



**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
Karangtengah Demak)**

a final project
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in English

by

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yang saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana, adalah sepenuhnya karya saya sendiri yang saya susun setelah menjalani proses penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan yang terdapat dalam karya ilmiah ini, baik yang langsung maupun yang tidak, ditulis dengan disertai sumber kepustakaan sesuai dengan aturan yang dipakai dalam penulisan karya ilmiah. Untuk itu, walaupun tim penguji dan dosen pembimbing telah membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya dan apabila terdapat pelanggaran terhadap konvensi tata ilmiah yang berlaku, saya siap bertanggung jawab.

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Nothing in this life is so hard that you can't make it easier by the way you take it.

(Ellen Glasgow)



To

My beloved father and mother

My lovely sister and brother

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Semarang, August 3, 2011

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ABSTRACT

Yuliani, Ika. 2011. *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 Karangtengah Demak)*. English Department. Faculty of Languages and Arts. Semarang State University. First advisor: Puji Astuti, S.Pd., M.Pd. Second advisor: Dr. Dwi Anggani Linggar B, M.Pd.

Key Words: Lego, Preposition of Place

This final project is about the use of Lego in teaching preposition of place. The aims are to find out the use of Lego as a learning medium to boost students' mastery of preposition of place, the effectiveness of using Lego as a learning medium in boosting students' mastery of preposition of place, and the students and the teacher's perception about Lego as a medium to boost students' mastery of preposition of place. The study was conducted at SD Negeri Donorejo 1 Karangtengah Demak. This study is an action research with the fifth graders of SD Negeri Donorejo 1 Karangtengah Demak Academic Year 2010/2011 as its subject. For some reasons, the study was conducted in one cycle. Before conducting the research, I had a preliminary study that was class observation to see whether there was any problem faced in the teaching and learning English. Data from preliminary research showed that students' interest and mastery of grammar are not satisfying. In conducting the research, I used various methods for gathering data. Qualitative data were gathered through questionnaire, teaching journal, observation sheet, and interview, whereas quantitative data were gathered through test. The study showed that the use of Lego boosts students' mastery of preposition of place if the teaching and learning process take place using certain procedure which is presented in this report. The data from pre-test and post-test indicated that the students got better achievement after having the learning process using Lego as learning medium. The score mean of the post-test was 62.28 which was higher 34.45 points than pre-test. Besides, the number of students who could pass the test was higher than the test before. In pre-test, there were 4 students or 8.7 % of the students passing the test, but for the post-test the number of students who passed the test was 25 students or 54.35%. The inclusion of Lego in the teaching and learning process can make the teaching and learning process enjoyable and interesting. The use of Lego as a learning medium also offers teacher interesting English teaching.

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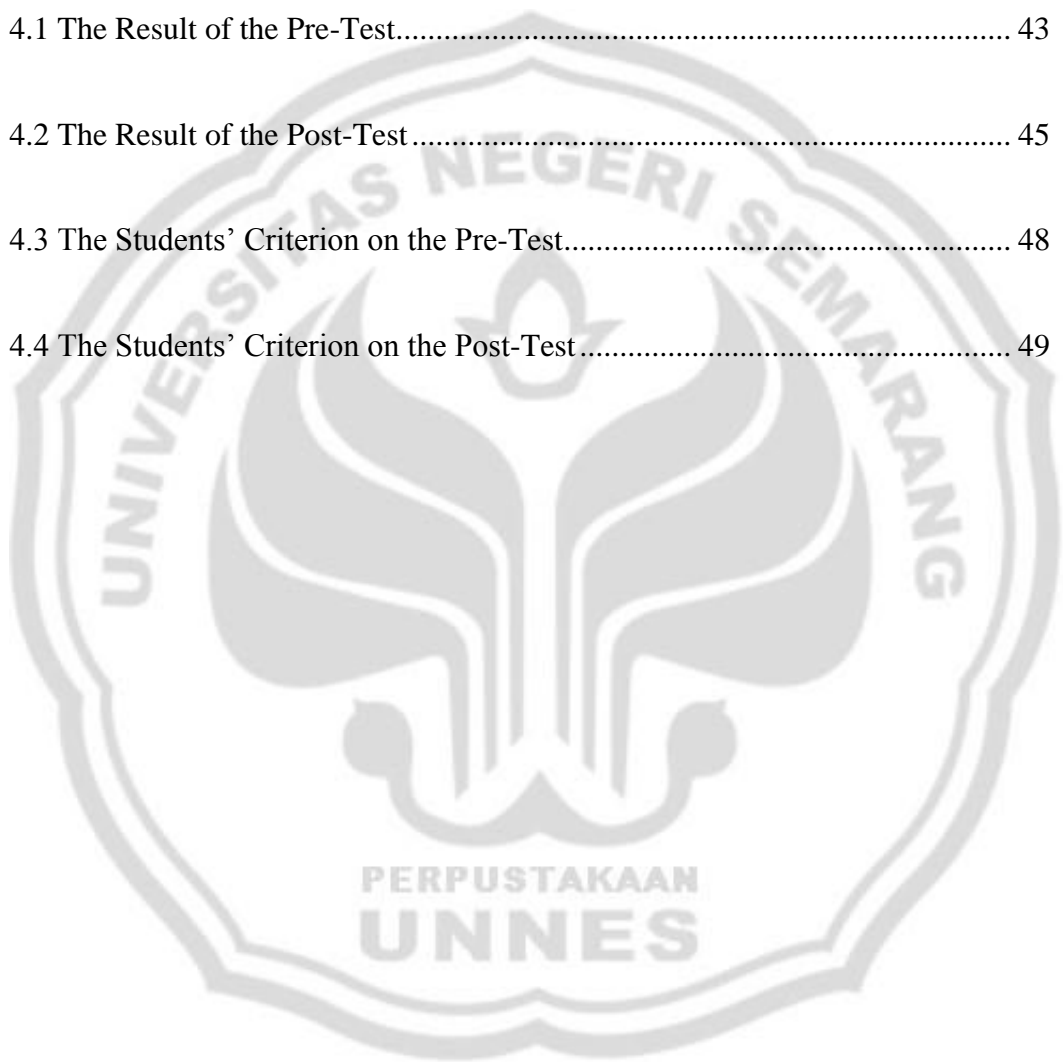
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CHAPTER I

INTRODUCTION

Chapter 1 presents the introduction of the study that consists of background of the study, reason for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.

1.1 Background of the Study

English has become an international language and the official language of the business and scientific worlds. It is also one of the most important language which is spoken by many people in the world. In our country, English is a foreign language which is learned in every stage in national education system started from junior high school up to the university as a compulsory subject. Nowadays English is also learned since elementary school as an elective subject or local content.

In *Kurikulum Tingkat Satuan Pendidikan* 2006 (School Based Curriculum), it is stated that English is considered as a tool or instrument for people to communicate orally or in written form. In connection with that, it is necessary to construct the competence standard of English for elementary school

which conducts English as an elective subject. The teaching of English at elementary school is intended to make the students having the ability to develop language accompanying action and having awareness of the importance of English to improve the students' national competitiveness in global society.

English is introduced in elementary school in order to make students able to communicate in simple English. It will also help the students to follow learning English activity in junior high school. The language components could be little by little involved in their study as a continuity of their learning, such as phonology, spelling, structure and vocabulary. Here, I emphasize the teaching of preposition of place. Preposition is one components of word class which the mastery of it would be very helpful when students learn foreign language.

In addition, English teaching for elementary schools has encountered numerous problems. For example children have their own world, which is far different from that of adults. Specifically, children have their own culture and learning preferences. That is, they generally learn by way of physical activities. This uniquely child-like ways of doing things call for a certain methodological style, which emphasizes concrete activities, social interactions and series of little bits of action-based learning sessions packaged in various modes of delivery (Musthafa: 2003) in (Suherdi: 2010).

Children as learner are naturally curious, love to play, and need variety task to avoid of being bored. In addition, children also have different

characteristics and motivation in learning a new language as stated by Helaly (1987:49):

Unlike adults, children are not self motivated and do not have an immediate need to learn English. They are not concerned with job or university degree that required knowledge of English. Their world is their daily games, events of interest to them, new knowledge that may come across and question that their inquisitive minds ask.

Based on this condition, I propose that it would be better for the teacher of elementary school to include Lego as an alternative medium in teaching English because teachers should have several special tricks to make their students motivated to learn English. Lego is considered as an interesting learning medium that can make the teaching and learning process enjoyable and hoped to help boosting students' mastery of preposition of place.

1.2 Reason for Choosing the Topic

Selecting a good medium to teach English is very important. The phenomena we have seen for many years are that teachers use particular textbooks which are stated in the curriculum and just give explanation based on the books without trying to find some other sources or methods. They, in this case, do not attempt to find other methods that support and motivate the students to learn English and make them interested in having English subject.

Teaching English for children will not also be effective if teachers just give explanation to the students because we know that children have a relatively

short attention span and they learn with the motive of meeting immediate goals. Therefore, teachers need to bring in an experience in practicing the language in a real situation and use a technique in order to make the teaching learning process enjoyable and fun.

There are many media to teach English for children, for example song, picture, game, etc. In this study, I use Lego to teach preposition of place. Lego is plastic toy bricks that can be easily transformed into buildings, space ships, cars, boats, trains and a myriad of other toys. I choose Lego because I suggest that it can be a fun medium for children to learn English and also we can take many benefits of using Lego in teaching English.

I choose the fifth grade of SD Negeri Donorejo 1 Karangtengah Demak because the students' interest and mastery of grammar are not satisfying. In addition, I want to know how far they know about preposition of place and the effectiveness of Lego as media in teaching preposition of place for them.

1.3 Research Question

From the statement above, the problems discussed in this study are:

- (1) How Lego is used as a learning medium to boost students' mastery of preposition of place?

- (2) How effective is the use of Lego as a learning medium in boosting students' mastery of preposition of place?
- (3) How do the students and the teacher perceive the use of Lego in teaching and learning process?

1.4 Purpose of the Study

The purposes of the study are to find out:

- (1) The use of Lego as a learning medium to boost students' mastery of preposition of place.
- (2) The effectiveness of using Lego as a learning medium in boosting students' mastery of preposition of place.
- (3) The perception of the students and the teacher about Lego as a medium to boost students' mastery of preposition of place.

1.5 Significance of the Study

The significances of the study are:

- 1) The elementary school students could learn English in an interesting way and improve their achievement in mastering preposition of place.

- 2) The result of the study can be useful for English teacher as additional information especially in developing various techniques in teaching English for children.

1.6 Outline of the Study

This report is divided into five chapters. The following is the overview of the report.

Chapter I is the introduction. It consists of background of the study, reason for choosing the topic, research questions, objectives of the study, significance of the stud, and outline of the report.

Chapter II is review of related literature which presents theories from some experts that support this research. Those are about preposition, media, Lego, young learner's characteristics, action research, and about this study.

Chapter III is method of investigation. In this chapter, the method of the study which was important as a guideline to attain the objectivity of the study is elaborated. It covers subject of the study, method of collecting data, research design, procedure of the study, data analysis, validity issue in qualitative research, and criterion assessment.

Chapter IV deals with result of the study, that consists of the method of using Lego as medium in teaching preposition of place, students' mastery of

preposition of place before and after using Lego as a medium in learning preposition of place, and students' and teacher's perception of Lego as a medium to boost students' mastery of preposition of place.

Chapter V is conclusions and suggestions. It presents some conclusions about the research that have been reported on the previous chapters and give some suggestions as the contribution to support the teaching-learning process.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I present theories from some experts that support this research. Those are about preposition, media, Lego, young learner's characteristics, action research, and about this study.

