TEACHING PREPOSITION OF PLACE THROUGH CONTEXTUAL TEACHING AND LEARNING

(An Experimental Study at the Fifth Grade of SDN Pondok Cabe Ilir III
Pondok Cabe, Tangerang Selatan)

A “Skripsi”

Submitted to the faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment of the Requirements for the Degree of Strata 1 (S1)

By:

NURAENI KOMARIAH
NIM : 104014000307

DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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THROUGH TOTAL PHYSICAL RESPONSE

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Pondok Cabe Tangerang Selatan

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2011
ENDORSEMENT SHEET BY THE EXAMINATION COMMITTEE

The examination committee of the faculty of Tarbiya and Teachers Training certifies that the “skripsi” (Scientific Paper) entitled “Teaching Preposition of Place through Contextual Teaching Learning”, written by Nuraeni Komariah, student’s registration number: 104014000307, was examined by the committee on 19th of August 2011, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of “S.Pd.” (Bachelor of Arts) in English Language Education at the Department of English Education.

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EXAMINATION COMMITTEE

CHAIRMAN : Drs. Syauki, M.Pd
NIP. 19641212 199103 1 002

SECRETARY : Neneng Sunengsih, S.Pd
NIP. 19730625 199903 2 001

EXAMINERS
1. Dr. M. Farkhan, M.Pd
NIP. 19650919 200003 1 002
2. Drs. Zaenal Arifin Toy, M.Sc
NIP. 150 031 215

Acknowledged by:
Dean of Tarbiya and Teachers Training Faculty

Nurlena Rifa’I, MA, Ph.D.
NIP. 19591020 198603 2 001
Saya yang bertanda tangan di bawah ini,

Nama: Nuraeni Komarrah
Tempat/Tgl. Lahir: Jakarta 11 Maret 1983
NIM: 104014000307
Jurusan/Prodi: Pendidikan Bahasa Inggris
Judul Skripsi: Teaching Preposition of Race through Contextual Teaching and Learning

Dosen Pembimbing: 1. Drs. H. Bohrul Hasibuan, M.Ed
2. ..........................................

dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Jakarta,
Ma

NIM: 104014000307
ABSTRACT

NURAENI, KOMARIAH, 2011, *Teaching Preposition of Place through Total Physical Response At the fifth grade students of SD Pondok Cabe Ilir III*, Skripsi, English Department, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hiyadatullah State Islamic University Jakarta.

Advisor: Drs Bahrul Hasibuan M.Ed.

Key Words: Preposition of Place, Contextual Teaching and Learning and Grammar Translation Method

The purpose of the research is to gain information about teaching Preposition of Place through Total Physical Response at the fifth grade students of SDN Pondok Cabe Ilir III, Tangerang Selatan. Sample of this research is 25 students in the control class and 25 students in the experiment class. This research is using experiment method in the quantitative form by collecting data from Pre-Test and Post-Test. The data collected in this research analyzed by using t-test. According to result of statistical calculation, it is obtained the value of (to) (t observation) is 3.49 and the value of (tt) (t table) from the df (48) on degree of significance of 5% is 2.01. it means that the value of the (to) is higher than the value of (tt0. based on the result, the null hypothesis (Ho) which says there is no significance influence in teaching Preposition of Place through total Physical Response is rejected. It means that the alternative hypothesis (Ha) which says that there is significance influence in teaching Preposition of Place through Total Physical Response is accepted. Based on the finding of the study it can be concluded that teaching Preposition of Place through Total Physical Response is quite success and can run well in the class situation. It also can give students opportunities to be active in the teaching learning process.
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All praise be to Allah, the lord of the worlds, a word gratefulness that should come out from the writer to Allah for His Mercy and guidance. Without His blessing, the writing of this skripsi could never been finished. Peace and blessing be upon Muhammad SAW, his descendants, his companion and his followers.

This skripsi is written to fulfill one of the requirements for the degree of Strata I (SI) in English Language Education of the Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic Univerasity.

The writer would like to say her great honor and deepest gratitude to her beloved parents Samsudin and Dede Rokayah, for their irreplaceable encouragement and patient to motivate the writer to finish her study, thanks for the guidance and support in her various endeavors, and especially to her beloved husband and son, Wahyudi Wiguna and Mahesa Al-Baihaqi, who always give support and moral encouragement in finishing her study.

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Finally, the writer realizes that this skripsi is far from perfect. Therefore, it is really a pleasure for her to receive criticism to accomplish it and she hopes that this work would be beneficial, particularly for her and for those who are interested in. The writer welcomes suggestion and comment from the readers for the improvement of this skripsi.

July 25, 2011

The writer
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CHAPTER I
INTRODUCTION

This chapter present and discuss the background of study, the scope and limitation of the study, the formulation of the problem, the objective of the study, the thinking framework, and the significance of the study.

A. The Background of the study

Language is an important means in human communication. As in *Oxford Advanced Learner’s Dictionary*, language is the system of sounds and words uses by human to express their thought and feeling. Through language we can communicate, express our feeling, emotion and idea.

English as an International language has an important role in the world life. Not only used as a means of communication among people from another country, it is also found in the people’s life, either in written form; such as newspaper, magazine, book or journals, or spoken form; such as television and radio. English is used in many sector of life, such as trading, bilateral relationship, politics, science, technology and many others. People need to understand and master English in order to gain broader knowledge, information and technology.

In Indonesia as the part of the world, English is taught from primary school to university. It based on the Ministry of National Educational decree No: 372/2003 dated December 12, 2003 stated that English becomes the first foreign language that need to be taught in Indonesia starting from primary school as a local content, in secondary school as a compulsory subject and in university as a complementary subject. All of these are intended to prepare Indonesian human resources in facing global challenge.

There are four language skills that have to be mastered by the students to learn English subject. The four language skills are: listening, speaking, reading and

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writing. Other elements of language such as structure, vocabulary, spelling and pronunciation are presented merely as additional items to support the language skills mentioned above.

Structure is one of the language elements to support the four language skills, so English teachers cannot ignore the teaching of English structure. Ignoring the four language skill can make the student difficult in learning English.

The teaching of structure has to be meaningful and easy to be understood, especially in teaching preposition. It is difficult to teach preposition precisely. Teacher must not only let the students learn to know it grammatically, but the students can also use it contextually. It needs more teachers’ creativities in delivering the material. These are expected to make the material is easy to understand by the students.

According to the writer’s experience in SDN Pondok Cabe Ilir III as the assistance of the English teacher, most of teachers used traditional method called Grammar Translation Method in teaching structure. Through Grammar Translation Method, teachers only translate the text, give the rule of the structure and then ask the students to do some exercises using instruction. These steps only give a little comprehension.

Based on the background above, the writer wants to propose a method that can improve the students’ ability to learn the target language. The proposed method is using Contextual Teaching Learning (CTL) in teaching preposition.

Contextual Teaching Learning method can give much comprehension to the student. Philosophy of CTL is rooted from John Dewey progressivism, the students will be learning if what they have learned related with what they have already know. So, teaching and learning process will be productive if the students are active in process of teaching and learning.

This process generates a positive attitude toward learning English. So, this method conducts of an effective way for teaching preposition.
B. The Scope and Limitation of the Study

This research focused on the fifth grade of SDN Pondok Cabe Ilir III Tangerang Selatan, 2nd semester of the 2010/2011 academic year. As there are so many prepositions, the writer is going to limit the problem of the study and focus on teaching preposition of place consisting of (on, in, beside and under) for the fifth grade students of SDN Pondok Cabe Ilir III, Tangerang Selatan.

C. The Formulation of the Problem

Based on the scope and limitation of the study, the writer concerning on using Contextual Teaching Learning method in teaching preposition of place at SDN Pondok Cabe Ilir III Tangerang Selatan. The question of the study is: “Is there any difference of student’s achievement in teaching preposition of place between Contextual Teaching Learning Method and Grammar Translation Method”.

D. The statement of Problem

Based on the background of the study above, there are many problems that can be identified in this research, such as: (1) the students’ difficulty in understanding preposition (2) boring class activity (3) monotonous teaching technique.

E. The Objective of the Study

According to statement of formulation of the problem stated above, the objective of this study is to find empirical evidence whether or not there is difference between using Contextual Teaching Learning Method and Grammar Translation Method

F. The Thinking Framework

As one of various grammatical structures, preposition of place should be taught and practiced as a means of communication. To realize this goal, learning process of preposition of place should be appeared in a context of student’s real life.
Along with the foregoing discussion, Contextual Teaching and Learning, as the name of it, will emphasis on the attachment of context in teaching learning activity. It is intended to help students relate the content they are learning to the life context in which the content could be used.

Accordingly, the writer regards the CTL as an approach of teaching and learning process in teaching preposition of place because it may help students to understand the concept of preposition of place meaningfully.

G. The Significance of the Study

The findings (result) of the study are expected to provide useful information about the affect of Contextual Teaching Learning method in students` preposition of place mastery at SDN Pondok Cabe Ilir III Tangerang Selatan. It is expected that these findings can contribute to four groups of people; they are the school principal, the teacher, the student, and further more researcher.

The findings of this research is expected to be useful input for the school principal related to the English teaching learning process in the classroom. For the teacher, the findings of this research are expected to be able to enrich the teachers` knowledge in terms of teaching English. As the center of teaching learning activity, student can encourage themselves in mastery preposition of place, so that they can use it in their communication.

