

AN ANALYSIS OF THE ABILITY OF THE FIRST YEAR STUDENTS OF SMK PEMDES UJUNG BATU ROHUL RIAU TO USE PREPOSITIONS IN WRITING DESCRIPTIVE PARAGRAPH

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ABSTRACT

This research was aimed to describe the ability of the first year students of SMK Pemesdes Ujung Batu Rohul Riau to use prepositions in writing descriptive paragraph. The purpose of this research was to describe the ability of the first year students of SMK Pemesdes Ujung Batu Rohul Riau to use prepositions of place and prepositions of direction in writing descriptive paragraph. In this research, the population was the first year students of SMK Pemesdes Ujung Batu Rohul Riau. The writer used proportional stratified random sampling technique to get representative sample. The instrumentation used to get the data was writing descriptive paragraph test. Before the writer gave writing test to the sample, it was tried out in advanced. To know the reliability of the test, the writer used Pearson Product Moment Formula. It was found that the reliability of the test was 0.99; and it was categorized as very high correlation. It means that the test was reliable. The result of this study showed that the first year students ability at SMK Pemesdes Ujung Batu Rohul Riau to use prepositions in writing descriptive paragraph was moderate. It proved that there were 32 students (69.75%) who had moderate ability. The conclusions, the teachers are suggest to use media that show the use of prepositions. To the students, the writer suggests to understand the use of prepositions so that they can write a paragraph by using prepositions.

Key words : analysis, ability, prepositions , writing, descriptive paragraph

Introduction

We have known that English is a foreign language. Foreign language is a traditional term for the learner of the English language by non-native speakers in the countries where English is generally not a local medium of communication. Learning a foreign

language is a complex process that includes learning its component such as grammar, vocabulary, and language skills. In learning. There are four language skills in English. They are listening, speaking, reading, and writing. Language skills are very important to be mastered by English learners. It means that English learners will use the four

language skills in teaching-learning activity. Therefore, English learners must be motivated not only to master the vocabulary and grammar but also to use and develop them. Studying and mastering English grammar is very necessary for students in order to produce acceptable English sentences especially in writing.

Writing is one of the English skills that is a very important role in many contexts of life especially in school. It is because almost every day the students will write ideas to complete their tasks. If we talk about writing, grammar is a very important thing because we cannot write well if we do not master a good grammar.

Grammar also has many components that should be learned by students such as tenses, article, prepositions, adverb of frequency and adverb of manner, conjunction, and many others. Grammar is partly the study of what forms (structures) are possible in a language (Thornbury, 1999). If we study about grammar, we study the forms that are possible to use in a language.

In writing a paragraph, we often use prepositions. It is one of the aspects of grammar. According to Yates (1999), a preposition is a word used with a noun or pronoun to show the relationship between

noun and another noun, pronoun or phrases to other word in a sentence. Furthermore, he explains that prepositions are divided into time, place, and direction. As a part of the grammatical system, prepositions is used in speaking and writing. However, it is difficult to learn and use prepositions correctly.

Based on the informal interview with an English teacher, Mrs. Heppi Dwi Despani, S.Pd who teaches at SMK Peldes Ujung Batu Rohul Riau on May 2013, the students had studied prepositions in semester one and many of them still had many errors in using prepositions. It was difficult for them to use prepositions in sentences and unable to write a paragraph. They were still confused about choosing appropriate prepositions to express their ideas in simple sentences and paragraph. Based on the explanation above, the writer is interested in conducting the research about the analysis of the ability of the first year students of SMK Peldes Ujung Batu Rohul Riau to use prepositions in writing descriptive paragraph.

Grammar plays important role in writing. If we use incorrect grammar, it will be difficult for the reader to understand the message that the writer wants to convey. Grammar is partly the

study of what forms (or structures) are possible in a language. In addition, grammar is the way to put words together in good order to make the correct sentences. Grammar has several components and rules that have been used in English. There are eight word classes, or part of speech that are distinguished in English such as (1) noun, (2) determiners, (3) pronouns, (4) verbs, (5) adjectives, (6) adverbs, (7) prepositions, and (8) conjunctions. (Wikipedia, 2013).

Prepositions is a word used with a noun or pronoun to show the relationship between noun and another noun, pronoun or phrases to other words in a sentence. In other words, preposition is class of words that indicates the relationship between noun, pronoun, noun phrase and other words in sentences. Prepositions are divided into time, place, and direction.

