

**INCREASING STUDENTS' ABILITY IN USING PREPOSITIONS OF
POSITION THROUGH FLASHCARDS AT THE SECOND GRADE
OF SMP YAPINDO**

(A Script)

By

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LANGUAGE AND ARTS DEPARTMENT
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BANDAR LAMPUNG
2016**

ABSTRACT

INCREASING STUDENTS' ABILITY IN USING PREPOSITIONS OF POSITION THROUGH FLASHCARDS AT THE SECOND GRADE OF SMP YAPINDO TULANGBAWANG

By

RISKY NURJANAH S.

Almost all dictionaries list the meanings of prepositions of position, yet they often explain the prepositions in written or even direct translations. Meanwhile, the younger learners need something to help them picturing the meaning of each prepositions. On the other side, many studies have proven that flashcards can be used as media in teaching vocabulary through Mnemonic Instructional Method in which images are used to help learners to picture the meaning of words instead of memorizing the definition of words. Considering that that teaching prepositions can be a part of teaching vocabulary, this research was carried out to improve the students' ability in using prepositions of position through flashcards to find out the type of prepositions of position which is mostly increased.

This research was conducted at the second grade of SMP Yapindo Tulangbawang with a randomly chosen class as the subject in which consisted of 20 students. The design of this research was one group pre-test post-test design in which the data were taken from the same samples by using vocabulary test. The data were analyzed by using *SPSS 16.0* and *Repeated Measures T-Test* analysis.

The result showed that there was a statistically significant increase of the students' mean score from 64.25 up to 90 after they were being taught prepositions through flashcards and the type of prepositions of position which was mostly increased was higher or lower than a point (*above, under*) with the improvement from 31% to 56%. Thus, this suggests that flashcards can be used to improve students' vocabulary.

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A Script

**Submitted in a Partial Fulfillment of
the Requirements for S-1 Degree**

in

**The Language and Art Education Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2016**

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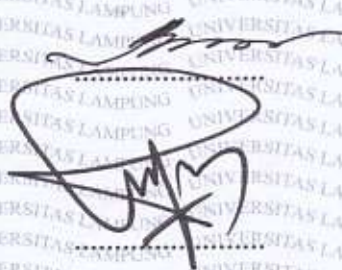
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CURRICULUM VITAE

The writer was born in Gunung Sugih on August 9th 1994. She is the second child of Subandri and Supraptilah. She has two brothers and a sister who are so fabulous.

She graduated from SD Yapindo in 2006. Then, she continued her study at SMP Yapindo Tulangbawang and she graduated in 2009. After graduating from junior high school, she continued her study at SMA Sugar Group and graduated in 2012.

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DEDICATIONS

This script is fully dedicated to:

My beloved parents

My friends in English Education 2012 of Lampung University

My almamater, University of Lampung

MOTTO

Experience is a truer guide than the words of others.

(Leonardo Da Vinci)

God does not play dice with the universe.

(Albert Einstein)

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At the end, the writer hopes that this script will give many benefits to her juniors as the reference to support their research.

Bandarlampung, October 2016

Risky Nurjanah S.

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I. INTRODUCTION

This chapter describes the background of the problem, identification of the problem, limitation of the problem, formulation of the research questions, objectives of the research, significances of the research, and scope of the research. Definition of terms are provided on the last part of this chapter to avoid inappropriate comprehension.

1.1 Background of the Problem

To be able to communicate in English, people learn not only the skills (listening, speaking, reading, and writing), but they also learn the aspects of it. One of important aspects in English is vocabulary. Someone can comprehend what other says by having a lot of vocabularies so that they can communicate well. Vocabulary itself consists of some parts of speech, namely, nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and prepositions.

As one of parts of speech, preposition is a problem that most English learners face due to what Martinet (1985) state that the students have two main problems with preposition. They have to know whether in any construction a preposition is required or not, and which preposition to use when one is required.

Furthermore, preposition is a word which is usually coming in front of noun and expressing relation to another word or element. In addition, preposition is included in one of four types of vocabulary (Fries, 1974) which is function word since prepositions are used to express the relation of grammar structure of a sentence. There are four types of prepositions; preposition of position, preposition of time, preposition of direction, and preposition of place (Frank, 1972).

As stated by Lindstromberg (2010), many prepositions have more than one usage. Almost all dictionaries list these, yet they rarely explain in what context of sentence the prepositions are used. Such information can be very helpful for learners and teachers as well, especially since some pairs of prepositions of position seem to have the same meaning in some contexts, such as *above* and *on*. It is not appropriate to use “*above*” in “*Jill put the bowl above the table.*” In fact, “*above*” is defined as “*a higher place*”, while *on* means “*touching the surface*”. Besides, it is not common to use *above* to mean horizontal movement (Eastwood, 2002). Then, the proper preposition is “*on*” so that the sentence should be “*Jill put the bowl on the table.*” In other words, the difficulty that most students face is that they cannot differentiate the prepositions of position. Thus, they are confused to choose what prepositions of position which is appropriate with the context of a sentence.

Some previous studies have been focused on the ability of students in using prepositions. Mellynda in 2005, as quoted by Mayasari (2012), carried out a research about the students’ ability to use prepositions of place. The study was conducted in SMPN 2 Kotagajah Mid Lampung. It showed that from 40 students,

who were chosen randomly as the samples among three classes, more than a half of the total of them got the scores of the test which were lower than 65. It is clear that the students lack of understanding about the use of prepositions of place. In fact, the participants of this research were students of the first grade of junior high school. They had been taught prepositions in the same year. Furthermore, the researcher had an observation of teaching learning process in class. It was found that the teacher often used direct translation and ask the students to consult the dictionary to find the meaning of new words. Thus, the researcher assumed that the inappropriate media in teaching prepositions was the cause of the students' low ability to use prepositions.

Mayasari (2012) conducted a study to find out whether or not the use of picture can increase the students' ability to use prepositions of place. In order to achieve the aim, 30 students of second grade of SMPN 2 Banjar Agung Tulangbawang were given a pre-test in order to identify the present knowledge of students in using prepositions of place. The result of the pre-test showed that there were many students who gained scores below 50. It means that the students still had difficulties in understanding prepositions of place even though they have learnt them in the first year of junior high school. The students found it difficult to choose a correct prepositions to fill the blank. Based on the pre observation done by the researcher, it was caused by the teaching style of the teacher which let the students used dictionary in learning the prepositions of place.

However, both previous studies investigated the ability of young learners who were junior high school students. Moreover, the researchers include all kinds of

prepositions of place to be analyzed. Meanwhile, there are many other studies which also focus on the use of prepositions, but none of them specifies the prepositions based on the curriculum for junior high school students. Thus, in this study, the researcher will take second grade of junior high school students since they have learnt prepositions in the first year of junior high school. In addition, the researcher will only focus on the use of some prepositions of position that the students have learnt in the first year of junior high school, that are *in*, *on*, *between*, *beside*, *above*, and *under*.

Furthermore, the students' low ability to use prepositions of position may encourage the teachers to prepare remedial teaching activities and to give clear demonstration and illustration so that the students will easily differentiate the prepositions of position, especially the ones which have similar meanings. Therefore, the researcher will use a media to illustrate the prepositions of position so that the students will be more understand.

