THE STUDENTS' ABILITY IN IDENTIFYING PREPOSITIONS THROUGH DESCRIPTIVE TEXT AT GRADE VII SMP N 5 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the requirement for the Degree of Graduate English (S.Pd) in English

Written By :

MISS SUMAIYAH SAMAN
Reg. No. 15 203 00049

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Written By:

MISS SUMAIYAH SAMAN
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2019

LETTER OF AGREEMENT

Term : Munaqosyah
      a.n. Miss Sumaiyah Saman
Item : 6 (six) exemplars

Padangsidimpuan,   November 2019

To:
Dean Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan
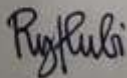
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Miss Sumaiyah Saman**, entitled *"The Students' Ability in Identifying Prepositions through Descriptive Text at Grade VII SMP N 5 Padangsidimpuan"*, 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

The name who signed here:

Name	:	MISS SUMAIYAH SAMAN
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Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI-2
The Tittle of Thesis	:	The Students' Ability in Identifying Prepositions through Descriptive Text at Grade VII SMP N 5 Padangsidimpuan

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

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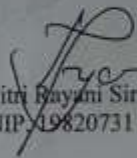MISS SUMAIYAH SAMAN
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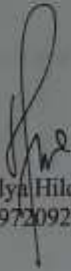
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LEGALIZATION

Thesis	:	The Students' Ability in Identifying Prepositions through Descriptive Text at Grade VII SMP N 5 Padangsidimpuan
Written By	:	MISS SUMAIYAH SAMAN
Reg. No	:	15 203 00049
Faculty/Department	:	TARBIYAH AND TEACHER TRAINING FACULTY /TBI-2

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan,   November 2019
Dean of Tarbiyah and Teacher
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Department	**: English Education Department**
Title of the Thesis	**: The Students Ability in Identifying Preposition Through Descriptive Text at Grade VII SMP N 5 Padangsidimpuan**

ABSTRACT

This research was done based on the fact of the students' problem in English grammar, the students still confused to put prepositions in the sentences and some of them failed to distinguish the use of each prepositions. Hence, the purpose of this research intended to know the students ability in identifying prepositions through descriptive text at grade VII SMP N 5 Padangsidimpuan. This research was quantitative research.

The research was done at SMP N 5 Padangsidimpuan, located at Padangmatinngi, Padangsisimpuan in academic year 2019/2020. The sample was grade VII-2. The kind of this research was quantitative research by using descriptive method. The instrument of data collection was essay test form about prepositions.

The description based on indicator preposition of time is indicator which has lowest score than indicator of preposition of place and preposition of direction. After the research was done, it was known that the students' ability in identifying prepositions through descriptive text at grade VII SMP N 5 Padanngsidimpuan could be categorized into good category, with the mean score was 62.66 %. Meanwhile the hypothesis of this research was enough so it can be learn that the hypothesis was rejected, because the mean score of the students was higher than the score of hypothesis.

Key words: Identifying, Students ability, Prepositions

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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I realized 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,   ,2019
Researcher

Miss Sumaiyah Saman
Reg. Num. 15 203 00049

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CHAPTER I
INTRODUCTION

A. Background of the Problem.

Language is a system of communication by sound, through the organ of speech and hearing among human being of certain group of communication using vocal symbol possessing arbitrary conventional meaning. Language is very important to interact for people. Language is the source of human life and power, when people know the language; the people can speak and be understood by others who know that language. Language can be said as Allah's gifts to humans, the estimated number of languages in the world varies between 6.000-7.000 languages, from the many languages there are 7 international languages namely: Arabic, English, Mandarin, Russian, Malay (included Indonesia Language), Portuguese, and Spanish.

Allah also has mentioned about it in the holy Quran surah Ar-Ruum: 22

وَمِنْ ءَايَٰتِهِۦ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ إِنَّ فِى ذَٰلِكَ لَءَايَٰتٍ لِّلْعَٰلِمِينَ ﴿٢٢﴾

Meaning:

And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.

One of International language is English. It is an international language in the world and most of countries use it as second or primary language. Indonesia, English is one of the foreign language that are provided as compulsory subject to the students of Elementary School, Junior High School, Senior High School and Higher education level. English has the basics that need to be understood include listening, speaking, reading and writing skill.

Language is considered to be an infinite set of well formulated sentences and it can be deduced by grammar, like that of mathematics or logic. Hence grammars are the theories of language composed of hypotheses of the structure of some parts of the language. Knowing a language also means identifying certain strings of sounds as meaningful words, most words in all languages are arbitrary connections of sound to meaning. So, when the people know a language, they can speak (or sign) and can be understood by others who know that language.

Grammar is the study of words, how to use in sentences, and how to change in different situations. In English, words can be considered as the

smallest elements that have distinctive meanings. Words are categorized into several types or parts of speech. This writing will offer definitions and examples for the 8 major parts of speech in English grammar: noun, pronoun, verb, adverb, adjective, conjunction, preposition,

and interjection.

Noun is the name of place, thing, idea, quality or action. Verb is a word which describes an action or a state. Adjective is a word that describes a noun, Adverb is a word which usually describes a word, it tell how something is done. Pronoun is used instead of a noun, to avoid repeating the noun. Conjunction joins two words, phrase or sentence together. Interjection is an unusual kind of word, interjection is word which expresses emotion or surprise.

Preposition is basic grammar that studied in SMP, preposition is a word that shows the relationship between two things. Preposition is a word that shows the relationship between two things. Prepositions are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. The name "preposition" (pre + position) means "place before". Prepositions usually come before another word, usually a noun or noun phrase: noun, pronoun, noun phrase and gerund (verb in -ing form). Looking at materials of preposition, the preposition is one of very basic in English grammar studied in the first semester in the grade VII at the same time they know English Might

be because of the students at grade VII lack of vocabulary, so, they still find difficulties in identifying it. Based on the reason above the researcher choose the descriptive text is an basic text that studied in grade VII. However, the text still have problem with many student especially in grade VII SMP N 5 Padangsidimpuan.

Based on the phenomenon the researcher is interested to research their ability in **The Students' Ability in Identifying Prepositions through Descriptive Text at Grade VII SMP N 5 Padangsidimpuan.**

B. **The Identification of Problems**

Based on background of the problem above, the researcher has found some problems in teaching grammar and structure especially in identifying prepositions, the students' difficulties in identifying prepositions there are:

1)   They do not know prepositions well.
2)   They can not distinguish kind of prepositions like preposition of time and Preposition of place.
3)   Most important reason is the students are in vocabulary lack, it make the students are not interest and lazy to study grammar and structure.
4)   The students are not interest to read the text, because text makes them feel boring.

Because of that it makes the students can not read well, they still make mistake in writing and unconvinced when they speak with other people. So in the four language skills they still have difficulties.

C. Limitation of the Problem

From the explanation in the background of the problem above, this research was focused on identifying prepositions thought descriptive text. And preposition divided into seven parts there are: preposition of time preposition plac, prepositions of direction or movement, preposition of Agent, preposition of Instrument, preposition of manner, preposition of Purpose, and this research only focused on: preposition of time, preposition of place and preposition of movement or direction. This research was limited to students ability in identifying prepositions through descriptive text at grade VII SMP N 5 Padangsidimpuan.

D. Formulation of the Problem

Based on limitation of problem above, the problem of the research is:

How is the students' ability in identifying prepositions through descriptive text at grade VII SMP N5 Padangsidimpuan?

