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# **TEACHERS' EFFORTS TO IMPROVE STUDENTS' ACHIEVEMENT IN USING PREPOSITIONS (Qualitative Study at SMPN 2 JAPARA)**

## **A THESIS**

Submitted to English Education Department  
Faculty of *Tarbiyah* and Teaching Science of *Syekh Nurjati* State Institute for Islamic Studies in  
Partial Fulfillment of the Requirements for Undergraduate Degree  
in English Education (S. Pd. I)



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CIREBON  
2014 M/1435 H**



## ABSTRACT

Evi Fahlavi, 1410130012: *“Teachers’ Efforts to improve Students’ Achievement in Using Prepositions (Qualitative Study at SMPN 2 JAPARA)”*

Prepositions are notoriously difficult for English Language Learners to master because many of them in the English language and their polysemous nature. this case can be immense challenge for language learners. it is also vital that teachers must develop effective instructional methods, also gives many motivations to students.

The aims of this research are: (1) to describe the process of learning and teaching preposition in Junior High School 2 Japara, (2) to describe difficulties faced by students when they learn about preposition, (3) to describe teachers efforts to solve students learning difficulties in a preposition.

The Research is designed as descriptive qualitative method which takes place in Junior High School 2 Japara. The data of the research comes from teachers and students. To collect the data, the writer use are interview, observation, and study of document techniques. She described and analyzed learning and teaching process in material preposition, learning difficulties in preposition and also teachers’ efforts to solve learning difficulties in preposition.

The result of this research shows that there are components of learning and teaching process in preposition such as preparation that done by teacher before teaching, implementation and also evaluation. There are five aspects of learning outcome from student such as student can understand explanation from teacher about preposition, student can make sentence about preposition, student can differ words preposition, student can place words preposition in sentence, the aims of learning in preposition can be done by student. Besides the result shows that there are learning difficulties that faced by students in preposition such as place words preposition, make a sentence, and also string up of sentences. And many kinds of teachers’ efforts to solve learning difficulties in preposition such as the teacher focuses the meaning of words related to the preposition, teachers also provide re-explanation to students, teachers used the picture in order to students more understand, teachers give motivations to students, and also management classroom, facilities of library, teaching equipment, and enrichment activities.

Key words: Learning and Teaching Process, Learning Difficulties, Teacher, Efforts Preposition



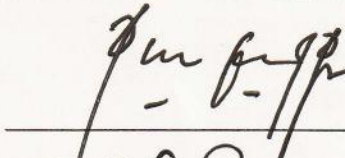
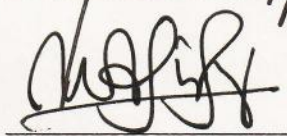

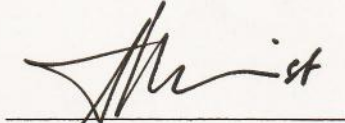


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## RATIFICATION

This thesis entitled: **TEACHERS' EFFORTS TO IMPROVE STUDENTS' ACHIEVEMENT IN USING PREPOSITIONS (QUALITATIVE STUDY AT SMPN 2 JAPARA)** written by **Evi Fahlavi**, with registration number **1410130012**, has been examined on August 15<sup>th</sup> 2014. It has been recognized as one of the requirements for Undergraduate Degree in English Education Department of The Faculty of *Tarbiyah* and Teaching Science *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

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## CHAPTER I INTRODUCTION

### 1.1 The Background of the Problem

Education is process of teaching. Education consists of formal education and informal education. According to Glenn Langford and D.J.O'Connor (2010: 2) "Formal education two parties may be distinguished, one of whom, the teacher, accepts responsibility for the education of the other, pupil. While informal education is defined negatively as education in which this condition is not meet." Formal education such as education in school. The school is place happened teaching and learning. There are teachers and students in school. The duty of teachers is to teach to students. While the duty of students is to learn. Students learn various material that given by teachers. One of the subject learning and teaching is language. One of the teaching and learning language is English language. English is one of the foreign languages for Indonesian students that must be learned in school since kindergarten level until university level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary.

