

**TEACHING PREPOSITION OF PLACE THROUGH PICTURES**  
**An Experimental Study at 6<sup>th</sup> Grade RUHAMA Islamic Elementary School**

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***Abstract***

*This research was held at RUHAMA Islamic Elementary School 6<sup>th</sup> Grade. And the goals of this research are: (a.) to know the use of pictures in teaching prepositions of place; (b.) to know the student's achievement in learning prepositions of place; (c.) To ascertain the effectiveness of teaching prepositions of place through pictures. To find out the data needed, the method used in this research is by interviewing the English teacher and giving the test to the students consisting of pre test and post test after teaching process been taught. And it consists of two classes, class A as experiment and class B as control class. The result of pre test and post test are processed by comparative analysis by finding out  $t_o$  and  $t_i$  until the final hypothesis.*

**Key words:** *Teaching prepositions, the use of picture*

## **INTRODUCTION**

Most Indonesian students have insufficient knowledge of prepositions. This condition prevents them for being able to read, speak, listen and write well-structured sentences, and the unfamiliarity with the new language system will obstruct their learning development. Prepositions are the same important as other materials, but in fact the students still find some difficulties in learning the prepositions. It naturally happened because learning English prepositions is not easy. These problems are correlated with the method used by the teacher. Such as in RUHAMA Islamic Elementary School, most of the students still find some difficulties in learning prepositions although their teacher has made a great effort to overcome those difficulties. Teacher as the important component in teaching-learning process is demanded to comprehend the various kinds of method an also he or she has to decide or use the suitable method.

## REVIEW OF LITERATURES

### A. Prepositions

A preposition is a word which shows relationship with other words in the sentence. A preposition always goes with a noun or pronoun which is called the object of the preposition. Prepositions are a class of words that indicate relationship between nouns, pronouns and other words in a sentence. A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

Preposition shows relationship between things. For example: “The lamp is on the table” contains the preposition “on”. This word shows the spatial relationship between the lamp and the table. Preposition can be used to show where something is located.

Greenbaun (1990:188) defined that “prepositions are closed class of items connecting two units in a sentence and specifying a relationship between them”. Farmer (1985:338) stated that “preposition is a word that introduces a phrase modifying another word or a part of a sentence”. Frank (1972:163) pointed out that:

Prepositions are classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; (2) each signals syntactic structure that functions as one of the other parts of speech.

From those definitions, it can be said that a preposition is a word placed before a noun or pronoun to show its relationship, or a word used to give a complete sentence. For example, I put my pen in the box. This sentence is complete, but if the word “in” is omitted, there is no sense of the sentences. The pen might be placed on the box, under the box, or behind the box, or where else. Until some prepositions have been inserted, the relations between the pen and the box are unknown.

There are many kinds of prepositions. Some of them are the simplest in form. Many of them are monosyllabic such as in, on, at, up, to, by, of, out, with, from, down, over, into, after, before, since, behind, above, etc. Frank (1972:182) describes types of prepositions as follows:

#### 1. Preposition showing time

There are three kinds of prepositions that show time, they are:

*1.a. Preposition of time:* The prepositions that show just exactly time without duration are as follows:

At	Showing <i>the time, night, the weekend</i> . At used with a part of the day considered as a point. Example: We sleep <u>at</u> night
In	Showing a period of time, like <i>month</i> and <i>year</i> . Examples: I was born <u>in</u> 1996. (In used with year) She met them <u>in</u> January. (In used with a month)
In the	Showing a part of the day, like <i>morning, afternoon</i> and <i>evening</i> . And it can be showing the seasons, like <i>spring, summer, winter</i> and <i>autumn</i> . Examples: I study <u>in the</u> evening. We saw him <u>in the</u> summer.
On	Showing day of the week and date. Examples: You have a class <u>on</u> Monday. She was born <u>on</u> March 13 <sup>th</sup> , 1980.