Finally, these findings will deliver useful information or it can be used as basic information and reference for further researchers who are interested in conducting similar studies.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter the writer tries to give clear description of theoretical framework which covers the general concept of preposition of place, the Contextual Teaching Learning, the Grammar Translation Method, and the implementation of teaching preposition of place using Contextual Teaching Learning and Grammar Translation Method.

A. Preposition
1. The Understanding of Preposition

John E. Warriner says “The preposition is a useful little word”\(^1\). Meanwhile A S Hornby says “Preposition is a word or group of word such as in, from, to, out, of, on behalf of”\(^2\). Although preposition is only a little word or a group of word, preposition has important role in a sentence. With preposition we can see the link between other words in the sentence. For the example, the words “He lives” with the word “Jakarta” will have a meaning if it link with “in”. Look at the sentence “He lives in Jakarta” has a meaning the place that he lives is Jakarta. In the other word the main role of the preposition is to indicate the relationship between words in a sentence. It made us easier to understand the meaning of the sentence.

Preposition always goes with a noun or pronoun which is called the objective of the preposition. And the position of preposition is always before the object of preposition (noun or pronoun). As A S Hornby says “Preposition is a word or a group of words such as in, from, to, out, of, on behalf of, used before a noun or pronoun to show place, position, time or method”\(^3\), and Allen

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\(^3\) A S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*,......p.996
says “Prepositions usually comes before the word they control”\(^4\). The word they control means the object of the preposition, which is controlled by the preposition. For example “Put the dishes on the table”, the word on is controlling the words the table. The word on called preposition and the words the table called the object of the preposition. It is shows the function of the preposition that shows the place where is the dishes. It will be different when the word on change by the word among, between, or behind.

The combination of preposition and the object of preposition called a prepositional phrase. It means that preposition never stands alone, and preposition only has a meaning when it combined. For example, in the sentence “The cat sleeps on the sofa”, the word “on” is a preposition, introducing the prepositional phrase “on the sofa”.

According to Marcella Frank, preposition differ from other part of speech in that each is composed of a small class of words that have no formal characteristic endings and each signal syntactic structures that function as one of the other parts of speech\(^5\). This statement makes a sense why learning preposition is not easy for a beginner learner.

The writer summarized that preposition connect one part of speech with another. Preposition always followed by noun or pronoun which is called the object of preposition. The preposition is always before the noun or pronoun. When the preposition combines with noun or pronoun, the combination called a prepositional phrase. A preposition is used in a prepositional phrase to indicate place, position, time, or method.

2. The Types of Preposition

There are many kind of preposition. According to Marcella Frank there are types of preposition as follows:

a. Physical Relationship

Time: on, at, in, since, by, from-to, for, until, during, in or within, before, after.

  e.g.: I saw him on Saturday.
  I saw him at noon.

Place: in or inside, on, at, over, above, under, underneath, beneath, below, near, next to, alongside, beside, between, opposite.

  e.g.: Hang your cloth in the closet.
  A subway runs under this street.

Direction: to-from, toward, away from, in (to)-out of, up-down, around, through, past (or by), as far as (up to).

  e.g.: He walks to school from his home.
  The pilgrims headed toward(s) Mecca.

b. Other Semantic Relationship

Cause or reason: because of, for the sake, an account of

  e.g.: Because of his selfishness he has very few friends.

Concession: in spite of, despite (formal), notwithstanding (formal), regardless of, irregardless

Condition: in case, in (the) event of

  e.g.: Hellen Keller succeeded in life in spite of her physical handicaps.

Purpose: for, for the purpose of

  e.g.: She went to the grocery store for milk.

Accompaniment: with, along with, together with

  e.g.: He went (together, along) with his wife to do the shopping.
<table>
<thead>
<tr>
<th>Type</th>
<th>Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>as well as</td>
<td>John, as well as his wife Mary, has often expressed a desire to live in Europe.</td>
</tr>
<tr>
<td>Comparison</td>
<td>like, as</td>
<td>He is living like a millionaire.</td>
</tr>
<tr>
<td>Degree</td>
<td>according to</td>
<td>from each according to his abilities, to each according to his needs.</td>
</tr>
<tr>
<td>Instrument</td>
<td>with</td>
<td>He cut the meat with a sharp knife.</td>
</tr>
<tr>
<td>Means</td>
<td>with, by</td>
<td>You can get there by subway (or bus, train, plane)</td>
</tr>
<tr>
<td>Manner</td>
<td>with</td>
<td>He always does his work with great care (=carefully or in a careful manner).</td>
</tr>
<tr>
<td>In the capacity of</td>
<td>as</td>
<td>As a man of science he was admirable; as a husband he was less so.</td>
</tr>
<tr>
<td>Material</td>
<td>of, out of, from</td>
<td>This table is made of (or out of) mahogany.</td>
</tr>
<tr>
<td>Source</td>
<td>from</td>
<td>We got honey from bees.</td>
</tr>
<tr>
<td>Separation</td>
<td>from, with</td>
<td>Two inmates escaped from prison last night.</td>
</tr>
<tr>
<td>Possession or origin</td>
<td>of</td>
<td>The father of the bride was very nervous at the wedding.</td>
</tr>
<tr>
<td>Partition</td>
<td>of</td>
<td>Some of the guests stayed for dinner; the rest of the guests went home.</td>
</tr>
</tbody>
</table>
3. **The Form of Preposition**

Preposition may take the form of:

**a. Simple Prepositions**

1. *monosyllabic preposition*

   as, at, but, by, down, for, from, in, like, near (to), of, off, on, out, past, per, pro, qua, re, round, sans, since, than, through, till, to, up, via, with.

2. *Polysyllabic preposition*

   About, above, across, after, against, along, amid, among, anti, around, atop, before, behind, below, beneath, beside, besides, between, beyond, circa, despite, during, except, inside, into, notwithstanding, onto, opposite,

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outside, over, pace, pending, throughout, toward(s), under, underneath, unlike, upon, versus, vis-à-vis, within, without⁷.

b. Complex Prepositions

1. **Two-word preposition** generally end in common simple preposition.
   - As : such as
   - For : as for, but for, except for, save for
   - From : apart from, aside from, away from
   - Of : a head of, because of, devoid of, inside of, instead of, irrespective of, regardless of, upwards of, void of
   - On : defending on
   - To : according to, as to, close to, contrary to, due to, next to, on to, opposite to, owing to, preliminary to, preparatory to, previous to, prior to, relative to, subsequent to, thanks to, up to
   - With : along with, together with

2. **Three-words prepositions**, most commonly consist of a simple present + noun + another simple preposition
   - As : as far as, as well as
   - For : in exchange for, in return of
   - From : a distinct fro
   - Of : by means of, by virtue of, by way of, for lack of, for want of, in aid of, in back of, in case of, in charge of, in consequence of, in favour of, in front of, in lieu of, in light of, in need of, in place of, in respect of, in search of, in spite of, in terms of, in view of, on account of, on behalf of, on grounds of, on top of
   - To : as opposed to, by reference to, in addition to, in contrast to, in reference to, in regard to, in relation to, with regard to, with reference to, with respect to

With  : at variance with, in accordance with, in comparison with, in compliance with, in conformity with, in contact with, in line with

3. There are also **Four-words prepositions**. These are similar to three-words preposition, except that they include the definite article or the indefinite article and usually end in of:

   *as a result of, at the expense of, for the sake of, in the case of, in the event of, in the light of, -on the ground(s) of, on the part of, with the exception of*

   Other sequences, such as: *at the back of and in the middle of*, can be considered free combinations. The distinction between complex preposition and free combinations is a matter of degree. At one extreme, many complex prepositions have close parallels in form and/or meaning with simple prepositions. Compare:

   As well as  v besides  on the top of  v over
   By means of  v with  opposite to  v opposite
   In addition to  v beside  prior to  v before
   In front of  v before  subsequent of  v after
   In spite of  v before  despite of  v with regard to  v regarding
   On to, up to  v into

4. **The Function of Preposition**

   The preposition has the function of connecting a noun or pronoun to another word, usually a noun, verb or adjective. In this paper, the writer only discuss about functions of prepositions of place. Preposition of place are divided into four:

   a. **The point itself**

   In or inside  : Hang your coat **in** the closet. (**in** gives the area of something enclosed-a container, a drawer, a room, a building, the world)

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There was no one inside the house. (inside emphasize the containment)

On : Put the dishes on the table. (on indicates the surface of something—a floor, a wall, a ceiling, a desk, a street)

On top of—He’s standing on top of the desk. (on top of emphasizes the uppermost horizontal surface. It is used with an object that has some height)

At : He’s at school (at church, at the store). (at refers to a general vicinity. Mere presence at a place is indicated)

At is also used for addresses with street numbers—He lives at 200 Park Avenue (but he lives on Park Avenue)

b. Higher or lower than a point

Higher

Over : The plane flew over the mountains. (over is felt to be generally higher than a point)

Above : He lives on the floor above us. (above is felt to be directly higher than a point)

This distinction between over and above is not always carefully observed.

Lower

Under : A subway runs under this street. (under is felt to be generally lower than a point)

Underneath : He swept the dirt underneath the rug. (underneath express the idea of close under, especially so as to be hidden)

Beneath : Beneath a tree lay a dog fast asleep. (beneath express the idea of directly under, with some space between)

Below : He live on the floor below us. (below is felt to be directly lower than appoint)
c. Neighboring the point

Near : He lives near the university. (near has the most general meaning of neighboring a point). By is synonym for near. Close to mean very near.

