

**STUDENTS' ABILITY IN BUILDING SENTENCES BY  
USING PREPOSITION AT PONPES MODERN  
DAARUL MUHSININ JANJI MANAHAN  
KAWAT LABUHANBATU**



**A Thesis**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfillment of the requirement  
for the Graduate Degree of Islamic Education (S.Pd)  
in English Department*

Written By:

**RIZKI PUTRI SIREGAR**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF SYEKH ALI  
HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**



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## LETTER OF AGREEMENT

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To: Dean

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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to Rizki Putri Siregar, entitled "*Students' Ability in Building Sentences by Using Preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu*". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

*Wassalam 'alaikumwr.wb.*

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**LEGALIZATION**

**Thesis** : **Students' Ability in Building Sentences by Using Preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhan Batu**

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## ABSTRACT

**Name : RIZKI PUTRI SIREGAR**  
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**Title : Students' Ability In Building Sentences Using  
Preposition At Ponpes Modern Daarul Muhsinin Janji  
Manahan Kawat Labuhan Batu**

The aims of problem are to know the students' ability in building sentences by using preposition at Ponpes Modern Daarul Muhsinin, to know the difficulties of students' ability in building sentences by using preposition at at Ponpes Modern Daarul Muhsinin, and to know the efforts done by English teachers to overcome of difficulties students' ability in building sentences by using preposition at Ponpes Modern Daarul Muhsinin. The purpose of this research is to analyze students' ability to make sentences with the prepositions in, on at. This research is a quantitative descriptive research and to know how was the ability of students. In this research, researcher used quantitative approach in the type of the descriptive method. There were 100 students as a sample, in collecting data researcher use the instrument of the research like essay test for students, the essay test consist of 25 items. The researcher used Z test for analyzing data. Based on the result of research, researcher found that the students' ability in building sentences by using preposition at Ponpes Modern Daarul Muhsinin is enough ability, it was 81 category. Then the hypothesis was accepted by using Z test. Because  $Z_{count} = 19,11 > Z_{table} = 2,0$ .

Key Word : students' Ability, Sentence, Preposition.

## ABSTRAK

**Nama** : RIZKI PUTRI SIREGAR  
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**Judul** :Kemampuan Siswa Dalam Menyusun Kalimat Menggunakan Preposisi Di Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu

Tujuan masalah adalah untuk mengetahui kemampuan siswa dalam menyusun kalimat dengan menggunakan kata depan di Ponpes Modern Daarul Muhsinin, untuk mengetahui kesulitan kemampuan siswa dalam menyusun kalimat dengan menggunakan kata depan di di Ponpes Modern Daarul Muhsinin, dan untuk mengetahui upaya yang dilakukan oleh Guru bahasa Inggris untuk mengatasi kesulitan kemampuan siswa dalam menyusun kalimat dengan menggunakan preposisi di Ponpes Modern Daarul Muhsinin. Tujuan dari penelitian ini adalah untuk menganalisis kemampuan siswa dalam membuat kalimat dengan preposisi in, on at. Penelitian ini merupakan penelitian deskriptif kuantitatif dan untuk mengetahui bagaimana kemampuan siswa. Dalam penelitian ini, peneliti menggunakan pendekatan kuantitatif dengan jenis metode deskriptif. Sampel berjumlah 100 siswa, dalam mengumpulkan data peneliti menggunakan instrumen penelitian berupa tes uraian untuk siswa, tes uraian terdiri dari 25 soal. Peneliti menggunakan uji Z untuk menganalisis data. Berdasarkan hasil penelitian, peneliti menemukan bahwa kemampuan siswa dalam menyusun kalimat dengan menggunakan preposisi di Ponpes Modern Daarul Muhsinin adalah kemampuan yang cukup yaitu 81 kategori. Kemudian hipotesis diterima dengan menggunakan uji Z. Karena  $Z_{hitung} = 19,11 > Z_{tabel} = 2,0$ .

Kata Kunci : kemampuan Siswa, Kalimat, Preposisi.

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3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.



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I love me so much. As saying said nothing is perfect, the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and Criticism are also expected from all the readers of this thesis.

Padangsidempuan, the of desember 2022  
Researcher

**Rizki Putri Siregar**  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is an important subject in Senior High School. It is taught two or three 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 Eleven at Grade of Senior High School based on the curriculum that was produced by the Indonesia National Education Department is making sentences.

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 something else.<sup>1</sup> A preposition cannot be followed by a verb, if we want to follow a preposition by a verb, we must use “-ing” form which is really a gerund or verb in noun form .<sup>2</sup> Indeed, several of the most frequently used words in all of English, such as in, on and at, are prepositions. Explaining prepositions can seem complicated, but they are a common part of language and most of us use them naturally without even thinking about it.

In fact, it’s interesting to note that prepositions are regarded as a closed class of words in the English language. This means, unlike verbs and nouns, no new words are added to this group over time. In a way, it reflects their role as

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<sup>1</sup>N.D.V. Prasada Rao, *English Grammar and Composition*, (S. Chand Publishing, 2018), p. 129.

<sup>2</sup> Syarif Syamsu Rizal, *Basic English Grammar*, (Semarang, 2016), p. 41.

the functional workhorse of the sentence. Preposition is word placed before a noun or pronoun to show its relationship to some other words in a sentence.<sup>3</sup> They are unassuming and subtle, yet vitally important to the meaning of language.

Almost students have experienced four skills that have been learned since kindergarten or elementary school. Students will know about their skills for the time. Certainly, there are some students have interested four skills: listening, reading, writing, and speaking. Many students learn about their favourite lesson, specially for English lesson. Some of them like read English book, write short story or text from English story and listen to english music or watch film with English title.

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 lesson. Learning is the acquisition of knowledge or skills through experience, study or by being taught, these children experienced difficulties in 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

Most of them didn't understand how to construct sentences well. After asking the English teacher at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhan Batu, Mam Siti Meslan Harahap as the teacher in that school she said: Students didn't know how to different subject, predicate, and object in

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<sup>3</sup> Rachmat Faisyal, *Easy English Grammar*, (Kuttab Publishing,/Solo, 2020), p. 82

sentences. For examples, the using at, in and on to show the place.<sup>4</sup> They didn't know to differentiate the using of preposition in sentences. For examples, the using at, in, and on to show the place.

All the fact mentioned above indicates that the ability of the senior high school students in mastering sentences are still not satisfying. These can influenced by some problems or factors. One of them is their ability in using preposition. Making 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 Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

## **B. Identification of the Problem**

Based on the background of the problem above the researcher identifies the problem as follows :

1. The students' ability in building preposition is still low.

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<sup>4</sup> Siti Meslan Harahap, the English teacher of Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu, interview, 6 february 2022.

2. The students have difficulties in building sentences by using preposition.

### **C. Limitation of the Problem**

The problem of the research has order to make it specific. The researcher use preposition in the sentence at grade IX to increase the ability of students in building sentences by using reposition. The ability of the sudents and researcher focus in simple sentence and preposition of place ( in, on, at) In this research at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

### **D. Formulation of the Problem**

Based on the limitation above, the formulation of the problem in this research was formulations as follow: “How is the students ability in building sentences by using preposition at grade IX Ponpes Daarul Muhsinin Janji Manahan Kawat Labuhanbatu?”

### **E. Objective of the Research**

The objective of the research is to know how the students’ ability in building sentences by using preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

### **F. Significances of the Research**

From the statement above the researcher expects the result of the research can be used:

1. Theoretically, the research hopefully will enrich previous research that measure students’ ability in building sentences by using preposition.



## 2. Practically

### a. The researcher

By doing this research, the researcher will obtain more understanding about the rules in building preposition.

### b. The teacher

The researcher hopes that finding will be useful for the teachers as the information about the students' ability in building sentences by using preposition, so that the teachers can emphasize with preposition that they need to teach.

### c. The students

The result of this research can provide information of the students' ability in using preposition. So that they will know their ability and it will make them to increase their understanding about building sentence by using preposition.

## **G. Definition of the Terminologies**

To avoid miss understanding, the researcher explained some terminologies that are used in this research as follow:

### 1. Students' ability

The students' ability is the power of the students or the competence of students, at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu. The students' ability in building sentences by using preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu low for making sentence by using preposition.

## 2. Sentence

Sentence is a “complete thought”. Such a definition is inadequate, however, because of the vagueness of the term “ complete thought”. A group of words, which make complete sense.<sup>5</sup> Actually students learn to make simple sentence with complete grammar there are any subject, predicate and object. The teachers also teach about another sentence, like add the preposition.

## 3. Preposition

The great preposition mastery is designed to be used as a review of prepositions in an intermediate advanced more frequently than others.<sup>6</sup> At Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu students learn about the preposition and the teachers teach the students some of the kinds of preposition and they focus making sentence by using preposition in, on and at.

