

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The research will describe some works which are relevant to this thesis to make the thesis arrangement easier:

The first previous research is from Miftahudin (063411060) Faculty of Tarbiyah Walisongo State Institute for Islamic Studies Semarang. *Teaching Preposition by Using Song (An Experimental Research at Eight Grade of SMP Hj. Isriati Baiturrahman Semarang In The Academic Year of 2010/2011)*. His result of the study conclude that using songs can enhance students' mastery of prepositions and there is any significant difference between the students who were taught by songs and those who were taught by conventional teaching. It can be proved that the mean score of the students' mastery of preposition by using songs was higher than conventional method, based on the test computation; there was significant different between the use of songs and conventional method in enhancing the students' mastery of preposition.¹

The second previous research is from Ika Yuliani Faculty of Languages and Arts. Semarang State University. *Teaching*

¹Miftahudin, *Teaching Preposition by Using Song (An Experimental Research at Eight Grade of SMP Hj. Isriati Baiturrahman Semarang In The Academic Year of 2010/2011)* (Semarang: Faculty of Tarbiyah Walisongo State Institute for Islamic Studies Semarang, Unpublished Thesis, 2009), p. 60

Preposition of Place Using Lego to the Fifth Grade of Elementary School Students (A Case of The Fifth Grade Students of SD Negeri Donorejo 1 Karang tengah Demak). The result of her research showed that the students got better achievement after having the learning process using Lego as a learning medium.²

The similarity of this research with both previous researches is the focus of this study is the students' achievement in preposition but there are some differences in the research style, the first previous research used experimental research with song as the treatment to the students. The second previous research used action research with Lego as a medium to the students. While in this study the researcher uses experimental research to identify the effectiveness of picture-cued drill in teaching preposition especially preposition of place, and to find which one is more effective between using picture-cued drill and non picture-cued drill.

²Ika Yuliani, *Teaching Preposition of Place Using Lego to the Fifth Grade of Elementary School Students (A Case of The Fifth Grade Students of SD Negeri Donorejo 1 Karang tengah Demak)* (Semarang: Faculty of Languages and Arts, Semarang State University, Unpublished Thesis, 2010), p. 57.

B. Theoretical Framework

1. General Concept of Preposition

a. Meaning of preposition

Preposition as a word or group of words used before a noun or pronoun to show place, position, time or method.³Parrot states some general use of prepositions:

- 1) Usually occur immediately before a noun or *-ing* form (e.g. *to work, of cooking*) or at the beginning of a phrase including a noun (e.g. *at the cinema*). These phrases can occur in various sentence positions.
- 2) Often occur immediately after a verb (e.g. *arrive at*), adjective (e.g. *fond of*) or noun (e.g. *interest in*). when prepositions precede a verb, this is always an *-ing* form (e. g *I'm afraid of crying*).⁴

For the explanation above, it can be concluded that preposition is word that specify place, direction, or time and usually used before a noun or pronoun. The prepositions usually come before the noun. They connect a noun structure to some other word in the sentence. They can be used with all forms of noun (e.g. collective nouns, pronouns etc). Prepositions can be used before a gerund or verb in noun form.

³A. S. Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford university press, 2008), p. 347

⁴Martin Parrott, *Grammar for English Language Teacher* (Cambridge: Cambridge University Press, 2010), p. 94

b. Types of preposition

There are some types of preposition in English and each of them has different meaning and usage. Marcella Frank categorizes preposition into two main types. Those main types of prepositions will be explained as follows:

- 1) Prepositions that indicate physical relationship show the relation in time, place, and direction.

The first category is preposition of time. This category divided into 3 types. They are prepositions that indicate one point of time, prepositions that indicate extended time and prepositions that indicate sequence of time. The explanation of each type discussed below with the example.

One point of time. The prepositions included in this type are: (1) On: it is used with a day of week, a day of month, and a date, for instance, I saw him on Sunday. (2) At: it is used with a part of the day considered as a point, an hour of day, for instance, I saw him at five o'clock. (3) In: it is used with a month, a year, a part of the day a season, for instance, I saw him in the spring.

Extended time. The prepositions included in this type are: (1) Since: it gives the beginning point. If it is used with the present perfect tense, the end point is now. For instance, *I have seen him since Monday*. (2) By: it implies no later than, at any time up to this point. For

instance, *I can see you by Monday*. (3) From-to: a beginning point with *from* generally requires an end point with *to*. For instance, *I can see you from ten o'clock to two o'clock*. (4) For: it gives a quantity of time. It is usually accompanied by a number or by an adjective of indefinite quantity. For instance, *I can see you for one hour*. (5) During: it gives block of time, usually thought of as undivided. For instance, *I can see you during the week*. (6) In or within: it gives a quantity of time before which something will happen. For instance, *I can see you in an hour from now*.