Virtually all teachers, students and bilinguals have assumed that success is measured by how close a learner gets to a native speaker, in grammar, vocabulary and particularly pronunciation ( Vivian Cook, 2008). English teaching involves of four skills, they are listening, speaking, reading, and writing. In teaching and learning a language, there are four aspects that support four skills above such as grammar, vocabulary, spealling and pronunciation that are also taught in English teaching and learning process. The students must have good communication in both oral and written form. Oral form is that speaking and listening, and written form is that writing and reading. The students always feel difficulties in learning English especially in writing skill. It is the statement that make why the writer wants to analyse teaching preposition English and the writer want to know teachers efforts such as to know the suitable method and techniques in teaching preposition English. Preposition has an important in every skill especially in writing skill. Preposition is a group of words having the functions to demonstrate the parts of speech depending on the combinations, positions, and expressions in a sentence



(Ahmad Heki Sujatmoko, 2009; 58). And according to A.J.Thomson and A. V. Martinet(1986: 86) “Prepositions are words normally placed before nouns or pronouns.”Choosing which preposition to use in a certain situation is not easy in any language. For second language learners it is even more difficult to be accurate, a fact that seems to be relevant no matter how old the learner is. Knowing how to collocate words appears to be crucial in order to be fluent in English.

The curriculum, learning, teaching and classroom organization are important concerns in every phase but they are realized in ways that are particular to the age and needs of the pupils (Ann Browne, 2007: 1). Based on explanation above, teaching is important in every phase. Teaching preposition, like teaching English elements in general, involves some elements working together in interdependency to achieve its goal. Teacher, learner, material, and method are some elements that given great contribution to the successful teaching and learning process. According to Freeman (1992) “A knowledge of methods is part of knowledge base of teaching. With it, teachers join a community of practice.” It is shows that teachers and method are related. The teacher and the method are often said as the important aspects to cause the success or failure of the teaching and learning process. The teacher, as one of the primary keys on the success of teaching and learning process has some duties to guide, motivate, encourage, and activate the students to use the target language such as English language.

Actually, there are many methods and approaches (techniques) that can be used by teacher to teach the material, especially preposition English. Many new methods and approaches (techniques) have been invented in recent year and each proposes the most effective method in teaching and learning process. To learn preposition English, the learners need appropriate method and appropriate techniques. There are many methods in teaching English. As teachers, they should be able to select suitable method for students and appropriate with the material that will to learn especially they should be able to improve students achievement in using preposition with efforts that they will do because many students that difficult to learn and used preposition. A suitable method to teach can help students in understanding the materials easily. A teacher also should be able to make students active in the classroom. A suitable method will make a process of teaching and learning in the classroom effective and also the purpose of the teacher and students can be achieved.





Based on explanation of the background above, the writer wants to conduct a research entitled “TEACHERS’ EFFORTS TO IMPROVE STUDENTS’ ACHIEVEMENT IN PREPOSITIONS” (Qualitative Study at SMPN 2 JAPARA).

## 1.2 The Identification of the Problem

### 1. The Field of the Research

The field of the research is method of teaching.

### 2. The Kinds of problem

- 1) English is considered as a difficult subject for the Indonesian students
- 2) The students always feel difficulties in learning English especially in writing skill
- 3) Choosing which preposition to use in a certain situation is not easy in any language especially in English language
- 4) As teachers, they must to select suitable method for students and appropriate with the material that will to learn
- 5) The Teacher should be able to improve students achievement in using preposition with efforts that they will do because many students that difficult to learn and use preposition
- 6) The learners need appropriate method and appropriate techniques that given by teachers

### 3. The main problem

The main problem of this research is the teacher should be able to improve students achievement in using preposition with efforts that will do because many students that difficult to learn and use prepositions.

## 1.3 The Limitation of The Problem

Due to the researcher limitation, the researcher limits this research done only in the material of preposition English. The writer only observed learning process in the classroom such as methods that used by teachers, techniques that used by teacher, the ways that done by teacher when students difficult to understand the material preposition, evaluation that used by teacher. And the researcher observed and analyzed students difficulties in using preposition, and also describe and analyse teachers’ efforts to improve students achievement in using preposition. It is taken from SMPN 2 JAPARA.