*1.b. Extended Time:* These prepositions show that the action starts at one point and ends at another (duration), are as follows:

Since	Since gives the beginning point, if it is used with the present perfect tense, the end point is now. Example: He has not worked <u>since</u> Wednesday.
By	By implies no later than, at any time up to this point. Example: You can meet me <u>by</u> Saturday.
From-to	A beginning until, till point with from generally requires an end point with to. Example: We cannot see you <u>from</u> nine o'clock <u>to</u> eleven o'clock. If only the end point is given, until is used- We cannot see you until eleven o'clock. In speech till is frequently heard.
For	For gives a quantity of time, it is usually accompanied by a number (I waited for two hours) or by an adjective or indefinite quantity ( I haven't seen him for some time; he has been working very hard for many weeks). In informal use, for may be omitted before a number (I waited two hours). Example: You can see her <u>for</u> two hours.
During	During gives a block of time, usually thought of as undivided. Example: I can see you <u>during</u> the week.
In or within	In gives a quantity of time before which something will happen. Example: They can see you <u>in</u> an hour from now. The population has double in the last five years. In corresponds to during, but it is used with a quantity rather than with single block of time. With a word like decade that denotes an expanse of time, in or during may be used, depending on whether the time is felt as a quantity or as a single block of time- The population has doubled <u>in</u> (or during) the last decade

*I.c. Sequence of time:* These prepositions showing events that follow one to another, are as follows:

Before	The event precedes the time given before the phrase. Example: You will see him <u>before</u> Tuesday.
After	The event follows the time given after phrase. Subsequent to this a literary equivalent of after. Example: You will see him <u>after</u> Tuesday.

Prepositions of time may introduce not only adverbial prepositions phrase, as in those just given, but adjective phrases that modify nouns or pronouns. The example:

The meeting on August 15<sup>th</sup> has been canceled.

## 2. Preposition showing place or position

There are three kinds of prepositions that show the place or position, they are:

### 2.a. The point itself

In or Inside	In gives the area of something enclosed-a container, a drawer, a room, a building, the world. Example: I put the new batteries <u>in</u> the radio. Inside emphasizes the containment. Example: I kept my socks <u>inside</u> the drawer.
On or on top	On indicates the surface of something- a floor, a wall, a ceiling, a desk, a street. Example: Put your book <u>on</u> the table. On top of emphasizes the uppermost horizontal surface. It is used with an object that has some height. Example: I put your bag <u>on top of</u> book case.
At	At refers to general vicinity. Where presence at a place is indicated. (At mosque, at the shop). Example: They are <u>at</u> school At also used for addresses with street numbers. Example: I Live <u>at</u> 123 Pine street.

After the verb alive, “at” refers to a place smaller than a city town, example: He has arrived at the airport (or station, the library); “in” refers to a place larger than a city or town, example: He arrived in Indonesia (Africa, India, Singapore). For a city, in is more usual, but at may also be used, especially in reference to traveling. Example: The plane arrived in (or at) Indonesia an hour late.

### 2.b. Higher or lower than a point

#### Higher

Over	Over is felt to be generally higher than a point.
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	Example: The plane flew <u>over</u> the mountains
Above	Above is felt to be directly higher than a point. Example: The air conditioner <u>above</u> the table. This distinction between over and above is not always carefully observed.

*Lower*


Under	Under is felt to be generally higher than a point. Example: The book fell <u>under</u> the table
Underneath	Underneath expresses the idea of close under, especially so as to be hidden. Example: Have you looked <u>underneath</u> the bed?
Beneath	Beneath expresses the idea of directly under, with some space between. Example: The cat sits <u>beneath</u> the tree.
Below	Below is felt to be directly lower than a point. Example: My brother's room is <u>below</u> mine.

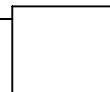
*2.c. Neighboring the point*

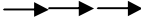
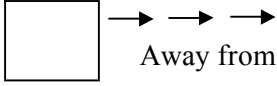


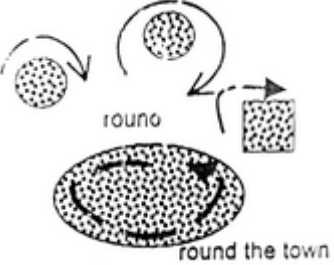

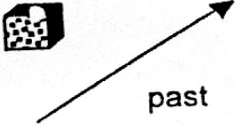
Near	Near has the most general meaning of neighboring a point. By is a synonym for near. Close to means very near. Example: I live <u>near</u> the campus.
Next to	With nothing else between them. Example: The Restaurant is <u>next to</u> the hotel.
Alongside	Adjoining persons or thing considered as lined up or side by side. Example: The motorcycle was parked <u>alongside</u> of the cinema.
Beside	On one side of person or thing that has two sides. Example: I sit <u>beside</u> my mother during the party
Between	On each side of person or thing that has two sides. Example: I sit <u>between</u> my two sisters If more than two persons or things positioned around a point, among is used. Example: He sits <u>among</u> all his brothers
Opposite	Directly facing someone or something else. Example: The museum is just <u>opposite</u> the post office.

