TEACHING PREPOSITIONS THROUGH GROUP WORK METHOD

(An Experimental Study at SDN 01 Wiradadi Desa Wiradadi, Kecamatan Sokaraja, Kabupaten Banyumas, Jawa Tengah)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teacher Training
In a Partial Fulfillment of the Requirements for the Degree of Strata 1 (S1)
in English Language Education

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DEPARTMENT OF ENGLISH EDUCATION
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“SYARIF HIDAYATULLAH”
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“SYARIF HIDAYATULLAH”
STATE ISLAMIC UNIVERSITY
JAKARTA
2009
ENDORSEMENT SHEET

Examination Committee of the Faculty of Tarbiyah and Teachers Training notifies that the 'Skripsi' (Profesional Paper) entitled "Teaching Prepositions through Group Work“ (An Experimental Study at SDN 01 Wiradadi Desa radadi, Kecamatan Srokara, Kabupaten Banyumas, Jawa Tengah), written by Layli Subarkati, student's registration number: 203014001571, was examined by the Committee on February 9, 2009, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of Pd. (Bachelor of Arts) in English Language Education at the Department of English Education.

Jakarta, February 9, 2009

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8. All of the writer’s friends in English Department, thanks for the unforgettable moments.

9. Her sister’s family. Her nieces Zahra and Binta, her aunt always miss them.

May Allah, the Almighty bless them all, Amen

Finally, the writer realizes that this paper has many weaknesses. Therefore, she would like to receive any constructive suggestion to make it preferable.

Purwokerto, January, 14th 2009

The writer
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CHAPTER I
INTRODUCTION

A. The Background of the Study

Language has a central role in emotional, social and intellectual development of the learners. Learning a language is expected to help learners understand their cultures and also foreign cultures. Besides, learning a language may help them in expressing ideas, feelings, even using their analytical ability and imagination.

English language is a device in communicating both oral and written expression. A communicating ability means discourse ability. Discourse ability is an ability to conceive and produce oral and written expression that can be realized in four English skills (listening, speaking, reading and writing). Therefore, an English course is aimed to develop those skills so that they are able to communicate in English for a certain level of literacy.

Levels of literacy include a performative, functional, informational and epistemic. In a performative level, people are able to read, write, listen and speak with the symbols they use. In a functional level, people are able to use language to serve and fill their daily needs like reading magazines, etc. In an informational level, people are able to access knowledge based on their language ability. Meanwhile, people in an epistemic level are able to express knowledge into target language.  

Based on the explanation above, English is an important language to be mastered. Therefore, it is learned by the elementary to advanced level students. In formal education it is taught in the elementary school as a local content. As a local content, English in elementary school is sometimes considered as an unimportant subject. In fact, this is a chance for teachers to give the best basic foundation of English in order to make students able to develop their skills easily when they continue their study in the higher levels. Preposition is used in formal and informal daily communication, both active and passive English. It is also learned

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by the elementary students. Elementary students even the higher levels students find it difficult to understand prepositions.

According to Swan, it is difficult to learn to use prepositions correctly in a foreign language. Most English prepositions have several different functions (for instance, one well-known dictionary lists eighteen main uses of at) and these may correspond to several different prepositions in another language. At the same time, different prepositions can have very similar uses (in the morning, on Monday morning, at night).2

Many nouns, verbs and adjectives are normally used with particular prepositions: we say, arrive at, angry with somebody, on a bus. Often the correct preposition cannot be guessed, and student has to learn the expression as a whole. Some English expression has no preposition where one may be used in another language; in other expressions the opposite is true.

For the teachers, it is difficult to teach prepositions precisely. Teacher should not only let them learn to know about it grammatically, but they can also use it contextually. Sometimes teachers do not really know many rules to help students choose correctly in these cases.

Although preposition for elementary students is not as complicated as prepositions mentioned above, teacher in elementary school still find no better method to make their students accomplish the assigned instructional objectives they want. Therefore, teacher especially who teach in elementary school needs to find the best method to teach preposition. Teacher in SDN 01 Wiradadi usually teaches prepositions using explanation method.

Explanation method is a common way of teaching. According to Syaiful Bahri Djamarah and Aswan Zain is "Cara penyajian pelajaran yang di lakukan guru dengan penuturan atau penjelasan lisan secara langsung terhadap siswa "

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Explanation method is a way of delivering the material courses in a direct verbal communication to the students). Explanation method might also be called as a traditional method because it has been used as a device for oral communication between teacher and learner in teaching learning process for a long period of time. Explanation method is easier for the teacher in handling the class and explaining the material without any valuable preparation. So, explanation method demands on the teacher activeness rather than the learners and it is also still valuable for school located in rural area like in SDN 01 Wiradadi.

SD Negeri Wiradadi is located in Wiradadi village, Sokaraja Subdistrict, Banyumas Regency, Jawa Tengah (Central Java) province. It was established on November 1, 1995. There are 12 classes which are divided into 2 classes A and B. The school has got some accomplishment in various aspects. However, there are few educational facilities provided, especially facilities used for teaching English. Thus explanation method becomes the first choice for teacher in this school although it is not effective enough because of the weakness of the method itself.

According to J.J. Hasibuan and Moedjiono, “Kelemahan metode ceramah adalah siswa cenderung bersikap pasif dan hanya mengandalkan kemampuan auditif dalam menerima pelajaran” (The drawback of explanation method for student is that they tend to have a passive response and just rely on their auditive ability in receiving the materials).

For the teachers, the weaknesses of explanation method are:
1. Teachers only rely on their verbal ability in explaining the material.
2. Teachers who have a less-well speaking ability can make student boring listening to their explanation.
3. Teachers have difficulty in measuring students’ comprehension toward the material.

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Based on the description and the facts of the explanation method above, the writer thinks that explanation method is not effective enough for elementary school students because, mostly students at that level like to receive the knowledge in a pleasurable way and teaching English through explanation method, somehow, became boring matter. Therefore the teacher should find a way to create an effective, efficient and enjoyable learning activity especially learning preposition.

The writer considers that group work can meet the ideal learning activity. It is effective because all students will be active in learning. It gives student an opportunity to use language to communicate with each other and more importantly cooperating among themselves. Students will be teaching and learning in the group exhibiting self-reliance, it is efficient because it does not require many facilities. It is enjoyable because the students feel like they are hanging out with their friends. Working in group is potentially more relaxing than working individually. Ernest G Borgman points out:

Students can also form groups where fast and slow students are mixed together so that they can organize their positions and do the tasks cooperatively. It is probably a good idea to make groups of fast students and groups of slower students. The teachers can then give the groups different task to perform. It is worth pointing out here that one of the major possibilities offered by group work is just this fact: that where there are students of different levels and interesting a class, different groups can be performed so that not all students are necessarily working on the same material at the same time.5

Practically, group work can be quite interesting or it can be quite annoying. When the student works with a group, some students just lie around chatting the whole time while pretending to be working. It is perfectly easy to see if someone is doing their work or if they are just hanging around chatting.

But, the problem is that some teachers do not know the difference, and therefore give the student (who was working very hard all the time) a low mark because his group work is not good enough although one of them has done his or

her part. That’s why sometimes group work is confusing and frustrating. In other cases, for example, there are times when your group work partner does not do anything, the student still get a high mark because the student worked all night the day before to make sure that the student would not get a low mark.

Above all, it can be said that preposition is one of difficult grammar to be taught. Teachers mostly use an explanation method. It has been a common way of teaching English for a long time. Students tend to become boring receiving material by using that method particularly for the students at elementary school level. They need something new and fresh to raise their enthusiasm in learning preposition.

Therefore, the writer tries to find out the more effective method. The writer proposes group work as a method to teach prepositions. But group work itself also has some problems. However, those problems can be overcome by applying an interesting theme related to the things and activities they usually see and do in their neighborhood or on TV program that they watch. Children will be easy interested when they find a theme related to their playing activities or TV programs that they watch, so they can still talk about their favorite stuff while learning.

Based on that, the writer wants to investigate whether group work method brings a significant effect for teaching preposition than explanation method.

B. The Scope and Limitation of the Research

As there are so many prepositions, the writer is going to limit the problem of the study and focus on teaching prepositions of place and direction in the experimental class and the controlled class.

C. The Formulation of the Problem

The formulation of the problem can be stated as follow: “Is there any significant difference in the achievement of the students’ test result on prepositions between group work method and explanation method?”.

D. The Method of the Research

This research uses a quasi experimental research in which the experimental class is given a new treatment (group work) and the controlled class
is not given any new treatment or teacher conducts the teaching learning process as usual way of teaching (explanation method)

Before the treatment, the writer gives pre-test which is used to measure whether or not the background knowledge of the subjects is relatively equal. Post-test is administered after treatment to find out the influence of group work toward the students’ achievement in learning preposition. The result of pre-test and post-test are compared to see which method is more effective.

E. The Objective of the Research

The objective of the research is to know the influence of group work method in the achievement of students’ test result on prepositions.

F. The Significance of the Study

The result of this research might be used as an input for English teachers in teaching prepositions to the elementary students. The study provides a good insight for the teachers and students in teaching learning activity. Furthermore, for the educators this study might encourage them to do another meaningful research in educational and social life. This study also can be used as a reference for other researchers who are interested in this study in order to develop a better quality in the educational field.

G. The Organization of Writing

This paper is systematically divided into five chapters. The following is a short description about what each chapter contains.

Chapter I

Introduction contains the background of the study, the scope and limitation of the problem, the formulation of the problem, the method of research, the objective of the research, the significance of the study and the organization of writing.

Chapter II

Theoretical framework consists of two parts. Part A is group work which covers the understanding of group work, types of group work, advantages and disadvantages of group work, characteristics and features of group work, teaching technique in group work. Meanwhile part B is preposition
which consists of the understanding of preposition, types of prepositions, the use of prepositions, the confusing prepositions, using prepositions in the sentences, the teaching of prepositions, thinking framework, hypothesis

Chapter III
Research methodology discusses the objective of the research, the place and time of the research, the population and sample of the research, the method of the research, instrument of the research, grid of pre-test and post-test material, the technique of data analysis.

Chapter IV
Research findings cover the description of data, the analysis of data, the testing of hypothesis, the interpretation of data.