Media plays very important role in English teaching to help the learners in acquiring new concepts. There are many kinds of media which can be used in teaching learning process, one of them is flashcards. Flashcard as visual aids is an interesting media that can help the students memorize the words (Syarifatus, 2014). Flashcards consist of a word and picture in one side. The picture illustrates the word and it can stimulate the students' attention towards the topic since pictures allow them to do a direct observation to the learning material. In this case, flashcards can be used to explain prepositions of position since they can illustrate the prepositions of position.

Some previous research has proven that flashcards can be a good media in improving the students' vocabulary achievement, since it is assumed that learning prepositions of position is a part of learning vocabulary in form of function words. A previous research by Soraya (2011) has focused on motivating students in learning vocabulary through flashcards at first grade of SMPN 19 Bandar Lampung. The result shows that there was significant improvement of students' score of learning vocabulary after they were taught through flashcards.

Moreover, Syarifatus in 2014 conducted a research about the use of flashcards to improve students' vocabulary achievement at the second grade students of MTs Al-Fatah Natar. The research was intended to find out whether flashcards can be used to improve the students' achievement in vocabulary and to analyze the implementation of teaching vocabulary through flashcards. The result of the research shows that there is significant improvement of students' vocabulary achievement after they were taught through flashcards.

Both studies have proven that flashcards can be used as media in teaching vocabulary through Mnemonic Instructional Method in which images are used to help learners to picture the meaning of words instead of memorizing the definition of words. It means that teaching prepositions can be a part of teaching vocabulary through that method in order to improve the students' ability. However, none of them uses flashcards as media in teaching prepositions, especially prepositions of position. Thus, in this research, flashcards will be used as media in improving students' ability to use prepositions of position since flashcards can give

illustration about the prepositions of position so that the students will be easy to understand the meaning.

Based on the explanation above, the researcher is interested in conducting a study on increasing students' ability to use prepositions of position through flashcards at the second year of SMP Yapindo.

1.2 Identification of the Problems

By considering the background above, the researcher identifies the problem as follows:

1. Most of learners are confused in differentiating kinds of prepositions of position.
2. Most of learners have difficulty in using the correct prepositions of position based on the context in a sentence.
3. The inappropriate media in teaching prepositions of positions.
4. Teacher`s teaching technique is not suitable for the topic.

1.3 Limitation of the Problems

Based on the problems which have been identified, the researcher only focus on:

1. Students' difficulty in differentiating types of prepositions of position.
2. Students' difficulty in selecting correct prepositions of position based on the context in a sentence.
3. The inappropriate media in teaching prepositions of positions.

1.4 Formulation of Research Questions

Concerning the usage of prepositions of position in students' writing, the researcher poses a formulation of the problems as follows:

1. Can flashcards be used to increase the students' vocabulary to use prepositions of position in sentences at second grade of SMP Yapindo?
2. What type of prepositions of position that is mostly increased?

1.5 Objectives of the Research

In respect to the research question, the objective of this research are

1. to find out whether flashcards can be used to increase the students' vocabulary to use prepositions of position at second grade of SMP Yapindo.
2. to find out what type of prepositions of position that is mostly increased.

1.6 Significances of the Research

There are at least two uses that will be briefly described as follows.

1. Theoretically, this research supports the existing theories that flashcards can be used as media to improve students' vocabulary to use prepositions of position.
2. Practically, this research reflects the quality of English teaching learning process in SMP Yapindo. Therefore, this research is expected to be an

input for the teachers to improve their quality of teaching in classroom. In addition, it gives a information to the teacher whether flashcards is applicable or not to increase students` vocabulary to use prepositions of positions. Besides, it also can be a feedback for the students to improve their understanding towards how to use prepositions of position correctly based on the context.

1.7 Scope of the Research

This research figures out the improvement which the students made in using prepositions. There are four types of prepositions; prepositions of time, prepositions of position, prepositions of place, and prepositions of direction. This research only focus on prepositions of positions since some English prepositions of position have more than one meaning in Bahasa Indonesia and it causes the students confused in using the correct preposition of position based on context. In this study, the researcher specifies the types of prepositions of position based on the curriculum of KTSP that they have learnt in the seventh grade. The prepositions of position that the students must include in their sentences are the point itself (*in, on*), higher or lower than a point (*above, under*), and neighboring the point (*between, beside*). In addition, this research is also intended to increase the students` vocabulary to use prepositions of position through flashcards. The subjects of the research are students at second grade of SMP Yapindo.

1.8 Definition of Terms

In order to avoid misunderstanding, definition of terms are provided as follows:

Vocabulary

Vocabulary is a set of words including single words (content words and function words), compound words, and idioms.

Prepositions of position

Prepositions of position are prepositions that indicate a specific location or place of something.

Flashcards

Flashcards refer to a set of card with picture and word in one side which represent a concept of a thing or verbs of action, in this case, the information is about prepositions of position.

This chapter has described the background of the problem, identification of the problem, problems limitation, formulation of the research question, objectives of the research, significances of the research, and scope of the research. Furthermore, this chapter also concerned with definition of terms.

II. THEORETICAL FRAMEWORK

This chapter provides the explained patterns related to review of previous research, review of related literature (which consists of vocabulary, prepositions of position, teaching prepositions of position, media in language teaching, flashcards, flashcards as media in teaching prepositions, advantages and disadvantages of flashcards, and procedure of using flashcards in teaching prepositions of positions), theoretical assumption, and hypothesis.

2.1 Review of Previous Research

In this section, the researcher reviews some previous research related to students' ability in using prepositions and flashcards as media in teaching learning process. There are at least two research which have focused on students' ability in using prepositions.

Firstly, Mellynda in 2005, as quoted by Mayasari (2012), carried out a research about the students' ability in using prepositions of place. The study was conducted in SMPN 2 Kotagajah Mid Lampung. The participants were the students of the first grade. It showed that from 40 students, who were chosen randomly as the samples among three classes, 70% of them got the scores of the test which were lower than 65. It was clear that the students were lack of understanding about the use of prepositions of place. In fact, the participants of this research were students

of the first grade of junior high school and they had been taught prepositions in the same year. Furthermore, the researcher had an observation of teaching learning process in class. It was found that the teacher often used direct translation and ask the students to consult the dictionary to find the meaning of new words. Thus, the researcher assumed that the inappropriate media in teaching prepositions was the cause of the students' low ability to use prepositions.

Furthermore, Mayasari in 2012 conducted a study to find out whether or not the use of picture can increase the students' ability in using prepositions of place. In order to achieve the aim, 30 students of second grade of SMPN 2 Banjar Agung Tulangbawang were given a pre-test in order to identify the present knowledge of students in using prepositions of place. The test consisted of 30 test items in form multiple choices. The students were asked to analyze the picture in each number and to fill in the blanks with a correct prepositions among the four choices. The result of the pre-test showed that there were only 27.67% of students who got scores up from 60 to 79 and 72.33% of them got scores below 50. It means that the students still had difficulties in understanding prepositions of place even though they have learnt them in the first year of junior high school. The students found it difficult to choose a correct prepositions to fill the blank. Based on the observation of Mayasari (2012), the students did not understand the meaning and the use of prepositions of place in English text. It was caused by the teaching style of the teacher. The teacher did not use any interesting media that can visualized the prepositions clearly. Moreover, the teacher often let the students to use dictionary in finding the meaning of the prepositions.