E. Purpose of the Research

Based on formulation above, the purpose of this research is:

To know the students' ability in identifying prepositions through descriptive text at grade VII SMP N5 Padangsidimpuan.

F. Significances of the research

The significances of this research are:

1. For English teacher; the result of this study can be used to help teaching students'. So, the students can be easier to understand it. Hopefully, this research can be increase the students' ability in identifying prepositions through descriptive text at grade VII SMP N5 Padangsidimpuan.

2. For headmaster; in order to motivate English teacher in teaching English well especially in teaching prepositions for students.

G. Definition of the Terminologies

To avoid misunderstanding, the researcher explains some terms that were used in this research as follow:

1. Student's Ability

Student is a person who is studying at school or college. Ability is power/ skill to do something. Ability is Possible, capacity of power to do something physical or mental, cleverness, intelligence or mental power talent[1].

---

[1] A.s Homby, *Oxford Advanced Learner's Dictionary*, sixth edit (Newyork: University Press, 1995).p.2.

Based on definition above, the researcher concludes that the student's ability is a level of skill or intelligence or of qualities a person who studies in a school or in a college.

2. Identifying Prepositions

Identify is "recognize"[2]. Identify is to find or discover, so identify is recognizing or introducing the object, matter, or other type[3]. Prepositions are grammatical words or function words that mainly contribute to the grammatical structure of the sentence. Most of the common English prepositions, such as at, in, and for, are simple that is consist of one word, whereas other prepositions, consisting of more than one word, such as along with, away from, out of, are called complex prepositions. Prepositions are often used to create adverbial modifiers to give information about place or time. Many of the words described as prepositions can also be used as other parts of speech[4].

A preposition is a word that shows the relationship between nouns/pronouns and other elements of a sentence[5]. Prepositions are

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[2] Jonh M. Echole, *Kamus Inggris Indonesia* (Jakarta: PT Gramedia Pustaka Utama, 2003).p.309.

[3] A.s Homby, *Oxford Advanced Learner's….,p.672*

[4] Jayakaran Mukundan and Norwati Roslim, "Textbook Representation of Prepositions," no. December 2014 (2009), https://doi.org/10.5539/elt.v2n4p13.

[5] Ed Swick, "German Advanced and Preposition" (USA: Mc Graw Hill, 2006), https://www.pdfdrive.com/practice-makes-perfect-german-pronouns-and-prepositions-d30696492.html.

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usually short words, and they are normally placed directly in front of nouns. Prepositions as the words that help glue a sentence together. The people use preposition for expressing position and movement, possession, time and how an action is completed. In some cases, prepositions can be finding in front of gerund verbs. Indeed, several of the most frequently used words in all of English, such as of, to, for, with, on and at.

So, identifying prepositions is a skill of a person to find or discover a word of preposition.

3. Descriptive Text

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes[6].

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[6] Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives," *Journal of English Language Teaching and Applied Linguistics* 2(1) (2017): 67, https://www.researchgate.net/publication/321713274_Student's_Descriptive_Text_Writing_in_SFL_P erspectives/link/5a2cfc0f45851552ae7cc77c/download.

H. Outline of the Research

The research gives the outline of the script that will be done script paper, to help readers understand the research, as follows:

Chapter one, it consist of the background of the problem explain about background of the problem, the reason to choose this title and the problem that faced from teachers and students in the school, its explain from general to specific, Identification of the problem is discuses about problem that the researcher found in students, Limitation of the problem is discuses limited of this research, formulation of the problem mention about the explanation that become as the question, Purpose of the research is the answer the question from formulation of the problem, significances of the research for whoever this study doing, definition of Terminologies explain about the meaning of the terminologies which are used in this research, and the last is outline of the Research is explain about contains of the research.

In the chapter two, it contains about theoretical description and explains about the definition of noun and verb, kind of noun and verb and example of noun and verb. Review of related finding, conceptual framework and hypothesis.

In chapter three, the research methodology explain time and place of the research, how long the time of this research, research design, Population and sample, Instrument of collecting data, Technique of collection data, and the techniques of data analysis.

In chapter four, the Result of the Research, it talking about the analysis of data (the Result of Research), this chapter consists of description of data and limitation of the research.

And the last chapter five, chapter five is the conclusion and suggestion that the researcher gives to the reader. The conclusion include the result of the research, difficulties that faced by students to analysis preposition in descriptive text and the efforts by English teacher to overcome the difficulties that face by students, the suggestion include the suggestion from researcher to headmaster, English teacher and the reader.

Based on definitions above the mastery of the title "The students' Ability in Identifying Prepositions though Descriptive text at grade VII SMP N5 Padangsidimpuan" it is the ability of the students in identifying noun and verb include the part of speech and English grammar well so they can improve their reading, writing and speaking, so they can communication with another people well.

CHAPTER II
THEORETICAL DESCRIPTION

A. Theoretical Description

Theoretical Description is proposed way of thinking about potentially related events, it's contain built in theories, in this research, researcher draw the theoretical relates to the title such as:

1. Preposition

   According to L.G Alexander, a preposition is a word that shows the relationship between two things. A preposition must have an object (a noun or a pronoun), so it is always related to a noun: across the road, over the wall, up the hill, down the mountain[1]. Preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. The noun or pronoun which is used with a preposition is called its object[2]. It is in the Accusative case and is said to be governed by the preposition. A preposition is a word that shows the relationship between two things, it cannot be stand alone but rather take on objects. So, the words that follow the preposition are the object of the preposition.

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[1] L.G Alexander, "Longman English Grammar Practice," accessed June 18, 2019, https://www.pdfdrive.com/longman-english-grammar-practice-e10756673.html.

[2] Wren and Martin, *High School English Grammar & Composition*, lates edit (USA, 2013).p. 129

Prepositions are the subtlest and a set of small words that are of a closed class in English language. Prepositions do not accept new word easily, but they have notoriously polysemous behaviors in sentences. They are difficult to learn as most of them have different function and they do not have many rules to help in choosing the right prepositions in a particular context[3]. Some prepositions contain only one word, some others can contain two words. Regardless of the words in the preposition, the preposition function category remains the same that are stating the direction, time, reason or exception, and location.

Prepositions have been called the biggest little words in English. They are usually quite short and insignificant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show relationship between the nouns following them and one of the basic elements: subject, verb, object, or complement. The noun or pronoun following the preposition is its object. A pronoun used in this position is always an object pronoun: me, you, him, her, it, us, and them. The preposition plus its object is called the prepositional phrase[4]. Most prepositions can be changed but only for a

[3] J Saravanan, "The Use of English Prepositions: An Empirical Study," *Journal of NELTA* 19, no. 1–2 (2015): 158–68, https://doi.org/10.3126/nelta.v19i1-2.12089.

[4] George E. Wishon, *Let's Write English* (USA: Litton Education Publishing International, 1980).p.288.

few things and using prepositions in the sentence must be followed by noun.

    a. Kind of Preposition

        1) Simple Prepositions

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

           Ex: at, out, to, since, by, on, after, for

        2) Double Preposition

           Prepositions which contain two words are known as Double prepositions.

           Ex: Out of, according to, close to, due to, next to, near to

        3) Compound Prepositions

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

           Ex: about, beneath, outside, besides, around, across, within

        4) Participial Prepositions

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

           Ex: pending, considering, during, touching

        5) Phrase Prepositions

           Groups of words which are used as prepositions are known as phrase prepositions.

