

**THE INFLUENCE OF THE STUDENTS' NATIVE LANGUAGE ON THE
MASTERY OF ENGLISH PREPOSITION SYSTEM
(A Study at SMP Negeri 8 Banda Aceh)**

THESIS

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THESIS

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of the Requirements for Sarjana Degree (S-1)
on Teacher Education**

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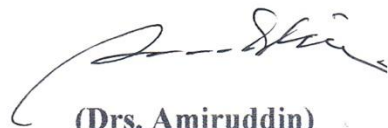
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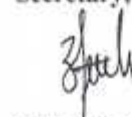
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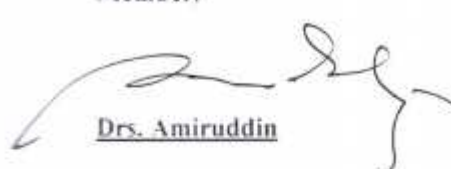
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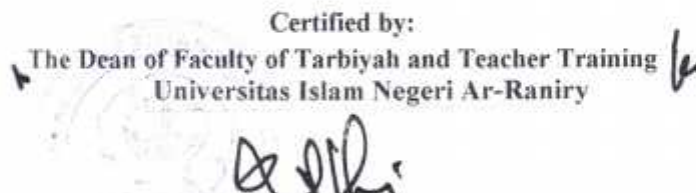

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The Researcher

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“The Influence of The Students’ Native Language on the mastery of the Preposition System (a Study at SMPN 8 Banda Aceh)”** adalah benar-benar karya asli saya, kecuali isi yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan didalamnya, sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat pernyataan

ABSTRACT

This thesis is entitled **“The Influence of Students’ Native Language on The Mastery of Preposition System”**. English Preposition is very different from Indonesian’s prepositions. Sometimes, students often make mistakes in the use of English prepositions. Therefore, this research explores how the second year students’ ability of SMPN 8 Banda Aceh in Mastering English prepositions and what the difficulties the second year students’ of SMPN 8 Banda Aceh may face in Mastering English prepositions. The population is the entire second grade of SMPN 8 Banda Aceh. The researcher chooses class VIII-6 as the participant in experimental class. To obtain the data, the researcher used test instrument. The data was analyzed through quantitative analysis by using SPSS. Mean rank for post-test = 25, 84 higher than mean rank for pre-test score = 13, 16. By using *Mann Whitney* test obtained *Significance* 0,000. Based on the criteria of hypothesis testing *Significance* = 0,000 < α = 0,05 it means H_0 rejected, so score of data pre-test and post-test students have different mean. By using one-way test obtained the *Significance* score for post test 0,000. Based on the criteria of hypothesis testing the *Significance* = 0,000 < α = 0,05 it means the mean post test score of students were higher than the mean score of pre-test students. In other words, the results obtained in this study have a significance effect in improving student learning outcomes. In addition, the concept of difference can cause a student to have difficulty in studying the preposition system so that students make mistakes in using a foreign language, which is influenced by mother tongue.

CHAPTER I

INTRODUCTION

A. Background of Study

Grammar is important in learning English, especially in communication. Without the proper knowledge of grammar, the students will find many problems in making correct sentences and expressing their ideas. In addition, if they have a good command of grammar, they will be able to communicate confidently. As Penny Ur states (1996:75) that there is no doubt that a knowledge-implicit of grammatical rule are essential for the mastery of language, you cannot use words unless you know how they are put together.

Learning a foreign language, in this case English is strongly influenced by the first language of the learners. This claim comes from Ellis (1978:19) that learner's first language influence not only the level of vocabulary but also the grammar.

There are many aspects of grammar that should be understood well by Indonesian students. One of them is the mastery of the English preposition. Indonesian learners of English always make regular mistake in preposition usage because the two languages are absolutely different. Ellis (1978:197) further comments that the error and difficulties that occur in learning and use of foreign language are caused by the Interference of

our mother tongue. Therefore, they tend to communicate and write in English by using Indonesian's system.

In general, native language and foreign language can influence each other. For example, when someone is learning a foreign language, there is an error such as errors of grammar, vocabulary, and pronunciation, which is influenced by the mother tongue. This error occurs because of some factors. One of which that affect the meaning of the concept is the differences between the mother tongue and foreign languages. Actually, when someone is talking about something, in their brain already has the concept of matters discussed. For example, when someone says "tree", in the concept of thinking has been envisaged that the tree has a stem and leaf. It is the same thing, when someone states a description "in the classroom", in the concept of thinking already envisaged that "in the classroom", meaning in a closed room. When someone speaks with a foreign language, the concept of this space will likely change, in accordance with the concept of which is owned by a foreign language. Therefore, the differences between the meanings of the concept of mother tongue with a foreign language, there are mistakes in the use of foreign languages. The concept of difference can cause a person to have difficulty in studying the preposition system so that students make a mistake in using a foreign language.

Errors that always happen to student are a mistake in the use of prepositions. According to Frank (1972:163) preposition as the structure

words that each is composed of small of words that have no formal characteristic ending and each signal syntactic structures that function as one of other part of speech are difficult to learnt. So, The mistake was caused by an existence of differences in the concept of Indonesian and English. Based on my hypothesis, conceptual differences that occur in them due to the influence of the mother tongue. Namely, the effect of Indonesian prepositions causing errors in the use of English prepositions.

In general, students often equate the use of Indonesian preposition system into English prepositions. They tend to translate into their own language. The researcher choose preposition because basically, English consist of four skill namely listening, reading, speaking and writing. Grammar is also very important in learning English. One part of grammar is about preposition . It is important for the learners to know English preposition because of little mistake of using English preposition, it can be fatal. Thus, researcher think in the beginning of learning English, Indonesian students often get difficulties in using English preposition.

Based on the reasons, the writer is interested in investigating the second year students of SMP Negeri 8 Banda Aceh in mastering English Preposition. In this case, the writer choose **“The Influence of The Students’ Native Language on The Mastery of The Preposition System (A Study at SMP Negeri 8 Banda Aceh)”**

B. Research Questions

Based on the background of the study above, the researcher provides the following research questions:

1. How does the L1 influence the acquisition of preposition?
2. To what extent does L1 influence students' use of preposition?

C. The Aim of Study

The aim of this study is to know how does the L1 influence the acquisition of preposition of the second year students of SMPN 8 Banda Aceh in mastering the English preposition system and to what extent does the L1 influence students' use of preposition by the second year students of SMP Negeri 8 Banda Aceh in mastering English preposition system.

D. Terminology

To avoid misunderstanding, there are some terms that were necessary to be explained in detail. The terms are: Native Language and English prepositions

1. Native Language

According to Fredrick field (2011:65) native language is generally the first one a child is exposed to. Some early studies referred to the process of learning one's first or native language as First Language Acquisition or FLA, but because many, perhaps most, children in the world are exposed to more than one language almost from birth, a child

may have more than one native language. As a consequence, specialists now prefer the term native language acquisition (NLA); it is more accurate and includes all sorts of childhood situations. Relating to or describing someone's country or place of birth or someone who was born in a particular country or place.