In the other side, it was assumed that the students who were second graders of junior high school are included into young learners who needed an interesting and effective way to visualize the prepositions so that they could picture and

understand more each meaning of prepositions of place instead of hardly memorizing the meaning. Therefore, Mayasari used picture to help the students to visualize the meaning of each prepositions of place so that they can understand more. Teaching prepositions of place through picture was conducted as many as three meetings. Then, the post test was given to the students to identify whether or not the treatment can increase their ability in using prepositions of place. The result of the post test showed that there were 66.67% students who got scores from 60 – 89 and there were 33.33% students who got scores below 50. It can be seen from the increasing of the students' scores that picture can be used to improve their understanding in using prepositions of place.

Those two studies show that the students are lack of understanding about the use of prepositions. Therefore, they should be taught by using a proper media in learning prepositions. If the learners are taught and practiced properly according to the way suggested, they will be able to understand more about the meaning of each prepositions of place. Moreover, the two studies used the same media which is picture to improve the students' ability in using prepositions of place for picture is an interesting media to visualize the word.

In the other side, this research used flashcards to improve the students' ability in using prepositions of position. Some previous research has proven that flashcards can be a good media in improving the students' vocabulary achievement, since it is assumed that learning prepositions of position is a part of learning vocabulary in form of function words. There are at least two studies that will be reviewed below.

A previous research by Soraya (2011) has focused on motivating students in learning vocabulary through flashcards at first grade of SMPN 19 Bandar Lampung. The result shows that there was a significant improvement of students' score of learning vocabulary after they were taught through flashcards. It can be

seen from the mean score that increased from 563.44 up to 635.00 with level of significance of 0.05.

In addition, Syarifatus in 2014 conducted a research about the use of flashcards to improve students` vocabulary achievement at the second grade students of MTs Al-Fatah Natar. The research was intended to find out whether flashcards can be used to improve the students` achievement in vocabulary and to analyze the implementation of teaching vocabulary through flashcards. The result of the research shows that there was a significant improvement of students` vocabulary achievement after they were taught through flashcards.

Considering the previous studies, it can be concluded that flashcards can be used as media in teaching vocabulary. While, in this research, flashcards will be used as media in improving the students` ability in using prepositions of position since flashcards are attractive and can verbalize the prepositions so that the students will be easy to understand.

2.2 Review of Related Literature

This sub chapter will discuss some related literature about vocabulary, prepositions of position, teaching prepositions of position, media in language teaching, flashcards, flashcards as media in teaching prepositions, procedure of using flashcards in teaching prepositions of positions, and advantages and disadvantages of flashcards.

2.2.1 Vocabulary

Vocabulary is an important aspect in a language. People can understand what others say by having a lot of vocabularies. In addition, people will be able and

easier to convey their ideas if they have stocks of words. Thus, vocabulary is a crucial aspect to be mastered in order to have a good communication.

Vocabulary is classified into four types (Fries, 1974); namely: content words, function words, substitution words, and distribution words.

In relation to the first type, content words represent three matters. Firstly, content words include the name of subject or things (concrete nouns), action done with these things (verbs), and the qualities of these things (adjectives). Concrete nouns are related to real things or objects that can be seen or touched, for example in “*Shandy has two books*”, “*books*” are included into concrete nouns. Secondly, content words include verbs. Verbs are actions done by the subject, for example in “*The volunteers teach English to the students*”, the word “*teach*” is an action which is done by the subjects, that are the volunteers. The last, content words include adjectives. Adjectives are the qualities of something, for example in “*It is such a beautiful dress*”, the word “*beautiful*” is the quality of the dress, which means pleasing senses or mind aesthetically.

Furthermore, function words are words which are used as a mean of expressing relation of grammar structure. There are four kinds of function word. The first one is conjunction. Conjunction is the part of speech used as a joiner for words, phrases, or clauses in a sentence, for example in “*You should go or I will call the police*”, the example shows how conjunction can join two (or more) phrases. The conjunction links “*you should go*” and “*I will call the police.*” The second function words are articles. An article is a type of determiner that precedes a noun, for example, “*My mom bought me a navy dress*”, the article “*a*” is an indefinite article which indicates that the following noun is a member of a class.

Moreover, auxiliaries are also included into function words. Auxiliary is a verb that adds functional or grammatical meaning to the clause in which it appears,

such as to emphasize the main verb, for example in “*I do believe in you*”, the word “*do*” emphasizes “*believe*.” The last kind of function words is preposition. Prepositions are the words to show the position or direction of something, for example, “*His father put a cup of coffee on the table*”, the preposition used in the sentence is “*on*”. The preposition “*on*” indicates the surface of the table. In other words, it means that the cup is touching the surface of the table.

In addition to function words, substitution words are words which represent the individual things or specific action as substitution for words that is identified. They are also called as pronouns, for example in “*Vira, Andy, and Rio were not here yesterday. I heard that they went fishing*”, the word “*they*” represents the persons, who are Vira, Andy, and Rio. Another example is “*Shania has finished doing the homework. She told me that she stayed up late last night*”, the word “*she*” substitutes the person in the first sentence, who is Shania.

The last type is distribution words. Distribution words are words that are distributed according to grammatical matter as presence of negative, such as, *either* and *neither*, for example in “*My mother does not like mushrooms. I don’t like them either*”, the word “*either*” shows that the person has similarity with the mother, that the person also does not like the mushroom. Another example is “*She does not do the task. Neither do I.*” Similar to the use of *either*, *neither* is used to show the presence of negative. Based on the sentence, it means that the person do not do the task.

It is clear that prepositions are included into function words in vocabulary. In other words, teaching prepositions can be considered as teaching vocabulary. Thus, prepositions are treated as same as vocabulary in this research.

Considering the importance of vocabulary in a language, vocabulary should be taught by using appropriate media and technique. As quoted by Syarifatus (2014),

Scott (2003) states that there are five basic instructional methods for learning and teaching vocabulary; namely: definitional method, contextual method, organizational or semantic framework instruction, mnemonic instructional method, and structural method of vocabulary.

First of all, a basic instructional method for learning and teaching vocabulary is definitional method. It includes anything where a student is given a word and a definition. The student may be given a list of words and they have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary without discussing the meaning beyond the definition. For example, the direct translation done by a teacher. The teacher only states the meaning in Bahasa Indonesia without discussing the definition in English.

The next one is contextual method. Contextual method of vocabulary instruction asks the students to create a meaning for a word based on the rest of sentence. This instructional method makes the students learn how to use a new vocabulary in a right context. For example, the teacher asks the students to conclude the meaning of a word based on the context of a sentence.

In addition to contextual method is organizational or semantic framework instruction. This instruction aims at making the students learn the relationship between and among similar words. This type of instruction includes the use of concept maps, semantic maps, and other graphic organizers. For example, the teacher shows the word “*see, look, stare,*” then the students are asked to identify the meaning and the relationship among those similar words.