### 1.4 The Questions of the Research

Based on the background above and the identifications of the problem that mentioned in accordance with the research of “Teachers’ Efforts to Improve Students Achievement in Using Preposition (Qualitative Study at SMPN 2 JAPARA)”, the writer investigated the problems:

1. How is the process of learning and teaching preposition at SMPN 2 JAPARA?
2. What are difficulties faced by students when they learn about preposition at SMPN 2 JAPARA?
3. What are teachers’ efforts to improve students’ achievement in using preposition at SMPN 2 JAPARA?

### 1.5 The Aims of the Research

In accordance with the problems that will be investigated, the writer aims the research “Teachers’ Efforts to Improve Students Achievement in Using Prepositions (Qualitative Study at SMPN 2 JAPARA)”:

1. To describe the process of learning and teaching preposition at SMPN 2 JAPARA
2. To describe difficulties faced by students when they learn about preposition at SMPN 2 JAPARA
3. To describe teachers’ efforts to improve students’ achievement in using preposition at SMPN 2 JAPARA

### 1.6 The Usefulness of the Research

1. The Usefulness of the theoretically

Theoretically, the benefits of this research is to gain an overview of the process of learning about preposition materials, difficulties in learning preposition students and teachers attempt to overcome the problems and difficulties of students in learning preposition.

2. The Usefulness of the Practically :

- 1) The people especially teachers can understand and can use efforts to improve students achievement in using preposition.
- 2) Make sure that the efforts to improve students achievement is important in learning English especially learning preposition English.



## 1.7 Theoretical Foundation

### 1. The Nature of Teachers Effort

#### 1) Definition Effort

In Big Indonesian Dictionary, the word means a business effort, effort (to achieve a purpose, solve problems, find a way out, etc) (Hasan Alwi, 2007:1250). Based on the meaning of the Great Indonesian Dictionary, it can be concluded that the words have the same meaning efforts with business word, and so it is with the initiative, and efforts made to achieve a purpose, solve problems, find a way out and so on.

#### 2) Teacher

Nana Syaodih Sukmadinata (2011: 251-254) said that definition teacher as following;

- (1) Teacher as individual. Teacher is human that has individuality as individual.
- (2) Teacher as educator and instructor. The primer task as educator is to help maturing child. And the primer task as instructor is to help growth intellectual, afektif and psychomotor by delivery knowledge, problem solving, practices of afektif and skill.
- (3) Teacher as counsellor. It is effort to help students overcoming difficult or obstruction that faced in their development.

According to Abin Syamsuddin Makmun, (2005: 155)

*“guru ialah orang dewasa yang karena jabatannya secara formal) selalu mengusahakan terciptanya situasi yang tepat (mengajar) sehingga memungkinkan terjadinya proses pengalaman belajar pda diri siswa, dengan mengerahkan segala sumber dan menggunakan strategi belajar mengajar yang tepat.”*

Teacher is adult that because position formally always effort creative situation that appropriate (teaching) so that possible happened a process learning experiences toward student self, with conscripting learning resources and using teaching and learning strategy appropriate. While according McLeod (1989) in the book Muhibbin Syah (1995:



223) said that teacher is a person whose occupation is teaching others. Teachers' can said as special and as good teachers because there are different teachers are often successful in different ways. Some teachers are more extrovert or introvert than others, and different teachers have different strengths and weakness (Jeremy Harmer , 2007: 23).

From the references above, can conclude that teacher not only as educator, instructor, and counsellor but also teacher is a person or the adult whose occupation is teaching others and always effort creative situation that appropriate (teaching) so that possible happened a process learning experiences toward student themselves, with conscripting learning resources and using teaching and learning strategy appropriate.

### 3) Teacher Tasks

Teacher as a instructor and as a educator and also as a both parent that teach various new thing and developing potency of students with develop advancing period, teacher task more hard. According to Jeremy Harmer (2007: 27) there are teacher tasks are:

#### (1) Preparation

Effective teachers are well prepared. Part of this preparation resides in the knowledge they have of their subject and the skill teaching. Well prepared is having thought in advance of what we are going to do in our lessons.