Chapter V
Conclusion and recommendation.
CHAPTER II
THEORETICAL FRAMEWORK

A. Group work

1. The Understanding of Group work

According to Christopher Brumfit, group work is defined as a number of students, who interact each others and perceives that they are a group.¹

Douglas Brown stated that group work is a term covering a multiplicity of techniques in which two or more students are assigned a language task that involves collaboration and self initiated language.²

Golebiowska defines that group work is an inherent part of any lesson because it generates more students talking time than any other technique and make learners responsible for their own learning.³

There are some different opinions about the size of group or how many students should be in each group. A group work usually implies “small” group work. The member in each group can be six students or fewer. There must be more than two members who interacts each others and they realize that they are a group.

Golebiowska said “teacher should remember, however, that the smaller each group in a class, the more effective the activity will be. No matter how well designed communicative activity, if there are too many students in each group, there is a chance that at least one participant will assume the role of a ‘passenger’ who lets the others all the work.⁴

¹ Christopher Brumfit, Communication Methodology in Language Teaching ; The Roles of Fluency and Accuracy, (Cambridge: Cambridge University Press, 1984) p.72  
³ Alexandra Golebiowska, Getting Students to Talk; A Resource Book for Teachers with Role Plays, Simulations and Discussions, (London: Prentice Hall, 1990) p. 6  
⁴ Alexandra Golebiowska, Getting Students to Talk; A Resource Book for Teachers with Role Plays, Simulations and Discussions, ....p. 7
In addition, Ernest G Borman: "...a group defines as being composed by at least three people. Therefore, it does not include dialogue, two person communication, or partnership". So group must have at least three members. Conversation between two persons or dialogue is not included as a group.\(^5\)

It can be synthesized that group work in learning and teaching activity is a group consists of more than two students to discuss problem or do an assignment or a task given by the teacher and find a group conclusion.

2. The Characteristics and Features of Group Work

There are nine characteristics of group work according to Michael Burgoon and Ruffner, they are: 6

a. Groups have personality or identity themselves. A group is a combination of different kinds that produces the group personality.

b. Group increases the members’ motivation. Students have greater motivation when they work in a group,

c. They make their own norms or rules that are accepted by all members.

d. Group cohesiveness. The members’ desire to stay in the group.

e. The member’s commitment to the task. The stronger commitment of the members to do the task, the easier the groups reaches its goal.

f. Interdependency. Each group member has different level of ability. Therefore, the have to work together to reach the goal.

\(g\). Group size refers to a number of individuals in a group.

h. The risky shift. The members of the group make decision through discussion or by taking the best opinion of the members.

i. Assembly effect bonus. Opinion from member is responded by others.

3. The Advantages and Disadvantages of Group Work

a. Advantages

According to Joe Landsberger, Group work gives students chance for greater


independence. Because they are working together without the teacher controlling every move they take some of their own learning decisions, they decide what language to use to complete a certain task and they can work without the pressure of listening what they should do, decisions are cooperatively arrived and responsibilities are shared. 

Byrne added some other advantages of group work. Those advantages are as follows: 

1. Group work provides a much richer pool of human resources than individual
2. The fact that the teacher is often less able to attend every individual in the class means that in order for the class to function well, the students must help themselves by teaching each other and working together. Fostering an atmosphere of cooperation.
3. Group work can be seen very much challenging and interesting to teach, and provide greater opportunity for creativity.

b. Disadvantages

In practice, group work is without its own advantages. For example: group size is slightly problematical. In general, it is probably safe to say that groups of more than seven students tend to be less than totally appropriate since the amount of students participation obviously falls and the organization of the group itself may start to disintegrate. Jeremy Harmer in his book, How to Teach English: an Introduction to the Practice of English Language Teaching writes that:

In difficult classes, group work may encourage students to be more disruptive than they would be in whole class setting, and especially in a class here students share the same first language, rather than English when the teacher is not working with them. Of course it is the worries of using the students’ native language when group work activity is carried out.

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7 Joe Landsberger, Organizing and Working on Group Projects from http://www.studygs.net/groupprojects.html (2006,1 November)

8 Don Byrne, Techniques for Classroom Interaction, (New York: Longman, 1992) p.77

9 Jeremy Harmer, How to Teach English: an Introduction to the Practice of English Language Teaching. (London: Longman, 2003) p. 21
Problems vary about what teacher relationship with the students should be as a controller, a facilitator or an active helper. Especially in a group work, many teachers see themselves as an ‘active helper’. Teacher provides them with a stimulating learning environment. But this claim is still questionable. Although teacher has created a good learning environment, it depends on the students themselves.

David Paul points out: “Each child is always the center of her own learning world. She does not learn ‘through’ the teacher. She is thinking and learning for herself, getting energy from the fun she is having and her own curiosity, not from the teacher’s pressure or emotional energy.”

In a group work, discipline seems difficult to be done. Lack of discipline can take many forms: constant chattering in class, not listening to the teacher, failure to do any tasks, rudeness, use their native language rather than English. Sometimes, things get so bad that students complain too someone in authority.

Golebiowska mentioned the disadvantages of group work, they are:
1. Teacher can not perhaps, spend a whole lesson on a group work activity.
2. Teacher may lose control when group work activity is carried out.
3. The class seems very crowded and there must be too much noise.
4. Some students may be lazy and do the task badly or not at all.
5. It can happen that one or two students force their ideas to the rest of the group.
6. You can not measure their progress firmly as you can when the students are learning individually.

4. The Teaching Techniques in Group Work

There are many techniques in group work used in teaching learning of English. The followings are the understanding of those techniques. According to Bambang Sujianto, it is essential for the students to know enough English to complete a certain task successfully and for this purpose, students should work in

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10 David Paul, Teaching English to Children in Asia, (London: Longman 2003) p. 21

11 Alexandra Golebiowska, Getting Students to Talk; A Resource Book for Teachers with Role Plays, Simulations and Discussions, ...p. 9
groups and help each other as much a possible. This helps to create a positive learning environment. Various techniques of activity in group work could be divided into ten techniques. They are games, pictures talk, role ply, simulations, case method, problem solving, brainstorming, debate, information gap, speaking line. He also has further explanation about these techniques as follows:\(^\text{12}\)

(a) Game is an activity which students do individually, in pairs or in group for fun. It has rules to be followed and you can win or lose.

(b) Role play: It is an activity when people pretend to be someone else, especially in order to learn new material or topic.

(c) Picture talk: Picture that is given for the students to interpret it in various ways.

(d) Simulation is something that produces the features of situation in a way that seem real but it is not.

(e) Case method: Students are given certain topic which contains some cases and they have to find solutions dealing with it.

(f) Problem solving is a process when std have to find certain solutions of the problems.

(g) Brain storming: A way of developing new ideas through a discussion in which several people, better in group make lots of suggestion and the best one are chosen.

(h) Debate: A discussion in which people or groups state different opinions about a topic and ends with decisions made by voting.

(i) Information gap: The simplest activities based on the information gap principle.

(j) Speaking line: Students are forced to practice free conversation in their class. They can do it when they become more comfortable and better at speaking.

Bambang Sujianto has explained the functions of those activities he used in his research due to the teaching learning process conducted at elementary school level. He also indicates the use of group work for his learners during the research.

Don Byrne has two similar techniques of group work activity, but she has different explanation about them. Here is the explanation about those techniques:\(^\text{13}\)

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\(^\text{13}\) Don Byrne, *Techniques for classroom Interaction*,... p.81
(a) Role play: It involves pretending or a way of taking students outside the classroom and showing them how English can be useful to them in certain situations. But, we have to bee careful. Not all students find it easy to pretend to be someone else and teacher does not want them to make lots of mistakes. So remember to keep the situation simple and provide essential language.

(b) Problem solving: These activities present the students with some kinds of problem which they have to solve. There is not, however, just one solution so this result in a lot of talk.

Harmer added four different techniques of activities used in group work: 14

(a) Discussion: Discussion means ‘talk’ or any exchange of opinions and ideas.

(b) Planning activity: get the students to talk in order to make certain decisions.

Project work: This involves some kinds of research (interviewing, reading, etc) and the production of some kinds of documents (a report, a magazine, etc) It also involves a lot of discussion which is what makes it important for fluency work in group.

(c) Interpretation activity: Students have to decide what they think something means. One way of doing this is through picture talk. This is clearly a good way of getting students to talk. The writer can use any kind of picture, but try to find some that will encourage a lot of different ideas.

From the theories above, it can be synthesized that there are many techniques could be used in teaching learning of group work and serve teacher some creative ways to be carried out.

14 Jeremy Harmer, *How to Teach English: an Introduction to the Practice of English Language Teaching*, ... p. 34
B. Prepositions

1. The Understanding of Prepositions

There are many understanding about prepositions. We also can find them in English grammar book. Michelle Swan defines prepositions as a word governing, and usually coming in front of, a noun or pronoun and expressing a relation to another word or element.\(^\text{15}\)

Meanwhile, according to AS Hornby in *Oxford Advanced Learner’s Dictionary of current English*, preposition is a word or group of words (eg: in, from, on behalf) often placed before a noun or pronoun to indicate place, direction, source, method, etc.\(^\text{16}\)

Allen says that prepositions usually come before the word they control. They indicate various relationships between words or phrases, the most usual of being those of time, place (position, direction, etc) or emotional attitude.\(^\text{17}\)

House and Emolyn in their book *Descriptive English Grammar* define that preposition is a word used with a noun or pronoun and usually placed before it to for a phrase. They also say that prepositions the relationship between words.\(^\text{18}\)

Based on the definitions above, it can be synthesized that preposition is a word that comes before noun or pronoun and indicates something like place and direction. It also shows the relationship between words, phrase or another part of the sentences.


2. Types of Prepositions

Based on the syllabus, the writer only teaches prepositions of place and direction and uses textbook, task note and pictures as the aids in teaching and learning of prepositions.