Prepositions have three functions. The first is prepositions that indicates spatial (place). It is used to show a place of the object of noun such as: in, on, at, by, from, until, for, above over, under, beneath, below, next away, from, into, out of, up down, through, into, out off. The second is prepositions that indicate temporal (time). It is used to show time of the object of noun such as: in, at, on, by, from, until, during, before, after, and to. The third is prepositions that indicate direction. It is used to show location,

such as: in, on, at, inside, upstairs, to, along with, down stairs, outside, and according to. The relationship between prepositions and descriptive paragraph is that prepositions are used in paragraph. In every paragraph we always find the prepositions on it.

In line with the formulation of this research as previously stated, the purpose of this research was to describe the first year students ability of SMK Pemesan Ujung Batu Rohul Riau to use prepositions of place and prepositions of direction in writing descriptive paragraph.

Research Design

The design of this research was descriptive research. According to Gay (1987:189), descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. This research described the first year students' ability at SMK Pemesan Ujung Batu Rohul Riau to use prepositions in writing descriptive paragraph. Population is the group of interest to the researcher or, the group to which she or he would like the results of the study to be generalizable (Gay,1987: 102). The population of this research was the first year students of SMK Pemesan Ujung Batu Rohul Riau. It consisted of six

classes, they are Multimedia, Administrasi Perkantoran, Akuntansi 1, Akuntansi 2, Teknik Komputer Jaringan, and Pemasaran. There were 231 students who were grouped into six classes. The distribution of the population can be seen in Table 3.1.

Table 3.1 : The Distribution of the Population

Class	Students
Akuntansi 1	38
Akuntansi 2	39
Administrasi Perkantoran	40
Multimedia	40
Pemasaran	41
Teknik Komputer Jaringan	32
Total	231

Based on the table 3.1, the writer chose the proportional stratified random sampling technique. According to Gay (1987:107), stratified sampling is the process of selecting the sample in such way that identified subgroups in the population are represented in the sample in the same proportion that they exist in the population. Stratified means the sample is taken by the consideration of their department and they have different characteristics. The writer used proportional technique because the

numbers of students were not same and the writer chose the sample of department by selecting them randomly.

Gay (1987:114) states that for descriptive research, a sample of 10% of the population is considered minimum. The writer took 20% of the population as the sample based on their department. The total of sample can be seen in Table 3.2.

Class	Students	Sample (20%)
Akuntansi 1	38	7
Akuntansi 2	39	8
Administrasi Perkantoran	40	8
Multimedia	40	8
Pemasaran	41	8
Teknik Komputer Jaringan	32	7
Total	231	46

Based on the table 3.2, the writer chose 46 students as sample in this research. The writer wrote name of students on pieces of paper based on their department, then mixed them up, and chose 7 students from Akuntansi 1, 8 students from Akuntansi 2, 8 students from Administrasi Perkantoran, 8 students from Multimedia, 8 students from Pemasaran and 7 students from Teknik Komputer Jaringan.

To collect the data of this research, the writer used writing descriptive paragraph test to see the students' ability to use prepositions in writing descriptive paragraph. The writer asked the students to write a descriptive paragraph that described place and the writer gave the students a picture about a place. The writer gave the instruction to the students to write descriptive paragraph used prepositions of place and prepositions of direction with time allocation of 60 minutes. The writer did try out test to the students out of the sample first. The function of tried out was to make sure whether the students understood the instruction or not, and to show whether the time was enough or not, and to found that the reliability of the test.

A good test should be valid and reliable. Validity is the degree of a test measures what is supposed to be measured (Gay 1987:128). In order to show the validity of the test, the writer used content validity. In addition, Gay (1987:129) states that one of the types of validity is content validity. It means that the test is valid if it fixed with the materials that have been given to the students and it is based on the curriculum and syllabus. It means that the writer constructed the test based on curriculum, and teaching materials at SMK Pemdes Ujung Batu Rohul Riau.

Reliability is the degree of the test that consistently measures whatever to be measured (Gay, 1987:135). To found out the reliability of the test, the writer used interater technique. It means that there were two scorers (scorer 1 and scorer 2) to check student's writing. This technique used to minimize the subjectivity in scoring. The writer was the first scorer and the writer chose a friend, Aryalita Putri as second scorer because she has good skill in writing and grammar subject. The writer found the correlation coefficient of the two scorers by using Pearson Product Moment formula as suggested by Arikunto (2012:87): as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where :

r_{xy} = the coefficient correlation between variable X and variable Y

x = score from the first scorer

y = score from the second scorer

n = the number of the students who followed the test

The writer used the degree of coefficient correlation based on Arikunto's idea (2012:232):

0.81 – 1.00 = very high

0.61 – 0.80 = high

0.41 – 0.60 = enough

0.21 – 0.40 = low

0.00 – 0.20 = very low

As the result of the tried out, the writer got the degree of coefficient correlation of the test was 0.99. it means that the degree of coefficient correlation of the test was very high correlation and the test was reliable.