Sequence of time. The prepositions included in this type are: (1) Before: the event precedes the time given in the before phrase. For instance, *I will see you before Wednesday*. (2) After: the event follows the time given in the after phrase. For instance, *I will see you after Wednesday*.

The second category is preposition of place. This category divided into 3 types. They are prepositions that indicate the point itself, prepositions that indicate higher or lower than point and Prepositions that indicate neighboring the point. The explanation of each type discussed below with the example.

The point itself. The prepositions included in this type are: (1) In or Inside: it gives the area of something

enclosed-a container, a drawer, a room, a building, the word. For instance, *Hang your coat in the closet*. Inside emphasizes the containment. For instance, *There was no one inside the house*. (2) On: it indicates the surface of something-a floor, a wall, a ceiling, a desk, a street. For instance, *Put the dishes on the table*. (3) At: it refers to a general vicinity. Mere presence at a place is indicated. For instance, *He is at school*.

Higher or lower than the point. The prepositions included in this type are: (1) Higher (over and above). Over: it is felt to be generally higher than a point. For instance, *The plane flew over the mountains*. Above: it is felt to be directly higher than a point. For instance, *He lives on the floor above us*. (2) Lower (under, underneath, beneath and below). Under: it is felt to be generally lower than a point. For instance, *A subway runs under this street*. Underneath: it expresses the idea of close under, especially so as to be hidden. For instance, *He swept the dirt underneath the rug*. Beneath: it expresses the idea of directly under, with some space between. For instance, *Beneath a tree lay a dog fast asleep*. Below: it is felt to be directly lower than a point. For instance, *He lives on the floor below us*.

Neighboring the point. The prepositions included in this type are: (1) Near: it has the most general meaning

of neighbor a point. For instance, *He lives near the university*. (2) Next to: with nothing else between them. For instance, *The theater is right next to the post office*. (3) Alongside: adjoining persons or things considered as lined up, or side by side. For instance, *The tug pulled up alongside the tanker*. (4) Beside: on one side of person or thing that has two sides. For instance, *He sat beside his wife during the party*. (5) Between: on each side of a person or thing that has two side. For instance, *He sat between his two sons*. (6) Opposite: directly facing someone or something else. For instance, *The museum is just opposite the post office*.

The third category is preposition of direction. It is usually deal with movement, to show the direction where the movement would go. They are *To-from*, *Toward(s)*, *Away from*, *In(to)-Out of*, *Up down*, *Around*, *Through*, *Past (or by)*, *As far as*. The examples of each type are: (1) To-from: *He always walks to school from his home*. (2) Toward: *The pilgrims headed toward(s) Mecca*. (3) Away from: *They moved away from their old neighborhood*. (4) In (to)-out of: *He ran into the house quickly, after a few minutes he ran out of the house with an umbrella under his arm*. (5) Up down: *He climbed up (or down) the stairs*. (6) Around: *The ship sailed around the island*. (7) Through: *You can drive through that town in a hour*. (8)

Past (or by): *He walked past (or by) his old schoolhouse without stopping.* (9) As far as: *We will walk only as far as (up to) the old schoolhouse. Then we will turn back.*

2) Prepositions that indicate semantic relationship

There are also some prepositions that indicate semantic relationship. They are usually used to emphasize certain aim. Many of the prepositions listed below introduce prepositional of phrase.

The prepositions included in this type are: (1) Prepositions that indicates cause or reason (ADV) (*because of, of, for the sake of, on account of*). For instance, *Because of his selfishness he has very few friend.* (2) Prepositions that indicate concussion (ADV) (*in spite of, despite (formal), notwithstanding (formal), regardless of*). For instance, *Helen keller succeeded in life in spite of her physical handicaps.* (3) Prepositions that indicate condition (ADV) (*in case of, in (the) event of*). For instance, *In case of (or in the event of) rain, the picnic will be canceled.* (4) Prepositions that indicate purpose (ADV) (*for, for the purpose of*). For instance, *She went to the grocery store for milk.* (5) Prepositions that indicate accompaniment (ADV, ADJ) (*with, along with, together with*). For instance, *He went (together, along) with his wife to do the shopping.* (6) Preposition that indicate addition (ADJ) (*as well as*). For instance,