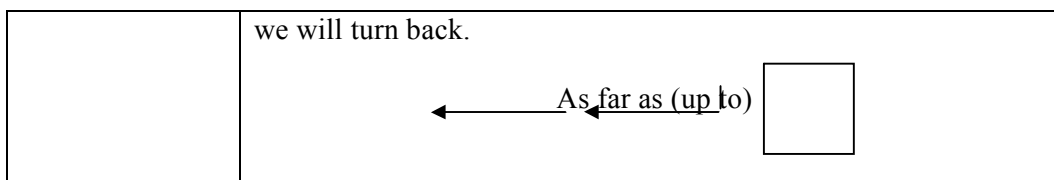
**3. Preposition showing direction**

The kind of movement designed by each prepositions is given below:

To-From	Examples: Jill is going <u>to</u> France for a holiday. We walked <u>from</u> the hotel to the station. She always walks <u>to</u> school <u>from</u> her house.  
Toward(s)	Example: The puppy ran <u>toward</u> the house.



	Towards 
Away from	Example: They moved <u>away from</u> their old neighbor. 
In (to) out of	Examples: We jumped off the bridge <u>into</u> the water. A man came out of the house and got <u>into</u> a car. 
Up-Down	Examples: We walked <u>up</u> the hill to the house Go <u>down</u> the stairs. 
Around	It can also use around (=round). Example: We walked <u>around</u> the town. 
Through	Example: A bird flies into the room <u>through</u> a window. 
Past (or by)	They walked <u>past</u> (or <u>by</u> ) me. They didn't speak. 
As far as (up to)	Example: We will only <u>as far as</u> (up to) the old school house as



Many of these prepositions of place can also begin adjective phrases that modify a noun or pronoun. Examples:

The cabinet above the sink is very clean.

Everyone in the class was bored by the lesson.

The festival from Wall Street is in uptown.

To sum up, preposition means a number of words, which make up the language. There are two kinds of prepositions, namely, prepositions of time; it does not only introduce adverbial (prepositions) phrases but also introduce adjective phrases that modify nouns or pronouns. The second one is prepositions of place, and this prepositions taken by the writer in this research.

## B. Pictures

Picture is not only worth a thousand words, but also be used in a wide variety of teaching activities. Picture has been used for centuries to help students understand various aspects of foreign language. The pictures have motivated the students, made the subject clearer, and illustrated the general idea and forms of an object or action which is particular to a culture.

Picture is a visual representation or image painted, drawn, photographed or otherwise rendered on a flat surface. And a picture is a vivid verbal description, because it can illustrated used to decorate or explain a text. Webster (2002) defines picture as an imagination or likeness of an object, person, or scenes procedure on a flat surface, especially by painting, drawing or photography.

Gerlach (1980) said that pictures are inexpensive and widely as available. Most people believe that pictures can be used as a medium in teaching learning process. Pictures are media which are easy to use. Besides inexpensive, it is also available anywhere. Moreover Gerlach (1980:273) points out that:

Picture is a two dimensional visual representation of a person, places or things, photograph points which are most common, but sketches, cartoons, murals, cottons, charts, graphs and maps are widely used picture may not only be worth a thousand words. It may also be worth a thousand years or a thousand miles.

Through pictures, learner can see people, places, and things from areas for outside, their own experiences.

Pictures are the most suitable for the revision of known language, and for recommendation or manipulation of word. The picture or word of facing a clue for substitutions, the size and the shape of the picture are excellent for speedy and stimulating word (Wright, 1980). Picture evokes a variety of thoughts and emotion that strike the receiver at several levels simultaneously and give a lot of information (Rijavec, 1991).

Picture can be used as a tool for explaining material presented or the real things that can give a clear description about the problem described. Teaching and learning process will be more effective if there is a picture. And it makes a teacher more creative to find out the new pictures in every new words or examples. The students will enjoyable and more focus to get the meaning easily and it makes develop student's mind.