The fourth type is Mnemonic instructional method. It uses visual aids as way to help the students learn and remember the new terminology. Instead of memorizing abstract definitions, the students are encouraged to picture something that helps

them associate a word with a meaning. For example, the teacher implements the use of flashcards to help the students in visualize the words.

The last basic instructional method for learning and teaching vocabulary is structural method of vocabulary instruction. It shows the students how to look at the parts of the word for clues about what the word means. They are taught to look at the root words, suffixes, affixes, and prefixes. For example, the teacher shows a word “*enrichment*” to the students and the teacher identify the prefix and suffix of the word, which are “*en-*” and “*-ment*”.

Furthermore, this research will analyze the use of prepositions of position which are included into one of four types of English vocabulary which is function word.

2.2.2 Prepositions of Position

In relation to vocabulary, prepositions as function words (Fries, 1974) are used to express the relation of other parts of speech in a sentence. Prepositions are structured words which is usually placed before noun or pronoun to show its relationship in a sentence. It supports a definition stated by Maclin in 2001, which is quoted by Miftahudin in 2011, that preposition is a function word used to relate a noun phrase which it precedes with another part of sentence, the whole forming a prepositional phrase. It expresses meaning of space, time, position, etc.

Frank in 1972 divides prepositions into four types: preposition of time; preposition of position; preposition of direction; and preposition of place. However, the researcher will only focus on prepositions of position.

There are three kinds of preposition in place according to Frank:

a. The point itself

The first type of prepositions of place is the point itself. There are four prepositions of place that show the point of the thing itself; *in*, *inside*, *on*, and *at*. Preposition “*in*” gives the area of something enclosed, for example, “*Hang your coat in the closet*”, the word “*closet*” refers to an enclosed area. Similarly, preposition “*inside*” also shows the point of the thing itself but it emphasizes the containment, for example, “*There is no one inside the house*”. In addition, preposition “*on*” indicates the surface of something. For example in “*Put the plate on the table*”, the word “*on*” in that sentence indicates the surface of the table where the plate should be put. The fourth preposition of place that show the meaning of the point itself is “*at*”. Preposition “*at*” refers to a general vicinity, such as “*She is at home*”. It means that the subject position is surround the home.

Thus, there are four prepositions of place that show the point of the thing itself; *in*, *inside*, *on*, and *at*.

b. Higher or lower than a point

The second one is the prepositions that show higher or lower position than a point. There are two prepositions that are included in higher position than a point; *over* and *above*. Preposition “*over*” is felt to be generally higher than a point, for example in “*The plane flew over the mountains*”, the plane is felt to be higher than the mountains. Similar to “*over*”, “*above*” is also felt to be directly higher than a point, for example in “*They live on the floor above him*”.

Furthermore, there are four prepositions which are included indicates lower

point of something; *under*, *underneath*, *beneath*, and *below*. Preposition “*Under*” is felt to be generally lower than a point. As it shows in the sentence “*A subway runs under this street*”, the word “*under*” indicates lower position than “*this street*”. Meanwhile, preposition “*underneath*” expresses the idea of close “*under*”, for example in “*He swept the dirt underneath the rug*”, the dirt is under the rug. In addition, “*beneath*” expresses the idea of directly “*under*” with some space between, for example, “*A dog sleeps tightly beneath a tree*”. Differs from “*beneath*”, preposition “*below*” is felt to be directly lower than a point, for example in “*He lives on the floor below us*”, the sentence means that the man lives right below them.

In short, there are two prepositions that show higher than a point (*over* and *above*) and four prepositions that indicate lower position of a point (*under*, *underneath*, *beneath*, and *below*).

c. Neighboring the point

There are six prepositions that indicate neighboring the point; *near*, *next to*, *alongside*, *beside*, *between*, and *beside*. First of all, preposition “*near*” has the most general meaning of neighboring a point, for example, *he lives near the campus*. Secondly, preposition “*next to*” indicates position with nothing else between two things, for example in “*The theater is right next to the post office*”, it means that the theater’s position is right beside the post office. The other prepositions that indicate neighboring the point is “*alongside*”. It refers to a position that adjoining persons or things

considered as lined up, or side by side, for example, “*The tug pulled up alongside the tanker*”.

In addition, preposition “*beside*” indicates the position of something on one side of a person or thing that has two sides, for example, “*He sat beside me yesterday*”. Moreover, “*between*” indicates something on each side of a person or thing that are positioned around a point, for example, “*My father sat between us*”. The last preposition is “*opposite*”. It refers to a position of something which directly facing someone or something else, for example, “*The museum is just the opposite the post office*”.

Thus, there are six prepositions that indicate the position of neighboring the point; *near, next to, alongside, beside, between, and opposite*.

In addition, based on Eastwood (2002) in Oxford Guide to English Grammar, there are eight types of prepositions of position:

a. *At, on, in*

Preposition *at* refers to one-dimensional thing. We use it when we see something as a point in space, for example, “*There’s someone at the door*”. We can also use *at+ event* in a sentence, such as, “*We met at Daphne’s party, didn’t we?*”, here, the event is the Daphne’s party. Moreover, *at+ building* can be used when we are talking about the normal purpose of the building itself, for example in “*The Browns are at the theatre*”, it means that the Browns are watching the movie. Besides, preposition “*at*” also can be used for a person’s house or flat, for example, “*I had a cup of coffee at Angela’s house*”.

Secondly, preposition *on* is two-dimensional. We use it for a surface, for example, “*Don’t leave your glass on the floor*”. Besides, preposition “*on*”

is also used for a line, for example, “*The house is right on the main road, so it’s a bit noisy*”.

In addition, “*in*” is three-dimensional. We use it when we see something as all around, for example, “*There was a man sitting in the waiting room*”. In comparison to “*at*”, preposition “*in*” refers to the building, for example, “*It was cold in the library*”, which means inside the building, while “*at*” tends to indicate the activity inside the building, as it is shown in “*We were at the library (choosing a book)*”. In general, “*in*” is used for a country or town and “*at*” for a smaller place, for example, “*We finally arrived in Birmingham*” and “*We finally arrived at Land’s End*”. Besides, “*at*” can also be used to indicate a town if it is seen as point on a journey, for example, “*You have to change trains at Birmingham*”. Moreover, “*in*” can be used for a smaller place if we see it as three-dimensional, for example, “*I’ve lived in the village all my life*”.

b. *Above, over, below, and under*

Some pairs of prepositions of position have similar meaning, such as *above-over* and *below-under*. Basically, “*above*” and “*over*” have similar meanings, as it is shown in the example, “*There was a clock above/over the entrance*”. But, in some cases, we do not normally use “*above*” to mean horizontal movement and for an area or surface. As it is shown in “*The plane flew low over the house*” and “*Someone had spread a sheet over the body*”. Furthermore, “*over*” is also used to indicate a movement to the other side, or position on the other side of a line, for example, “*The horse jumped over the wall*”.