Ex: In front of, in place of, away from, in addition to[5].

    b. Various conceptions expressed by preposition:

       1) Preposition of Place

          Ex:

              a) Mihirsen swan across the English Channel.
              b) He slept among the trees in the forest
              c) Madhawi waited for me behind the electric pole.
              d) I went near Padma.

       2) Preposition of Time

          Ex:

              a) I received a letter by post at six O'clock.
              b) You must return before evening.
              c) He worked in the bank for two mouths.
              d) I talked to my friends till four O'clock.

       3) Preposition of Manner or method

          Ex:
              a) I earn money by teaching.
              b) We speak with our tongue.
              c) She answer the questions with care.

       4) Preposition of Possession

          Ex:
              a) Delhi is the capital of India.
              b) I loved a girl with blue eyes.
              c) She is a girl of noble family.

       5) Preposition of Reason or Purpose

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[5] Jayathi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Price Rs., 2003).p.190-192

Ex:

    a) Education is meant for character formation.
    b) He died of heart pain.
    c) Padma shivered with fear.
    d) Science is useful for mankind.
    e) He struggled for freedom of speech.

6) Preposition of Direction

Ex:

    a) He walked into the theatre.
    b) She run towards the police station.
    c) The earth moves round the sun.
    d) Madhavi went up the hill[6].

2. Ability

Ability is a mental, power or legal of someone to do something by him/her self. Hamby says ability is skill or potential of an individual in performing various tasks in a job or an assessment of one's actions. In oxford dictionary stated that ability is level of skill or intelligence[7]. Ability is a quality or being able, especially in physical, mental or legal power to perform[8]. Ability is capacity or power to do something consists of physical or mental achievement[9].

But in another statement Wood Wooth and Marqius stated that the word ability has three meaning they are:

---

[6] Jayathi Dakshina Murthy....,p.199-200
[7] A.S Homby, *oxford Advance Learner's ....,*p. 279.
[8] Merriam Webster, "Definition of Ability," accessed November 14, 2018, https://www.merriam-webster.com/dictionary/ability.
[9] Victoria Newfleldt, *Webster's New World College Dictionary* (USA: Macmilan, 1996).p.2

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

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

c. Apiitude isquality and can be expressed by especially training[10].

There are two types of ability, there are intellectual ability and physical ability, Intellectual ability is the capacity to do mental activities, thinking and reasoning and problem-solving. It commonly refers to the ability measured by performance on an intelligence test. It is also sometimes used in the context of discussing the performance of someone in an academic or real-world setting. Physical ability is the capacity to do tasks that demand stamina, desired, strength and similar characteristics. It can identify individuals who are physically able to perform the essentials function of a job without risking injury to others. So, the word ability here include to intellectual ability because the researcher want to know the mental of students in identifying preposition through descriptive text at SMP N 5 Padangsidimpuan.

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[10] H. Doughlas Brown, *Teaching by Principles and Interaction Approach to Language Pedagogy* (New Jersy: English Wood Cliffs, 2001). P. 236-238

3. Descriptive text

   a. Definition of Descriptive Text

   Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping, it can be about any topic[11]. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.

   Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event. *Description*, on the other side, is structured to describe that

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[11] Sanggam Siaham, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008).p.89

participant from its characteristics, appearances, personality, and habits or qualities[12].

So, descriptive text is the text that tells the reader about characteristic of particular thing. Like how someone look like, how something looks, taste, smell, feels and so on. When the reader read the text they can imagine the object, place or thing on their mind.

b. Generic Structure in Descriptive text

The generic structure is arrangement in writing the descriptive text that article we write in accordance with the existing rules in the descriptive text. The generic structure such as :

1) Identification: Contains the identification of terms or preliminary / the general describe of someone or things of the topic. It is a statement describing and illustrating about the topic/ theme to be described. Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description, The use of adjective and degree of comparison or adjective is advisable.

2) Description: Contains of the explained, describe of things and someone that more detail from the identification that has general describe. It is a complete description about

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[12]Eko Noprianto, Student's Descriptive Text ….p.67

the topic/ theme proposed in identification text. Description is the detail description or elaboration of the topic or theme as described in the identification.

The descriptive text will not be perfect if it is not complete with identification and description, to make a good descriptive text, we have to determine the topic descriptive text then make general describe of descriptive text. The general describe that will be make detail description.

c. Characteristic of Descriptive text

There are some characteristic of descriptive text to know whether the descriptive text or not, such as:

1) Focus on descriptive text such as the describe someone, place, animal, plant and things.

2) Using simple present tense in the text title use the detail noun phrase such as the explain about phone, hence the title of which is use not only mobile phones, but use the title samsung galaxy E5 SM-E500F.

3) Have an adjective as a noun explanations.

4) Text is try to describe things so the reader know its shape as though they are looking at what is described in the text

5) Written explanation from general to specific[13].

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[13] Evi Kasyilita, "The Efect of SQ3R Technique toward Students Reading Comprehension of Descriptive Text at Grade Seventh Students of SMP N 2 Pagarantapah Darussalam," *The British Journal of Psychiatry* 112, no. 483 (1966): 211–12, https://doi.org/10.1192/bjp.112.483.211-a.

Characteristic of Descriptive text as a guide for the students to writing their text, and easy to the reader to know whether the descriptive text or not.

d. Language Features of Descriptive text

Descriptive text often uses 'be' and 'have'. Tense which is often use is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:

1) Focus on specific participants
   (My English teacher, Andini's cat, My favorite place)
2) Use of simple present tense
3) Use of simple past tense if extinct.
4) Verbs of being and having
   'Relational Processes'.
   (My mum is really cool, she has long black hair)
5) Use of descriptive adjectives
   (strong legs, white fangs)
6) Used of detailed noun phrase to give information about the subject.
   (a very beautiful scenery, a sweet young lady, very thick fur)
7) Use of action verbs 'Material Processes'
   (It eats grass, it runs fast)
8) Use of adverbials to give additional about behavior
   (fast, at tree house)
9) Use of figurative language
   (John is as white as chalk)[14].

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[14] Mursyid, "Learning Descriptive Text," *English for Special Purposes* 3, no. 4 (1992): 1–22, https://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf.

e. The Purposes of Descriptive Text

The purposes of descriptive text as social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them. To describe person, thing or place in specific and to describe a particular person, thing or place.

When someone wants to describe something or the thing, the descriptive text is text that they use and the purpose of this text is to describe and reveal a particular thing, the goal of descriptive text is clear, namely to explain, disclose a specific object.

f. Kinds of Descriptive Text

As we know descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1) Description of people

In description of place resort to identification, an impression, or a character sketch, depending on the situation.

a) Identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b) Impression unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her.
c) Character Sketch
d) More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits.

2) Description of places

Descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described.

3) Description of things

To write a description about something, the writer must use proper nouns and effective verbs.

a) Using Proper Noun
For example: Arizona, University of Tennessee.
b) Using Effective Verb
For example: "the wind had chiseled deep grooves into the sides of the cliffs" is more

specific than "the wind had made deep grooves"[15].

To writing descriptive text about place, someone or thing the writer should have a good imagination and a good writer must be classify the title of the text into true category for easy in their writing such as the writer want to describe someone it's can category into preposition of person.

g. Example of Descriptive text

NATURAL BRIDGE NATIONAL PARK

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley.

This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural arch and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water and fire places; however, overnight camping is not permitted.