Alongside : The tug pulled up alongside the tanker. (adjoining person or things considered as line up, or side by side)

Beside : He sat beside his two sons. (on each side of person or thing has two side) if more than two person or things are positioned around a point, among is used-He sat among all his grandchildren.

Opposite : The museum is just opposite the post office. (directly facing someone or something else) 9

B. Contextual Teaching and Learning
1. The Understanding of CTL

According to Elaine B. Johnson in his book Contextual Teaching and Learning; what is it and why is it here? said that: “The CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances” 10. In this understanding, by using CTL system, a teacher should be able to help his or her students connect the subject material with the context of their daily lives. It means the subject materials should go along with daily needs.

On the other hand, The Washington State Consortium for Contextual Teaching and Learning gives the definition: “Contextual teaching is teaching that enables students to reinforce, expand, and apply their academic

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9 Marcella Frank, Modern English: a practical reference guide,.......p.165-166
knowledge and skills in a variety of in school and out-of-school setting in order to solve simulated or real world problems”\textsuperscript{11}. From this definition the writer can see that CTL ask a teacher to use their knowledge and skills whether in-school or out-school setting. Besides, a teacher should be able to simulate his or her lessons on the real world situation. So, students can apply and experience what is being taught in the real conditions.

The definition above goes along with TEACHNET (Center on Education and Work at the University of Wisconsin-Madison) which says an important definition about CTL as follows: "Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connection between knowledge and its applications to their real lives as family members, citizens and workers, and engage in the hard work that learning requires”\textsuperscript{12}. Based on this definition, CTL can help the teacher relate his or her subject to real world situation. On the other hand, CTL also can motivate students to make connection between the material that is being learned and their prior knowledge.

From these definition above, the writer resume that Contextual Teaching and Learning is a learning strategy that makes students construct the material or the lesson into their own real life situations and apply the knowledge and skills both in-school or out-school in order to be able solve problems in their circumstances. By this strategy, students are motivated to make relationship between knowledge and its application in real life situations as a member of family or citizens.

\textsuperscript{12}TEACHNET, dalam Pembelajaran Kontekstual, oleh Nurhadi dkk. p.12
2. The Design of CTL

a. The goal of Contextual Teaching Learning

Every concept has a purpose to achieve in the end of implementation of that concept. CTL has many purposes in the teaching learning process. The central goal of contextual teaching and learning is properly to help students attach meaning to academic lessons\(^{13}\), it is the main point of CTL concept. By connecting the knowledge in real life situation, students should be able to apply their knowledge in real life situation and in the final contextual teaching and learning enables students to connect the content of academic subject with the immediate context of their daily life to discover meaning\(^{14}\).

b. The teacher’s role

For the CTL approaches to be most effective in students learning, teacher must plan, implement, reflect upon, and receive lessons. Such plans are based on CTL principle and approaches that require teacher to serve in the following roles: facilitator, organizer the teaching/learning/assessment process, role model, learning mentor, content specialist, and knowledge dispenser\(^{15}\).

Therefore, there are some activities that should be done by the teacher:
1) Discuss a concept and basic competency that will be learnt by the students.
2) Understand the background and experience of the students
3) Make a lesson plan which is related to concept, competency, and context application.
4) Apply the lesson plan.

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\(^{14}\)Elaine B. Johnson, *Contextual Teaching and Learning: What it is and way it is here to stay*, ........p.24

5) Assess the students’ comprehension.
6) Reflect and revise lesson plan\textsuperscript{16}.

c. The student’s role

In CTL, the learners’ role is central and active. It is a learner-dominated method. Learners make a lesson plan by themselves, do the activities, experience knowledge and information, apply a concept, cooperate with other learner and finally reflect their learning activities\textsuperscript{17}.

3. The Principles of CTL

For the instructional process to be considered to be contextual teaching and learning, teacher must address some factors when using CTL approaches. These principles are based on cognitive research that has provided a rich knowledge based on how people learn. They are:

a. Development appropriate

The relationship between curriculum content and methods used to teach students must be based on the particular levels of the students’ social, emotional, and intellectual development. The age of the students, individual characteristics, and social and cultural environment must be taken into consideration. What a high school senior is ready to learn and do, for instance, may be quite different than a high school sophomore.

b. Interdependent learning groups

Through small groups, students learn from each other and learn to work in a team, quality circles, and other forms of collaboration that are required of adults in workplace and in other contexts in which students will be expected to function. Students can learn from each other in a little group or

\textsuperscript{17}Robert G. Berns and Patricia M. Erickson. http://www.usc.edu/programs/cet/resources/learn/context.
learn in a bigger team. This ability is cooperation and the students are hoped to act actively.

c. Self-regulated learning

Students learn at different paces, not once, and learn in different ways, not one. They have different interest and distinctive talents. Because human being is unique, it seems strange that schools should have expected young people to learn with equal case from the same textbook or from one instructional method.

According to Johnson (2002) Self-regulated learning is a learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is design to connect academic knowledge with the context of students’ daily lives in ways that achieve a meaningful purpose. Self-regulated learning with its emphasis on action, gives the brain chances to experience the outside world in countless ways.

Students need to understand their strength and weaknesses, to set attainable goals and to develop strategies to achieve their goals. As they learn this skill, they gain self-confidence and competence. Teachers also create an environment in which students reflect on how they learn, how they approach schoolwork, how they could work in a harmony with others.

d. Diversity of students

Teacher must teach to wide range students. Considerations include students’ ethnic background, their socioeconomic status, their primary household language, and any disabilities they may have. They also plan and react to language so that students overcome language barriers to learning and expected to help the students to achieve their learning purpose.

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18 Elaine B. Johnson, *Contextual Teaching and Learning: What it is and way it is here to stay*, ........p.84
e. Multiple intelligences
When using a CTL approach, the ways particular students in the class best need to be considered. Teachers embed within the CTL approach strategies that make instruction effective for students varying intelligences.

f. Questioning techniques
Include the questioning techniques that enhance students learning and the development of problem solving and other higher order thinking skills. For CTL to achieve its goals, appropriate types and levels of questions must be asked. Question must be carefully planned to produce the intended level of thinking, response, and actions by the students in the CTL approaches.

g. Using authentic assessment
Assessment is the going process of gathering and analyzing evidence of what students can do. Authentic assessment is used to describe the multiple forms of assessment that reflect students learning achievement, motivation, and attitude on instructionally relevant classroom activities. Besides, authentic assessment evaluates a student’s application of knowledge and complex thinking, rather than rote recall of factual information. The interdisciplinary of CTL requires assessment that measure knowledge and skill in more than one discipline and in multiple ways

4. The Procedure of CTL
When the students process information in the classroom, they try to connect the knowledge they have outside the classroom. According to contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner words of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context—that is, in relation to the person’s current

environment—and that it does so by searching for relationship that make sense and appear useful\(^\text{20}\).

There are some strategies of Contextual Teaching and learning. They are:

a. Problem based

Problem based learning is a learning that uses the real problem as a simulation to make students use their critical thinking to solve their problem. Therefore the students get the knowledge and the way to solve their problems based on the real concept off subject they learn in the classroom.

b. Using multiple context

This strategy leads the students to see the knowledge they get in multiple context perspective. The reason is the knowledge can be physical and social context in everyday life. Therefore, the teacher has to make the students create knowledge and develop their experiences in multiple contexts.

c. Drawing upon student diversity

As a facilitator, the teacher in the CTL class has to see his/her students’ diversity. She/he has to recognize the background of students, especially their ethnic group social and economical status and their diversity of language. Therefore, the teacher can help them to achieve learning process. These differences can be the impetus for learning and can add complexity to the CTL experience. The teacher may use collaboration and group learning activities to make the students have self-awareness that they different each other but they can collaboration each other in the classroom.

d. Supporting self-regulated learning

The students do the significant in CTL class. It means they have the objective of study, therefore they aware how they process information from their teacher. They also use background knowledge in teaching

\(^{20}\text{What is Contextual Teaching and Learning? Taken from http://www.Texascollaborative.org/WhatIsCTL.htm}\)
learning activities. In the final, it hoped they can move from dependent to independent learning.

e. Using interdependent learning groups
In this activity, students cooperate each other to share the knowledge in order to achieve the learning goals. Learning groups or learning communities are established in workplaces and school in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in school, educators act as coaches, facilitator, and mentors.

f. Employing authentic assessment
Assessment of learning is the important thing to know the achievement of each student in the classroom. In CTL class, it has a meaningful ways to evaluate the learning process by employing the authentic assessment. It is used to monitor students` progress and inform teaching practice. Therefore, it not only gives the students grade based on the final test, but it given from many ways in the teaching and learning process.

5. The Advantages of CTL
a. Advantages
1) The students can remember the subject matter easily, because they don’t have to memorize the subject, but they know it by related the subject with their knowledge and their experience, and then connected it with their real world.

2) The students do not feel bored when they have to learn materials.

3) The students can expand and apply the knowledge and their academic skill of the norm, in school or in the society.

4) The students trained to relate what they got in the class with the real world in the circle of their life.

5) The students can solve the problem by themselves in any situation.