In addition, “*below*” and “*under*” have similarity in meaning. In relation to “*above*” and “*over*”, preposition “*below*” is the opposite of “*above*”,

while “*under*” is the opposite of “*over*”. We do not normally use “*below*” for a horizontal movement or for an area or surface, as it is shown in “*Mike crawled under the bed in an attempt to hide*”.

c. *Top and bottom*

“*Top*” and “*on*” are included into prepositions which are followed by phrases, such as “*on/at top of*” and “*bottom of*”. To be more concrete, here are some examples of prepositional phrases: “*There’s a monument on top of the hill*”; “*There’s a monument at the top of the hill*”; “*The ship sank to the bottom of the sea*”.

d. *Through, across, and along*

Through is three-dimensional. This preposition is usually used to indicate that someone is going *through* a tunnel, a doorway, a crowd of people, and so on, as it is shown in the example, “*The water flows through the pipe and I looked through the telescope*”.

Conversely, “*across*” is two-dimensional. It usually appears in a sentence that indicate someone goes from one side to the other *across* a surface such as lawn or a playground, or such as a river or a frontier, for example, “*You can get across the Channer by ferry*”. Sometimes we can use either “*through*” or “*across*”, depending on whether we see something as having three or two dimensions, such as, “*We walked through/across the field*”.

Moreover, we use “*along*” when we follow a line; we go *along* a path, a road, a passage, a route, and so on. To be more concrete, the following are the examples of both *along* and *across*; “*We cruised along the canal for a few miles*” and “*We walked across the canal by a footbridge*”. The first

sentence indicate that the people sail or go along the canal, while the second one means that they pass through the canal.

e. *To, towards and up to*

We use *to* for a destination, as it is shown in “*We’re going to Doncaster*”. Meanwhile, “*towards*” indicates a direction, for example, “*We’re going towards Doncaster now. We must have taken a wrong turn*”. Moreover, preposition “*to*” is usually used with verb phrase, such as *go/come/walk + up to*. It usually expresses movement to a person, for example, “*A man came up to me in the street and asked me for money*”.

f. *Near, close, and by*

Preposition “*near*” means ‘not far from’ as it is shown in the example, “*We live near (to) the hospital*”, which means that they live not far from the hospital. In addition, “*near*” and “*close*” can be adverbs in a sentence. For example, “*The animals were very tame and they came quite near/close*”. We can also use “*nearby*” which means ‘not far away’, as it is shown in “*There’s a post office near here/nearby*”.

Furthermore, the preposition “*by*” means ‘at the side of or very near’, for example, “*Come and sit by me*”. Besides, “*by*” has similar meaning to “*next to*” which means ‘directly at the side of’, for example, “*We live next to the fish and chip shop*”.

g. *In front of, before, behind, after and opposite.*

When we talk about where something is, we prefer use “*in front of*” and “*behind*” to indicate before and after something, as it is shown in “*There’s a statue in front of the museum*”, it is incorrect to use “*before the museum*”. Another example is “*The car behind us ran into the back of us*”, we can not say “*the car after us*”. These two sentences show that “*before*” usually means ‘earlier in time’, and “*after*” means ‘later in time’.

In addition, we also use “*before*” and “*after*” to talk about what order things come in, as it is shown in the sentences, “*J comes before K*” and “*K comes after J*”. Besides, we also use *after* to talk about someone following or chasing, for example, “*The thief ran across the road with a policeman after him*”.

Preposition “*opposite*” means ‘on the other side from’. It has almost the same meaning with “*in front of*”, but “*in front of*” tends to indicate that something is right before another thing, for example, “*Gerald was standing in front of me in the queue*” and “*Gerald was sitting opposite me at lunch*”. These two sentences show the difference use between “*in front of*” and “*opposite*”.

h. *Between* and *among*

We use “*between*” with a small number of items that we see as separate and individual, for example, “*The ball went between the player’s legs*”. Conversely, “*among*” suggests a larger number., for example, “*I was hoping to spot Marcia among the crowd*”.

In addition, Ansell (2000) explains the most usual meanings of English prepositions of position. The prepositions are modified into the following table and each meaning of prepositions is illustrated by an example.

Prepositions	Meaning	Example
<i>Above</i>	Higher than; <i>over</i>	<i>The plane flew above the clouds.</i>
	Earlier on a page	<i>There is a heading above each diagram.</i>
<i>Across</i>	From one side to the other	<i>We walked across the field.</i>
	On the other side of	<i>There is a store across the street.</i>
<i>After</i>	In pursuit of	<i>The dog ran after the cat.</i>
<i>Against</i>	Touching; supported by	<i>I leaned my bicycle against the wall.</i>
<i>At</i>	A specific location	<i>at 23 Chestnut Street; at the park</i>
<i>Before</i>	Earlier in a series	<i>S comes before T in the alphabet.</i>
<i>Behind</i>	At the back of	<i>The little girl hid behind her mother.</i>
<i>Below</i>	Lower than	<i>The water will turn into ice when the degree is below freezing point.</i>
	Later on a page	<i>Footnotes are provided below the text.</i>
<i>Beneath</i>	Lower than; <i>below</i>	<i>There is still enough natural resources beneath the earth</i>
<i>Beside</i>	<i>Next to</i> ; at the side of	<i>I sit beside her in class.</i>
<i>Between</i>	An intermediate location	<i>Toronto lies between Montreal and Vancouver.</i>
	Intermediate in a series	<i>B comes between A and C in the alphabet.</i>
<i>By</i>	<i>Near</i>	<i>There was a house by the sea.</i>
<i>Down</i>	To a lower position	<i>The ball rolled down the hill.</i>
	Further along	<i>He lives down the street.</i>
<i>In</i>	Place thought of as an area	<i>in London; in Europe</i>
	Within a location	<i>in the room; in the building</i>
<i>Inside</i>	Within	<i>They are inside the house.</i>
<i>Near</i>	Close to	<i>near the school; near the ocean</i>
<i>On</i>	Touching the surface of	<i>on the table; on the wall</i>
	A certain street	<i>on South street</i>
<i>Outside</i>	On the outer side of	<i>outside the house</i>
<i>Over</i>	<i>Above</i> ; higher than	<i>There are cupboards over the sink.</i>
<i>Under</i>	<i>Beneath</i>	<i>under the desk; under the tree</i>
<i>Underneath</i>	<i>Below, under</i>	<i>underneath the carpet</i>

Table 2.1. English Prepositions of Position by Ansell (2000)

Thus, there are many types of prepositions of position and each of them has difference function in the context of a sentence. In this study, the researcher classifies the types of prepositions of position, based on the curriculum of KTSP that they have learned in grade 7, which the students must include in their sentences. The prepositions of position are the point itself (*in, on*), higher or lower than a point (*above, under*), and neighboring the point (*between, beside*).

2.2.3 Teaching Prepositions of Position

Basically, learning prepositions of position is a part of learning vocabulary since the learners learn the words, their meanings, and their use in sentences. In this case, they might have learned prepositions of position before, yet they might not understand them well, especially when they still make errors in using them in the context of sentences. In this case, the students will learn prepositions of position and at the same time they also learn vocabulary.

In teaching prepositions of position, teachers need media that can help the students in understanding the material. They may get confused in learning the prepositions of position, since there are many kinds of prepositions of position. Each of them has different meaning, yet some pairs of them has similar meaning. Thus, the media of teaching should be able to clearly explain the differences of them.