2.1 General Concept of Preposition

This sub chapter includes meaning of preposition, types of preposition, problem in Learning preposition, and preposition of place.

2.1.1 Meaning of Preposition

In some languages, preposition is a relation or function word that connects a lexical word, usually a noun or pronoun, or a syntactic construction, to another element the sentence, as to a verb, to a noun or to an adjective (Webster's New World College Dictionary, 2000). A. S. Hornby in Oxford Advanced Learners Dictionary (1995) defines preposition as a word or group of words used before a noun or pronoun to show e.g. place, position, time or method.

In grammar, a preposition is a part of speech that introduces a prepositional phrase. Usually, prepositions show this location in the physical world. They describe a relationship between other words in a sentence. Frank (1972:163) writes:

The preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions are different 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 structures that function as one of the other parts of speech. For these reasons modern linguists prefer to classify prepositions as structure words rather than as parts of speech.

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 nouns (e.g. collective nouns, pronouns etc). Prepositions can be used before a gerund or verb in noun form. Parrot (2000: 84) 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*).

From 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.

2.1.2 Types of Prepositions

According to Frank (1972: 164, 168) preposition can be categorized into two types. They are prepositions that indicate physical relationships and preposition that indicate semantic relationships.

- (1) Prepositions that indicate physical relationships show the relationships in time and place.

- a. Time

There are three categories of preposition that show the relationships in time: prepositions that indicate one point of time (*on, at, in*), prepositions that indicate extended time (*since, by, from-to, for, during, in or within*), prepositions that indicate sequence of time (*before, after*).

- b. Place

There are three categories of preposition that show the relationships in place: prepositions that indicate the point itself (*in or inside, on, at*), prepositions that indicate higher or lower than a point (*over, above; under, underneath, beneath, below*), prepositions that indicate neighboring the point (*near, next to, alongside, beside, between, opposite*).

- (2) Prepositions that indicate semantic relationships show the relationships between ideas. For example:

Because of his selfishness he has very few friends – cause and reason.

She went to the grocery *for* milk – purpose.

He is living *like* a millionaire – comparison.

2.1.3 Problem in Learning Preposition

Preposition often causes so many problems for the learners. The learners find that it is very difficult to learn preposition and they often make mistakes in using preposition.

Learners often see prepositions as a major problem. This is because:

- (1) There are so many prepositions in English (many more than in a lot of other languages) and learners often have to make choices and distinctions that are not necessary in their own language.
- (2) Many choices have little or nothing to do with meaning, and are therefore particularly difficult to remember (Parrot, 2000: 83).

Prepositions are notoriously difficult to learn. Long after ESL/EFL students have achieved a high level of proficiency in English, they still struggle with prepositions (Celce-Murcia and Larsen-Freeman, 1999:401).

2.1.4 Preposition of Place

Preposition of place is preposition that is used to describe the place or position of all types of nouns. It clarifies the place someone or somebody. It is also common for the preposition to be placed before the noun.

According to Frank (1972:165-166), there are three kinds of preposition of place:

(1) Preposition that indicates the point itself

Prepositions that indicate the point itself are *in* or *inside*, *on*, and *at*. Preposition *in* gives the area of something enclosed (e.g. Hang your coat *in* the closet), moreover preposition *inside* emphasizes the containment (e.g. There was no one *inside* the house). The next preposition that indicates the point itself is *on*. Preposition *on* indicates the surface of something (e.g. Put the dishes *on* the table). The third preposition is *at*. Preposition *at* refers to a general vicinity; mere presence at a place is indicated (e.g. He's *at* school). *At* is also used for addresses with street numbers (e.g. He lives at 200 Park Avenue).

(2) Preposition that indicates higher or lower than a point

Prepositions that indicate higher than a point are *over* and *above*. Preposition *over* is felt to be generally higher than a point (e.g. The plane flew *over* the mountains). Whereas, preposition *above* is felt to be directly higher than a point (e.g. He lives on the floor *above* us). This distinction between *over* and *above* is not always carefully observed. Then, there are four prepositions that

indicate lower than a point. They are *under*, *underneath*, *beneath*, and *below*. Preposition *under* is felt to be generally lower than a point (e.g. A subway runs *under* this street). Preposition *underneath* expresses the idea of *close* under, especially so as to be hidden (e.g. He swept the dirt *under(neath)* the rug). Preposition *beneath* expresses the idea of directly under, with some space between (e.g. *Beneath* a tree lay a dog fast asleep). Preposition *below* is felt to be directly lower than a point (e.g. He lives on the floor *below* us). The distinction between *under* and *below* is not always carefully maintained.

(3) Preposition that indicates neighboring the point

Prepositions that indicate neighboring the point include *near*, *next to*, *alongside*, *beside*, *between*, and *opposite*. Preposition *near* has the most general meaning of neighboring a point (e.g. He lives near the university). *By* is a synonym for *near* and *close to* means very near. Preposition *next to* indicates that there is nothing else between them (e.g. The theater is right *next to* the post office). Preposition *alongside* adjoining persons or things considered as lined up, or side by side (e.g. The tug pulled up alongside the tanker). Preposition *beside* indicates on each side of a person or thing that has two sides (e.g. He sat beside his wife during the party). Preposition *between* indicates on each side of a person or thing that has two sides (e.g. He sat between his two sons). If more than two persons or things are positioned around a point, *among* is used (e.g. He sat among all his grandchildren). The last preposition is *opposite*. Preposition *opposite*

indicates that someone or something is directly facing someone or something else (e.g. The museum is just opposite the post office).

2.2 General Concept of Learning Media

Media play an important role in a teaching and learning process. Media are needed to reach the objectives of teaching-learning process. Media, the plural form of medium, are derived from Latin word “medium”. Media is also considered as instructional system of teaching learning process. It is used in order to facilitate the teacher to achieve the goal of the teaching learning process.

According to Gerlach and Ely (1980:241), a medium is any person, material, or event that establishes conditions which enables learners or students to acquire knowledge, skills and attitudes. Brown (1977:2) also defines media as the tools or the physical things used by a teacher to facilitate the instruction.

From the definition above, it can be concluded that media are substances such as pictures, charts, graphs that will be very useful if they are carefully and creatively prepared by the teacher, then they are used effectively to transmit or deliver messages to motivate students in learning.

According to Rowntree (in Rohani, 1997: 7-8), educational media have functions:

(1) Motivate students to study.

(2) Review what students have learnt.

(3) Give a stimulus to study.

(4) Activate students' responses.

(5) Give a feedback soon.

There are a lot of media in teaching learning process. Gerlach and Elly (1980: 297) classify media into five general categories:

(1) Picture

Picture consists of photographs or any object or events, which may be larger or smaller than the object or event it represents.

(2) Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack.

There are reproductions of actual event or soundtrack.

(3) Motion picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

(4) TV

This category includes all types of Audio Video Electronic distribution system which eventually appear on TV monitor.

(5) Real things, simulation, and model

Includes people, events, objects, and demonstration real things as constructed with other media, are not substituted for the actual object or events.

2.3 Lego

2.3.1 General Concept of Lego



Figure 2.1 Lego (Photo dictionary: 2008)

Lego is synonymous with plastic toy bricks that can be easily transformed into buildings, space ships, cars, boats, trains and a myriad of other toys. The key is that the child gets to assemble the toy from the basic building blocks (Armstrong : 2005). According to Wikipedia (2010) Lego (trademarked in capitals as LEGO) is a line of construction toys manufactured by the Lego Group, a privately held company based in Billund, Denmark. The toys were originally designed in the 1940s in Europe and have achieved an international appeal, with an extensive subculture that supports Lego movies, games, video games, competitions, and four Lego themed amusement parks.

Waldon (2006) writes that Lego offers a wide variety of standard sets as well as theme packages. Racing cars, dinosaurs, Star Wars and city building are just a few of the theme sets available. Children and adults alike can use their imaginations to design whatever they can picture. The easy to manipulate and interlock blocks allow for easy construction of projects. The sets can all be interchanged, so it is possible to use parts and pieces with one set in combination with another. This will really allow the imagination of both adults and children to be able to create some unique projects and designs.

Lego consists of colorful interlocking plastic bricks and an accompanying array of gears, mini figures and various other parts. Lego bricks can be assembled and connected in many ways, to construct such objects as vehicles, buildings, and even working robots. Anything constructed can then be taken apart again, and the pieces used to make other objects (Wikipedia: 2010).

2.3.2 Advantages in Using Lego

Children learn and are able to explore their world through play. Due to that reason, it is fitting that they have toys that allow this learning process. As one of educational toys, Armstrong (2005) said that Lego bricks are more than just building blocks. They are learning toys. They build on favorite themes and children's stories and allow the child to exercise his or her own imagination and creativity. In addition, Warren (2007) writes that building sets like Lego also have pieces in different colors and sizes, so children get to see differences between, say, the larger yellow pieces and the smaller green pieces. When children play

with building sets they get to use their fine motor skills to build. They also, however, get to use their imaginations about what they are building.

Jenkathryn (2007) also mentioned that recent studies have been done show that block play also contributes to the development of verbal skills. The results of the tests, done with one to two year olds, showed that block play for 15-20 minutes per day, increased the development of verbal skills by 15%. This study also showed that these kids were 80% less likely to watch TV. It encourages co operation, sharing, compromise, creativity, organization and teamwork when children engage in block play together.

Lego is one kind of teaching media that can help teachers avoid teaching learning's boredom. By using Lego, they will not always explain the lesson continuously. Lego is recognized way of representing a real situation, they can serve as an example of the advantages in using media. Lego can represent situation which would be impossible to create in any other way. They can help the students associate what they hear with their real life experience.

2.4 Young Learners Characteristics

Teaching young learners is not the same as teaching adult. Children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adult to do things that

appeal to them. Children have different characteristics and motivation in learning a new language as stated by Helaly (1987:49):

“Unlike adults, children are not self motivated and do not have an immediate need to learn English. They are not concerned with job or university degree that required knowledge of English. Their world is their daily games, events of interest to them, new knowledge that may come across and question that their inquisitive minds ask.”

Young learners also have certain characteristics that teacher should be aware of and take into account in her/ his teaching. According to Wendy Scoot (1990: 2-4) the general characteristics of students in the elementary school are as follows:

- (1) They are competent users of mother tongue
- (2) They can tell the difference between the fact and fiction
- (3) They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think that what they are doing is real work.
- (4) They are enthusiastic and positive about learning
- (5) They rely on the spoken word as well as the physical word to convey and understanding meaning.
- (6) They are able to work with others and learn from others.
- (7) Their own understanding comes through eyes, hands and ears. The physical world is dominant at all times.

(8) They are very logical – what you say first happens first.

(9) They ask questions all the time.

(10) They have very short attention and concentration span.

From these explanations, we know that young learners are naturally curious, love to play, and need variety task to avoid of being bored. They like learning something that involves a new thing and the elements of fun where they can laugh, talk, and feel happy during the class. But, they still need guidance from adults in studying English, so they can follow and understand the lesson well.

2.5 Classroom Action Research

Classroom action research is one of methods used in doing a study by having activities in the classroom. It can offer new ways and procedures or improve and increase teacher's professionalism in classroom teaching-learning process and students learning result. There are some definitions of action research stated by some experts.

According to Kochis (2011), classroom action research is more than just teaching techniques and tricks, though; its basic idea might be best described as "the systematic investigation of the effects of our teaching on student learning for the purpose of improving instruction." It consists of two aspects: a repertoire of

techniques for getting information from students about their learning and an effort to organize that information into a larger picture of practical learning theory.

Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve (Teaching English article: 2011)

Wright (2010) mentioned that classroom research can be used to discover:

- a. Students' knowledge, skills, and/or attitudes
- b. The impact of interventions made in the classroom

While in Teaching English article (2011) stated that classroom action research is addressed to any teacher who wants to understand more about teaching and learning, to develop teaching skills and knowledge, and to take action to improve student learning.

Cross and Angelo in Kochis (2011) said that classroom research differs from traditional educational research in purpose and design. Traditional research, associated with colleges of education and departments of educational psychology, is primarily concerned with finding the putative underlying "laws" of learning. Using methods derived from the natural sciences, traditional research idealizes a "typical" student by eliminating some variables and isolating others. This method purportedly leads to generalizations about student learning, generalizations that teachers can then use to design lesson plans and class work.

Hopkins (2002: 52) said that the purpose of classroom action research is to give teachers an introduction to the variety of method available to them as means of extending their repertoire of professional practices and of encouraging flexibility in professional development. These are methods and approaches that teachers can put into use that will empower them, and make them increasingly competent and 'autonomous in professional judgment'.

Wright (2010) mentioned some benefits of classroom action research. They are:

- (1) Enables teachers to plan and teach effectively.
- (2) Enhances teacher's research and teaching skills, knowledge and understanding.
- (3) Encourages collaborative work that may help teachers reflect more effectively on the impact they are having on students' learning.
- (4) Provides evidence that can be used to support effective classroom interventions.
- (5) Linking research to teachers own practice in the classroom helps address students' needs.

According to Teaching English article (2011), the benefits of conducting classroom action research are:

- (1) provides a framework for trying out different approaches and ideas

- (2) helps develop reflective practice
- (3) enables teachers to make choices and decisions about their teaching styles
- (4) helps develop confidence
- (5) helps teachers improve student learning

There are also some benefits gotten from conducting this research. The teacher and I as a teacher candidate can grow and gain confidence in our work, because we have knowledge and experience to solve problems. This research can influence our thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change. It is also an opportunity to the teacher to evaluate herself in order to have better manner of teaching. Through action research, we learn about ourselves, the students, and can determine ways to continually improve.

2.6 About this Study

This study is a classroom action research conducted as an effort to solve problems of teaching grammar specifically preposition as one of language components. In some cases, students' interest and mastery of grammar are not satisfying.

This study is conducted by using Lego as a medium of teaching and learning activities. Lego is considered as an interesting learning medium for

elementary students who generally love to play. The many advantages of Lego are hoped to help boosting students' mastery of preposition of place and make the teaching and learning process enjoyable and interesting.



CHAPTER III

METHOD OF INVESTIGATION

In this chapter, I elaborate the method of the study, which is important as a guideline to attain the objectivity of the study. It covers subject of the study, method of collecting data, research design, procedure of the study, data analysis, validity issue in qualitative research, and criterion assessment. They are as follows:

3.1 Research Design

According to Kemmis and McTaggart (1988: 14) in (Hopkins 2002:46), action research typically involves four broaden phases in a cycle of research and the first cycle may become a continuing. The phases were planning, action, observation, and reflection.

(1) Planning

Planning is a set of prompts that guide the researcher in doing the research. This research begins by identifying the problems and planning a series of activities or actions which will be conducted in order to solve problems of the students interest and achievement in English subject specifically grammar.

(2) Action

Implementing is performing the planned action. In this research, the implementation is in the form of a series of activities or actions which is given to the students.

(3) Observation

In this phase, the researcher observes systematically the effects of the action and records what is happening, also the actions, opinions, and responses of those involved. In this step, I tried to observe the students' activities, attention, and responses and record events happen in the class.

(4) Reflection

In this step, the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue he/she has explored more clearly. It is an analysis to find out the use of Lego as a learning medium to boost students' mastery of preposition of place, the effectiveness of using Lego as a learning medium in boosting students' mastery of preposition of place, and the perception of the students and the teacher about Lego as a medium to boost students' mastery of preposition of place.

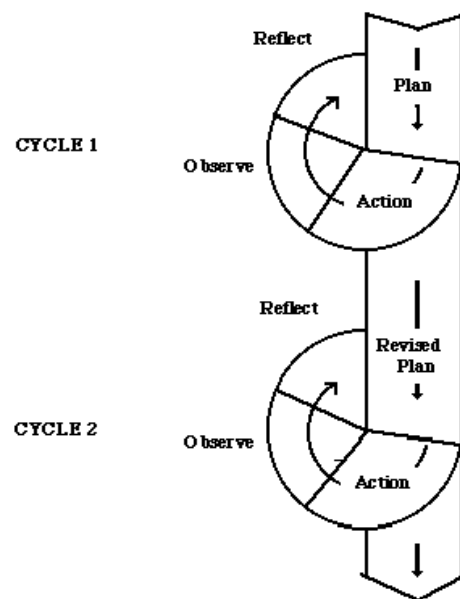


Figure 3.1 The ‘action research spiral’ (Kemmis and McTaggart 1988: 14) in
 (Hopkins 2002:46)

3.2 Subject of the Study

The study was conducted at SD Negeri Donorejo 1 Karangtengah Demak. The subject of this study was the fifth graders of SD Negeri Donorejo 1 Karangtengah Demak Academic Year 2010/2011. The class consisted of 49 students; 20 girls and 29 boys, but the subject of this study would only consist of 46 students since there was a student who was absent in the pre-test and 2 students who were not present in post test. I choose the fifth grade students of SD Negeri Donorejo 1 Karangtengah Demak as the subject of my study because of the consideration that fifth graders have studied English in their previous grade.

3.2 Method of Collecting Data

In conducting the research, a researcher needs instrument to collect the data. Instruments or tool for gathering data in research are of two categories or kinds (Treece and Treece: 49) in Hartoyo (2010:141)

(1) Mechanical devices

Mechanical devices include almost all tools used in the physical sciences.

(2) Clerical tools

Clerical tools are used when the researcher studies people and gathers data on the feelings, emotions, attitudes, and judgments of the subject.

In this research, I used the following data collection methods:

(1) Observation sheet

Observation sheet was used to know the students' activities, attention, and responses during the teaching and learning process and to record events happen in the class. My observation sheet was used to know: (1) how the students' responses towards the lesson and the teacher, (2) how the students' responses towards the learning medium.

(2) Teaching journal

Teaching journal was used to record what I saw and felt during the teaching learning process. It covers: (1) which parts of the teaching ran well, (2) which

parts of the teaching didn't work as expected, (3) what area I should improve, (4) how I should improve.

(3) Test

Test technique is used to measure the students' achievement as an indicator of progress toward educational objectives set for the students. The tests conducted in this study were pre test and post-test. The pre-test was given to know how far the students master English preposition of place. The post test was conducted to know the improvement of students' achievement in mastering English preposition of place after having learning process using Lego as learning medium.

(4) Questionnaire

Questionnaire is a written or printed list of questions to be answered by a number of people, esp. as part of a survey (Oxford Advanced Learner's Dictionary: 1995). Meanwhile, Arikunto (2006:128) says that a questionnaire is a number of written questions which are used to gain information from the respondents about themselves or their knowledge, belief etc. In this research, the questionnaire is used to find out:

- a. The students' interest and problem faced in learning preposition of place using Lego.
- b. The sustainability of the program conducted during the action research.

- c. The advantages that the students gained after learning preposition of place using Lego as medium.

The questionnaire was given to the students after they finished doing the post test.

(5) Interview

Interview is a dialogue which is done by the interviewer to get information from the interviewee (Arikunto, 2006: 132). The interview is used to get the information about the students' interest, what they like and dislike about the teaching and learning process. The interview was given to the students after they have finished doing the post test and filling out the questionnaire. An interview was also given to the teacher to know her opinion towards the teaching and learning process.

3.4 Procedure of the Study

In this research, only one cycle of study was conducted. This was because of the time consideration. In elementary school, English is only taught once a week and there is a number of competencies the students have to achieve. Therefore, it would be time-consuming if I conducted this research in two cycles or more.

In conducting this research, I used these following steps:

(1) Making general plan

Before conducting the pre-test, I made plan for each activities I would conduct in my research. I made teaching document or lesson plan (see Appendix 2). I prepared the test instrument to measure the students' achievement in mastering preposition of place (see Appendix 6). Then, I prepared the observation sheet, teaching journal form, questionnaire, and the questions for interview. I also prepared the media used for teaching learning process.

(2) Giving pre-test

In order to measure the original achievement of the students' mastery of preposition of place, I gave them pre-test. The pre test was held on April, 30th 2011. In this pre-test, the students were given a set of multiple choice test items which consisted of 20 items that had to be finished in 35 minutes.

Prior to pre-test, I asked some students to do the test in order to find out whether the instruction is clear enough, whether the test item is understood by the students, and whether the majority of the students could finish the test within the allocated time. This gave me some information regarding the test, they are: a) a mistake was found in the test; i.e. one picture direction was confusing on the part of the students and b) the allocated time was sufficient for the students to do the test.

(3) Action

On this step, the students began to learn preposition of place using Lego as the learning medium. The action was conducted on May, 21st 2011. Firstly, I introduced them with some prepositions of place they were going to learn. They are in/inside, outside, on, above, under, beside, between, among, behind and in front of. I drilled the words one by one and asked the students to repeat them after me. Then, I explained the meaning of each preposition.

After that, I placed Lego with different colors on the desk. Each color represents different thing. I placed Lego in various positions and told the students where the position of a certain Lego was. I wrote a sentence using preposition of place in the blackboard. I asked the students to repeat the sentence after me. I gave the example for each preposition. Then, I changed the Lego's positions and asked the students where the positions of certain Lego were. Firstly, the students answered in chorus, and then I asked some students to answer individually.

In the next activity, I divided the students into some groups. I provided each group set of Lego. I asked them to make some objects with their Lego. They were allowed to make the things from their Lego based on their imagination. Then, I asked the students to practice using prepositions of place by placing their Lego. After that, I checked each group's work by asking the students one by one. I asked them to place the Lego based on my instruction or gave questions about where the positions of certain Lego were.

Next, I asked some students to come forward and place the Lego based on my instruction. I also told some students to give instruction to their friends to place the Lego.

(4) Observation sheet and teaching journal

During the teaching and learning process, I used the observation sheet to know the students' activities, attention, and responses and to record events happen in the class. The observation sheet helped me in doing post-teaching reflection/in-retrospect activity through teaching journal which in turn help me to draw the conclusions concerning of the teaching and learning process.

(5) Giving post test

After the students having the learning process using Lego as medium, the post-test were given to measure the students' mastery of preposition of place. The post-test was conducted on May, 28th 2011. The post-test instrument was the same as the pre-test instrument. In this post-test, the students had to answer 20 items of multiple choices in 35 minutes.

(6) Questionnaire and interview

After getting the post-test, the students were given a questionnaire sheet (see Appendix 3). The questionnaire was given on May, 28th 2011. It was closed format, where the questions were in the form of multiple choices. The students had to answer questions about their interest, like and dislike, also their impressions during the teaching learning process.

In addition, there was also interview addressed to five students and the teacher (see Appendix 4 and 5). The students I chose for interview were students who were cooperative during the teaching and learning process. The interview itself was held on May, 28th 2011. The interview was used in order to get the deeper information from the students and the teacher about the students' interest, like and dislike, and also opinion and attitude towards the teaching learning process.