As Sadiman et.al. (2002:71) recommends:

Diantara media pendidikan, gambar/foto adalah media yang paling umum dipakai. Dia merupakan bahasa yang umum, yang dapat dimengerti dan dinikmati dimana-mana. Oleh karena itu ada pepatah Cina yang mengatakan sebuah gambar berbicara banyak dari seribu kata.

*Among media of education, picture or photograph is the general media that used. It has general language that can be understand and pleased everywhere. There is proverb from China which was said that a picture talks a lot from a thousand words.*

The writer can explain that there are many advantages of teaching and learning process using pictures. The use of pictures is an excellent method of drawing children to books. A picture illustrating a familiar story may give the child a sense of security.

By using pictures, the teacher can teach more effectively and can motivate the students to study more seriously. And it can develop various needed skills such as visual discrimination, attention to detail, and extension of concepts. The writer can conclude that pictures are really important to use especially for young students.

By using pictures in teaching, the teacher can teach more effective and motivate the students to study more serious. Therefore, the students understand the word easily, and using pictures as teaching aids will make the class more alive.

Through teaching aids (pictures) it is expected that it increases teaching learning process quality and effect to the quality student's achievement. According to Sudjana (2002), the advantages of using pictures are: first, it is easy to use in teaching learning process,



because it does not need equipment. Second, the cost is relatively cheaper than other media of teaching, and it is easy to get without adding cost because the teacher can use the older calendar, magazines, newspapers, and another materials. Third, pictures can be used in many things and for any kinds of education and science (from social science to exact and from Kindergarten to University. And last, pictures can translate concept or abstract ideas to be more realistic. Dale (in Sudjana, 2000) suggests pictures can change steps of teaching, from verbal symbol to the step that more concrete that is visual symbols.

It can indicate that pictures as a tool that can help a teacher in presenting materials, in order to be easy to understand especially in teaching prepositions. Illustration in picture can help motivating students in learning. According to Brown (in Sudjana) that there are some illustrations of pictures (Sudjana, 2002:12), they are:

- a. Illustration of pictures is teaching equipments that can motivate student's interest in learning.
- b. Illustration of pictures is abstract equipment that can be translated according to the experience, through word translations.
- c. Illustration of pictures helps students to read the material especially in translating and remembering the material.
- d. Illustration of pictures must be correlated to the fact, in order to motivate the student's interest in learning.

There are some kinds of picture which are useful as teaching aids. In this case, the teacher does not hesitate to use any kinds of pictures.

According to Szkyke (1981), there are two kinds of pictures that are useful in teaching learning process as teaching aids: pictures of individual persons and objects and pictures of situations in which persons and objects are in action.

### **Pictures of individuals**

a. Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items.

b. Portraits, that are pictures that show a person in close detail, are useful for intermediate and advance learners. The students can be questioned about the age and the proportion of person, whether he/she married, his/her interest and traits of character.

### **Situational pictures**

a. situational pictures that show or suggest relationship between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures, from the simplest to the most complex.

b. Situational pictures with striking details or strong points of interest are particularly useful. They arouse interest and release imagination and entry, which is hard thing to do in a language class.

Asnawir (2002:51) points out that there are many kinds of pictures that can be used by the teacher in their teaching-learning process, they are:

1. Documentation photo, having history value for individual or people.
2. Actual photo, explaining an event from life aspects.
3. Scenery photo, explaining scenery of place.
4. Reclaimed photo, used for influencing people.
5. Symbolic photo, using symbols or signs for expressing messages”.

In another reference, Morgan (1973) stated that there are some types of pictures, as follows:

- a. Wall charts
- b. Wall pictures, is simply a large illustrations of scenes or event a set. It is usually be used with the whole class.
- c. Sequence pictures, is a series of pictures on a single subject. Its function is to tell a story a sequence of event.
- d. Flash cards that consist of: (1.) word flash card with printed word on it and can help up rapidly; the card can used to demonstrate exactly what the teacher wishes. (2.) Picture flash card, useful for the representation of single concept, such as an object or an action.
- e. Work card, including visual as well as text magazine picture, drawing, maps, and diagram, can be important part or work card at all levels, used for variety of purpose.