## H. Outline of the Thesis

The outline of the thesis includes five chapters, they are:

The first chapter an introduction that consists of the background of the problem, identification of the problem, limitation of problem, formulation of the problem, objective of the research, significances of the research, definition of terminologies, outline of the thesis.

The second chapter a theoretical description consists of the theoretical about of sentence, preposition, and review of related findings, hypothesis.

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<sup>5</sup> N.D.V. Prasada Rao, *English Grammar and Composition*, p. 129.

<sup>6</sup> Lin Lougheed revised Shelly Vance Laflin, *The great preposition mastery*

The third chapter the research methodology that consists of the place and time of the research, kinds of research, population and sample, instrument of the reseach, technique of data collection, and techniques of data an analysis.

The fourth chapter was result of the research consists of students difficulties, the effort of English teacher to solve the students' ability in making sentence by using preposition at grade Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu , the threats of research and discussion.

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

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

In this section, it consist of the definition of ability. In building sentences in preposition in, on and at.

##### 1. Students' Ability

Students is primarily a person enrolled in a school institution and who is under learning with goal of acquiring knowledge, developing professions and achieving employment in a desired field. In the broader sense, a student is anyone who applies themselves to the intensive intellectual engagement with some matter necessary to master it as part of some practical affair in which such mastery is basic or decisive.

Ability is the fact that somebody is able to do something.<sup>1</sup> Hornby stated that ability is level of skill or intelegency.<sup>2</sup> Ability is the quality of being able to something especially the physical, menthal and even financial responsibilities may even the legal way of doing something.<sup>3</sup> While, Matsumoto said “Ability is capacity to accomplish a task at the pre-sent moment. This implies that any learning or developmental process necessary

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<sup>1</sup> Hornby, *Oxford Advenced Learner's Dictionary*, ( New York. Oxpord University Press, 2004 ), p. 987.

<sup>2</sup> Hornby, *Oxford Advenced Learner's Dictionary*, p. 1.

<sup>3</sup> David Matsumoto (ed.),*The Cambridge Dictionary of Psychology*, (New York: Cambridge University Press.2009), p.1.

to the task has already been accomplished”.<sup>4</sup> Mean the word ability has tree meaning, there are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test
- b. Capacity is potential ability and can be measured by straight the individual capacity.
- c. Aptitude is quality and can be expressed by especially training. From explanation above the researcher concluded that ability is level or skill for target something.

The students’ ability is the power of the students or the competence of students at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu. The students still low in making sentence by using preposition. According to Hornby state “the student is a person is studying at school or college”.<sup>5</sup> Student is a person who studies, or investigates or a person who is enrolled for study at school, college, etc.<sup>6</sup> 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.

Students’ 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. While based on Hornby , ability is potential or capacity and power to do something physical

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<sup>4</sup> H.Daulas Brown, *Teaching By Principles and Interactive Approach to Language Padagogy*(New Jersey: Engle Wood Cliffs,2001),p. 236-238.

<sup>5</sup> Hornby, *Oxford Advanced Learner’s Dictionary*, p.2004.

<sup>6</sup> Victoria Newfeldt, *Webster’s New World College Dictionary* (USA: Macmillan, 2014), p. 1330.



or mental, it's also definite as special nature power to do something well or talent. So, the ability means the power of students Ponpes Modern Daarul Muhsinin in building sentences by using preposition. So, students' ability is the power of the students or the competence of students.

## **2. Sentences**

### **a. Definition of sentences**

Sentence is a complete independent unit of thought and consists of two main parts, a subject and a predicate.<sup>7</sup> Sentence is a complete though. Such a definition is inadequate, however, because of the vagueness of the term complete though. According to this definition a sentence consist of a subject and predicate. Sentences are generally classified in two ways, one by types and one by the number of formal predication.

The subject is the word or words that names the person, thing, or place that sentence is about. The subject of a sentence usually comes first, but occasionally it is put after the predicate. The predicate makes a statement about the subject. It consist of a verb and its modifiers or complements.

Complement is 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 fullgrammatical analysis.The interrelations between the grammatical elements and groups of elements within a

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<sup>7</sup> Alice Oshima and Ann Hogue, *Writing English Academic* (USA: Wesley Publishing Company, 2009), p. 121.

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

#### **b. 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.

1) 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.

#### 2) 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.

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.

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

Example: I play football at school.

I write a letter.

She buy a coffee.

I get win in poem show.

- 4) 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

a) Direct objects

Example: I wote a letter in the class for my sweetheart.

I saw a snake.

Ummu bought her bag.

Abi made a poem.

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

Example: I gave his a book last night at ten.

I wrote a letter.

#### 5) 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:

- a) Subjective complement, is the complement to complete the subject in a sentence.
- b) Objective complement is the complement to complete object in a sentence.

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.

#### c. Kinds of Sentence

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

##### 1) Simple Sentence.

Simple sentence is the sentence that has one object and one predicate, it is an independent clause.<sup>8</sup>

Example : A horse runs in forest.

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<sup>8</sup> Jayanthi Dakshina Murthy, *Contemporary English Grammar* , p. 238.

I write a letter.

They come here.

The sun rises in the east.

## 2) Compound Sentence.

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

Example : Andi write newspaper on bed, Jannah cooks in the kitchen,  
and I study at school.

He tried hard but failed in his attempt.

We must hurry, or we shall miss the bus.

## 3) Complex Sentence.

Complex sentence is a sentence which consists of one main clause and one more subordinate clauses.<sup>9</sup> Complex sentence is made up of an independent clause and dependent clause. The independent clause is introduced with a subordinate, such as when, while, where, because, if, even thought and so that.

Example : The people rest when evening come in the bedroom.

I talked to Khodijah before she went to Padang.

She came when I went out.

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<sup>9</sup> R.W. Zandvoort and J.A. Van Ek, *A Hand Book of English Grammar*, p. 239.



#### 4) Compound complex sentence

Compound complex sentences contain two or more independent clauses and one or more dependent clauses.

Example : I don't know who you are and I have not seen you before in this family group.

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

##### a) Affirmative sentence.

Affirmative sentence is any sentence that is positive. A negative sentence that represents a negative thought, action or opinion.

Example : She cooks rice in rice cooker.

She is student.

We are happy.

##### b) Negative sentence.

Negative is the opposite of positive or containing, expressing, or implying a denial or refusal.<sup>10</sup>

Example : She doesn't cook on table.

She is not a student.

We are not happy.

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<sup>10</sup> Victoria Newfeldt, *Webster's new college dictionary*, 907.

c) Interrogative sentence.

Interrogative sentence is the sentence that asks something or having the form as a question.

Example : Do you have a meal? I am hungry.

Do you have any question ?

I have some book to sell, do you want to buy?

(1) Yes/No question

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

Example : Does she cook rice in rice cooker? 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.

Example : What are you doing in this city?

What is your name?

When were you born?

Where do you come from?

## d) Imperative sentence.

In an imperative sentence, only the predicate is expressed.<sup>11</sup> So, from that sentence we know that in imperative sentences there is no other except predicate expressed.

Example : Be careful, please.

Sit here!

Open the door!

Close your book!

## e) Exclamatory sentence.

Such sentences begin with an exclamatory phrase consisting of what or how plus a part of predicate.<sup>12</sup> We can also said that exclamatory is exclaim of something. So, exclamatory sentence is the sentence that used for expressing the surprising or angering.

Example : How wonderful it is!

What a beauty!

Very good!

Here I am!

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<sup>11</sup> Marcella Frank, *Modern English a practical reference guide*, p. 223.

<sup>12</sup> Marcella Frank, *Modern English a practical reference guide*, p. 223.

### 3. Preposition

#### a. Definition of preposition

Preposition 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 preposition. They have to know whether in any constructional preposition is required or not and which preposition to use when one is required. Preposition are difficult because almost every definition for a preposition has exceptions. Preposition is pronouns and phrases to other words in a sentence. Preposition are grammatical words or function words that mainly contribute to the grammatical structure of the sentence.<sup>13</sup> Preposition also 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.<sup>14</sup> Prepositions always followed by nouns (or pronouns) another word, preposition is a word placed before a nouns, adjectives, or verbs, to make the phrase preposition". Another word preposition is a word to show its relation between noun, pronoun, and other in the sentence. The students should be know that many words used mainly as prepositions can also be used as conjunctions and adverbs. Where is the case it will be pointed out in the following paragraphs. Prepositions normally precede nouns or pronouns.

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<sup>13</sup>Jayakaran Mukundan, *English Language Teaching*, ( UPM SERDANG, Selangar, Malaysia, 2009),p. 14.

<sup>14</sup> N.D.V. Prasada Rao, *English Grammar and Composition*, p. 129.

## b. Kinds of preposition

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

**Table I**  
**Kinds of preposition<sup>15</sup>**

No	Kinds of Preposition
1	About
2	Beneath
3	out of
4	Above
5	Beside
6	Past
7	Across
8	Before
9	After
10	Between
11	Behind
12	Under
13	Against
14	Through
15	Along

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<sup>15</sup> Ridwansyah, *Mastering English Grammar* (Jakarta: Purba Swara, 2006), p. 75.