2. English Preposition

According to Hayden (1956:71) preposition is a word that shows the relationship of its noun or pronoun object to some other word or words in the sentences. It also connects nouns with other parts of the sentences. According to Frank (1972:164) the preposition in English may be in the form of one word (in, on, by, at, ect) or in the form of a phrase that function as a unit by, way of, in front of, ect.

E. The Significant of Study

The objective in this study is one of the important things in order the study will reach the target what the writer hopes.

1. To detect, to identify and to analyze the grammatical errors was done by the students in the mastering English preposition system.
2. To find the reasons why the students make different between mistakes and error in the mastering English preposition system

F. Hypothesis

The writer thinks that most of students still have some difficulties in mastering and how to use the English preposition and the writer thinks that the failure of the second year students of SMPN 8 Banda Aceh was caused by the influence of their native language.

CHAPTER II

LITERATURE REVIEW

A. Contrastive Analysis

There are many definitions of Contrastive Analysis which is presented by some experts:

According to Lado (1962: 21) introduces contrastive analysis as the comparison of the structure of two language to determine the point where they differ and the difference is the source of difficulty in learning of target language.

Contrastive Analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two valued typologies (a contrastive analysis is always concerned with a pair of language) and founded on the assumption that language can be compared (James, 1980: 3).

From the definitions above, it can be conclude that contrastive analysis can help in analysing two difference things.

The researcher adopted the CAH (Contrastive Analysis Hypothesis) in this study because it has been attested by several researchers that a good proportion of errors are interference. Richards (1979: 18) mentions that interference from the mother tongue is clearly a major source of difficulty in second language learning, and “contrastive analysis has proven to be a valuable tool in locating areas

of interlanguage interference “. Selinker and Douglas (1989: 28) note that, “the more recent results confirm that CA is the best place to begin language transfer studies since structural congruence is most probably necessary though not sufficient, for most types of language transfer to occur”. Additionally, Yarmohammadi (2002: 27) adds that, under the influence of the mother tongue the difference between L1 and L2 are transferred into the learners’ language”.

In this study, in order to answer some of the research questions, the researcher has also benefited from Error Analysis (EA), which is the study and analysis of the errors made by second or foreign language learner. According to Richard (1992: 96) EA may be carried out in order to: a.) find out how well someone knows the language, b.) find out how a person learns a language and c.) Obtain information about common difficulties in language learning. Although EA has been criticised, currently, Ellis (1994: 69) adds that,” it is showing signs of making a come-back”. Also he approves that both the qualitative approach and the improved quantitative approach to error interpretations, has much to offer SLA (Ellis, 1994:70)

B. Definition of Preposition

According to the Oxford Advanced Learner Dictionary the preposition is a word or group of words, as in, from, to, from, and in name, used before a noun or pronoun to indicate the place, position, time or method.

Huddleston (1984:336) states that preposition a word that shows the relationship between a noun or pronoun and regulate other words, that might be a verb, an adjective, or another noun or pronoun.

Greenbaum (1990:188) defines that the preposition connect two units in a sentence and determine the relationship between them. Because most forms are used as a preposition can also occur as part of another.

Frank (1972:181) says that a preposition connects a noun structure to some other word in the sentence. Hayden (1956:171) further mentions that a preposition is a word that shows the relationship of its noun or pronoun object to some other word or words in the sentence. It also connects nouns with other parts of the sentence.

According to Longman dictionary of grammar and usage (1999:187) preposition is a word that links a noun or a noun equivalent to another word by expressing such relationships as location, direction, time or purpose.

From these definitions, it can be said that a preposition is the word placed before a noun or pronoun to indicate relationship. As an example, I put my pencil in the box. This sentence is complete, but if the word “In

"eliminated, there is no sense of the phrase. Pencil may be placed in the bottom of the box, in the box, or in the back of the box, etc. Until a few prepositions have been inserted, the relationship between the pencil and the box is not known. For students who are learning the meaning is largely a matter practicing the relationship between each word and the situation is observed. In other uses, however, is determined by the choice of the verb preposition prior to see the evidence or a noun or an adjective.

In this respect Roberts (1953:222) cites that the preposition has a very important function. And for some students, it is difficult to learn to use prepositions place because most of them have several different functions and different prepositions can have the same use. So, therefore, the students easy to make a mistake in placement prepositions.

C. Types of English Prepositions

There are many kinds of prepositions. Some of them are the simplest in form. Many of them are monosyllabic such as in, on, at, by, up, from, with, down, into, before, after, behind, above, across, etc.

According to Raymond (2001:240) about types of prepositions.

Compared at, on, in

- a. They arrived at 5 o'clock
- b. They arrived on Friday
- c. They arrived in October. / They arrived in 1968

Raymond Murphy (2001: 240) cites that at is used for the use time of day:

At 5 o'clock at 11.45 at midnight at lunchtime at sunset etc.

On for days and dates:

On Friday on 12 march 1991 on Christmas day on my birthday

In for longer periods (for example, months/ years/ seasons):

In October in 1968 in the 18th century in the past

In (the) winter in the 1970s in the Middle Ages in the future

Raymond Murphy (2001: 240) cites that we use at in these expressions:

At night (I don't like going out at night)

At the weekend (will you be here at the weekend?)

At the moment (Mr Benn is busy at the moment)

At the same time (Liz and I arrived at the same time)

Note that we usually ask 'what time?' (Not usually 'at what time?):

What time are you going out this evening?

We say:

In the morning (I'll see you in the morning)

In the evening (do you work in the evening?)

But

On Friday morning (I'll be at home on Friday morning)

On Saturday evening (do you usually go out on Saturday Evening?)

We do not use at/on/in before last/next/this/every:

I'll see you next Friday. (Not 'on next Friday')

They got married last March

In a few minutes / in six months etc. = a time in the future

The train will be leaving in a few minutes (= a few minutes from now)

Jack has gone away. He'll be back in a week. (= a week from now)

She'll be here in a moment (=a moment from now)

You can also say 'in six months' time', 'in a week's time' etc.:

They're getting married in six months' time. (Or, in six months.)

We also use in, to say how long it takes to do something:

I learnt to drive in four weeks. (= it took me four weeks to learn)

According to Frank (1972:164) about types of preposition

On

I saw him on Saturday (on used with a day of the week)

I saw him on September 16 (on used with a day of the month)

On as a preposition of time may be omitted – I saw him Saturday.

At

I saw him at noon. (Or night, midnight). (At used with a part of the day considered as a point)

But: he heard strong noises in (or during) the night. (In or during here imply duration rather than a point)

I saw him at five o'clock (at used with an hour of the day occasionally, in formal usage, at may be omitted- I saw him five o'clock.