Finnochario (1980: 265) said in her book that pictures are divided into three kinds; they are:

- a. Pictures of persons and single object
- b. Picture of people engaged in activities presenting the relationship between individual’s objects
- c. A series of six to ten pictures mounted on one chart of count noun (as piece of furniture) or mass nouns (as food) or of support of work activities.

There are advantages of using picture in teaching-learning English. Picture can be used to provide either the general context or to illustrate particular points. Pictures also can be used by the students to show their understanding non-verbally for example by pointing to detail in a picture or adding information to a drawing. It helps the teacher to send the messages of the materials to their students as good as possible. Some experts said picture is easy to get, to use and easy to understand.

The use of pictures is helpful when pupils have limited experiences and when they are just beginning to develop a stock of words. Therefore, some of the teachers use this approach to get the purpose of teaching-learning process and make the class alive. French (1983:28) stated about the advantages in teaching activity through the pictures. The advantages are they are little cost or nothing, they are available in places where no other pictures can be found, and they do not require space for storing and filling as pictures from other source do.

Besides advantages, there are also disadvantages. Picture has several disadvantages as a medium in teaching learning process. Gerlach (1980) for example shows the disadvantages of using picture. First, sizes and distances are often distorted. Second, lack of color in some pictures limits proper interpretation, and third, students do not always know how to read the pictures.

Hill (1987) also points out the disadvantages of using pictures, they are:

1. With a visual stimulus there is a danger. That the learner will miss the point of pictures or story, for personal or culture reason.
2. Unless vocabulary items in the picture are supplied, the learner who knows the names of only two or three crucial item will be at a strong. Advantage over those who do not. Even if the items are supplied on request and mark not deducted, it is physiologically demotivating to have to ask for vocabulary before you begin.
3. Suitable cartoon stories are hard to find and difficult for an amateur to draw. Even deciding on a good storyline can be a difficult task. Particularly in situation where learner can and find several alternative.

## **FINDINGS AND ANALYSIS**

### **Data Collection**

To get the data for this research, the writer uses some instruments, as follows:

#### *a. Interview*

The writer interviewed the English teacher of RUHAMA Islamic elementary School of grade 6, to know what kind of method used, she also asked her the achievements of the students in learning English, especially prepositions of place through her method.

*b. Test*

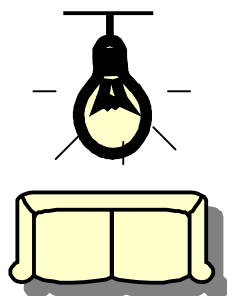
The writer gave two tests of prepositions of place. The first test was given before teaching process. The second test was given after teaching process by the writer. Each test consist of 5 items of translating sentences or pictures, 20 items of translating the words of prepositions, and the last items of finding the synonym, with the total rang of score is 0-100.

*c. Schedule of Research*

Meeting	Date	Researcher's Activity
1	January 06, 2009	Observation
2	January 07, 2009	<ul style="list-style-type: none"> <li>• Pre-test for class A</li> <li>• Explanation preposition about point itself</li> </ul>
3	January 08, 2009	<ul style="list-style-type: none"> <li>• Pre-test for class B</li> <li>• Explanation preposition about point itself</li> </ul>
4	January 13, 2009	Explanation preposition about higher or lower than a point for class A
5	January 14, 2009	Explanation preposition about higher or lower than a point for class B
6	January 20, 2009	Explanation preposition about neighboring the point for class A
7	January 21, 2009	Explanation preposition about neighboring the point for class B
8	January 27, 2009	<ul style="list-style-type: none"> <li>• Explanation preposition show the direction for class A</li> <li>• Post-test</li> </ul>
9	January 28, 2009	<ul style="list-style-type: none"> <li>• Explanation preposition show the direction for class B</li> <li>• Post-test</li> <li>• Interview the English teacher</li> </ul>

*d. Teaching*

A picture is one of many kinds of teaching aids which can be used for teaching a foreign language like English to the non native students. Through pictures the students are able to see clearly the real objects being taught by the teacher. For example, the teacher wants to teach the English prepositions “above” and “on” and wants to show and explain their different usage to the students; he or she can use the following pictures.