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[15] Yen Aryni, "Analysis Students' Errors Writing Descriptive Text Using Present Tense," *The British Journal of Psychiatry* 112, no. 483 (1966): 211–12, https://doi.org/10.1192/bjp.112.483.211-a.

Generic structure

Identification:
Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley.

Description:
This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural arch and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water and fire places; however, overnight camping is not permitted[16].

B. Review of Related Finding

The review of related finding is about previous study that done by other researchers in order to help the new research. It is good or bad, same or not and also used to help the researcher for a better research too.

The first thesis of Ummi Fadilah[17]. This research used quantitative research and type of research is descriptive research, there from 32 students,

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[16] Mursyid, "Learning Descriptive Text." *Learning Descriptive Text…,*p.7.
[17] Ummi Fadilah, "The Students' Ability InIdentifying Pronoun in News Item Text at Grade X MAN Panyabungan Kabupaten Mandailing Natal" (IAIN Padangsidimpuan, 2017).

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at the calculation point out 12.5% of students were in enough level, 21.87% of them were in good level and 65.62% of them were in very good, after calculating and analyzing the data, the highest score of the students was 100, the lowest score was 68, the mean score was 82.37, it can be categorized into very high score and the hypothesis was accepted

The second thesis of Abdul Muiz Daulay[18]. Type of research is descriptive research, there from 28 students, the researcher got the score from the respondents was between 5 up to 70. The students got 17.5 % on giving synonym of noun, 7.14% on giving synonym of verb, 17.3% on giving synonym of adjective and got 3.5% on giving synonym of adverb, so it can be concluded that the researcher got 42.14% of giving synonyms of words. Based on above, it can be categorized into enough categories the students' difficulties on giving synonyms of words from descriptive text.

The third thesis of Herdi and Nelisa Andriana[19]. This research implemented survey design as a quantitative research. There from 55 of students from 2 classes there are class A and B as the samples in this research, after calculating the data the researcher found there are 34.55% categorized into "fair" as the biggest number of students' level. It is followed by students who 29.09% of total students as the second higher percentage. Furthermore,

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[18] Abdul Muiz Pane, "The Students' Ability on Giving Synonyms of Word from Descriptive Text at Grade VII SMP N 1 Sipirok" (IAIN Padangsidimpuan, 2017).

[19] Herdi Herdi and Nelisa Andriana, "A Study on the Students' Ability in Using Preposition of Direction," *ELT-Lectura* 4, no. 2 (2017): 70–77, https://doi.org/10.31849/elt-lectura.v4i2.826.

for students who got score categorized into "very good", it is only about 18.18% of total number of students. Meanwhile the lowest percentage is in "poor and bad" level which have the same percentage, it is 9.09%. And this research, the researcher got 66.47, it can be categorized into good categories

The fourth thesis of Wahyu Afandi, Jufrizal and Don Narius[20], this research implemented survey design as a quantitative research. There from 32 of students as the samples in this research, in this research there is no student got excellent grade. Then there were 3 students (9,4 %) in rating quality is good. 9 students (28,1 %) with the rating quality is average. After that, there were 12 students (37,5 %) with the rating quality is poor. For the rest, 8 students (25 %) the rating quality is very poor, in this research, the researcher was found that the score of the students is enough with the mean score is 49.84.

The fifth thesis of Nuraeni Komariah[21]. The kind of this research is quantitative research with real experimental method. There from 25 of students as the samples in this research, the researcher got the highest score of the Pre-Test is 86 and the lowest score is 20, so for the average of the Pre-Test is 47.84. For the Post-Test the writer resumed the higher score is 92 and the lowest score is 32, so for the average of the Post-Test is 69.84. So, it could be

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[20] Jufrizal and Don Narius Wahyu Afandi, "The Ability of the Third Grade Students in Using Different Kind of Prepositions :A Descriptive Study at SMA N 1 Sungai Puar," *Journal of English Language Teaching* 1 (2013), http://ejournal.unp.ac.id/index.php/jelt/article/view/2000/1709.
[21] Nuraeni Komariah, "Teaching Prepositions of Place through Contextual Teaching and Learning (An Experimental Study at the Fifth Grade of SDN Pondok Cabe Ilir III Pondok Cabe, Tangerang Selatan)," 2011, http://ejournal.unp.ac.id/index.php/jelt/article/view/2000/1709.

concluded that the researcher got 47.84 in the pre- test and got 69.84 in the post-test, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

In summary, from the previous research above, the researcher concludes that each of research is different, the researcher hopes that this research will complete and contribute previous findings. Moreover, the researcher wants to research about "The Students' Ability in Identifying Preposition through Descriptive text at Grade VII SMP N5 Padangsidimpuan"

C. Conceptual Framework

Based on the theoretical and review of related findings, the researcher make conceptual framework of this research. Grammar as a matter arbitrary pronouncements (defining 'good' and 'bad' language). For linguists, grammar is simply the collection of principles defining how to put together a sentence. One of the student's problems in learning English is grammar, especially in identifying preposition; the students don't know how to put preposition and where the preposition should put in the sentences. In this research the researcher use descriptive text for teach the students because though descriptive, it is text more interesting for students to learn English grammar, especially in learning preposition .therefore the researcher conduction a research to find out about The Students' Ability in Identifying Prepositions through Descriptive Text at grade VII SMP N 5 Padangsidimpuan.

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┌─────────────────────────────────────────────────────────┐
│           students do not know prepositions well         │
└─────────────────────────────────────────────────────────┘
                              ↓
┌─────────────────────────────────────────────────────────┐
│   Identifying preposition to students through descriptive text   │
└─────────────────────────────────────────────────────────┘
                              ↓
┌─────────────────────────────────────────────────────────┐
│ Teaching prepositions to students of grade VII SMP N5 Padangsidimpuan │
└─────────────────────────────────────────────────────────┘
                              ↓
                    ┌──────────────┐
                    │     Test     │
                    └──────────────┘
                              ↓