In

I saw him in September (in used with a month)

I saw him in 1968 (in used with a year)

I saw him in the spring (or summer, autumn, winter). (In used with a season)

According to Hewings (2001:208) about types of prepositions.

We use at to talk about a place we think of as a part rather than an area, and about an event where there is a group of people:

I arrived at New Street Station at 7.30

We last met at the conference in Italy

We were waiting at the far end of the room.

There were very few people at Joan's party

We use on to talk about a position touching a flat surface, or on something we think of as a line such as a road or river:

Is that a spider on the ceiling? (Notice we also say (on the wall/floor) she owns a house on the swan river.

We use *in* to talk about a position within a larger area, or something within a larger space:

There's been another big forest fire in California.

She looked again in her bag and, to her relief, there were her keys.

D. Types of Indonesians' preposition

a. Indonesian preposition

According to Keraf (1972: 79) preposisi atau kata depan adalah kata yang menghubungkan dua kata yang berbeda jabatannya dalam kalimat.

1. The most important prepositions in Indonesia are : *Di*, *Ke*, and *Dari*.

These three prepositions are used as prefixes to the words which indicate places or something regarded as place. For example:

1. Rina berada *di* Banda Aceh
2. Ibu menuju *ke* rumah
3. Nana pulang *dari* sekolah
4. Lila memasak *di* dapur
5. Bapak membajak *di* sawah
6. Tita pergi *ke* sekolah
7. Roni tidak *ke* sawah hari ini
8. Ayah baru pulang *dari* kantor

9. Farrah datang *dari* Jakarta

10. Mirna berasal *dari* Medan

2. For the word which indicates person, the names of person or animals, time , the word *pada* is used in replacing of *di* any other prepositions that are prefixes to *pada*, for instance *daripada*, *kepada*. For example:

1. Pada suatu hari saya akan datang
2. Pada hari minggu kami pergi bertamasya
3. Serahkan buku itu pada saya
4. Bagikan kue-kue ini pada teman-teman mu
5. Berikan surat ini pada ayah
6. Daripada saya lebih baik yang lain

3. Beside the above ones, three prepositions which consist of either single word or compound word like:

1. Di mana kamu dapatkan buku ini.
2. Kamu lebih baik berdiri di situ.
3. Saya akan berdiri di sini.
4. Nia akan pergi ke Jakarta.
5. Buku dlam laci.
6. Boneka itu di berikan oleh ayah.
7. Tulisan ini terdiri atas beberapa bab.

8. Hati-hatilah demi keselamatan
9. Guru memberikan pelajaran tentang ekonomi
10. Sisi membelikan mainan buat adik nya

Some prepositions have various special functions. That is why we need to give them special attention among others are as follows:

Akan , atas , dengan , and antara.

a. AKAN : the preposition *akan* has multi function :

1. As an introduction to object

Ia tidak tahu akan hal itu

Aku lupa akan semua kejadian itu

2. To indicate future tense

Saya akan pergi ke Jakarta

Ibu akan tiba hari ini

- 3 To strengthen or emphasized ; in this case can be a decisive factors :

Akan hal itu kita perundingkan kelak

Akan kita selesaikan masalah tersebut

b. DENGAN : the preposition *dengan* can play multi-roles too,
for example:

1. To show commitment :

Ia ke sekolah dengan kawan nya

Nani ke pasar dengan ibu nya

2. To show instrument

Ia menulis dengan pencil

Adik memukul hewan dengan kayu

3. To form qualitative adverb :

Perkara itu diselidki dengan cermat

Polisi itu menembak dengan tepat

4. used as comparative statement :

Adik sama tinggi dengan ali

Nilai raport gading sama dengan faisal

c. ATAS : meaning and its functions

1. To form adverbs of place. In this case,” di atas “ it also
concerned :

Kami menerima tanggung jawab itu *di atas* pundak kami.

2. To relate noun or verb with adverb:

Kami mengucapkan terima kasih *atas* kerelaan saudara.

Kami menyesal *atas* sekalian tindak-tanduknya.

3. Place before some words to mean *as dengan* or *demi*. For example:

Dia pergi *atas* desakan teman-temannya.

Ani melakukan hal itu *atas* kehendak nya sendiri.

Murid-murid menyelesaikan tugas-tugas *atas perintah* guru nya.

E. Characteristic of Preposition

From this website (<https://guinlist.wordpress.com/2014/07/28/84-seven-things-to-know-about-prepositions/>) Prepositions have some important general characteristics, knowledge of which can help grammar errors to be avoided. Prepositions have a sizeable number of interesting similarities between them, which we might call general preposition characteristics.

1. Need for a Partner Noun

Prepositions are like adjectives: they need a partner noun or pronoun, which usually follows them. What makes them different from adjectives is their position when the noun has *the* or *a* before it:

Prepositions come in front. A preposition can come after its noun instead of before when there is an informal use of *who/which/that*, for example, *on which it depends*

2. Creation of Adjective or Adverb Phrases

A preposition and its partner noun together act like either an adjective or an adverb. In the adjective-like use, there must be a nearby noun, usually in front; whose meaning the phrase is expanding, for example, *Travel by train is becoming increasingly popular.*

3. Ability to be Multi-Word

Prepositions of two, three or even four words are quite common. In all cases, however, the last word will be a familiar shorter preposition like to. Examples of multi-word prepositions are in terms of, on the basis of, depending on, in relation to, because of, on account of, due to, thanks to, on (the) top of, in addition to, apart from, instead of, prior to, subsequent to, by means of and in front of.

4. Similarity to Conjunctions

Prepositions are easily confused with conjunctions. This is because they can often express the same kind of meaning. They differ more in their grammar than their meaning. Compare:

e. (Preposition) Car use grew during the 20th century.

f. (Conjunction) Car use grew as the 20th century progressed.

The key difference here is the verb progressed in. It is needed mainly because conjunctions always need a following verb that is not the only verb in the sentence.

5. Inability of the Accompanying Noun to be a Sentence Subject

English does not allow a preposition and its accompanying noun to be the subject or object of a sentence. For example, *by working hard brings success*.

6. Ability to Form Prepositional Verbs

Prepositional verbs also have to be distinguished from “phrasal” verbs such as SWITCH ON, which contain an adverb instead of a preposition. Phrasal verbs can place their adverb after a following object noun as well as before it: we can say either switch on the light or switch the light on.

7. Importance in Both Grammar & Vocabulary

Prepositions tend to be thought of as a part of grammar, in the way that conjunctions and pronouns are, whereas in reality they are often best included among vocabulary instead. When a preposition use vocabulary, it tends to depend on the presence of a particular other word, and to appear in that word’s dictionary entry.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was an experimental study, which was intended to gain information and tried to describe the influence of students' native language on the mastery of preposition. The researcher used experimental teaching, and test as the technique to collect the data.

The study was conducted at second grade students of SMPN 8 Banda Aceh class XIII-6 Academic year 2014-2015. XIII-6 which consists of 20 students as the experimental class.