#### (2) Keeping records

There is one particularly good reason for keeping a record of what we have taught. It works as a way of looking back at what we have done in order to decide what to do next.

#### (3) Being reliable

Professional teachers are reliable about things like time keeping and homework. It is very difficult to berate students for being late for lessons if we get into the habit (for whatever reason) of turning up late ourselves. It is unsatisfactory to insist on the prompt delivery of homework if it takes us weeks to correct it and give it back.

### 4) Teacher Condition



Skills of teaching be indicator success of learning process toward students. Teacher that competence hoped can to teach effectively. Skill of teaching will better if supported by various thing are:

- (1) Managing the classroom
- (2) Matching tasks and groups
- (3) Variety
- (4) Destinations

## 2. Teaching and Learning Process Preposition

### 1) Teaching and Learning Process

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or construction (H Douglas Brown, 2000: 7). Learning is defined as the modification or strengthening of behavior through experincing (Oemar Hamalik, 2001: 27). According to Kimble & Garnezy (1963: 133) in the book H Douglas Brown (2000: 7) that titled Principle of Language Learning and Teaching Fourth Edition said that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. While, according to Jeremy Harmer (2007: 47) “learning is a conscious process where separate items from the language are studied and practised in turn.”

Learning is activity process and it is unsure that important in every field of education. In all education process, learning activity is the first activity. Learning also can means as process or effort that done by individual to achieve a change behaviour in science form, skill, attitude, and positive value as experience to get impression of material that learned. Learning also is a process that done by someone so they can know a thing that not yet they known, understand what before not understand. People need learn, because with learn people can know all the thing that learned. Learning activity can do wherever not only in the school or other place education such as in garden, home, museum etc. According to H. Douglas Brown (2000: 7);

- (1) Learning is acquisition of getting
- (2) Learning is retention of information or skill





- (3) Retention implies storage systems, memory, cognitive organization
- (4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- (5) Learning is relatively permanent but subject to forgetting
- (6) Learning involves some form of practice, perhaps reinforced practice
- (7) Learning is a change in behavior

From the references above, can conclude that learning is effort process that do by someone in understanding a thing and achievement skill of value and attitude to achieve a change behaviour in individual self. But, not all change that happened in individual self can called as process learning. Learning here is when individual involved and involve self consciously and emosionally that engaged with learning process so that happen a change view, understanding and behaviour in individual self. So when a change it happen in individual self unconsciously, it is cannot as learning outcomes or learning process. Teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand” (H. Douglas Brown, 2000: 7). According to Oemar Hamalik (2001: 44) “Teaching is giving knowledge to students in school”.

So, according to Muhibbin Syah (1995: 239) *PBM (Proses Belajar Mengajar)* ialah sebuah kegiatan yang integral (utuh terpadu ) antara siswa sebagai pelajar yang sedang belajar dengan guru sebagai pengajar yang sedang mengajar. Learning and Teaching process is a activity that integral between students as learner is learning with teacher as teacher is teaching.

## 2) The Components of Learning and Teaching Process

According Jacobsen, Egen, and Kauchak (1989: 9-12) in Supriyadi, dkk (2000: 12-13), there are components or step in learning process are preparation, implementation and evaluation.

### (1) Preparation



Preparation of learning such as aims that will achieve, the material that appropriate with aim, interaction of leaning that appropriate aim, media and source of learning that supported, and technique of evaluation to measure achievement aim and time allocation that need. With seen Prota, Promes, Syllabus, lesson plan that used in learning and teaching process.

## (2) Implementation

This step or component is step implementation from step preparation that has made by teacher. Operasionally, teacher do step of preparation

### a. The material of learning

The material of learning is facilities used to achieve instructional; with media of learning, the material bring student to instructional that has kinds such as aspect attitude and aspect of content. (W.S Winkel, 2004: 330). The material of learning such as material a document, issue, picture, content of audiocassette, content video cassette, topic of disscussion student etc.

### b. Method of learning

Method serve as a foil for reflection that can aid teachers in bringing to concious awareness the thinking that underlies their actions.

