

CHAPTER 1

INTRODUCTION

This part introduces research background, research questions, research purposes, significances, hypotheses, research methodology, and technique of collecting data.

1.1 Research Background

In Indonesia, English is learned in elementary school, junior high school and senior high school. Sometimes, there are many in language both internal or external ones. From internally, there are some several points like morphology, phonology, syntax and grammar. Then from externally, there some points like students environment itself, because their environment has a lot effects for their language. The focus here is grammar. Grammar is the set of rules that govern its structure (Coghill, 2003). Grammar determines how words are arranged to form meaningful units. English grammar consists of part of speech, one of its the units is preposition. Preposition is classified as a part of speech in traditional grammar (Frank, 1993). In other words, preposition is part of speech which connects noun or pronoun to other words in one sentence.

The focus of this research is on the topic discussed that is grammar, especially preposition. Commonly, preposition becomes one of the difficulties in learning English structure because sometimes the students are

confused and make an error to choose the preposition like *in*, *on* or *a t*. Furthermore students are confused in using preposition and do not understand how to use preposition and this case occurs at several levels of education. Students have some troubles in using preposition in sentences. For example, they sometimes confused to say “the books in the table” or “the books on the table”. According to Vried (1988), ESL/EFL students in general often omit or misuse English prepositions. Usually students do not care about the preposition that they used, they could not recognize wheter their prepositions used is true or false and they ignore the rule. Also preposition is not only capable of form prepositional phrases with nominal but also an ability to the following nouns, adjectives, and verbs, forming a large number of set phrases and verbal phrases (Jin, 1982).

To solve this problem, the researcher tries to purpos realia as a tool for students in understanding more about preposition. Realia is a real object that is used as a media in teaching process. According to Berkeley (2010), Realia enhances meaning and makes vocabulary more concrete and, therefore more comprehensible. Also According to Harmer (2002), realia or real items are useful for teaching and learning in classroom. Hamer (2001), stated that Realia makes students easier and more useful to learn in classroom.

In the previous studies ,there are researchers that used realia as a media. In 2013, the researcher named Bayu has used realia as a media in vocabulary mastery with the outcome that realia is effective to enhance

students' vocabulary mastery. Furthermore in 2015 there is the researcher named Ikhsan, used realia to enhancing students' skill in descriptive text with the outcome that realia is effective to use in classroom. From those researchs, realia is a media that showed positive value to be implemented in classroom. Realia as a media can give students real visual about the object that they learn in classroom.

So that, the researcher is interested to use this realia as a media to teach students English preposition. The gap of this study is students need more enjoyable classroom activity, action, real example and easier to comprehending the material, and the previous study were revealed that realia make students easier and enjoyable to following the learning teaching process In learning preposition material teacher just did the contextual teaching or just used theory in learning activity. Aso realia with the real visual, students can easily to understand preposition material. In this research, the steps of this media that teacher can demonstrate to students and explain to students could be easier than the theory.

Sometimes students need more classroom activities that are more fun to learn in classroom. In this study, the realia is used as a media in classroom activity. Realia uses real object in classroom activity, and the miniature, real object of stuffs used.

Specifically, realia can be used to illustrate some stories or describe some places that can be easily presented by a students horder to get the point of the learning process in classroom. Realia form is visual aid. It means that

the media that can be touched, seen, and held. According to Schunke (1988) realia tangible object-things that can be seen, touched, held, and smelled that can give students a real-life experience with the topic they have been studying. So the teacher can make sure that realia can give students real-life experience about the topic. In addition, realia are things that give an explanation about real life (Hamer, 2001:140). In other words, realia makes students know the explanation about real object that is used in their life.

So the explanation above, the researcher decide to conduct about research of preposition on general student in Junior High school field entitled: **The effectiveness of using realia as a media to enhance students' ability in preposition material.**

1.2 Research Questions

In this research, the question is problems that related between a study are going to the research. The question are formulated as follows to:

1. What is the students' ability in preposition material before using realia as a media ?
2. How is the students' ability of preposition material using experimental media ?
3. How is the effectiveness of the use of realia to enhance students' ability in preposition material ?