The researcher taught about three meetings for the class to gain the data needed. In the first meeting, the researcher delivered the pre-test to measure the score before treatment and post-test as the measurement to compare between before and after the treatment in the last meeting. The quantitative research was applied to analyze the data for this study.

B. Population and Sample

1. Population

According to Arikunto (2010: 173) Population is all subject who are going to be observing in the research. The population of this research is all of the second

Grade students of SMPN 8 Banda Aceh academic year 2014-2015. There were seven classes for the second grade students, namely: class XIII-I (22 students), XIII-2 (23 students), XIII-3 (21 students), XIII-4 (20 students), XIII-5 (22 students), XIII-6 (20 students), XIII-7 (20 students) . Total number of the population in this study is 158 students.

2. Sample

According to Arikunto (2010:174) Sample is the small part of the population that is taken as sample of research object for representative of all population. The samples of this research are class XIII-6 which consist of 20 students as experimental class.

C. Data Collection Method

The researcher used three techniques of collecting data in order to get the data needed:

1. Experimental Teaching

According to Wiersma (1991:202) an experimental study is a type of evaluation that seeks to determine whether a program or intervention had the intended causal effect on participants. To get information about classroom situation, the researcher actively involved in teaching students. The researcher did teaching English preposition. In applying the model, the researcher taught the students about one meeting.

2. Test

According to Arikunto (1992:170) Test is an instrument which is used for measuring the behavior of individual performance. In this study, the researcher made two types of test, pre test and post test which were conducted to see the influence of the students' native language on the preposition.

a. Pre test

According to Sudjono (2003:69) Pre test is a test that is conducted before the study materials provided to the students. Students were asked to answer 25 questions provided. It is used to measure the current score of their knowledge about materials.

b. Post test

According to Sudjono (2003:70) Post test conducted to determine whether the subject matter has been classified as important can be mastered with the best by learners. The test is used for measuring the score of English preposition skills in classroom.

D. Data Analysis

The researcher used SPSS. For testing the hypothesis of two independent samples, first testing the assumptions of normality and homogeneity as follows:

Test of normality

Test of normality is used to determine whether the data is normally scattered around the mean, by looking at the data that is spread between the highest score to the lowest score in the sample. In this research, data normality test is done by using *Liliefors* test.

Hypothesis used is as follows:

Pretest

Ho : students' pre- test score data were normally distributed

Ha : students' pre-test score data were not normally distributed

Post test

Ho : students' post-test score data were normally distributed

Ha : students' post-test score data were not normally distributed

Test of homogeneity

The purpose of this test is to determine whether the group of data sample comes from a population that has the same variance or not. The method used to test the homogeneity of this research is *Levene test*.

Levene test in this study was conducted to see the similarity variance between pre-test and post-test.

Hypotheses used are as follows :

Ho : data pre-test and post-test scores of students have homogeneous variances

Ha : data pre-test and post-test scores of students have not homogenous variances

Hypothesis testing

Mean test in this study using U test or Mann-Whitney because the sample of the data of score pre-test and post-test were not normally distributed.

Hypotheses used are as follows:

Ho : data score of pre-test and post-test students have the same mean

Ha : data score of pre-test and post-test students have different mean

CHAPTER IV

THE RESULTS OF STUDY

A. Brief Description of Research Location

1. School

The researcher conducted the research at SMPN 8 Banda Aceh. It is one of the Junior High Schools in Banda Aceh. It is located on Jln. Hamzah Fansuri No.1 Kopelma Darussalam. This School was established since 1998 in Banda Aceh.

2. Students

Based on the academic year 2014/2015, the total number of students of SMPN 8 Banda Aceh is 521 students. It consists of 266 male students and 255 female students. The total number of students is divided into three grades. There are 183 students in the first grade, 158 students in the second grade and 181 are in the third grade.

3. Teachers

The principal of SMPN 8 Banda Aceh is Muhammad. He leads and supervises 58 teachers at the school. There are also 4 administrative staff. The teachers play a key role in teaching and learning process. Every teacher is matched for subjects that are charged. For English teacher, the school provides 5 English teachers to teach students.

B. Data Collection Procedure

1. Experimental Teaching

In order to find out the data, the researcher conduct experimental teaching within three meetings, including the meeting for pre-test and post-test. The allocation of time for each meeting was 120 minutes.

First meeting was conducted on Wednesday, 13th May 2015. In the first meeting, the student of grade XIII-6 students attended the class. Then, the researcher was first to greet the students, introduce herself, explain the aim of doing the research and asks for the students to be cooperative in classroom. Next, pre-rest sheets were delivered and gave 80 minutes to answer 25 questions provided about the use of preposition. The students listened to the instructions about how to answer the questions.

For the second meeting, it was conducted on Friday, 15th May 2015. Before starting the teaching-learning process, the researcher checked attendant the list. The Researcher gave explanation about preposition such as definition and types of preposition.

For the last meeting on Wednesday, 20th May 2015, the researcher checked the attendant list to make sure that every student was present. Then, she gave them the post-test sheets, the rules were still same just like at the pre-test. Finally, the researcher gave some motivations for students to prepare themselves in examination.

2. Test

The test was divided into two categories, pre-test and post-test. For the experimental class, pre-test was given to know the students' ability before experimental teaching was conducted in order to see their ability about the use of preposition. Then, post-test was given at the last meeting.

a. Pre-test

The purpose of pre-test and post-test was to know the achievement of the students' knowledge about preposition before doing the experimentation. Eighty (80) minutes was given to answer the questions. Each item of questions was related to grammar preposition skills for junior high school. And there were 10 question such as underline the correct preposition (at/on/in), 6 complete the sentences, and 10 question to look at the pictures and complete the sentences with a preposition.

b. Post-test

Post-test was given to measure the students' achievement after teaching activity to the students. The researcher gave 80 minutes to the students to finish the post-test which consisted of 10 question such as underline the correct preposition (at/on/in), 6 complete the sentences, and 10 question to look at the pictures and complete the sentences with a preposition. In this section, the researcher tried to find out the effect of the experimentation in increasing students' ability about preposition.

C. The Result of Test

The pre-test and post-test were given in order to know the students' achievement before and after giving the treatment. Pre-test was given in the first meeting and the post-test was given in the last meeting and they were given in written test.

The Result Test of Experimental Class

Table 4.1 Pre-Test Scores of Students in Experimental Class

NO (1)	INITIAL (2)	PRE -TEST SCORE (3)
1	RL	48
2	HA	64
3	SA	72
4	NI	72
5	FI	72
6	MZ	48
7	RH	20
8	WR	72
9	NK	56
10	NR	64
11	MA	60
12	MS	68
13	AA	60
14	SM	60

15	SU	64
16	SR	64
17	SH	52
18	HS	64
19	FM	60

20, 48, 48, 52, 56, 60,60,60,60, 64,64, 64,64,64, 68, 72, 72, 72,72.

