $M_{p14} = \dfrac{\text{the total of students score that true item answer}}{n14}$

$M_{p14} = \dfrac{15+19+15+24+17+16+14+21+16+4+22+17+22+15}{14}$

$M_{p14} = \dfrac{237}{14} = 16.92$

Item 15 $M_{p15} = \dfrac{\text{the total of students score that true item answer}}{n15}$

$M_{p15} = \dfrac{15+19+17+24+17+20+14+21+16+17+22+17+22+17+22+15+16}{17}$

$M_{p15} = \dfrac{311}{17} = 18.29$

Item 16 $M_{p16} = \dfrac{\text{the total of students score that true item answer}}{n16}$

$M_{p16} = \dfrac{15+19+17+24+17+16+20+21+16+17+17+22+16+20+22+17+22+16+16}{19}$

$M_{p16} = \dfrac{350}{19} = 18.42$

Item 17 $M_{p17} = \dfrac{\text{the total of students score that true item answer}}{n17}$

$M_{p17} = \dfrac{17+19+17+15+24+17+16+20+17+21+17+16+22+20+22+16+17+22+16}{19}$

$M_{p17} = \dfrac{349}{19} = 18.36$

Item 18 $M_{p18} = \dfrac{\text{the total of students score that true item answer}}{n18}$

$M_{p18} = \dfrac{15+24+16+4+21+22+22+16}{8}$

$M_{p18} = \dfrac{140}{8} = 17.50$

Item 19 $M_{p19} = \dfrac{\text{the total of students score that true item answer}}{n19}$

$M_{p19} = \dfrac{17+19+24+17+20+14+21+16+17+22+16+20+22+17+22+16+15+16}{18}$

$M_{p19} = \dfrac{331}{18} = 18.38$

Item 20 $M_{p20} = \dfrac{\text{the total of students score that true item answer}}{n20}$

$M_{p20} = \dfrac{15+19+17+24+17+16+20+21+16+22+20+22+17+16}{14}$

$M_{p20} = \dfrac{262}{14} = 18.71$

Item 21 $M_{p21} = \dfrac{\text{the total of students score that true item answer}}{n21}$

$M_{p21} = \dfrac{15+24+16+21+17+22+20+22}{8}$

$M_{p21} = \dfrac{157}{8} = 19.62$

Item 22 M_{p22} $= \dfrac{\text{the total of students score that true item answer}}{n22}$

$$M_{p22} = \dfrac{15+15+24+6+20+14+21+17+17+16+22+20+22+22+15}{15}$$

$$M_{p22} = \dfrac{276}{15} = 18.40$$

Item 23 M_{p23} $= \dfrac{\text{the total of students score that true item answer}}{n23}$

$$M_{p23} = \dfrac{\substack{15+19+17+24+17+16+20+21+16+\\17+17+22+16+20+22+17+22+16+16}}{19}$$

$$M_{p23} = \dfrac{350}{19} = 18.42$$

Item 24 M_{p24} $= \dfrac{\text{the total of students score that true item answer}}{n24}$

$$M_{p24} = \dfrac{17+19+24+17+20+14+17+21+22+20+22+4+17+16+22+15+16}{17}$$

$$M_{p24} = \dfrac{303}{17} = 17.82$$

Item 25 M_{p25} $= \dfrac{\text{the total of students score that true item answer}}{n25}$

$$M_{p25} = \dfrac{15+19+17+24+20+17+16+22+20+22+22}{11}$$

$$M_{p25} = \dfrac{214}{11} = 19.45$$

4. **Calculation of the Formulation** $r_{pbi=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$

Item 1 $= r_{pbi = \frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$

$$r_{pbi} = \dfrac{17.40-16.32}{5.04}\sqrt{\dfrac{0.8}{0.2}}$$

$$r = \dfrac{1.08}{5.04}\sqrt{4}$$

$$r = 0.214 \text{ x } 2 = 0.428$$

Item 2 $= r_{pbi=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$

$$r_{pbi} = \dfrac{17.31-16.32}{5.04}\sqrt{\dfrac{0.8}{0.2}}$$

$$r = \dfrac{0.99}{5.04}\sqrt{4}$$

$$r = 0.196 \text{ x } 2 = 0.392$$

Item 3 $= r_{pbi=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$

$$r_{pbi} = \dfrac{17.76-16.32}{5.04}\sqrt{\dfrac{0.8}{0.2}}$$

$$r = \dfrac{1.44}{5.04}\sqrt{4}$$

$$r = 0.285 \text{ x } 2 = 0.570$$

Item 4 = $r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{17.73 - 16.32}{5.04}\sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{1.41}{5.04}\sqrt{4}$$