### c. Media of learning

Media teaching and learning is a facilities nonpersonally that used by teacher, that hold roles in learning and teaching process to achieve the aim instructional. (E. De Corte in the book W.S Winkel (2004: 318)). Traditionally, the book of lesson, blackboard, and pictures are media of teaching visual that often used.

### d. Approach of learning

The approach can be interpreted as a point of departure or our view of the learning process. The term refers to the view of the approach of a process that still



common. Therefore the strategy and methods used can be sourced or dependent of a particular approach (Sanjaya, 2008:127). So the approach is very important to determine the appropriate strategies and methods to be used in the learning process.

e. Strategy of learning

Learning strategy is as common patterns of activity learners in achieving learning activities to achieve the goals that have been outlined (Bahri, Syaiful, and Aswan, 1995:95-96). And according to Wina Sanjaya(2008: 126) says that the meaning contained learning strategy planning. Learning strategies can be interpreted as a plan that contains a series of activities designed to achieve specific educational goals. Thus it can be concluded that the explanation of learning strategies that are essential to achieving educational goals and learning objectives.

f. Facilities and Infrastructure

Facilities are the tools and equipment used directly and support the educational process, especially the process of teaching and learning such as buildings, classrooms, desks, chairs, as well as tools and media teaching tools. As for the definition of infrastructure is a facility that does not directly support the course of the teaching process as yard, gardens, parks, roads leading to the school, but if used directly for teaching and learning as a school for teaching biology parks, school grounds as a sports field, the component is a facilities of education (Mulyasa, 2007: 49 in the book Asep Kurniawan (2011: 60). So from this explanation can concluded that facilities and infrastructure is different. Facilities used directly while infrastructure used not directly.

(3) Evaluation



This step is step evaluation that used to know where how far mount efficacy in learning process that has done with perform evaluation toward students and learning process itself. Evaluation of learning aim to get information about the result that has achieved in programme of learning that have taken place.

### 3) Definition of Learning Difficulties

A learning difficulty does not affect general intelligence (IQ). An individual may often have more than one specific learning difficulty (for example, dyslexia and dyspraxia are often encountered together), and other conditions may also be experienced alongside each other. <http://www.learningdisabilities.org.uk/help-information/learning-disability-a-z/1/204300/>.

While According to Sabri(1995:88), Learning difficulties is difficulty of students in receiving or absorbing the lessons in school. There are some cases of learning difficulties, as the have been raised by Abin Syamsudin M (2005), are:

- (1) The case difficulty with background lack of motivation and interest in learning
- (2) The case of difficulties with background negative attitude towards teachers, lessons, and learning situations
- (3) The case of trouble with the background the wrong study habits
- (4) The case of difficulties with background between conditions personal with the objective conditions and environment

Based on the explanation above, it can be concluded that learning difficulties is everything that makes non-current(slow) or blocking someone in studying, understanding and control of something in order to achieve the goal. Learning difficulties can be characterized by low achievement or below the average achieved by the class group, the results achieved are not by the work done and slow in doing learning task. Students with learning difficulties will be difficult absorbing material in lessons delivered by teachers so he will be lazy in learning, and cannot be mastered materials, avoiding the subject, as well as ignoring the tasks by the teacher.





#### 4) Factors of Learning

Education process in English language especially in learning preposition, there are factors becoming determinant, the factors can become resistor or supporter which in the form of supporting factor and resistor factor. The factors are factors of individual self (students), factors of teacher, and factors of environment.

##### (1) Factors of individual self

Factors in individual self such as physical aspect and spiritual aspect from individual. Physical aspect such as condition and health physical from individual. Everybody has condition of physic that different, there are that endure to learn during five or six o'clock continuously, but there are also that only endure one,two o'clock. Condition of physic also such as completing and health of sight, hearing, groping etc.

Spiritual aspect such as health of spiritual, skills of intellectual,social, psychomotor and condition of afektif and conative from individual.

##### (2) Factors of Teacher

Teacher is a person whose occupation is teaching others. (McLeod (1989) in the book Muhibbin Syah (1995: 223)). There are teacher tasks as following: preparation, keeping records, being reliable.