<b>No</b>	<b>Kinds of Preposition</b>
16	But
17	Into
18	Among
19	By
20	Like
21	Around
22	Despite
23	Near
24	Round
25	Down
26	Of
27	Expect
28	During
29	On
30	Outside
31	Towards
32	Without
33	Over
34	Off
35	As
36	At

No	Kinds of Preposition
37	Until
38	For
39	From
40	Up
41	Since
42	In
43	With
44	Below

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

1) Simple preposition

Preposition which are not formed by any method and common to a language are known as simple preposition.<sup>16</sup> We can also said this preposition is preposition consist of one word.

**Table 2**  
**Simple Preposition**

No	Simple Prepositions
1	At
2	With
3	Till

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<sup>16</sup> Jayanti Dakhsina Murthy, *Contemporary English Grammar* ( Delhi: Book Palace, 2003), p. 190

No	Simple Prepositions
4	Up
5	Down
6	Of
7	Out
8	But
9	Round
10	Around
11	Since
12	Until
13	On
14	By
15	For
16	From
17	In
18	After
19	Off
20	Over
21	Under
22	To

Examples : I play game *at* home.

She is over the game.



They make book and pen under the table

I use my phone at seven o'clock

## 2) Double preposition

Preposition which contain two words are known as double preposition.<sup>17</sup> This preposition is preposition that consist of two words but separate with one word with others.

**Table 3**  
**Double preposition**

No	Double Preposition
1	From behind
2	From among
3	From under
4	From within
5	According to
6	Near to
7	Next to
8	Close to

Examples : I will sit near to my teacher.

I was close to my sister.

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<sup>17</sup> Ridwansyah, *Materi English Grammar* ( Jakarta: Purba Swara , 2006), p. 191

### 3) Compound preposition

Prepositions which are formed by prefixing are known as compound preposition.<sup>18</sup> The researcher also said this research is preposition consist of two words that compounded.

**Table 4**  
**Compound Preposition**

No	Compound Preposition
1	Outside
2	Inside
3	Without
4	Besides
5	Towards
6	Around
7	Beside
8	Between
9	Beyond
10	Alongside

Examples: Fatimah outside the door after two hours.

Ahmad have breakfast beside me.

Sifa run around the school.

### 4) Participial prepositions

Present participial which are used as prepositions are known as

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<sup>18</sup> Jayanti Dakhsina Murthy, *Contemporary English Grammar*, p. 191

participial prepositions.

**Table 5**  
**Participial prepositions**

No	Participial Preposition
1	Concerning
2	Considering
3	During
4	Regarding
5	Respecting
6	Excepting
7	Touching
8	According
9	Following

Example : She go out following me.

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

#### 5) Phrase preposition

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

**Table 6**  
**Phrase preposition**

No	Phrase Preposition
1	Because of
2	In regard to

3	In order to
4	In place to
5	In front of
6	In addition to
7	In behalf of
8	In spite of
9	In case of
10	In return of

Example: I get the highest score in class because I study hard.

- 6) From that all I use simple prepositions and I only take 3 from that elements and they are in, on and at.

### c. Position of preposition

There are three kinds of position in preposition, they are:

- 1) A preposition is always placed at the end of the sentence when the object is relative pronoun.

Example: This is the hotel stayed in.

- 2) The position must be placed at the end when the object is an interrogative pronoun.

Example: Who are you waiting in?

- 3) The position must be placed at the end when the relative pronoun is understood.

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.

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.

#### **d. Objects of preposition**

1) 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. Noun is one of the important parts of speech.

Preposition is a word that placed before noun or pronoun and gerund. The preposition is used before noun in object of sentences.

Examples: The bridge was built *over* the river.

## 2) Pronoun

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

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

Examples: I, we, me.

b) Second person: a pronoun used for the person spoken to.

Example: you.

c) Third person: a pronoun used for the person spoken of.

Examples: he, she, it, they.

Examples : She is angry with me

Hey is smile to us

They go to market and buy their food in the evening.

## 3) Gerund

Gerund is a word ending with “ing” and has the force of a noun and verb. It is also known as verbal noun. The preposition is also used before a gerund in object of sentences.

Examples: She working in the office at seven until maghrib prayer.

I am found of writing letters

## 4) Noun clause

Noun clause is consist of a subject and predicate that functions as a noun, One of its most common functions is as the object of a verb in sentences.

Example: There is no point in what she said.

#### e. 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:

##### 1) In

This preposition generally means inside a place or enclosure. It is opposite of out. *In* also used to show part of time the days ( in the morning, in the afternoon, in the evening). *In* is used to talk about longer periods of time.

Example:

- a) Place : I live *in* Padang.
- b) Part of time: I get my breakfast *in* the morning.
- c) Part of time: I usually go to my grandmother home *in* the afternoon.
- d) Part of time: I have free time *in* the evening.

##### 2) At

This preposition generally is used to indicate a general location. At use to show the place that limited in around, like: at the door, at the window and at the bus station.

Example:

- a) General location : We play football *in* the yard.
- b) At the door : My father make the hanger of clothes *at* the door.

c) At the window : My young sister put the vase of flower at the windows.

d) At the bus station: I stand at the bus station along the road.

### 3) On

This preposition is use for days or week/ month. It also use for things at rest and upon for things in motion. On is use for date and days. It use in position is use to show that thing there is on surface something, like: on the floor, on the grass, on the wall and on the bed. But it use in time on is use to show the name of the days, month with the date.

Example:

a) Days, week or month: she will come *on* Sunday.

b) Date : My family and I will come to my sister home on 12 of august to surprise her birthday.

c) On the floor : I put sofa on the floor.

d) On the bed : I take a rest on the bed.

### 4) For

This preposition is “used for period in perfect tense”.<sup>47</sup> 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.

### 5) 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.<sup>48</sup> *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.

Example : Ali and Fatimah were written *by* William Shakespeare.

I go to school *by* car.

#### 6) Under

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

Example: The cat is *under* the table.

She sits *under* the tree.

#### 7) Below

*Below* is opposite of above. *Below* is at or to a lower level, position or place. It is lower than under.

Example: The death valley in Egypt is about 100m *below* sea level.

#### 8) Over

*Over* is a position higher than but not touching something. 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.

## 9) Above

*Above* is used in relation to a minimum level or a fixed point.

*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.

## 10) 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. So, *since* often use to show the time in perfect tense.

Example: 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.

## **B. Review of Related Finding**

This research related to Alami, based on the result of research, researcher found that the students' ability in using preposition at grade VIII in SMP N 6 Muara Batang Gadis is enough (52.12%) and these difficulties of students ability in using preposition at grade VIII SMP N Muara Batang Gadis still confuse using preposition to determining, still confused how many how many preposition in English and the efforts had done by English teachers and parents to overcome of difficulties students' ability in using preposition at grade VIII SMP N Muara Batang Gadis: repeated the lesson, gave the homework

work, and parents efforts to ordered the child to study hard in the school, in the house and ordered private.<sup>19</sup>

Becide that, this research also related to Yesrida, based on the research found that the students' ability in building sentences by using preposition at SMA N 1 Gunung Tuleh is enough (53.71%) and these the difficulties of students' ability in building sentences by 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 N 1 Gunung Tuleh, repeated the lesson before, gave the homework and gav the examples in sentences according to students environment.<sup>20</sup>

This research also related to Rasmiannur the research found that the students ability in using preposition at grade VII N 6 Muara Batang Gadis is enough (52.12%) and this difficulties of students ability in using preposition at grade VII in SMP 6 Muara Batang Gadis: still confuse using preposition to determining, still confused how many preposition in English.<sup>21</sup>

Related to Harningsih, the result of this research showed that there was increasing of students' English grammar in using preposition of place. The

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<sup>24</sup> Hikmah Alami, The Analysis of Students' Mastery in Forming Sentences by Using Preposition of Grade IX Students at SMP Negeri 1 Batahan, *A Thesis*, <http://etd.iain-padangsidimpuan.ac.id> State College For Islamic Studies (STAIN) Padangsidimpuan 2007.

<sup>20</sup> Yesrida, The Analysis Of Students' Ability in Building Sentences by Using Preposition At SMA Negeri 1 Gunung Tuleh, *A Thesis*, <http://etd.iain-padangsidimpuan.ac.id/id/eprint/4356> State College For Islamic Studies (STAIN) Padangsidimpuan 2015.