$$r = 0.297 \text{ x } 2 = 0.558$$

Item 5 = $r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{17.00 - 16.32}{5.04}\sqrt{\frac{0.4}{0.6}}$$

$$r = \frac{0.68}{5.04}\sqrt{0.66}$$

$$r = 0.134 \text{ x } 0.812 = 0.108$$

Item 6 = $r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{17.00 - 16.32}{5.04}\sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{0.68}{5.04}\sqrt{1.5}$$

$$r = 0.134 \text{ x } 1.22 = 0.163$$

Item 7 = $r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{18.76 - 16.32}{5.04}\sqrt{\frac{0.5}{0.5}}$$

$$r = \frac{2.44}{5.04}\sqrt{1}$$

$$r = 0.484 \text{ x } 1 = 0.484$$

Item 8 = $r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{17.90 - 16.32}{5.04}\sqrt{\frac{0.9}{0.1}}$$

$$r = \frac{1.58}{5.04}\sqrt{9}$$

$$r = 0.313 \text{ x } 3 = 0.939$$

Item 9 = $r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{15.00 - 16.32}{5.04}\sqrt{\frac{0.4}{0.6}}$$

$$r = \frac{-1.32}{5.04}\sqrt{0.66}$$

$$r = 0.261 \text{ x } 0.812 = \text{-}0.211$$

Item 10 = $r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{18.11 - 16.32}{5.04}\sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{1.79}{5.04}\sqrt{2.33}$$

$$r = 0.355 \times 1.52 = 0.539$$

Item 11 $= r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{17.45 - 16.32}{5.04}\sqrt{\frac{0.9}{0.1}}$$

$$r = \frac{1.13}{5.04}\sqrt{9}$$

$$r = 0.224 \times 3 = 0.672$$

Item 12 $= r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{17.89 - 16.32}{5.04}\sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{1.57}{5.04}\sqrt{4}$$

$$r = 0.311 \times 2 = 0.662$$

Item 13 $= r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{17.90 - 16.32}{5.04}\sqrt{\frac{0.9}{0.1}}$$

$$r = \frac{1.58}{5.04}\sqrt{9}$$

$$r = 0.313 \times 3 = 0.939$$

Item 14 $= r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{16.92 - 16.32}{5.04}\sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{0.6}{5.04}\sqrt{1.5}$$

$$r = 0.119 \times 1.22 = 0.145$$

Item 15 $= r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{18.29 - 16.32}{5.04}\sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{1.97}{5.04}\sqrt{2.33}$$

$$r = 0.390 \times 1.52 = 0.592$$

Item 16 $= r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{18.42 - 16.32}{5.04}\sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{2.1}{5.04}\sqrt{4}$$

$$r = 0.416 \times 2 = 0.832$$

Item 17 $= r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{18.36 - 16.32}{5.04}\sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{2.04}{5.04}\sqrt{4}$$
$$r = 0.404 \times 2 = 0.808$$

Item 18 $= r_{pbi=}\dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{17.50 - 16.32}{5.04}\sqrt{\frac{0.3}{0.7}}$$
$$r = \frac{1.18}{5.04}\sqrt{0.42}$$
$$r = 0.234 \times 0.64 = 0.149$$

Item 19 $= r_{pbi=}\dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{18.38 - 16.32}{5.04}\sqrt{\frac{0.7}{0.3}}$$
$$r = \frac{2.06}{5.04}\sqrt{2.33}$$
$$r = 0.408 \times 1.52 = 0.620$$

Item 20 $= r_{pbi=}\dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{18.71 - 16.32}{5.04}\sqrt{\frac{0.6}{0.4}}$$
$$r = \frac{2.39}{5.04}\sqrt{1.5}$$
$$r = 0.474 \times 1.22 = 0.720$$

Item 21 $= r_{pbi=}\dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{19.62 - 16.32}{5.04}\sqrt{\frac{0.3}{0.7}}$$
$$r = \frac{3.3}{5.04}\sqrt{0.42}$$
$$r = 0.654 \times 0.64 = 0.418$$

Item 22 $= r_{pbi=}\dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{18.40 - 16.32}{5.04}\sqrt{\frac{0.6}{0.4}}$$
$$r = \frac{1.41}{5.04}\sqrt{1.5}$$
$$r = 0.279 \times 1.5 = 0.502$$