The light is above the table                      the computer on the table

From two pictures above, the students can see clearly, and understand easily the different sight and meanings between the prepositions “above” and “on”. The prepositions “above” used if the object does not attach the surface of the other object, and the preposition “on” is used if the object attaches closely the surface of the other object.

Picture drawn on a piece of card can be made and brought easily into the classroom and they represent the real objects without translating theory meanings into students’ native language. For example, the picture of “dog” can be brought into the classroom easier than bring the dog itself. And it can be shown to the students clearly.

To make easy in giving materials, the teacher has some steps of techniques in presenting material as follows:

- prepare some pictures to the students
- show some pictures to the students
- explain materials to be taught based on picture provided
- order students to look at and pay attention to the pictures
- order the students to say name or an activity of the pictures that seen in presenting materials, teacher must be able to make graduation; teacher explains material to be taught from the easiest to the difficult one

To know the result of teaching and learning process, the teacher can see the use of pictures as tools to test the students. For instance, after showing some pictures then, the teacher orders them to say what they see.

*e. Steps in Teaching-Learning Process*

1. Learning prepositions by using picture; the steps are:
  - a. Write the prepositions on the board
  - b. Read the prepositions and ask the students to repeat after the teacher
  - c. Write down the examples
  - d. Ask students to make a sentence
  - e. Ask the students to remember the prepositions
  - f. Ask the students to practice the prepositions
2. The instruments of pictures used:
  - a. photograph

- b. Blackboard drawings
  - c. Pictures of commix
3. The indicators of prepositions used:
    - a. Pronunciation
    - b. The meaning of word
    - c. Fluency

In the last activity, the teacher gave a test to know how far the students understand what the teacher teaches, and asked some of them to practice before giving post test.

### **Data Analysis**

In this field research, the writer conducted experiment and acquired the data from pretest and post-test. The experiment class and control class given the pre-test before lesson was begun, and the post test given after teaching process. The experiment was done at class A (as control class) and class B (as experiment class).

In this chapter the writer gives the response concerning the data description. The writer compares the achievements of final test of experiment class and control class to know weather or not the using of pictures in teaching prepositions is more effective than without pictures. Here are the test score of the experiment class and control class.

**The Test Scores of Experiment Class**

<b>NO</b>	<b>Pre - test</b>	<b>Post - test</b>	<b>Gained Score</b>
<b>1</b>	60	70	<b>10</b>
<b>2</b>	60	75	<b>15</b>
<b>3</b>	75	85	<b>10</b>
<b>4</b>	35	65	<b>30</b>
<b>5</b>	45	65	<b>20</b>
<b>6</b>	70	65	<b>-5</b>
<b>7</b>	65	55	<b>-10</b>
<b>8</b>	85	85	<b>0</b>
<b>9</b>	60	70	<b>10</b>
<b>10</b>	65	85	<b>20</b>
<b>11</b>	75	85	<b>10</b>
<b>12</b>	45	50	<b>5</b>
<b>13</b>	70	70	<b>0</b>
<b>14</b>	40	60	<b>20</b>
<b>15</b>	65	65	<b>0</b>
<b>16</b>	55	50	<b>-5</b>
<b>17</b>	70	80	<b>10</b>
<b>18</b>	60	75	<b>15</b>
<b>19</b>	40	35	<b>-5</b>

<b>20</b>	55	65	<b>10</b>
<b>21</b>	60	70	<b>10</b>
<b>22</b>	60	60	<b>0</b>

<b>The Test Scores of Control Class</b>			
<b>No.</b>	<b>Pre - test</b>	<b>Post - test</b>	<b>Gained Score</b>
<b>1</b>	65	60	<b>-5</b>
<b>2</b>	75	70	<b>-5</b>
<b>3</b>	65	65	<b>0</b>
<b>4</b>	60	35	<b>-25</b>
<b>5</b>	60	70	<b>10</b>
<b>6</b>	65	70	<b>5</b>
<b>7</b>	55	55	<b>0</b>
<b>8</b>	10	75	<b>65</b>
<b>9</b>	50	60	<b>10</b>
<b>10</b>	70	75	<b>5</b>
<b>11</b>	45	70	<b>25</b>
<b>12</b>	85	85	<b>0</b>
<b>13</b>	65	65	<b>0</b>
<b>14</b>	55	70	<b>15</b>
<b>15</b>	85	85	<b>0</b>
<b>16</b>	70	70	<b>0</b>
<b>17</b>	65	50	<b>-15</b>
<b>18</b>	50	50	<b>0</b>
<b>19</b>	55	25	<b>-30</b>
<b>20</b>	65	60	<b>-5</b>
<b>21</b>	6	80	<b>20</b>
<b>22</b>	25	60	<b>35</b>
<b>23</b>	45	45	<b>0</b>
<b>24</b>	80	80	<b>0</b>