\textsuperscript{21}What is Contextual Teaching and Learning? Taken from www.cew.wisc.edu/teachnet/ctl
6) The students can be active in the teaching and learning process.
7) The students not only become a passive observer but become more active and more responsible to their learning.
8) The learning process becomes more enjoyable, because by using CTL it can create good atmosphere in the classroom.
9) Learning will be more meaningful because the students use their experience when learning the material.
10) Help the teacher to relate the material to the real situation and motivate the students apply their knowledge in their life.
11) Students learn from their friends through work in group or in pair, discussion, and correcting among others.
12) The result of learning is measured by many ways: working process, students’ creativity, performance, post-test, etc.

C. Grammar Translation Method
1. The Understanding of GTM

Jack says, “Grammar Translation Method is a foreign language teaching method derived from classical (sometimes called traditional) method which is originally used to teach Greek and Latin, this firstly known in the United States as the Prussian Method”\(^2\). In the beginning, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hope that, through the study of the grammar of the target language, student would become more familiar with grammar of their native language.

Furthermore Wilga states, “Grammar Translation Method requires students to translate accurately the whole texts word by word from students’ native language into target language or from target language to students’ native language., much stress in memorizing numerous grammatical rules and

\(^{22}\) Nurhadi dan Burhan Yasin. Pembelajaran Kontekstual (Contextual Teaching and Learning/CTL) Dan Penerapannya Dalam KBK……p.6

\(^{23}\) Jack C Richards and Theodore S Rodgers, Approaches and Methods in Language teaching: A Description and Analysis,……p.3
expectation as well as enormous vocabulary list, but little training in using the language actively to express one's own meaning, even in writing. In this method, while teaching the textbook the teacher translates every word, phrase or sentence from English into the mother tongue of learners. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of target language with the mother tongue gives an insight into the structure not only of the foreign language but also of the mother tongue.

The writer resumes that Grammar Translation Method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach literatures such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production. The method requires students to translate whole texts word for word and memorize numerous grammatical rules and expectations as well as enormous vocabulary list. The goal of this method is to be able to read and translate literary masterpieces and classics.

2. The Design of GTM

a. The goal of GTM

According to the teachers who use the Grammar Translation Method, a fundamental purpose of learning foreign language is to be able to read literature written in the target language. To do this, students need to learn about grammar rules and vocabulary of the target language. In addition, it

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is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.\(^{25}\)

b. The teacher’s role
The roles of teacher are very traditional. The teacher is the authority in the classroom; the students do as he says so they can learn what he knows. The teacher decides whether an answer is correct or not. If the answer is correct, the teacher select a different student to supply the correct answer or the teacher himself gives the correct answer.

c. The learner’s role
The student do as teacher says so they can learn what he knows. And most of the interaction in the classroom is from teacher to the students. There is little imitation and little student-student interaction.\(^{26}\)

3. The Principles of GTM
According to Diane Larsen the principles on which Grammar Translation Method is based are the following:

a. A fundamental purpose of learning a foreign language is to be able to reads its literature.

b. An important goal is for students to be able to translate each language into the other.

c. The ability to communicate in the target language is not a goal of foreign language instruction.

d. The primary skills to be developed are reading and writing.

e. The teacher is the authority in the classroom.

f. Learning is facilitated through attention to similarities between the target language and the native language.

g. It is important for student to learn about the form of the target language.

h. Language learning provides good mental exercise.\(^{27}\)

\(^{25}\) Diane Larsen-Freeman, *Techniques and principles in Language Teaching*, p.17

\(^{26}\) Diane Larsen-Freeman, *Techniques and principles in Language Teaching*, p.10-12
4. The Procedure of GTM

Some extend procedures is adapted from Diane Larsen-Freeman’s experience in observing an English class which made up of 42 Spanish students in a university in Columbia. As she observed, the students are in the middle of reading an excerpt entitled “The Boys’ Ambition” from Mark Twain’s, *life on the Mississippi*.

*Reading and Translating*

Each student is called on to read a few lines from passage. After they have finished reading, they are asked to translate into Spanish the few lines they have just read. The teacher helps them with new vocabulary items. When the students have finished reading and translating the passage, the teacher asks them in Spanish if they have no questions.

*Comprehension Question*

Since the students have no questions, the teacher asks them to write the answer to the comprehension questions which appear at the end of the excerpt. The questions are in English, and the students are instructed to write the answer to them in English as well.

*List New Vocabulary*

Announcing the next activity, the teacher asks the students to turn the page in their text. There is a list of words there. The introduction to the exercise tells the students that these are words taken from the passage they have just read. The students see the ‘ambition’, ‘career’, ‘wharf’, ‘tranquil’, ‘gorgeous’, ‘loathe’, ‘envy’, and ‘humbly’. They are told that some of these are review words and that others are new to them. The students are instructed to give the Spanish word for each of them.

*Grammar Rules*

The next section of the chapter deals with grammar. The students follow in their books as the teacher reads a description of two-word or phrase verbs. This is a review for them as they have encountered phrasal verb before.

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27 Diane Larsen-Freeman, *Techniques and principles in Language Teaching*, p.9-10
Nevertheless, there are some new two-word or phrase verb in the passage the student haven’t learn yet. The students are asked to translate them into Spanish, and then they are given the rule for use of direct object two-word.

5. **The Advantages and Disadvantages of GTM**

   a. **Advantages**
      
      1) The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meaning or words and phrase from one language to another.
      
      2) Teacher’s labor is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension question on the text taught in the mother tongue pupil will not have much difficulty in responding to questions on the text taught in the mother tongue.
      
      3) Students are not forced to use target language while the activity.
      
      4) The student false is limited because the activities are conducted by the teacher.

   b. **Disadvantages**
      
      1) It is unnatural method. The natural order of learning a language is listening, speaking, reading and writing.
      
      2) Speech is neglected. The grammar translation method lays emphasis on reading and writing.
      
      3) Exact translation is no possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible.
      
      4) it does not give pattern practice. A person can learn a language only when she internalize its pattern to the next extent that they from her habit\(^{28}\).

D. **The Teaching of Preposition**

1. The Teaching Preposition of Place through Contextual Teaching and Learning Method

In the teaching activity, the writer only teach preposition of place such as: *in* or *inside*, *on*, *at*, *over*, *above*, *under*, *underneath*, *beneath*, *below*, *near*, *next to*, *alongside*, *beside*, *between*, and *opposite*. Although the writer applied the method in Junior School, the writer limited the preposition only in for preposition of place, which is: *in*, *on*, *beside* and *under*.

At the beginning, before the English teacher starts her teaching, she was doing greeting her students. Besides greeting her students, she asks them to prepare themselves before they learning. She asks them to pray, after they pray they prepare their books. After that, she was reviewing the last materials that have been discussed previously that related with the theme.

Furthermore, the implementation of CTL in teaching preposition of place is divided into several steps. At the first, before presenting the material the teacher divided the students into several groups then she choose one student to perform some action which is related to the material of preposition of place such as; sitting on the chair, standing beside the table, and then asked the students “where is he sitting now?”, “where is he standing now?”. Beside that the teacher used some picture in the teaching material, and the answer was written on a piece of paper which is collected in the end of the lesson.

In the end of the lesson the teacher asked the students` understanding, she asked if they did not understand the material then, she resumed the material by showing the picture that have been discussed before. Then, she gave the students homework.

2. The Teaching Preposition of Place through Grammar Translation Method

The class began with reading a passage in their book. Each student called on to read a few lines from the passage. After reading it, the teacher asked the students to translate into Bahasa Indonesia the few lines that they have just read, the translation maybe in written, spoken or both. The teacher also helps
with some new vocabulary items. When the students have finished reading the passage, the teacher asks them in Bahasa Indonesia if they have any question about the passage.

Since the students have no questions anymore, the teacher asks the students in order to check their understanding, the students answer the question in the target language based on their understanding of the passage or it can be in the form of written comprehension exercise.

Because huge vocabulary list are required to memorize by the students, they are given one set of word and are asked to find antonyms in the reading passage. A similar exercise could be done by asking student to find synonym for a particular set of words. Students are also taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages.

Deductive application of rule is the main features of Grammar Translation Method. The explanation of grammar rules are presented followed by the examples. Once the students understand the rule, they are asked to apply it to some different examples.

The exercise which is given in Grammar Translation Method is more on writing skills, such as fill in the blanks, which is students are given a series of sentences with words missing, they fill in the blanks with new vocabulary items of a particular grammar type. Then in order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words. As the last exercise, the teacher often gives the students a topic to write about in the target language. The topic is based upon the vocabulary item or grammar rules found in the reading passage of the lesson.

From those models of teaching the Preposition of Place using Total Physical Response and Grammar Translation Method which has been described above, it is considered that one of those two teaching methods is better than another. Therefore, the writer is interest in holding an experiment using those two teaching methods to find the differences.
CHAPTER III
THE PROFILE OF SDN PONDOK CABE ILIR III
TANGERANG SELATAN

In this chapter, the writer just explained about the information which is relater with the paper. Here are the explanation about the English curriculum and syllabus, the English teaching book, and the method in teaching.

A. The Curriculum

The curriculum of SDN Pondok Cabe Ilir III based on “Kurikulum Tingkat Satuan Pendidikan” (KTSP). This curriculum is made based on pedagogical principles and the instruction of composing curriculum which is not separated from “Standar Isi” and based on situation, condition and environmental needs. The teacher must made syllabus and sets of teaching learning’s administration based on curriculum.