3.5 Data Analysis

Both quantitative and qualitative analyses were used in this study. The qualitative analysis was gathered through questionnaire, teaching journal, observation sheet, and interview, whereas the quantitative analysis was gathered through data from the test.

Before conducting the research, I had a preliminary class observation to see whether there was any problem faced in teaching and learning English. From the preliminary class observation I found some problems and I made a narrative based on the observation (see Appendix 1). I used the data from the preliminary class observation to decide my next actions in order to solve the problems.

As mentioned above, the qualitative data was gathered through observation sheet, questionnaire, interview, and also teaching journal. On my observation sheet, I made a table consist of some categories; they are students'

activities and their responses during the activities. I filled the table with data from my observation during the treatment. I interpreted the data from the observation sheet to describe the students' attention, responses, and activities during the teaching and learning process.

The next instrument is questionnaire. The questionnaire I made was in the form of multiple choice items. The students had to choose one of some choices available in the questionnaire. Then, I concluded the students' answer to make description of their interest, like and dislike, and their impression during teaching and learning process.

Besides the questionnaire, there was also interview for the teacher and the students. I prepared some questions for students' interview and teacher interview. The students' and the teacher's answer would be identified to get deeper information about their opinion and attitude towards the teaching and learning process.

Moreover, the qualitative data was gathered through teaching journal. There was a table on my teaching journal that consists of some categories; parts of the teaching that ran well and parts of teaching that did not work as expected. The data from what I saw and felt during the teaching and learning process were analyzed for my evaluation and reflection.

The qualitative data were coded and categorized to help me come to conclusion and interpretation. It was done throughout the study but became intensive were all data were in.

The observation data were coded based on their similarity. After they were coded, I found some patterns that helped me in categorization. Each category was then elaborated in detail. After that, data from teaching journal which was still in the form of points written in the table were described in paragraphs. This helped me in making the procedure of how Lego is used as a learning medium to boost students' mastery of prepositions of place. Next, students interview data were transcribed and written in a table so that I could see the patterns easier. I made some categories based on that and explained in detail each category. Then, data from teacher interview were transcribed and categorized into some categories. Each question in the teacher interview became one category.

In addition, this study used quantitative analysis. In quantitative analysis, the data was gathered through pre-test and post test. After conducting the post-test, I used the following formula to measure the mean of the students' test result:

$$M_1 = \frac{X_1}{N} \quad \text{and} \quad M_2 = \frac{X_2}{N}$$

Where,

M_1 = the mean score of pre-test

M_2 = the mean score of the post test

N = the number of the students

X_1 = the number of the pre-test score

X_2 = the number of the post-test score

After calculating the mean of the students' test result on pre-test and post-test, I compared them in order to know the improvement of the students' achievement in mastering preposition of place.

3.6 Validity Issue in Qualitative Research

3.6.1 Triangulation

In this research, I established the validity of the qualitative data through triangulation. The technique of triangulation involves contrasting the perceptions of one actor in a specific situation against those of other actors in the same situation (Hopkins, 2002:133). Elliot and Adelman (1976:74) in (Hopkins, 2002:133) describe the technique thus:

Triangulation involves gathering accounts of a teaching situation from three quite different points of view; namely those of the teacher, his pupils, and a participant observer. Who in the 'triangle' gathers the accounts, how they are elicited, and who compares them, depends largely on the context. The process of gathering accounts from three distinct standpoints has an epistemological justification. Each point of the triangle stands in a unique epistemological position with respect to access to relevant data about a teaching situation. The teacher is in the best position to gain access via introspection to his own intentions and aims in the situation. The students are in the best position to explain how the teacher's actions influence the way they respond in the situation. The participant observer is in the best position to collect data about the observable features of the interaction between teachers and pupils. By comparing his own account with accounts from the other two standpoints a person at one point of the triangle has an opportunity to test and perhaps revise it on the basis of more sufficient data.

I used observation sheet, teaching journal, questionnaire, and interview to collect the qualitative data. By using many different data sources, I could avoid bias and generalization in generating the findings of the research.

3.6.2 Member Checking

Feedback from our respondents about the data gathered is very important. This is a very good technique to: (1) avoid wrong interpretation of our respondents' answers in the interview, (2) avoid wrong interpretation of our respondents' behavior when they are observed, and (3) confirm respondents' perspective of certain process (Hammersley & Atkinson, 1983; Maxwell, 1996; Guba & Lincoln, 1989; Glesne & Peshkin, 1992) in Alwasilah (2002:177-178).

After I did the interview and action, I transcribed the data from the interview and observation during the action. On May, 28th 2011, I showed the transcription to the interviewee to check whether I wrote the right transcription as they said or not. On June, 11th 2011, I showed the observation sheet to the teacher in order to make sure whether it is right based on what happened during the action or not.

3.7 Criterion of Assessment

The students' success and failure in doing the activities plan above would be assessed by referring to the criterion issued by SD Negeri Donorejo 1

Karangtengah Demak, which is called criteria mastery of learning. Based on the criterion, a student had to have minimum score of 60 to pass the criterion.



CHAPTER IV

RESULT OF THE STUDY

This chapter deals with result of the study, that consists of the procedure of using Lego as medium in teaching preposition of place, students' mastery of preposition of place before and after using Lego as a medium in learning preposition of place, and students' and teacher's perception of Lego as a medium to boost students' mastery of preposition of place.

4.1 The Procedure of Using Lego in Teaching Preposition of Place

Data of observation sheet, teaching journal, and interview especially students interview (see Appendix 7,8, and 10) showed that the use of Lego would boost students' mastery of preposition of place if the teaching and learning process take place using the following procedure:

- (1) Introduce the students with the material they will learn.
- (2) Mention the prepositions of place they will learn.
- (3) Pronounce prepositions of place one by one so the students know how to pronounce them.

- (4) Drill the preposition of place. Read aloud the prepositions of place first and then ask the students to repeat after you, so they can pronounce them well.
- (5) Explain the meaning of prepositions of place. Move around the class so all students especially the students in the back row can keep their attention to you.
- (6) Demonstrate each preposition by using Lego.
- (7) Give examples of the prepositions of place which are used in sentences and demonstrate them by using Lego.
- (8) In whole class activity, show some positions of Lego and asks the students where the positions of certain Lego are.
- (9) Put the students into groups. Grouping the students is intended to allow students to share about their idea and knowledge about prepositions of place with other members in their groups.
- (10) Ask the students to form some things with the set of Lego prepared by the teacher. For example you can ask the students to form a person and a chair with their Lego.
- (11) Ask the students to practice using prepositions of place by placing their Lego on their own. For example they can place 'the person' beside 'the chair' and say "Tom is beside the chair".

- (12) Check each group's work by asking all members of each group. You could ask the students to place the Lego based on your instruction or give some questions about the positions of certain Lego are.
- (13) Ask some students to come forward and place the Lego based on your instructions.
- (14) To make the students keep their attention to you after working in their groups, you should be able to control the class situation. Make sure that you use loud voice so the students will focus on what you explain.
- (15) Ask some students to give instructions of placing the Lego to their friends.
- (16) To avoid overtime, you should consider about the time when carrying out the activities. You should be able to measure and determine the amount of time needed for each activity; when it should start, and when it should finish, so all materials could be delivered as its proportion and as planned.

4.2 The Effectiveness of Lego in Boosting Students' Mastery of Preposition of Place

This sub chapter deals with the effectiveness of Lego in boosting students' mastery of preposition of place. It includes result of pre-test, result of post-test, and criterion of assessment.

4.2.1 Result of Pre-Test

Before conducting the treatment, I gave the students pre-test in order to measure the original achievement of the students' mastery of preposition of place. The pre test was held on April, 30th 2011. The students were given a set of multiple choice test items which consist of 20 items that had to be finished in 35 minutes. The result of the pre test can be seen in table below:

Table 4.1
The Result of the Pre-Test

No	Students' Code	Score
1	S-R#1	10
2	S-R#2	20
3	S-R#3	15
4	S-R#4	25
5	S-R#5	20
6	S-R#6	15
7	S-R#7	20
8	S-R#8	15
9	S-R#9	45
10	S-R#10	10
11	S-R#11	20
12	S-R#12	30
13	S-R#13	20
14	S-R#14	10
15	S-R#15	35
16	S-R#16	20
17	S-R#17	10
18	S-R#18	20
19	S-R#19	5
20	S-R#20	45
21	S-R#21	20
22	S-R#22	30
23	S-R#23	15
24	S-R#24	15
25	S-R#25	25
26	S-R#26	20
27	S-R#27	45

28	S-R#28	35
29	S-R#29	20
30	S-R#30	35
31	S-R#31	5
32	S-R#32	20
33	S-R#33	25
34	S-R#34	30
35	S-R#35	65
36	S-R#36	40
37	S-R#37	35
38	S-R#38	55
39	S-R#39	70
40	S-R#40	60
41	S-R#41	20
42	S-R#42	20
43	S-R#43	50
44	S-R#44	25
45	S-R#45	60
46	S-R#46	30
Total		1280
Lowest Score		5
Highest Score		70

The mean score of the pre-test was:

$$\begin{aligned}
 M_1 &= \frac{X_1}{N} \\
 &= \frac{1280}{46} \\
 &= 27,83
 \end{aligned}$$

In the pre-test, the mean score was 27.83. The lowest score of the pre-test was 5, and the highest score was 70. There were two students who got the lowest score and there was a student who got the highest score. It could be said that the

students still had low understanding of preposition of place and they had problems in using preposition of place.

4.2.2 Result of Post-Test

The post-test were given after conducting the treatment. It was conducted on May, 28th 2011. The post-test instrument was the same as the pre-test instrument. In this post-test, the students had to answer 20 items of multiple choices in 35 minutes. The result of the pre test can be seen in table below:

Table 4.2
The Result of the Post-Test

No	Students' Code	Score
1	S-R#1	50
2	S-R#2	50
3	S-R#3	60
4	S-R#4	45
5	S-R#5	60
6	S-R#6	55
7	S-R#7	55
8	S-R#8	50
9	S-R#9	60
10	S-R#10	40
11	S-R#11	90
12	S-R#12	45
13	S-R#13	50
14	S-R#14	50
15	S-R#15	60
16	S-R#16	75
17	S-R#17	30
18	S-R#18	55
19	S-R#19	50
20	S-R#20	75
21	S-R#21	60
22	S-R#22	70
23	S-R#23	70
24	S-R#24	55

25	S-R#25	75
26	S-R#26	60
27	S-R#27	80
28	S-R#28	55
29	S-R#29	55
30	S-R#30	85
31	S-R#31	50
32	S-R#32	60
33	S-R#33	50
34	S-R#34	55
35	S-R#35	90
36	S-R#36	70
37	S-R#37	60
38	S-R#38	75
39	S-R#39	90
40	S-R#40	90
41	S-R#41	65
42	S-R#42	65
43	S-R#43	75
44	S-R#44	55
45	S-R#45	90
46	S-R#46	55
Total		2865
Lowest Score		30
Highest Score		90

The mean score of the post-test was:

$$M_1 = \frac{\sum X_1}{N}$$

$$= \frac{2865}{46}$$

$$= 62,28$$

In the post-test, the mean score was 62.28. The lowest score was 30, and the highest score was 90. There was a student who got the lowest score and there were five students who got the highest score.