#### *Normality data*

This normality test has a goal to test whether these variables in this research have normal distribution data or non normal. And this normality test to determine the tool of statistic test that can be used in hypotesis testing, is that used the tool of parametric statistic test or non parametric. To see the distribution data normal or non normal, there is a normality test by *one sample kolmogorov-smirnov* with take the decision based on prabability:

If significant  $> 0.05$ , the distribution is normal

If significant  $< 0.05$ , the distribution is non normal

Hypotesis :

If significant  $> 0.05$  so  $H_0$  normal distribution

If significant  $< 0.05$  so  $H_1$  non normal distribution

These are the result of normality test that the writer gives in table as follows:

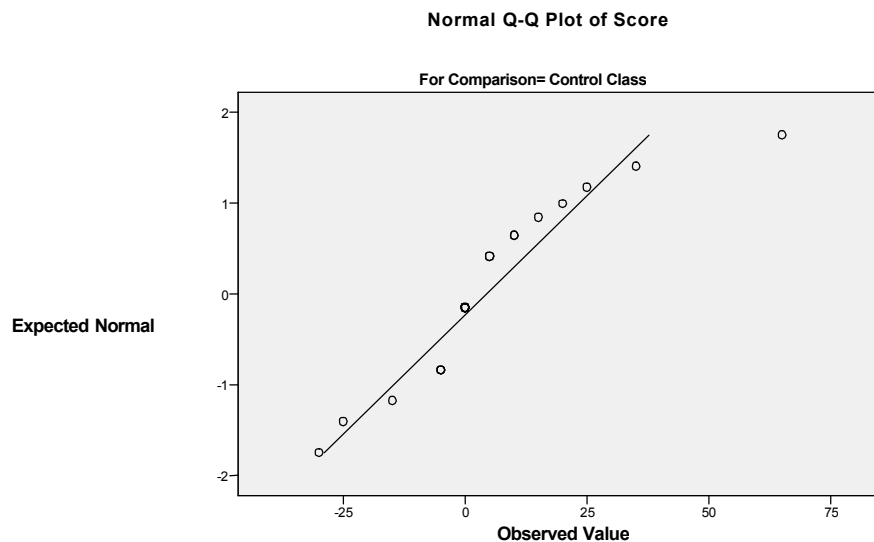
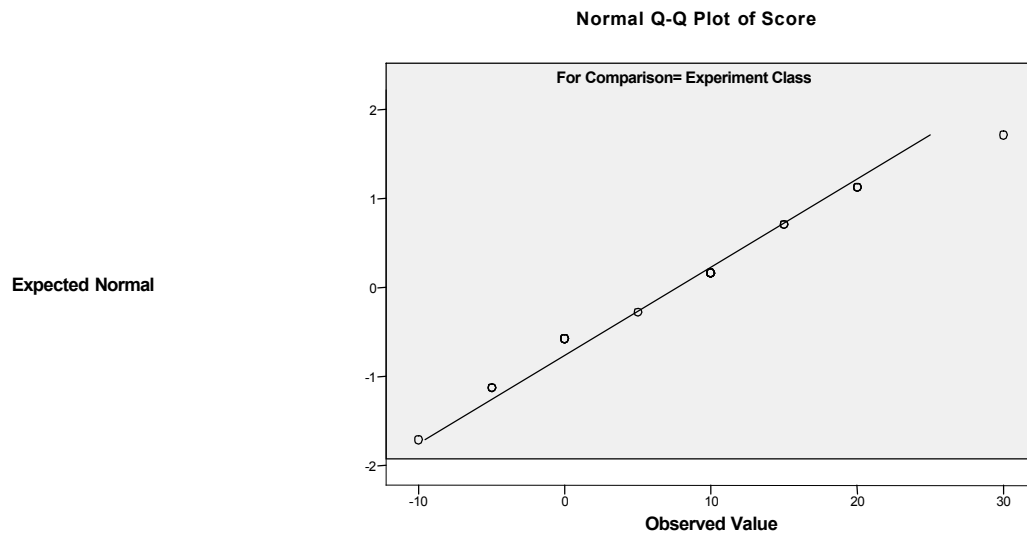
### Normality Data of Control Class and Experiment Class