<sup>21</sup> Rasmiannur , An Analisys Students' Ability in Using Preposition At Grade VII in SMP N 6 Muara Batang Gadis, *A Thesis*, <http://etd.iain-padangsidimpuan.ac.id> State College For Islamic Studies (STAIN) Padangsidimpuan 2014.

mean of pre-test was 52. The mean of the first post-test was 72.75. The mean of the second post-test was 84.02. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-test, the students who got point >75 up were 9 students (19.51%). In the post-test of cycle I the students who got point >75 up were 22 students (53.65%). The post-test of cycle II, the students who got point >75 were 34 students (82.92%).<sup>22</sup>

Related to Ristella, the result on the score of the students, the writer found out that the students were able in using preposition. Students wished master the test 75% so that the material applying is good. And the writer also found out that there are 6 students where unable in using preposition. After did this research and collected the data students 80% categorized able in using preposition.<sup>23</sup>

This research interesting to do a research about the students' ability in Building sentences by using preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

### **C. Hypothesis**

The hypothesis is needed to show the research thinking and expectation of the research related to this research. The hypothesis of this research is as follow: The students' ability in building sentences by using

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<sup>22</sup> Dini Harningsih. "Improving Students' Ability In Using Preposition Of Place Through Direction dialogue", *Jurnal FISK*, Volume 2, No. 1, April 2021, hlm. 26-27.

<sup>23</sup> Melda Veby Ristella, "A Study on The Students' Ability in Using Preposition at First Semester Studets of NHU Pematangsiantar", *Jurnal Stindo Profesional*, Volume VIII, No. 2, Maret 2022, hlm. 17.

preposition at grade Ponpes Modern Daarul Muhsinin Janji Manahan Kawat  
Labuhanbatu is enough ability .

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

In this research, location of the research is important to know. The research was conducted in Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu. The research was start from 14 October 2022 up to finish.

#### **B. Kinds of Research**

This research uses quantitative research with descriptive method. It means that this research describe and interpret of the ability of the Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu in making sentences by using preposition. Then, the researcher concludes that this research is the quantitative descriptive research that is describing the students ability in making sentences by using preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

#### **C. Population and Sample**

##### **1. Population**

In conducting the research of course, it needs the population populations all members of the research subject. It is concluded that population is all individuals from whom the data collect. Population of this research are all of the class IX grade of Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu. They are separate in three class of grade IX in Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu. They IX A, IX B, IX C. Each class consist in IX A class

consist 32 students, in IX B class consist 33 students and in IX C class consist 35 students. Total populations in this research are 100 students. There are total population based on IX grade in Popes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu, they are:

**Table 7**  
**Total Population of Ponpes Modern Daarul Muhsinin Janji**  
**Manahan Kawat Labuhanbatu.**

No	Class	Total of students
1	IX – A	32 Students
2	IX – B	33 Students
3	IX – C	35 Students
<b>Total</b>		<b>100 Students</b>

## 2. The sample

Sample is a part of population which would be researched. When subject less 100, it is better to take all of subejct, and if the subject is more than 100, the subject can be for about 10% - 15% or 20% - 25% or more appropriate with the researcher's ability.<sup>1</sup> So, the researcher used a random sampling for taking sample of this research. The researcher use random sampling because the population in this research is 100 students and 100. So, the researcher take 32,33 and 35 students from each class as sample. Based on the explanation above, the sample of this research can be seen in the table below:

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<sup>1</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2002), p.109.

**Table 8**  
**Total Samples**

No	Class	Population	Sample
1	IX - A	32 Students	32
2	IX - B	33 Students	33
3	IX - C	35 Students	35
<b>Total</b>		<b>100 students</b>	<b>100 students</b>

Based on the table above, it could be seen that every class take 30 students as a sample, 30 students from IX - A, 32 students from IX - B and 38 students IX - C. The total sample of this research is 100 students.

$$n = \frac{N}{N.e+1}$$

n = score of sample

N = Score of population

#### **D. Instrument of the Research**

Here, the researcher need instrument. Which choosing the instruments in this research the researcher use the multiple choice, test take from book “When English Rings a Bell” at Ponpes Modern Daarul Muhsinin as an instrument for collecting the data. Then, the test is used for analyzing the students’ ability in identifying proposition on discussion text in order to know the students score objectively and measured learning out come directly.

The test was consist of 25 question. The test in this thesis will multiple choice, for each correct answer would given 4 values, while the incorrect answers would given 4 values, while the correct answers were not giving a value. So, it mean that totally of score was 100. These materials was used in the test, made multiple choice by in, on and at.



**Table 9**  
**Indicator of Making Sentence in Using Preposition**

No	Indicator	Sub Indicators	The Number of Items	Total Items	Score
1.	The students are able to build sentences with multiple choise by using preposition	In	1,7,12,17, 19,23	6	24
		On	2,3,4,5,10,11,15,16,20, 22, 24	11	44
		At	6,8,9,13,14,18,21,25	8	32
Total			100	100	

### **E. Technique of Data Collection**

The data has collected by the technique of the data collection to make easy researcher.

1. Checking the data of students Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu
2. Organizing the students' paper document, where is student many mistakes and little mistakes
3. Counting the data scores of students pones daarul Muhsinin janji Manahan kawat labuhanbatu
4. Looking at for the biggest and the lowest scores of students
5. Counting the data with the pattern of statistic mean, modus and media.

## F. Technique of the Data Analysis

After collecting the data, the researcher will analyze the data by quantitative data, it will presenting in statistic formula. Data the were analyzed by statistical analysis with the some steps as follow:

1. Identifying and correcting the students' answer from the test.
2. Using mean score, to analyze the test result.

$$\text{The formula is: } \bar{x} = \frac{\sum x}{N}$$

Note =  $\bar{x}$  : Mean score of the students

N: The number of students

$\sum x$ : The total score<sup>2</sup>

3. After the researcher get the data, it would enter in the test scores of students with the formula as follow:

Z-test

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(p-1)}}{n}}$$

x = data that includes hypothesis categories

n = all the data

p = hypothesis proportion.<sup>2</sup>

4. Then to know the students result or score would calculate into classification quality. The classification quality of the result could been seen in the following table below:

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<sup>2</sup> Ahmad Nizar Rangkuti, *Statistic Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

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

**Table 10**  
**The Classification Quality of the Students' Score:**

Interval	Predicate
00% - 49%	Very low
50% - 59%	Low
60% - 69%	Enough
70% - 79%	High
80% - 100%	Very high <sup>3</sup>

- a) If the value of mean score is 80% - 100%, it can be categorized into very high.
  - b) If the value mean score 70% - 79%, it can be categorized into high.
  - c) If the value mean score 60% - 69%, it can be categorized into enough.
  - d) If the value mean score 50% - 59%, it can be categorized into low.
  - e) If the value mean score 00% - 49%, it can be categorized into very low.
5. Taking conclusion from the test instrument, it was conclude the discussion solidly and briefly.

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<sup>3</sup>Ridwan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi, dan Bisnis*, (Bandung : Alfabeta, 2013), p. 23.

## CHAPTER IV

### RESEARCH RESULT

In this chapter, the researcher has calculated the data using. This chapter talked about analyzing the collecting of data. The detail data of the finding is explained in this part. This result of research discussed about the result that belongs to description of data, calculating, means score to get their whole results as general, explain the students' difficulties and teacher effort to overcome the students' difficulties. The details description of data as follows:

#### A. Description of the Data

In this research, the test was used to know the ability of the students in Ponpes Modern Daarul Muhsinin about preposition in sentences. Test as instrument used to collecting the data. In this research, students were asked to choose the right answer of the questions by crossing (x) in option a,b or c. This research used simple random sampling, where the random is the students to get the sample. So, there are some students from every class.

This chapter presented the result of the test about students' ability in building sentences by using preposition. Based on the data central tendency, the result of the ability of the students' at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu, can be seen infollowing table below:

**Table 11**  
**The Students' Total Scores in Using Preposition at**  
**Ponpes Modern Daarul Muhsinin**

<b>No</b>	<b>Students' Initial Name</b>	<b>Total Score</b>
1	NRT	95
2	MMS	85
3	SS STG	75
4	ARDR	80
5	TWR	90
6	IDL	75
7	ZMS	80
8	SLV	75
9	OSR	80
10	F ANI	90
11	RFR	75
12	DNH	75
13	NKS	90
14	MD DLY	65
15	SIS	75
16	ANP	90
17	IRP	70
18	ZRH	85
19	TAN	90
20	IRM	75
21	KLS	70
22	HN	80
23	WH	80
24	NAS	80
25	NWP	95
26	APS	90
27	ATK	65
28	NRS	80
29	AU	75
30	ATL	80
31	AAND	75
32	CAS	70
33	DT	95
34	SBS	80
35	RRA	75
36	HS	65
37	YSS	85
38	UHR	75