There was a significant progress in the mean score between pre-test and post-test (see Appendix 13 and 14). The mean score of the post-test was 62.28 which was higher about 34.45 points than pre-test. The improvement can also be seen from the lowest score and the highest score. For the pre-test, the lowest score was 5 but for the post-test 30. Then, the highest score in the post-test was also higher than the test before. In the pre-test, the highest score was 70, but for the post-test 90. Considering the result of the pre-test and post-test, we can see that the students got better achievement after having the learning process using Lego as a learning medium. Therefore, it was said that using Lego as learning medium in teaching preposition of place was effective in boosting the students' mastery of preposition of place.

4.2.3 Criterion of Assessment

Based on the criterion issued by SDN Donorejo 1 Karangtengah Demak which is called criteria mastery of learning, a student has to have minimum score of 60 to pass the criterion. The following table shows students criterion on the pre-test:

Table 4.3
The Students' Criterion on the Pre-Test

No	Students' Code	Score	Criterion
1	S-R#1	10	Failed
2	S-R#2	20	Failed
3	S-R#3	15	Failed
4	S-R#4	25	Failed
5	S-R#5	20	Failed
6	S-R#6	15	Failed
7	S-R#7	20	Failed
8	S-R#8	15	Failed
9	S-R#9	45	Failed
10	S-R#10	10	Failed
11	S-R#11	20	Failed
12	S-R#12	30	Failed
13	S-R#13	20	Failed
14	S-R#14	10	Failed
15	S-R#15	35	Failed
16	S-R#16	20	Failed
17	S-R#17	10	Failed
18	S-R#18	20	Failed
19	S-R#19	5	Failed
20	S-R#20	45	Failed
21	S-R#21	20	Failed
22	S-R#22	30	Failed
23	S-R#23	15	Failed
24	S-R#24	15	Failed
25	S-R#25	25	Failed
26	S-R#26	20	Failed
27	S-R#27	45	Failed
28	S-R#28	35	Failed
29	S-R#29	20	Failed
30	S-R#30	35	Failed
31	S-R#31	5	Failed
32	S-R#32	20	Failed
33	S-R#33	25	Failed
34	S-R#34	30	Failed
35	S-R#35	65	Pass

36	S-R#36	40	Failed
37	S-R#37	35	Failed
38	S-R#38	55	Failed
39	S-R#39	70	Pass
40	S-R#40	60	Pass
41	S-R#41	20	Failed
42	S-R#42	20	Failed
43	S-R#43	50	Failed
44	S-R#44	25	Failed
45	S-R#45	60	Pass
46	S-R#46	30	Failed

The data above show that 42 students got the score under the criteria mastery of learning or about 91.30% of the students failed the test. It could be said that 4 students or 8.7 % of the class fulfilled the criteria mastery of learning.

According to the result above, it can be seen that the students still had low understanding about preposition of place. They had not succeeded yet in learning preposition of place because according to criteria mastery of learning, a student is said to be successful if they have minimum score 60. The following table displays students criterion on the post-test:

Table 4.4
The Students' Criterion on the Post-Test

No	Students' Code	Score	Criterion
1	S-R#1	50	Failed
2	S-R#2	50	Failed
3	S-R#3	60	Pass
4	S-R#4	45	Failed
5	S-R#5	60	Pass
6	S-R#6	55	Failed
7	S-R#7	55	Failed

8	S-R#8	50	Failed
9	S-R#9	60	Pass
10	S-R#10	40	Failed
11	S-R#11	90	Pass
12	S-R#12	45	Failed
13	S-R#13	50	Failed
14	S-R#14	50	Failed
15	S-R#15	60	Pass
16	S-R#16	75	Pass
17	S-R#17	30	Failed
18	S-R#18	55	Failed
19	S-R#19	50	Failed
20	S-R#20	75	Pass
21	S-R#21	60	Pass
22	S-R#22	70	Pass
23	S-R#23	70	Pass
24	S-R#24	55	Failed
25	S-R#25	75	Pass
26	S-R#26	60	Pass
27	S-R#27	80	Pass
28	S-R#28	55	Failed
29	S-R#29	55	Failed
30	S-R#30	85	Pass
31	S-R#31	50	Failed
32	S-R#32	60	Pass
33	S-R#33	50	Failed
34	S-R#34	55	Failed
35	S-R#35	90	Pass
36	S-R#36	70	Pass
37	S-R#37	60	Pass
38	S-R#38	75	Pass
39	S-R#39	90	Pass
40	S-R#40	90	Pass
41	S-R#41	65	Pass
42	S-R#42	65	Pass
43	S-R#43	75	Pass
44	S-R#44	55	Failed

45	S-R#45	90	Pass
46	S-R#46	55	Failed

In post-test, there was an improvement of students who passed the test. The number of students who could pass the test was higher than the test before. In pre-test, there were only 4 students or 8.7 % of the students passing the test, but for the post-test the number of students who passed the test was 25 students or 54.35%. It meant that the students who failed in the test decreases from 42 students or 91.30 % of the students in the pre-test into only 21 students or 45.65% of the class who failed in the post-test.

4.3 Students' and Teacher's Perception on the Use of Lego in Teaching and Learning Process

As mentioned in the previous chapter, after having the post-test, the students were given a questionnaire sheet. The questionnaire was administered to get the information about the students' interest and impression during the learning process using Lego as learning medium, and also to know what advantages that the students gained after learning preposition of place using Lego (see Appendix 9).

Students' questionnaire data indicated that students were very pleased with the teaching and learning process (42 students) and four of them were fairly happy. On the use of realia (i.e. Lego) all of the students thought that it boosted

their liking to learning English and the majority of the students saw that the learning medium helped them in learning preposition of place. All students considered that their knowledge of preposition of place increased after following the learning process in which Lego is used. All of the students also thought that it was necessary to have this kind of learning activities in their English class in future learning.

In addition, there was also interview addressed to five students. The interview technique was used in order to get the deeper information from the students and the teacher about the students' interest, like and dislike, and also opinion and attitude towards the teaching learning process. Data of students interview showed that three of them were highly pleased and two of them were pleased in following the lesson. Regarding what they like most in following the lesson, four students liked when they were asked to form the Lego and a students liked when the teacher gave compliment on his mastery of the target prepositions and their meanings. The students were also of the opinion that the use of learning medium (i.e. Lego) in their learning was good, pleasing, and supportive to their learning. Regarding learning activities during the lesson, students found it interesting when they had to make shapes with Lego (three students) and when he worked together with his group (one student). A student also felt that both working together with his group and making shapes with Lego were interesting when following learning activities during the lesson. The students also considered that the teacher had taught well and the teaching method used by the teacher was good. Regarding the difficulty that the students face during the inclusion of Lego

in their learning, the students responded differently. Two students did not have any idea about the difficulty that they faced, a student found some difficulties in making certain things from Lego, a student had problem with the quantity of prepositions of place he had to master, and a student had difficulty in memorizing preposition of place and their meaning.

The interview was also given to the teacher to get the information about her opinion toward the teaching and learning process (see Appendix 11). Regarding the students' interest, teacher saw that students were very active and enthusiastic because there was an interesting medium in the teaching and learning process. On the students' participation, teacher saw that the students were active and enthusiastic in following the activities in the teaching and learning process. They looked comfortable and did not feel bored in following the teaching and learning process. Considering the medium used in teaching learning process, the teacher thought that it was very interesting. The students looked happier and more enthusiastic in having English subject. About the teaching method used by the researcher, teacher saw that the researcher had taught well. She also could manage the class well. The students were used to the researcher since the researcher had come to the class before for doing preliminary study/initial observation and so was the researcher. Therefore, the students felt comfortable in following the teaching and learning process.

There were two categories of observation data. They were students' responses during the activities and their responses towards the Lego as a learning

medium. Students' responses during the activities indicated that the majority of the students had a positive attitude towards learning, were pleased in following the lesson, had various attitudes when answering the questions, and there were problems that might be caused by an internal and external factor.

Their positive attitude towards learning was indicated by their good attention when teacher explained the meaning of prepositions of place and demonstrated them by using Lego. Moreover, they were enthusiastic in pronouncing prepositions of place and answering the questions about Lego positions. In addition to that, they followed teacher's instruction well. They were also willing to raise their hand and come forward in response to the teacher's questions. Besides, only few of them did not pay attention to the teacher when she explained the material. It was probably because their seat positions were in the corner of the classroom and in the back row, so it was far from the reach of the teacher.

The students were also pleased in following the lesson. It was shown when they pronounced prepositions of place especially the word 'outside'; they seemed to like it and played a joke when pronouncing it. In addition, they were excited in forming Lego and waiting their turn to place the Lego. Moreover, they enjoyed each activity and their confusion about the material that they had at the beginning of the lesson gradually decreased as the lesson progresses.

Another students' response highlighted by data of observation is students' various attitude when answering teacher's questions. Data showed that in whole

class activity i.e. when teacher gave questions about the positions of Lego to the whole students, the students did not answer simultaneously. It was probably because some students needed longer time to think. Furthermore, when teacher visited the groups to give the students questions or instructed them to place the Lego, some students looked nervous and not all students answered the questions correctly. Besides, sometimes when there was a member of one group could not answer the question and looked confused, other members of the groups helped him.

Students' responses during the activities also indicated that there were problems that might be caused by an internal and external factor. The internal factor arose because the lesson was overtime. This created problem because while other classes started their break, this class still went on with the learning activity. Whereas, the external factor came from other students from other class who peeped on the windows and made noises so the students could not focus on the teacher's instruction. As a result, when some students were asked to come forward and place the Lego based on the teacher's instructions, other students just watched their friends, some talked to their friends, and some other did other things.

The second category of observation data was students' responses towards the Lego as a learning medium. There were three categories of students' responses towards the Lego as a learning medium, they were: students were excited when introduced to Lego as medium of their learning; they were enthusiastic when their group was given a set of Lego, and they liked playing and wanted to explore more with their Lego.

The students' responses towards the Lego as a learning medium indicated that they were excited when introduced to Lego as medium of their learning. It was shown when the teacher would demonstrate prepositions of place by using Lego, they were eager to know what thing that the teacher showed to them. Moreover, they were curious about what the teacher would do with the Lego by saying *opo wi?*" (what is that?) and "*apik ik...*" (that is nice...). In addition, they said "*he...lucu ik...koyok sponge bob*" (he...that is cute, like sponge bob) when the teacher showed 'a person' that was formed from Lego.

The students were also enthusiastic when their group was given a set of Lego. Data showed that when the teacher gave one set of Lego to the very first group, the students in the class looked surprised and then the other groups stood up and were eager to know what the teacher was doing and would do with it. Besides, they were happy and excited when teacher gives Lego to each group.

Another students' response towards the Lego as a learning medium was that they liked playing and wanted to explore more with their Lego. It was indicated when the teacher asked them to form certain things with their Lego, they formed other things that were not assigned.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, I present some conclusions of the research and propose some suggestions for the betterment of language teaching and learning process, particularly on the use of Lego as medium in learning preposition of place.

5.1 Conclusion

After having the preliminary research, I conducted an action in order to solve problems of teaching grammar specifically preposition. In its process, I faced some difficulties and later found the solutions. The solutions of the problems are embedded in the procedure presented in the previous chapter.

The result of this research also showed that the students got better achievement after having the learning process using Lego as a learning medium. It is shown by the significant progress in the mean score between pre-test and post-test. The mean score of the post-test was 62.28 which was higher about 34.45 points than the pre-test. The improvement can also be seen from the lowest score and the highest score. For the pre-test, the lowest score was 5 but it was 30 for the post-test. Then, the highest score in the post-test was also higher than the test

before. In the pre-test, the highest score was 70, and 90 for the post-test. The students' progress in their mastery of preposition of place can also be seen from the criterion assessment of the students. The number of students who could pass the test was higher than the test before. In pre-test, there were only 4 students or 8.7 % of the students passing the test, but for the post-test there were 25 students or 54.35%. It means that the number of students who failed in the test decreases from 42 students or 91.30 % of the students in the pre-test into only 21 students or 45.65% of the class in the post-test. Therefore, it is concluded that using Lego as learning medium in teaching preposition of place is effective in boosting students' mastery of preposition of place.

