



**THE ANALYSIS OF STUDENTS' ABILITY
IN BUILDING SENTENCES BY USING PREPOSITION
AT SMA NEGERI 1 GUNUNG TULEH**

A THESIS

*Submitted to the English Education Study Program of State College for
Islamic Studies Padangsidimpuan, in Partial Fulfillment of the
Requirement for the Degree of Educational Islamic Scholar
(S.Pd.I) in English Program*

BY:

YESRIDA
REG.NO. 07 340 0035

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2012**



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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
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(STAIN)
PADANGSIDIMPUAN
2012**

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Padangsidempuan, 2012
Kepada Yth.
Bapak Ketua Sekolah Tinggi
Agama Islam Negeri (STAIN)
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Di –

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Assalamu'alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap Skripsi a.n YESRIDA yang berjudul **“The Analysis Of Students’ Ability In Building Sentences By Using Preposition At Sma Negeri 1 Gunung Tuleh”**.

Kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Sosial Islam (S.Sos.I) dalam Ilmu Dakwah pada STAIN Padangsidempuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara dapat dipanggil untuk mempertanggung jawabkan Skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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**KEMENTERIAN AGAMA
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NAMA : YESRIDA
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Pukul. 08.30 s/d 12.00
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Predikat: Amat Baik



**KEMENTERIAN AGAMA
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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 STAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT. The most creator and merciful who has given her the health, time and chance for finishing my thesis that title is: “**The Analysis of Students’ Ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh**”. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who was brought human being from the dark era to the bright era.

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1. Rayendriani Fahmei Lubis, M.Ag, and Juni Wati Sri Rizki, S.Sos., MA, as my advisors who have given me suggestions, ideas, criticism and guidance in writing this thesis.
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Di _
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Assalamu'alaikum Wr.Wb.

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Untuk itu dalam waktu yang tidak lama kami harapkan saudara dapat dipanggil untuk mempertanggungjawabkan Skripsinya dalam Sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas kerja sama yang baik kami ucapkan terimakasih.

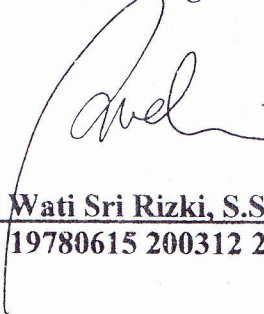
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Padangsidimpuan, 16 April 2012

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Padangsidimpuan, 25 April 2012


YESRIDA

Reg. No: 07 340 0035

TABLE OF CONTENTS

	Page
PAGE OF TITLE.....	i
AGREEMENT ADVISOR SHEET.....	ii
DECLARATION LETTER	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	vi
THE LIST OF TABLE	viii
THE LIST OF APPENDICES.....	ix
ABSTRACT	x
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Focus of the Research	4
C. Formulation of the Problem	4
D. Aims of the Research	5
E. Significances of the Research	5
F. Definition of Key Terms	5
G. Outline of Thesis	7
CHAPTER II THEORITICAL DESCRIPTION	
A. Sentence	10
1. Definition of Sentence	10
2. Sentence Elements	11
3. Kinds of Sentence	14
B. Preposition.....	20
1. Definition of Preposition.....	20
2. Kinds of Preposition	21
3. Position of Preposition	25
4. Objects of Preposition	27
5. The Uses of Preposition	28
C. Students' Ability.....	32
D. Review and Related Findings.....	33
CHAPTER III RESEARCH METHODOLOGY	
A. Approach and Kinds of Research	35
B. Location and Schedule of Research.....	36
C. Sources of Data.....	36
D. Technique of Collecting Data.....	36
E. Technique of Checking Trustworthiness.....	38
F. Technique of Data Analysis.....	39

CHAPTER IV FINDINGS AND DISCUSSION

A. General Findings.....	41
B. Specific Findings	44
1. The Students' Ability in Building Sentences by Using Preposition at Tenth Grade SMA Negeri 1 Gunung Tuleh.....	44
2. The Difficulties of Student' Ability in Building Sentences by Using Preposition at Tenth Grade SMA Negeri1 Gunung Tuleh...	55
3. The Efforts of the English Teachers in Overcoming the Difficulties in Building Sentences by Using Preposition at Tenth Grade SMA Negeri 1 Gunung Tuleh.....	57
C. The Discussion.....	58
D. The Threats of the Research.....	59

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. The Conclusions	61
B. The Suggestions.....	61

REFERENCES

APPENDICES

THE LIST OF TABLES

Table 1 The facilities of SMA N 1 Gunung Tuleh	42
Table 2 Total all of students at SMA N 1 Gunung tuleh	43
Table 3 Question no. 1	44
Table 4 Question no. 2	45
Table 5 Question no. 3	45
Table 6 Question no. 4	45
Table 7 Question no. 5	46
Table 8 Question no. 6	46
Table 9 Question no. 7	47
Table 10 Question no. 8	47
Table 11 Question no. 9	47
Table 12 Question no. 10	48
Table 13 Question no. 11	48
Table 14 Question no. 12	49
Table 15 Question no. 13	49
Table 16 Question no. 14	50
Table 17 Question no. 15	50
Table 18 Question no. 16	50
Table 19 Question no. 17	51
Table 20 Question no. 18	51
Table 21 Question no. 19	52
Table 22 Question no. 20	52
Table 23 Question no. 21	52
Table 24 Question no. 22	53
Table 25 Question no. 23	53
Table 26 Question no. 24	54
Table 27 Question no. 25	54
Table 28 The criteria score interpretation	55

THE LIST OF APPENDICES

APPENDIX I	: Guidance of Observation
APPENDIX II	: Guidance of Interview
APPENDIX III	: The List of Test
APPENDIX IV	: The Answering of Questions
APPENDIX V	: The Analysis of Students' Ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh

TABLE OF CONTENTS

	Page
PAGE OF TITLE.....	i
AGREEMENT ADVISOR SHEET.....	ii
DECLARATION LETTER	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	vi
THE LIST OF TABLE.....	viii
THE LIST OF APPENDICES	ix
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C. Sources of Data.....	35
D. Technique of Collecting Data	35
E. Technique of Checking Trustworthiness	37
F. Technique of Data Analysis.....	38

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A. General Findings 40

B. Specific Findings..... 43

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Using Preposition at Tenth Grade SMA Negeri1 Gunung Tuleh... 54

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Difficulties in Building Sentences by Using Preposition
at Tenth Grade SMA Negeri 1 Gunung Tuleh..... 56

C. The Discussion..... 57

D. The Threats of the Research..... 58

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A. The Conclusions 60

B. The Suggestions..... 60

REFERENCES

APPENDICES

THE LIST OF TABLES

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Table 14 Question no. 12	49
Table 15 Question no. 13	49
Table 16 Question no. 14	50
Table 17 Question no. 15	50
Table 18 Question no. 16	50
Table 19 Question no. 17	51
Table 20 Question no. 18	51
Table 21 Question no. 19	52
Table 22 Question no. 20	52
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Department/Program : Tarbiyah/TBI-1
Year : 2011-2012
Title : The Analysis of Students' Ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh.

ABSTRACT

The aims of problem are to know the students' ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh, to know the difficulties of students' ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh, and to know the efforts done by English teachers to overcome of difficulties students' ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh.

The research was conducted with qualitative descriptive analysis. The sources of the data, researcher used the primary source was students and secondary sources were English teacher and headmaster. There are 3 instruments in collecting data: test, interview and observation.

Based on the result of research, researcher found that the students' ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh is enough (53. 71%) and these the difficulties of students' ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh: still confuse to determine using preposition in sentences, still confused to show the small and big place, and determine of subject, predicate, object and complement. And the efforts had done by English teachers to overcome of difficulties students' ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh: repeated the lesson before, gave the homework, and gave the examples in sentences according to student environment.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language. It is an important language, which is studied by students at schools, colleges, and universities, so they can communicate by using English. It is used by many people in the world. They use it not only for trade association but also for scientific terminologist. English has mushroomed in every part of the world and became a universal language because it is used by almost all countries, even in some countries have become the primary language or has become the standard language used in everyday life whether in government, social, and other formal institution.

In Indonesia, English is one of the foreign languages that are provided as compulsory subject to students of Elementary School, Junior High School, Senior High School, and higher education level. English certainly have the basics that need to be understood include writing, reading, listening, and speaking skill. Moreover, in Al Qur'an Allah invites the human to read and write at Surah Al-Alaq 1- 5 as follow:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ
 الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The meaning: Recite in the name of your lord who created. Created man from a clot of congealed blood. Recite and your lord is most generous. Who taught by the pen. Taught man what he did not know¹.

Next, Allah is The All Merciful explains about education as source of knowledge at Surah Al- Baqarah, verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

The meaning: And He taught Adam the nature of all things; then, He placed them before the angels, and said: “tell Me the names of these if ye are right”.²

حدثنا هشام بن عمار. سنا حفص بن سليمان. سنا كثير بن نظير، عن محمد بن سيرين،

عن أنس بن مالك، قال: قال رسول الله صلى الله عليه وسلم "طلب العلم فريضة على

كلى مسلم³

(رواه ابن ماجه)

The Meaning: “ Tell us Hisam bin ‘Ammar, Huffash bin Sulaiman, Kusyairin bin Nazir from Muhammad bin Syirin from Anas bin Malik said: rasulullah said “Browsing knowledge is obligation by every moslem.” (translated by writer).