Teaching prepositions of position to young learners is different with teaching prepositions of position to adult. In this research, the subjects are second grade of junior high school students who are still categorized into young learners. They need something interesting as media in learning something, so that the learning teaching process can be more natural and fun. It is assumed that if they enjoy the learning teaching process, they will easily comprehend the material. There, an interesting and appropriate media in teaching prepositions of position is needed.

2.2.4 Media in Teaching Prepositions of Position

Media play very important role in English teaching to help learners in acquiring new concepts, skills, and competence of language. Media can be defined as a tool of teaching that can help teacher in delivering the materials. In the other words, it is something that transfer information from the teacher to the students.

There are many kinds of media which can be used in the teaching and learning process. According to Brinton (2001), there are two big classifications of media used in the teaching and learning process. Those are non-technical media and technical media.

a. Non-technical media

Non-technical media can be defined as the media which do not need electricity, technical resource, or funding. These media are low cost, yet they are available everywhere.

There are several items that belong to this category, include black board or white board, magnet board, flashcard, board games, photos, and cartoons or line drawings.

b. Technical Media

Although these forms of media are not low-cost and less friendly use than the non-technical media, yet they deal with a larger degree of psychology reality in that they can bring the outside world in all its complexity into the classroom. In fact, since students in today's language classes tend to surround themselves with technology in their daily lives, they may grow to expect it in the language classroom as well.

There are several items that belongs to this category include recorded player, filmstrip, audiotape player, film projector, TV, computer and OHP.

These kinds of media mostly concern with the development of technology.

In relation to an interesting teaching of prepositions of position, Scott (2003) provides five basic instructional methods for learning and teaching vocabulary. One of them is Mnemonic instructional method in which the teaching learning process uses visual images. It is assumed that visual images help students to picture the new terminology and to associate them with the meaning. There are

many kinds of visual images, one of them is flashcard. Moreover, flashcards are categorized in non-technical media which is easy to prepare and low cost (Brinton, 2001). Thus, this research will use flashcards as media in teaching prepositions of position.

2.2.5 Flashcards

Flashcards refer to a set of card with picture and word in one side which represent a concept of a thing or verbs of action. In this case, the information is about prepositions of position. Eslahcar (2012) defines a flashcard as a cardboard consisting of a word, a sentence, or a simple picture on it. Flashcards are bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.

Flashcards also can be defined as visual aids with colorful picture that attract the students` attention to learn (Syarifatus, 2014). Flashcards help the teacher to deliver the material in an interesting way so that the students will not easily get bored. The learning process also can be fun since the teacher can create a game using the flashcards.

Besides, the pictures on the flashcards can attract the students to be more focus on the subject they learn. Flashcards can also be used in drills and exercise. By showing flashcards with different picture as media in classroom activities can make the students to understand more and verbalize what the students see. Therefore, indirectly, the use of flashcards can decrease the teacher talk and allow the students more opportunities to reflect and speak.

Based on discussed above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words.

2.2.6 Flashcards as Media in Teaching Prepositions

Flashcards can be used in English teaching to help and encourage the students to understand the material easier. Flashcards are usually used to introduce new words or vocabulary to the students. The picture on the flashcards can give clear illustration about the word which is usually written on the flashcard too. Thus, flashcards can be an appropriate media in learning words.

Some previous research has proven that flashcards can be used as media in teaching, especially in teaching vocabulary. A previous research by Soraya (2011) has focused on motivating students in learning vocabulary through flashcards at first grade of SMPN 19 Bandar Lampung. Besides, Syarifatus in 2014 conducted a research about the use of flashcards to improve students' vocabulary achievement at the second grade students of MTs Al-Fatah Natar. Both studies has shown the increaasing of students' scores after they were taught vocabulary by using flashcards. However, the researcher finds that it is not common to use flashcards to teach prepositions since most of previous research use pictures and another media.

In teaching prepositions, the picture on flashcards can give the students some illustrations of where the thing is. In addition, the pictures make the students easier to imagine the position of a thing (prepositions of place or position). Then, the students' imagination will give a chance to observe what the pictures tell them about. In this process, there must be questions in the students' mind, such as the clearer explanations about prepositions of position. There, the teacher will re-explain the prepositions by using the same pictures or the other ones. Thus, the researcher used flashcards in teaching prepositions of position since the pictures on flashcards allow the students to grasp or define what they see.

2.2.7 Procedure of Using Flashcards in Teaching Prepositions of Position

The researcher will use flashcards as media in increasing students` ability to use prepositions of position. The researcher adapted some steps from Larsen-Freeman (1986) as quoted in Mayasari (2012). The followings are steps in using flashcards.

- a. The teacher introduces the material that will be discussed.
- b. The teacher shows a flashcard and asks the students some questions to make sure that they know the object, for example, the flashcard shows that there are two books on the table.
- c. The teacher states one sentence about the picture on the flashcard and repeats it twice while the students listen carefully.
- d. The teacher asks the whole class to repeat and then asks one of the students (randomly) to repeat the sentence. The purpose of this is to make sure that all students pay attention to the teacher.
- e. The teacher then shows another flashcard with different picture which tells another preposition of positions, for example, there are two books under the table.
- f. The teacher continues teaching the prepositions of position by showing the flashcards and asking the students what the picture tells about.
- g. The teacher keeps showing flashcards and repeating the word of preposition of position until the students know the difference among the preposition of position.
- h. After that, the teacher starts writing the words of preposition of position every time she shows the flashcards so that the students will also know how to spell the words.
- i. The teacher gives some exercises by showing flashcards for each prepositions of position to be written by the students.

2.2.8 Advantages and Disadvantages of Flashcards

In applying a media for English teaching, there must be advantages and disadvantages of the media. The following explanations below are the advantages and disadvantages in using flashcards as the media.

As stated in Syarifatus (2014), John in 2006 summarizes the advantages and the disadvantages of using flashcards. The followings are the advantages of using flashcards.

- a. Flashcards are wonderful teaching tool. They offer fun, interactive learning for all levels of education for all subject types.
- b. Flashcards can help with memory skills, mathematical skills, advanced discussion work, interaction via games, speaking and listening skill of all ages.
- c. Flashcards are creative media for many teachers, as well allowing for use of crafting materials and instruction with imaginative teaching methodology.
- d. The images printed on the cards and the manners in which they are used “flashing of cards” stimulate the mind to quickly look for references to identify the flashed images.

The disadvantages of using flashcards are:

- a. It forces the teacher to make special preparation before teaching.
- b. Flashcard is more time consuming in its presentation.

In addition, Wright in 1968, as stated by Yulianti (2014), says several advantages of using flashcards as below.

- a. It can help the students to ease themselves in memorizing words they have learned.

- b. It can be brought everywhere because the size of the cards is not too big.
- c. The teacher is not only to teach and explain the lesson, but it also gives variation in teaching.
- d. Flashcards are very helpful to refresh the students mind before starting the new lesson plan.

Moreover, he adds some disadvantages of using flashcards as below.

- a. Flashcards cannot be used at all level. For those who have already large amount of vocabulary, flashcards are not effective.
- b. The teacher who wants to make flashcards should have much time in presenting flashcards as well as making the cards.