Moreover, the inclusion of Lego in the teaching and learning process can make the teaching and learning process enjoyable and interesting. The students were pleased with the teaching and learning process. They were also active and enthusiastic in following the activities in the teaching and learning process. In addition, they looked comfortable and did not feel bored in following the teaching and learning process. The teacher also saw that Lego is an interesting medium that can make the students feel happier in having English subject and help to boost their mastery of preposition of place. Most importantly, the use of Lego as a learning medium offers teacher interesting method in English teaching.

5.2 Suggestion

In the following paragraphs, I offer some suggestions to teacher and the next researcher:

The teacher should be creative in providing various kinds of technique and media in the teaching and learning process. The use of various techniques and interesting and supportive media in the teaching and learning process are very important to increase student's achievement in their learning and also to make them interested in learning English.

In addition, the next researcher who wants to develop this research using the same method or topic has to have good preparation and management. He has to plan each activity in detail before conducting his research, so he can get better result. The next researcher is also expected to conduct research in other aspects of language using other methods, so there will be many ways to make the students in Elementary School level feel fun in learning English and increase their mastery and achievement in English subject.

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APPENDICES



Appendix 1

Preliminary Research

Before conducting the research, I did a preliminary class observation to see whether there was any problem faced in teaching and learning English. The observation was held on February 12, 2011 and February 19, 2011. Data from the observation is as follow:

- Classroom

The classroom is very large, but it is rather dark. There are many desks in the classroom and many of them are placed by 3 students.

- Students

There are 49 students in the class; 20 female and 29 male. Mostly, students in the front rows had greater attention than students in the back rows. During the class, many students played, talked to their friends, and did not pay attention to the teacher. Their achievement in English quiz (i.e. in grammar topic) was also not satisfactory.

- Teacher

Teacher's mastery of the material was good, but her voice was too soft. When the teacher was not explaining the material, she preferred sitting in her chair to walking around the class. Because the students were very difficult to be controlled, sometimes, she looks if she does not care whether the students are listening for her or not.



Appendix 2

LESSON PLAN

School : Elementary School

Subject : English

Class/Semester : VI/II

Meeting : 1 meeting (2x35')

Standard Kompetensi:

Membaca

7 Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

Kompetensi Dasar

7.2 Memahami kalimat, pesan tertulis, dan teks dekriptif bergambar sangat sederhana secara tepat dan berterima.

I. Purpose of the Study

In the end of the study, students will be able to use appropriate preposition of place in simple description.

II. Indicator

Students are able to:

- Identify meaning in simple description.
- Complete the sentences using appropriate preposition of place based on the pictures.

III. Learning Material

❖ Preposition of place:

- | | |
|-------------|---------------|
| • in/inside | • beside |
| • outside | • between |
| • on | • among |
| • above | • behind |
| • under | • in front of |

❖ Pronunciation and stress

- | | |
|------------------------|------------------------------|
| • in / ɪn / | • beside / br'saɪd / |
| • inside / ɪn'saɪd / | • between/ br'twi:n / |
| • outside / aut'saɪd / | • among / ə'mʌŋ / |
| • on /ɒn/ | • behind / br'haind / |
| • above / ə'bʌv / | • in front of/ ɪn frʌnt əv / |

- under / 'ʌndə(r) /

IV. Method of the Study

- Explanation
- Question and answer
- Demonstration
- Group discussion
- Exercise

V. Steps of Learning Activity

Opening

- Greeting
- Teacher checks the attendance list.
- Students pay attention to the purposes of study mentioned by the teacher.
- Teacher leads the student into the material.

Main Activity

1) Exploration

Students pay attention to the teacher's explanation about prepositions of place which is used in simple descriptive and how to pronounce them.

2) Elaboration

- Students repeat prepositions of place that were drilled one by one by the teacher.
- Students are given the example of prepositions of place which are used in sentences.
- Students pay attention to the teacher's demonstration of the examples by using Lego.
- Students answer questions about where the positions of certain Lego are that are showed by the teacher.
- Students work in groups and make some objects assigned by the teacher.

3) Confirmation

- Students are asked individually by the teacher who comes to each group. Teacher could ask the students to place the Lego based on her instruction or give some questions about the positions of certain Lego are
- Students come forward and instruct their friends to place Lego.

Closing

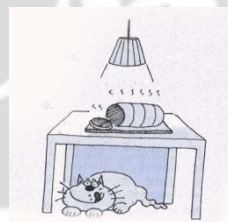
- Students are asked by the teacher whether they have difficulties during the teaching and learning process.
- Students are given reinforcement by the teacher.
- Teacher asks students to review the material at home.

VI. Source and Learning Media

- Textbook
- Lego

VII. Assessment

Teacher does the assessments with requirement as follow:

Indicator	Evaluation		
	Technique	Instrument	Sample
<p>Students are able to identify meaning in simple description.</p> <p>Students are able to complete the sentences using appropriate preposition of place based on the pictures</p>	Written test	Multiple choice items	<p>Choose one right answer!</p>  <p>The lamp is.....the table.</p> <p>a. On</p> <p>b. Above</p> <p>c. Under</p> <p>d. Beside</p> <p>e. Between</p>

➤ Instruments

❖ Reading Test

Technique: Written

Instrument form: multiple choice items

Example:

SD

Class IV/ II

SK no.7 KD 7.2

(Sample)

1.



The cat is.....the computer.

- a. Behind
- b. Above
- c. Inside

- d. On
- e. Under

2.



The dog is.....the picture.

- a. Between
- b. In front of
- c. Under

- d. Beside
- e. Behind

3.



The rabbit is.....the logs.

- a. On
- b. In
- c. Among

- d. Beside
- e. Between

4.



The clock is.....the blackboard.

- a. Under
- b. Beside
- c. Above
- d. Behind
- e. On

5.



The dog is.....the trashcan.

- a. Above
- b. Between
- c. Outside
- d. In front of
- e. Inside



6.



The cat is.....the computer.

- a. Beside
- b. On
- c. Among
- d. Under
- e. Behind

➤ Rubric of Assessment

- Aspect : correct answer
- Score : one point for each number

➤ Scoring

- Maximum score for each student: 20
- To obtain an exact score we multiply the total score with 5.
- The formula: $N = \text{total score} \times 5$
- Example: A gets 14 correct responds, so his scores will be:

$$14 \times 5 = 70$$

Appendix 3

QUESTIONNAIRE

Jawablah pertanyaan di bawah ini dengan memberi tanda silang pada pilihan yang disediakan!

1. Apa yang kamu rasakan ketika mendapatkan pelajaran tentang *preposition of place* menggunakan Lego?
 - a. Sangat senang
 - b. Senang
 - c. Tidak senang
 - d. Sangat tidak senang
2. Apakah kamu merasa terbantu dengan adanya Lego sebagai media pembelajaran?
 - a. Sangat terbantu
 - b. Terbantu
 - c. Tidak terbantu
 - d. Sangat tidak terbantu
3. Apakah pemahaman kamu tentang *preposition of place* menjadi bertambah setelah mendapatkan pelajaran *preposition of place* menggunakan Lego?
 - a. Ya
 - b. Tidak
4. Apakah pembelajaran dengan mempraktikkan langsung melalui benda-benda nyata dapat menambah kesukaan kamu dalam belajar bahasa Inggris?
 - a. Ya
 - b. Tidak
5. Apakah kegiatan seperti ini perlu untuk dilanjutkan?
 - a. Perlu
 - b. Tidak perlu

Appendix 4

STUDENTS INTERVIEW

1. Bagaimana perasaanmu ketika mengikuti pembelajaran *preposition of place* menggunakan Lego?
2. Kesulitan apa yang kamu alami dalam proses pembelajaran *preposition of place* menggunakan Lego?
3. Apa yang kamu sukai ketika mengikuti pembelajaran *preposition of place* menggunakan Lego?
4. Bagaimana pendapatmu mengenai media yang digunakan dalam pembelajaran *preposition of place*?
5. Dalam proses pembelajaran *preposition of place* menggunakan Lego, kegiatan apa yang paling membuatmu tertarik?
6. Bagaimana pendapatmu mengenai cara mengajar yang dilakukan oleh peneliti?

Appendix 5

TEACHER INTERVIEW

1. Bagaimana pendapat anda mengenai minat siswa terhadap pembelajaran *preposition of place* menggunakan Lego?
2. Bagaimana pendapat anda mengenai keaktifan siswa dalam mengikuti pembelajaran *preposition of place* menggunakan Lego?
3. Bagaimana pendapat anda mengenai media yang digunakan dalam pembelajaran *preposition of place*?
4. Bagaimana pendapat anda mengenai cara mengajar yang dilakukan oleh peneliti?

Appendix 6

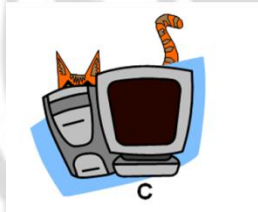
Preposition of Place

Multiple Choice Test

Subject : English
Class/Semester : V/II
Time : 35 minutes

Choose the right answer by crossing the corresponding letter on the answer sheet!

7.



The cat is.....the computer.

- | | | |
|-----------|-----------|----------|
| f. Behind | h. Inside | j. Under |
| g. Above | i. On | |

8.



The dog is.....the picture.

- | | | |
|----------------|-----------|-----------|
| f. Between | h. Under | j. Behind |
| g. In front of | i. Beside | |

9.



The rabbit is.....the logs.

- | | |
|----------|------------|
| f. On | i. Beside |
| g. In | j. Between |
| h. Among | |

10.



The clock is.....the blackboard

- | | |
|-----------|--|
| f. Under | |
| g. Beside | |
| h. Above | |
| i. Behind | |
| j. On | |

11.



The dog is.....the trashcan.

- | | |
|----------------|--|
| f. Above | |
| g. Between | |
| h. Outside | |
| i. In front of | |
| j. Inside | |

12.



The cat is.....the computer.

f. Beside

h. Among

j. Behind

g. On

i. Under

13.



The cat is.....the cupboard.

a. Above

c. Behind

e. Among

b. Under

d. In

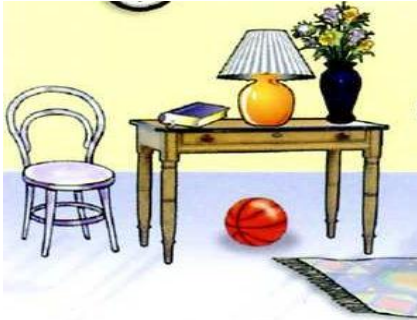
14.



The cat is.....the table.

a. In front
ofb. On
c. Ind. Under
e. Above

Picture for number 11 – 13



15. The ball is.....the table.

- | | | |
|-----------|----------------|----------|
| a. On | c. In front of | e. Under |
| b. Beside | d. In | |

16. The chair is.....the table.

- | | | |
|-----------|-------|------------|
| a. Beside | c. On | e. Between |
| b. Under | d. In | |

17. The flowers are.....the vase.

- | | | |
|-------|------------|----------|
| a. On | c. Among | e. Under |
| b. In | d. Between | |

Picture for number 12 and 13



18. Where is Mary?
She is.....the desk.

22.