B. The English Teaching Book

The book which is used by the teacher at the fifth grade of SDN Pondok Cabe Ilir III is Rainbow (A fun way to study English), was published by Acarya media Utama and written by Edi Atmawinata. Beside the book, the teacher used another book related with the English material such as the book “Basic English” was published by Yudhistira and written by S.B. Sulaiman, dkk. LKS also is used to give the exercise for the students. The material in the teaching learning process is taught based on the curriculum which is directed to face the National Exam.

C. The English Teaching Methodology

As the writer had observed, the teaching method of English teacher in fifth year students of SDN Pondok Cabe Ilir III may be categorize into the Grammar Translation Method (GTM). It might be shown from several teaching techniques the teacher used that without involving the students. The
teacher dominates the class, and a lot of memorizing activities. He used the translation method, for instance he read the book and translates it then the students write the translation for the students to memorize it. This affected them bored and full of stress.
CHAPTER IV
THE IMPLEMENTATION OF THE RESEARCH

In this chapter the writer presents the description of the research method used in the study. It consist the methodology of the research, the objective of the research, the place and time the research, the population and sample, the instrument of research, the technique of data collecting, the technique of data analysis, the variables of research.

A. The Methodology of The Research
1. The Method of The Research
   This “Skripsi” discusses a set of experiment for teaching preposition of place using contextual teaching and learning. These activities involved two classes, namely controlled class and experiment class. The writer takes 25 students for each class.

2. The Objective of the Research
   The objective of the study is to know whether there is significant difference between using CTL (Contextual Teaching Learning) method with GTM (Grammar Translation Method) in teaching preposition of place, for fifth grade students of SDN Pondok Cabe Ilir III, Tanggerang selatan. In addition, the writer expects that this paper will be useful for herself and other people.

3. The Place and Time of the Research
   This study was conducted at fifth grade, SDN Pondok Cabe Ilir III, Jl. Talas II Pondok Cabe Tanggerang selatan, 2nd semester of the 2010-2011 academic years. The research was held over a period of time from March, 15th 2011 to May, 10th 2011.
4. **The Population and Sample**

The writer took the population of the study at fifth grade students of SDN Pondok cabe Ilir, Tanggerang Selatan, 2nd semester of the 2010-2011 academic years, which is divided into three classes, A, B, and C, with the total number student 105. Because the population of the students is homogenous, the sample of the research is two classes, class VA which is employed 34 students as the experiment class, and class VB which is employed 33 students as the control class. Sampling is done in cluster sampling to get representative data. Because of a few of the students were absent in the day which the Pre-Test was given and a few other students were absent in the day which the Post-Test was given, the writer only took 25 students from each class.

5. **The Instrument of Research**

The technique of data is carried out for getting the objective data of students’ achievement in teaching preposition of place through CTL and GTM. The writer applies two tests namely pre-test and post-test, both of the result used as data. The type of the test is written test.

There are 20 items divided by two categories: 15 multiple choices (the score is 1 for each item), 5 filling the blank spaces (the score is 3 for each item). To get the final score: $30 \times 10: 3 = 100$.

6. **The Technique of Data Collecting**

Data collecting is an important thing in this research that can be determined. The result of the research such as:

a. **Pre-Test**

The writer gives Pre-Test for the students in the first step of teaching because the writer wants to know the capacity of the students’ intelligent or they are different. It is also to know how far the student’s achievement in understanding the preposition of place before the writer gives the treatment. The writer made 15 items for multiple choice and 5 items for fill in blanks, so the whole of the questions are 20 items. The score of multiple choices is 1 for
each item, and the score of fill in the blanks is 3. To get the final score: 30 X 10: 3 = 100.

b. Post-test

The Post-Test is given to know the students understanding of the material about the preposition of place after the writer gives the explanation using CTL and GTM. Is there any significant different between CTL and GTM. Same as the Post-test, for the Pre-test the writer made 15 items for multiple choice and 5 items for fill in blanks, so the whole of the questions are 20 items. The score of multiple choices is 1 for each item, and the score of fill in the blanks is 3. To get the final score: 30 X 10: 3 = 100.

7. The Technique of Data Analysis

For the technique of data analysis, the writer uses the T-test formula using Pre-Test and Post-Test. T-test is used to find out the differences of the result or the score of students achievement in studying Preposition of Place by using CTL and GTM.

The writer analyzes the data by using T-test with the following formula:

\[
t_o = \frac{M_1 - M_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2}}} \left\{N_1 + N_2 - 2\right\} \left[N_1 \times N_2\right]
\]

The procedure of calculation as formula:

1) Determining mean variable X1 with formula:

\[
M_1 = \frac{\Sigma X_1}{N}
\]

2) Determining mean variable X2 with formula:

\[
M_2 = \frac{\Sigma X_2}{N}
\]

3) Determining deviation variable X1 with formula:

\[
x_1 = X_1 - M_1
\]

---

4) Determining deviation variable \(X_2\) with formula:

\[ x_2 = X_2 - M_2 \]

Where:
- \(M_1\) : Mean of Post-Test of the experimental class
- \(M_2\) : Mean of Post-Test of control class
- \(\Sigma X_1^2\) : Sum of square deviation score in the experiment class
- \(\Sigma X_2^2\) : sum of square deviation score in the control class
- \(N_1\) : Number of students of the experiment class
- \(N_2\) : number of students of the control class
- \(df\) : Degree of freedom \((N_1 + N_2 - 2)\)

8. The Variables of Research

1) The first variable \((X_1)\) is teaching preposition of place by using Contextual Teaching Learning.

2) The second variable \((X_2)\) is teaching preposition of place by using Grammar Translation Method.

B. The Finding of The Research

1. The Description of Data

To know the result of the experiment, the writer calculates the result of the Post-Test of both classes, where variable \(x_1\) is the result of the experiment class through teaching preposition of place by using CTL and variable \(x_2\) is the result of the controlled class through teaching preposition of place by using GTM.

Table 4.I

The Score of the Individual Students’ of the Experiment Class

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36</td>
<td>84</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>84</td>
<td>88</td>
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</tr>
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</tr>
<tr>
<td>7</td>
<td>36</td>
<td>76</td>
<td>40</td>
</tr>
</tbody>
</table>
From the data on the table above the writer resumed that the highest score of the Pre-Test is 86 and the lowest score is 20, so for the average of the Pre-Test is 47.84. For the Post-Test the writer resumed the higher score is 92 and the lowest score is 32, so for the average of the Post-Test is 69.84. Finally for the gained, the writer resumed that the highest gained is 50 and the lowest gained is 0, so the average of the gained is 22.

### Table 4.II

The Score of the Individual Students’ of the Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain</th>
</tr>
</thead>
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<td>78</td>
<td>88</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>24</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>36</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>72</td>
<td>72</td>
<td>0</td>
</tr>
</tbody>
</table>
From the data on the table above the writer resumed that the highest score of the Pre-Test is 86 and the lowest score is 20, so for the average of the Pre-Test is 47.52. For the Post-Test the writer resumed the higher score is 90 and the lowest score is 24, so for the average of the Post-Test is 57.12. Finally for the gained, the writer resumed that the highest gained is 28 and the lowest gained is 0, so the average of the gained is 9.6.

Table 4.III
The Comparison of Score Each Student of the Experiment Class and Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>x1</th>
<th>x2</th>
<th>X1</th>
<th>X2</th>
<th>X1²</th>
<th>X2²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>48</td>
<td>18</td>
<td>26</td>
<td>8.4</td>
<td>676</td>
<td>70.56</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>26</td>
<td>-18</td>
<td>16.4</td>
<td>324</td>
<td>268.96</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>4</td>
<td>10</td>
<td>-5.6</td>
<td>100</td>
<td>31.36</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>0</td>
<td>-6</td>
<td>-9.6</td>
<td>36</td>
<td>92.16</td>
</tr>
<tr>
<td>5</td>
<td>44</td>
<td>4</td>
<td>22</td>
<td>-5.6</td>
<td>484</td>
<td>31.36</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>12</td>
<td>-18</td>
<td>2.4</td>
<td>324</td>
<td>5.76</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
<td>8</td>
<td>18</td>
<td>-1.6</td>
<td>324</td>
<td>2.56</td>
</tr>
<tr>
<td>8</td>
<td>44</td>
<td>10</td>
<td>22</td>
<td>0.4</td>
<td>484</td>
<td>0.16</td>
</tr>
<tr>
<td>9</td>
<td>28</td>
<td>4</td>
<td>6</td>
<td>-5.6</td>
<td>36</td>
<td>31.36</td>
</tr>
<tr>
<td>10</td>
<td>28</td>
<td>16</td>
<td>6</td>
<td>6.4</td>
<td>36</td>
<td>40.96</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
<td>0</td>
<td>-6</td>
<td>-9.6</td>
<td>36</td>
<td>92.16</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>12</td>
<td>-22</td>
<td>2.4</td>
<td>484</td>
<td>5.76</td>
</tr>
<tr>
<td>13</td>
<td>36</td>
<td>4</td>
<td>14</td>
<td>-5.6</td>
<td>196</td>
<td>31.36</td>
</tr>
</tbody>
</table>
Based on the data presented in the table, it showed that the highest gained is 50 and the lowest gained is 0. Furthermore, after decided the calculation of the test both Pre-Test and Post-Test, the writer used T-test formula to find out the effectiveness of teaching preposition using CTL.