                            Ha
```
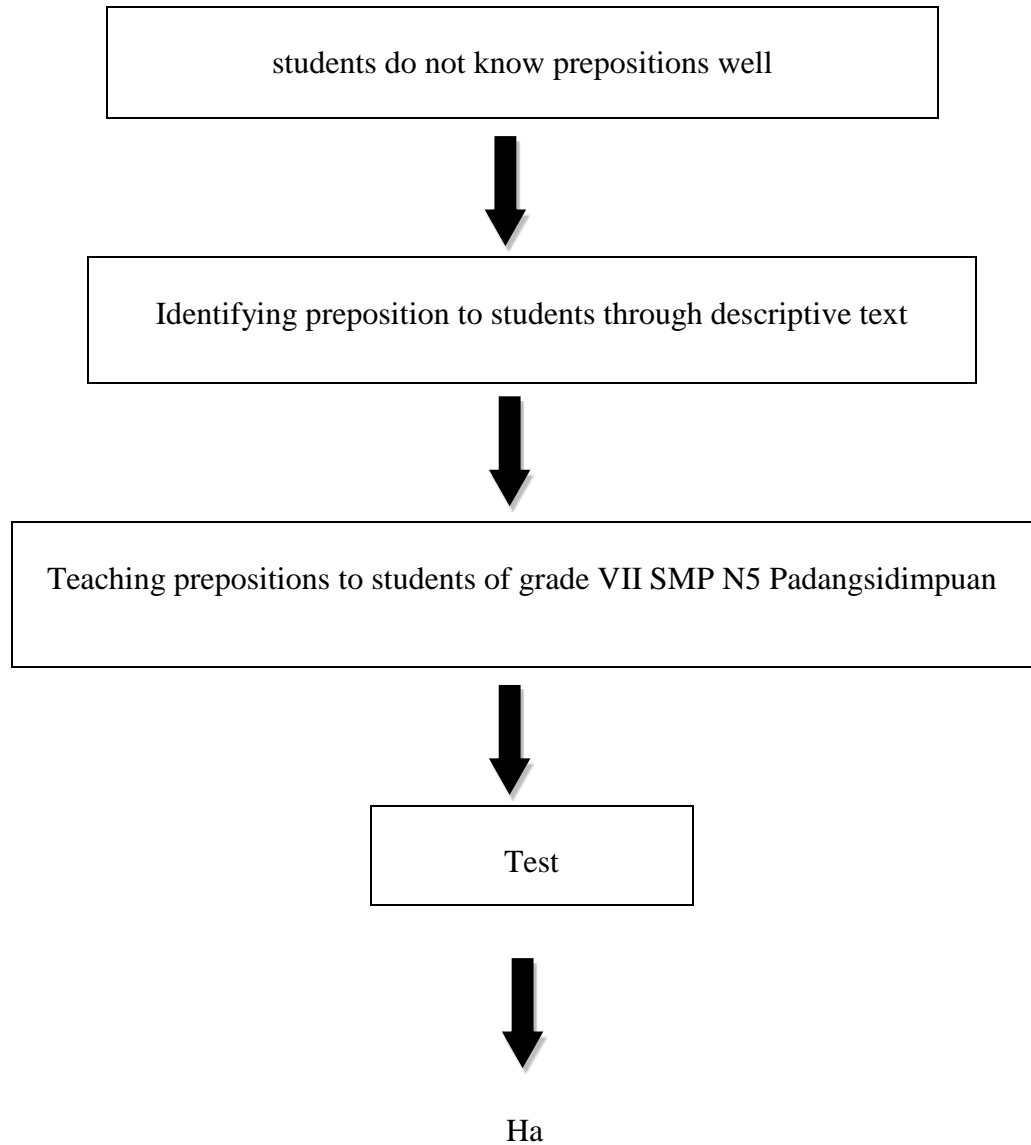
D. Hypothesis of the Research

Formulated research hypothesis is that research using a quantitative approach. Furthermore, the hypothesis has been tested with a quantitative approach. Here, the hypothesis is "The students' Ability in identifying Prepositions through descriptive text at grade VII SMP N5 Padangsidimpuan are enough".

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research has been conducted at SMP N 5 Padangsidimpuan at JL Perintis Kemerdekaan, No. 61, 22731, Padang Matinggi, Padangsidimpuan, Kota Padang Sidempuan, Sumatera Utara 22711, Indonesia. The schedule of the research was started on November 2018 until September 2019.

B. Research Design

This research used quantitative research with descriptive method. It is an analysis research, Quantitative research with descriptive method is purpose to describe about situations or happens.

The type of this research is classified into descriptive because the researcher wants to describe the difference of the students' ability in identifying prepositions through descriptive text. Quantitative descriptive research means to analyze or make a sense about situation or events and it is focus in test, so it can be conclude that descriptive method use to describe the students' ability in identifying prepositions through descriptive text at grade VII SMP N5 Padangsidimpuan.

C. The Population and Sample

1. Population

   The population of this research was all of the students at grade VII SMP N 5 Padangsidimpuan, it consisted from 310 people students in 2019/2020 academic year, it can be seen at the table below:

Table 1
Population of the research
The data of students grade VII SMP N 5 Padangsidimpuan:

CLASS	THE NUMBER OF STUDENTS
VII-I	31
VII-II	30
VII-III	31
VII-IV	31
VII-V	31
VII-VI	33
VII-VII	31
VII-VIII	32
VII-IX	30
VII-X	30
Total	**310**

2. Sample

A sample is a part of population. There are 310 students in seventh grade, it is 10 rooms, from this number the researcher decides to take one room of grade seven, there was VII-2 as sample of the research, there are 30 students and representing is 10.33 % of all students in grade VII. Then, sample was taken by using simple random sampling as a technique to get sampling. and the reason to choose grade VII-2 because they have study about prepositions, and they have known what is text well, because of that I think the students of grade VII at SMP N 5 Padangsidimpuan can get good score in identifying the students' ability in identifying prepositions through descriptive text.

D. **Instrument of Collecting Data**

In this research, in order to get the data of this research, the researcher used the instrument for collecting the data by test, with type of test was essay test, the test is given to students of grade VII SMP N 5 Padangsidimpuan in academic year 2019/2020. That consist of 25 items with 100 score, the researcher choose the essay test because it is the appropriate test to measure students' ability in identifying prepositions.

Based on the research, the researcher wants to know the Students' Ability in identifying Prepositions through Descriptive Text at grade VII SMP N 5 Padangsidimpuan. In this study, the researcher give write tests to get data about the students' problem in identifying

Prepositions through descriptive text at grade VII SMP N 5 Padangsidimpuan, in this test the researcher make the indicator of test prepositions in the table below:

Table 2
The Indicator of Test

No	Indicators	Items	Numbers	Score of each item	Score
1	Prepositions				
	- Preposition of Place	9	2, 3, 6, 7, 10, 12, 20, 21, 22	4	36
	- Preposition of Time	8	1, 9, 11, 13, 14, 23, 24, 25	4	32
	- Preposition of Direction/movement	8	4, 5,8, 15, 16, 17, 18, 19,	4	32
	Total score	**25**			**100**

Based on table of indicator of test above, the researcher gives 100 score values for the respondents' correct answer of translating totality. Clearly, the technique for collecting data is essay test.

E. The Technique for Collecting Data

In this research, the researcher design technique for collecting the data as follows:

1. The researcher prepared the test in the form of descriptive text.

2. The researcher gave test to all of students.

3. The researcher explained how to do the test step by step to students.

4. The researcher determined the time for doing the test, the time for doing the test is 80 minutes.

5. The researcher gave time for students to ask the question that they still confuse.

6. The students asked any questions that they were confused.

7. The researcher answered the question first.

8. After students finish answering the test, the researcher collected their answer to be analyzed.

F. Technique of the Data Analysis

After collecting data, the researcher analyze the data by using some steps to analyze the students' ability in preposition, they are:

1. Checking the data whether the data are true or false.

2. Counting sum of the data true from the students' answer and then classify them base on their score.

3. The average scores of the students are interprets in descriptive data.

4. After got the data, it would be entered in frequency table with the formulas as follow:

    a.   To know the range of classes, with the formula:

$$\text{Range} = \text{highest score} - \text{lowest score}$$

    b.   To know total of classes, with the formula:

$$1 + 3.3 \log N$$

    c.   To know the interval (i) of classes, with the formula:

$$I = \frac{R}{BK}$$

    d.   To know the Mean score, with the formula:

$$M = \frac{\Sigma x}{n}$$

    e.   To know the medium score, with the formula:

$$Me = p + \frac{\left(\frac{1}{2}n - f\right)}{f}$$

    f.   To know the modus score, with the formula[1]:

$$Mo = b + p\left(\frac{b1}{b1 + b2}\right)$$

[1] Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara amin Lubis (Medan: Perdana Bublishing, 2015). p. 27-38

5. After calculating and scoring students' answer sheets, then their score will be consult into classification quality on the table below:

Table 3
The classification quality of the students' score

No	Interval	Predicate
1	0% -20%	Very Weak
2	21% -40%	Weak
3	41% -60%	Enough
4	61%-80%	Good
5	81%-100%	Very good[2]

After finding the mean scores of all students, it was consulted to the criteria as follows:

1. If the value of mean score is 81%-100%, it can be categorized into very well.

2. If the value of mean score is 61%-80%, it can be categorized into good.

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[2] Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti* (bandung: Alfabeta, 2005).

3. If the value of mean score is 41%-60%, it can be categorized enough.

4. If the value of mean score is 21%-40%, it can be categorized weak.