¹Abdullah Yusuf Ali, *The Meaning of the Holy Quran in the English Language* (Al-Alami Publications: Beirut, 2001), p. 924.

²*Ibid*, p. 7.

³ Muhammad Puad Abdul Baqi, *Sunan Ibnu Madja, Zul Awwal Babul Muqoddimah* (Beirut-Libanon: Dar Alkitab Ilmiah, ttp), p. 81.

Almost students have experienced four skills that have been learned since kindergarten or elementary school. Of course, not all of students who have the same interested in the aspects of the English language. Certainly, there are some students have interested four skills: listening, reading, writing, or speaking.

Many English books have been finished, and a lot of materials have been studied, it is important that the students should be know English well. They should be able to speak, to write, to listen and to understand what they have read. It means they can get the idea from that.

Learning is a consciously process that do by group of the person to get change of learning activity as a result of learning. This change means the process from unknown become know in learning process. It is can be know from their attitude, how to say something and personality.

English is an important subject in Senior High School. It is taught three or four meeting in a week. It is also include the subject at the National Final Examination. It is taught each semester and has various items in the curriculum. One of the items that are taught in the Tenth Grade of Senior High School based on the curriculum that was produced by the Indonesia National Education Department is building sentence.

In the tenth grade of Senior High School the students have taught how to write sentences or building sentences. Most of them didn't understand how to construct sentences well. After asking the English teacher at SMA Negeri 1 Gunung Tuleh, she said that they didn't know where is subject, predicate, and

object in sentences. They didn't know to differentiate the using of preposition in sentences. For examples, the using at, in, and on to show the place.⁴ All the fact mentioned above indicates that the ability of the Senior High School students in mastering sentences are still not satisfied. These can influence by some problems or factors. One of them is their ability in using preposition.

Building sentences cannot be separated from the ability in using preposition. Most sentences use preposition make more clear the meaning of the sentence. Some sentences do not have complete meaning without the preposition. A sentence is not clear for the students without preposition in the sentence to indicate the time of the activity is done and where the activity performed by the subject of the sentence. Preposition is a word used pronoun in relation to something else. It is very important to learn, because preposition is very complicated. It has many functions. Some prepositions can be used to indicated time and place.

Based on the explanation above, the researcher wanted to make a research about “THE ANALYSIS OF STUDENTS’ ABILITY IN BUILDING SENTENCES BY USING PREPOSITION AT SMA NEGERI 1 GUNUNG TULEH.”

⁴Deni Wita, The English teacher of SMA Negeri 1 Gunung Tuleh, Interview, 8 November 2011.

B. Focus of the Problem

From the explanation above, building the sentence needs anything such as: articles, prepositions, conditionals and conjunctions, but the writer focus in preposition. Preposition is a word used how to show the person or thing denote by the noun or pronoun in relation to something else. There are many kinds of preposition such as: in, at, in, on, for, by, under, above, among, behind, behinds, into, unto, from, over, to, of, inside, and outside.

The researcher focused about in, at, on, for, under, above, by, over, below, and since. The researcher chose them because they are often found in sentences.

C. Formulation of the Problem

In this thesis the researcher tried to describe the problem as follows:

1. How were the students' ability in building sentences by using preposition?
2. What were the difficulties of students' ability in building sentences by using preposition?
3. What were the efforts done by the English teachers in overcoming the difficulties?

D. Aims of the Research

There are some aims of research, they were:

1. To know the students' ability in building sentences by using preposition.
2. To know the difficulties of students' ability in building sentences by using preposition.
3. To know the efforts done by the English teachers in overcoming difficulties.

E. Significances of the Research

This research used to:

1. As the input to the students to increase their knowledge about preposition.
2. As the input to the teachers to give more attention for their students in building sentences by using preposition.
3. As the input to the headmaster to give more attention to the English teachers and prepare of facilities in teaching.
4. As input to researcher who will become a teacher of English in the future.

F. Definition of Key Terms

To avoid misunderstanding of the terms that used in this research, so researcher made the definition of the key terms as follows:

2. Students' Ability

According to Hornby state "the student is a person is studying at school or college".⁵ Student is a person who studies, or investigates or a person who is enrolled for study at school, college, etc.⁶ It can be concluded that student is a person that studying at school not only Elementary School, Junior High School, Senior High School, but also at college.

⁵Hornby, *Oxford Advance Learner's Dictionary* (Newyork: Oxford University Press, 1995), p. 1972.

⁶Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1996), p. 1330.

Ability is the power 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.⁷ While based on Oxford Advance Learner's Dictionary, ability is 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.⁸ So, the ability means the power of students SMA Negeri 1 Gunung Tuleh in building sentences by using preposition.

So, students' ability is the power of the students or the competence of students.

3. Preposition

Preposition is a word or group of words before a noun or pronoun used how to show of the place, position, time, or method.⁹ Jayanthi says "preposition is a word placed before a noun or pronoun to show its relation to some other word in the sentence".¹⁰ Sulastris says that "kata depan adalah kata yang menunjukkan pertalian antara noun, pronoun, dan kata-kata lain dalam kalimat."¹¹ It can be concluded, preposition is a word how to show place, position and time.

⁷*Ibid.*, p.2.

⁸Hornby, *Op.Cit.*, p. 2.

⁹*Ibid.*, p. 911.

¹⁰ Jayanthi Dakshina Murthy, *Comtemporary English Grammar* (Delhi: Book Palace, 2003), p. 190.

¹¹Sulastris, *Learning English Grammar* (Surabaya: Karya Gemilang Utama, 1999), p. 96.

4. Sentence

Sentence is a group of words which makes complete sense.¹² According to Sulastris that “sentence is group of words that have one subject and one predicate which make sense.”¹³ Sentence is a set of words expressing a statement a question or a command, sentence contain a subject and a predicate.¹⁴ According to the researcher, sentence is group of words consists of subject, predicate and object that has meaningful.

Thus, Students’ ability in Building Sentences by Using Preposition is a power or a competence of students to build sentences by using preposition.

G. Outline of the Thesis

The outline of the thesis included in to five chapters, they are:

The first chapter was an introduction that consists of the background of the problem, focus of the problem, formulation of problem, aim of the research, the significance of the research, definition of key terms and the outline of the thesis.

The background of the problem talked about the reason to the choose the title of the research. Focus of the research was made to specific discussion of the research. The researcher stated the formulation of the problem used to give a general problem of the research. The aims of the research were made to clarify the purpose of this research. The significances of the research was made to state that

¹²Jayanthi Dakshina Murthy, *Op.Cit.*, p. 235.

¹³ Sulastris, *Op.Cit.*, p. 9.

¹⁴Hornby, *Op.Cit.*, p. 1070.

the research was useful for researcher and others. Definition of the key terms was used to clarify the terminologies in the title of this research. The out line of the thesis was the content of the thesis generally.

The second chapter was a theoretical description consists of the theoretical about of sentence, preposition, students' ability, and review of related findings.

The third chapter was the research methodology that consists of the approach and kinds of research, setting of the research, the source of the data, the technique for collecting the data, techniques of checking trustworthiness and the techniques of data an analysis.

Setting of the research were the time and place of the research. The sources of the research were the participant of the data. The technique for collecting the data was the way and instrument to get the data. Techniques of checking trustworthiness were used to reduce the bias of the data and to improve the validity of the data collected. The techniques of data analysis were the way to analyze the data collected.

The fourth chapter was the result of the research consists of students ability, students difficulties, the effort of English teacher to solve the difficulties of students in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh, the threats of research and discussion.

The fifth chapter fifth was closing that consist of conclusions and suggestions from the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Sentence

1. Definition of sentence

Sentence is a group of words that make a complete sense. Sentence is an oral or written communication which is made up one or more units. According to Sulastri that “sentence is group of words that have one subject and one predicate which make sense.”¹ Another word is “Kalimat adalah sekumpulan data yang mempunyai paling sedikit satu subjek dan satu predikat serta mengandung arti yang sempurna”. Sentence is a complete independent unit of thought and consists of two main parts, a subject and a predicate.²

The subject is the word or words that names the person, thing, or place that sentence is about. The subject is usually a noun or pronoun. The predicate makes a statement about the subject. It consists of a verb and its modifiers or complements. Complement is a word or words that used to complete the meaning of the verb. The verb is “the most important part of the predicate. It express action or a state of which a full grammatically analysis”.³

The Interrelations between the grammatical elements and groups of elements

¹Sulastri, *Learning English Grammar* (Surabaya: Karya Gemilang Utama, 1999), p. 96.

²Alice Oshima and Ann Hogue, *Writing English Academic* (USA: Wesley Publishing Company, 1983), p. 121.

³R. H. Robins, *Generally Linguistics* (London: Longman Publisher, 1968), p. 190.

within a sentence belongs. Sentence is group of the syntactically related words that states, asks, commands, or exclaims something. Conventional units of connected speech or writing, usually constraining a subject and a predicate.⁴

Sentence is a set of words expressing a statement a question or a command.⁵ Thus, sentence is used to communicate the ideas in writing or in speech.

2. Sentence elements

Every sentence has two main parts namely subject and predicate. A subject contains a noun or a pronoun and the predicate contains a verb. So it can be said the naming part is subject and the telling part is predicate. The others, there are object, complements, can be adverb, or the object.

a) Subject

The subject in a sentence consists of one word or several words, but the subject must have a noun or pronoun. Subject is a noun or pronoun that became cases of the spoken. To know the subject is usually can be do by asking the questions who or what. There are two kinds of the subjects, they are:⁶

⁴Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1996), p. 1223.