There are about 150 English prepositions. Yet this is very small when you think of thousand of other words (nouns, verbs, etc). People use individual prepositions more frequently than other individual words. Prepositions are important words. Because of that reason, preposition is mentioned in the elementary school curriculum, here is a short list of prepositions should be mastered by students after learning teaching activity refers to the sixth grade elementary school syllabus mentioned in the appendix.

a. Prepositions of Place

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>At</td>
<td>indicate a general location. But, it is not specific as in</td>
</tr>
<tr>
<td>Across from</td>
<td>at the side of someone or something close to them</td>
</tr>
<tr>
<td>Beside</td>
<td>at somebody's or something's back or opposite side.</td>
</tr>
<tr>
<td>Behind</td>
<td>with people or things on each side or end.</td>
</tr>
<tr>
<td>Between</td>
<td></td>
</tr>
<tr>
<td>Next to</td>
<td></td>
</tr>
<tr>
<td>Opposite</td>
<td></td>
</tr>
<tr>
<td>On</td>
<td></td>
</tr>
<tr>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>Near</td>
<td></td>
</tr>
</tbody>
</table>

b. Prepositions of direction

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up</td>
<td>(go up)</td>
</tr>
<tr>
<td>Down</td>
<td>(go down)</td>
</tr>
</tbody>
</table>

3. The Use of Prepositions

George E Wishon and Julia M Burks Illustrate the use of prepositions base on meaning categories to convey specific kinds of information.\(^{19}\)

a. Preposition of Place

<table>
<thead>
<tr>
<th>Preposition</th>
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<tbody>
<tr>
<td>Across from</td>
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</tr>
<tr>
<td>Between</td>
<td>with people or things on each side or end.</td>
</tr>
</tbody>
</table>

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1. Prepositions of Place

- **In**: used for showing where somebody or something is.
- **In front of**: in a position where you can see I you look forward.
- **Near**: Close to someone or something.
- **Next to**: Used for referring to the place that is closest to where you are.
- **On**: a position above, but in contact with an object.
- **Opposite**: on the other side of an area from someone or something and facing toward them.
- **Under**: directly below or at a lower level than something.

2. Preposition of Direction

- **Up**: in or toward a higher position.
- **Down**: moving toward a lower place or positions.

3. The Confusing Prepositions

There are some prepositions that make students confuse when they use it in the sentence.

- **Beside, next to**
  - *Beside* refers to a place at the side of someone or something and close to them.
  - *Next to* refers to a place beside or very near to someone or something with no other person or thing in between.

- **Across from, opposite**
  - *Across from*: moving or looking from one side of a place, space or line to the other.
  - *Opposite*: on the other side of an area from someone or something and facing toward them.

4. Using Prepositions in the Sentences

- **At**
  - I live at mango Street. Number 25 (name of street with number)

- **Across from**
  - The hospital is across from the church.

- **Beside**
  - The bank is beside the mosque

- **Behind**
  - The school is behind the post office

- **Between**
  - The drugstore is between the bookstore and the grocery store.

- **In**
I live in .... (name of area)

- In front of
  The market is in front of the bus station

- Near
  The gas station is near the public library.

- Next to
  The railway station is next to the market.

- Opposite
  The school is opposite to the public library.

- On
  On the left side: The stationary is on the left side of the street.
  On the corner of: The hotel is on the corner of Mango Street and Apple Street.

- Up (go up)
  Nania : Where is the toy store in Rita supermarket?
  Fajar : Go up the third floor, the toy store is beside the stationary.

- Down (go down)
  Sekar : Could you tell me where the toilet is in this building?
  Rama : Go down the ground floor, the toilet is in front of the security office.

6. The Teaching of Prepositions

According to McDonough and Christopher Shaw, preposition is one of the toughest topics in English Grammar, because they set many times a typical meaning. For instance (using “from” or “than” with the adjective “different”) exemplifies perfectly well how difficult it is to handle the English preposition. Because of that reason, teaching preposition to the children is very important to give the best basic foundation in understanding the prepositions. In their book Materials and Method in ELT: a Teacher’s Guide, they write a method to teach prepositions which is explained below:

---

1. Presentation
   a. Type of activity
      It gives information about the type of activity in teaching and learning of
      repositions whether using pair work, group work or a whole class activity.
   b. The objective of learning prepositions
      Teacher explains the objective of learning prepositions clearly and in
      simple English.

2. Process
   a. Presenting vocabularies
      It is essential that the students are familiar with the new and necessary
      vocabulary needed for learning prepositions related to theme being discussed.
   b. Explaining the materials
      Teacher explains the types of prepositions and their meaning, gives an example of using prepositions in the sentences.
   c. Teaching and learning aids
      It is suggested to teach prepositions using realia, visual object, pictures or people in the classroom related to theme being discussed.
   d. Giving assignment
      Ask students to carry on the task. But, before giving the task, teacher should give instruction using simple English so that they are easy to understand and follow the instruction.
   e. The role of the teacher
      While the teaching learning of prepositions is in process, the teacher functions as a facilitator, motivator, monitor or resource person. He or she has to listen, see and supply necessary language needed and noting errors.
   f. Checking answer
      It is necessary to do a class check to find out whether students have completed the task correctly.
   g. Reporting
It is important to ask a few students to report to the rest of the students in front of the class. It is aimed at checking whether they can re-perform what they have got or re-correct what they have answered.

3. Ending
   a. Feedback
      Feedback is useful to encourage students to reflect on their performance by making some positive comment about the students’ performance.
   c. Correcting errors
      Correcting error is aimed to improve the speaking skill. For example: write on the blackboard, phrases which contain the language mistake, then asked students to identify and correct them.

Based on the description about the method of teaching and learning prepositions mentioned above, the writer tries to implement it in group work method and explanation method to teach prepositions of place and direction. For the detailed description of teaching and learning preposition of place and direction through group work method and explanation method, it can be read in chapter III.

7. Thinking Framework

David Paul found the following that there are a lot of games which are best played in group. Organizing class into group can sometimes be difficult. Games in working group activity encourage cooperative learning, and led to social interaction and to much greater extent and provide non threatening environment for learning. Using pictures game could be effective in helping students to understand the preposition. The students get the idea clearly and easily through the pictures.21

Using group work in teaching prepositions is very interesting. Teacher can use picture as the learning aid. Using pictures as an instrument is recommended for the teacher because it is visual, efficient, enjoyable and effective. Learning prepositions though group work activity will increase the result on learning prepositions.

21 David Paul, Teaching English to Children in Asia, p.42
Meanwhile, the writer assumes that learning prepositions through explanation method is somehow not really interesting for the elementary school students because it only uses verbal communication, teacher centered and less dynamic. So, the result on learning prepositions does not increases.

8. Hypothesis

Based on the thinking framework above, the writer formulates her hypothesis as follow:

A. The Experimental Hypothesis

There is a significant difference in the achievement of students’ prepositional test result between group work method and explanation method.

B. The Null hypothesis

There is not any significant difference in the achievement of students’ prepositional test result between group work method and explanation method.
CHAPTER III
RESEARCH METHODOLOGY

A. The objective of the research

The objective of the research is to find out the effective use of group work method in learning and teaching preposition.

B. The Place and Time of the Research

The writer conducts the research at the second semester of the sixth grade elementary school student at SDN 01 Wiradadi academic year 2007-2008.

C. The Population and Sample of the Research

The population of the sixth grade elementary school student at SDN 01 Wiradadi is 70 (seventy) students, which are divided into two classes (6A and 6B). Each class consists of 35 students. The researcher takes all them as the subject of the research.

D. The Method of the Research

The writer uses a quasi experimental research in which the experimental class was given a treatment (using group work as the new method of teaching preposition) and the controlled class was not given any treatment (using explanation method as the conventional method of teaching prepositions that the writer usually does).

E. The Instrument of the Research

The instrument of research is prepositions test which consists of 40 multiple choice questions. The score per item is 2, 5. It means, if students can choose the answer of 1 item correctly, they will get 2, 5 scores and if they can choose the answer of 40 items correctly, they will get 100 scores. From this description, it can be seen that the highest score of the test is 100 scores.

The instrument is divided into two tests, namely pre-test and post-test. Pre-test is used to measure whether or not the background knowledge of the subject are relatively equal. Post-test is administered to find out the influence of group work method toward the students’ achievement in learning preposition.
### Standard of Competency
Understand the short and sample functional and descriptive text in the context of students neighborhood

### Basic Competency
Understand the short and sample functional and descriptive text in the context of students neighborhood according to theme about prepositions of place and direction

### Indikator
- Identify the content of the text (dialogue) about place and direction using prepositions
- Students are able to use prepositions to identify the location of the place or things according to the picture
- Students are able to identify the direction to go to a certain place
- Students are able to show a certain place using prepositions
- Students are able to use prepositions to identify the location according to the pictures
- Students are able to use prepositions to identify the location according to the pictures

<table>
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<tbody>
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</tbody>
</table>

### Number & Kinds Of Item
40 MC

### Time
80 Minutes

### Id of Pre-test and Post-test Material
- English: VI
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<thead>
<tr>
<th>Standard of Competency</th>
<th>Basic Competency</th>
<th>Indikator</th>
<th>Number of Item</th>
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<td>Identify the picture of certain place and direction using prepositions</td>
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<td>Students’ are able to use prepositions to show the location of things based on the displayed pictures</td>
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<td>Identify the content of the displayed picture about place and direction using prepositions</td>
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<td>Students are able to use prepositions to show the location of certain place based on the displayed picture</td>
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<td>• Students are able to used prepositions to show the location of certain place based on the displayed picture</td>
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<td>Students are able to use preposition to show the location of certain places using prepositions</td>
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<td>Students are able to use prepositions to identify the location of things based on the picture</td>
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<td>• Students are able to use prepositions to identify the location of things based on the picture</td>
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<td>Students are able to complete a dialogue using the words which are mentioned in the box</td>
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<td>Students are able to use prepositions to identify the location of things based on the picture</td>
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<td>• Students are able to use prepositions to identify the location of things based on the picture</td>
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<td>• Students are able to use prepositions to identify the location of things based on the picture</td>
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</table>
G. The Steps of Implementing Group work Method in Teaching Prepositions

Group work is one of many different kinds of teaching method that serves good learning environment. The learning environment is important to provide dramatic and positive effect on the students' behavior and motivation. Teacher is required to be able to create a good atmosphere where students feel like they are at home, teacher must also be creative to make an attractive learning activity by choosing an interesting theme, creating a competitive game, giving pictures or other interesting things related to the material discussed as a stimulant. The teacher should also be able to encourage all students to take part in cooperative learning activities. Let them feel like they are really free to play and win the game without feeling afraid of making mistakes. Therefore, the students will assume that group work is an interesting activity while they are learning a certain material without the feeling of being pressed and burdened.