Thus, despite the lack of size, distance, quality of color, flashcards are interesting, easy to prepare and to organize, and also meaningful.

2.3 Theoretical Assumption

As it has been explained, picture on the flashcards can illustrate what the students see so that they can understand more about the meaning of each prepositions of position. In addition, picture in form of flashcards can be useful for presenting, practising, and revising the new words. Flashcards can give clear illustration of using prepositions correctly and properly. Thus, the researcher assumes that flashcards can help the students in differentiating and understanding the use of prepositions of position.

2.4 Hypothesis

Based on the review of related literatures and theoretical assumption above, the researcher formulates the hypotheses as follow:

1. There is no significant difference of the students' ability in using prepositions of position after being taught by using flashcards (H_0).
2. There is significant difference of the students' ability in using prepositions of position after being taught by using flashcards (H_a).

In relation to the second research question, the type of prepositions of position which mostly increased will be higher or lower than a point (*above, under*) or neighboring the point (*beside, between*) since both have bigger amount of items in the test rather than the first type which is the point itself (*in, on*).

This chapter has discussed some previous research related to teaching prepositions and the use of flashcards. In addition, this chapter also reviewed some related literature: vocabulary, prepositions of position, teaching prepositions of position, media in language teaching, flashcards, flashcards as media in teaching prepositions, advantages and disadvantages of flashcards, and procedure of using flashcards in teaching prepositions of positions), theoretical assumption, and hypothesis.

III. RESEARCH METHODS

This chapter is concerned with the following items: setting of the research, research design, population and sample, research procedure, data collecting technique, research instruments, validity, reliability, level of difficulty, discrimination power, and data analysis.

3.1 Setting of the Research

This research was conducted in March, 2015. It was assumed as the right time to do the research since the students had finished their mid semester examination. In addition, the research took place in SMP Yapindo. It is a private school, which is located in Tulangbawang, with qualified teachers and good teaching facilities. Furthermore, this research indirectly reflects the teaching learning process in SMP Yapindo.

3.2 Research Design

Considering the problems and the objectives of this study, this research was a quantitative research. In addition, the researcher used one group pre-test post-test design. One group pre-test post-test design is a design to measure the students' ability before and after a treatment. In one group pre-test post-test design, the test

was administered twice; as a pre-test before the treatment and as a post-test after the treatment. The pre-test was used to find out the students` preliminary ability and the post-test was used to see how far the difference of the students` ability to use prepositions of position after the treatment. The pre-test and post-test were in form of vocabulary test. Furthermore, the treatment was in form of teaching prepositions of position through flashcards. The one group pre-test post-test design can be illustrated as follow:

$$T1 \quad X \quad T2$$

Where:

T1 : pre-test

T2 : post-test

X : treatments (teaching prepositions of position by using flashcards)

(Setiyadi, 2006)

3.3 Population and Sample

Population is all of people who become the object of the research while sample is people who give the data (Setiyadi, 2006). The population that was investigated in this research were the second grade students of SMP Yapindo. There were four classes of the second grade (VIII A, VIII B, VIII C, and VIII D). Each class consisted of 20 students. The researcher randomly chose VIII C by using lottery in assumption that each class had the same ability and to avoid the subjectivity in the research. Thus, the sample of this research were many as 20 students.

3.4 Research Procedures

The researcher has done the study based on the procedure as follow:

1. Selecting and determining the population and the sample of the research.

The researcher randomly chose VIII C out of four class of second grade in SMP Yapindo.

2. Administering the pre-test

The purpose of this step was to find out the students` preliminary ability to use prepositions of position before the researcher gave the treatment. The pre-test was in form of vocabulary test and it was administered for 60 minutes.

3. Implementing the treatment

The treatment was in form of teaching prepositions of position through flashcards. The treatment was conducted in two meetings.

4. Administering the post-test

The aim of pre-test was to find out whether or not the students` ability to use prepositions of position increased after the researcher conducted the treatment. The same test as the pre-test were given to the students.

5. Analyzing the data

The data was analyzed by comparing the average score of pre-test and post-test. The purpose was to see whether there is a significant increase of the students` ability to use prepositions of position after the treatment.

3.5 Data Collecting Techniques

There are two techniques in collecting data: test and non-test. The data of this research was collected by having a test. The test was in form of vocabulary test in which the students were encourage to make sentences based on the picture by using prepositions of position. It was given twice: before the treatment and after the treatment.

3.6 Research Instruments

The instruments of the research were pre-test and post-test in form of vocabulary test. Pre-test was given in order to see the students` present ability to use prepositions of position, while post-test task was given in order to know whether the treatment can increase the students` ability to use prepositions of position. The vocabulary test was in form of fill in the blanks with a sentence about the positions of things based on a picture since the researcher will analyze the use of prepositions of position.

The test were used to collect the data in numerical form and checked by the researcher to be given a score. Besides, the researcher analyzed the score of pre-test and post-test to see whether flashcards can increased the students` ability in using English prepositions of positions.

3.7 Validity

Basically, validity of a test shows how far the test measures what supposed to be measured (Setiyadi, 2006). Validity also can be defined as the degree to which a

test actually examines what is intended to be examined. To measure whether the test had a good validity, the researcher used three kind of validity: content validity, construct validity, and face validity.

First of all, content validity refers to the extent to which a test as representative sample of the subject matter contents. This validity answered the question of how adequately the sample of assessment tasks represents the domain of tasks to be measured (Gronlund and Waugh, 2009). In the other words, the test items of this research were adapted from the materials that had been taught to the students. The researcher used prepositions of position which were supposed to be comprehended by the seven year students. Moreover, the researcher adapted some of test items from the text book they were using in the first year of junior high school. The content of the test presented in the table of specification as follow:

Prepositions of Position	Items	Total
The point itself (<i>in, on</i>)	19, 20, 24	3
Higher or lower point (<i>above, under</i>)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23	21
Neighboring the point (<i>beside, between</i>)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23	21

Table 3.1. Table of Specification

Furthermore, construct validity measured whether the construction had already referred to the theory. Gronlund and Waugh (2009) also state that construct-related evidence of validity for a test includes a description of the theoretical framework that specifies the nature of the construct to be measured. It means that the evidence also obtained the content-related validity in which the representatives

of the sample tasks should be line with the objective of learning. The following are the objectives of learning prepositions of position.

- a. The students are able to identify the meaning of prepositions of position.
- b. The students are able to use prepositions of position in a sentence correctly.

In addition, as it has been discussed in theoretical framework, some theories supported this research. First of all, Mayasari (2012) used picture in increasing the students' ability to use prepositions of place. The test items were in form of vocabulary test about prepositions of place in which the students were asked to fill the blanks with the correct prepositions. Besides, Soraya in 2011 also conducted a research which successfully proved that flashcards can improve the students' vocabulary mastery. Since prepositions of position is included into vocabulary as function words, this research used flashcards as its media in teaching learning process. Moreover, flashcards consisted of pictures to help the students in understanding the meaning of each prepositions of position. In addition, adapting from the previous research, the instrument of this research was vocabulary test about prepositions of position. Thus, this research were supported by some theories in order to fulfill the construct-related validity.