⁵Hornby, *Oxford Advanced Learner's Dictionary* (Newyork: Oxford University Press, 1995), p. 1071.

⁶Sulastri, *Op.Cit.*, p. 98.

1) Simple subject

Simple subject is a subject as a noun or pronoun, adjective as a noun, infinitive as a noun, or participial as a noun.

Examples:

- **Pizza** is expensive. - **The old** should be respected.
- **Singing** is my hobby. - **Teaching** is a noble profession.
- **They** run.

2) Compound subject

Compound subject is a subject consists of two or more the words.

Examples:

- **The new book** is mine.
- **The new English teacher** is from Pasaman.

b) Predicate

Predicate is makes a statement about the subject. It consists of a verb and its modifiers or complements. To know the predicate from a sentence can do by asking the questions how or why.

Examples:

- I write a letter.
- We play volleyball.

c) Object

Object is a noun or pronoun that aims of predicate. The object used to complete the sense of transitive verb. Transitive verb used for one object and two objects, these are:

1) Direct object: The thing is the direct object.

Examples: - I wrote a letter

- I saw a snake.

2) Indirect object: The person to whom something is given or for whom something is done.

Examples: - I gave his a book.

- I wrote her a letter.

d) Complement

Complement is a word or words that used to complete the meaning of the verb in sentence. According to English that there are two kinds of complements, like:⁷

1) Subjective complement, is the complement to complete the subject in a sentence.

2) Objective complement is the complement to complete object in a sentence.

⁷*Ibid.*, p. 11.

The complement can be adjective, noun, adverb, and preposition with object. Complement can be used to transitive verb, intransitive verb and linking verb.

Examples: - The news made him sad.
- He grew happier gradually.

e) Adjunct

Adjunct is a word or words that explain or get adverb of the object or subject in a sentence. There are some kinds of adverb: adverb of time, adverb of place, adverb of quantity, adverb of quality, adverb of manner and etc.

Examples: - She is studying English *now*.
- I go to market *by car*.
- They met a tourist *yesterday*.

3. Kinds of sentence

Basically, the sentence can be divided into four classes from structural point of view, they are:⁸

- a) Simple sentence.
- b) Compound sentence.
- c) Complex sentence.
- d) Compound complex sentence.

⁸Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace, 2003), p. 238.

a) Simple sentence

Simple sentence is the sentence that has one object and one predicate, it is an independent clause.⁹ Examples:

- A horse runs.
- I write a letter.
- They come here.
- The sun rises in the east.

b) Compound sentence

Compound sentence is a sentence that is made up of two or more principles or main clause.¹⁰ Compound sentence is a sentence which consists of two or more coordinate clauses.¹¹

Examples:

- Andi reads newspaper, Ani cooks, and I study.
- He tried hard but failed in his attempt.
- We must hurry, or we shall miss the bus.

c) Complex sentence

Complex sentence is a sentence which consists of one main clause and one more subordinate clauses.¹² Complex sentence is made up of an independent clause and dependent clause. The independent clause is

⁹*Ibid.*

¹⁰R. W. Zandvoort and J.A. Van Ek, *A Hand Book of English Grammar* (Singapore: Singapore Offset Printing, 1980), p. 206.

¹¹*Ibid.*, p. 239.

¹²*Ibid.*

introduced with a subordinate, such as when, while, where, because, if, even thought and so that.

Examples:

- The people rest when evening came.
- I talked to Ani before She went to Padang.
- She came when I went out.

d) Compound complex sentence

Compound complex sentence is a sentence which consists of two or more main clauses and at least one subordinate clause.¹³

Examples:

- I don't know who you are and I have not seen you before.
- She came, but she did not say that she had been ill.
- While the chief guest went on his speech, the audience laughed at him and threw stones at him.

Based on the meaning and the use of the sentence, the sentence can also be divided into five kinds:¹⁴

- a) Affirmative sentence.
- b) Negative sentence.
- c) Interrogative sentence.
- d) Imperative sentence.
- e) Exclamatory sentence.

¹³ *Ibid.*

¹⁴ Jayanthi Dakshina Murthy, *Op.Cit.*, p. 240.

a) Affirmative sentence

Affirmative is saying that something stated is true or a word or expression that indicated assent or agreement.¹⁵ So, affirmative sentence is the sentence saying that something stated is true or the sentence that indicating assent or agreement.

Examples:

- She cooks.
- She is student.
- We are happy.

b) Negative sentence

Negative is the opposite of positive or containing, expressing, or implying a denial or refusal.¹⁶ So, negative sentence is the sentence that is opposite with affirmative sentence, it is the sentence that refuse of something.

Examples:

- She doesn't cook.
- She is not a student.
- We are not happy.

¹⁵Victoria Newfeldt, *Op.Cit.*, p. 22.

¹⁶*Ibid.*, p. 907.

c) Interrogative sentence

Interrogative sentence is the sentence that asks something or having the form as a question.¹⁷ There are two kinds of this sentence;

1) Yes / No question

Yes / No question is the question that begins with the auxiliaries, to ask that the statement is correct or not.

Examples:

- Does she cook? Yes she does.
- Is she a student? No, she is not.
- Did they study hard? No, they didn't.
- Are they happy? Yes, they are.

2) WH- question

WH- question is a question that are formed by using WH, such as Why, Who, What, Where, When, and How.

Examples:

- What is your name?
- When were you born?
- Where do you come from?

d) Imperative sentence

To know the imperative sentence, we must first identify the meaning of imperative. Imperative sentence is a command, ordering, or compelling

¹⁷*Ibid.*, p. 706.

the rule, duty or requirement, or verb that expresses command.¹⁸ Thus, the researcher concludes that imperative sentence is the sentence that used for making a command or ordering for someone.

Examples:

- Be careful, please!
- Sit here!
- Open the door!

e) Exclamatory sentence

Exclamatory sentence is a sentence that expresses some strong or sudden feeling.¹⁹ We can also said that exclamatory is exclaim of something. So, exclamatory sentence is the sentence that used for expressing the surprising or angering.

Examples:

- How wonderful it is! - What a beauty!
- Very good! - Here I am!

¹⁸ *Ibid.*, p. 676.

¹⁹ Jayanthi Dakshina Murthy, *Op.Cit.*, p. 236.

B. Preposition

1. Definition of preposition

Prepositions are words normally placed nouns or pronouns. Preposition can also be followed by verbs. The verb must be in the gerund form. The students have two main problems with the prepositions. They have to know (a) whether in any construction a preposition is required or not, and (b) which preposition to use when one is required. Prepositions are difficult because almost every definition for a preposition has exceptions.

Preposition “is a word or group of words used before a noun or pronoun to show place, position, time or method”.²⁰ Jayanthi Dakshina Murthy says that “preposition is a word placed before a noun or pronoun to show its relation to some other word in the sentence”.²¹ In Indonesian language “kata depan atau preposisi adalah kata tugas yang berada di depan kata benda, kata sifat, atau kata kerja untuk membentuk gabungan kata depan”.²² Another word, preposition is a word placed before a nouns, adjectives, or verbs, to make the phrase prepositional”.

Sulastris says, ” kata depan adalah kata yang menunjukkan pertalian antara noun, pronoun, dan kata-kata lain dalam kalimat”.²³ Another word preposition is a word to show its relation between noun, pronoun, and other

²⁰Hornby, *Op.Cit.*,p. 911.

²¹Jayanthi Dakshina Murthy,*Op.Cit.*, p. 190.

²²Ridwansyah, *Mastering English Grammar* (Jakarta: Purba Swara, 2006), p. 75.

²³Sulastris, *Op.Cit.*, p. 96.

word in the sentence. The students should be know that many words used mainly as prepositions can also be used as conjunctions and adverbs. Where this is the case it will be pointed out in the following paragraphs. Prepositions normally precede nouns or pronouns. The use of a preposition at the end of a sentence is awkward and is admissible only when it combines with a preceding intransitive verb to form a compound transitive verb.

Preposition is to show the time, place, or position that our think. There are some prepositions have the relation with a word preceded. Preposition is “a relation or function of word as English in, by, for, with etc, that connects a lexical word usually a noun or pronoun or a syntactic construction to another element of the sentence”.²⁴ According the researcher that preposition is a word that place before noun or pronoun and gerund.

2. Kinds of preposition

In English there are many kinds of the prepositions. The preposition that had found in English are:

- | | | |
|------------|-----------|-----------|
| - About | - beneath | - out of |
| - Above | - beside | - past |
| - Across | - besides | - before |
| - After | - between | - behind |
| - Under | - against | - through |
| - Along | - but | - into |
| - Among | - by | - like |
| - Around | - despite | - near |
| - Round | - down | - of |
| - Expect | - during | - on |
| - Out side | - towards | - without |

²⁴Victoria Newfeldt, *Op.Cit.*, p. 1064.