There are some guidelines in implementing group work activity which have been done by the writer divided into three sections, this teaching and learning process refers to the English syllabus for elementary school level that can be read in the appendix.

a. Presentation

The first step should be done by the teacher is stimulating the students interest their attention. It could be done by writing a new word related to the materials and a sentence using the word on the board (larger size is better). Then teacher gives a brief explanation and some others examples.

b. Process

The teacher divides the students into group and set the seat arrangement to make a fresh learning activity. Then teacher gives instruction about what to do and to discuss during the game in group work., a simple but clear explanation is better and will be less boring than long instruction which will only waste time and confuse the students.

During the group work activity, the teacher must go from group to group, monitor, and make notes of mistakes and give a brief explanation when it is
needed, teacher should also encourage the inactive students. Here are lists of teacher’s duties during the group work.

1. Provide general approval and support
2. Helping students who are having difficulty
3. Tactfully regulating participation in a discussion where you find some students are over dominant and other silent.

c. Ending

In the end of the group activities, the teacher asks students to read a lot the conclusion on the task they have made. Teacher then asks other group to give feedback. After all, the teacher gives the feedback like giving explanation, correction and conclusion.

A feedback session usually takes place in the context of full-class interaction after the end of the group work. Feedback on the task may take any forms

1. Giving the right solutions, listening to and evaluating the solutions.
2. Pooling ideas on the board
3. Displaying materials the groups have produced.

Teacher’s main objective here is to express appreciation of the effort that has been invested and its result. Feedback on language may be integrated into this discussion of the task, or provide the focus of a separate class session later.

H. The Steps of Implementing Explanation method in Teaching Prepositions

a. Presentation

The first steps should be done by the teacher is stimulating the students to interest their attention. It could be done by writing a new word related to the materials and a sentence using the word on the board (larger size is better).

b. Process

Then the teacher gives a full explanation and some other examples. Then teacher asks students to do some tasks related to prepositions.
During the learning activity, the teacher must go around the class, monitor and make notes of mistakes and give a brief explanation when it is needed, teacher should also ask students who seem to have difficulties in doing the exercise.

c. Ending

After students finish doing the exercise, the teacher asks some students to read a lot the answers or asks them to write their answer on the board. The teacher then gives the feedback like giving explanation, correction and conclusion.

I. The Technique of Data Analysis

To analyze the data, the writer uses comparative technique. The writer compares the score between the experimental class and the controlled class. This technique is useful to prove statistically whether there is a significant difference between two variables. In this case are between using group work in the experimental class and without using group work in the controlled class (using explanation method as a conventional method that the teacher usually does)

The independent variable is a group work method in teaching and learning of prepositions and the dependent variable is the achievement of students’ prepositional test result. To find out the different score of students’ achievement in learning prepositions by using group work method, the writer uses t-test formula:

\[ t_0 = \frac{M_1 - M_2}{SE_{M1} + n} \]

The procedure of calculation is as follow:

a. Determining mean variable 1 (Mean of the experimental class post test) with the formula:

\[ M_1 = M' + i \left( \frac{\Sigma fx}{N} \right) \]
b. Determining mean variable 1 (Mean of the controlled class post test) with the formula:

\[ M_2 = M' + \left( \frac{\sum f' x'}{N} \right) \]

c. Determining standard deviation variable 1 with the formula:

\[ SD_1 = \sqrt{\frac{\sum f' x'^2}{N} - \left( \frac{\sum f' x'}{N} \right)^2} \]

d. Determining standard deviation variable 2 with the formula:

\[ SD_2 = \sqrt{\frac{\sum f'' x''^2}{N} - \left( \frac{\sum f'' x''}{N} \right)^2} \]

e. Determining standard errors mean variable 1 with the formula:

\[ SE_{M1} = \frac{SD_1}{\sqrt{N - 1}} \]

f. Determining standard errors mean variable 2 with the formula:

\[ SE_{M2} = \frac{SD_2}{\sqrt{N - 1}} \]

g. Determining the differences of mean variable 1 and mean variable 2 with formula:

\[ SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \]

After all the data are calculated, the last procedure is determining df (degree of freedom) with formula:

\[ df = (N_1 + N_2) - 2 \]

<table>
<thead>
<tr>
<th>Variable 1</th>
<th>The experimental class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 2</td>
<td>The controlled class</td>
</tr>
<tr>
<td>N</td>
<td>Total of students</td>
</tr>
<tr>
<td>df</td>
<td>degree of freedom</td>
</tr>
</tbody>
</table>

Significant degree of value: 0.05
Criteria: Refused Ho if \( t_0 > t_1 \)
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<tr>
<th></th>
<th>15</th>
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Total $\sum X_0 = 1922$ \hspace{1cm} $\sum X_i = 2650$ \hspace{1cm} $\sum D = 728$

From the table above, the writer got $\sum X_0 = 1922$ and $\sum X_i = 2650$

\[
\sum X_i = 2650 \text{ and } \sum D = 728
\]

Mean (M) pre-test: $\frac{\sum X_0}{N} = \frac{1922}{35} = 54.91$

Mean (M) post-test: $\frac{\sum X_i}{N} = \frac{2650}{35} = 76.71$

Mean gained Score: $\frac{728}{35} = 20.8$
c. Determining the interval (i) with the formula:

\[ \frac{R}{I} = 10 \rightarrow 20 \]

Anas Sudjiono stated “Sebagian ahli statistic berpendapat bahwa table distribusi frekuensi yang manis dan rapi (sesuai dengan kondisi ukuran standar kertas dunia) adalah table distribusi frekuensi yang baris-baris pengelompokan datanya minimal 10 buah dan maksimal 20 buah”.

Because \( R = 46 \), so the interval is:

\[ \frac{46}{10} = 10 \rightarrow 20 \]

The interval is 4.6

d. Determining the interval class

The highest score is 95 and the interval is 5, so the highest interval in the table is 91-95. The lowest score is 50 and the interval is 5, so the lowest interval in the table is 46-50.

e. Determining the mid point

We can determine the mid point by choosing the mid point from the class interval that has the highest frequency. We could see in the table 1.3 that has the highest frequency is the interval 71-75 with the frequency = 13, so the mid point is 73. is the interval 71-75 with the frequency

e. Determining \( x' \)

In the right of mid point, we put 0 and above it, put +1, +2, +3...Then, put -1, -2, -3, -4...under 0. Next, timing the frequency from each interval with \( x' \) (f times \( x' = fx' \)) and sum up the total of \( fx' \)

f. Determining \( x^2 \)

Multiply each \( x \) with \( x \) itself, then multiply the frequency from each interval with \( x^2 \) (f times \( x^2 = fx^2 \)). After the multiply finished, sum up the total of \( fx^2 \).
B. Data Analysis

From the data description above, the writer analyzed the score

Table 1.5  Table of the Distribution of Frequency from the Experimental Class

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
<th>X</th>
<th>x'</th>
<th>x'^2</th>
<th>fx'</th>
<th>fx'^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 95</td>
<td>1</td>
<td>+4</td>
<td>16</td>
<td></td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>86 - 90</td>
<td>3</td>
<td>+3</td>
<td>9</td>
<td></td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>81 - 85</td>
<td>5</td>
<td>+2</td>
<td>4</td>
<td></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>76 - 80</td>
<td>8</td>
<td>+1</td>
<td>1</td>
<td></td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>71 - 75</td>
<td>13</td>
<td>M (73)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>66 - 70</td>
<td>1</td>
<td>-1</td>
<td>-1</td>
<td>-1</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>61 - 65</td>
<td>2</td>
<td>-2</td>
<td>-4</td>
<td>-9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>56 - 60</td>
<td>1</td>
<td>-3</td>
<td>-9</td>
<td>-3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>51 - 55</td>
<td>1</td>
<td>-4</td>
<td>-16</td>
<td>-4</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>46 - 50</td>
<td>0</td>
<td>-5</td>
<td>-25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ \sum fx = 19 \quad \sum fx'^2 = 105 \]

Table 1.6  Table of the Distribution of Frequency from the 'controlled' Class

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
<th>X</th>
<th>x'</th>
<th>x'^2</th>
<th>fx'</th>
<th>fx'^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 95</td>
<td>1</td>
<td>+5</td>
<td>25</td>
<td></td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>86 - 90</td>
<td>3</td>
<td>+4</td>
<td>16</td>
<td></td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>81 - 85</td>
<td>1</td>
<td>+3</td>
<td>9</td>
<td></td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>76 - 80</td>
<td>2</td>
<td>+2</td>
<td>4</td>
<td></td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>71 - 75</td>
<td>3</td>
<td>+1</td>
<td>1</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>66 - 70</td>
<td>12</td>
<td>M (68)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>61 - 65</td>
<td>8</td>
<td>-1</td>
<td>-1</td>
<td>-8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>56 - 60</td>
<td>4</td>
<td>-2</td>
<td>-4</td>
<td>-8</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>51 - 55</td>
<td>0</td>
<td>-3</td>
<td>-3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>46 - 50</td>
<td>1</td>
<td>-4</td>
<td>-4</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

\[ \sum fy = 11 \quad \sum fy'^2 = 141 \]
After making the table of distribution of frequency, the writer calculates the score by using the following steps:

a. \[ M_1 = M' + i \left( \frac{\sum fx}{N} \right) \]
\[ = 73 + 5 \left( \frac{19}{35} \right) \]
\[ = 73 + 2.71 \]
\[ = 75.71 \]

b. \[ M_2 = M' + i \left( \frac{\sum fy}{N} \right) \]
\[ = 68 + 5 \left( \frac{11}{35} \right) \]
\[ = 68 + 1.57 \]
\[ = 69.57 \]

c. \[ SD_1 = i \sqrt{\frac{\sum fx^2}{N} - \left( \frac{\sum fx}{N} \right)^2} \]
\[ = 5 \sqrt{\frac{105}{35} - \left( \frac{19}{35} \right)^2} \]
\[ = 5 \sqrt{3 - 0.29} \]
\[ = 5 \times 1.71 \]
\[ = 8.25 \]

d. \[ SD_2 = i \sqrt{\frac{\sum fy^2}{N} - \left( \frac{\sum fy}{N} \right)^2} \]
\[ = 5 \sqrt{\frac{141}{35} - \left( \frac{11}{35} \right)^2} \]
\[ = 5 \sqrt{4.02 - 0.098} \]
\[ = 5 \sqrt{3.92} \]
5 \times 1.97 = 9.85

e. SE_{M1} = \frac{SD_1}{\sqrt{N-1}} = \frac{8.25}{\sqrt{34}} = \frac{8.25}{5.83} = 1.41

f. SE_{M2} = \frac{SD_2}{\sqrt{N-1}} = \frac{9.85}{\sqrt{34}} = \frac{9.85}{5.83} = 1.68

g. SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}
 = \sqrt{(1.41)^2 + (1.68)^2}
 = \sqrt{1.99 + 2.82}
 = \sqrt{4.81}
 = 2.19

h. \ t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}
 = \frac{75.71 - 69.57}{2.19}
 = 2.803

i. \ df = (N_1 + N_2) - 2 = (35 + 35) - 2 = 68

C. Testing of Hypothesis

As mentioned the analysis above, the writer has determined the alternative hypothesis (Ha) and null hypothesis (Ho) as follows:

Ha : The alternative hypothesis:
There is a significant difference in the achievement of students' prepositional test result between group work method and explanation method.