#### Tests of Normality

Comparison		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experiment Class	.180	22	.062	.954	22	.371
	Control Class	.216	24	.005	.866	24	.004

A Lilliefors Significance Corrections

From the result of normality test above, the writer is able to see that both variables are normal distribution because significant result from both variables are high from 0.05 ( $P > 0.05$ ).





From normal analysis QQ Plot that known from variables, the different of theory in both classes divide line test that face on right. It indicates that data is normal.

### *Homogeneity*

In homogeneity the ratio of both classes by used *levene's test*, and the result known as follows:

Homogeneity Data of Control Class and Experiment Class  
**Test of Homogeneity of Variances**

Score			
Levene Statistic	df1	df2	Sig.
1.886	1	44	.177

Source: data processed

### **ANOVA**

Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	128.990	1	128.990	.543	.465
Within Groups	10451.989	44	237.545		
Total	10580.978	45			

Based on tables above  $F_o = 0,543$  with probability = 0.465 with confidence 95% ( $\alpha = 0.05$ ) in table the distribution F by the result  $F_{tabel} = 3.22$  because  $F_o < F_{tabel}$  and  $P > 0.05$  so  $H_a$  is accepted, both variables from each classes have the difference on the contrary too  $H_o$  is rejected that means there is no difference from each class.

### **Hypotesis Testing**

As mentioned above, the writer assumes that there is significant difference between the result of teaching preposition through pictures and without pictures. To prove the high hypotesis the data obtain from the experiment class and control class are calculated by using the t-test formula with assumption as follow:

$H_a$ : The alternative hypothesis is accepted. It means there is significant difference between the result of teaching preposition through pictures and without pictures.

$H_o$ : The alternative hypothesis is rejected. It means there is no significant difference between the result of teaching preposition through pictures and without pictures.

To know the difference between control class and experiment class, the researcher used independent sample t-test to know the result test as follows:

### Descriptive

Score				
	N	Mean	Std. Deviation	Std. Error
Experiment Class	22	7.7273	10.08621	2.15039
Control Class	24	4.3750	19.01444	3.88131
Total	46	5.9783	15.33404	2.26088

### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	1.886	.177	.737	44	.465	3.35227	4.54920	5.81604	2.52058
Equal variance assumed									
Equal variance not assumed			.755	35.612	.455	3.35227	4.43720	5.65018	2.35473

Based on tables above it can be explained that there is a real difference from both variances based on mean result from each class, experiment class 7,7 and control class 4,4 used the varians to differentiate average of population with t-test for equality of means better used equal variance assumed. Then in t-test with confidence 95% ( $\alpha = 0.05$ ), with t formula

$$= \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \text{ the result of } t_o \text{ is } 0.737 \text{ and } P = 0.765, (P > 0.05) \text{ and the result and}$$

differentiate by  $t_t$  with  $dk = n_1 + n_2 - 2 = 22 + 22 - 2 = 43$  standard error 5%, then the result of  $t_t$  is 2.018 ( $0.737 < 2.018$  atau  $t_o > t_t$ ). It is equal with hypotesis research if  $t_o < t_t$  or probability  $> 0.05$ , so the result is  $H_a$  accepted and  $H_o$  rejected, that mean there is significant difference between control clas and experiment class.

### **The Interpretation of Data**

Based on the data collection in final test gained from experiment class taught by using pictures and control class by using no pictures, it showed that the mean scores of post test in experiment class was 7,7, while the mean scores of post test in control class was 4,4.

From the result on the table above, we can see that teaching preposition through pictures is relatively success. It can be seen on the table above that the students who were taught by pictures in teaching preposition generally get bigger scores than the students who were taught without using pictures. It means that the influence of using pictures in teaching preposition in experiment class is bigger than teaching preposition without pictures in control class. It can be concluded that teaching preposition through pictures has a great influence to 6<sup>th</sup> grade at RUHAMA Islamic Elementary School.

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