1.3 Purposes of the Research

Based on the research questions formulated above, the purposes of this research are:

1. To know the students' ability of preposition before using realia .
2. To know the student's ability of preposition using experimental media
3. To know the effectiveness of the use of realia to enhance students' ability in preposition material

1.4 Significancess

The result of this study are expected to give out theoretical and practical benefits as follows:

1. Theoretical

This study is conducted to contribute in enhancing in teaching English preposition with using realia as a media. Furthermore, it is expected to be one of valuable references for another researcher to conduct further research in the same feel especially about teaching English preposition by using a realia.

2. Practical

- a. Teacher

This research practically is to help teacher know the effect of using realia as a media to teaching English preposition.

- b. Students

The students are hoped to easier to learn preposition in classroom, because teacher rarely uses common method. So with using realia as a media students can be easier to learn and to get to the point accurately.

c. Other researcher

They can use the result of this research as a reference. And also other researchers can use this as a parameter and establish the other media which is good to teach preposition.

1.5 Hypotheses

According to Creswell (2014: 188) confirm that "hypotheses are predictions the researcher makes about the expected outcomes of relationships among variables". The explanation can be conducted hypotheses of using realia as a media to teaching English preposition in classroom in grade seventh of SMP Al-Amanah Cileunyi Kab. Bandung

$H_a = (t_{xy} \geq t_{table})$ there is an effect of using realia as a media to teach english preposition at seventh grade of SMP Al-Amanah Cileunyi Kab. Bandung

$H_o = (t_{xy} \leq t_{table})$ there is no effect of using realia as a media to teach English preposition at seventh grade of SMP Al-Amanah Cileunyi Kab. Bandung

1.6 Methodology

1.6.1 Research design

In this research, the researcher use Quantitative method. Moreover in this research, the data is collected in the investigated problem of the research. Experimental design is implemented in this research. According to Sugiyono (2009) "experimental method is a research method used to find a specific treatment effect to the others in controlled condition". This research is conducted to find out the relation between realia as a media and preposition wheter it has relation or not. This research implemented quasi experimental group. It is conducted to one group participants and gathers the score from the group itself. The researcher analyzes one-group subject pre-test and post-test, to know the development of students' in every treatment in classroom by the researcher

1.6.2 Research site

This research is conducted in SMP Al-Amanah Cileunyi. The researcher choose this school is because the students in this school had a good attitude and the students were confidenced in several education. In this school, every grade had 9 classes. Also selection in this school was based on the fact when the researcher tried to teach as a teacher when observation .In this school founded the problem about the preposition. Before doing a research, in these class 7A had low achievement. Some of them had a low score was 75, and at this school had a minimum requirement score that was 75.

1.6.3 Population

Population is the whole subjects of the research (Arikunto, 2013 p. 173). So, population is people hord in some places of the research. The researcher could recognize that students of SMP Al-Amanah were the population of this research. The surface of SMP Al-Amanah in this research was seventh grade. Population in this research was whole of the students in seventh grade of SMP Al-Amanah, there were 9 classes had consisted of 44 students in each class. Totally there were 396 students in this grade.

1.6.4. Sample

According to Creswell (2012, p. 142) sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this case the researcher selects choosed one of 9 classes of 7th grade in SMP Al-Amanah after checking each classes. The sample in this research are seen from achievement and also the school gave the researcher 7a and 7b. Sampling in each individual in population has a same chance to select a sample group. So, the researcher choosed sample in this reseacrh is class 7A in SMP Al-Amanah.

1.6.5 Techniques of Collecting Data

Instrument is used in this research as tools for collecting data (Arikunto, 2013). In obtaining the data of the research, the researcher implements the instrument of the research that are used to collected

the data. In obtaining data, the researcher uses a test. Tests that are used is achievement test. Achievement test is the test used to find out the attainment of the students. After the treatment, achievement test is given to the student who has learned the material. Kinds of test implemented is as follow:

1.6.5.1. Pre-test

At the first meeting, students were given some tests like discontinued text to recognize the students' ability in comprehending preposition. Pre-test was given to them before the treatment. Furthermore, the score of students' tasks were be analyzed by the researcher. The kinds of test was divided into 2 categories, there were 10 multiple choices and 5 essays questions.

1.6.5.2. Treatment

In this stage, students were taught by the researcher. This learning activity implemented realia as a media to recognize the development of the students in understanding preposition in classroom. The teaching learning process was took 5 meetings in classroom. The use of realia as a media means using real object. Moreover, during the process of teaching students were given example by the teacher such as real object in descriptive and narrative text. The students used real objects in the classroom or what were brought from their homes.