5. If the value of mean score is 0%-20%, it can be categorized very weak. Take conclusion.

CHAPTER IV
RESULT OF RESEARCH

In this chapter, the researcher collected the data and gave the test about prepositions to the sample. The sample of this research is class VII-2 at SMP N 5 Padangsidimpuan. This is describing the result based on the data that has been researched as follow.

A. The result of the students in identifying prepositions

After testing the students by instrument of the research, the result of students' score in identifying prepositions through descriptive text can be seen as the table below:

Table 5
Score of students in identifying prepositions

No	Statistic	Variable
1	Total	1880
2	Means Score	62.66
3	Highest Score	92
4	Lowest Score	20
5	Medium	67.5
6	Modus	76.82
7	Range	72
8	Interval	6

For more detail can be seen description of the students' score in identifying preposition at appendix III, Based on explanation of score of the students' ability in identifying preposition of time, preposition of place and preposition of direction in particular part above, than the researcher wrote in general part as follow:

Table 6

The describe of Preposition of time

No	Frequency	Score of Students
1	1	4
2	1	8
3	3	12
4	3	16
5	5	20
6	4	24
7	8	28
Total	**30**	

Based on indicator, the preposition of time have 8 (eight) points, each points have 4 (four) score, it mean the preposition of time have the maximum score 32. From the table 6 above, it can be concluded that the score of the student's ability in

identifying preposition of time was enough, because they got 53.75% of 100% in identifying preposition of time.

Table 7

The describe of Preposition of Place

No	Frequency	Score of Students
1	1	4
2	1	8
3	3	12
4	3	16
5	6	20
6	4	24
7	7	28
8	3	32
9	2	36
Total	**30**	

Based on indicator, the preposition of place have 9 (nine) points, each points have 4 (four) score, it mean the preposition of place have the maximum score 36. From the table 7 above, it can be seen the most students' score are 28 points, so

they got 62.59% of 100% in identifying preposition of place, it can be said the score of the students was good.

Table 8

The describe of Preposition of Direction

No	Frequency	Score of Students
1	3	4
2	1	8
3	5	12
4	5	16
5	9	20
6	3	24
7	3	28
8	1	32
Total	**30**	

Based on indicator, the preposition of direction have 8 (eight) points, each points have 4 (four) score, it mean the preposition of time have the maximum score 32. From the table 8 above, it can be concluded that the score of the student's ability in identifying preposition of direction was enough, because they got 50.00% of 100% in identifying preposition of direction.

Based on the tables above the total score of students was 1.880, mean score was 62.66, highest score was 92, lowest score was 20, medium was 67.5 and modus was 76.82 (Appendix IV).

From the mean score above could be known the level of students' ability in identifying prepositions was 62.66. It meant in the good level. Then, the computed of the frequency distribution of the students' score can be applied into table frequency distribution as follow:

Table 10
Frequency distribution of students' score

No	Interval	Frequency	Percentages
1	20-32	4	13.33%
2	33-45	1	3.33%
3	46-58	7	23.33%
4	59-71	4	13.33%
5	72-84	12	40.00%
6	85-97	2	6.66%
$i = 12$		30	100%

From the table above, the students' score in class interval between 20-32 was 4 students (13.33%), class interval between 33-45was 1 students (3.33%), class interval between 46-58 was 7 student

(23.33%), class interval between 39-71 was 4 students (13.33%), class interval between 72-84 was 12 students was (40.00%), and class interval between 85-97 was 2 students was (6.66%).

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:

Figure 1
The histogram of students' ability in identifying preposition though descriptive text
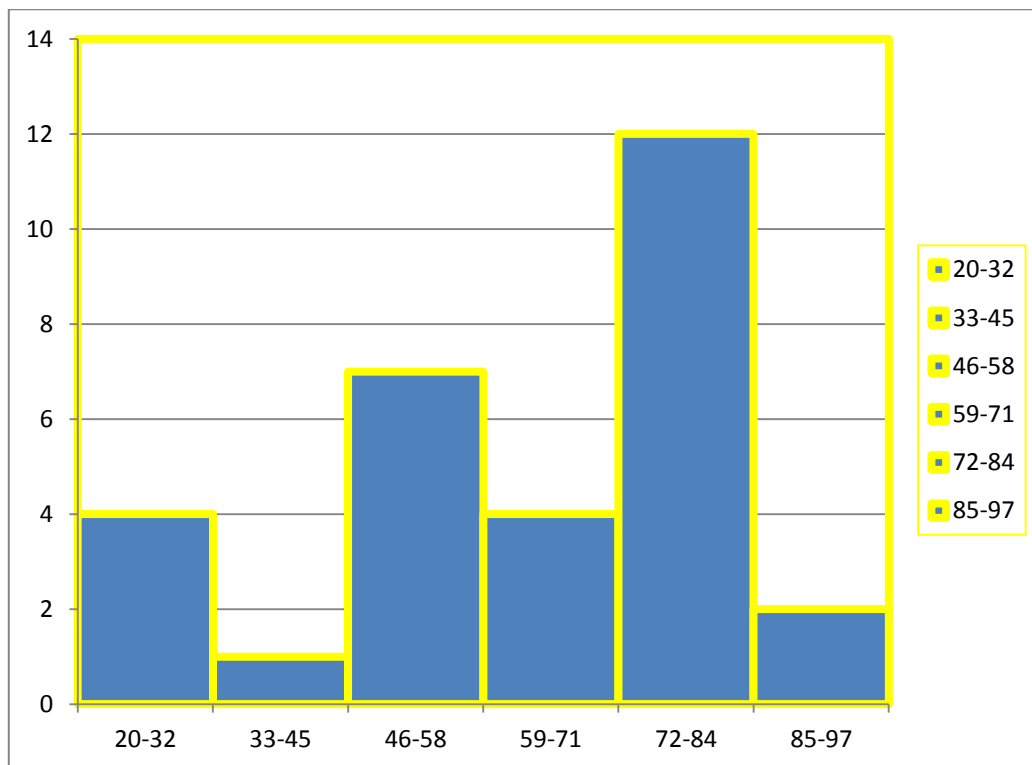
B. Testing of Hypothesis

After the researcher calculated the data, the researcher found the mean score of the students' ability in identifying preposition through descriptive text at SMP N 5 Padangsidimpuan was 62.66. Based on it, it can be categorized to good categories, while the hypothesis of this research was enough. From the explanation above, it can be learned that the hypothesis of the students' ability in identifying preposition through descriptive text at grade VII SMP N 5 Padangsidimpuan has rejected.

C. Discussion

Based on the result of the research, the researcher hypothesis was related to some previous researcher concluding.

Ummi Fadilah[1]. At the calculation point out, the highest score of the students was 100, the lowest score was 68, the mean score was 82.37, it can be categorized into very high score and the hypothesis was accepted. And the factors that influence The Students' Ability InIdentifying Pronoun in News Item Text were some of the students were not serious in doing the test, they had the limited time and class condition.

Abdul Muiz Daulay[2], it was found that the Students' Ability on Giving Synonyms of Words from Descriptive Text was 42.14 %, it can be categorized into enough categories, from the result of interview the researcher

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[1] Ummi Fadilah, "The Students' Ability InIdentifying Pronoun in News Item Text at Grade X MAN Panyabungan Kabupaten Mandailing Natal" (IAIN Padangsidimpuan, 2017).p. 84.
[2] Abdul Muiz Panr, *The Students Ability*….,p.75.

found some factors that influence the Students' Ability on Giving Synonyms of Words from Descriptive Text such as confused to find the word meaning, guessing because of seldom using dictionary, lack of vocabulary, English lesson is not only subject, lack of reading English text book, lack motivation in learning English.

Wahyu Afandi, Jufrizal and Don Narius[3]. The Ability of the Third Grade Students in using Different kind of Preposition: A Descriptive Study at SMA N 1 Sungai Puar, this research implement survey design as a quantitative research, the samples was 32 of students, in this research, the researcher found that the score was enough with the mean score was 49.84. most of the student cannot answer the question correctly by using preposition even though they were given some choices of preposition which could be used. Many students used the other prepositions which are not proper with the condition in the sentences. It seems that they do not know which preposition could be properly used for certain conditions. In other word, they failed to distinguish the use of each preposition.

Herdi and Nelisa Andriana[4]. In this research, this research implemented survey design as a quantitative research. There from 55 of students from 2 classes there are class A and B as the samples in this research, from this research, the researcher got 66.47, it can be categorized into good