Item 23 $= r_{pbi=}\dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{18.42 - 16.32}{5.04}\sqrt{\frac{0.8}{0.2}}$$
$$r = \frac{2.1}{5.04}\sqrt{4}$$
$$r = 0.416 \times 2 = 0.832$$

Item 24 $= r_{pbi=}\dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{17.82 - 16.32}{5.04} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{1.5}{5.04} \sqrt{2.33}$$

$$r = 0.297 \times 1.52 = 0.448$$

Item 25 $= r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{19.45 - 16.32}{5.04} \sqrt{\frac{0.4}{0.6}}$$

$$r = \frac{3.13}{5.04} \sqrt{0.66}$$

$$r = 0.621 \times 0.812 = 0.504$$

Appendix 7

Reliability of Pre- Test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Xt	Xt²
1	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	15	400
2	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	20	225
3	1	1	1	1	0	0	1	0	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	1	1	16	196
4	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5	324
5	1	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	10	225
6	1	1	1	1	1	0	1	0	0	0	1	1	0	1	0	0	1	0	1	1	1	1	0	0	0	14	49
7	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	18	100
8	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	6	36
9	1	1	1	1	0	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	15	289
10	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	19	225
11	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	21	400
12	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	1	1	1	1	0	1	0	17	400
13	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	4	25
14	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	20	400
15	0	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	16	289
16	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	18	256
17	0	1	1	0	0	0	0	1	0	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	0	12	196
18	0	1	0	0	1	0	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	1	0	1	1	12	169
19	0	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	1	0	0	1	12	144
20	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	15	289
N = 20	17	19	14	13	18	4	5	12	18	17	18	7	17	19	17	15	14	11	18	18	20	20	3	11	15	∑xt = 360	∑xt² = 5664
p	0,68	0,76	0,56	0,52	0,72	0,16	0,20	0,48	0,72	0,68	0,28	0,28	0,68	0,76	0,68	0,60	0,56	0,44	0,72	0,72	0,80	0,80	0,12	0,44	0,60		
q	0,32	0,24	0,44	0,48	0,28	0,84	0,80	0,52	0,28	0,32	0,72	0,72	0,32	0,24	0,32	0,40	0,44	0,56	0,28	0,28	0,20	0,20	0,88	0,56	0,40		
pq	0.2176	0.1824	0.2464	0.2496	0.2016	0.1344	0.16	0.2496	0.2016	0.2176	0.2016	0.2016	0.2176	0.1824	0.2176	0.24	0.2464	0.2464	0.2016	0.2016	0.16	0.16	0.1056	0.2464	0.24	5.348	∑pq

Appendix 9

Reliability of Post- Test

NO	NO ITEMS																									Xt	Xt²
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	15	225
2	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	17	289
3	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	19	361
4	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	15	225
5	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
6	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	17	289
7	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	4	16
8	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	14	196
9	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	20	400
10	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	0	1	0	0	16	256
11	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	6	36
12	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	0	17	289
13	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	0	1	16	256
14	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	0	1	1	0	1	17	289
15	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	21	441
16	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	4	16
17	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	0	0	16	256
18	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	20	400
19	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	22	484
20	1	1	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	16	256
N= 20	20	19	21	19	10	15	13	22	18	18	22	19	22	14	17	19	19	14	10	8	8	15	19	17	11	∑xt = 408	∑xt²= 7294
P	0.80	0.76	0.84	0.76	0.40	0.60	0.52	0.88	0.72	0.72	0.88	0.76	0.88	0.56	0.68	0.76	0.76	0.56	0.40	0.32	0.32	0.60	0.76	0.68	0.44		
Q	0.20	0.24	0.16	0.24	0.60	0.40	0.48	0.12	0.28	0.28	0.12	0.24	0.12	0.44	0.32	0.24	0.24	0.44	0.60	0.68	0.68	0.40	0.24	0.32	0.56		
pq	0.16	0.1824	0.1344	0.1824	0.24	0.24	0.2496	0.1056	0.2016	0.2016	0.1056	0.1824	0.1056	0.2464	0.2176	0.1824	0.1824	0.2464	0.24	0.2176	0.2176	0.24	0.1824	0.2176	0.2464	4.928	∑pq