\[
\sum N = 25
\]

\[
\begin{array}{c|c|c|c|c|c|c|c}
14 & 8 & 0 & -14 & -9.6 & 196 & 92.16 \\
15 & 6 & 4 & -16 & -5.6 & 256 & 31.36 \\
16 & 50 & 8 & 28 & -1.6 & 784 & 2.56 \\
17 & 8 & 14 & -14 & 4.4 & 196 & 19.36 \\
18 & 4 & 12 & -18 & 2.4 & 324 & 5.76 \\
19 & 28 & 14 & 6 & 4.4 & 36 & 19.36 \\
20 & 0 & 4 & -22 & -5.6 & 484 & 31.36 \\
21 & 26 & 28 & 4 & 18.4 & 16 & 338.56 \\
22 & 12 & 10 & -10 & 0.4 & 100 & 0.16 \\
23 & 12 & 6 & -10 & -3.6 & 100 & 12.96 \\
24 & 20 & 4 & -2 & -5.6 & 4 & 31.36 \\
25 & 36 & 28 & 14 & 8.4 & 196 & 70.56 \\
\end{array}
\]

\[
\begin{align*}
\sum x_1 &= 550 \\
\sum x_2 &= 240 \\
\sum x_1 &= 0 \\
\sum x_2 &= 0 \\
\sum x_1^2 &= 6232 \\
\sum x_2^2 &= 1360
\end{align*}
\]

\[
M_1 = \frac{\sum x_1}{N} = \frac{550}{25} = 22
\]

\[
M_2 = \frac{\sum x_2}{N} = \frac{240}{25} = 9.6
\]

\[
M_1 - M_2 = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N_1+N_2} - \frac{1}{N_1+N_2-1} \{N_1 \times N_2\}}}
\]

\[
t_0 = \sqrt{\frac{22 - 9.6}{\frac{6232}{25+25} + \frac{1360}{25+25} - 1 \{25 \times 25\}}}
\]

\[
t_0 = \sqrt{\frac{12.4}{\frac{7592}{48} + \frac{625}{48}}}
\]
2. **The Test Hypothesis**

The writer’s hypothesis describe in chapter one is “there is any significant difference between students` mastery of preposition of place taught by CTL (Contextual Teaching Learning) and GTM (Grammar Translation Method).

The statistic hypothesis state that if \( t_o \) (t observation) is higher that \( t_t \) (t table) it means that there is significant difference and \( H_o \) is accepted.

From the result of statistic calculation, it indicates that the value of the \( t_o \) is 3.49 the degree of freedom (\( df \)) is 48 obtain from (N1+N2)-2 = (25+25)-2 in this chapter, the writer uses the degrees of significance of 5%. In the table of significance are 2.01. Comparing the \( t_o \) with each value of the degree of significance, the result is, 2.01 < 3.49. Since to score is the table is higher than \( t_t \) score obtained from the result of the calculating, the alternative hypothesis (\( H_a \)) is accepted and the null hypothesis (\( H_o \)) is rejected.

As Drs. Ans Sudjiono states that:

1. “Jika \( t_o \) lebih besar atau sama dengan \( t_t \) maka hypothesis nihil atau ditolak; sebaliknya hypothesis alternative diterima atau disetujui. Berarti antara dua variabel yang sedang kita selidiki perbedaannya, secara signifikan memang terdapat perbedaan.”
2. “Jika \( t_o \) lebih kecil dari \( t \), maka hypothesis nihil atau diterima atau disetujui; sebaliknya hypothesis alternative ditolak. Berarti bahwa perbedaan antara variabel I dan II bukanlah perbedaan berarti atau bukan perbedaan yang signifikan.”\(^2\)

It means that by using CTL’s method in teaching preposition of place has significance influence to the students’ mastery of preposition of place as seen as from the result of statistic calculation both experiment class and controlled class. It can conclude CTL’s method has higher influence in teaching preposition of place for the fifth grade of SDN Pondok Cabe Ilir III, Tanggerang Selatan.

\(^2\) Ibid, p.270
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter the writer conclude the study result based on the research was done at SDN Pondok Cabe Ilir III Tangerang Selatan and suggest the readers, especially for the English teacher. It consists of conclusion and suggestion.

A. Conclusion

As from the Chapter I has been talking about, this research focus on the fifth year of SDN Pondok Cabe Ilir III in 2nd semester of the 2010/2011 academic year. This research is talking about the differences of student’s achievements in teaching preposition of place between using contextual teaching learning and grammar translation method. The objective of this research is to find empirical evidence whether or not there is difference of student’s achievements in teaching preposition of place between using contextual teaching learning and grammar translation method.

Based on the data described in chapter III, the conclusion can be drawn that the use of CTL in teaching preposition of place has good influence and that all are indicated on the result of the research. It can be seen from the different of means score of Post-Test.

The result of the analysis of the research shows the value \( t_o \) (\( T \) observation) is higher than the value of \( t_r \) it means that TPR method can be understood easily in studying preposition of place.

B. Suggestion

There are some suggestions that can be given in relation to the writer’s conclusion:

The English teacher must always give students motivation and give opportunities to be active in the classroom or other. The English teacher should be innovative in developing the teaching-learning activities in classroom. It hopes in order to students has more interesting in studying
English. In KTSP syllabus the expected objective can be develop their competencies in learning process, so the teacher should use variation techniques which suitable to students with different types of learner.


TEACHNET, dalam *Pembelajaran Kontekstual*, oleh Nurhadi dkk.


*What is Contextual Teaching and Learning?* Taken from www.cew.wisc.edu/teachnet/ctl.
Appendix I

Name: 
Class: 

Answer these questions below based on the picture.

A. Completion the sentences below based on the pictures.

1. The book is on the ...........
   a. table  b. cupboard  c. chair  d. map
2. The eraser is under the ...........
   a. table  b. blackboard  c. cupboard  d. map
3. The cupboard is beside the ...........
   a. eraser  b. table  c. bag  d. chair
4. The ball is in the ...........
   a. table  b. chair  c. cupboard  d. map
5. The bag is under the ...........
   a. table  b. chair  c. cupboard  d. blackboard

B. Multiple Choices.

6. The bag is ........... the chair.
   a. in  b. on  c. beside  d. under

7. The eraser is ........... the blackboard.
   a. on  b. in  c. beside  d. under

8. The flag is ........... the cupboard.
   a. on  b. in  c. beside  d. under

9. The ball is ........... the cupboard.
   a. on  b. in  c. beside  d. under
10. The ruler is .......... the pencil case.
   a. on   b. in   c. beside   d. under

11. The pencil is .......... the pencil case.
   a. on   b. in   c. beside   d. under

12. The book is .......... the table
   a. on   b. in   c. beside   d. under

13. The shoe is .......... the chair.
   a. on   b. in   c. beside   d. under

14. The hat is .......... the chair.
   a. on   b. in   c. beside   d. under

15. The bag is .......... the cupboard.
   a. on   b. in   c. beside   d. under

C. Fill in the blank with in, on, beside, or under.

16. The bag is ______ the table.

17. The book is ______ the bag.

18. The flag is ______ the chair.

19. The book is ______ the pencil case.

20. The computer is ______ the table.
Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SDN Pondok Cabe Ilir III
Mata Pelajaran : Bahasa Inggris
Topic : Preposition / Around the School
Kelas/Semester : Vb/2
Alokasi Waktu : 2 x 35 menit
Aspek : Listening
Pertemuan : ke-1

Standar Kompetensi
  Mendengarkan
  • Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi Dasar
  • Memahami instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah

Indikator
  • Siswa merespon monolog pendek yang diujarkan dan diperagakan melalui peragaan yang dilakukan oleh guru dengan menggunakan preposisi on, in, beside, dan under

Tujuan Pembelajaran
  Pada akhir pembelajaran
  • Siswa dapat merespon monolog pendek yang diujarkan dan diperagakan melalui peragaan yang dilakukan oleh guru dengan menggunakan preposisi on, in, beside, dan under

Materi Pembelajaran
  1. The book is in the bag
  2. The bag is in the table
  3. The white board is beside the cupboard
  4. The eraser is under the whiteboard
  5. The pencil is in the pen case
  6. The bag is on the chair
  7. The calendar is beside the cupboard
  8. The bag is under the table

Kosakata Terkait tema
  1. on
  2. in
  3. beside
  4. under

Media Pembelajaran
  Papan tulis, kapur, benda-benda disekitar kelas, peragaan guru
**Sumber pembelajaran**

1. **Sumber Bahan**
   - Syllabus
   - Lembar Kerja Siswa

2. **Media**
   - Papan tulis
   - Kapur
   - Benda-benda sekitar kelas

### Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>NO</th>
<th>KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>a. Langkah awal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru mengawali pertemuan dengan mengucapkan salam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru mengulang materi yang mengingatkan siswa kembali tentang pelajaran kosakata benda-benda disekitar kelas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru meginformasikan siswa tentang topic hari ini</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>b. Kegiatan inti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memperkenalkan kosakata terkait topik</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memperlihatkan 4 aktifitas mengenai preposisi (on, in, beside, under) disekitar lingkungan kelas, siswa diminta untuk memperhatikan baik-baik</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru meminta seorang siswa sebagai sukarelawan untuk maju kedepan kelas dan menyebutkan beberapa aktifitas yang berkenaan dengan preposition disekitar lingkungan kelas, siswa lainnya diminta untuk memperhatikan baik-baik</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memperbaiki kesalahan siswa tersebut dengan cara menyebutkan kembali beberapa kegiatan yang berkaitan dengan preposition disekitar linkungan kelas yang telah disebutkan siswa tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru bersama seluruh siswa menyebutkan bersama-sama beberapa aktifitas yang terkait dengan preposisi yang ada disekitar lingkungan kelas secara benar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Seluruh siswa diminta menyebutkan kembali beberapa aktifitas yang berkaitan dengan preposisi yang telah diajarkan sebelumnya tanpa diiringi oleh guru</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>c. Kegiatan akhir</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menyimpulkan dengan cara menjelaskan beberapa arti preposisi yang telah diajarkan dan menanyakan hambatan yang dialami siswa selama proses pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menutup pelajaran</td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SDN Pondok Cabe Ilir III
Mata Pelajaran : Bahasa Inggris
Topic   : Preposition / Around the School
Kelas/Semester : Vb/2
Alokasi Waktu : 2 x 35 menit
Aspek : Listening/Speaking/Writing
Pertemuan : ke-2