Ho : The Null hypothesis:
There is not any significant difference in the achievement of students' prepositional test result between group work method and explanation method.
usually the active learners are partially. It is the teacher's job to motivate them so they can learn fully.

5. Teacher should create a comfortable classroom for the learners so that they can learn happily.

6. Teacher sometimes will not be able to do group work in every time of teaching, but try to do group work. May be once or twice in a week so that students do not get bored.
REFERENCES


REFERENCES


## Appendix

### Critical Value of Student's Distribution (T)

<table>
<thead>
<tr>
<th>Of</th>
<th>Level of Significance</th>
<th>Two Tailed Test</th>
<th>Level of Significance</th>
<th>One Tailed Test</th>
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<td>0.05</td>
<td>0.01</td>
<td>0.05</td>
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<td>1</td>
<td>12.706</td>
<td>63.557</td>
<td>6.314</td>
<td>3.821</td>
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<tr>
<td>2</td>
<td>4.303</td>
<td>9.925</td>
<td>2.920</td>
<td>6.965</td>
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<tr>
<td>3</td>
<td>3.182</td>
<td>5.481</td>
<td>2.353</td>
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<td>4</td>
<td>2.776</td>
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<td>2.583</td>
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<td>2.101</td>
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<td>2.093</td>
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<td>1.725</td>
<td>2.528</td>
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<td>1.717</td>
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<td>18</td>
<td>2.069</td>
<td>2.807</td>
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<td>2.064</td>
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<td>2.060</td>
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<td>1.699</td>
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<td>25</td>
<td>2.042</td>
<td>2.750</td>
<td>1.697</td>
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<td>2.720</td>
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<td>2.682</td>
<td>1.679</td>
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<td>29</td>
<td>2.000</td>
<td>2.660</td>
<td>1.671</td>
<td>2.390</td>
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<td>30</td>
<td>2.000</td>
<td>2.652</td>
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<td>35</td>
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<td>40</td>
<td>1.990</td>
<td>2.636</td>
<td>1.647</td>
<td>2.377</td>
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<tr>
<td>50</td>
<td>1.982</td>
<td>2.630</td>
<td>1.639</td>
<td>2.372</td>
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<tr>
<td>60</td>
<td>1.960</td>
<td>2.576</td>
<td>1.631</td>
<td>2.368</td>
</tr>
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</table>

Appendix is taken from table A.3 of Donald Ary, introduction to research in education (New York: Holt Rinehart and Wiston 1979); reprinted by permission from table VII of Fisher and Yates, statistical tables for biological, agricultural and medical research (New York Hafner, 1974).
APPENDIX

Syllabus of Prepositions for Elementary School Level

Here is the prepositional syllabus for the sixth grade of elementary school students refers to Department of National Education in Central Java province.14

Silabus

Kelas/Semester : VI/II

Standar Kompetensi

1) Memahami instruksi dan informasi sangat sederhana baik secara tindakan maupun bahasa dalam konteks sekitar peserta didik.
2) Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar peserta didik.
3) Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik.
4) Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik.

Aspek

1) Membaca (Reading)
2) Menulis (Writing)
3) Mendengarkan (Listening)
4) Berbicara (Speaking)

Kompetensi Dasar

1) Membaca (Reading)
   Membaca teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik.
2) Menulis (Writing)
   Menulis teks fungsional pendek secara sederhana dan berterima
3) Mendengarkan (Listening)
   Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam kegiatan di dalam dan diluar kelas.
4) Berbicara (Speaking)
   Bercakap-cakap untuk menyertai tindakan secara berterima dan melibatkan tindak tutur; memberi contoh melakukan sesuatu, memberi aba-aba dan memberi petunjuk.

Indikator
   - Memahami dan mengucapkan nama-nama tempat umum dengan lafal yang benar.
   - Menyatakan dan menanyakan keberadaan seseorang
Menyatakan dan menanyakan kegiatan yang berlangsung di tempat-tempat umum.
Memahami dan menggunakan berbagai macam kata depan dengan benar.
Menuliskan letak suatu tempat dengan benar.
Menanyakan dan memunjukkan suatu tempat dengan benar.
Menyatakan dan menanyakan cara untuk mencapai suatu tempat.
Menunjukkan arah menuju suatu tempat.
Membaca teks sederhana dengan lancar.
Melakukan perintah sesuai dengan instruksi.

Materi Pokok

• Public Places

Uraian Materi Pokok

1. Public places and activities
   e.g: Where is Mira? She is in the library
   What is she doing? She is reading.

2 Prepositions of place
   e.g: The library is in front of teachers’ office

3. Asking and giving the direction
   e.g: Could you tell me the way to go to the library?
   Yes, it’s about ten minutes, go down Main Street. Then take the second turn. The library is in front of the teachers’ office

Kegiatan Belajar:

• Memberi label
• Melengkapki kalimat dan percakapan
• Bertanya jawab percakapan dan mendengarkan
• Mempraktekkan percakapan sederhana
• Menuliskan kata dalam bahasa inggris berdasarkan kata yang telah didengar.
• Mendengarkan materi melalui media kaset dan atau CD
• Melafalkan kata-kata dalam bahasa inggris dengan tepat.
• Permainan.

Alokasi waktu:
10 x jam pelajaran (40 menit)

Teknik penilaian
Kegiatan belajar ini dilaksanakan dalam bentuk:
- Tulisan
- Perbuatan
- Pemantauan proses pembelajaran

1. Penilaian tertulis: Hasil pekerjaan siswa atas jawaban pertanyaan.
Aspek yang dinilai: Ketepatan dan kerapian
2. Penilaian perbuatan-perbuatan lisan.

Materi Pokok

• Public Places

Uraian Materi Pokok

1. Public places and activities
   e.g: Where is Mira? She is in the library
   What is she doing? She is reading.

2 Prepositions of place
   e.g: The library is in front of teachers’ office

3. Asking and giving the direction
   e.g: Could you tell me the way to go to the library?
   Yes, it’s about ten minutes, go down Main Street. Then take the second turn. The library is in front of the teachers’ office

Kegiatan Belajar:

• Memberi label
• Melengkapki kalimat dan percakapan
• Bertanya jawab percakapan dan mendengarkan
• Mempraktekkan percakapan sederhana
• Menuliskan kata dalam bahasa inggris berdasarkan kata yang telah didengar.
• Mendengarkan materi melalui media kaset dan atau CD
• Melafalkan kata-kata dalam bahasa inggris dengan tepat.
• Permainan.

Alokasi waktu:
10 x jam pelajaran (40 menit)

Teknik penilaian
Kegiatan belajar ini dilaksanakan dalam bentuk:
- Tulisan
- Perbuatan
- Pemantauan proses pembelajaran

1. Penilaian tertulis: Hasil pekerjaan siswa atas jawaban pertanyaan.
Aspek yang dinilai: Ketepatan dan kerapian
2. Penilaian perbuatan-perbuatan lisan.
Aspek yang dinilai: Pelafalan, kenyaringan dan kejelasan suara, penguasaan kosakata.

3. Penilaian pemantauan keseluruhan proses pembelajaran.
   Aspek yang dinilai: Keaktifan dan ketekunan usaha belajar, melaksanakan instruksi guru dengan baik.

Kebutuhan:
- Buku
- Soal-soal
- Pictures
- Kaset
- CD
- Tape Recorder
- Televisi
Appendixes

LESSON PLAN 1
(The Controlled Class through Explanation Method)

1. Subject : English
2. Class : VI /B
3. Time : 2 x 40 minutes
4. Theme : Public Places
   Sub-theme : Public Places and Activities
5. Objective : After completing the lesson, students are able to:
   1. Mention some public places, their meaning and pronounce it well.
   2. Know what people are usually doing in certain public place.
6. Teaching method : Explanations
7. Language focus : Function: Students understand some public places and people activities in a certain place
   Grammar: Prepositions, using imperative statements.
8. Vocabularies : Hotel, school, market, beach, airport, mosque, museum, bank, harbour, railway station, bus station, library, post office, cinema, hospital.
11. Learning scenario (used only for one meeting)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Times</th>
</tr>
</thead>
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<tr>
<td>11.1</td>
<td>Presentation</td>
<td>15 minutes</td>
</tr>
<tr>
<td>11.1.1.</td>
<td>socializing</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><strong>11.1.2. Lead in</strong></td>
<td>Teacher asks about the previous material or asks about their daily life situation related to theme which is going to be discussed.</td>
<td></td>
</tr>
<tr>
<td><strong>11.1.3 Stating the objective of the lesson</strong></td>
<td>Teacher gives information about the theme which is going to be discussed and the objective of learning it.</td>
<td></td>
</tr>
</tbody>
</table>

**11.2. Process 55 Minutes**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11.2.1</strong></td>
<td>Teacher gives new and necessary vocabularies related to theme which is being discussed.</td>
</tr>
<tr>
<td><strong>11.2.2</strong></td>
<td>Teacher fully explains about prepositions (mention some public places and write their meaning on the board) teacher then asks students to write on their notebook.</td>
</tr>
</tbody>
</table>
| **11.2.3** | Teacher gives an example of asking about what people usually doing in certain public place using imperative statement (what and where). e.g:  
T : Where is Rani?  
S : She is in the library.  
T : What is she doing?  
S : She is reading a book. |
| **11.2.4** | Teacher asks students to practice in another sentences based on the example given. |
11.2.5. Teacher asks students to open the textbook and read the text.
11.2.6. Teacher asks students to do the exercise which is written by the teacher on the board.
11.2.7. Students answer the exercise and correct it together with the teacher.

