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TEACHING PREPOSITION THROUGH ORAL SITUATIONAL LANGUAGE TEACHING METHOD AT THE FIRST YEAR STUDENTS OF SMP NEGERI 33 MAKASSAR

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Abstract. This research was intended (1) to explain the effectiveness of the use of Oral Situational Language Teaching method in teaching Prepositions, and (2) to find out the most difficult Preposition to be mastered by the first year students at SMP Negeri 33 Makassar. This research used a pre-experimental method. The research applied a purposive sampling technique. The population of this research was the first year students of SMP Negeri 33 Makassar. The seventh grades' total population was 324 students, and a number of samples were 36 students class (IA). The instrument used to collect the data was in multiple choice and essay test which consisted of pre-test and post-test. The variable of this research used two variables, namely: dependent and independent variable. Dependent variable is the students' understanding about prepositions and independent variable is the Oral-Situational language teaching method. The research findings were that Oral-Situational Teaching Method improved teaching grammar especially for prepositions at the first year students of SMP Negeri 33 Makassar. It was supported by the increase of the students mean score in teh post-test (6.8) as it was classified into good category; it is better than the pre-test in which the students mean score was only (5.6) as it was classified into fairly good category, and the kinds of the prepositions through Oral-Situational teaching method in teaching preposition was more difficult to used preposition of place. The t-test value (6.52) was greater than t-table valuable (2.045). The result of data analysis indicated that there was a significant development of the students' prepositions by using Oral-Situational Language Teaching Method. Based on the facts, it was concluded that the use of Oral-Situational Language Teaching Method at the first year students of SMP Negeri 33 Makassar was very effective and the students' difficulties to learn preposition were decreasing or minimalized.

Keywords: Prepositions, Teaching prepositions, Oral Situational Language Teaching Method

INTRODUCTION

The effective use of the English language is an essential part in many important sectors of Indonesian development, for instance, in industrial, educational, and cultural sectors. One of them is in educational sector.

In learning English, we know that English is divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. But in this research, the researcher concerns with Grammar comprehensive as the rule of the target language.

Grammar is flexible for the students, because they can get information from the text, they have read by considering the structure and understanding the grammar. According to Mart (2013), teaching grammar in context positively affects learners' competence to use grammatical structures accurately in language skills. It is useful for learners to see how language works in sentences or paragraphs. Therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences.

In learning English, the structure is important because mastery of English is impossible without dealing with it very well. Mastering the structure including the structure of Noun, Adjective, Adverb, and Prepositional phrase. The absence of this mastery the students are not able to make grammatical structure because they do not know how to form, arrange the words or put them well in the sentences.

Grammar for general comprehension is a part of the language point that involves absorbing the rule how to use the language accurately. As the speaker, we are not looking for specific points only, but rather than it, we need to produce grammatical sentences in order that we can communicate well.

Situational language teaching is an interesting method, which can be applied in teaching Grammar and other teacher resources that are not specially prepared for pedagogical purpose. The technique used in this method can be challenging and interesting for the students where it is in line with the assumption that nowadays, many students are interested in applying the grammar situationally in their real life. Therefore, the English teachers can use it in teaching process.

After visiting some schools in Makassar, the researcher got information from the teacher that there is still unsatisfaction to the English achievement there. It is proved by the mean score of the students, which is still classified as under average classification. Suffice it to say that the students' English achievement of the junior high school students in Makassar needs to be developed. Moreover, the purpose of the school is to enable the students to get work after finishing study. And therefore, the students are needed to be better in English, either in using the grammar correctly or effectively.

To fulfil the purpose of this research, thus, it is guided by the ensuring following question:

a. How effective is the use of Oral-Situational Language Teaching Method in teaching prepositions to the first-year students of SMP Negeri 33 Makassar?
b. What kinds of prepositions are most difficult to master by the students through Oral-Situational Teaching Method?

LITERATURE REVIEW

A. The Oral Approach and Situational Language Teaching

1. Approach design and objectives

This approach shares with the Direct Method the fact that they are both oral approaches except that the Situational Method is more systematic in terms of the principles and procedures that could be applied and the selection of the content of a language course. According to Richard & Rodger (2001:39) the main characteristics of the approach were as follows:

a. Language teaching begins with spoken language. Materials are taught orally before it is presented in written form.
b. The target language is the language of the classroom.
c. New language points are introduced and practiced situationally.
d. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
e. Items of grammar are graded following the principles that simple forms should be taught before complex one.
f. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

2. Direct Method

Some principles of direct method according to Richards & Rodgers (2001:12), grammar is not taught in the beginning, classroom intruction is conducted exclusively in the target language, oral communication skills are built up using question-and-answer between teacher and students.

3. Vocabulary Control

This led to the development of principles of vocabulary control, which were to have a major practical impact on the teaching of English in the following decades. Frequency counts showed that a core of 2,000 or so words occurred frequently in written texts and that knowledge of these words would greatly assist in reading a foreign language.

4. Grammar Control

Larsen-Freeman (2000) defines grammar as rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular

pragmatic constraints. In another definition of grammar by Thornbury (1999:13), grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.