Where is the rabbit?

It is.....the log.

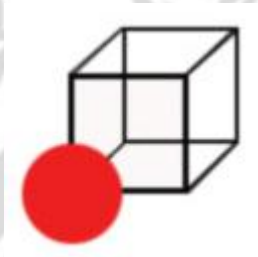
- a. Above
- b. Inside
- c. Outside
- d. On
- e. Under

23.



The ball is inside the box.

- a. Under
- b. Above



The ball is.....the box.

- c. Outside
- d. Inside
- e. Between

24.

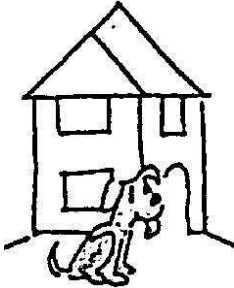


Where is Doni?

He is.....the trees.

- a. In front of
- b. Beside
- c. Between
- d. On
- e. Among

25.



The dog is.....the house.

- a. In front of
- b. Behind
- c. Inside
- d. Above
- e. Under

26.



The lamp is.....the table.

- a. On
- b. Above
- c. Under
- d. Beside
- e. Between

GOOD LUCK...!



Appendix 7

OBSERVATION SHEET

School : SD Negeri Donorejo 1 Karangtengah Demak

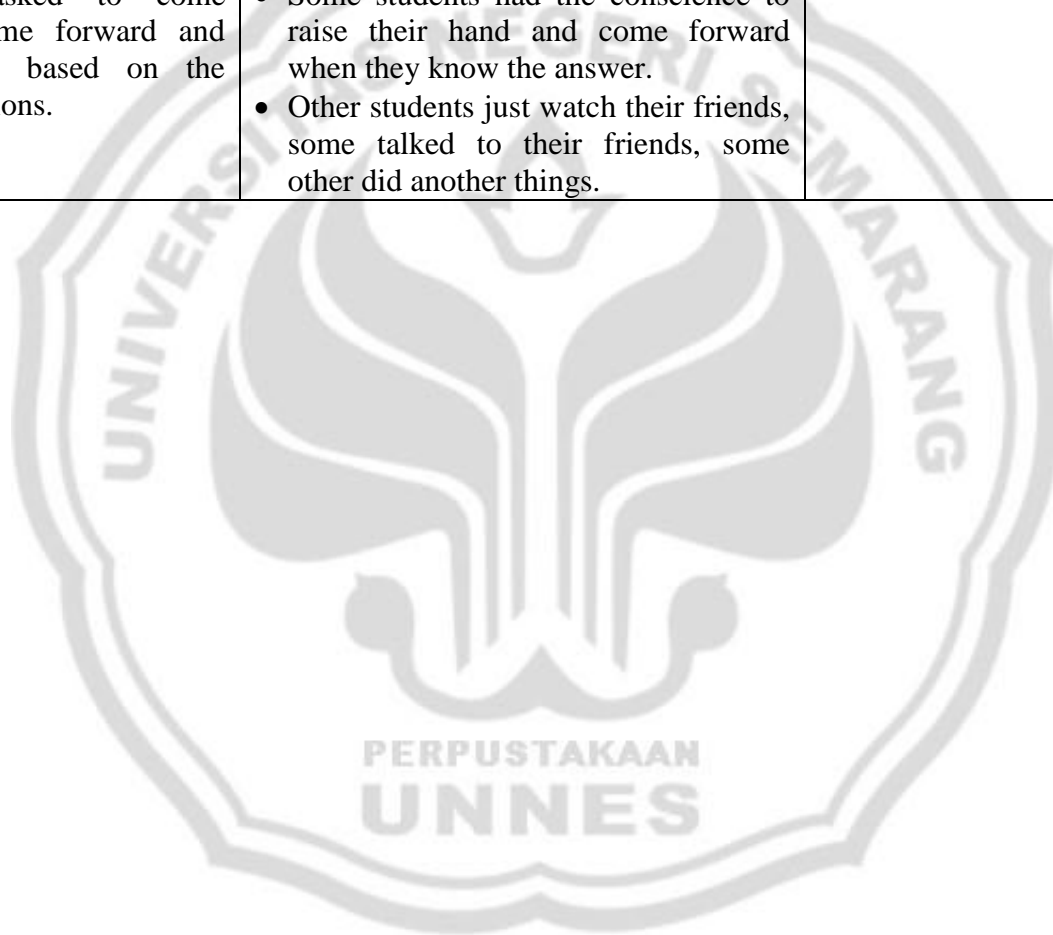
Time : 2 x 35'

Number of Students : 49

Class activities	Students' responses during the activities	Students' responses about the Lego
<ul style="list-style-type: none"> Students pay attention to the teacher's explanation about prepositions of place which is used in simple descriptive and how to pronounce them. 	<ul style="list-style-type: none"> The students paid attention to the teacher's explanation and some students looked confused with the material. 	
<ul style="list-style-type: none"> Students repeat prepositions of place that were drilled one by one by the teacher. 	<ul style="list-style-type: none"> The students were very enthusiastic in pronouncing the words, although there were still some mistakes in their pronunciations. They sometimes played a joke when pronouncing a preposition of place. 	
<ul style="list-style-type: none"> Students are given the example of prepositions of place which are used in sentences. 	<ul style="list-style-type: none"> The students paid attention to the teacher's explanation. Some students at the corner sometimes didn't pay attention to the teacher. 	

<ul style="list-style-type: none"> • Students pay attention to the teacher's demonstration of the examples by using Lego. 	<ul style="list-style-type: none"> • They had good attention when the teacher demonstrate preposition of place using Lego. 	<ul style="list-style-type: none"> • When the teacher shows the Lego, the students eager to know what it is and what the teacher will do with the Lego. Some students said: "<i>opo wi?</i>", "<i>apik ik...</i>".
<ul style="list-style-type: none"> • Students answer questions about where the positions of certain Lego are that are showed by the teacher. 	<ul style="list-style-type: none"> • The students answer enthusiastically, although they didn't answer together at the same time because some students need longer time to think about the answer. 	<ul style="list-style-type: none"> • When the teacher showed 'a person' that was formed from Lego, some students said: "<i>he...lucu ik...koyok spongebob</i>".
<ul style="list-style-type: none"> • Students work in groups and make some objects assigned by the teacher. 	<ul style="list-style-type: none"> • They looked excited in forming the Lego based on the instruction. 	<ul style="list-style-type: none"> • They looked happy and excited when the teacher gave Lego to each group. When the teacher gave the Lego to the first group, many students looked surprised and then another groups stood up and eager to know what the teacher were doing. • Some groups formed other things with their Lego besides forming things the teacher asked them to form.
<ul style="list-style-type: none"> • Students are asked by the teacher who comes to each group one by one. 	<ul style="list-style-type: none"> • The students looked excited in waiting their turn. • The students following the teacher's instruction well, although not all the students' answer were right. • Some students looked very nervous when answering the questions. • Sometimes when there was a member 	

	of one group couldn't answer the question and looked confused, another member of the groups helped him.	
<ul style="list-style-type: none">• Students are asked to come forward and come forward and place the Lego based on the teacher's instructions.	<ul style="list-style-type: none">• Some students had the conscience to raise their hand and come forward when they know the answer.• Other students just watch their friends, some talked to their friends, some other did another things.	



Appendix 8

Description **(Teaching Journal)**

Parts of the teaching that ran well

In general, the teaching and learning process ran well. The students were active in following the activities in the teaching learning process. For example they paid attention to me well when I explained the material, and when I gave them questions they answered. Also when I drilled prepositions of place, the students pronounce them very enthusiastically. They pronounce them loudly and with happy face. Moreover, they followed my instruction well. For example when I asked them to read they would read, when I ask them to repeat they repeat, when I told them to make note later after I finished explaining some material and asked them to pay attention they did it, when I asked them to arrange their seat position into groups they did it without many disturbance.

In addition, before the teaching and learning process began, I thought I would find many difficulties in grouping the students. It considered to some reasons that I thought would cause time consuming and also make me difficult to manage them like the large number of the students and their seat arrangement. But it was not difficult as

I thought. I grouped them by making the group one by one. I made the first group first by changing their seat position. Then I continued to the next group with the same way. By doing this, the class would still in control and I could avoid chaos in the class, because when I grouped one group, other students were still in their seat.

Parts of the teaching that didn't work as expected

When carrying out the activities, there were some parts of the teaching that didn't work as expected. They are: a) When the students finished working in their groups, I had difficulties in having their attention back to me. For example when I asked them whether there was any question or not, only some students who answered and other students still talked to their friends. Also when I asked the students if there was any volunteer to come forward in front of class, many students still talked to their friends and didn't pay attention to me and b) I hadn't done the last activities (asking some students to give the instructions of placing the Lego to their friends) because the time was over. Actually by doing this activity the students could practice to produce instructions related to the topic (preposition of place) that should be understood by other students, and also they could learn to understand what their friends said/instructed and did as the instruction.

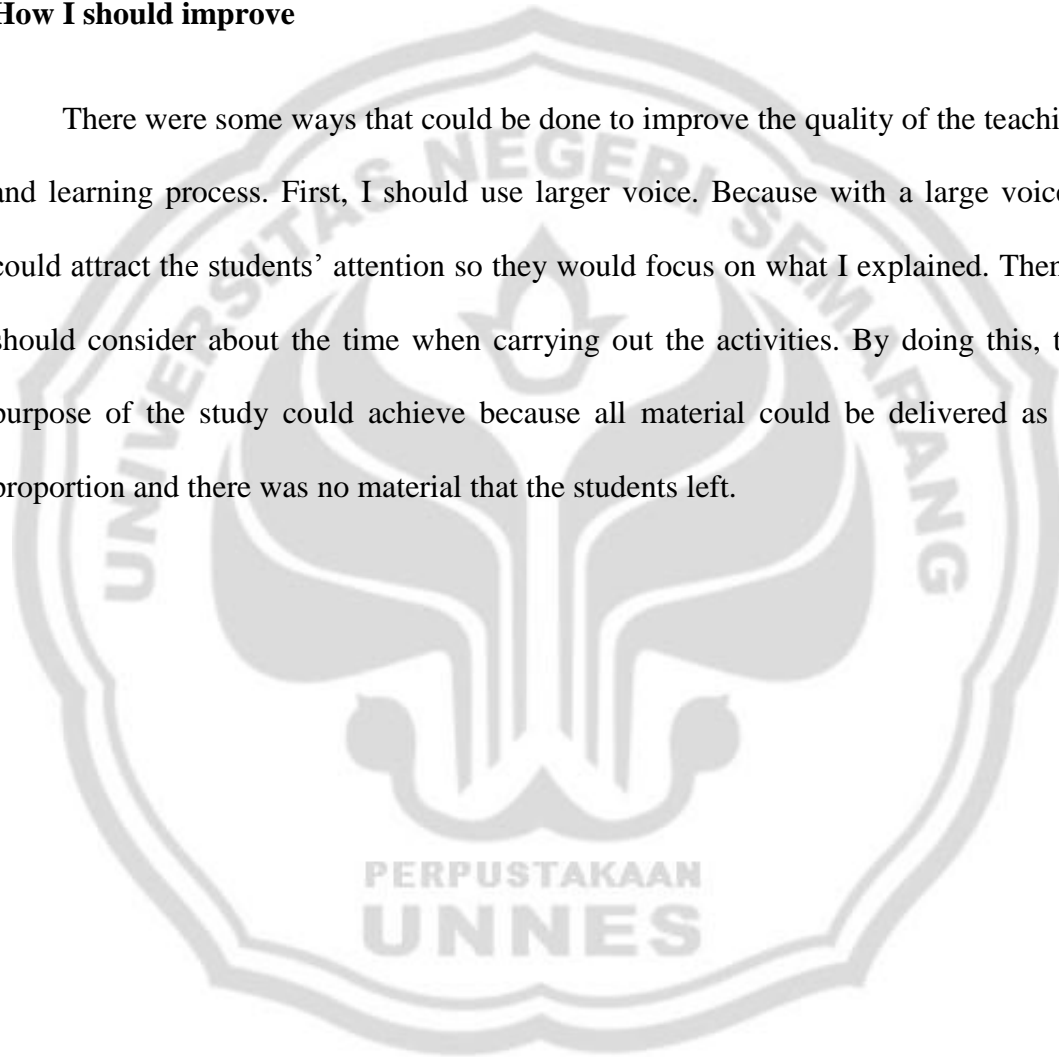
Area I should Improve

There were still a number of areas that I should improve to have a better teaching and learning process. For example when the students finished working in

their groups I should be able to control the class situation. I should be able to measure and determine time for each activity as well; when it should start, and when it should finish.