11.3.1. Teacher asks students about the difficulties in learning this material.
11.3.2. Teacher gives homework.
11.3.3. Teacher and students pray together to end the lesson.

12. Scoring System
   a. Process
      It is done while the learning and teaching is carried out.
   b. Result
      It is taken from the score of the exercise, hand out and homework.
   c. Instrument of scoring (enclosed)

EXERCISE

Fill in the blanks with the suitable answer!

1. Where is Sasa? She is in .......... (sekolah)
2. What is Sasa doing? She is ...........(belajar)
3. Where is Ahmad? He is in ........... (perpustakaan)
4. What is he doing? He is ............ a book. (membaca)
5. .......is Lisa? She is in the bank. (Di mana)
6. .......is Lisa doing? She is saving money. (apa)
7. Where people usually go to sell and buy something? ..........
8. What are people doing in the mosque? People are...........

9. What are people doing in the cinema? People are...........movie.

10. Where people usually go to sent the letter? They usually go to.....

Scoring: Score per- 1 correct answer is 10
Score per- 1 wrong answer is 0
The lowest score is 0 and the highest score is 100.
## LESSON PLAN 2
(The Controlled Class through Explanation Method)

1. **Subject**: English
2. **Class**: VI/B
3. **Time**: 2 x 40 minutes
4. **Theme**: Public Places
   **Sub-theme**: Prepositions of place
5. **Objective**: After completing the lesson, students are able to:
   1. Know some prepositions of place.
   2. Indicate the location of people or things in a written expression.
6. **Teaching method**: Explanation
7. **Language focus**:
   - **Function**: Asking and showing the location of people or things using prepositions of place.
   - **Grammar**: Prepositions, using imperative statements (where).
8. **Vocabularies**:
   - Hotel, school, market, beach, airport, mosque, museum, bank, harbor, railway station, bus station, library, post office, cinema, hospital, in, in front of, beside, between, across from, near, next to, opposite, under, behind, at, next to.
9. **Learning aids**: Textbook, task sheet.
10. **Sources**:
# Learning scenario (used only for one meeting)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Presentation</td>
<td>15 minutes</td>
</tr>
<tr>
<td>11.1.1. Socializing</td>
<td>Teacher asks about students’ condition (meet and greet).</td>
<td></td>
</tr>
<tr>
<td>11.1.2. Lead in</td>
<td>Teacher asks about the previous material or asks about their daily life situation related to theme which is going to be discussed.</td>
<td></td>
</tr>
<tr>
<td>11.1.3. Stating the objective of the lesson</td>
<td>Teacher gives information about the theme which is going to be discussed and the objective of learning it.</td>
<td></td>
</tr>
<tr>
<td>11.2</td>
<td>Process</td>
<td>55 Minutes</td>
</tr>
<tr>
<td>11.2.1</td>
<td>Teacher gives new and necessary vocabularies related to theme which is being discussed.</td>
<td></td>
</tr>
<tr>
<td>11.2.2.</td>
<td>Teacher fully explains about prepositions of place (mention some prepositions of place, their meaning and use)</td>
<td></td>
</tr>
<tr>
<td>11.2.3.</td>
<td>Teacher gives an example of asking the location of people or things using imperative statement (where). e.g:</td>
<td></td>
</tr>
<tr>
<td>T : Where is the bank?</td>
<td>S : The bank is near the gas station.</td>
<td></td>
</tr>
<tr>
<td>T : Where is the hotel?</td>
<td>S : The hotel is in front of the market.</td>
<td></td>
</tr>
</tbody>
</table>
### 11.2. Teacher Activities

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.2.4. Teacher asks students to practice in another sentences based on the example given.</td>
</tr>
<tr>
<td>11.2.5. Teacher asks students to open the textbook and read the text.</td>
</tr>
<tr>
<td>11.2.6. Teacher asks students to do the exercise which is written by the teacher on the board.</td>
</tr>
<tr>
<td>11.2.7. Students answer the exercise and correct it together with the teacher.</td>
</tr>
</tbody>
</table>

### 11.3. Additional Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.3.1. Teacher asks students about the difficulties in learning this material.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>11.3.2. Teacher gives homework.</td>
<td></td>
</tr>
<tr>
<td>11.3.3. Teacher and students pray together to end the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

### 12. Scoring System

- **Process**
  
  It is done while the learning and teaching is carried out.

- **Result**
  
  It is taken from the score of the exercise, hand out and homework.

- **Instrument of scoring (enclosed)**

### EXERCISE

**Fill in the blanks with the suitable answer!**

1. Where is the...........? It is near the beach.(pelabuhan)
2. Where is the museum? It is.......the public library. (di depan)
3. Where is the bank? It is...........the mosque and the school. (di antara)
4. ...........is the bus station? It is near the cinema.(di mana)
5. Where is.............? It is opposite to the restaurant. (rumah sakit)
6. Where is the post office? It is.......the hotel.(di samping)
7. Where is the church? It is.........the museum.(di belakang)
8. Where is the beach? It is.....the harbor.(di dekat)
9. Where is the market? It is........the hospital.(bersebelahan)
10. Where is the hotel? It is..........Suparman street. (di)
11. Where is Rahma's school? It is........Sokaraja.(di)
12. Where is the gas station? It is ........the restaurant.(berseberangan)
13. Where is the..........? It is near the football yard.(taman)
14. Where is the..........? It is across from the hotel.(bioskop)
15. Where is the stationary? It is........the school.(di sebelah)
16. Where is the park? It is.............Mango Street. (di)
17. Where is the harbor? It is........Cilacap.(di)
18. Where is the bus station? it is.....the cinema.(di dekat)
19. Where is the public library? It is.....the museum(di belakang)
20. Where is the mosque? It is.............the temple.(di depan).

Scoring: Score per- 1 correct answer is 5
Score per- 1 wrong answer is 0
The lowest score is 0 and the highest score is 100.
LESSON PLAN 3
(The Controlled Class through Explanation Method)

1. Subject: English
2. Class: VI/B
3. Time: 2 x 40 minutes
4. Theme: Public Places
   Sub-theme: Direction
5. Objective: After completing the lesson, students are able to know how to ask and give direction to go to the certain place.
6. Teaching method: Explanation
7. Language focus: Function: Asking and giving direction
   Grammar: Can, could, Prepositions of direction.
8. Vocabularies: Hotel, school, market, beach, airport, mosque, museum, bank, harbor, railway station, bus station, library, post office, cinema, hospital, take the first turning, take the second left, go along, go straight.

11. Learning scenario (used only for one meeting)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.1.1. Socializing</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>Teacher asks about students’ condition (meet and greet).</td>
<td></td>
</tr>
</tbody>
</table>
### 11.1.2. Lead in
Teacher asks about the previous material or asks about their daily life situation related to theme which is going to be discussed.

### 11.1.3. Stating the objective of the lesson
Teacher gives information about the theme which is going to be discussed and the objective of learning it.

### 11.2. Process

<table>
<thead>
<tr>
<th>11.2.1</th>
<th>Teacher gives new and necessary vocabularies related to theme which is being discussed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.2.2</td>
<td>Teacher fully explains about prepositions of direction (mention some prepositions of direction and write their meaning and the use of it on the board) teacher then asks students to write on their notebook.</td>
</tr>
<tr>
<td>11.2.3</td>
<td>Teacher gives an example of asking and giving a direction to go to a certain places. (where). e.g:</td>
</tr>
<tr>
<td></td>
<td>T: Can you tell me the way to go to your dormitory from school, Rafika?</td>
</tr>
<tr>
<td></td>
<td>S: Go along, then turn left, and go up the third floor My house is in the third floor of the dormitory.</td>
</tr>
<tr>
<td>11.2.4</td>
<td>Teacher asks students to practice in another sentences based on the example given.</td>
</tr>
<tr>
<td>11.2.5</td>
<td>Teacher asks students to open the textbook</td>
</tr>
</tbody>
</table>

55 Minutes
11.2.6 Teacher asks students to do the exercise which is written by the teacher on the board.

11.2.7. Students answer the exercise and correct it together with the teacher.

| 11.3 | 11.3.1 Teacher asks students about the difficulties in learning this material. | 10 minutes |
| 11.3.2 Teacher gives homework. | 11.3.3. Teacher and students pray together to end the lesson. | |

12. Scoring System
a. Process
   It is done while the learning and teaching is carried out.

b. Result
   It is taken from the score of the exercise, hand out and homework.

c. Instrument of scoring (enclosed)

**EXERCISE**

Fill in the blanks with the suitable answer!

- Would you tell me the way to go to the at Ratu Plaza?
  - Go this way, then . It is the second floor of this building, exactly the stationary.

| 1. dapatkah | 3. masjid | 5. belok kanan |
| 2. jalan | 4. jalan iurus |
| 6. menunjukkan | 8. jalan terus | 10. di |
7. tempat makan  9. belok kanan  11. di depan

Could you 12. .......me the way to go to the 13. .........?

Go........... 14. this way, then take the second 15. .........It is on the ground floor of
this school.