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[3] Wahyu Afandi and Friends, *The Ability of….*,p.637.
[4] Herdi Herdi and Nelisa Andriana, "A Study on the Students' …,p.826.

categories. a few of the students failed to use correct preposition. In other words, they used wrong prepositions. Based on above it is found that the misuses of prepositions of direction often occur in the test. The most common mistakes found are about the use of in, on, to in which in indicates completely or partly enclosed by something, on indicates the basis for something, and to indicates in a direction.

Nuraeni Komariah[5]. Teaching Prepositions of place though contextual teaching and learning (An experimental study at the fifth grade of SDN Pondok Cabe ilir III, Tangerang Selatan) kind of research was quantitative research with experimental method, there from 25 student as a samples of this research, in this research the researcher got 47.84 in the pre- test and got 69.84 in the post-test. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that by using CTL`s method in teaching preposition of place has significance influence to the students` mastery of preposition of place as seen as from the result of statistic calculation both experiment class and controlled class. It can conclude CTL`s method has higher influence in teaching preposition of place for the fifth grade of SDN Pondok Cabe Ilir III, Tanggerang Selatan.

For this research, the researcher has proven the students' ability in identifying preposition through descriptive text at SMP N 5 Padangsidimpuan was categorized into good category, with the mean score was 62.66%,

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[5] Nuraeni Komariah, *Teaching Prepositions of….*,p.40

Meanwhile, the hypothesis of this research was enough, so, it can be learned that the hypothesis was rejected in the students' ability in identifying preposition through descriptive text at grade VII SMP N 5 Padangsidimpuan.

After the researcher doing the research, it was also found that a few of the students failed to use correct preposition,　In other words, they used wrong prepositions, might be they had limited of time, lack of vocabulary and effort less in doing the test. Although, they had a few of limited but that most of them had good ability in using prepositions especially preposition of time, preposition place and preposition of direction. And in this research, the researcher found the mean score of students was 62.66, it can be categorized into good categories.

D. Limitation of the Research

In conducting this research, the researcher realized that doing quantitative research needed long time to research. The researcher realized that this research was far from perfection, in conducting the test the researcher found some threats that will be explained below:

1. Some students were not serious and not focused to answering any questions from the test, some of them psychological support in activities and limited time available.

2. The students was not serious in doing test because the researcher weren't their English teacher, so the students less of attentions to researcher, its affects with their test.

3. Because they lack of vocabulary and confused to find the meaning of word, it's made them not interested to do the test

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding presented in the previous chapter, it can be concluded that students' ability of the students ability in identifying preposition through descriptive text at grade VII SMP N 5 Padangsidimpuan were categorized into "good categories" in identifying prepositions of place, preposition of time and preposition of direction. From the result of the test, the average score of students' ability in identifying prepositions of place, preposition of time and preposition of direction was 62.66. Moreover, the median was 67.5, the modus was 76.82, and the range was 72 with the minimum score was 20 and the maximum score was 92. so, it means the hypothesis of the students' ability in identifying prepositions through descriptive text at grade VII SMP N 5 Padangsidimpuan was rejected, because the mean score of the students was higher than the hypothesis .

B. Suggestion

Based on the above conclusion, the researcher has some suggestions as follow:

1. For students of grade VII of SMP N 5 Padangsidimpuan, the students should review the lesson and apply it to daily

activities, so the students will be able to use correct grammar in daily activities, especially in using preposition of place and preposition of time.

2. For English teacher, because of study grammar is boring for students, so, the English teacher should be find a good way or good context to make easy and fun for students to learning grammar especially in learning prepositions.

3. For the readers, the researcher hopes the readers more learning and improve their knowledge, especially students of English department.

Although this thesis still has a lot of weakness, the writer really hopes that this thesis can give valuable contribution to the teachers of English, the readers and the other as much as possible.

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CURRICULUM VITEA

A. Identity

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2. Mother's Name : Mrs. Mariyae Sama'

C. Educational Background

1. Elementary School   : Ban La'al School   (2007)
2. Junior High School : Wattanatham Islam School   (2010)
3. Senior High School : Wattanatham Islam School   (2015)
4. College   : IAIN Padangsidimpuan   (2019)

The instrument of Students' Ability in Identifying Prepositions

Direction: **Read the descriptive text below, than identify the underline word/sentence into preposition of Place, preposition of time or preposition of movement on the answer paper provided.**

1. Indonesia is a big country. Modern Indonesia began <u>on the 17th</u> (1) <u>of August 1945.</u> Indonesia is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean. It is the largest archipelago <u>(2) in the world</u>. There are more than seventeen thousand islands <u>(3) in Indonesia</u>. We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. <u>(4) Of the five islands,</u> Java is the smallest, but it is the most populated one. We can find people <u>(5) from around Indonesia</u> <u>(6) in Java.</u>

2. I'm proud <u>(7) of my school</u>, I go <u>(8) to school</u> <u>(9) in early morning</u>. Our teachers are smart. We have many good books and magazines <u>(10) in our school library</u>. The classrooms are not big, and they are clean and tidy. But, the school yard is very small. There are not many plants, so it is very hot <u>(11) in the afternoon</u>. We only have the terrace when we are not <u>(12) in the classrooms</u>, so the terrace is very crowded <u>(13) during the brake</u> <u>(14) at afternoon.</u>