<b>No</b>	<b>Students' Initial Name</b>	<b>Total Score</b>
39	AR	80
40	BM	90
41	EPS	90
42	AR	75
43	NSP	80
44	PR	90
45	NSR	95
46	HJN	75
47	ORS	95
48	NM	75
49	NR	85
50	IAR	80
51	DR	65
52	RAP	95
53	ESP	75
54	TRS	75
55	NND	85
56	RS	90
57	SAH	90
58	JM	75
59	IH	75
60	LKS	80
61	WUR	85
62	AMA	90
63	HZ	85
64	NAH	90
65	IAP	75
66	AFD	90
67	DN	70
68	SR	85
69	RA	80
70	TFR	90
71	LCB	70
72	YFT	85
73	KHS	75
74	SHT	95
75	DR	95
76	IAT	85
77	RGS	80
78	RR	90
79	MM	90
80	ASR	70
81	KH	75

No	Students' Initial Name	Total Score
82	DHT	70
83	ME	85
84	MS	75
85	MHA	80
86	AJ	75
87	AMT	80
88	PYS	90
89	MYH	80
90	MRSR	80
91	MYAH	90
92	MF	65
93	ARA	70
94	LS	80
95	IEH	90
96	SHB	75
97	RSR	80
98	RSN	80
99	ITR	85
100	FA	75
	<b>Total</b>	<b>8.100</b>

Based on the table above, the total scores of grade IX students' of Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhan Batu in using preposition is 8100. It can also be seen that there were many students who have got 95 as the highest score and there were who have got 65 as the lowest score. Thus, to know the quality score of each of the students in using preposition can be seen as below:

**Table 12**  
**The Quality Score of the Students in Using Preposition**

No	Students' Initial Name	Total Score	Quality Score
1	NRT	95	Very High
2	MMS	85	Very High
3	SS STG	75	High
4	ARDR	80	Very High

No	Students' Initial Name	Total Score	Quality Score
5	TWR	90	Very High
6	IDL	75	High
7	ZMS	80	Very High
8	SLV	75	High
9	OSR	80	Very High
10	F ANI	90	Very High
11	RFR	75	High
12	DNH	75	High
13	NKS	90	Very High
14	MD DLY	65	Enough
15	SIS	75	High
16	ANP	90	Very High
17	IRP	70	High
18	ZRH	85	Very High
19	TAN	90	Very High
20	IRM	75	High
21	KLS	70	High
22	HN	80	Very High
23	WH	80	Very High
24	NAS	80	Very High
25	NWP	95	Very High
26	APS	90	Very High
27	ATK	65	Enough
28	NRS	80	Very High
29	AU	75	High
30	ATL	80	Very High
31	AAND	75	High
32	CAS	70	High
33	DT	95	Very High
34	SBS	80	Very High
35	RRA	75	High
36	HS	65	Enough
37	YSS	85	Very High
38	UHR	75	High
39	AR	80	Very High
40	BM	90	Very High
41	EPS	90	Very High
42	AR	75	High
43	NSP	80	Very High
44	PR	90	Very High
45	NSR	95	Very High
46	HJN	75	High
47	ORS	95	Very High



No	Students' Initial Name	Total Score	Quality Score
48	NM	75	High
49	NR	85	Very High
50	IAR	80	Very High
51	DR	65	Enough
52	RAP	95	Very High
53	ESP	75	High
54	TRS	75	High
55	NND	85	Very High
56	RS	90	Very High
57	SAH	90	Very High
58	JM	75	High
59	IH	75	High
60	LKS	80	Very High
61	WUR	85	Very High
62	AMA	90	Very High
63	HZ	85	Very High
64	NAH	90	Very High
65	IAP	75	High
66	AFD	90	Very High
67	DN	70	High
68	SR	85	Very High
69	RA	80	Very High
70	TFR	90	Very High
71	LCB	70	High
72	YFT	85	Very High
73	KHS	75	High
74	SHT	95	Very High
75	DR	95	Very High
76	IAT	85	Very High
77	RGS	80	Very High
78	RR	90	Very High
79	MM	90	Very High
80	ASR	70	High
81	KH	75	High
82	DHT	70	High
83	ME	85	Very High
84	MS	75	High
85	MHA	80	Very High
86	AJ	75	High
87	AMT	80	Very High
88	PYS	90	Very High
89	MYH	80	Very High
90	MRSR	80	Very High

No	Students' Initial Name	Total Score	Quality Score
91	MYAH	90	Very High
92	MF	65	Enough
93	ARA	70	High
94	LS	80	Very High
95	IEH	90	Very High
96	SHB	75	High
97	RSR	80	Very High
98	RSN	80	Very High
99	ITR	85	Very High
100	FA	75	High
	<b>Total</b>	<b>8100</b>	

Based on the table above, it is clearly that the quality score the students' score in using preposition is differently. There were some of students have enough and many of students have high and very high ability. It means that the ability of students' at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu 2021-2022 academic years in using preposition in variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

**Table 13**  
**The Resume of Variable Score in Using Preposition**

No	Statistic	Variable
1	Very high	95
2	Enough	65
3	Mean	81
4	Median	82.23
5	Modus	76.17

From the table above, it was known that the high score for variable of using sentences had been searched from 100 students and based on the total of sample research the high score is 95 and enough score is 65, mean score is 81, median is 82.23, and modus is 76.17.

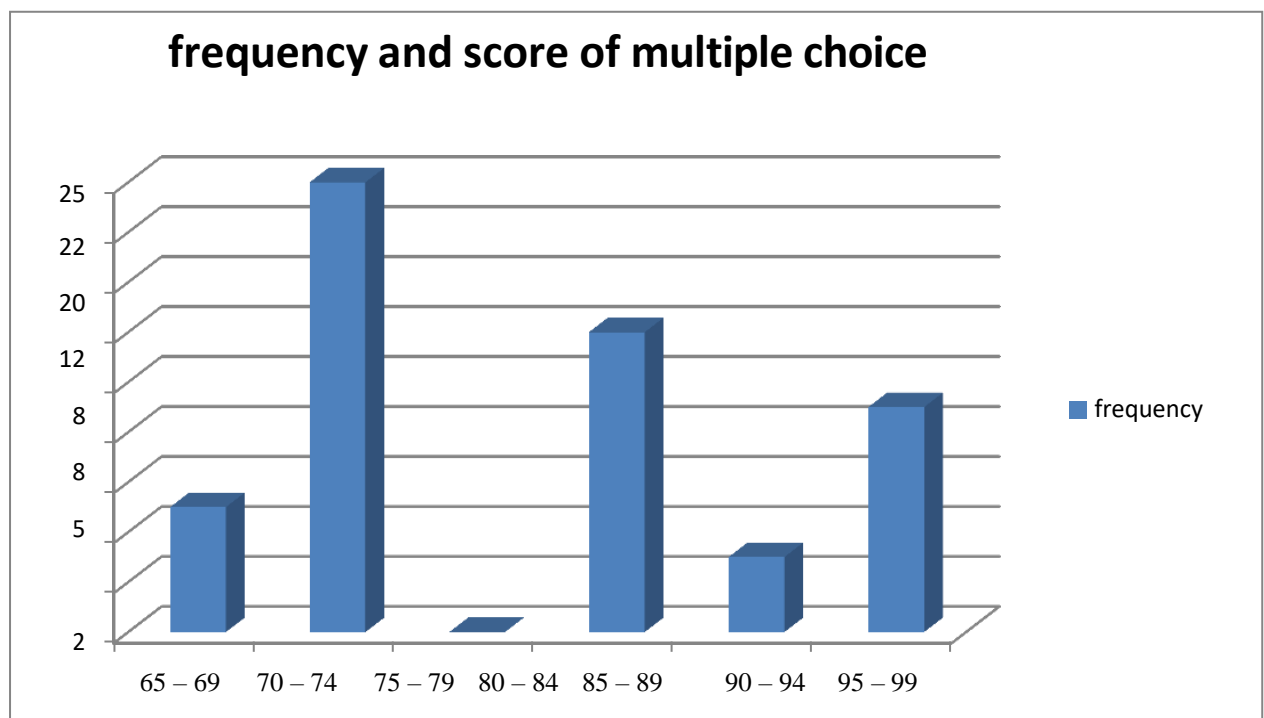
Based on the calculation mean score was 81. So the application in using preposition in sentences was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in using preposition in sentences which interval.

**Table 14**  
**The Frequency Distribution In Using Preposition Sentences**

No	Interval Class	Frequency Absolute	Frequency Relative
1	65 – 69	5	5%
2	70 – 74	8	8%
3	75 – 79	25	25%
4	80 – 84	22	22%
5	85 – 89	12	12%
6	90 – 94	20	20%
7	95 – 99	8	8%
	<b>i= 7</b>	<b>100</b>	<b>100%</b>

Based on the table above, it can be drawn at histogram as below:

The histogram frequency and score of multiple choice test



Picture 1

The histogram in using preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu

Based on the histogram above, it was known that the variable revaluation in using preposition in sentences shown that the respondent at 65 – 69 were 5 students ( 5%), interval 70 – 74 were 8 students (8%), interval 75 – 79 were 8 students (8%), interval 80 – 84 were 12 students (12%), interval 85 – 89 were 20 students (20%), interval 90 – 94 were 22 students (22%), interval 95 – 99 were 25 students (25%). So, the meaning of interval in this research is showing the count of sample who got score percentage.