12. memberitahukan   14. turun
13. perpustakaan sekolah   15. belokan ke kiri

Scoring: Score per-1 correct answer is 6
Score per-1 wrong answer is 0
The lowest score is 0 and the highest score is 90.
Appendixes

LESSON PLAN 1
(The Experimental Class through Group work Method)

1. Subject : English
2. Class : VI/B
3. Time : 2 x 40 minutes
4. Theme : Public Places
   Sub-theme : Public Places and Activities
5. Objective : After completing the lesson, students are able to:
   1. Express the activity that people do based on the picture of public places shown on the picture cards.
   2. Guess what kind of public places that people usually come based on the activities defined by other students.
6. Teaching method : Group work
7. Language focus : Function: Students are able to ask about what people are doing in certain public places.
   Grammar: Prepositions, using imperative statements (what and where).
8. Technique : Pictures game.
9. Vocabularies : Hotel, school, market, beach, airport, mosque, museum, bank, harbour, railway station, bus station, library, post office, cinema, hospital.
12. Learning scenario (used only for one meeting)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Times</th>
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</thead>
<tbody>
<tr>
<td>12.1</td>
<td>Presentation</td>
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</tr>
<tr>
<td></td>
<td>12.1.1. Socializing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher asks about students’ condition (meet and greet).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.1.2. Lead in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher asks about the previous material or asks about their daily life situation related to theme which is going to be discussed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.1.3 Stating the objective of the lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher gives information about the theme which is going to be discussed and the objective of learning it.</td>
<td></td>
</tr>
<tr>
<td>12.2</td>
<td>Process</td>
<td>60 Minutes</td>
</tr>
<tr>
<td></td>
<td>12.2.1 Teacher gives new and necessary vocabularies related to theme which is being discussed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.2.2 Practicing group work:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steps for group work activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Teacher divides the class in group of seven and gives one set of pictures card for each group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher states the objective of learning public places through group work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teacher gives each group a rules sheet.</td>
<td></td>
</tr>
</tbody>
</table>
| | 4. Teacher tells students that they should place the picture card face down in a pile in the center of the group. The first player should take the card which contains the picture of people and public [place on the
top from the pile and look at it without showing it to others. He/she should ask where the person is and give definition of the place on the card, but without mentioning the name. For example: “Doni reads or borrows a book in this place, where is Doni?”. The player who guesses: “Doni is in the library” correctly gets the card. If no one can guess, the player holding the card may keep it.

5. Teacher asks students to practice in groups and monitor them.

6. When students finish practicing in groups, find who get the most cards and invite them to come up in front of the class. Give the rest cards to the rest of the students and ask them to give definition of the cards. The Ss who stand up in front of the class should guess.

7. Teacher evaluate the Ss performances and language mistake.

<table>
<thead>
<tr>
<th>12.3</th>
<th>12.3.1 Teacher asks students about the difficulties in learning this material.</th>
<th>10 minutes</th>
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<td>12.3.2 Teacher gives homework.</td>
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</tr>
<tr>
<td></td>
<td>12.3.3 Teacher and students pray together to end the lesson.</td>
<td></td>
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</tbody>
</table>

13. Scoring System

a. Process

   It is done while the learning and teaching is carried out.

b. Result

   It is taken from the score of the exercise, hand out and homework.
RULES
1. Play this game into groups of seven
2. Place the picture card face down in a pile in the middle of the table/chair.
1. Player 1: take the top card from the pile. Look at it but, do not show it to the others.
2. Player 1 gives explanation of people activity in that place shown in the picture cards. For example: For a picture of school: Mita is studying in this place. Where is Mita?
3. The other players must try to guess the name of the place.
4. The first player to guess correctly can get the card.
5. If no one can guess, player 1 can keep the card.
6. Then it is the next player’s turn
7. The player with most cards at the end is the winner.

ATURAN PERMAINAN
2. Tempatkan kartu bergambar dengan tumpukan terbalik di tengah mejat atau kursi.
4. Pemain pertama memberikan tentang aktifitas yang dilakukan seseorang berdasarkan gambar tempat yang tertera si dalam kartu. Contoh: Jika didalam kartu terdapat gambar seorang anak perempuan dan gambar sekolah, kita dapat menyatakan: Mita is studying in this place. Where is Mita?
5. Pemain lain harus berusaha menebak nama tempat tersebut.
6. Pemain yang pertama menebak dengan benar, mendapatkan kartu tersebut.
7. Jika tidak ada seorang pemainpun yang dapat menebak dengan benar, pemain pertama dapat menyimpan kartu tersebut.
8. Kemudian giliran pemain selanjutnya.
9. Pemain yang memperoleh kartu paling banyak adalah pemenang nya.
PICTURE CARDS

1.

2.

3.

4.
LESSON PLAN 2
(The Experimental Class through Group work Method)

1. Subject : English
2. Class : VI /B
3. Time : 2 x 40 minutes
4. Theme : Public Places
   Sub-theme : Prepositions of place
5. Objective : After completing the lesson, students are able to:
   1. Identify the location using prepositions of place correctly in
      an oral and written expression.
   2. Fill in the names of all places on the “pictures map”.
6. Teaching method : Group work
7. Language focus
   Function: Asking and showing the location of people or
   things using prepositions of place.
   Grammar: Prepositions of place.
8. Technique : Pictures game.
9. Vocabularies : Hotel, school, market, beach, airport, mosque, museum, bank,
   harbor, railway station, bus station, library, post office, cinema, hospital, in, in front of, beside, between, across from,
   near, next to, opposite, under, behind, at, next to.
### 12. Learning scenario (used only for one meeting)

<table>
<thead>
<tr>
<th>No</th>
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<td>12.1.1.</td>
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</tr>
<tr>
<td></td>
<td>Teacher asks about students’ condition (meet and greet).</td>
<td></td>
</tr>
<tr>
<td>12.1.2.</td>
<td>Lead in</td>
<td></td>
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<td></td>
<td>Teacher asks about the previous material or asks about their daily life situation related to theme which is going to be discussed.</td>
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<tr>
<td>12.1.3</td>
<td>Stating the objective of the lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher gives information about the theme which is going to be discussed and the objective of learning it.</td>
<td></td>
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<tr>
<td>12.2</td>
<td>Process</td>
<td>55 Minutes</td>
</tr>
<tr>
<td>12.2.1</td>
<td>Teacher gives new and necessary vocabularies related to theme which is being discussed.</td>
<td></td>
</tr>
<tr>
<td>12.2.2.</td>
<td>Practicing group work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steps for conducting group work activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Teacher divides the class into groups consist of five students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher gives students in the group one plan and one rule sheet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teacher explains the objective of learning prepositions of place through group work method.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Teacher asks students that they must pool the</td>
<td></td>
</tr>
</tbody>
</table>
information they have on their individual plans. They should take in turns to offer information about their plans to the rest of the group; each player should take in turns making a statement about the plan, For example: the post office is next to the bank. The other players should then fill in the information on the plan.

5. Teacher reminds students that sometimes players will not be able to use their information immediately, if they do not yet know where the bank is, for example they may then take a note of the information for future use. The game is finished when all players have completed their plans.

6. Teacher gives model on how students work.
(Kteacher comes to group 1)

T : (holds plan no.1): The chemist is next to the post office. What about on your plan? (Ask Ss 2)

Ss 2: (holds plan no.2): Thank you for your information, (Ss 3 and Ss 4 also write on their plan about the information they got from teacher who acts as Ss1 ). Ss 2 answers:

You know, the barber is in front of the grocery store, what about on your plan?

7. Teacher asks students to start practicing in the groups and monitor them. When Ss finished completing the plan, invite 2 or 3 Ss to tell about
the completed plan in front of the class.

8. Evaluate students’ performance and language mistake.

<table>
<thead>
<tr>
<th>12.3</th>
<th>12.3.1 Teacher asks students about the difficulties in learning this material.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.3.2 Teacher gives homework.</td>
</tr>
<tr>
<td></td>
<td>12.3.3 Teacher and students pray together to end the lesson.</td>
</tr>
<tr>
<td></td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

12. Scoring System

a. Process

It is done while the learning and teaching is carried out.

b. Result

It is taken from the score of the exercise, hand out and homework.
Task sheet “plans”.

1. Plan A

2. Plan B
3. Plan C

4. Plan D
5. Plan E
Appendixes

LESSON PLAN 3
(The Experimental Class through Group work Method)

1. Subject : English
2. Class : VI /B
3. Time : 2 x 40 minutes
4. Theme : Public Places
   Sub-theme : Direction
5. Objective :
   - After completing the lesson, students are able to know how to ask and give direction to go to the certain place.
   - Draw in the route on their maps based on the instruction given.
6. Teaching method : Group work
7. Language focus : Function: Asking and giving direction
   Grammar: Can, could, Prepositions of direction.
8. Vocabularies : Hotel, school, market, beach, airport, mosque, museum, bank, harbor, railway station, bus station, library, post office, cinema, hospital, take the first turning, take the second left, go along, go straight.
9. Technique : Pictures Game
12. Learning scenario (used only for one meeting)

<table>
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<tr>
<th>No</th>
<th>Activities</th>
<th>Times</th>
</tr>
</thead>
<tbody>
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<td>12.1</td>
<td>Presentation</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>12.1.1. socializing</td>
<td>Teacher asks about students’ condition (meet and greet).</td>
</tr>
<tr>
<td></td>
<td>12.1.2. Lead in</td>
<td>Teacher asks about the previous material or asks about their daily life situation related to theme which is going to be discussed.</td>
</tr>
<tr>
<td></td>
<td>12.1.3 Stating the objective of the lesson</td>
<td>Teacher gives information about the theme which is going to be discussed and the objective of learning it.</td>
</tr>
<tr>
<td>12.2</td>
<td>Process</td>
<td>60 Minutes</td>
</tr>
<tr>
<td></td>
<td>11.2.1 Teacher gives new and necessary vocabularies related to theme which is being discussed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.2.2 Practicing group work: Steps for conducting group work method:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Teacher divides the class into groups with the same number of Ss in each group. (For groups of three, use only map A, B, C and so on) if there are 35 students in the class form groups which consist of five students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher explains the objective of the activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teacher gives Ss the maps and tells the Ss that a mutual friends of theirs is arriving at the station</td>
<td></td>
</tr>
</tbody>
</table>
and visiting each of their houses in turn. Their job is to give directions for each stage of the journey. Ss A should start, following the instruction on the map, should give directions from the station to the house on the map, then Ss B should give directions from A’s house to B’s house and soon until the Ss have completed route marked in on their maps. Finally, ask the Ss to write down the directions from the last house back to the station.

4. Teacher gives model on how Ss work:

Ss A: After you go from the station, turn left, go straight and turn left again. My house is on the left side of the road.

Ss B: From A’s house, you can turn right and go straight, until you find the next turn, my house is in the corner of the intersection.

5. Teacher asks students to start practicing in the groups and monitor them. When Ss finished completing the plan, invite 2 or 3 Ss to tell about the completed plan in front of the class.

6. Teacher evaluates the Ss performance and language mistake.

| 11.3 | 12. 3.1 Teacher asks students about the difficulties in learning this material. | 10 minutes |
| 12 .3.2 Teacher gives homework. |
| 12.3.3. Teacher and students pray together to end the lesson. |
3.

Tell the others how to get to your house from B’s house.

4.