- | | | |
|--------|----------|------------------------|
| - Over | - Off | - as |
| - At | - until | - for |
| - From | - up | - since |
| - In | - with | - below. ²⁵ |
| - To | - within | |

According to Jayanthi Dakshina Murthy, there are five kinds of prepositions in English, namely:

- a) Simple prepositions
- b) Double prepositions
- c) Compound prepositions
- d) Participial prepositions
- e) Phrase prepositions.²⁶

a) Simple prepositions

“Prepositions which are not formed by any method and common to a language are known as simple prepositions”.²⁷ We can also said this preposition is preposition consist of one word.

Examples:

- | | | | |
|--------|----------|--------|---------|
| - At | - of | - On | - after |
| - With | - but | - By | - off |
| - Till | - round | - For | - over |
| - Up | - around | - From | - under |
| - Down | - since | - In | - to |
| - Out | - until | | |

²⁵Ridwansyah, *Op.Cit.*, p. 75.

²⁶Jayanthi Dakshina Murthy, *Op.Cit.*, p. 190.

²⁷*Ibid.*

b) Double prepositions

Prepositions which contain two words are known as double prepositions.²⁸ This preposition is preposition that consists of two words but separated between one words with others.

Examples:

- | | |
|---------------|----------------|
| - From behind | - according to |
| - From among | - near to |
| - From under | - next to |
| - From within | - close to |

c) Compound prepositions

Prepositions which are formed by prefixing are known as compound prepositions.²⁹ We can also said this preposition is preposition that consists of two words that compounded.

Examples:

- | | |
|-----------|-------------|
| - Outside | - around |
| - Inside | - beside |
| - Without | - between |
| - Besides | - beyond |
| - Towards | - alongside |

²⁸*Ibid.*, p. 191.

²⁹*Ibid.*

d) Participial prepositions

Present participial which are used as prepositions are known as participial prepositions.³⁰

Examples:

- Concerning - respecting - excepting
- Considering - touching
- During - according
- Regarding - following

From the examples above, we can conclude that participial preposition is preposition that followed by “ing”.

e) Phrase prepositions

Phrase preposition is group of words which are used as prepositions are known as phrase prepositions.³¹

Examples:

- Because of - in addition to
- In regard to - on behalf of
- In order to - in spite of
- In place to - in case of
- In front of - in return of

³⁰*Ibid.*

³¹*Ibid.*, p. 192.

From examples above, we can conclude that phrase preposition is preposition that consists of some prepositions that compounded.

According to Hasan Alwi, there are two kinds of the prepositions, they are:³²

1) Singular preposition

Singular preposition is preposition consists of one word.³³ The form of singular prepositions are root of word (in, to, from and on) .

2) Compound preposition

Compound preposition is compound preposition that consists of two contiguous prepositions and two correlate prepositions.³⁴ The contiguous preposition is the preposition consists of two prepositions that organized. Examples, (because of, in addition to and in spite of.) the two correlate preposition is preposition that consists of two elements that used but separated by other word or phrase.

3. Position of preposition

According to Jayanthi, there are three kinds of position of the preposition, they are:

- a) A preposition is always placed at the end of the sentence when the object is relative pronoun “that”. Example: This is the Hotel that I stayed *in*.

³²Hasan Alwi et al, *Bahasa Indonesia* (Jakarta: Balai Pustaka, 2003), p. 288.

³³*Ibid.*

³⁴*Ibid.*, p. 290.

- b) The preposition must be placed at the end when the object is an interrogative pronoun. Example: - Who are you waiting *for*?
- c) The preposition must be placed at the end when the relative pronoun is understood.³⁵ Example: - do you know the things she is interested *in*.

But according to Thomson says, that position of the preposition there are two constructions, however, it is possible in informal English to move the prepositions to the end of the sentence.³⁶

- 1) In question beginning with a preposition *whom/ which/ what/ whose/ where*:

Examples: - *To* whom were you talking? (Formal)

- Who were you talking *to*? (Informal)

- 2) Similarly in relative clauses, a preposition placed before “whom” which can be moved to the end of the clause. The relative pronoun is then often omitted:

Examples: - The people with whom I was traveling.

- The people I was traveling with.

Besides that, according the researcher that position of the preposition is after the verb.

³⁵*Ibid.*, p. 199.

³⁶A. J. Thomson & A.V. Martinet, *A Practical English Grammar* (London: Oxford University Press, 1986), p. 91.

4. Objects of Preposition

a) Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification. Noun is the name of things and persons.³⁷

Preposition is a word that placed before noun or pronoun and gerund. The preposition is used before noun in object of sentences. For example, the bridge was built *over* **the river**.

b) Pronoun

Pronoun is a word used in place of a noun or noun phrase.³⁸ There are some prepositions used before pronoun in object of sentences. A pronoun used for three persons is known as personal pronoun.

1) First person: a pronoun used for the person speaking.

Examples: I, we, me.

2) Second person: a pronoun used for the person spoken to. Example: you.

3) Third person: a pronoun used for the person spoken of. Examples: he, she, it, they.

Examples: - She is angry *with* **me**

- Hei is smile *to* **us**.

³⁷Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis* (Amsterdam/ Philadelphia: Jhon Benjamins Publishing Company, 2000), p. 88.

³⁸Hornby, *Op.Cit.*, p. 928.

c) Gerund

Gerund is a word ending with “ing” and has the force of a noun and verb.³⁹ It is also known as verbal noun. The preposition is also used before a gerund in object of sentences. Example, I am fond *of* **writing letters**.

d) Noun clause

Noun clause is consists of a subject and predicate that functions as a noun.⁴⁰ One of its most common functions is as the object of a verb in sentences. Example, There is no point *in* **what she said**.

5. The uses of preposition

The use of a preposition at the end of the sentence is awkward and is admissible only when it combines with a preceding intransitive verb to form a compound transitive verb:

a) In

This preposition generally means inside a place or enclosure. It is opposite of out.” *In* is used with names of countries and large town”.⁴¹ *In* is use also for things or persons in rest position.⁴² *In* is use to show the place, like as in the room/ building/ town/ street and etc. *In* also used to show the names of month (without date), year, and summer. *In* also used to show

³⁹Jayanthi Dakshima Murthy, *Op.Cit.*, p. 125.

⁴⁰Marcella Frank, *Modern English* (New York: Prentice-Hall, 1972), p. 62.

⁴¹Wren & Martin, *High School English Grammar and Compositions* (S.Chand & Company Ltd: Ram Nagar, 1994), p. 307.

⁴²Jayanthi Dakshina Murthy, *Op.Cit.*, p. 201.

part of time the days (in the morning, in the afternoon, in the evening). *In* is used to talk about longer periods of time.⁴³

Examples: - I live *in* Padang

- She passed her degree *in* 1990.

- He is *in* the hospital.

b) At

This preposition generally is “used to indicate a general location”.⁴⁴ According to Jayanthi, “*at* is used for small town and village, exact time and position”.⁴⁵ *At* is use to show the place that limited in around, like: at the door, at the window and at the bus station. usually it is use more specific than *in*. And *at* is also use to show about the time, like: time, big days (at Easter), part of time in day (at noon, at night).

Examples: - I went there *at* noon.

- He is waiting *at* the bus stop.

c) On

This preposition is use for days of week/ month. Its also use for things at rest and upon for things in motion. “*On* is use for dates and days”.⁴⁶ *On* is often used in speaking of things at rest. It use in position is use to show that thing there is on surface something, like: on the floor, on the grass, on

⁴³Martin Hewings, *Advanced Grammar in Use* (Cambridge: Cambridge University Press, 2002), p. 214.

⁴⁴Michael A. Pyle & Mary Ellen Munos Page, *Toeﬂ Preparation Guide* (India: Wiley, 2005), p. 282.

⁴⁵Jayanthi Dakshina Murthy, *Op.Cit.*, p. 201-203.

⁴⁶Raymond Murphy, *Grammar In Use* (Australia: Cambridge University Press, 1986), p. 218.

the wall and on the head. But, its use in time, on is use to show the name of the days, month with the date.

Examples: - He sat *on* a chair

- She will come *on* Sunday.

- She was married *on* May 20.

d) For

This preposition is “used for period in perfect tense”.⁴⁷ It is also use to denoting that how something have be done and followed by certain time.

Example, we have stayed here *for* two weeks.

e) By

This preposition generally means to go past a place or to be situated near a place. And *by* is also used for indicate the agent in passive sentence.⁴⁸ By is used also for showing who or what does, creates or causes something. It is also used to indicate a means of transport or a route taken.

Examples:

- Romeo and Juliet were written *by* William Shakespeare.

- I go to school *by* car.

⁴⁷Jayanthi Dakshina Murthy, *Op.Cit.*, p. 200.

⁴⁸*Ibid.*

f) Under

This preposition is the opposite of *over*. *Under* is in, to or through a position that is below or beneath something.⁴⁹ *Under* is used to show a noun beneath of something. Examples:

- a) The cat is *under* the table.
- b) She sits *under* the tree.

g) Below

Below is opposite of above. *Below* is at or to a lower level, position or place.⁵⁰ It is lower than under. Example, the Death Valley in California is about 100m *below* sea level.

h) Over

Over is a position higher than but not touching something.⁵¹ It is used to show the place higher than other but not touching something. It is also used to show something that side of something to the other. Example, the bridge was built *over* the river. It is also used with number, ages, money, and time. Example, we waited *over* two hours.

⁴⁹Hornby, *Op.Cit.*, p.1296.

⁵⁰*Ibid.*, p. 99.