The highest score of the pre-test on WR is 72 and the lowest is 20. Thus, the range of data is: $R = H_s - L_s = 72 - 20 = 52$.

Table 4.2 Post-Test Scores of Students in Experimental Class

NO (1)	INITIAL (2)	POST - TEST SCORE (3)
1	RL	60
2	HA	76
3	SA	76
4	NI	76
5	FI	76
6	MZ	60
7	RH	60
8	WR	76
9	NK	66
10	NR	72
11	MA	66

12	MS	72
13	AA	72
14	SM	72
15	SU	76
16	SR	72
17	SH	76
18	HS	72
19	FM	72

60, 60, 60, 66, 66, 72, 72, 72, 72, 72, 72, 72, 72, 76, 76, 76, 76, 76, 76,

The highest score of the post-test on FI is 76 and the lowest is 60. Thus, the range of data is: $R = Hs - Ls = 76 - 60 = 16$.

For testing the hypothesis of two independent samples, first testing the assumptions of normality and homogeneity as follows:

Test of normality

Test of normality is used to determine whether the data is normally scattered around the mean, by looking at the data that is spread between the highest score to the lowest score in the sample. In this research, data normality test is done by using *Liliefors* test.

Hypothesis used is as follows:

Pretest

Ho : students' pre- test score data were normally distributed

Ha : students' pre-test score data were not normally distributed

Post test

Ho : students' post-test score data were normally distributed

Ha : students' post-test score data were not normally distributed

Based on the result of the analysis, obtained the score test of normality as follows:

Tabel 4.3 Test of Normality

Score	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Students' score Pretest	,237	19	,006	,795	19	,001
Posttest	,309	19	,000	,780	19	,001

a. Lilliefors Significance Correction

Hypothesis testing criteria used significance score with level of significance or $\alpha = 0,05$. H_0 will be rejected if the Significance score $< \alpha = 0,05$.

Based on these criteria, it could be concluded about the normality of the data pre-test and post-test score students as follows:

Pre-test

By using *Liliefors* test, it appears that the *Kolmogorov-Smirnov* column, calculate statistical data pre-test score of students is 0,237 with a probability score/Sig is 0,006, or the probability is less than 0.05 ($0,006 < 0,05$). Then, H_0 rejected, it means that data score pre-test students were not normally distributed.

Post test

By using *Liliefors* test, it appears that the Kolmogorov-Smirnov column, calculate statistical data pre-test score of students is 0,309 with a probability score/Sig is 0,000, or the probability is less than 0,05 ($0,006 < 0,05$). Then, H_0 rejected, it means that data score pre-test students were not normally distributed.

Test of homogeneity

The purpose of this test is to determine whether the group of data sample comes from a population that has the same variance or not. The method used to test the homogeneity of this research is *Levene test*.

Levene test in this study was conducted to see the similarity variance between pre-test and post-test.

Hypotheses used are as follows:

H_0 : data pre-test and post-test scores of students have homogeneous variances

H_a : data pre-test and post-test scores of students have not homogenous variances

Based on the results obtained by analysis of the *Test of Homogeneity of Variance* score as follows:

Tabel 4.4 Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Students' score	Based on Mean	2,492	1	36	,123
	Based on Median	2,283	1	36	,140
	Based on Median and with adjusted df	2,283	1	23.936	,144
	Based on trimmed mean	2,453	1	36	,126

Hypothesis testing criteria used score based on Mean significance with level of significance or $\alpha = 0,05$. H_0 will be rejected if the score based on Mean Significance $< \alpha = 0,05$.

By using *Levene test* obtained based on Mean Significance for student's score is 0,123. Based on the criteria of hypothesis that Based on Mean Significance $= 0,123 > \alpha = 0,05$ it means not enough evidence to reject H_0 , so the score pre-test and post-test of students have homogeneous variances.

Hypothesis testing

Mean test in this study using U test or Mann-Whitney because sample the data score pre-test and post-test were not normally distributed.

Hypotheses used are as follows:

Ho : data score of pre-test and post-test students have the same mean

Ha : data score of pre-test and post-test students have different mean

Based on the result obtained by analysis of the *Ranks* and *Test Statistics* score as follows:

Tabel 4.5 *Ranks*

Mann-Whitney Test

Score		N	Mean Rank	Sum of Ranks
Students' score	Pretest	19	13,16	250,00
	Posttest	19	25,84	491,00
	Total	38		

Mean rank each group in the above table shows that the mean rank for post-test = 25,84 higher than mean rank for pre-test score = 13,16. However, the difference in mean score of the second group can not be said to be significant before doing U test.

Table 4.6 Test Statistic

	Students' score
Mann-Whitney U	60,000
Wilcoxon W	250,000
Z	-3,588
Asymp. Sig. (2-tailed)	,000
Exact Sig. [2*(1-tailed Sig.)]	,000 ^a

a. Not corrected for ties.

b. Grouping Variable: score

Hypothesis testing criteria used *Significance* score with level of significance or $\alpha = 0,05$. H_0 will be rejected if the *Significance* $< \alpha = 0,05$.

By using *Mann Whitney* test obtained *Significance* 0,000. Based on the criteria of hypothesis testing *Significance* $= 0,000 < \alpha = 0,05$ it means H_0 rejected, so score of data pre-test and post-test students have different mean. By using one-way test obtained the *Significance* score for post test 0,000. Based on the criteria of hypothesis testing the *Significance* $= 0,000 < \alpha = 0,05$ it means the

mean post test score of students were higher than the mean score of pre-test students. In other words, the results obtained in this study have a significance effect in improving student learning outcomes.

But, there are some difficulties of the second year students' of SMPN 8 Banda Aceh in mastering English Prepositions. The students always make mistake in preposition usage because the two languages are absolutely different. The concept of difference can cause a student to have difficulty in studying the preposition system so that students make mistakes in using a foreign language. This error occurs because of some factors such as errors of grammar, vocabulary, and pronunciation, which is influenced by mother tongue. Errors that always happen to students are a mistake in the use of preposition because they tend to translate into their own language.

CHAPTER V

DATA ANALYSIS

A. Examining Research Question

As had been stated in the first chapter, this research consists of two research questions which need to be answered. The questions deal with how is the second year students' ability in mastering English preposition and what are the difficulties of the second year students' of SMPN 8 Banda Aceh in mastering English prepositions. In this case, test was used to collect the data needed.

Based on the data (Chapter IV), the result showed that the highest score of pre-test is 72 and the lowest score of pre-test is 20. Thus, the range of data pre-test is 52. Meanwhile, the highest score of post-test is 76 and the lowest score is 60. Thus, the range of data is 16.

