THE USE OF PICTURE-CUED DRILL TO TEACH ENGLISH PREPOSITION
(An Experimental Research at the Seventh Grade of SMP Negeri 3 Kandangan Kabupaten Temanggung in the Academic Year of 2012/2013)

FINAL PROJECT
Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor in English Language Education

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had been ratified by the board of examiners of Education and Teacher Training Faculty State Institute for Islamic Studies Walisongo and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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ABSTRACT

Title : The Use of Picture-Cued Drill to Teach English Preposition (An Experimental Research at the Seventh Grade of SMP Negeri 3 Kandangan Kabupaten Temanggung in the Academic Year of 2012/2013)

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This thesis discusses the use of picture-cued drill to teach English preposition (an Experimental Research at the Seventh Grade of SMP Negeri 3 Kandangan Kabupaten Temanggung in the Academic Year of 2012/2013). The objective of this study are (1) To find out the students’ achievement of preposition who have been taught using picture-cued drill (2) To find out the students’ achievement of preposition who have been taught using non picture-cued drill (3) To find out the difference between students’ achievement of preposition of students who have been taught through picture-cued drill and have been taught through non picture-cued drill.

The subject of this research is the seventh grade of SMP Negeri 3 Kandangan Kabupaten Temanggung. The research is an experimental research which involved two classes; the experimental class (VIIC) and the control class (VII B). The VII C was taught by using picture-cued drill, but the VIIB was taught without picture-cued drill. The researcher gave tryout test to tryout class (VIIIA). The test had been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significant difference between students’ scores in the experimental class and in the control class or not.

After collecting the data, it was found that the pre-test average of the experimental class was 51.04 and control class was 51.46. While, the post-test average of the experimental class was 71.88 and control class was
Based on the result of calculation t-test is obtained $t_{count}$: 3.37 and $t_{table}$: 1.68. This shows that $t_{count}$ $>$ $t_{table}$ ($t_{count}$ higher than $t_{table}$). It means that there was significant difference in achievement of preposition between two groups. Since t-test score was higher than the t-table, picture-cued drill was an effective medium in teaching English preposition at SMP Negeri 3 Kandangan Kabupaten Temanggung in the academic year of 2012/2013.

Finally the researcher suggests to the teachers that they may use picture-cued drill as a medium in teaching English preposition.
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Bismillahirrahmaanirrahiim,

In the Name of God, the Most Beneficent, the Most Merciful. I do thank to Allah who has given me blessings, insight, and strength to study and finish this research. Peace and blessings of Allah be upon the prophet Muhammad, his family and his companions.

The researcher realizes that she could not complete this thesis without support, cooperation, help and encouragement from many people. I wish, however, to give my sincerest gratitude and appreciation to all people until this thesis can be completely finished. Therefore, I would like to extent my appreciation to all of them, especially to:

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will happily accept constructive criticism.
order to make it better. The researcher hopes that this thesis would be beneficial to everyone. Amin.

Semarang, 2nd August 2013
The Researcher,

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