John, as well as his wife Mary, has often expressed a desire to live in Europe. (7) Prepositions that indicate comparison (ADV, ADJ) *like, as*. For instance, *He conducts himself like a king.* (8) Prepositions that indicate degree (ADV) (*according to*). For instance, *From each according to his abilities, to teach according to his needs.* (9) Prepositions that indicate instrument (ADV) (*with*). For instance, *He cut the meat with a sharp knife.* (10) Prepositions that indicate means (ADV) (*with, by (means of)*). For instance, *You can get there by subway.* (11) Preposition that indicate manner (ADV) (*with*). For instance, *He always does his work with great care.* (12) Preposition that indicate the capacity of (ADV) (*as*). For instance, *A gerund phrase functions as a noun.* (13) Prepositions that indicate material or content (ADV, ADJ) (*of, out of, from*). For instance, *This table is made of (or out of) mahogany.* (14) Preposition that indicate source (ADV, ADJ) (*from*). For instance, *We get honey from bees.* (15) Prepositions that indicate separation (ADV, ADJ) (*from, with*). For instance, *Two inmates escaped from prison last night.* (16) Preposition that indicate possession or origin (ADJ) (*of*). For instance, *Father of the bride was very nervous at the wedding.* (17) Preposition that indicate partition (ADJ) (*of*). For instance, *Some of the guests stayed for dinner; the rest of*

the guests went home. (18) Preposition that indicate apposition (ADJ) (*of*). For instance, *The city of New York is governed by a mayor and city council.* (19) Preposition that indicate characterized by (ADJ) (*of*). For instance, *He is a man of the highest reputation.* (20) Prepositions that indicate arithmetical function (ADJ) (*plus, minus*). For instance, *Two plus three equal(s) five.* (21) Prepositions that indicate exception (ADV, ADJ) (*except (for), but (for), save (for), apart from*). For instance, *Everyone came but you.* (22) Prepositions that indicate reference (ADV, ADJ) (*with (or in) regard to, with (or in) respect to, with (or in), reference to, regarding, as to, as for*). For instance, *Your latter regarding the damaged goods has just been received.* (23) Prepositions that indicate example (ADJ) (*like, (such) as*). For instance, *An adjective is used after a verb like (or such as) seem, appear and become.*⁵

Based on explanation given above, it can be seen that there are many types of preposition with different function. They indicate certain things; one preposition sometimes cannot be used to replace the other prepositions. In conclusion, through preposition is regarded as a simple structure, but in fact, it is much more

⁵Marcella frank, *Modern English; A practical Reference Guide* (New Jersey: Prentice-Hall, 1972), p. 164-171

complex if it is applied into sentences in context. One preposition can be functioned differently.

There are so many categories of every type of preposition. Here, the researcher focuses on the use of preposition of place and direction as the material in the research.

2. General Concept of Picture-Cued Drill

a. Meaning of picture as a learning medium

Media is tool that can present the message and stimulate students to learn.⁶ It has been supported by Sadiman who stated that “Media is everything that can be used to deliver messages from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns, and interests as well as students' attention in such a way that the learning process can occur”.⁷

It can be seen that media have a role as a tool in increasing the interest and motivations of the study. That is why every teacher must have competences in using learning media. One of learning media is picture. Picture contributes to interest and motivation, a sense of the context of the

⁶Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), p. 4

⁷Sadiman, *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2011), p. 7

language and specific reference point or stimulus.⁸ A picture can be the basis for ranging from controlled compositions, sentence combining exercises, or sequencing of sentences to writing of original dialogs, letters, reports, or essays.⁹

Actually, why picture is created because picture can stimulate to cause vocabularies appear and combine the words from the picture that is seen. By using a picture, the attention of students will be more focused, so pictures can create their inspirations, their wishes to know the content of the message of that picture and they can write it in a composition.

According to Sadiman there are some advantages of using picture as a learning medium. They are as follows:

- (1) It is concrete: picture is more realistic in showing the main problem compared to verbal media;
- (2) picture can overcome the boundary of space and time;
- (3) picture media can overcome the limitedness of word observation;
- (4) it can clarify a problem in every field and for every ages, so that it can prevent or make true misunderstanding;
- (5) it is cheap and easy to be gotten and used without needing special tools.¹⁰

⁸Andrew Wright, *Picture For Language Learning* (Cambridge: Cambridge University Press, 1989), p. 2-4

⁹Ann Raimes, *Technique In Teaching Writing* (New York: Oxford University Press, 1983), p. 27

¹⁰Sadiman, dkk, *Media Pendidikan*, p. 29

It means that picture is one of media that can be gotten easily and can give many advantages not only for teachers as the sender information but also for students as receiver. Inside the advantages of picture above, picture also has some weakness. Such as, it is only emphasized on the visual sensory perception. Complex picture is less effective to the learning activities. It is also not effective to the big group. To overcome the weakness of using picture the teacher has to observe the appropriate picture to the students. Firstly, the picture must be authentic. It must be honest draw the real situation. Secondly, the composition of the picture must be clear to show the main point in the picture, or by means simple picture. Then the picture must have relative size, for example, students do not recognize the picture, it is hard to imagine the thing and it is better to show the other thing that is recognized by students.¹¹