Based on the data (table 4.3), test of normality by using *Liliefors* test it can be seen that the calculation of students' pre-test score 0,237 with a probability score/Sig is 0,006 or the probability is less than 0,05 ($0,006 < 0,05$). So, H_0 rejected, it means that data score pre-test were not normally distributed. Meanwhile, calculation of students' post-test score is 0,309 with a probability score/Sig is 0,000 or the probability is less than 0, 05 ($0,000 < 0, 05$). So, H_0 rejected, it means that data score post-test were not normally distributed.

Based on the data (table 4.2) test of Homogeneity of variance by using *Levene* test obtained based on Mean Significance for student's score is 0,123. Based on the criteria of hypotheses that based on Mean Significance = 0,123 > =0, 05 it means not enough evidence to reject H_0 . So, the score of pre-test and post-test of students have homogeneous variances.

Based on the table (4.5) mean rank each group in the table shows that the mean rank for post-test is 25, 84 pre-test higher than the mean rank of pre-test score = 13, 16. However, the difference in mean score of the second group can not be said to be significant before doing U test.

Based on the table (4. 6) by using Mann Whitney test obtained Significance 0,000. Based on the criteria of hypotheses testing Significance = 0,000 < =0,05 it means H_0 rejected, then, score of data pre-test and post-test students have different mean.

By using one- way test obtained the Significance score for post test 0,000. Based on the criteria of hypothesis testing the Significance = 0,000 < =0, 05 it means the mean post test score of students were higher than the mean score of pre-test students. In other words, the results obtained in this study have a significance effect in improving student learning outcomes. Actually, students make mistakes when using preposition. This error happens to students because they tend to translate into their own language, which is influenced by their native language.

B. Examining Research Hypothesis

After examining the research questions, the researcher examined the hypothesis related to the research questions that had been examined. Based on the explanation in the first chapter, the researcher provides hypothesis; the hypothesis stated by the researcher is most of students still have some difficulties in mastering and how to use the English preposition and the researcher think that the failure of second year students of SMPN 8 Banda Aceh was caused by the influence of their native language. The results obtained in this study have a significance effect in improving student learning outcome at SMPN 8 Banda Aceh and students have some difficulties in studying preposition system because of some factors such as errors of grammar, vocabulary, and pronunciation, which is influenced by their native language.

Having looked at the researcher's finding about the significance effect in improving student learning outcome in mastering English preposition, the researcher's hypothesis is definitely matched with the result of research question. Absolutely, it shows that the hypothesis made by the researcher is accepted.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter discusses conclusions and suggestions derived from the research findings and discussions which were elaborated in the previous chapters. The conclusion deals with the influence of students' native language on the Mastery of Preposition System (a study at SMPN 8 Banda Aceh). The suggestions are directed to follow up of this study.

A. Conclusions

Based on the finding and the discussion presented in the previous chapters, the conclusions can be drawn as the answer to the question of this study.

1. In learning English preposition, the students of SMPN 8 Banda Aceh face some problems such as errors of grammar, vocabulary, and pronunciation, which are influenced by their native language.
2. The result of this study shows that the most of the students of SMPN 8 Banda Aceh find it difficult to master English preposition because the English system of using preposition is much more difficult than that of Indonesian ones.
3. In teaching English, method and technique as well as visual aids play a very important role.
4. The English language has a very different system with Indonesians' system

5. The target of teaching English in Indonesia is much dependent on the class so that the students studying English can be more active

B. Suggestions

To follow up the finding of this study, some suggestions, might be helpful and useful to be considered, as follows:

1. The English teacher of SMPN 8 Banda Aceh should know the different system found in the two languages, Indonesian and English so that they will know the student's problem in studying it.
2. In teaching English especially in teaching the English prepositions, the English teacher should pay attention to the use of English preposition in both language, English and Indonesian languages, is very different either lexically and morphological
3. It is expected that the teacher of English should choose a suitable method and appropriate techniques in teaching English especially English preposition.
4. It is suggested that the English teachers of SMPN 8 Banda Aceh create the class alive, for example, by giving their students much chance to speak, drill, exercise as well as homework, and the teacher must speak English while they are teaching and native language is only spoken when it is indeed very necessary because this tries to build up the students' habit in speaking orally.

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<https://guinlist.wordpress.com/2014/07/28/84-seven-things-to-know-about-prepositions/>

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMPN 8 Banda Aceh

Kelas / semester : XII/1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : *preposition*

Alokasi Waktu : 3x Pertemuan

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang mewujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.8 Menangkap makna dalam teks tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure

Indikator Pencapaian Kompetensi (IPK)

1. Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris dan menggunakannya sesuai dengan kaidah dan konteks yang benar.
2. Menggunakan kalimat Preposition dengan benar
3. Mengidentifikasi makna kalimat teks penggunaan Preposition

C. Tujuan Pembelajaran

1. Melalui proses membaca, menanya, mencoba, dan menalar siswa mampu mengetahui penggunaan preposition dengan tepat

2. Melalui proses membaca, menanya, mencoba dan menalar siswa mampu melengkapi kalimat preposition dengan benar
3. Melalui proses membaca, menanya, mencoba, dan menalar siswa mampu menjawab pertanyaan untuk memahami isi kalimat preposition dengan tepat.

- D. Materi pembelajaran : preposition
- E. Metode Pembelajaran : Ceramah, diskusi, pemberian tugas
- F. Media Pembelajaran : Paper, White Board, Board Marker
- G. Sumber Belajar : Buku English grammar in use Raymond
Murphy

H. Kegiatan Pembelajaran

Pertemuan Pertama (3x40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Siswa berdoa dan membaca Yasin sebelum memulai pelajaran. - Siswa diabsen oleh guru. - Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, 	30'

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	
Inti	<ul style="list-style-type: none"> - Siswa diberikan sejumlah 25 soal yang terdiri dari underline the correct preposition (at/on/in), complete the sentences, and look at the picture and complete the sentences with a preposition) sebagai langkah awal untuk melihat kemampuan dasar siswa dalam menjawab soal dan memperhatikan score yang diperoleh siswa. 	80'
Penutup	Refleksi untuk mengevaluasi : <ul style="list-style-type: none"> - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. 	10'

Pertemuan Kedua (2x45 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Siswa berdoa sebelum memulai pelajaran. - Siswa diabsen oleh guru. - Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan. 	30'
Inti	<p>Mengamati :</p> <ul style="list-style-type: none"> - Siswa mendengarkan penjelasan guru mengenai preposition. - Siswa duduk berkelompok dan memahami tentang preposition yang diajarkan oleh guru. - Siswa dituntut untuk menguasai dan mampu tentang materi yang telah diajarkan oleh guru <p>Menanya :</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan mengenai hal-hal yang berkaitan dengan materi tentang preposition <p>Menalar :</p> <ul style="list-style-type: none"> - Siswa secara berkelompok mengidentifikasi tentang penggunaan preposition at, on, in,yang 	70'

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>diberikan oleh guru.</p> <ul style="list-style-type: none"> - Siswa secara berkelompok memahami materi yang telah dijelaskan oleh guru <p>Mencoba :</p> <ul style="list-style-type: none"> - Siswa menyebar dan membentuk kelompok baru untuk menjelaskan apa yang telah mereka pahami tentang preposition - Siswa kembali ke kelompok awal dan menggabungkan informasi yang telah didapatkan dalam kelompok baru tadi. <p>Mengkomunikasikan :</p> <ul style="list-style-type: none"> - Siswa diminta mempresentasikan hasil diskusi mereka. - Siswa dari kelompok lain diperbolehkan bertanya untuk mengkonfirmasi setiap informasi yang telah mereka dapatkan. 	
Penutup	<p>Refleksi untuk mengevaluasi :</p> <ul style="list-style-type: none"> - Siswa menjawab beberapa pertanyaan sesuai dengan materi preposition yang telah mereka 	20'

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>pelajari.</p> <ul style="list-style-type: none"> - Siswa bersama guru menyimpulkan pembelajaran. - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. 	