##### (3) Factors of Environment

Success in learning also can influenced by factors in out self students such as in family, school, and society. Family is the first environment and prime in education, giving base foundation toward learning process of school and society. Environment of school also important toward growth learning students.this environment such as environment physical school are environment in campus, facilities and basic fasilities of learning, sources of learning, media of learning, etc. Social environment such as relation students with friends, teachers and other staff of school. And also such as situation and implementation activities



learning and teaching, and activities extracurricular. Environment of society such as has background of education that sufficient, there are institute of education and sources of learning that will give influence that positive toward spirit and growth of learning of young generation.

### 3. The Nature of Preposition

Preposition is noun (grammar) a word or phrase that used before a noun or pronoun to show place, time, direction, etc. 'In', 'for', 'to' and 'out of' are all prepositions (Oxford Student's, 2002). According to A. J. Thomson and A. V. Martinet (1986; 64) "Prepositions are words normally placed before nouns or pronouns". While according to Fuad Mas'ud (1996) "preposition is words that shows linkage between noun, pronoun, and other words in the sentence". Jean Eggenschwiller and Emily Dotson Biggs (2001: 49) also said that a preposition shows the relationship between a noun or pronoun and another noun or pronoun. The function of preposition are to express meaning closely related to the meaning expressed by adverbs and adjectives: where, when, how, and what kind. Preposition can also express a sense of why or who.

(<http://www.iscribe.org/english/prep.html>).

The characteristic of preposition are they have a noun as their complement (e.g. of Pat, in London). They are called 'pre-positions' because of their position before (pre-) this noun; in some languages equivalent words follow their complement noun, and are called 'postpositions'. They can be used as post-adjuncts or complements of almost any class of word, including nouns (e.g. picture of Pat, think of Pat).

(<http://www.phon.ucl.ac.uk/home/dick/enc2010/articles/preposition.htm>)

According to Fuad Mas'ud (1996) there are some common prepositions:

About	before	during	over
Above	behind	for	past
Across	below	from	since
After	beside	in	than
Against	between	inside	through
Among(st)	but	into	till
Around	by	off	to



As	despite	on	toward(s)
At	down	out	under

#### 4. An Error Student and Problems in Preposition

Prepositions are used all time in English, but it is often difficult to know which preposition to use. There are about 150 different prepositions in English. Essberger J. points out that it is not possible to produce a definitive list of English prepositions, because complex prepositions can theoretically be added to the language at any time (Essberger, 2012). In article Kristen Lorincz and Rebekah Gordon, (2012: 1), there are problem in learning preposition; first, prepositions are generally polysemous. Second, prepositions can be difficult to recognize, particularly in oral speech, because they typically contain very few syllables. Many English prepositions are monosyllabic such as on, for, or to. And in the book A Practical English Grammar (A. J.Thomson and AV. Martinet, 1986; 64) said that the student has two main problems with prepositions. He has to know (a) whether in any construction a preposition is required or not, and (b) which preposition to use when one is required.

From the references above, said that in preposition, students often feel difficulty that caused by problems such as there are about 150 different prepositions in English , polysemous, prepositions can be difficult to recognize, particularly in oral speech an also a certain construction in his own language requires a preposition, because they typically contain very few syllables, and also they have to know whether in any construction a preposition is required or not, and they have to know which preposition to use when one is required.

### 1.8 The Methodology of the Research

It provides information in the methods of this study. It describes the objective of research, the object, time and place of the research, the method of research, the source and types the data. It is also describes about technique and instruments of collecting data are interview, observation, field note and study documents and it is also describes about data analysis.

#### 1. The Objective of Research

The objective of the research is to know teachers efforts to improve students achievement in prepositions English at SMPN 2 JAPARA.

#### 2. The Place and Time of the Research



The researcher will conduct teachers at SMPN 2 JAPARA. The reason of the researcher to choose the school SMPN 2 JAPARA because this school is near at home and also the researcher know English teachers at SMPN 2 JAPARA. The writer has done research from 31 Mey 2014 until 31 July 2014.