The last validity that was used in this research is face validity. It refers to the test that has good typing and clear instruction that will not cause the students confused (Arikunto, 1997). In order to gain face validity, the researcher had discussed the instrument with the advisor. Besides, the researcher consulted the teacher of the students whether or not the test had fulfilled the face validity.

3.8 Reliability

Generally, reliability is a consistency of an instrument. In the other words, it refers to a question of how far the instrument can measure the same subject in a different time but showing the relatively same result (Setiyadi, 2006). To measure the reliability of the test, the researcher used *Split-Half Method* in which analyzed the total of correct answers of both odd (x) and even (y) test items (see Appendix 2). Besides, the students were divided into two groups: upper group students (see Appendix 3) and lower group students (see Appendix 4). In order to identify the coefficient reliability between odd and even test items, the researcher used *Pearson Product Moment Formula* as follow:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{[\Sigma x^2][\Sigma y^2]}}$$

Where:

r_{xy} = coefficient reliability between odd and even numbers

x = odd number

y = even number

(Arikunto, 2006)

The following are the criteria of coefficient reliability.

0.80 – 1.00 = very high

0.60 – 0.79 = high

0.40 – 0.59 = average

0.20 – 0.39 = low

0.00 – 0.19 = very low

(Hatch and Farhady, 1982)

Furthermore, in order to know the coefficient correlation of the whole items, the researcher used *Spearman Brown* (Arikunto, 2006).

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r_k = coefficient reliability of the whole test

r_{xy} = coefficient reliability of odd and even numbers

As it can be seen on Appendix 5, the result of reliability computation showed that the coefficient reliability between the odd and even numbers was 0.93. It means that the test items reliability level was very high. Furthermore, the coefficient reliability of the whole items was also very high, that is 0.96 (see Appendix 5).

3.9 Level of Difficulty

The difficulty level of an item is simply the percentage of students who answer an item correctly. Difficulty level is used to identify which one of the test items that are difficult and easy to be done by the students. The test items should not be too difficult or too easy. In order to find the level of difficulty of each test items, the researcher used this following formula:

$$LD = \frac{R}{n}$$

Where:

LD = level of difficulty

R = number of students who answer correctly

n = number of students

The following are the criteria of difficulty level:

0.00 – 0.30 = difficult

0.31 – 0.70 = average

0.71 – 1.00 = easy

(Shohamy, 1985)

The difficulty level of the test is presented in the table below.

Number of Item	Computation	Criteria	Decision
18	0.00 – 0.30	Difficult	Dropped
2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24	0.31 – 0.70	Average	Administered
1	0.71 – 1.00	Easy	Dropped

Table 3.2 Difficulty Level of Test Items

Based on the table above, it can be inferred that there was an item which its computation result below 0.30. It means that the item was difficult. Therefore, the item was dropped. Moreover, there was also one item that was dropped since its result was above 0.71. In the other words, it was too easy. Meanwhile, there were 22 items which resulted the number of difficulty level in range 0.31 up to 0.70. The items were categorized into average so that they could be administered. The detail of difficulty level computation is shown on Appendix 6.

3.10 Discrimination Power

Discrimination power refers to the ability of an item to differentiate among the students on the basis of how well they know the material which is being tested. In relation to that, discrimination power can also be used to indicate whether or not the students success or fail in doing the test items.

The following formula was used by the researcher to see the discrimination level of the test items.

$$DP = \frac{U - L}{1/2 n}$$

Where:

DP = discrimination power

U = the number of upper group students who answer correctly

L = the number of lower group students who answer correctly

n = the total of students

Generally, the criteria of discrimination power is that the higher discrimination index, the better the test items (Shohamy, 1985). The discrimination power of the test items should be higher than 0.20. The following is the table of discrimination power of the test items.

Number of Item	Computation	Criteria	Decision
1, 2, 6	< 0.20	Poor	Dropped
3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	0.20	Good	Administered

Table 3.3. Discrimination Power of Test Items

Based on the table above, it is shown that there were three test items which resulted the number of discrimination power less than 0.20. The criteria of them was poor which meant that those items could not discriminate the upper group and the lower group students well. Therefore, the three items were dropped. Meanwhile, there were 21 items that showed number of discrimination power more than 0.20. Thus, those items were administered. A further computation of discrimination power can be seen on Appendix 7.

3.11 Data Analysis

In analyzing the collected data, the researcher used some formulas by Arikunto. First of all, the researcher used the following formula in scoring the students' tests.

$$S = \frac{R}{N} \times 100$$

Where,

S = score

R = total of right answer

N = total of test items

(Arikunto, 1993)

After scoring the pre-test and post-test, the researcher calculated the average score of both pre-test and post-test by using the formula below.

$$\bar{x} = \frac{\sum x}{n}$$

Where,

\bar{x} = average score (mean)

x = total score of students

N = total of students

(Arikunto, 1997)

The data was also analyzed by using *SPSS 16.0* with the analysis of *Repeated Measures T-Test* in order to know the significance of the treatment effect and to know whether or not the hypothesis was acceptable.

Moreover, the followings are the criteria (Hatch and Farhady, 1982):

1. H_a (alternative hypothesis) is accepted if t-ratio is higher than t-table.
2. H_o (null hypothesis) is accepted if t-ratio is lower than t-table.

This chapter has explained setting of the research, the design of the research, population and sample, research procedure, data collecting technique, research instruments, validity, reliability, level of difficulty, discrimination power, and data analysis.

V. CONCLUSION AND SUGGESTION

This chapter concerns with the conclusion and suggestion based on the results of the data analysis as elaborated in the following sections.

5.1 Conclusion

In line with the result of the data analysis, it can be drawn that there was a significant increase of the students' ability to use prepositions of position after the implementation of flashcards and the type of prepositions of position which was mostly increased was higher or lower than a point (*above, under*). Thus, it can be concluded that:

1. Flashcards can be used to teach prepositions for all grades of junior high school students.
2. More specifically, flashcards can be used to increase the use of three types of prepositions of position from the highest to the lowest rank; namely: higher or lower than a point, point itself, and neighboring the point.

5.2 Suggestion

Referring to the weaknesses of the experiment implementation, the researcher would like to propose some recommendations as follows.

1. As it can be noticed that the lowest achievement of the prepositions use is concerning with neighboring the point. In order to increase the type, it is

suggested for the next researcher to add more exercises by using pictures about neighboring the point prepositions.

2. In managing the flashcards as the media in teaching prepositions of position, the English teacher is expected to match the level of the students with the appropriate pictures. The pictures should not be too simple or too complicated for the students for the flashcards are basically administered to help the students in picturing the prepositions of position clearly.
3. It is better for the English teacher to prepare more than two sets of flashcard with different pictures so that the students will not easily get bored. Besides, it will encourage them to be more enthusiast and interested to pay more attention and to analyze the pictures on flashcards.
4. The English teacher should be able to manage the class since flashcards allows the students to be more active in some interactive teaching learning activity, such as question-answer session and game.

This chapter has concerned with the conclusion of the research. In addition, the suggestions has been provided based on the the experiment of the research.

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