⁵¹*Ibid.*, p. 825.

i) Above

Above is used in relation to a minimum level or a fixed point.⁵² *Above* is higher than *over*. It is used to show something that higher in rank. Example, A place which is 1000 m *above* sea level must be very cold.

j) Since

Since is used for before a noun or phrase denoting some point of time, and is preceded by a verb in some perfect tense.⁵³ So, *since* often use to show the time in perfect tense.

Examples: - I have eaten nothing *since* yesterday.
- I haven't seen him *since* last week.

From explanation above, it is shown that many kinds of using preposition in sentences. In each sentence the preposition make more clear meaning of sentence. So, preposition is important in sentences.

C. Review and Related Findings

This research related to Hikmah Alami the title of research was "The Analysis of Students' Mastery in Forming Sentences by Using Pronoun of the Grade IX Students at SMP Negeri 1 Batahan". The result of this research said that the students' mastery in forming sentences by using pronoun is good.⁵⁴

⁵²*Ibid.*, p. 4.

⁵³*Ibid.*, p. 1103.

⁵⁴Hikmah Alami, The Analysis of Students' Mastery in Forming Sentences by Using Pronoun of Grade IX Students at SMP Negeri 1 Batahan, Unpublished script, 2009.

Besides that, this research also related to Nur Ikhwan Gultom the title of research was “The Correlation between of Preposition Mastery and Building Sentence Mastery at SMP Negeri 3 Padangsidempuan”. The result of this research said that there is correlation between preposition and building sentence mastery.⁵⁵

If the researchers mentioned above research about students’ mastery in forming or building sentences, the researcher in this research interested to do a research about the students’ ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh.

⁵⁵Nur Ikhwan Gultom, The Correlation between of Preposition Mastery and Sentence Mastery at SMP Negeri 3 Padangsidempuan, Unpublished script, 2007.

CHAPTER III

RESEARCH METHODOLOGY

1. Approach and Kind of Research.

This research would conduct with qualitative descriptive research. Depend on Sugiyono, qualitative research is a research base of postpositivisme philosophy, the research is used for researching condition of object naturally, and where the researcher will become a key instrument.¹ Moleong said that qualitative research is the research that is mean to understand the phenomenon about what is the subject research undergone by using natural method.²

This research was done with collecting' analyzing and interpreting data and fact and then concluded with inductive method. Depend on the depth of analysis, this research is descriptive that used with procedures to draw and to show the condition of research object.³ Actually in this research the researcher would be show and draw the students' ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh.

¹Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R & D* (Bandung: Alfabeta, 2009), p. 9.

²Lexi J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), p. 126.

³Nana Sudjana, *Tuntunan Penulisan Karya Ilmiah* (Bandung: Sinar Baru Algesindo, 2003), p. 52.

2. Location and Schedule of Research.

1. Location of Research

This research had conducted at SMA Negeri 1 Gunung Tuleh at Pasaman Barat in West Sumatera.

2. Schedule of Research

This research has been done from May 2011 until March 2012.

3. Sources of Data

The research consists of two sources of data; it was the sources of primary data and secondary data.

- a) The primary source of data was students.
- b) The secondary source of data were Headmaster and English teacher.

4. Technique of Collecting Data

To get the data, the researcher used some instruments like:

a) Test

The building sentences by using preposition test was giving to tenth grade students of SMA Negeri 1 Gunung Tuleh as an informant of this research. The test was consists of 25 questions. The test in this thesis was essay, for each correct answer was given 4 values, while the incorrect answers were not given a value. So, it meant that totality of score was 100. These were materials that used in the test, the building sentences by using preposition: in, at, on, for, under, above, by, over, below, and since.

b) Observation.

To complete the data of research, researcher took an observation. Observation was which the researcher took field notes on the behavior and activities of individuals at the research site.⁴ In this research the researcher would be observed about all aspects in SMA Negeri 1 Gunung Tuleh which has a relationship to the process of increasing students' ability in building sentences by using preposition include places, facilities, subject of research, event, time and experience.

c) Interview

Interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person.⁵ Interview was one of the techniques of collecting data by doing oral interview in individual meeting. Interview was given for tenth grade students at SMA Negeri 1 Gunung Tuleh. The questions were appropriated with the list of interview. Interview was done for getting data about the difficulties of students' ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh. Interview was done also with English teacher and headmaster. It was done to getting information about condition at SMA Negeri 1 Gunung Tuleh not only about their students but also the development of this school.

⁴John W. Creswell, *Research Design* (USA: Sage Publication, 2002), p. 185.

⁵L. R. Gay & Peter Airasian, *Educational Research* (USA : Prentice Hall, 2002), p. 219.

5. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research is very important because checking the trustworthiness of the data is used to contradict the assumption of qualitative research which is not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follows:⁶

- a) Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
- b) Include additional participants to broaden the representativeness of the study and thus the database.
- c) Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants
- d) Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
- e) Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f) Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
- g) Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes
- h) Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i) Examine unusual result for explanation.
- j) Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.

The researcher just took triangulate technique to check the trustworthiness data with compare the result of test, interview, and observation.

Based on the result of test, it can be concluded that the students' ability in

⁶ L.R. Gay & Peter Airasian. *Op. Cit.*, p. 225.

building sentences by using preposition into enough category (53,71). According to the result of interview with English teacher and students that students still felt difficult in building sentences by using preposition. Based on the result of interview and observation, students can be categorized into enough category. So it can be concluded that the result of the test of students appropriate with the result of interview and observation of students.

6. Technique of Data Analysis

After collecting data, researcher analyzed data from the result of test which has given to 35 students of tenth grade students at SMA Negeri 1 Gunung Tuleh. Depend on Lexy J. Moleong, technique of data analysis in qualitative research can be done with these process below:

1. Starting from research about all data which consist of some sources data.
2. Holding reduction of data with making abstraction.
3. Arranging in one unit.
4. Categorization to the next steps.
5. Holding investigation about validity of data.
6. Making interpretation of data.⁷

So the researcher made the technique of data analysis for this researcher such as below:

1. After collecting their answer, the researcher analyzed the result of the test with mean score, and average score of students were interpreted in descriptive.

⁷Lexy J. Moleong, *Op. Cit.*, p. 329.

2. Description of data. Expounding data into combination of sentences systematically.
3. Take a conclusions, it is done to conclude the discussion solidly and briefly.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Findings

As a general result of this thesis, researcher would describe the location and setting of research. The place of research was conducted at SMA Negeri 1 Gunung Tuleh in 2011/2012 Academic year, which the complete address was at Pasaman Barat in West Sumatera. This school was built on 2800 meter square.

M. Ghor said that this school was built in 1996 as the first SMA in Kecamatan Gunung Tuleh. SMA Negeri 1 Gunung Tuleh was named with SMA Swasta Paraman Ampalu from 1996 until 2002. The first headmaster of this school was Drs. Luffi and the status of school at that time was Private. In 2002, the changing of the school's status from Private to be State with name SMA Negeri 1 Gunung Tuleh. The first headmaster was Drs. Panyabungan Siregar from 2002 until 2005. The second headmaster was Khaidir S.Pd from 2005 until 2008. The third headmaster was Ali Arman S.Pd from 2008 until 2011. And the last headmaster was Drs. Arman from 2011 until now.¹ Thus, after this school became State until now there are four headmasters hold of.

M. Ghor said, many developments that event in SMA Negeri 1 Gunung Tuleh. The first SMA Negeri 1 Gunung Tuleh has 4 classes, while now there are 17 classes. It is mean there is rising. And he said also, first the teachers in this

¹M.Ghor, Deputy headmaster of SMA Negeri 1 Gunung Tuleh, *Interview*, SMA Negeri 1 Gunung Tuleh, 8 November 2011.

school there are 16 teachers, while now there are 40 teachers. SMA Negeri 1 Gunung Tuleh is also has enough facility, those are the facilities that we can find in SMA Negeri 1 Gunung Tuleh.

Table 1
These are facilities of SMA Negeri 1 Gunung Tuleh.²

No	Kinds of facilities	Total/wide
1.	Landmass	2800 meter
2.	Classes	17 classes
3.	Teachers' room	1 room
4.	Headmaster's room	1 room
5.	Library	1 room
6.	Laboratory	1 room
7.	Computer room	1 room
8.	Administration room	1 room
9.	Consultation room	1 room
10.	Musholla	1 unit

From those facilities above, SMA Negeri 1 Gunung Tuleh has enough building, where all buildings even classes or offices had built permanently. SMA Negeri 1 Gunung Tuleh has 17 classes to conduct the process of teaching and learning.

Afkar said that total of students of SMA Negeri 1 Gunung Tuleh in 2011 are 588 students.³ These are total of students SMA Negeri 1 Gunung Tuleh:

²Data was taken from Administration Data of SMA Negeri 1 Gunung Tuleh.

Table 2
Total all of students at SMA Negeri 1 Gunung Tuleh.

Class	Frequency
X	224
XI	202
XII	162
Total	588

From table above, we knew that total of students at Grade X SMA Negeri 1 Gunung Tuleh were 224 students, total of students at Grade XI were 202 students, and the last total of students at Grade XII were 162 students. So, the total all of students were 588 students.

Especially for English teachers at SMA Negeri 1 Gunung Tuleh there are 5 teachers, they were: Awaluddin, M.Pd, Yossel Fiany, S.S, Irna Feronika, S.Pd, Rosnilawati, S.Pd, and Deni Wita, S.Pd.⁴

These were a little description of SMA Negeri 1 Gunung Tuleh that researcher could pretend as a general result about location and setting of research.