Pertemuan Ketiga (3x40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Siswa berdoa dan membaca Yasin sebelum memulai pelajaran. - Siswa diabsen oleh guru. - Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan. 	30'
Inti	<ul style="list-style-type: none"> - Siswa diberikan sejumlah 25 soal yang terdiri dari underline the correct preposition (at/on/in), 	80'

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	complete the sentences, and look at the picture and complete the sentences with a preposition) sebagai langkah akhir untuk melihat kemampuan siswa setelah belajar.	
Penutup	Refleksi untuk mengevaluasi : - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	10'

A. PENILAIAN HASIL PEMBELAJARAN

Sikap:

- Observasi, penilaian diri, teman sejawat (pencapaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan peran yang sudah dilakukan)
- Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya.

Pengetahuan:

- Pengetahuan siswa tentang struktur teks, fitur kebahasaan dievaluasi dengan menggunakan tes tulis/lisan dan penugasan (PR, proyek)

Keterampilan:

- Unjuk kerja/praktik, proyek, produk, portofolio.

**Proses penilaian berlangsung selama pembelajaran berlangsung yang dimulai sejak aktifitas mengamati, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan.*

Dimension	Exceclnt	Good	Fair	Poor
Keterampilan	<p>Selalu memaparkan teksdengan struktur teks yang benar dan tepat dan kebahasaan yang benar</p> <p>[point max 100]</p>	<p>Sering memaparkan teks dengan struktur teks yang benar dan tepat dan kebahasaan yang benar</p> <p>[point max 80]</p>	<p>Jarang memaparkan teks dengan struktur teks yang benar dan tepat dan kebahasaan yang benar</p> <p>[point max 65]</p>	<p>Sesekali memaparkan teks dengan struktur teks yang benar dan tepat dan kebahasaan yang benar</p> <p>[point max 50]</p>
Pengetahuan	100 - 90	89 – 70	69 – 50	49 - 0
Sikap	1. Observasi, penilaian diri, teman sejawat.	1. Observasi, penilaian diri, teman sejawat.	1. Observasi, penilaian diri, teman sejawat.	1. Observasi, penilaian diri, teman sejawat.

	<p>2. Pencapaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik.</p> <p>3. Guru mengobservasi dan mencatat perilaku siswa yang</p>	<p>2. Pencapaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik.</p> <p>3. Guru mengobservasi dan mencatat perilaku siswa yang</p>	<p>2. Pencapaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik.</p> <p>3. Guru mengobservasi dan mencatat perilaku siswa yang</p>	<p>2. Pencapaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik.</p> <p>3. Guru mengobservasi dan</p>
--	--	--	--	---

	<p>mencakupi sifat dan keterampilan nnya sangat sempurna.</p> <p>[point 100 – 90]</p>	<p>mencakupi sifat dan keterampilan nnya sempurna.</p> <p>[point 89 – 70]</p>	<p>mencakupi sifat dan keterampilan nnya sedang</p> <p>[point 69 – 50]</p>	<p>mencatat perilaku siswa yang mencakupi sifat dan keterampilan nnya buruk.</p> <p>[point 49 – 0]</p>
--	---	---	--	--

(Kriteria Penilaian)

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.					
2.					
3.					
4.					

5.					
	Jumlah				

Keterangan skor:

4 = sangat baik

3 = baik

2 = cukup

1 = kurang baik

Kriteria penilaian dapat dilakukan sebagai berikut:

Skor maksimal : $4 \times 4 = 16$

Penentuan nilai : $\text{nilai siswa} = \frac{\text{skor yang diperoleh}}{\text{Skor maksimal}} \times 100$

Mengetahui,

Banda Aceh, 11 Mei 2015

Guru Bidang Studi Bahasa Inggris

Guru Praktikan Bahasa Inggris

Yulianti, S.P.d.

Bengi Penawar Niate

NIP. 197701042008012004

NIM. 231121294

Preposition

Preposition is the word placed before a noun or pronoun to indicate relationship.

Types of prepositions:

Compared at, on, in

- a. They arrived at 5 o'clock
- b. They arrived on Friday
- c. They arrived in October. / They arrived in 1968

We use **at** is used for the use time of day:

At 5 o'clock at 11.45 at midnight at lunchtime at sunset etc.

On for days and dates:

On Friday on 12 march 1991 on Christmas day on my birthday

In for longer periods (for example, months/ years/ seasons):

In October in 1968 in the 18th century in the past

In (the) winter in the 1970s in the Middle Ages in the future

We use **at** in these expressions:

At night (I don't like going out at night)

At the weekend (will you be here at the weekend?)

At the moment (Mr Benn is busy at the moment)

At the same time (Liz and I arrived at the same time)

Note that we usually ask 'what time?' (Not usually 'at what time?):

What time are you going out this evening?

We say:

In the morning (I'll see you in the morning)

In the evening (do you work in the evening?)

But

On Friday morning (I'll be at home on Friday morning)

On Saturday evening (do you usually go out on Saturday Evening?)

We do not use at/on/in before last/next/this/every:

I'll see you next Friday. (Not 'on next Friday')

They got married last March

In a few minutes / in six months etc. = a time in the future

The train will be leaving in a few minutes (= a few minutes from now)

Jack has gone away. He'll be back in a week. (= a week from now)

She'll be here in a moment (=a moment from now)

You can also say 'in six months' time', 'in a week's time' etc.:

They're getting married in six months' time. (Or, in six months.)