## B. Hypothesis of the Data

The hypothesis of research are “ Students Ability in Building in Sentences by Using Preposition at Grade Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test. It can be seen follow:

Calculation Z count:

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(p-1)}}{n}}$$

$$Z = \frac{\frac{95}{100} - 4.2}{\frac{\sqrt{4.2(1-4.2)}}{100}}$$

$$Z = \frac{0.95 - 4.2}{\frac{\sqrt{4.2(4.2)}}{100}}$$

$$Z = \frac{3.25}{\frac{\sqrt{8.7}}{100}}$$

$$Z = \frac{3.25}{\frac{\sqrt{8.7}}{100}}$$

$$Z = \frac{3.25}{0.029}$$

$$Z = 19.11$$

Calculation  $Z_{table}$  :

$$Z (1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$0.025 = 2.0$$

Based on the calculation it can be concluded that  $Z_{count} = 19.11$  was than  $Z_{table} = 2.0$  ( $Z_{count} = 19.11 > Z_{table} = 2.0$ ). So, from the result above the researcher concluded that the hypothesis is accepted by using Z-test. Because  $Z_{count} = 19.11 > Z_{table} = 2.0$ .

The meaning in the level 80 % Students ability in building sentences by using preposition at ponpes modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu have high ability .

### C. Discussion

Based on theory that the using preposition was very important in

studying English, preposition is very important for students and it must be mastered by students because it's one of their material at grade IX.

In this research, the researcher searched students' Ability in Building Sentences by Using Preposition. The researcher conducted with a test. The research who conducted the test to determine the level of students' ability in building sentences in using preposition. The test is that have been conducted by researcher.

After doing this research based on the test, the mean score of students ability in building sentences by using preposition was 81, it could be categorized into enough ability. Researcher got enough result, it was demonstrated with the analyzed that has been conducted by researchers. This proves instrumental above the result.

The researcher hypothesis was proved by calculation by using z test. Which the research had done. The result calculation were  $Z_{count} = 19.11$  was more than  $Z_{table} = 2.0$  ( $Z_{count} = 19.11 > Z_{table} = 2.0$ ) by level of significance 0.05. So, from the result the researcher concluded that hypothesis accepted.

#### **D. The Treats of the Research**

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

On doing the test, there were the treats of time, because the students had activities. Beside, the time with was given to be students' enough. And also the students did the test seriously. So, the researcher look the answer directly

without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there were treats the writer, the researcher the helping from the entire advisers, headmaster and English teachers.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides two sections consisting of conclusion and suggestion. The first section concludes the result of the study. The second section provides suggestion for students and teacher.

#### A. Conclusion

After treating the collected data, the researcher takes the conclusion about this research as: the result of this research was categorized into enough category. It can be seen from value percentage from mean score gotten by the students, that is 81.

Then from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from  $Z_{count} = 19.11 > Z_{table} = 2.0$ .

#### B. Suggestion

After take the conclusion, the researcher wants to give the suggestion above the result of this research. It can be seen as below:

1. It is suggested to the Headmaster of Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu, Pirgong Harahap S, Pd. to motivate his teachers, especially English teacher of Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhanbatu, to keep motivating their students in studying English.
2. It is suggested to the English teacher, especially to the grade IX English teachers.



- a. Make sure the students that they understand well building sentences by using preposition. The more the students do the exercise, the more they understand about preposition.
  - b. Make sure that the students know and familiar with the text about preposition. Before building sentences in preposition. The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in preposition in, on and at. The teacher should be serious to teach about this. Even, up to university, the students still learn about this topic. So, be sure that the students have been understood first.
3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
  4. It is important to other researcher also to discuss first to the expert people about the research related to this research because to know the knowledge.

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Appendix 1

**Instrument of Research**

Name :

Class :

Direction : Multiple choice test, choose the correct in, on and at from a, b or c.

1. My uncle has a new job. He works \_\_\_ the evening.
  - a. In
  - b. On
  - c. At
2. We're going to have a picnic \_\_\_ Saturday afternoon. Would you like to come ?
  - a. At
  - b. On
  - c. In
3. I'll be finished my work \_\_\_ an hour. Then, I can go home.
  - a. In
  - b. At
  - c. On
4. When is the meeting time? Is it \_\_\_ 2:00?
  - a. At
  - b. In
  - c. On
5. I like to get up really early, \_\_\_ sunrise, when the birds start to sing.
  - a. At
  - b. In
  - c. On
6. Tom's birthday is next week, January 14.
  - a. On
  - b. At
  - c. In
7. My grandfather was born \_\_\_ the 1950s.
  - a. In
  - b. On
  - c. At
8. Will we be \_\_\_ time, or will we miss our flight ?
  - a. In
  - b. On
  - c. At

9. My family and I like to ski \_\_\_ winter.
- At
  - In
  - On
10. Are there any holidays \_\_\_ December?
- In
  - At
  - On
11. Our school cafeteria opens for lunch \_\_\_ noon.
- In
  - On
  - At
12. What time does your son go to bed \_\_\_ night?
- On
  - In
  - At
13. We moved to this city \_\_\_ 2012.
- In
  - On
  - At
14. Are you going to do anything special \_\_\_ your birthday?
- In
  - On
  - At
15. I'm not going to watch that TV show. It starts \_\_\_ midnight!
- In
  - On
  - At
16. He always gets up \_\_\_ seven o'clock in the morning.
- At
  - In
  - On
17. Our flight to London leaves \_\_\_ the second of July.
- At
  - On
  - In
18. Sharon's birthday is \_\_\_ January.
- At
  - In
  - On

19. My grandfather was born \_\_\_\_ 1953.
- At
  - On
  - In
20. I stayed up really late last night. I went to bed \_\_\_\_ midnight.
- In
  - On
  - At
21. Did you do anything special \_\_\_\_ your birthday?
- In
  - On
  - At
22. Stewart usually goes cycling \_\_\_\_ the evenings after work.
- In
  - On
  - At
23. In Canada, it always snows \_\_\_\_ winter.
- In
  - On
  - At
24. Would you like to join us for dinner \_\_\_\_ Thursday?
- At
  - In
  - On
25. I like to read stories to my kids \_\_\_\_ bedtime.
- On
  - In
  - At

Janji Manahan Kawat, Labuhanbatu  
September 2022

Siti Meslan Harahap, S. Pd

## Appendix II

### Key Answer

1. A
2. B
3. C
4. C
5. C
6. B
7. A
8. C
9. A
10. C
11. B
12. B
13. C
14. C
15. B
16. C
17. C
18. A
19. C
20. B
21. C
22. B
23. A
24. C
25. C

### Appendix III

$$\text{Calculation of } r_{\text{pbi}} = \frac{M_P - M_T}{SD_T} \sqrt{\frac{P}{q}}$$

1. Mean score from score total ( $M_t$ )

$$M_{t=\frac{x_t}{M}} = M_{t=\frac{8100}{100}} = 81$$

2. Standard Deviation (SDt)

$$\begin{aligned} S D t &= \sqrt{\frac{\sum x_t^2}{n} - \left(\frac{\sum x_t}{n}\right)^2} \\ &= \sqrt{\frac{56.610.000}{100} - \left(\frac{8100}{100}\right)^2} \\ &= \sqrt{656.100 - 162.100} \\ &= \sqrt{49,4} \\ &= 7,02 \end{aligned}$$

3. Mean Score

#### Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$\begin{aligned} M_{pl} &= 2 \frac{25+23+22+22+22+22+22+22+21+20+19+19+18+17+16+16+15+15+15+14}{38} \\ &= \frac{591}{38} \\ &= 15,55 \end{aligned}$$

#### Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$\begin{aligned} M_{pl} &= \frac{25+25+25+24+23+23+23+22+22+22+20+19+19+18+17+16+16+15+15+15+14+14+13+13+12+12+11+11+11+11+10+9+8+8+8+8+6+6+6+5+4+3+3}{44} \\ &= \frac{626}{44} \\ &= 14,22 \end{aligned}$$



Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{24+24+24+24+23+23+23+23+23+22+22+21+21+21+21+21+20+18+18+18+18+16+15+14+13+13+12+8+8+7+7+7+7+6+6+5+5+5+4}{39}$$
$$= \frac{610}{39}$$
$$= 15,64$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{25+25+25+24+24+24+23+22+22+22+22+22+21+19+19+17+16+15+15+13+11+11+10+8+7+6+5}{28}$$
$$= \frac{496}{28}$$
$$= 17,71$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{23+23+21+21+20+19+19+16+16+15+15+14+13+11+11+11+11+8+8+8+7+7+7+7+6+6}{25}$$
$$= \frac{332}{25}$$
$$= 13,28$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{24+24+24+23+23+22+22+22+22+21+21+20+19+19+16+16+15+14+14+13+12+12+11+11+6+6+5}{26}$$
$$= \frac{385}{26}$$
$$= 17,57$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{25+25+25+25+24+24+24+23+22+22+22+22+17+16+15+14+12+11+10}{19}$$
$$= \frac{378}{19}$$
$$= 19,89$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$\begin{aligned} M_{pl} &= \frac{25+24+23+22+21+20+15+13+9+7}{10} \\ &= \frac{136}{10} \\ &= 13,6 \end{aligned}$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$\begin{aligned} M_{pl} &= \frac{23+22+22+22+22+22+21+20+19+19+13+11+11+9+6}{15} \\ &= \frac{262}{15} \\ &= 17,46 \end{aligned}$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$\begin{aligned} M_{pl} &= \frac{23+22+22+22+22+21+21+18+18+18+18+17+17+17+16+14+10+8+6}{19} \\ &= \frac{330}{19} \\ &= 17,36 \end{aligned}$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$\begin{aligned} M_{pl} &= \frac{25+24+23+23+23+23+21+20+19+15+15+15+13+12+8}{15} \\ &= \frac{279}{15} \\ &= 18,6 \end{aligned}$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$\begin{aligned} M_{pl} &= \frac{21+21+13+12+11+11+9+8+4+3+2+1}{12} \\ &= \frac{120}{12} \\ &= 10 \end{aligned}$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$\begin{aligned} M_{pl} &= \frac{24+23+23+22+22+22+22+22+21+21+20+19+19+18+17+16+15+14+13+13+12+11+11+11+10+10+9+8+8+6+4}{31} \\ &= \frac{462}{31} \\ &= 15, 67 \end{aligned}$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$\begin{aligned} M_{pl} &= \frac{25+24+23+23+23+22+22+22+22+22+21+19+18+16+15+14+14+12+11+11+11+11+6+4}{25} \\ &= \frac{420}{25} \\ &= 16, 8 \end{aligned}$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$\begin{aligned} M_{pl} &= \frac{24+24+24+23+22+22+22+22+22+21+21+20+19+19+18+17+16+15+15+14+13+13+12+11+11+11+11+10+10+8+8+8+7+7+6+6+6+5+5+5}{42} \\ &= \frac{459}{42} \\ &= 13, 42 \end{aligned}$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$\begin{aligned} M_{pl} &= \frac{25+25+25+24+23+23+22+22+22+22+22+21+21+20+19+19+18+17+16+16+15+14+13+13+12+11+11+11+11+10+8+6+4}{34} \\ &= \frac{562}{34} \\ &= 16, 52 \end{aligned}$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$\begin{aligned} M_{pl} &= \frac{23+23+23+23+22+22+22+22+22+21+20+19+19+18+17+16+15+15+14+13+11+8+8+6}{24} \\ &= \frac{353}{24} \\ &= 17, 58 \end{aligned}$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$\begin{aligned} M_{pl} &= \frac{22+22+22+22+21+20+19+18+17+16+15+15+14+14+13+12+11+11+11+11+11+10+8+8+7}{25} \\ &= \frac{370}{25} \\ &= 14,8 \end{aligned}$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$\begin{aligned} M_{pl} &= \frac{23+23+22+22+22+22+21+20+19+18+17+16+15+15+13+12+11+7}{19} \\ &= \frac{340}{19} \\ &= 17,89 \end{aligned}$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$\begin{aligned} M_{pl} &= \frac{22+22+22+22+21+20+19+19+17+15+14+13+11+10+7+6+4}{18} \\ &= \frac{332}{18} \\ &= 14,66 \end{aligned}$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$\begin{aligned} M_{pl} &= \frac{25+24+23+21+21+19+18+16+12}{9} \\ &= \frac{179}{9} \\ &= 19,88 \end{aligned}$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$\begin{aligned} M_{pl} &= \frac{25+24+23+23+22+22+22+22+21+19+17+16+15+9+8+7+6+5+4+3+2}{22} \\ &= \frac{315}{22} \\ &= 14,31 \end{aligned}$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$\begin{aligned} M_{pl} &= \frac{24+24+24+24+23+23+22+22+22+22+22+22+20+19+18+17+16+15+15+12+11+8+7}{22} \\ &= \frac{410}{22} \\ &= 18,63 \end{aligned}$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$\begin{aligned} M_{pl} &= \frac{25+24+23+22+21+21+19+19+18+15+15+14+12+11+11+11+10+7}{19} \\ &= \frac{321}{19} \\ &= 16,89 \end{aligned}$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$\begin{aligned} M_{pl} &= \frac{25+25+25+25+24+24+24+23+23+22+22+22+22+22+21+21+20+19+18+17+16+16+15+15+15+14+14+13+12+11+11+11+10+8+8+6+6+6+5+5+5}{41} \\ &= \frac{986}{41} \\ &= 24,04 \end{aligned}$$

## Appendix IV

Table

The Data of Students Ponpes Modern Daarul Muhsinin

No	Students' Intial	Class	Scores
1	NRT	IX- A	95
2	MMS	IX- A	85
3	SS STG	IX- A	75
4	ARDR	IX- A	80
5	TWR	IX- A	90
6	IDL	IX- A	75
7	ZMS	IX- A	80
8	SLV	IX- A	75
9	OSR	IX- A	80
10	F ANI	IX- A	90
11	RFR	IX- A	75
12	DNH	IX- A	75
13	NKS	IX- A	90
14	MD DLY	IX- A	65
15	SIS	IX- A	75
16	ANP	IX- A	90

17	IRP	IX- A	70
18	ZRH	IX- A	85
19	TAN	IX- A	90
20	IRM	IX- A	75
21	KLS	IX- A	70
22	HN	IX- A	80
23	WH	IX- A	80
24	NAS	IX- A	80
25	NWP	IX- A	95
26	APS	IX- A	90
27	ATK	IX- A	65
28	NRS	IX- A	80
29	AU	IX- A	75
30	ATL	IX- A	80
31	AAND	IX- A	75
32	CAS	IX- A	70
33	DT	IX- B	95
34	SBS	IX- B	80
35	RRA	IX- B	75
36	HS	IX- B	65

37	YSS	IX- B	85
38	UHR	IX- B	75
39	AR	IX- B	80
40	BM	IX- B	90
41	EPS	IX- B	90
42	AR	IX- B	75
43	NSP	IX- B	80
44	PR	IX- B	90
45	NSR	IX- B	95
46	HJN	IX- B	75
47	ORS	IX- B	95
48	NM	IX- B	75
49	NR	IX- B	85
50	IAR	IX- B	80
51	DR	IX- B	65
52	RAP	IX- B	95
53	ESP	IX- B	75
54	TRS	IX- B	75
55	NND	IX- B	85
56	RS	IX- B	90



57	SAH	IX- B	90
58	JM	IX- B	75
59	IH	IX- B	75
60	LKS	IX- B	80
61	WUR	IX- B	85
62	AMA	IX- B	90
63	HZ	IX- B	85
64	NAH	IX- B	90
65	IAP	IX- B	75
66	AFD	IX- C	90
67	DN	IX- C	70
68	SR	IX- C	85
69	RA	IX- C	80
70	TFR	IX- C	90
71	LCB	IX- C	70
72	YFT	IX- C	85
73	KHS	IX- C	75
74	SHT	IX- C	95
75	DR	IX- C	95
76	IAT	IX- C	85

77	RGS	IX- C	80
78	RR	IX- C	90
79	MM	IX- C	90
80	ASR	IX- C	70
81	KH	IX- C	75
82	DHT	IX- C	70
83	ME	IX- C	85
84	MS	IX- C	75
85	MHA	IX- C	80
86	AJ	IX- C	75
87	AMT	IX- C	80
88	PYS	IX- C	90
89	MYH	IX- C	80
90	MRSR	IX- C	80
91	MYAH	IX- C	90
92	MF	IX- C	65
93	ARA	IX- C	70
94	LS	IX- C	80
95	IEH	IX- C	90
96	SHB	IX- C	75

97	RSR	IX- C	80
98	RSN	IX- C	80
99	ITR	IX- C	85
100	FA	IX- C	75
	<b>Total</b>		8100

Appendix V

**Students' total scores in building sentences by using preposition at ponpes modern daarul  
muhsinin**

95	75	70	75	90	65	85	70	75	90
85	75	80	70	75	95	90	85	70	65
75	90	80	95	80	75	85	75	85	70
80	65	80	80	90	75	90	95	75	80
90	75	95	75	95	85	75	95	80	90
75	90	90	65	75	90	90	85	75	75
80	70	65	85	95	90	70	80	80	80
75	85	80	75	75	75	85	90	90	80
80	90	75	80	85	75	80	90	80	85
90	75	80	90	80	80	90	70	80	75