³Afkar S.Pd, Chief of Administration SMA Negeri 1 Gunung Tuleh, *interview*, SMA Negeri 1 Gunung Tuleh, 9 November 2011.

⁴Yasri S.Pd, first vice chairman of Curriculum SMA Negeri 1 Gunung Tuleh, *interview*, 8 November 2011.

B. Specific Findings

1. Description of the Students' Ability in Building Sentences by Using Preposition at Tenth Grade SMA Negeri 1 Gunung Tuleh.

Based on the result was found from the respondent, it could be seen that the score of respondents were vary between 40 up to 64. It means that the high score got by the respondent was 64 and the lowest score was 40. The all of test was disarranged sentence, so the students must be arranged the sentence correctly. The description data of students' ability in building sentences by using preposition at tenth grade in SMA Negeri 1 Gunung Tuleh could be seen in the following table:

Table 3. Question no. 1

No.	The item of test	Number of students answer	
		T (True)	F (False)
1.	go-often-out-They-Sunday-on	18	17
Percentage		51.43%	48.57%

From the data above, the results of the test there were 18 students (51.43%) answered true. While there were 17 students (48.57%) answered wrong, it meant that 17 students were unable in arranged the sentence correctly.

Table 4. Question no. 2

No.	The item of test	Number of students answer	
		T (True)	F (False)
2.	married-Rini-got-9-2010-october-on	18	17
Percentage		51.43%	48.57%

From the data above, the results of the test there were 18 students (51.43%) answered true. While there were 17 students (48.57%) answered wrong, it meant that 17 students were unable in arranged the sentence correctly.

Table 5. Question no. 3

No.	The item of test	Number of students answer	
		T (True)	F (False)
3.	like-I-don't-at-traveling-night	19	16
Percentage		54.29%	45.71%

From the data above, the results of the test there were 19 students (54.29%) answered true. While there were 16 students (45.71%) answered wrong, it meant that 16 students were unable in arranged the sentence correctly.

Table 6. Question no. 4

No.	The item of test	Number of students answer	
		T (True)	F (False)
4.	is-ball-The-on-the-table	22	13
Percentage		62.86%	37.14%

From the data above, the results of the test there were 22 students (62.86%) answered true. While there were 13 students (37.14%) answered wrong, it meant that 13 students were unable in arranged the sentence correctly.

Table 7. Question no. 5

No.	The item of test	Number of students answer	
		T (True)	F (False)
5.	went-to-taxi-We-by-Padang	21	14
Percentage		60%	40%

From the data above, the results of the test there were 21 students (60%) answered true. While there were 14 students (40%) answered wrong, it meant that 14 students were unable in arranged the sentence correctly.

Table 8. Question no. 6

No.	The item of test	Number of students answer	
		T (True)	F (False)
6.	is-a box-ball-The-in	21	14
Percentage		60%	40%

From the data above, the results of the test there were 21 students (60%) answered true. While there were 14 students (40%) answered wrong, it meant that 14 students were unable in arranged the sentence correctly.

Table 9. Question no. 7

No.	The item of test	Number of students answer	
		T (True)	F (False)
7.	the-tree-snake-The-is-under	13	22
Percentage		37.14%	62.86%

From the data above, the results of the test there were 13 students (37.14%) answered true. While there were 22 students (62.86%) answered wrong, it meant that 22 students were unable in arranged the sentence correctly.

Table 10. Question no. 8

No.	The item of test	Number of students answer	
		T (True)	F (False)
8.	was-the-bridge-The-river-built-over	17	18
Percentage		48.57%	57.43%

From the data above, the results of the test there were 17 students (48.57%) answered true. While there were 18 students (57.43%) answered wrong, it meant that 18 students were unable in arranged the sentence correctly.

Table 11. Question no. 9

No.	The item of test	Number of students answer	
		T (True)	F (False)
9.	She-here-stays-two-for-weeks	17	18
Percentage		48.57%	57.43%

From the data above, the results of the test there were 17 students (48.57%) answered true. While there were 18 students (57.43%) answered wrong, it meant that 18 students were unable in arranged the sentence correctly.

Table 12. Question no. 10

No.	The item of test	Number of students answer	
		T (True)	F (False)
10.	up-wakes-She-5 o'clock-at-the-in-morning	18	17
Percentage		51.43%	48.57%

From the data above, the results of the test there were 18 students (51.43%) answered true. While there were 17 students (48.57%) answered wrong, it meant that 17 students were unable in arranged the sentence correctly.

Table 13. Question no. 11

No.	The item of test	Number of students answer	
		T (True)	F (False)
11.	Andi-at-stands-door-the	19	16
Percentage		54.29%	45.71%

From the data above, the results of the test there were 19 students (54.29%) answered true. While there were 16 students (45.71%) answered wrong, it meant that 16 students were unable in arranged the sentence correctly.

Table 14. Question no. 12

No.	The item of test	Number of students answer	
		T (True)	F (False)
12.	They-been-have-tennis-since-playing-2 o'clock	20	15
Percentage		57.14%	42.86%

From the data above, the results of the test there were 20 students (57.14%) answered true. While there were 15 students (42.86%) answered wrong, it meant that 15 students were unable in arranged the sentence correctly.

Table 15. Question no. 13

No.	The item of test	Number of students answer	
		T (True)	F (False)
13.	She-read-has-been-since-was-she-seven-years-old	17	18
Percentage		48.57%	57.43%

From the data above, the results of the test there were 17 students (48.57%) answered true. While there were 18 students (57.43%) answered wrong, it meant that 18 students were unable in arranged the sentence correctly.

Table 16. Question no. 14

No.	The item of test	Number of students answer	
		T (True)	F (False)
14.	I-have-nothing-since-eaten-yesterday	19	16
Percentage		54.29%	45.71%

From the data above, the results of the test there were 19 students (54.29%) answered true. While there were 16 students (45.71%) answered wrong, it meant that 16 students were unable in arranged the sentence correctly.

Table 17. Question no. 15

No.	The item of test	Number of students answer	
		T (True)	F (False)
15.	there-I-at-went-noon	19	16
Percentage		54.29%	45.71%

From the data above, the results of the test there were 19 students (54.29%) answered true. While there were 16 students (45.71%) answered wrong, it meant that 16 students were unable in arranged the sentence correctly.

Table 18. Question no. 16

No.	The item of test	Number of students answer	
		T (True)	F (False)
16.	have-I-here-stayed-two-for-days	21	14
Percentage		60%	40%

From the data above, the results of the test there were 21 students (60%) answered true. While there were 14 students (40%) answered wrong, it meant that 14 students were unable in arranged the sentence correctly.

Table 19. Question no. 17

No.	The item of test	Number of students answer	
		T (True)	F (False)
17.	written-was-Romeo-Juliet-and-Shakespear-by	19	16
Percentage		54.29%	45.71%

From the data above, the results of the test there were 19 students (54.29%) answered true. While there were 16 students (45.71%) answered wrong, it meant that 16 students were unable in arranged the sentence correctly.

Table 20. Question no. 18

No.	The item of test	Number of students answer	
		T (True)	F (False)
18.	to-She-goes-market-car-by	18	17
Percentage		51.43%	48.57%

From the data above, the results of the test there were 18 students (51.43%) answered true. While there were 17 students (48.57%) answered wrong, it meant that 17 students were unable in arranged the sentence correctly.

Table 21. Question no. 19

No.	The item of test	Number of students answer	
		T (True)	F (False)
19.	for-I-didn't-to-campus-come-weeks-two	12	23
Percentage		34.29%	65.71%

From the data above, the results of the test there were 12 students (34.29%) answered true. While there were 23 students (65.71%) answered wrong, it meant that 23 students were unable in arranged the sentence correctly.

Table 22. Question no. 20

No.	The item of test	Number of students answer	
		T (True)	F (False)
20.	get-at-up-I-5 o'clock	30	5
Percentage		85.71%	14.29%

From the data above, the results of the test there were 30 students (85.71%) answered true. While there were 5 students (14.29%) answered wrong, it meant that 5 students were unable in arranged the sentence correctly.

Table 23. Question no. 21

No.	The item of test	Number of students answer	
		T (True)	F (False)
21.	born-I-was-Sunday-on-morning	28	7
Percentage		80%	20%

From the data above, the results of the test there were 28 students (80%) answered true. While there were 7 students (20%) answered wrong, it meant that 7 students were unable in arranged the sentence correctly.

Table 24. Question no. 22

No.	The item of test	Number of students answer	
		T (True)	F (False)
22.	see-you-I'll-the-in-morning	21	14
Percentage		60%	40%

From the data above, the results of the test there were 21 students (60%) answered true. While there were 14 students (40%) answered wrong, it meant that 14 students were unable in arranged the sentence correctly.

Table 25. Question no. 23

No.	The item of test	Number of students answer	
		T (True)	F (False)
23.	sky-is-The-us-above	17	18
Percentage		48.57%	57.43%

From the data above, the results of the test there were 17 students (48.57%) answered true. While there were 18 students (57.43%) answered wrong, it meant that 18 students were unable in arranged the sentence correctly.