We also use in, to say how long it takes to do something:

I learnt to drive in four weeks. (= it took me four weeks to learn)



DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY

- | | |
|---------------|--|
| Menyampaikan | 1. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: Un.08/DT/TL.00/5970/2015 tentang pengangkatan pembimbing skripsi; |
| Mengingat | 2. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cukup dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud. |
| | 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; |
| | 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; |
| | 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; |
| | 4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN; |
| | 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; |
| | 6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen; |
| | 7. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry; |
| | 8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; |
| | 9. Peraturan Menteri Agama No. 21 Tahun 2015 tentang Statuta Universitas Islam Negeri Ar-Raniry Banda Aceh; |
| | 10. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pemberian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; |
| | 11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4001/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan; |
| Memperhatikan | 1. Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2014 |
| Menetapkan | MEMUTUSKAN |
| PERTAMA | 1. Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.08/DT/TL.00/5970/2015 tanggal 25 Agustus 2015 |
| KEDUA | 1. Menunjuk Saudara:
1. Drs. Luthfi Asmie, MA Sebagai Pembimbing Pertama
2. Drs. Amiruddin Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Bengi Penuwar Niato
NIM : 231121294
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of The students' Native Language on the Mastery of The Proposition System (A Study at SMP 8 Banda Aceh) |
| KETIGA | 1. Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku; |
| KEEMPAT | 1. Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016 |
| KELIMA | 1. Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2015/2016. |
| KEENAM | 1. Surat Keputusan ini berlaku sejak ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini. |


 Banda Aceh, 28 Desember 2015
 Dr. Moch. Murrachman, M. Ag
 NIP. 197109082001121001

Tambahan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : Un.08/FTK1/ TL.00/ 4942 / 2015

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Bengi Penawar Niate
NIM : 231 121 294
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat : Perum Bintang Asri Blio B, Ulee Kareng - Banda Aceh

Untuk mengumpulkan data pada:

SMP Negeri 8 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of the Students' Native Language On the Mastery of the Preposition System (A Study at SMPN 8 Banda Aceh)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 21 Mei 2015

Ag. Dekan,
Wakil Dekan Bidang Akademik.

Dr. Saifullah, M.Ag

NIP. 19720406 200112 1 001



Kode: 6247

BAG. UMUM BAG. UMUM



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA

JALAN P. NYAK MAKAM NO. 23 GP. KOTA BARU TELP/FAX. (0651) 7555136, 7555137
E-mail: disdikporabna@gmail.com Website: www.disdikporabna.com

Kode Pos : 23125

IZIN PENELITIAN
NOMOR : 074/A.2/1021

TENTANG
PENGUMPULAN DATA PADA SMP NEGERI 8 KOTA BANDA ACEH

Dasar : Surat Dekan Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : Un.08/FTK1/TL.99/4255 /2015, tanggal 6 Mei / 2015, Hal Izin Pengumpulan Data.

MEMBERI IZIN :

Kepada :
Nama : BENGI PENAWAR NIATE
NIM : 231 121 294
Prodi : Pendidikan Bahasa Inggris
Jenjang : S-1

Untuk : Mengumpulkan data dalam rangka penyusunan Skripsi dengan Judul :
"THE INFLUENCE OF THE STUDENTS' NATIVE LANGUAGE ON THE MASTERY OF THE
PREPOSITION SYSTEM (A Study at SMPN 8 Banda Aceh)."
Dengan Ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi mahasiswa yang bersangkutan supaya menyampaikan fotocopi hasil Penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan Pemuda dan Olahraga Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 11 Mei s.d. 11 Juni 2015.

Demikian surat ini disampaikan untuk dapat dipergunakan semestinya.

Banda Aceh, 11 Mei 2015
An. KEPALA DINAS PENDIDIKAN PEMUDA
DAN OLAHRAGA KOTA BANDA ACEH
KABID PENDIDIKAN DASAR DAN LANJUTAN



NIP. 19720424 199702 1 001

TERLAMBAH :

1. Dekan FTK UIN Ar-Raniry B.Aceh
2. Mahasiswa/yang bersangkutan
3. Pertineel



**PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 8**

Jalan Hamzah Fansury No. 1 Kopelma Darussalam telp. (0651) 7552195
E-mail : smpn8@disdikbna.net Website : www.smpn8.disdikbna.net

Kode Pos 23111

SURAT KETERANGAN PENELITIAN

Nomor : 074/ 003 / 2016

Kepala SMP Negeri 8 Banda Aceh dengan ini menerangkan bahwa

nama : Bengi Penawar Niate
induk mahasiswa : 231121294
jurusan : Pendidikan Bahasa Inggris
jenjang : S-I

benar telah melaksanakan praktek lapangan pada SMP Negeri 8 Banda Aceh dari tanggal 13 sampai tanggal 20 Mei 2015

Demikian surat keterangan ini diperbuat agar dapat dipergunakan seperlunya, terima kasih.

Banda Aceh, 05 Januari 2016

Kepala



Muhammad, S.Pd., M.Pd
NIP.19630210 198902 1 001

Instrument soal

Name :

Class :

- **Underline the correct preposition at/on/in)**

1. Good bye! See you (on, in) Friday.
2. Where were you (on, in) 28 February?
3. I got up (at, on) 8 o'clock this morning.
4. I like getting up early (in, on) the morning.
5. My sister got married (on, at) Last May.
6. Diane and I first met (on, in) 1979.
7. Do you go out (on, at) Friday?
8. Did you go out (on, at) Friday evening?
9. Do you often go out (in, on) the evening?
10. Let's meet (at, on) 7.30 tomorrow evening.

- **Complete the sentences. Use on + one of these:**

The beach a bicycle his finger this plant the door the wall

1. The pictures **on the wall** look very nice.
2. When the weather is nice in summer, I like lying...
3. The leaves ...are a beautiful color.
4. Our house is number 45-the number is...
5. He was wearing a silver ring...
6. It's difficult to carry a lot of things...

- **Look at the pictures and complete the sentences with a preposition (on / under etc)**

1. The cat is ... the table.
2. There is a tree...the house.
3. My flat is...a shop.
4. She is standing ...the piano.
5. His name is ...the door
6. The town hall is...the station
7. The switch is ...the window.
8. The cupboard is ...the sink.
9. There are some shoes...the bed.
10. In Britain, we drive ...the left.

AUTOBIOGRAPHY

1. Name : Bengi Penawar Niate
2. Place / Date of Birth : Bekasi / 21th July 1993
3. Sex : Female
4. Religion : Islam
5. Nationality / Ethnicity : Indonesia / Acehnese
6. Marital Status : Single
7. Address : perum. Bintang Asri Blok B.
8. Occupation : Student of English Education Department of UIN Ar-Raniry
9. Parents
 - a. Father's name : Drs. Ramlan
 - b. Mother's name : Dra. Nurul Huda
 - c. Father's occupation : office worker
 - d. Mother's occupation : teacher
 - e. Address : Jl. Aster 4 no. 2 harapan baru, bekasi.
10. Educational Background
 - a. Kindergarten : TK PERTIWI (1998-1999)
 - b. Elementary School : SDN Kota Baru IX Bekasi (1999 – 2005)
 - c. Junior High School : SMPN13 Bekasi (2005 – 2008)
 - d. Senior High School : SMA Bina Siswa Utama(2008 – 2011)
 - e. University : UIN Ar-Raniry (2011 – 2015)

Banda Aceh, December 30th,2015
Author

Bengi Penawar Niate