B. The Concepts of Prepositions on the Form Method

Prepositions are notoriously difficult for many L2-English learners to acquire because of the difficulty of using them accurately with content words in context (Celce-Murcia & Larsen- Freeman, (1999); Lindstromberg (2010); Park & Jang, (2011). Existing studies on learners' use of prepositions often focus on prepositional phrases (PPs), which comprise a preposition and its complement, often a nominal phrase (e.g., *in a shop*). As many such studies have demonstrated, learners have problems using English prepositions accurately in context.

C. Types and functions of Prepositions

In the most general items, a preposition expresses a relation between two entities, one being that represented by the prepositional complement. Of the various types of relational meaning, those of PLACE and TIME are the most prominent and easy to identify. When we use Preposition to indicate place ***(at-on-in)***, we do so in relation to the dimensional properties, whether subjectively or objectively conceived, of the location concerned. While we use We use 'at' when we talk about clock times.

1. The prepositional phrase structure formula and its function

a. Definition

A prepositional phrase is word group with preposition as its head. A prepositional phrase may consist of prepositional and object of preposition like Noun, Pronoun and NP.

b. Pattern

Preposition + Object of preposition

Ex: In my school
Prep Op

c. Function of Prepositional Phrase

Prepositional phrase in nominal function

Ex: She gives a letter to me
Prep.ph

Prepositional phrase in adjectival function

Ex: The student behind me is my friend
Prep.ph

Prepositional phrase in adverbial function

Ex: He stood on the grass
Prep.ph

1) Learner's roles

In the initial stages of learning, the learner is required simply to listen and repeat what the teacher says and to respond to questions and commands. The learner has no control over the content of learning and often regarded as likely to succumb to undesirable behaviours unless skilfully manipulated by the teacher.

2) Teacher's roles

During the practice phase of the lesson, students are given more of an opportunity to use the language in less controlled situations, but the teacher is ever on the lookout for grammatical and structural errors that can form the basis of subsequent lessons. Organizing review is a primary task for the teacher according to Pittman as cited in Richard & Rodger (2001:44), who summarizes the teacher's responsibility as dealing with:

a) Timing
b) Oral practice
c) Revision / review
d) Adjustment to special needs of individuals;
e) Testing;
f) Developing language activities other than those arising from the textbook.

2. The roles of Instructional materials and procedures

a. The role of Instructional Materials

Situational Language Teaching is dependent upon both a textbook and visual aids. The textbook contains tightly organized lessons planned around different grammatical structures. Visual aids may be produced by the teacher or may be commercially produced; they consist of wall charts, flashcards, pictures, stick figures, and so on.

The visual element together with a carefully graded grammatical syllabus is a crucial aspect of situational language teaching, hence the importance of the textbook. In principle, however, the textbook should be used "only as a guide to the learning process. The teacher is expected to be the master of his textbook. Pittman as cited in Richard & Rodger (2001:44).

b. The role of Procedures

Classroom Procedures in situational language teaching vary according to the level of the class, but procedures at any level aim to move from controlled to freer practice of structures and from oral use of sentence patterns to their automatic use in speech, reading, and writing. Pittman gives an example of a typical lesson plan

The first part of the lesson will stress and intonation practice. The main body of the lesson should then follow. This might consist of the teaching of a structure. If so, the lesson would then consist of four parts:

a) Pronunciation
b) Revision (to prepare for new work if necessary)
c) Presentation of new structure or vocabulary
d) Oral practice (drilling)
e) Reading or material on the new structure, written exercise.

RESEARCH METHOD

The appropriate method that was applied here was the pre-experimental method. It investigated the student's prepositions through Oral-Situational teaching method.

The design of this research was one group pre-test and post-test design. The group was given a pre-test before giving a teaching presentation, and finally they were given post-test to find out the difference, the design was presented:

Notation:
O_1 = Pre-test
X = Treatment
O2 = Post-test

O1	x	O2

(Gay, 2006:252)

The population of this research was the first-year students of SMP Negeri 33 Makassar in academic year 2009/2010, they consist of nine classes (1A, 1B, 1C, 1D, 1E, 1F,1G, 1H, 1I), the class A-I consist of 36 students. The total of population is 324 students. The sample that was taken in this research was the first-grade students who were still registered in SMP Negeri 33 Makassar, by use purposive sampling technique. They were students' class IA consist of 36 students.

FINDINGS

1. The effective use of Oral-Situational language teaching method in teaching prepositions

Table1. The effective use of Oral-Situational language teaching method in teaching prepositions:

No.	Kinds of Prepositions	Pre-test		Post-test		Progress	
		Score	(%)	Score	(%)	Score	(%)
1.	Place	5.19	45.97	6.3	46.32	1.11	48.05
2.	Time	6.1	54.03	7.3	53.68	1.2	51.94
	$\sum X$ =	11.29	100	13.6	100	2.31	100
	$\overline{x}$	5.6		6.8		1.15	

The table above shows that the kinds of prepositions of the student's ability in understanding the grammar point that are focus of prepositions place and time. The quantity of the objective test pre-test and post-test are get each score 20. The first step in this research, the 36 students who has been taken as the sample of this research are kinds of preposition place that is get score of pre-tests 5.19 or (45.97%) and score of time 6.1 or (54.03%). The score of the pre-test is get 11.29 and the total score of the pre-test after divide kinds of prepositions which are place and time is get 5.645 or (50%). Whereas the students after giving some treatment about the grammar point that is the using prepositions that is focused in this research by Oral-Situational language teaching method and the second step-in this research process is giving the students a questioner post-test; they are get score preposition of place 6.3 or (46.32%) and score of time 7.3 or (53.68). The score of the post-test is getting 13.6 and the total score of the post-test after divide kinds of prepositions which are place and time is get 6.8 or (50%). this means that the students mean score in the post-test was greater than the students score in the pre-test.