In collecting the data, the writer analyzed the student's answer sheets of writing descriptive paragraph by giving the score. To do this, there were several steps in collecting the data, they were as follows:

1. The writer collected all of the students' answer sheets.
2. The writer copied the students' answer sheets and gave them to the second scorer.
3. The writer and the second scorer read students' answer sheets one by one.
4. The writer and the second scorer gave score based on the following criteria suggested by Heaton (1988:146) on Table 3.4 below.

Table 3.4 The Criteria in Scoring of Writing

No.	Component	Criteria of each items	Score
1.	Content	Excellent to very good: knowledgeable –	20-18

		substantive Good to average: some knowledge of subject Fair to poor: limited knowledge of subject – little substantive. Very poor: does not show knowledge of subject – non substantive.	17-14 13-10 9-7
2.	Organization	Excellent to very good: ideas clearly stated in describing place. Good to average: loosely in organizing the description but main ideas stand out.	20-18 17-14

		Fair to poor: ideas confuse or disconnected in description. Very poor: no organization in paragraph.	13-10 9-7
3.	Grammar (prepositions of place and prepositions of direction)	Excellent to very good: effective in using prepositions of place and direction. Good to average: using prepositions of place and direction but not appropriate. Fair to poor: major problems in using prepositions. Very poor: virtually no mastery of	66-64 63-61 60-58 57-55

		prepositions rules.	
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Modified from Heaton (1988:146)

From the criteria of the test scoring, the highest score of students to use prepositions in writing descriptive paragraph was 100 and the lowest score was 69.

To analyze the data, the writer followed the next procedures:

1. Presenting the raw score and then the writer counted the average score of two scores by using formula:

$$\frac{\text{Score from scorer I} + \text{score from scorer II}}{2}$$

2. Calculating Mean (M) and Standard Deviation (SD)

$$M = \frac{\sum x}{n}$$

Where:

M = Mean

$\sum x$ = The total number

N = Number of students

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where:

SD = Standard Deviation

$\sum x$ = The total number

$\sum x^2$ = The total of x^2

N = Number of students

3. Identifying the students ability into high, moderate, and low ability focused the following categories:

$>M+1SD$ = high

$(M-1SD) \rightarrow (M+1SD)$ = moderate

$<M-1SD$ = low

4. Calculating the percentage of the student who got high, moderate, and low ability used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = Percentage of the student's score

R = The sum of the students who got high, moderate, and low ability

T = The sum of the students

5. Drawing the conclusion.

Findings and Discussion

In this case, the writer presents the result of the study on students' ability to use prepositions in writing descriptive paragraph. Based on the result of data analysis on writing descriptive paragraph test showed that the highest score was 92.5 and the lowest score was 71, the writer got the mean was 83.68 and standard deviation was 4.48. The result of data analysis showed that 5 students (10.87%) who had high ability, 32 students (69.57%) who had moderate ability, and 9 students (19.57%) who had low ability.

In details, students' ability to use prepositions of place in writing descriptive paragraph, there were 4 students (8.70%) who had high ability, 31 students (67.39%) who had moderate ability, and 11 students (23.91%) who had low ability. The last, students' ability to use prepositions of direction in writing descriptive paragraph, there were 6 students (13.04%) who had high ability, 33 students (71.74%) who had moderate ability, and 7 students (15.22%) who had low ability.

As already discussed before, the students' ability in writing descriptive paragraph was moderate. The data indicated that most of students still have problems in content, organizations, and use of prepositions of place and prepositions of direction in writing descriptive paragraph.

In using prepositions of place in writing descriptive paragraph, the students' ability was moderate. It is indicated by the result (67.39%) students who had moderate ability. In using prepositions of direction, the students' ability was moderate. It is indicated by the result 33 students (71.74%) who had moderate ability.

Conclusions

1. In general, the ability of the first year students of SMK Pemdes Ujung Batu Rohul Riau in writing descriptive

paragraph was moderate. This conclusion indicated by the fact that there were 32 students (69.75%) who had moderate ability.

2. The ability of the first year students of SMK Pemesan Ujung Batu Rohul Riau to use prepositions of place in writing descriptive paragraph was moderate. It was proved by the data analysis that there were 31 students (67.39%) out of 46 students who had moderate ability.
3. The ability of the first year students of SMK Pemesan Ujung Batu Rohul Riau to use prepositions of direction was moderate. It was proved by the data analysis that there were 33 students (71.74%) out of 46 students who had moderate ability.

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