How I should improve

There were some ways that could be done to improve the quality of the teaching and learning process. First, I should use larger voice. Because with a large voice I could attract the students' attention so they would focus on what I explained. Then, I should consider about the time when carrying out the activities. By doing this, the purpose of the study could achieve because all material could be delivered as its proportion and there was no material that the students left.



Appendix 9

QUESTIONNAIRE DATA

No	Students' code	Q1				Q2				Q3		Q4		Q5	
		SS	S	TS	STS	ST	T	TT	STS	Y	T	Y	T	Y	T
1	S-R#1	v						v		v		v		v	
2	S-R#2	v					v			v		v		v	
3	S-R#3	v				v				v		v		v	
4	S-R#4	v				v				v		v		v	
5	S-R#5	v				v				v		v		v	
6	S-R#6	v				v				v		v		v	
7	S-R#7	v				v				v		v		v	
8	S-R#8	v				v				v		v		v	
9	S-R#9	v				v				v		v		v	
10	S-R#10		v			v				v		v		v	
11	S-R#11	v				v				v		v		v	
12	S-R#12	v				v				v		v		v	
13	S-R#13	v				v				v		v		v	
14	S-R#14	v				v				v		v		v	
15	S-R#15	v				v				v		v		v	
16	S-R#16		v			v				v		v		v	
17	S-R#17	v				v				v		v		v	
18	S-R#18	v						v		v		v		v	
19	S-R#19	v				v				v		v		v	
20	S-R#20	v				v				v		v		v	
21	S-R#21	v				v				v		v		v	
22	S-R#22	v				v				v		v		v	

23	S-R#23	v				v				v		v		v	
24	S-R#24	v				v				v		v		v	
25	S-R#25	v					v			v		v		v	
26	S-R#26	v						v		v		v		v	
27	S-R#27	v				v				v		v		v	
28	S-R#28	v					v			v		v		v	
29	S-R#29	v				v				v		v		v	
30	S-R#30	v				v				v		v		v	
31	S-R#31	v				v				v		v		v	
32	S-R#32		v				v			v		v		v	
33	S-R#33	v				v				v		v		v	
34	S-R#34	v				v				v		v		v	
35	S-R#35	v				v				v		v		v	
36	S-R#36	v				v				v		v		v	
37	S-R#37	v				v				v		v		v	
38	S-R#38	v				v				v		v		v	
39	S-R#39	v				v				v		v		v	
40	S-R#40	v				v				v		v		v	
41	S-R#41	v				v				v		v		v	
42	S-R#42	v					v			v		v		v	
43	S-R#43	v					v			v		v		v	
44	S-R#44	v				v				v		v		v	
45	S-R#45		v				v			v		v		v	
46	S-R#46	v				v				v		v		v	
Total		42	4	0	0	36	7	3	0	46	0	46	0	46	0

Appendix 10

DATA OF STUDENTS INTERVIEW

No	Interview Questions	S-R#43	S-R#15	S-R#39	S-R#45	S-R#46
1	Bagaimana perasaanmu ketika mengikuti pembelajaran <i>preposition of place</i> menggunakan Lego?	Sangat senang	Senang	Sangat senang	Sangat senang	Senang
2	Kesulitan apa yang kamu alami dalam proses pembelajaran?	Membuatnya susah jadi	(murid diam tidak menjawab)	Ya...bingung aja... Apa ya.....kebolak balik katanya	Nggak tau	Itunya banyak (<i>preposition of place</i> nya banyak)
3	Apa yang kamu sukai ketika mengikuti pembelajaran <i>preposition of place</i> menggunakan	Membuat itu (membuat lego)	Bermain kotak-kotak sama teman-teman	Waktu pake lego	Suruh membuat kotak	<i>Pas di kelompok di'ilekke apal (Waktu di kelompok dikatakan</i>

	Lego?					sudah hafal)
4	Bagaimana pendapatmu mengenai media yang digunakan dalam pembelajaran <i>preposition of place</i> ?	Jadi senang	Bagus	Ya...membantu	Sangat membantu	Bagus
5	Dalam proses pembelajaran <i>preposition of place</i> menggunakan Lego, kegiatan apa yang paling membuatmu tertarik?	Pas kelompok membuat kotak	Membuat orang-orangan	Suruh buat lego	Bikin orang-orangan	Sama teman-teman
6	Bagaimana pendapatmu mengenai cara mengajar yang dilakukan oleh peneliti?	Baik	Baik	Baik, nggak galak	Baik	Dengan baik

Appendix 11

DATA OF TEACHER INTERVIEW

Students' interest	Students' participation	Media used in teaching learning process	Teaching method
T-R sees that students are very active and enthusiastic because there is an interested medium in the teaching learning process.	T-R sees that the students are active and enthusiastic in following the activities in the teaching and learning process. They look comfortable and don't feel bored in following the teaching and learning process.	T-R thinks that the learning media used by the researcher is very interesting. The students look happier and more enthusiastic in having English subject.	T-R sees that the researcher has taught well. She also could manage the class well. The students are used to the researcher since the researcher has come into the class before and so is the researcher. So, the students feel comfortable in following the teaching and learning process.

Appendix 12**ANSWER KEY**

1. A
2. B
3. E
4. C
5. E
6. A
7. D
8. B
9. E
10. A

11. B
12. B
13. D
14. D
15. B
16. B
17. C
18. E
19. A
20. B



Appendix 13

Pre Test Result

No	Students' Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	RA	Score
1	S-R#1																v	v				2	10
2	S-R#2		v					v			v				v							4	20
3	S-R#3											v					v				v	3	15
4	S-R#4					v	v		v		v				v							5	25
5	S-R#5										v		v					v		v		4	20
6	S-R#6												v				v				v	3	15
7	S-R#7		v					v				v						v				4	20
8	S-R#8														v					v	v	3	15
9	S-R#9	v	v			v	v								v	v				v		7	45
10	S-R#10	v															v					2	10
11	S-R#11	v				v											v	v				4	20
12	S-R#12		v	v		v											v	v			v	6	30
13	S-R#13							v									v	v			v	4	20
14	S-R#14		v	v																		2	10
15	S-R#15							v	v			v	v		v					v	v	7	35
16	S-R#16					v			v	v							v					4	20
17	S-R#17																v	v				2	10
18	S-R#18		v														v	v			v	4	20
19	S-R#19																				v	1	5
20	S-R#20	v	v			v	v				v						v		v	v		9	45
21	S-R#21							v	v									v			v	4	20
22	S-R#22				v			v			v						v	v		v		6	30
23	S-R#23										v						v		v			3	15

24	S-R#24		v													v				v	3	15
25	S-R#25		v			v	v								v				v		5	25
26	S-R#26	v					v						v						v		4	20
27	S-R#27	v						v	v		v		v	v		v	v	v			9	45
28	S-R#28							v						v	v	v	v	v		v	7	35
29	S-R#29		v													v	v			v	4	20
30	S-R#30	v	v			v	v							v	v				v		7	35
31	S-R#31						v														1	5
32	S-R#32				v			v				v								v	4	20
33	S-R#33	v		v						v				v			v				5	25
34	S-R#34							v	v			v	v		v				v		6	30
35	S-R#35	v	v	v	v	v	v	v		v	v			v	v		v		v		13	65
36	S-R#36	v	v	v		v								v	v		v		v		8	40
37	S-R#37	v	v		v		v			v							v	v			7	35
38	S-R#38	v	v		v	v	v	v	v			v				v		v		v	11	55
39	S-R#39	v	v	v	v	v	v	v		v	v			v	v		v		v	v	14	70
40	S-R#40	v		v	v			v	v	v	v			v	v	v	v			v	12	60
41	S-R#41							v							v				v		4	20
42	S-R#42	v						v			v								v		4	20
43	S-R#43	v	v			v	v			v	v					v	v	v		v	10	50
44	S-R#44	v								v					v	v			v		5	25
45	S-R#45			v		v	v			v	v	v		v	v	v	v	v			12	60
46	S-R#46				v	v									v	v				v	6	30
Total																					1280	
Lowest Score																					5	
Highest Score																					70	

24	S-R#24	v	v	v		v	v		v	v					v	v			v	v		11	55	
25	S-R#25	v	v	v			v	v	v	v				v	v	v	v	v	v	v		15	75	
26	S-R#26		v			v	v	v	v		v			v	v		v	v		v	v	12	60	
27	S-R#27	v	v	v	v	v	v	v	v	v				v	v	v			v	v	v	v	16	80
28	S-R#28	v	v	v			v			v	v					v	v			v	v	v	11	55
29	S-R#29		v			v	v	v	v	v	v			v		v	v				v		11	55
30	S-R#30	v	v	v		v	v		v	v	v			v	v	v	v	v	v	v	v	v	17	85
31	S-R#31		v			v	v		v		v			v		v	v				v	v	10	50
32	S-R#32	v	v			v	v	v	v	v				v		v	v				v	v	12	60
33	S-R#33	v		v		v	v		v	v					v			v	v	v			10	50
34	S-R#34	v	v	v		v	v	v	v					v		v	v				v		11	55
35	S-R#35	v	v	v	v	v	v	v	v	v	v			v	v	v	v		v	v	v	v	18	90
36	S-R#36		v			v	v	v	v	v	v			v	v	v	v	v	v		v		14	70
37	S-R#37	v	v	v			v		v	v				v	v	v			v	v	v		12	60
38	S-R#38	v	v	v		v		v	v	v	v	v				v		v	v	v	v	v	15	75
39	S-R#39	v	v	v	v	v	v	v	v	v	v			v	v	v	v		v	v	v	v	18	90
40	S-R#40	v	v	v	v	v	v		v	v	v			v	v	v	v	v	v	v	v	v	18	90
41	S-R#41	v	v	v	v	v	v	v	v	v				v		v				v	v		13	65
42	S-R#42	v	v	v			v	v	v	v	v			v		v	v			v	v		13	65
43	S-R#43		v	v		v	v	v	v	v	v			v		v	v	v	v	v	v		15	75
44	S-R#44	v	v			v	v	v		v				v	v			v	v		v		11	55
45	S-R#45	v	v	v	v	v	v	v	v	v	v			v	v	v	v		v	v	v	v	18	90
46	S-R#46		v	v		v	v	v	v	v				v		v	v			v	v		11	55
Total																						2865		
Lowest Score																						30		
Highest Score																						90		