Standar Kompetensi

- **Mendengarkan**
  - Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
  
- **Berbicara**
  - Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
  
- **Menulis**
  - Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

Kompetensi Dasar

- Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah
- Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk
- Mengeja kalimat sederhana secara tepat dan berterima

Indikator

- Siswa merespon monolog pendek yang diujarkan dan diperagakan melalui peragaan yang dilakukan oleh guru
- Siswa mengujiarkan monolog pendek dengan menggunakan preposisi
- Siswa menuliskan dengan menggunakan preposisi yang tepat sesuai dengan pengamatan mereka

Tujuan Pembelajaran

- Siswa dapat merespon monolog pendek yang diujarkan dan diperagakan melalui peragaan yang dilakukan oleh guru
- Siswa dapat mengujiarkan monolog pendek dengan menggunakan preposisi
- Siswa dapat menuliskan dengan menggunakan preposisi yang tepat sesuai dengan pengamatan mereka

Sumber Pembelajaran

1. Sumber Bahan
   - Syllabus
   - Lembar Kerja Siswa

2. Sumber Media
   - Papan tulis
   - Kapur
   - Benda-benda disekitar kelas
# Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>NO</th>
<th>KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
</table>
| I  | a. Langkah awal  
   ➢ Guru mengawali pertemuan dengan mengucapkan salam  
   ➢ Guru menginformasikan siswa tentang topic hari ini |       |
| II | b. Kegiatan inti  
   ➢ Guru menyebutkan beberapa aktivitas yang berkenaan dengan preposisi (on, in, beside, under) didepan semua siswa, siswa diminta untuk memperhatikan baik-baik  
   ➢ Guru membagi-bagi siswa ke dalam beberapa group, kemudian guru meminta seorang siswa untuk melakukan beberapa aktivitas on, in, beside, under didepan kelas seperti “sitting on the chair”, “standing beside the table”. Semua siswa diminta untuk memperhatikan baik-baik.  
   ➢ Siswa diminta untuk menjawab pertanyaan guru seperti “where is she sitting now?”, “where is she standing now?”  
   ➢ Secara berkelompok siswa diminta untuk menulis dengan menggunakan preposisi yang tepat sesuai dengan susunan letak benda yang ada di sekitar lingkungan kelas. |       |
| III| c. Kegiatan akhir  
   ➢ Guru menyimpulkan materi yang telah diajarkan dan menanyakan hambatan yang dialami siswa selama proses pembelajaran  
   ➢ Guru menutup pelajaran |       |
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SDN Pondok Cabe Ilir III
Mata Pelajaran : Bahasa Inggris
Topic : Preposition / Around the School
Kelas/Semester : Vb/2
Alokasi Waktu : 2 x 35 menit
Aspek : Speaking/Reading/Writing
Pertemuan : ke-3

Standar Kompetensi

Berbicara
- Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Membaca
- Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks sekolah

Menulis
- Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

Kompetensi Dasar

- Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: menyatakan kesukaan, mengungkapkan keadaan suatu benda, menyatakan warna benda, mengungkapkan alamat
- Memahami tulisan dan pesan tertulis sangat sederhana
- Menyalin tulisan Bahasa Inggris sangat sederhana secara tepat dan berterima

Indikator

- Siswa membaca kalimat pendek tentang preposisi secara akurat dan lancar dan menjawab pertanyaan
- Siswa mengujarkan kalimat sederhana dengan penggunaan preposisi yang tepat berdasarkan gambar
- Siswa membuat kalimat sederhana dengan menggunakan preposisi yang tepat sesuai pengamatan mereka

Tujuan Pembelajaran

- Siswa dapat membaca kalimat pendek tentang preposisi secara akurat dan lancar dan menjawab pertanyaan
- Siswa dapat mengujarkan kalimat sederhana dengan penggunaan preposisi yang tepat berdasarkan gambar
- Siswa dapat membuat kalimat sederhana dengan menggunakan preposisi yang tepat sesuai pengamatan mereka

Media Pembelajaran

Papan tulis, kapur, benda-benda disekitar kelas, peragaan guru
Materi Pembelajaran
 Script untuk reading

*Read the text carefully*

My classroom

I like my class very much
It is small but clean
My class always tidy
The bag is always under the table
The handbook is on the table
The eraser is beside the blackboard
The ball is in the cupboard
The flower is on the teacher table
It makes my classroom more beautiful

*Answer these question based on the text*
1. Where is the bag?
2. Where is the handbook?
3. Where is the eraser?
4. Where is the ball?
5. Where is the vas of flower?

Media Pembelajaran
Papan tulis, kapur, gambar, LKS

Sumber Pembelajaran
1. Sumber Bahan
   • Syllabus
   • Lembar Kerja Siswa
   • Browsing internet
2. Media
   • Papan tulis
   • Gambar
<table>
<thead>
<tr>
<th>NO</th>
<th>KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
</table>
| I  | a. Langkah awal  
   ➢ Guru mengawali pertemuan dengan mengucapkan salam  
   ➢ Guru menginformasikan siswa tentang topic hari ini |       |
| II | b. Kegiatan inti  
   ➢ Guru memberikan kepada siswa sebuah gambar dan meminta siswa untuk menyebutkan kalimat sederhana berkenaan dengan preposisi yang sesuai dengan gambar  
   ➢ Siswa menuliskan kalimat sederhana dengan menggunakan preposisi berdasarkan hal yang diamati disekitar kelas  
   ➢ Guru memberikan teks terkait gambar yang diberikan, kemudian meminta beberapa siswa untuk membaca nyaring dengan lafal yang tepat dan lancar  
   ➢ Siswa menjawab pertanyaan berkenaan dengan isi teks tersebut |       |
| III| c. Kegiatan akhir  
   ➢ Guru menyimpulkan dengan cara menjelaskan beberapa arti dalam teks yang telah diajarkan dan menanyakan hambatan yang dialami siswa selama proses pembelajaran  
   ➢ Guru menutup pelajaran |       |
Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SDN Pondok Cabe Ilir III
Mata Pelajaran : Bahasa Inggris
Topic : Preposition / Around the School
Kelas/Semester : Vb/2
Alokasi Waktu : 2 x 35 menit
Aspek : Listening/Writing
Pertemuan : ke-1

Standar Kompetensi

Mendengarkan
- Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Menulis
- Mengeja dan menyalin kalimat sangat sederhan dalam konteks sekolah

Kompetensi Dasar
- Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah
- Mengeja kalimat sederhana secara tepat dan berterima

Indikator
- Siswa memahami kalimat sederhana yang menggunakan preposisi on, in, beside, dan under
- Siswa menuliskan dengan menggunakan preposisi yang tepat sesuai dengan pengamatan mereka

Tujuan Pembelajaran
Pada akhir pembelajaran
- Siswa dapat memahami kalimat sederhana yang menggunakan preposisi on, in, beside, dan under
- Siswa dapat menuliskan dengan menggunakan preposisi yang tepat sesuai dengan pengamatan mereka

Materi Pembelajaran
1. Put my book on the table
2. Put your bag in the cupboard
3. Put my book under the pencil
4. Put your ball beside the chair
5. Put my eraser in the pencil case
6. Put your ruler on the table
7. Put my bag beside the cupboard
8. Put your ball under the chair

Kosakata Terkait tema
1. on
2. in
3. beside
4. under
**Answer these questions below**

1. Put my book _____ the pencil. (dibawah)
2. Put your ruler _____ the table. (diatas)
3. Put my eraser _____ the pencil case. (didalam)
4. Put your ball _____ the chair. (disebelah)
5. Put my bag _____ the cupboard. (disebelah)
6. Put your bag _____ the cupboard. (didalam)
7. Put my book _____ the table. (diatas)
8. Put your ball _____ the chair. (dibawah)