Tell the others how to get to your house from C’s house.
Tell the others how to get to your house from D's house.
APENDIX

Pre test and Post test Material for the Controlled and Experimental Group.

Sekolah Dasar Negeri 01 Wiradadi

Desa Wiradadi, Kecamatan Sokaraja, Kabupaten Banyumas Jawa Tengah

Class/ Semester : 6 / II Date : June, 25th 2008
Time : 60 minutes Theme : Public Places

Choose the right answer!

Bayu and Ari meet at the bend in the street.

Bayu : “I want to save my money. But I don’t know where the bank is. Would you tell me the way to the bank?”

Ari : “Of course. The bank is near the post office. Go along until you find T-Junction. The bank is exactly on the left side of T-Junction, On Pandawa Street”.

Bayu : “Thank you. By the way, where will you go Ari?”

Ari : “I want to send the letter. We are going to the same way. Let’s walk together”.

Answer the question no.1-3 based on the text!

1. Where is the post office? The post office is... the bank.
   a. In front of c. Behind
   b. Near d. Beside

2. Where is the bank? The bank is...
   a. On the left side of T-Junction
   b. On the right side of Pandawa street
   c. At the bend
   d. In the street

3. The bank is... Pandawa Street
   a. At c. Across
   b. On d. In...
5. A: Where is the book shop? 
B: It is........the cinema.

   ![Map]  
   Bookshop  Cinema

a. Behind  b. Opposite  c. Next to  d. Across from

6. The bakery is......to the market.

   ![Map]  
   Bakery  Market


7. The zoo is......the library and the swimming pool.

   ![Map]  
   Zoo  Library  Swimming pool


8. The hospital is......the art gallery.

   ![Map]  
   Hospital  Art gallery

a. Between  b. Opposite  c. On  d. In

9. A: Where is the train station? 
B: It is........the library.

   ![Map]  
   Library  Railway station

a. Next to  b. Between  c. Opposite  d. In front of

10. The shopping mall is......Soedirman Street.

   ![Map]  
   Shopping mall  Soedirman street

a. On  b. In  c. Next to  d. At

Look at this map to answer question no. 11-15!

11. The restaurant is...the café.

   ![Map]  
   Restaurant  Café


12. The warrel is....the bookstore and the restaurant.

   ![Map]  
   Warrel  Bookstore  Restaurant


13. The bank is on Riau Street. It is....the apartment.

   ![Map]  
   Bank  Apartment


14. The hospital is.......the art gallery.

   ![Map]  
   Hospital  Art gallery

a. Between  b. Opposite  c. On  d. In

16. Go........the street.

   ![Map]  
   Street

17. Cika: Excuse me, where is the shoe shop, please?
Aji: It is upstairs on the third floor, the supermarket.
  a. Under  c. In front of
  b. Between  d. Next to
18. Where is the Expo Centre? It is........ The Burger Corner.
  a. Beside  c. Under
  b. Across from  d. At
19. Where is the Deli Cafe? It is...... the Toy shop.
  a. Above  c. Near
  b. In  d. On
20. Where is the Bakery? It is...... the ABC book shop and the toilet.
  a. Across from  c. Between
  b. Next to  d. In front of
21. Where is the sport shop? It is........ the toy shop.
  a. In front of  c. Across from
  b. Opposite to  d. On the right side of
22. Where is the game centre? It is........ the deli cafe.
  a. In front of  c. Across from
  b. Opposite to  d. On the right side of
23. Go up Main Street. Then take the first right. It’s next to F. Where am I?
  a. B  c. D
  b. C  d. E
24. Go up Main Street. Then take the second left. It is...... J. I am in C.
  a. Opposite  c. Next to
  b. Beside  d. Under
25. Go up Main Street. Then take the third right. It is .... N. I am in P.
   a. Behind    c. In
   b. Across from    d. Beside

26. Go up Main Street. Then take the third left. It is ...... M. I am in N.
   a. Behind
   c. Opposite
   d. On the right side of
   e. On the left side of

27. Where is the library? It is ........
   a. On Merdeka Street
   b. On Perjuangan Street
   c. On Pahlawan Street
   d. On Proklamasi Street

28. The school mosque is ...... the library
   a. Opposite
   c. Next to
   b. Between
   d. Across from

Dialogue 1

Deni : Hi, In
Indra : hi, Den
Deni : I need your help.
Indra : What can I do for you?
Deni : I want to borrow books. I don’t know the way to the library. Can you show me, please?
Indra : Sure, listen, the library is on Pahlawan Street. It is next to the school mosque.
Deni : Thank you
Indra : You are welcome.

Dialogue 2

Tourist : Excuse me, young lady.
Maria : Oh yes, what can I do for you?
Tourist : I want to know about Indonesian history. Can you show me the way to the museum?
Maria : Yes, go along this way. Then turn right and cross the road. The building is between the school and the bookstore. It is on Gajah Mada Street.
Tourist : Thank you very much, young lad.
Maria : You are welcome.

29. Where is the museum? It is .......
   a. Between the school and the bookstore
   b. On the right side of the building
   c. On Sunan Gunung Jati Street
   d. On the left side of the building

30. The museum is ...... Gajah Mada street.
   a. In
   c. Near
   b. At
   d. On
31. The children are..... the classroom. They are studying.
   a. Under c. On
   b. At d. In

Look at this map. Then answer question no. 32 – 34.

32. The apartment is on pahlawan Street. It is..... the art gallery.
   a. Under c. Across from
   b. Beside d. Near

33. The museum is on Pajajaran Street. It is..... the bookstore and my school.
   a. In c. Between
   b. Next to d. On the right side

34. The car service station is..... the course centre.
   a. On c. Across from
   b. Near d. In

Choose the suitable answers in the book!

Tom : Excuse me!
Jerry : Can you tell me the way to go to the church. Please.
Tom : Of course, go (35)________ and then turn right! (ke hawah)
Jerry : Is it (36)________ the hospital? (Di belakang)
Tom : Yes it is
Jerry : Where is your house Tom?
Tom : My house is (37)________ Merdeka Street. (di)
Jerry : Is it (38)________ the church? (di samping)
Jerry : No, it is not. My house is (39)________. The crossroad. (di pojok kiri)
Tom : Is it near the market?
Jerry : No, my house is (40)________ the cinema. (di depan)

***GOOD LUCK***
Assalamu’alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Layli Subarkati
NIM : 203014001571
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Judul Skripsi : Teaching Prepositions Through Group Work Method (An Experimental Study In SDN 01 Wiradadi Desa Wiradadi, Kecamatan Sokaraja, Kabupaten Banyumas)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Tembusan:
1. Dekan FITK
2. Mahasiswa yang bersangkutan
DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF Hidayatullah Jakarta
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Ir. H. Juanda Nomor 95, Ciputat 15412, Indonesia
Telp. : (62-21) 7443328, 7401925, Fax. (62-21) 7443328
Email : uinjkt@eubi.net.id

Jakarta, 22 Agustus 2007

Nomor : ET/TL.02.2/VIII/2007
Lamp : Instrument Riset
Hal : Riset / Wawancara

Kepada Yth:
Kepala SD Negeri 01
Wirodadi Jateng

Assalamu’alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,
Nama : Layli Subarkati
NIM : 203014001571
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Judul Skripsi : Teaching Prepositions Through Group Work Method (An Experimental Study in SDN 01 Wiradadi Desa Wiradadi, Kecamatan Sokaraja, Kabupaten Banyumas)

Adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan

An. Dekan
Ketua Tata Usaha

NIP. 150 236 356

[Signature]
SURAT KETERANGAN
NO.246/27.9/2008

Yang bertanda tangan di bawah ini, Kepala Sekolah Dasar Negeri 01 Wiradadi Unit Pendidikan Sokaraja, menerangkan bahwa:

Nama : Layli Subarkati
Tempat/Tanggal Lahir : Cilacap, 15 Agustus 1984
Nomor Pokok : 203014001571
Program Pendidikan : S1
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : pendidikan Bahasa Inggris
Alamat : Karangsoka Rt.05 Rw.01 No.20 Kec.Dukuh Waluh Purwokerto 53182

Benar bahwa nama tersebut adalah mahasiswa Universitas Islam Negeri Syarif Hidayatullah dan telah melakukan penelitian di sekolah kami pada bulan Mei - June 2008 dalam rangka penulisan skripsi yang berjudul “Teaching Prepositions Through Group Work”

Demikian surat keterangan ini saya buat agar yang berkepentingan mengetahui dan dapat dipergunakan sebagaimana mestinya.

Purwokerto, 1 Juli 2008

Kepala SDN Wiradadi

[Signature]

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# Pendaftaran Peserta Wisuda

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Jakarta, ..................................  
Calon Wisudawan/Wati  
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Layli Subarkati
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- Jl. M. H. Juanda No 95 Ciputat 15412
- Indonesia

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2. Form ini sebagai persyaratan pengambilan ijazah

Jakarta, ........................................

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u.b. Kasubbag. Akd. & Kemahasiswaan,

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UIN JAKARTA
FITK
Jl. Ir. H. Juanda No 95 Ciputat 15412 Indonesia

DAFTAR PERIKSA PERSYARATAN UJIAN SKRIPSI

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1. Form pendaftaran yang telah diisi
2. Bukti pendaftaran ujian skripsi dari Bagian Akademik Universitas
3. Transkrip nilai asli
4. Surat pernyataan dari Jurusan
5. Surat pernyataan karya sendiri
6. Lembar pengesahan skripsi dari pembimbing
7. Copy sertifikat Praktikum Ibadah, Qiraat, PPKT dan Komputer
8. Copy sertifikat TOEFL (PBI) atau TOAFL (PBA)
9. Copy tanda lulus ujian komprehensif
10. Bukti pembayaran pelaksanaan ujian skripsi dari fakultas
11. Bukti bebas biaya perkuliahan
   b. Buku Konsultasi Bimbingan Skripsi (warna kuning)
13. 1 (satu) buah map folio

Catatan:
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Jakarta, 02 Januari 2009
Petugas yang menerima,

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**Rangking:**
- 80 - 100
- 68 - 79
- 56 - 67
- Tidak Lulus

Jatuh di Batas Pendidikan Bahasa Teoritis

Jakarta, 23 Januari 2009

A.H. Rektor
Ket.Biro AAK
Kep.Akad.

S.d. Marzuki Mahmud, R