Table 1.1.
Treatment schedule

Experimental group					
Pre-test	treatment	treatment	treatment	treatment	Post-test
Result	What is preposition?	How many kinds of preposition?	Prepositions in real object (realia)	Gives the students example of prepositions	Result

1.6.5.3. Post-test

Post-test is used to see whether students' ability increased in preposition. A post-test is the same test as the pre-test that has been given, after treatments. The result from post-test is used to compare the score based on pre-test. In this research, the benefit of post-test is to measure students' ability in preposition by using realia as a media.

1.6.6 Data Analysis

After conducting the research, the score or data from experimental group from pretest and posttest score are gained. The technique of data analysis, used here is statistical analysis.

To analyze the data, the researcher uses several steps:

1. N-Gain

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know student ability in preposition after pre-test and post-test as a technique. To know student ability in preposition, normal gain (d) is used with the formula:

$$d = \frac{\text{Post – test score} - \text{Pre – test score}}{\text{Maximum score} - \text{Pre – test score}}$$

Normal gain score acquired is then interpreted into the table below:

Table 2.2
Normal Gain Interpretation

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

2. Testing the Normality

Calculating the range (R) of data

Formula:

$R = \text{the highest score} - \text{the lowest score} + 1$

$R = H - L + 1$

(Sugiyono, 2012: 55)

3. Calculating the class interval (K)

Formula:

$$K = 1 + 3,3 \log n$$

(Sugiyono, 2012: 35)

4. Calculating the length of class interval (P)

Formula:

$$P = \frac{R}{K}$$

(Subana. et al, 2010: 40)

5. Making the table of distribution of frequency

Table 1.3.
Distribution of frequency

Class interval	x_1	f_1	$f_1 \cdot x_1$	x_1^2	$f_1 \cdot x_1^2$

a) Determining central tendency, mean, median and modus.

According to Subana (2010:65) are follows:

Determining mean:

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

Determining median:

$$Md = Bb + p \left(\frac{\frac{1}{2}N - fkb}{fi} \right)$$

Determining modus:

$$Mo = 3Md - 2X$$

b) Counting deviation standard

$$SD = \sqrt{\frac{N \sum f_i x_i^2 - (\sum f_i x_i)^2}{N(N-1)}}$$

(Sugiyono, 2012: 58)

c) Calculating the degree of freedom with the formula:

$$dk = K - 3$$

d) Calculating the value of χ^2 from the table

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

6. Calculating normality test criteria

Normality test with determination:

a) The data is normal if $\chi^2_{count} < \chi^2_{table}$

b) The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

7. Homogeneity Test

1) Determining F_{count} $F_{count} = \frac{vk}{vd}$

2) Determining F table with level of significances 1%:

$$df_1 = k - 1$$

$$df_2 = n - k$$

8. Hypothesis Test

Hypothesis test is used to know the teaching English Preposition by using Realia as a media. The hypothesis test is done by testing the statistic data. If the data is distributed normally, the parametric statistic test is conducted with the t-test.

$$t = \frac{M_d}{\sqrt{\frac{\Sigma d^2 - \frac{(\Sigma d)^2}{n}}{n(n-1)}}$$

(Subana. et al, 2010: 132)

Explanation:

M_d = the average from the gain between the pre-test and the post-test

d = score gain of the post-test toward the pre-test of each object

n = number of subjects

The next step is determining the table score:

1. If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant of using Realia as a media to teaching English students' preposition

2. If $t_{\text{count}} < t_{\text{table}}$, H_a is rejected and H_0 is accepted, it means that there is no significant of using using Realia as a media to teaching English students' Preposition.
3. If the data of distribution is abnormal, the data is conducted with the Wilcoxon Test:

$$z = \frac{T - \mu_T}{\sigma_T}$$

(Sugiyono, 2012: 136)

Explanation:

T = number of the lowest range/rank

$$\mu_T = \frac{n(n+1)}{4}$$

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

(Sugiyono, 2012: 136)

$$z = \frac{T - \mu_T}{\sigma_T} = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

(Sugiyono, 2012: 137)

Criteria:

- a. $Z_{\text{count}} > Z_{\text{table}}$ so, H_0 is rejected and H_a is accepted. It means there is the significant of using Realia as a media to teaching English students' preposition

- b. $Z_{count} < Z_{table}$ so, H_0 is accepted and H_a is rejected. It means that there is no significant of using Realia as a media to teaching English students' preposition