The Score Pre-test and Post-test of exprimental Class

NO	Initial	Pre-test	Post-test	Y_2	Y_2^2
(1)	2	(3)	(4)	(5)	(6)
1	AA	75	85	10	100
2	AF	90	95	5	25
3	DE	75	85	10	100
4	ER	80	85	5	25
5	FA	85	85	0	0
6	HP	75	85	10	100
7	IKS	80	95	15	225
8	JB	95	100	5	25
9	JP	80	95	15	225
10	MF	80	95	15	225
11	MIK	75	85	10	100
12	MR	85	90	5	25
13	MN	75	80	5	25
14	NS	80	85	5	25
15	NK	80	90	10	100
16	NA	95	100	5	25
17	NZ	90	100	10	100
18	PE	85	90	10	100
19	PR	100	100	0	0
20	RH	85	95	15	225
Total				165	1775

The Score Pre-test and Post-test of Control Class

NO	Initial	Pre-test	Post-test	Y_2	Y_2^2
(1)	2	(3)	(4)	(5)	(6)
1	AA	80	85	5	25
2	AF	75	75	0	0

3	DE	80	95	15	225
4	ER	85	95	10	100
5	FA	85	90	5	25
6	HP	85	95	10	100
7	IKS	85	90	5	25
8	JB	95	100	5	25
9	JP	75	80	5	25
10	MF	80	85	5	25
11	MIK	85	90	5	25
12	MR	90	90	0	0
13	MN	75	80	5	25
14	NS	85	95	10	100
15	NK	80	90	10	100
16	NA	100	100	0	0
17	NZ	90	100	10	100
18	PE	90	95	5	25
19	PR	95	100	5	25
20	RH	90	95	5	25
Total				120	1000

APPENDIX VI

THE SCORE OF PRE-TEST EXPERIMENTAL CLASS

1. The score of pre-test experimental class from low score to high score

        75   80   80   90

        75   80   85   90

        75   80   85   95

        75   80   85   95

        75   80   85   100

2. High score = 100

3. Low score = 75

N   = 20

4. Range = High score – low score

    = 100 – 75 = 25

5. The total of lasses (BK) = 1 + 3,3 log N

    = 1 + 3,3 (log 20)

    = 1 +3,3 (1,301)

    = 1 + 4,2933

    = 5,2933

    = 5

6. Interval (i)

$$i = \frac{R}{BK} = \frac{25}{5} = 5$$

7. Mean score (x) = $\sum \frac{fixi}{fi}$

Interval	Fi	Xi	Fixi
75-80	11	75	825
85-90	6	85	510
95-100	3	95	285
i=2	20	255	1624

x = $\sum \frac{fixi}{xi} = \frac{1624}{20}$

= 81.20

THE SCORE OF PRE-TEST CONTROL CLASS

1. The score of pre-test control class from lo w score to high score

75	80	85	90
75	80	85	90
75	85	85	95
80	85	90	95
80	85	90	100

2. High score = 100

3. Low score = 75

   N   = 20

4. Range = High score – low score

   $= 100 - 75 = 25$

5. The total of lasses (BK) = 1 + 3,3 log N

   $= 1 + 3,3 (\log 20)$

   $= 1 + 3,3 (1,301)$

   $= 1 + 4,2933$

   $= 5, 2933$

   $= 5$

6. Interval (i)

   $i = \dfrac{R}{BK} = \dfrac{25}{5} = 5$

7. Mean Score (x) = $\sum \dfrac{fixi}{fi}$

Interval	Fi	Xi	Fixi
75-80	7	85	595
85-90	10	90	900
95-100	3	100	300
i=2	20	275	1795

$x = \sum \dfrac{fixi}{fi} = \dfrac{1795}{20} = 35.90$

THE SCORE OF POST-TEST EXPERIMENTAL CLASS

1. The score of post-test experimental class from low score to high score.

80	85	90	95
85	85	95	100
85	85	95	100
85	90	95	100
85	90	95	100

2. High score = 100

3. Low score = 80

   N = 20

4. Range = high score – low score

   = 100 – 80 = 20

5.

6. The total of classes (BK) = 1 + 3,3 log n

   = 1 + 3,3 (log 20)

   = 1 + 3,3 (1,301)