### 3. The Method of Research

The research design of this study is descriptive qualitative method. According to Issac and Michael (1987:42), descriptive qualitative method provides a systematic, factual, and accurate description of a situation of area (a thesis Dias Astuti Cakrawarti :2011;19). And according to C.R Kothari (2004: 2) descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. Beside descriptive method, the writer also applies qualitative method. This method is based on the data which are words and not about the number (Sudaryanto, 1993:62). According to C.R Kothari (2004 : 3) :

Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher's insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis. It is qualitative, because the collected data is form sentence or word not number.

The research is conducted by qualitative approach because the result of the data analyzed is descriptive phenomenon such as words, sentence not about the number. In this research, the writer will describe teachers efforts to improve students achievement in preposition English.

### 4. The Source and Types of Data

There are source of data in this research such as teachers and the observation in the classroom, when the teacher teach about preposition, the researcher will observe methods and ways that used by teacher, the writer also will ask to teacher about efforts to improve students achievement in preposition English, and also the researcher will ask to teachers about evaluation that given to students.





The researcher want to choose primary data and secondary data. According to Rahardi (2001: 8) differentiates the data source into two categories i.e primary data and secondary data. Primary data is the data gained directly from the source meanwhile secondary data is the one gained indirectly (a thesis Dias Astuti Cakrawarti :2011;19). And according Donald Ary ( 1992 : 466) Primary sources are original documents (correspondence, diaries, reports, etc), relics, remains, or artifacts. These are the direct outcomes of events or the records of participants. From the explanation about primary data so the reseacher will take teachers and students as primary source of this research. While, with secondary sources the mind of a non observer also comes between the event and the user of the record. From the explanation about secondary data so the reseacher will take the book, the journal, study of documents as references of this research or as secondary data.

## 5. The Techniques and Instruments of Data Collection

### 1) Interview

The writer choose a technique interview. The reason, the writer choose the technique of interview because easier the writer to get information of source as detail. According to Donald Ary (2006 : 480) the interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to garther data on subjects opinions, beliefs, and feeling about the situation in their own words. Interview will not be answered with a yes or no or simple response, but will be answered as detail. The writer will more understand when speaker give information about question that given by the writer. This the case, according to Maykut & Morhouse (1994, p.81) one characteristic that all qualitative are open ended (cannot be answered with a yes or no simple response) and designed to reveal what is important to understand about the phenomenon under study (Donald Ary: 1992; 480). The writer also to choose the instrument of audio tape recorder as instrument of this research. The reason, writer to choose the instrument of audio tape recorder because easier the



writer to listen again what explained and answered by the speaker that then the writer will copy and write of answered from the speaker.

## 2) Observation

Observation is used to collect the data of this research. Morrison (1993: 80) said that Observations enable the researcher to gather data on:

- the physical setting (e.g. the physical environment and its organization)
- the human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance, gender, class)
- the interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.)
- the programme setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization). (Cohen, Louis, Lawrence Manion and Keith Morrison: 2007; 396)

And according to Donald Ary (2006: 474) qualitative observation usually takes place over an extended period of time and proceeds without any prior hypothesis. Qualitative observations rely on narrative or words to describe the setting, the behaviours, and the interactions. This observation research will do in the classroom. The writer will observe when the teacher teach about preposition English to students.

## 3) Study of Document

Study of document is used to collect the data of this research. It is used to gain an understanding of the phenomenon under study. Merriam (1998) describes documents in four categories: (1) public records, (2) personal documents (3) physical materials, and (4) researcher generated documents (Donald Ary: 2006; 483). This research used study of personal documents. According to Donald Ary (1992: 483) personal documents are typically first person narratives and include such items as diaries, letters, home videos, scrapbooks, and more. This research, the writer used several personal documents such as books, letters; official such as files, diaries etc.