Table 26. Question no. 24

No.	The item of test	Number of students answer	
		T (True)	F (False)
24.	They-on-below-live-the-floor	20	15
Percentage		57.14%	42.86%

From the data above, the results of the test there were 20 students (57.14%) answered true. While there were 15 students (42.86%) answered wrong, it meant that 15 students were unable in arranged the sentence correctly.

Table 27. Question no. 25

No.	The item of test	Number of students answer	
		T (True)	F (False)
25.	over-The-hangs-cliff-the-see	22	13
Percentage		62.86%	37.14%

From the data above, the results of the test there were 22 students (62.86%) answered true. While there were 13 students (37.14%) answered wrong, it meant that 13 students were unable in arranged the sentence correctly.

After analyzing the data that has been collected from the respondents, it was gotten that the value of the Mean Score (M) of the Tenth Grade SMA Negeri 1 Gunung Tuleh in 2011/2012 academic year in Building Sentences by Using Preposition is 53.71%. And to know the description about the classification or the

criteria of the students' ability in building sentences by using preposition at tenth grade SMA Negeri 1 Gunung Tuleh, look as following table:

Table 28

The criteria score interpretation:⁵

No	Percentage	Criteria
1.	0% _ 20%	Very low
2.	21% _ 40%	Low
3.	41% _ 60%	Enough
4.	61% _ 80%	High
5.	81% _ 100%	Very high

Depend on criteria of score interpretation the researcher concluded that the Students' Ability in Building Sentences by Using Preposition at tenth grade SMA Negeri 1 Gunung Tuleh was 53.71%, so category of interpretation and classification is enough.

2. The Difficulties of Students' Ability in Building Sentences by Using Preposition at Tenth Grade SMA Negeri 1 Gunung Tuleh.

One of the aims of this research is to know the difficulties of students' ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh. The instrument that used to find those difficulties was interview.

a) The used of preposition

⁵Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

The used of preposition means that students are difficult in determine of the using preposition. Tenth grade students of SMA Negeri 1 Gunung Tuleh commonly have a difficulty in determine of using preposition. From 20 informants 15 students (75%) had a difficulty in determining of using preposition, while 5 students (25%) didn't have a difficulty.

Researcher was interview with 5 informants that haven't a difficulty in determining of using preposition, because they had understood about preposition. But, the other students that have a difficulty in determining of using preposition. Yulia Sari said that students have difficulties because the students still confused to differentiate of using preposition. For example, using preposition *at*, *in*, and *on* to show the time.⁶

b) The differentiate small and big place

Tenth grade of SMA Negeri 1 Gunung Tuleh had a difficulty to differentiate where is small and big place. Form 20 informants 12 students (60%) felt difficult to differentiate where is small and big place, while 8 students (40%) didn't feel difficult. It can be done because the students haven't know about parts of place. It was according with Gita Purnama said that students haven't known about the parts of place, especially to show the

⁶Yulia Sari, student of SMAN 1 Gunung Tuleh, Interview, SMAN 1 Gunung Tuleh, 8 November 2011.

small and big place.⁷ So the students still confused to differentiate the parts of place.

- c) The determine where is subject, predicate, object and complement

This is also kinds of difficulties that students of SMA Negeri 1 Gunung Tuleh felt in building sentences by using preposition. From 20 informants 17 students (85%) said that they felt difficult in building sentence, while 3 students (15%) said that they didn't find a difficulty. From 17 students felt difficulty because they didn't know where is subject, predicate, object, and complement. It was according with Syahril said that still difficult in building sentences by using preposition.⁸

3. The Efforts of English Teacher in Overcoming Difficulties of Students' Ability in Building Sentences by Using Preposition at Tenth Grade SMA Negeri 1 Gunung Tuleh.

Based on the result of interview with Mrs. Deni Wita as one of English teacher at SMA Negeri 1 Gunung Tuleh, she said that the efforts of difficulties of the students' ability in building sentences by using preposition were:⁹

1. The English teacher often repeated the lesson and gives more examples, which example was according with students' environment. So, the students not confused in building sentences by using preposition.

⁷Gita Purnama, student of SMA Negeri 1 Gunung Tuleh, Interview, SMA Negeri 1 Gunung Tuleh, 9 November 2011.

⁸Syahril, student of SMA Negeri 1 Gunung Tuleh, Interview, SMA Negeri 1 Gunung Tuleh, 7 November 2011.

⁹Deni Wita, The English teacher at SMA Negeri 1 Gunung Tuleh, Interview, 10 November 2011.

2. The efforts of difficulties students about distinguish the small and big place.

The English teacher often asked the students to make sentences by using preposition in a sheet minimal ten sentences. Then, the teacher asked to each student about it where is the preposition.

3. The efforts of difficulties students about the determining of subject, predicate, object, and complement. The English teacher always gave them homework to make the sentences. They must be made homework in task book, so they can study more in the house.

Deni Wita said that the media of English teachers in teaching used the Headlight and Look A Head books.¹⁰ Besides that, the students also used the Pista book. It is one of name a sheep task of students. Pista shorted from “Pelatihan Intensif Siswa Terampil dan Aktif”. The English teacher used it for training the students worked the task or test, so they were understood about English lesson.

C. Discussion

After doing the research by giving the test for tenth grade SMA Negeri 1 Gunung Tuleh, the researcher concluded that students' ability in building sentences by using preposition is enough (53.71%). Based on the result of this research, there were some difficulties of students in building sentences by using preposition, the used of preposition, to differentiate small and big place, and determining where is subject, predicate, object and complement.

¹⁰*Ibid.*

The researcher before had been researched this problem by Hikmah Alami the title was “The analysis of students’ mastery in forming sentences by using pronoun. In this case, the result of this research about the difficulties of students’ ability in building sentences by using preposition at SMA Negeri 1 Gunung Tuleh is same with the researcher before, they were: determining where is subject, predicate, object and complement.

Besides that, the English teacher always motivated the students in learning process. It was supported by Mulyasa said that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.¹¹ In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.¹²

According to researcher that overcomes the learning difficulties not only by repeating the lesson and remedial but also by studying in the field. It meant that the students studied directly in object. For example, if the students studied about plants the students can study out of class. Besides that, it was interested and it was also can lose the bored. Thus, the students studied spirit and they felt fresh.

D. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

¹¹Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya, 2008), p. 121.

¹²Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Pranada Media Grup, 2009), p.

On doing the test, there were the threats of time, because the students had activities. Besides, the time which was given to the students in last time of learning. So the students did not answer the test seriously.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher helped from the entire advisors, headmaster and English teachers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After getting research and giving test for 35 students, the researcher concluded that Students' Ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh is enough. They have enough categories in 53.71%. This research can be used as the input to the readers and other researcher referring to the topic of this research.

The difficulties of students in building sentences by using preposition were: the used of preposition, to distinguish small and big place, and determining where is subject, predicate, object and complement. The efforts of English teacher to overcome the difficulties of students, they were: often repeated the lesson and gives more examples, which example was according with students' environment, often asked the students to make sentences by using preposition in a sheet minimal ten sentences, and always gave them homework to make the sentences.

B. Suggestions

Based on the result of research, the researcher wants to give some suggestions to become advice and motivation for:

1. The students

The researcher hopes the students to be more tried to make the examples in building sentences by using preposition. And researcher hopes that the students

to study hard moreover English subject, because it is one of subject in National Final Examination (UN).

2. The teachers at SMA Negeri 1 Gunung Tuleh

The teacher at SMA Negeri 1 Gunung Tuleh especially for English teachers should be able to make more examples of sentences near or familiar in their life. Besides that, the English teachers should be teach with make things that supported with topic and sometimes the students studied in the field, it was purpose to lose their bored.

3. The headmaster at SMA Negeri 1 Gunung Tuleh

Headmaster was expected to be more active in monitoring the process of teaching and learning. Headmaster should be complete the equipments which they needed in order to get good quality in teaching and learning English.

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Mother's name : Masdar Hasibuan

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BARAT

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BARAT

Senior high school : SMA N 1 GUNUNG TULEH, PASAMAN
BARAT

Institute : STAIN PADANGSIDIMPUAN

APPENDIX I

GUIDANCE OF OBSERVATION

1. The location of SMAN I Gunung Tuleh.
2. Learning process English in SMAN 1 Gunung Tuleh.
3. Condition and situation of English teacher in learning process)
4. Condition of facilities in learning process.
5. Observe the teaching method of teacher.
6. Observe the method of teacher to give the material of learning.
7. Observe the ability of students in learning process.

APPENDIX II

GUIDANCE OF INTERVIEW

A. English Teacher

1. What method that used in teaching the sentences by using preposition in SMAN 1 Gunung Tuleh?
2. What books that used in teaching the sentences by using preposition in SMAN 1 Gunung Tuleh?
3. How the learning system in building sentences by using preposition in SMAN 1 Gunung Tuleh?
4. What media that used in teaching the building sentences by using preposition in SMAN 1 Gunung Tuleh?
5. How the result of students in learned the building sentences by using preposition in SMAN 1 Gunung Tuleh?
6. What the difficulties of students in learning the building sentences by using preposition?
7. How the efforts of English teacher to overcome the difficulties of students in building sentences by using preposition?
8. How the strategy to motivate the students in learning process?

B. Headmaster

1. What the background this school was built?
2. How many teachers in SMAN 1 Gunung Tuleh?
3. How many English teachers in SMAN 1 Gunung Tuleh?
4. How many students in SMAN 1 Gunung Tuleh?
5. How the development condition in SMAN 1 Gunung Tuleh?