   = 1 + 4,2933

   = 5,2933

   = 5

7. Interval (i)

   $$i = \frac{R}{BK} = \frac{20}{5} = 4$$

8. Mean score $(x) = \sum \frac{fixi}{fi}$

Interval	Fi	Xi	Fixi
75-80	1	85	85
85-90	10	90	900
95-100	9	100	900
i=2	20	275	1885

$$x = \sum \frac{fixi}{fi} = \frac{1885}{20} = 94,25$$

THE SCORE OF POST-TEST CONTROL GROUP

1. The score of post test control class from low score to high score

75	90	95	95
80	90	95	100
80	90	95	100
85	90	95	100
85	90	95	100

2. High score = 100

3. Low score = 75

   N   = 20

4. Range = High score – low score

   $= 100 - 75 = 25$

5. The total of lasses (BK) $= 1 + 3,3 \log N$

   $= 1 + 3,3 \ (\log 20)$

   $= 1 + 3,3 \ (1,301)$

   $= 1 + 4,2933$

   $= 5,2933$

   $= 5$

6. Interval (i)

   $$i = \frac{R}{BK} = \frac{25}{5} = 5$$

7. Mean score (x) $= \sum \dfrac{fixi}{fi}$

Interval	Fi	Xi	Fixi
75-80	3	80	240
85-90	7	90	630
95-100	10	100	1000
i=2	20	270	1870

$$x = \sum \frac{fixi}{fi} = \frac{1870}{20} = 93.5$$

$$x = \sum \frac{fixi}{fi} = \frac{1870}{20} = 93.5$$

Appendix 14

Calculation Reliability Pre Test

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\Sigma pq}{S_{t^2}}\right)$$

N= 25

$\Sigma Xt = 360$

$\Sigma Xt^2 = 5664$

$\Sigma pq = 5.348$

$S_t^2 = \Sigma Xt^2 - \left(\frac{\Sigma xt}{N}\right)^2$

$= 5664 - \left(\frac{360}{25}\right)^2 = 5664 - \frac{129600}{25} = 5664 - 5184 = 480$

$S_t^2 = \frac{\Sigma Xt2}{N} = \frac{480}{25}$

$S_t^2 = 19.20$

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\Sigma pq}{S_{t^2}}\right)$$

$R_{11} = \left(\frac{25}{25-1}\right)\left(\frac{19.20-5.348}{19.20}\right) = \left(\frac{25}{24}\right)\left(\frac{13.852}{19.20}\right)$

$= (1.04)(0.72)$

$= 0.75$ ($r_{11} > 0.70$ = reliable)

Appendix 15

Reliability Post Test

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\sum pq}{S_{t^2}}\right)$$

N= 25

$\sum Xt = 408$

$\sum Xt^2 = 7294$

$\sum pq = 4.928$

$$S_t^2 = \sum Xt^2 - \left(\frac{\sum xt}{N}\right)^2$$

$$= 7294 - \left(\frac{408}{25}\right)^2 = 7294 - \frac{166464}{25} = 7294 - 6658.56 = 635.44$$

$$S_t^2 = \frac{\sum Xt2}{N} = \frac{635.44}{25}$$

$$S_t^2 = 25.4176$$

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\sum pq}{S_{t^2}}\right)$$

$$R_{11} = \left(\frac{25}{25-1}\right)\left(\frac{25.4176-4.928}{25.4176}\right) = \left(\frac{25}{24}\right)\left(\frac{20.4896}{25.4176}\right)$$

$$= (1.04)\,(0.80)$$

$$= .0.83\ (r_{11} > 0.70 = \text{reliable})$$

Instrument Key word of Pre test

1. On
2. Under
3. On
4. In
5. At
6. Under
7. Behind
8. Next to
9. In front of
10. Over
11. Above
12. Opposite
13. Near
14. In
15. For
16. On
17. In
18. By
19. Since
20. After

Instrument key word of post test

1. On
2. Under
3. On
4. In
5. Beside
6. Between
7. At
8. Under
9. Behind
10. Below
11. Next to
12. Over
13. Above
14. Opposite
15. Near
16. For
17. On
18. On
19. Since
20. From

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Kepada Yth Bapak/Ibu;
1. Eka Sustri Harida, M.Pd (Pembimbing I)
2. Yusni Sinaga, S.Pd. M. Hum (Pembimbing II)

di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggis (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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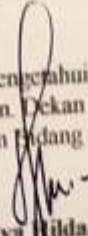Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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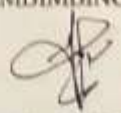**Fitri Rayani Siregar, M. Hum**
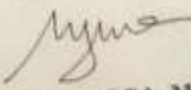NIP. 19820731 200912 2 004

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Program Studi   : Tadris/Pendidikan Bahasa Inggris
Alamat   : Sihitang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using Simple Picture Media on the Students' Ability in Learning Prepositional Phrase at Grade VIII SMP N 1 Siabu".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya

Siabu, 08 Oktober 2018

Kepala SMP Negeri 1 Siabu

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