Creative in making picture is important to the teacher. By interesting picture students will be easy to understand the lesson.

b. Meaning of drill

Drill is one of techniques in learning teaching that is based on guided repetition and practice. Brown stated about drills as follows:

¹¹Sadiman, dkk, *Media Pendidikan*, p. 31

Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty- either phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. They allow one to focus on one element of language in a controlled activity. They can help to establish certain psychomotor pattern (to “loosen the tongue”) and to associate selected form with their appropriate context.¹²

Drills are commonly used in Audio-Lingual Method. The goal of this method is use the target language communicatively. Larsen-Freeman states that “The goal of teachers who use the Audio-Lingual method is they want their students to be able to use the target language communicatively”.¹³

In Longman Dictionary of Applied Linguistics is mentioned that:

Drill is a technique commonly used in language teaching for practicing sounds or sentence patterns in a language, based on guided repetition or practice. A drill which practices some aspect of grammar or

¹²H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Pearson Education Company, 2001), p. 272

¹³Diane Larsen Freeman, *Techniques and Principle in Language Teaching* (England: Oxford University Press, 2000), p. 45

sentence formation is often known as pattern practice.¹⁴

Students need to over-learn the target language, to learn to use it automatically without stopping to think. As we know, to be communicative in using our target language is one of the primary reasons to study language.

c. Meaning of picture-cued drill

Cue has a meaning a signal given by teacher in order to produce a response by the students. Cues may be words, signals, actions, etc.¹⁵ Here the cue is taken from picture. Picture can be used for creative language use, whether they are in a book or on cue cards, flashcard or wall picture. From the picture, we can ask students to write a description of picture. Picture of all kinds can be used in a multiplicity of ways. (1) Drill: teachers hold the cue before nominating a student and getting a response and hold up another one, and nominate different students and so on. (2) Communication game: where one student describes a picture and a paired classmate has to draw the same picture without looking at the original. (3) Understanding: picture for presenting and checking meaning. (4) Ornamentation : make work more

¹⁴Jack Ricards, at.all, *Longman Dictionary of Applied Linguistics*, p. 87

¹⁵Jasck Ricards at.all, *Longman Dictionary of Applied Linguistics*. (England: Longman Group (FE) Lid, 1985), p. 69

appealing. (5) Prediction: picture for setting students to predict what is coming next in the lesson. (6) Discussion: picture can stimulate question such as: *What is it showing? Would you like to have this picture in your house? Why? Why not?*.¹⁶

A multiplicity of ways above can be created as picture-cued drill technique. Brown said that the main advantage in picture-cued technique is offering instead a nonverbal means to stimulate written.¹⁷

In addition, it can be concluded that picture cued drill is one of techniques in learning process that emphasize picture as a medium to be applied in drill technique. The teacher gives the cue using picture and the students give response from the cue by mentioning the form of prepositions and then develop them in sentences.

3. Picture-cued drill to teach preposition

Teacher can use picture-cued drill in teaching preposition by showing one employing of preposition in simple picture. The picture consists of two objects of things. After identifying the form of preposition the students are guided to make sentences

¹⁶Jeremy Harmer, *The Practice of English Language*, (New York: Longman, 2003), p.134-136

¹⁷H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, p. 226

using picture that show more than one of employing of preposition.

Sequences of activities of the use of picture-cued drill in teaching preposition are:

- a. Teacher prepares simple pictures that show one employing of preposition
- b. Teacher guides students to work in pair. Students A draw a picture of a bed room and include six or seven objects of bed room vocabulary (e.g. bed, cupboard, table, pillow, etc....) students B draw a picture of a kitchen and include six or seven things which you typically find in a kitchen (e.g. stove, freezer, draining-board, plate, et..)
- c. Teacher asks each student of group A to work with each student of group B without showing his/her picture. A dictates to B everything that is on his/her picture while B draws. Then swap roles, with B describing and A drawing
- d. Teacher gives example a sketch
- e. Every student must make a sketch that is described the location of their school from their home. (e.g. what is road that they pass to go to school, what is the building that they pass from home to school, where is the location of its building, etc)
- f. Students must exchange their picture with their friends
- g. Write 5 sentences based on the picture

C. Hypothesis of the Study

According to Suharsimi Arikunto hypotheses is a temporary answer to the research problem, until it is proved by data that has been collected.¹⁸

In this research, the hypothesis can be stated that the use of picture cued drill is effective to teach English preposition.

¹⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.110