Dik: nilai terbesar = 95

Nilai terkecil = 65

Range = 95-65

=30

$$\text{Banyak kelas} = 1 + (3,3) \log 100$$

$$= 1 + (3,3) 2$$

$$= 1 + 6,6$$

$$= 7,6$$

$$\text{Panjang kelas} = \frac{\text{range}}{\text{banyak kelas}} = \frac{30}{7,6} = 4,2$$

Mean score

$$M_t = \frac{x_t}{M}$$

$$M_t = \frac{8100}{100} = 81$$

Median

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

$$= 79,5 + 5 \left( \frac{\frac{1}{2}100 - 38}{22} \right)$$

$$= 79,5 + 5 \left( \frac{50 - 38}{22} \right)$$

$$= 79,5 + 5 \left( \frac{12}{22} \right)$$

$$= 79,5 + 5 (2,73)$$

$$= 82,23$$

modus

$$M_0 = b + p \left( \frac{b_1}{b_2 + b_3} \right)$$

$$= 79,5 + 5 \left( \frac{79,5}{79,6 + 79,7} \right)$$

$$= 79,5 + 5 (0,049)$$

$$= 84,54$$

## Appendix VI

### Table of score

Banyak kelas = 7, 6

Panjang kelas = 5

No	Score	F
1	65-69	5
2	70-74	8
3	75-79	25
4	80-84	22
5	85-89	12
6	90-94	20
7	95-99	8
	Total	100

### The Frequency Distribution in Using Preposition Sentences

No	Interval Class	Frequency Absolute	Frequency Relative
	65 – 69	5	5%
	70 – 74	8	8%
	75 – 79	25	25%
	80 – 84	22	22%
	85 – 89	12	12%
	90 – 94	20	20%
	95 – 99	8	8%
	<b>i = 7</b>	<b>100</b>	<b>100%</b>

## Appendix VII

### Hypothesis of the data

Calculation  $Z_{\text{count}}$ :

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(p-1)}}{n}}$$

$$Z = \frac{\frac{95}{100} - 4.2}{\frac{\sqrt{4.2(1-4.2)}}{100}}$$

$$Z = \frac{0.95 - 4.2}{\frac{\sqrt{4.2(4.2)}}{100}}$$

$$Z = \frac{3.25}{\frac{\sqrt{8.7}}{100}}$$

$$Z = \frac{3.25}{\frac{\sqrt{8.7}}{100}}$$

$$Z = \frac{3.25}{0.029}$$

$$Z = 19.11$$

Calculation  $Z_{\text{table}}$  :

$$Z(1/2 \alpha) = Z_{\text{table}}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$



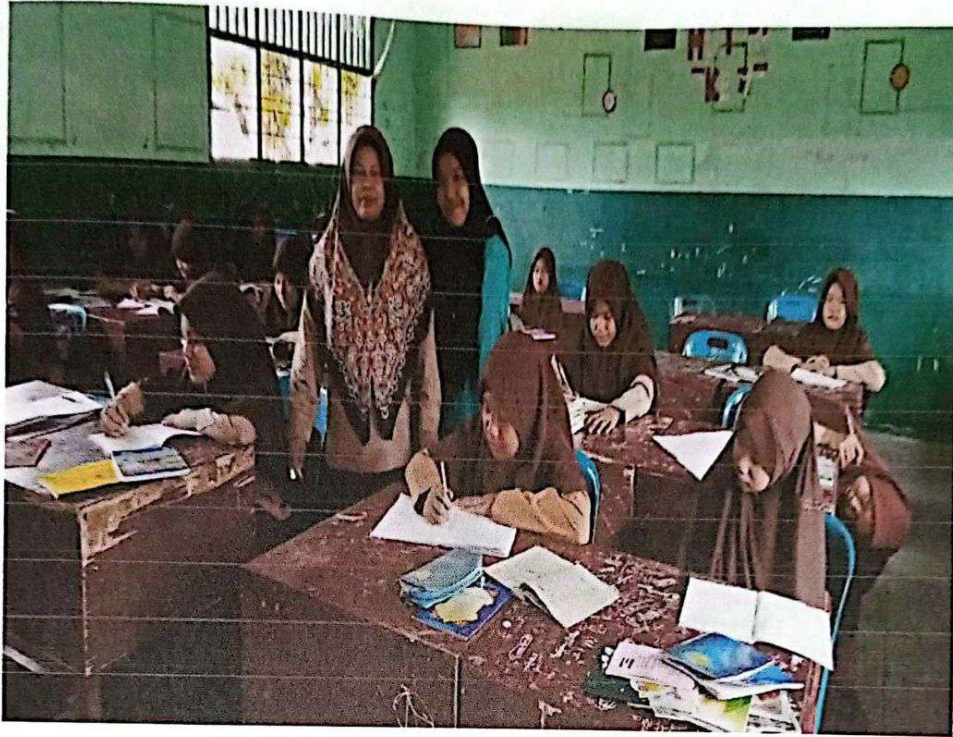
$$0.025 = 2.0$$

Appendix VII

Documentation of Research



Documentation with English teacher in front of the office Ponpes Modern Daarul Muhsinin.



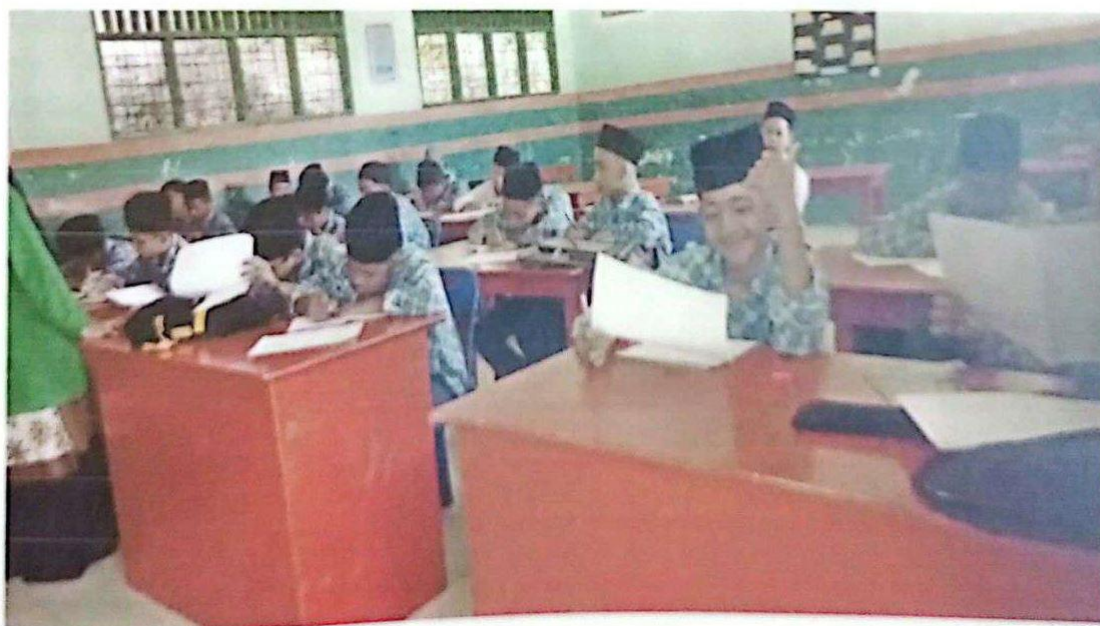
Documentation do the test in A class.







Documentation do the test in B class



Documentation do the test in C class

## CURRICULUM VITAE



### A. Identity

Name : Rizki Putri Siregar  
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19 April 2022

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Lamp : -  
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2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

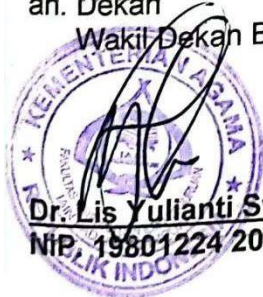
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Rizki Putri Siregar  
NIM : 18 203 00012  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : Students' Ability in Building Sentences by Using Preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhan Batu

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

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

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Agustus 2022

Yth. Kepala Fonpes Modern Daarul Muhsinin  
Janji Manahan Kawat Labuhan Batu  
Kabupaten Labuhan Batu

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rizki Putri Siregar  
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Alamat : Bittais Perdamean desa Tanjung Suram Rantau  
Prapat

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**Students' Ability in Building Sentences by Using Preposition at Fonpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhan Batu**".

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.

Padangsidempuan, 23 Agustus 2022

a.r. De...  
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**YAYASAN PESANTREN DAARUL MUHSININ**  
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Telah melaksanakan Penelitian sesuai dengan judul "Students' Ability in Building Sentence By Using Preposition at MTs Ponpes Modern Daarul Muhsinin Janjimanahan Kawat Labuhan Batu".

Demikian Surat keterangan ini dibuat, dan dapat dipergunakan sebagaimana mestinya.

Janjimanahan Kawat, 05 September 2022  
Kepala Madrasah,  
  
  
PIRGONG, H. HARAHAH, SP.