3. I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear. She speaks English <u>(15) to us</u>, and we speak English <u>(16) to her</u> too. She often reads us good stories <u>(17) from different parts of Indonesia</u>. She knows many stories <u>(18) from other countries</u> too.

4. I love my cat, Manis. She makes me happy. When I tickle her, <u>(19) she rolls around</u> and taps her paws <u>(20) on my hand</u>. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps <u>(21) in my bed</u> with me, <u>(22) on my feet</u>. It feels warm. <u>(23) In the morning,</u> I usually feed it with fried chicken. <u>(24) In the afternoon,</u> I often give it Pindang (fish), and <u>(25) in the evening,</u> I sometimes feed it with salty fish.

Appendix II

The key answer of the test

Answer:

1. Preposition of Time

- Of August 1945.
- In early morning
- In the afternoon
- During the brake
- At afternoon
- In the morning
- In the afternoon
- In the evening

2. Preposition of Place
   - In the world
   - In Indonesia
   - In Java
   - Of my school
   - In our school library
   - In the class room
   - On my hand
   - In my bed
   - On my feet

3. Preposition of direction/movement
   - Of the five Islands
   - To school
   - From around Indonesia
   - To us
   - To her
   - From different parts of Indonesia
   - From others countries
   - She rolls around

Appendix III

The Description of Students Score in Identifying Prepositions thought descriptive text

NO	Initial of Students	Score of	Level of Score

		students	
1.	ALS	76	Good
2.	ASH	40	Less
3.	TAL	28	Fail
4.	FAS	76	Good
5.	FES	84	Good
6.	GH	52	Less
7.	JS	56	Enough
8.	JHG	48	Lees
9.	LWH	72	Good
10.	LPS	56	Enough
11.	MSC	48	Less
12.	MNCS	72	Good
13.	OASZ	48	Less
14.	OS	88	Very Good
15.	FJN	24	Fail
16.	PHW	72	Good
17.	RSS	80	Good
18.	REP	92	Very Good
19.	RWS	84	Good
20.	RVS	84	Good
21.	RA	64	Enough
22.	RM	32	Fail

23.	RLE	76	Good
24.	RD	60	Enough
25.	SA	68	Enough
26.	SLH	80	Good
27.	SMD	20	Fail
28.	WP	84	Good
29	YS	64	Enough
30.	YG	52	Less
TOTAL		**1.880**	
Means Score		**63.63**	
Highest Score		**92**	
Lowest Score		**20**	
Medium		**67.5**	
Modus		**84**	
Range		**72**	
Interval		**6**	

Appendix IV

The Calculation Score of The Students

1.   The score of students

20	24	28	32	40	48

48	48	52	52	56	56
60	64	64	68	72	72
72	76	76	76	76	80
80	84	84	84	88	92

2. Means Score $x = \frac{\sum x}{n}$

$$x = \frac{1.880}{30}$$

$$x = 62.66$$

3. Lowest Score

$$= 20$$

4. Highest Score

$$= 92$$

5. Medium Score

$$Me = +p \left(\frac{\frac{1}{2}(n-F)}{f} \right)$$

$$= 55.5 + 12 \left(\frac{\frac{1}{2}(30-10)}{5} \right)$$

$$= 55.5 + 12 \left(\frac{(15-10)}{5} \right)$$

$$= 55.5 + 12 \left(\frac{(5)}{5} \right)$$

$$= 55.5 + 12 \ (1)$$

$$= 67.5$$

6. Modus

$$Mo = b + p \left(\frac{b1}{b1+b2} \right)$$

$$= 75.5 + 12 \left(\frac{1}{1+8} \right)$$

$$= 75.5 + 12 \left(\frac{1}{9} \right)$$

$$= 75.5 + 12(0.11)$$

$$= 75.5 + 1.32$$

$$= 76.82$$

7. R = High score – low score

$$= 92\text{-}20$$

$$= 72$$

8. K = $1 + 3.3$ x log N

$$= 1 + 3.3 \text{ x log } 30$$

$$= 1 + 3.3 \text{ x } 1.47$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

9. $I = \dfrac{R}{BK}$

$$= \dfrac{72}{6}$$

$$= 12$$

Appendix V

Respondents' Name

No	Name	Initial	Preposition of Time (32)	Preposition of Place (36)	Preposition of Direction (32)	Score
1	Ayu Lestari Sinaga	ALS	28	28	20	76
2	Aziz Saputra HRP	ASH	16	20	4	40
3	Daffa Ardiansyah Lubis	DAL	12	12	4	28
4	Fridolin Alexander	FA	20	28	28	76
5	Futri Elisabet Smj	FES	28	24	32	84
6	Gabe Hutajulu	GH	12	24	16	52
7	Jonathan Situmeang	JS	20	16	20	56
8	Julpan Heru Gulo	JHG	20	16	12	48
9	Lisna Wati Halawa	LWH	28	32	12	72
10	Liston Pramana	LP	16	24	16	56
11	Mhd Syahdin Lbs	MSL	24	8	16	48
12	Michel Novriadi	MN	24	28	20	72
13	Oktri Ani Sapitri	OAS	16	20	12	48
14	Osiana Suryani	OS	32	36	20	88
15	Feliks Jaya Nainggolan	FJN	4	12	8	24
16	Pendi Herdi Waruwu	PHW	20	32	20	72
17	Rangga Saputra	RS	24	28	28	80
18	Ratu Epiphani	RE	32	36	24	92
19	Rexsy Widjaya	RW	28	28	28	84
20	Rey Vasula Silalahi	RVS	32	32	20	84

21	Reza Andrian	RZ	24	20	20	64
22	Rizki Mubarey	RM	8	12	12	32
23	Rosa Lasma Ekiesia	RLE	28	24	24	76
24	Ruddin Ardiansyah	RA	28	20	12	60
25	Samuel Glen Alinski	SGA	28	20	20	68
26	Sulastri Lola HRP	SLH	32	28	20	80
27	Sumardi Gulo	SG	12	4	4	20
28	Wahyuni Purba	WP	32	28	24	84
29	Yorin Saputra	YS	28	20	16	64
30	Yovie Gumara	YG	20	16	16	52
Total Score			**676**	**676**	**528**	**1.880**

Nomor : B- 1263 /In.14/E.1/TL.00/08/2019   3 September 2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP N5 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Miss. Sumaiyah Saman
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Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Patani (Thailand)

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Ability in Identifying **Prepositions through Descriptive Text at Grade VII SMP N5 Padangsidimpuan".**

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.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd
NIP. 19800413 200604 1 002

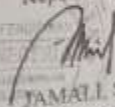## SURAT KETERANGAN
NOMOR : 422 / 291 / SMP.5 / 2019

...randa tangan dibawah ini Kepala SMP Negeri 5 Padangsidimpuan, menerangkan bahwa:

Nama	: MISS. SUMAIYAH SAMAN
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Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Patani (Thailand)

...lah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidimpuan pada tanggal 04 ...ber 2019 sampai dengan selesai, guna untuk melengkapi penelitiannya yang berjudul : "THE ...ENTS' ABILITY IN IDENTIFYING PREPOSITIONS THROUGH DESCRIPTIVE ...T AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN" sesuai dengan surat dari Dekan ...tas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan Nomor : B-...n.14/E.1/TL.00/08/2019 tanggal 03 September 2019.

...anlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 14 Oktober 2019
Kepala SMP Negeri 5 Padangsidimpuan

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14 November 2018

: 286 /In.14/E.6a/PP.00.9/11/2018

Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:
1. **Rayendriani Fahmei Lubis, M. Ag.**   (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 Inggris (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:

Nama	: Miss Sumaiyah Saman
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Judul Skripsi	: **The Students' Ability in Identifying Prepositions Through Descriptive Text at grade VII SMP N 5 Padangsidimpuan.**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.
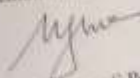
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