C. Students

1. Do you like English?
2. Do you have English course?
3. Do you have English books?
4. Do you have English dictionary?
5. What the media that used your teacher when study English?
6. Do you think that using media is good?
7. Do you have difficulties when study English, especially in building sentences by using preposition?
8. What difficulties that you found when study English, especially in building sentences by using preposition?

APPENDIX III

The list of test

Arrange the sentence correctly.

1. go – often – out – They – Sunday – on
2. married – Rini – got – 9 – 2010 – October – on
3. like – I – don't – at – traveling – night
4. is – ball – The – on – the – table
5. went – to – taxi – We – by – Padang
6. is – a – box – ball – The – in
7. the – tree – snake – The – is – under
8. was – the – bridge – the – river – built – over
9. She – here – stays – two – for – weeks
10. up – wakes – She – 5 o'clock – at – the – in – morning
11. Andi – at – stands – door – the
12. They – been – have – tennis – since – playing – 2 o'clock
13. She – read – has – been – since – was – she – seven – years – old
14. I – have – nothing – since – eaten – yesterday
15. there – I – at – went – noon
16. have – I – here – stayed – two – for – days
17. written – was – Romeo – Juliet – and – Shakespear – by
18. to – She – goes – market – car – by
19. for – I – didn't – to – campus – come – weeks – two
20. get – at – up – I – 5 o'clock
21. born – I – was – Sunday – on – morning
22. see – you – I'll – the – in – morning
23. sky – is – The – us – above
24. They – on – below – live – the – floor
25. over – The – hangs – cliff – the – sea

APPENDIX IV

The Answering of Questions

1. They often go out on Sunday.
2. Rini got married on October 9 2010.
3. I don't like traveling at night.
4. The ball is on the table.
5. We went to Padang by taxi.
6. The ball is in a box.
7. The snake is under the tree.
8. The bridge was built over the river.
9. She stays here for two weeks.
10. She wakes up at 5 o'clock in the morning.
11. Andi stands at the door.
12. They have been playing tennis since 2 o'clock.
13. She has been read since she was seven years old.
14. I haven't eaten nothing since yesterday.
15. I went there at noon.
16. I have stayed here for two weeks.
17. Romeo and Juliet was written by Shakespear.
18. She goes to market by car.
19. I didn't come to campus for two weeks.
20. I get up at 5 o'clock.
21. I was born in Sunday morning.
22. I'll see you in the morning.
23. The sky is above us.
24. They live on the floor below.
25. The cliff hangs over the sea.

Appendix V

The Analysis of Students' Ability in Building Sentences by Using Preposition
at SMA Negeri 1 Gunung Tuleh

No	Respondent answer of each item number																									Sum
	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	4	4	4	4	4	0	4	0	0	4	4	0	4	0	4	4	0	4	0	0	0	4	0	0	52	
2	4	0	4	4	4	0	4	0	4	4	0	4	4	0	0	0	4	0	0	4	0	0	4	0	48	
3	0	4	0	4	4	0	4	0	4	0	4	4	4	0	4	4	0	4	0	4	0	0	4	0	56	
4	4	4	0	4	4	4	0	4	0	0	0	4	0	4	0	0	4	0	4	0	4	0	0	4	48	
5	0	0	4	0	0	4	0	4	0	0	0	0	0	4	4	4	4	4	0	4	0	4	4	0	48	
6	0	4	0	4	4	0	4	0	4	0	0	0	4	0	0	4	0	4	0	4	0	4	4	0	44	
7	4	4	0	0	0	4	0	4	0	4	4	4	0	4	0	0	4	0	4	0	4	4	4	0	4	56
8	0	0	0	4	4	0	0	4	4	0	4	0	4	0	4	4	4	4	0	4	0	4	0	4	56	
9	0	0	4	0	4	4	0	4	4	4	0	4	0	4	0	4	4	4	4	0	4	4	0	0	56	
10	0	0	0	0	0	0	4	0	4	0	4	0	0	0	4	4	4	4	4	4	4	0	4	4	52	
11	4	0	4	4	0	4	4	0	4	4	0	4	4	4	0	0	0	4	0	4	0	4	0	0	52	
12	0	4	0	4	4	0	4	0	0	4	0	0	0	4	4	4	0	4	0	4	0	4	4	4	56	
13	0	0	0	4	0	4	4	4	0	4	0	0	4	4	4	0	4	4	4	0	4	4	0	4	60	
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16	4	4	4	0	4	0	4	4	0	4	0	4	4	4	0	4	0	4	0	4	0	4	0	4	60	
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19	4	0	0	4	4	0	0	4	4	0	4	4	0	4	4	0	4	0	4	0	4	4	0	4	60	
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31	0	4	0	4	4	4	0	0	0	4	4	4	0	4	4	4	0	0	0	4	4	4	0	0	4	56
32	4	0	4	4	0	4	0	0	0	0	0	4	4	0	0	4	0	4	0	0	4	4	4	0	4	48
33	0	0	4	0	0	0	0	4	0	4	4	0	0	4	4	4	0	0	0	4	4	4	0	0	4	44
34	4	4	4	4	0	4	4	0	0	4	0	4	0	4	0	0	4	0	4	0	0	0	0	4	0	52
35	4	0	4	4	0	0	0	0	0	0	0	0	0	4	4	4	0	4	4	0	4	4	4	0	4	44
TOTAL																										1880

The researcher calculated the score by using the following formula:

$$\begin{aligned}
 &= \frac{\sum \text{score}}{\sum \text{respondent} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100\% \\
 &= \frac{1880}{35 \times 25 \times 4} \times 100\% \\
 &= 53, 71\%
 \end{aligned}$$



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
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Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

nomor : Sti.14/USB/P /2011
tempat : -
kepada : Pembimbing Skripsi

Padangsidimpuan, 30 November 2011
Kepada Yth :
Bapak/Ibu
1. Rayendriani Fahmei Lubis, M.Ag
2. Juni Wati Sri Rizki, S.Sos., M.A
Dosen STAIN Padangsidimpuan
di -
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji
ayakam Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

Nama : YESRIDA
Nim : 07 340 0035
Jurusan / Prog.studi : **Tarbiyah/TBI- 1**
Judul Skripsi : **THE ANALYSIS OF STUDENTS' ABILITY IN BUILDING
SENTENCES BY USING PREPOSITION AT SMA NEGERI 1
GUNUNG TULEH**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak / Ibu menjadi Pembimbing I dan
Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

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

Assalamu'alaikum Wr. Wb.

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KEMENTERIAN AGAMA
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Padangsidimpuan, 02 November 2011

Nomor : Sti.14/L.B4/PP.00.9/1048/2011
Lamp. : -
Hal : **Mohon Bantuan Informasi**
Penyelesaian Skripsi.

Kepada Yth,
Kepala SMA N 1 Gunung Tuleh
di-

Tempat.

Assalamu'alaikum Wr.Wb.

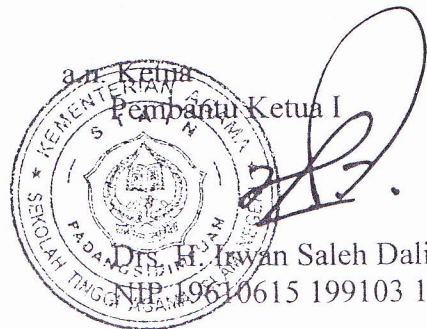
Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama	: Yesrida
Nomor induk mahasiswa	: 07 340 0035
Jurusan/prog.Studi	: Tarbiyah/TBI-1
Alamat	: Silandit

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Analysis of Students' Ability in Building Sentences By Using Preposition at SMA N 1 Gunung Tuleh"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



Drs. H. Iwan Saleh Dalimunthe, MA
NIP. 19610615 199103 1 004



PEMERINTAH KABUPATEN PASAMAN BARAT
DINAS PENDIDIKAN
SMA NEGERI 1 GUNUNG TULEH

Alamat: Paraman Ampalu

KODE POS : 26371

SURAT KETERANGAN
Nomor : 421.3/194/SMA-GT/2011

Kepala SMAN I Gunung Tuleh, Kecamatan Gunung Tuleh Kabupaten Pasaman Barat.

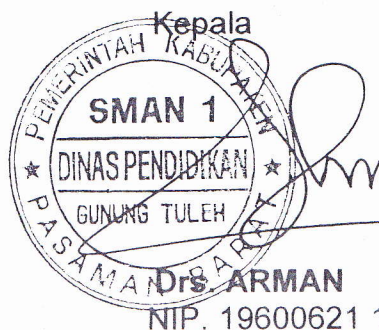
Menerangkan bahwa :

Nama : YESRIDA
Pekerjaan : Mahasiswa STAIN
N I M : 07 340 0035
Program Studi : Tarbiyah / TBI-1
Alamat : Silandit

Yang tersebut namanya diatas telah melakukan Penelitian di SMAN I Gunung Tuleh Kabupaten Pasaman Barat. Untuk Penyelesaian Skripsi dengan Judul " The Analysis Of Students' Ability in Building Sentences by Using Preposition at SMA Negeri 1 Gunung Tuleh'

Demikianlah surat keterangan ini kami berikan, untuk dapat dipergunakan seperlunya.

Paraman Ampalu, 10 November 2011

Kepala

Drs ARMAN
NIP. 19600621 198803 006