## 6. The Techniques of Data Analysis

According to Miles and Huberman (1992) there are strips of analysis data of qualitative such as reduce the data, display the data and collecting of conclusion. From explanation above, the writer will reduce the data firstly. The writer will select the data. Only the data that can significantly contribute to the research problems the writer will take from the recorded and note data. In the next analysis the writer will concise the data that had selected. And then the writer will categories the data acquired into some codes. The codes will describe the analysis and discussion of the problem. The writer determines the data in some sets of categorizations; the process of learning and teaching preposition, students difficulties in using preposition and teachers' efforts to improve students achievement in using preposition. Then, the writer will organize the data so that the last conclusion can taken. After that, the writer will display the data such as arrange collecting of information such as narrative text that form field note. And the last the writer will take a conclusion continually.

## 1.9 Literature Review

To avoid duplication in this research, researcher try to find some research that relevant with research that will do by researcher. This following are previous research that relevant with research that will do;

1. The result from research that done by Liane Blom (2006) of title Swedish Problems with English Prepositions shown that English prepositions cause problems for native speakers of Swedish. Liane Blom said that In Kohlmyr's study prepositions accounted for 18 % of the total errors that were found in the selected material from two national evaluation programmes. Nine prepositions cause more trouble than others: *to, in, at, of, for, about, on, by* and *with*. Substituting one of these prepositions for another within the group is the most common mistake. Adverbials of time and place cause the majority of errors. 42 % of prepositional mistakes involve adverbials, 31 % phrasal verbs, 16 % prepositional phrases as modifiers in noun phrases and 11 % in adjective complements. While from the results her research the result from the questionnaire proved that Swedish pupils had 15 % more correct answers on the sheets that tested their perceptive knowledge of prepositions, see figures 2



and 3 below. Not only did the students perform better on the second test but they also relied less on Swedish transfer. Although the percentage rate differed between the tests both indicated that mother tongue interference occurred since the students chose the correct preposition or the incorrect Swedish equivalent more frequently than other prepositions. The following figures are based on statistics shown in appendix 3 where the questions and their appropriate category can also be found. From the explanation, shown that this research different with thesis that made by Liane Blom (2006) of title Swedish Problems with English Prepositions. It is clearly that from the thesis Liane Blom shown Swedish problem with English preposition while from this research shown teachers efforts to improve students' achievement in preposition.

2. The result from Hafiz Ahmad Bilal, student Department of English, University of Sargodha Pakistan that title Contrastive Analysis Of Prepositional Errors (2013) used the method is quantitative study that attempts to examine the English prepositional errors exhibited in the written specimen of secondary school students of Pakistan while learning English as their second language. Error analysis is used in this study, as a method of diagnosing errors in the written compositions. This research shown that 89% written compositions contained errors in use of prepositions. This research shown that the existing differences in the prepositional systems of Urdu and English. Prepositional system of English can delude the learners because of their versatility. Therefore, it is more appropriate to teach each preposition in detail to grasp its multifarious meanings and use. In different contexts, more than one preposition may be acceptable this diversity adds in difficulty in acquiring proficiency in target language. From the explanation, shown that this research different with thesis that made by Hafiz Ahmad Bilal student Department of English, University of Sargodha Pakistan that title Contrastive Analysis Of Prepositional Errors (2013). It is clearly that from the thesis Hafiz Ahmad Bilal only analysis of prepositional errors, while from this research shown teachers efforts to improve students' achievement in preposition.
3. The result from Nunung Khurriyati, student Department of English, STAIN Salatiga (2013) that titled An Error Analysis of the Use of Prepositions of Place of the Eighth Year Students in SMP N 3 AMPEL in the Academic Year





of 2012/2013 used the method descriptive study. Her research only analyzes preposition of place. It has 68 students, the result of the test are use as the primary data of this research. The result her research shows that 47 students or 69,11 % students gave the wrong answer and 21 students or 30,89 % students gave the right answer. From the explanation, shown that this reseach different with thesis that made by Nunung Khurriyati, student Department of English, STAIN Salatiga (2013) that titled An Error Analysis of the Use of Prepositions of Place of the Eighth Year Students in SMP N 3 AMPEL. It is clearly that from the thesis Nunung Khurriyati only an error analysis students in using preposition of place, while from this research shown teachers efforts to improve students' achievement in preposition, that in content there are learning and teaching process, learning difficulties in preposition and also teachers efforts to solve students difficulties in preposition.



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