**Media Pembelajaran**
- Papan tulis, kapur, benda-benda disekitar kelas, peragaan guru

**Sumber pembelajaran**

1. **Sumber Bahan**
   - Syllabus
   - Lembar Kerja Siswa

2. **Media**
   - Papan tulis
   - Kapur
   - Benda-benda sekitar kelas

**Langkah-langkah Pembelajaran**

<table>
<thead>
<tr>
<th>NO</th>
<th>KEGIATAN</th>
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<tbody>
<tr>
<td><strong>I</strong></td>
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<td></td>
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<tr>
<td></td>
<td>- Guru mengawali pertemuan dengan mengucapkan salam</td>
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<tr>
<td></td>
<td>- Guru mengulang materi yang mengingatkan siswa kembali tentang pelajaran kosakata benda-benda disekitar kelas</td>
<td></td>
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<tr>
<td></td>
<td>- Guru menginformasikan siswa tentang topik hari ini</td>
<td></td>
</tr>
</tbody>
</table>

| **II** | b. Kegiatan inti | |
| |   - Guru memperkenalkan kosakata baru mengenai preposisi (on, in, beside, under) | |
| |   - Guru memberikan kalimat sederhana yang menggunakan preposisi, siswa diminta untuk menuliskan kembali | |
| |   - Guru membacakan kalimat sederhana tersebut, siswa diminta memperhatikan baik-baik | |
| |   - Guru menerjemahkan kalimat sederhana tersebut, kemudian mendiskusikan kalimat tersebut dengan siswa | |
| |   - Guru memberikan pertanyaan terkait kalimat sederhana tersebut, siswa diminta menjawab dengan benar | |

| **II** | c. Kegiatan akhir | |
| |   - Guru menyimpulkan materi dan menjelaskan preposisi yang telah diajarkan dan menanyakan hambatan yang dialami siswa selama proses pembelajaran | |
| |   - Guru menutup pelajaran | |
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah  : SDN Pondok Cabe Ilir III
Mata Pelajaran  : Bahasa Inggris
Topic   : Preposition / Around the School
Kelas/Semester  : Vb/2
Alokasi Waktu  : 2 x 35 menit
Aspek  : Listening/Writing/Reading
Pertemuan : ke-2

Standar Kompetensi

Mendengarkan
- Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Menulis
- Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

Membaca
- Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks lingkungan sekolah

Kompetensi Dasar
- Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah
- Mengeja kalimat sederhana secara tepat dan berterima
- Memahami tulisan dan pesan tertulis sangat sederhana

Indikator
- Siswa memahami kalimat sederhana yang menggunakan preposisi on, in, beside, dan under
- Siswa menuliskan dengan menggunakan preposisi yang tepat sesuai dengan pengamatan mereka
- Siswa mengujarkan kalimat sederhana dengan penggunaan preposisi yang tepat

Tujuan Pembelajaran
Pada akhir pembelajaran
- Siswa dapat memahami kalimat sederhana yang menggunakan preposisi on, in, beside, dan under
- Siswa dapat menuliskan dengan menggunakan preposisi yang tepat sesuai dengan pengamatan mereka
- Siswa dapat mengujarkan kalimat sederhana dengan penggunaan preposisi yang tepat

Materi Pembelajaran
1. Irene put her book in the bag
2. Johnny put his bag in the table
3. Marry put her book beside the pencil
4. Richard put his book under the ruler
5. Put your pencil in the pencil case
6. Don’t put your bag on the chair
7. Put your bag beside the pencil case
8. Don’t put your book under the bag
Answer these questions by crossing a, b, c, or d
1. Susy put her bag _____ the table. (dibawah)
   a. beside  b. on  c. in  d. under
2. Larry put his ball _____ the cupboard. (didalam)
   a. beside  b. on  c. in  d. under
3. Jenny put her book _____ the pencil case. (disamping)
   a. beside  b. on  c. in  d. under
4. Jacky put his pencil _____ the book. (disebelah)
   a. beside  b. on  c. in  d. under
5. Becky put her eraser _____ the bag. (didalam)
   a. beside  b. on  c. in  d. under

Complete these questions below
1. Put your book _____ the bag. (disebelah)
2. Don’t put your bag _____ the table. (diatas)
3. Put your book _____ the ruler. (dibawah)
4. Don’t put your ball _____ the bag. (didalam)
5. Put your pencil _____ the book. (diatas)

Sumber pembelajaran
1. Sumber Bahan
   • Syllabus
   • Lembar Kerja Siswa
2. Sumber media
   • Papan tulis
   • Kapur
   • Benda-benda disekitar kelas

Langkah-langkah Pembelajaran

<table>
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<td>II</td>
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<tr>
<td></td>
<td>➢ Guru memberikan kalimat sederhana yang menggunakan preposisi, siswa diminta menulis kembali</td>
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<td>➢ Guru membacakan kalimat sederhana tersebut, siswa diminta mengikuti</td>
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<td>➢ Guru meminta beberapa siswa membaca nyaring kalimat sederhana tersebut dengan lafal yang tepat dan lancar</td>
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<td>➢ Guru meminta siswa secara berpasangan untuk menerjemahkan kalimat sederhana tersebut</td>
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<td>➢ Guru mendiskusikan dengan siswa informasi apa saja yang mereka temukan dari kalimat tersebut</td>
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<td>➢ Guru memberikan soal sebagai latihan, siswa menjawab soal tersebut</td>
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<td>III</td>
<td>c. Kegiatan akhir</td>
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<td>➢ Guru menyimpulkan dengan cara menjelaskan fungsi dari preposisi dan menanyakan hambatan yang dialami siswa selama proses pembelajaran</td>
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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SDN Pondok Cabe Ilir III
Mata Pelajaran : Bahasa Inggris
Topic : Preposition / Around the School
Kelas/Semester : Vb/2
Alokasi Waktu : 2 x 35 menit
Aspek : Listening/Writing/Reading
Pertemuan : ke-3

Standar Kompetensi

Mendengarkan
- Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Menulis
- Mengeja dan menyalin kalimat sangat sederhan dalam konteks sekolah

Membaca
- Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks lingkungan sekolah

Kompetensi Dasar

- Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah
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- Memahami tulisan dan pesan tertulis sangat sederhana

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Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa dapat memahami kalimat sederhana yang menggunakan preposisi on, in, beside, dan under
- Siswa dapat menuliskan dengan menggunakan preposisi yang tepat sesuai dengan pengamatan mereka
- Siswa dapat mengujarkan kalimat sederhana dengan penggunaan preposisi yang tepat
I like my class very much
It is small but clean
Every student put their bag under the table
My class always tidy
The student put their handbook on the table
The teacher always put the eraser beside the blackboard
The students always put the ball in the cupboard
The teacher put a vas of flower on the teacher table
And the flowers make my classroom more beautiful

Answer these question based on the text
1. Where is the bag?
2. Where is the handbook?
3. Where is the eraser?
4. Where is the ball?
5. Where is the vas of flower?

Media Pembelajaran
Papan tulis, kapur, gambar, LKS

Sumber Pembelajaran
1. Sumber Bahan
   - Syllabus
   - Lembar Kerja Siswa
   - Browsing internet
2. Media
   - Papan tulis
   - Gambar
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<td>- Guru memberikan teks terkait gambar yang diberikan, kemudian meminta</td>
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<td>beberapa siswa untuk membaca nyaring dengan lafal yang tepat dan</td>
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<td>- Guru menyimpulkan dengan cara menjelaskan beberapa arti dalam teks</td>
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<td>yang telah diajarkan dan menanyakan hambatan yang dialami siswa</td>
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<td>selama proses pembelajaran</td>
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</tbody>
</table>
SURAT KETERANGAN

Yang bertanda tangan di bawah ini Kepala Sekolah SDN Pondok Cabe Ilir III Pondok Cabe-Tangerang Selatan menerangkan dengan sesungguhnya bahwa:

Nama : Nuraeni Komariah
Tempat/Tanggal lahir : Jakarta/11 Maret 1983
NIM : 104014000307
Semester : XIV
Jurusan : Bahasa Inggris
Judul Skripsi : Teaching Preposition of Place Through Total Physical Response
Fakultas : Ilmu Tarbiyah dan Keguruan

Nama tersebut diatas benar telah melaksanakan penelitian/observasi di SDN Pondok Cabe Ilir III dari tanggal 15 Maret 2011 - 11 April 2011. Dengan judul Teaching Preposition of Place Through Total Physical Response (An Experimental Study at the Fourth Grade of SDN Pondok Cabe Ilir III Tangerang Selatan)

Demikian, surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Tangerang Selatan, 12 April 2011
Kepala Sekolah

[Signature]

H. Kasta Tarmizi, S.Pd.
NIP. 19530906197703 1 005
Assalamu’alaikum Wr. Wb.

Salam sejahtera seiring doa saya sampaikan, semoga Bapak senantiasa berada dalam lindungan Allah SWT, serta sukses selalu dalam aktivitas sehari-hari.

Dengan ini, saya yang bertanda tangan dibawah ini:

Nama : Nuraeni Komariah  
NIP : 150041070
Semester : XII
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengajukan judul skripsi sebagaimana tertera berikut ini:

**TEACHING PREPOSITION OF PLACE THROUGH TOTAL PHYSICAL RESPONSE (TPR)**  
(An Experiment in the First Year SMPN 159 Jakarta)

Dan sebagai bahan pertimbangan, saya lampirkan:

1. Outline  
2. Abstraksi  
3. Daftar pustaka sementara

Demikian surat ini saya buat dengan harapan dapat diterima. Atas perhatian Bapak, saya ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Menyetujui.

Jakarta, 19 Juli 2010

Pemohon,

[Signature]

NIP: 150041070

[Signature]

Disproval:

[Signature]

NIP: 150041070

[Signature]

NIM: 104014000307
Kepada Yth.

Kepala Sekolah SDN Pondok Cabe IIl III di Tempat

Assalamu’alaikum wr. wb.

Dengan hormat kami sampaikan bahwa,

Nama : Nuraeni Komariah
NIM : 104014000307
Jurusan : Pendidikan Bahasa Inggris
Semester : XIV
Tahun Akademik : 2004/2011
Judul Skripsi : Teaching Preposition of Place Through TPR

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

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

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syaoki, M.Pd
NIP. 196412121991031002

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