

I. INTRODUCTION

1.1 Background of the Problem

Although English has been taught at junior high school for three years, many students who have graduated from SLTP still have low ability in applying English structure. This fact is proved when the writer taught at SMK, even though the students learnt about preposition in SMP, they did not have the ability to use them properly. For example, they did not know the difference between *on* and *above*. In addition their average score for structure is low. Gleanson (1975: 126) states that to learn language is to learn structure. It means that if students want to master a language especially English language, they must master the structure.

Yogi (2008: 2) states that during his eight years' experience of teaching junior and senior high school students, he has seen that most of his students face difficulties in understanding English structure. Related to Yogi's statement, it is clear that student's problem in learning English is in the case of structure.

It is also supported by Lasmin (2000: 26) who has found in her research in SMP HANG TUAH that 44.4% of students in her classes have low structure especially in preposition of place. There are some factors which may cause the failure of the students, such as, the number of preposition of place in English which are greater than the preposition of place in Bahasa Indonesia.

A preposition of place in Bahasa Indonesia sometimes has more than one meaning in English. For examples, the preposition of place *di atas*, in English we can use preposition of place *on*

or *above*, and preposition of place *di bawah*, in English we can use preposition of place *under* or *below*, but they have different situations in use.

Another factor is the teacher's teaching technique. In this case, the teacher usually uses translation in teaching preposition of place into Bahasa Indonesia, then she gives some examples in the sentences, e.g., *The cat is on the table* (*Kucing itu di atas meja*), *The bird flies above the tree* (*Burung itu terbang di atas pohon*). From those examples, it can be seen that preposition of place on and above have the same meaning in Bahasa Indonesia, that is *di atas*. However, they actually have different situations. Even though the students know the meaning of preposition of place in Bahasa Indonesia, they are often confused which one should be used. Therefore, they encounter difficulty in using and applying them in real situations.

In the teaching-learning process, it is understood that the teachers should present the materials to their students well. The presentation will be more effective if the teacher uses tools or devices that can help students catch the material taught easier. So the researcher tries to find a way to make students enjoy their structure class and understand about preposition effectively and efficiently.

Realia and pictures are examples of media, which are frequently used, encourage students to learn English in particular prepositions of place. Realia or real objects are in many ways the easiest kind of visual aid that can be applied in the classroom. Simple objects can be used not only for teaching vocabulary but also as prompts to practice structure and develop situations (Doff, 1988: 83). In other words, realia are real things that can be brought by the teacher to make the situation or atmosphere in the classroom more meaningful. Moreover, realia also can be used to teach structure, not to the least of which are promoting cultural insight and teaching a life-skills lexicon. Realia can also be used effectively in teaching structure,

especially for form-meaning match. In relation to the descriptions above, the writer assumes that realia has great function in teaching prepositions of place. They can make students have great stimulus in the class, so that the students have great enthusiasm to learn preposition of place.

Similarly, teaching structure through picture also can encourage students to reach the objectives of learning. Wright (1984: 5) states that pictures can increase the achievement to catch the meaning of each preposition by the students themselves. Wright's statement raises an idea that it will be easier for the students to understand preposition of place through picture to increase students' achievement in using preposition of place. Therefore, in this study the researcher would like to investigate whether or not picture can be used to give a positive influence on the student's structure achievement. Moreover using pictures can help the students learn the material more easily, as visual aid, particularly, picture has descriptive representation and it can help them enjoy the lesson.

Based on the paragraphs above, realia and pictures can use for teaching prepositions of place in order to attract students' attention and to increase students' motivation. Therefore, the students will comprehend the materials more easily.

However, it is difficult to decide the more effective media between them. Thus, the two teaching media, realia and picture were compared, to find out whether one or both of them are effective or not for teaching preposition of place.

From the English teacher in SMPN 21 the writer found that the students had difficulty in structure. It can be seen from the individual student's score in structure; only 51.2% the students reached the standard score of structure subject. The writer chooses SMPN 21 Bandar Lampung because the writer wants to improve the student's structure achievement and no research using preposition of place has been carried out there. Considering those reasons, the

researcher is interested in comparing students taught through realia and taught through picture to see whether any significant difference of the result between them. Therefore the researcher titled the research “A Comparative study between students’ achievement in preposition of place taught through realia and taught through pictures at the seventh grade of SMPN 21 Bandar Lampung”

1.2 Identification of the Problems

Based on the researcher’s observation ,several problems can be identified:

1. Most of students find difficulties in learning structure especially preposition of place.
2. Student’s preposition mastery is still low.
3. Lack of motivation.
4. Lack of appropriate teaching media.
5. Some teacher cannot choose the appropriate technique or media that can be used in teaching learning process.

1.3 Limitation of Problems

Based on the identification of the problems above, the researcher limits the problem about media that is used by teacher; the researcher is interested in investigating whether there is any difference of preposition of place achievement of students if they are taught by interesting media in teaching preposition of place. Realia and pictures are two media that will be used to teach preposition to investigate whether these media can be used to increase students’ preposition of place achievement. The researcher also wants to identify which one is better to teach English grammar, realia or pictures. The researcher chooses teaching preposition of place through realia and picture at SMP Negeri 21 Bandar Lampung.

1.4 Formulation of the Problem

Based on the limitation of the problems, the formulation of the problems is follows:

1. Is there any difference of students' achievement in preposition of place between those who are taught through realia and those who are taught through pictures?
2. Which of the two teaching media is more effective for teaching preposition of place?

1.5 Objective of the Research

The objectives of the research are to investigate:

1. Whether there is a difference of students' achievement in preposition of place between those who are taught through realia and those who are taught through picture;
2. To find out which one of the two teaching media is more effective for teaching preposition of place.

1.6 Uses of the Research

The results of the research are expected to be beneficial not only theoretically but also practically:

- 1) Theoretically, the results of the research can help to support the previous theories on syntax.

- 2) Practically, to inform English teachers that pictures and realia can be used to teach preposition and give a positive influence on the students' achievement of preposition of place.

1.7 Scope of the Research

This research is a quantitative study. This research will be conducted at grade VII of SMP N 21 Bandar Lampung. The first year of SMP students is chosen since the preposition of place is taught in the first year. The materials are based on the students' book for grade VII of Junior High School. The topics used are chosen based on the curriculum for the junior high school and the pictures are from 'picture' collection retrieved from Junior high school English books.

This research carried in six meetings that consisted of one meeting of try out, one meeting of pretest, three meetings of treatments to both classes , and one meeting of posttest.

This research is focused on students' achievement. So, in collecting the data of this research, the researcher will use tests. The data will be analyzed by using Independent Group T- Test in which it is used compare the mean of two different data from different group that are also taken in different situation. Finally, the researcher will compare the mean scores of students' ability before and after the treatment between those two groups.