2. The kinds of prepositions that are most difficult to master by the student's through Oral-Situational teaching method

The treatment process the writer still found a few difficulties faced by the students especially in comprehending the preposition of Place, it's probably caused by a lot of synonym in the connotative meaning of the preposition e.g. ***on*** and ***above,*** under and ***below***, ***in*** and ***at,*** between and ***among.*** It can be seen at the data analysis post-test of place that there are 7 (1.94%) students who still in poor classifications and there are 16 (4.44%) who gain very good classifications. So, that we can take from this case is the teachers need to apply Oral-Situational method where the students put in the situation in which they can feel the use of the preposition e.g. the teacher put the eraser on the table and elicit from the students by asking motivating questions e.g. ***where is the eraser?*** And, the students answer by saying ***it's <u>on</u> the table,*** and then shows a degree temperature and asking the students ***what's the temperature now?*** And, the students answer ***the temperature is <u>below</u> 27 degree Celsius***.

a. The mean score of the pre-test and the post-test

Table 1. The mean score of the students in the pre-test and post-test:

No.	Test	Mean score
1.	Pre-test	5.6 (fairly good)
2.	Post-test	6.8 (good)

The classification is proven by the mean score of pre-test (5.625) and the mean score of the post-test (6.8), this means that the students mean score in the post-test is higher and better than the students score in the pre-test. That can be an indicator of the students' improvement in understanding the using of preposition especially in writing.

b. The t-test analysis

Table 2. The result of the t-test and the t-table:

t-test	t-table value
6.52	2.045

The table above describes that the result of the t-test (6.52) is greater than the t-table value (2.045) with N= 36, degree of freedom (*df*) N – 1 = 35 in the level of significant 0.05 (95%). the data presented in the tables above were calculated in the formula of t-test, and it is attached in the appendix of this thesis. It indicates that the t-test value is higher than the t-table value.

CONCLUSION AND SUGGESTION

1. The seven grade students at SMP Negeri 33 Makassar in academic year 2009/2010 have good ability of prepositions about place and very good of prepositions about time it was proved by the result of the mean score which stays (6.3) and (7.3) of the test referenced. The affectivity of the method can be indicated by considering the significant difference between the t-test value and the t-table value, where the t-test value = 6.52 and the t-table value = 2.042, where from the score of the Pre-test (5.645) increased to be (6.8) in the post-test.
2. There are the most difficult to the kinds of the prepositions through Oral-Situational language teaching method, which is the through treatment process the writer still found a few difficulties faced by the students especially in comprehending the preposition of Place, it's probably caused by a lot of synonym in the connotative meaning of the preposition e.g. ***on*** and ***above,*** under and ***below***, ***in*** and ***at,*** between and ***among.***
3. The conclusion that we can take from this case is the teachers need to applied Situational method where the students put in the situation in which we can see the significant improvement of the student's comprehension in comprehending the use of prepositions where from the pre-test (5.645) increased to be (6.8) in the post-test. They can also feel the use of the preposition e.g. the teacher put the eraser on the table and elicit from the students by asking motivating questions e.g. ***where is the eraser?*** And the students answer by saying ***it's <u>on</u> the table,*** and then shows a degree temperature and asking the students ***what's the temperature now?*** And the students answer ***the temperature is <u>below</u> 27 degree Celsius***.

Based on the conclusions that have been taken above, the researcher tried to put some suggestions as follows:

1. Teaching English should be comprehensive and integrated in order that the students are able to cover the four skills that they need in mastering the language textually and contextually grammar is important in arranging the sentences produced by the students in which the Oral Situational Language Teaching method is needed. But there should be more than one method in delivering the grammar. Therefore, the English teacher should be able to maximize teaching by applying some methods and the method should be adjusted to the subject given and by considering the four skills.
2. The teacher should provide lesson plans that content of the method, the grammar presentation tactics. The teacher should present the grammar that has been adjusted to the student's level of ability. Therefore, the syllabus should be arranged sequent based on the difficulty.
3. Teaching English through Oral Situational Language Teaching Method should be applied in presenting the grammar as it aims at accelerating the student's comprehension about the grammar rule; at least by using the Grammar Translation Method the teachers are able to give the students the key word of the grammar comprehension the usage.
4. For the next researcher, there are still many things that have to be observed by the next researcher related to ability to understand the grammar points (the using of Preposition) that was presented to them through Oral situational language teaching method because in this researcher the writer just focuses on prepositions about place and time.

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