

## DRAWING MEDIA TO IMPROVE STUDENTS' UNDERSTANDING ON PREPOSITIONS

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### Abstract

Drawing is one of interesting media for teaching and learning processes. When communicating in both spoken and written forms, each speaker must well master the English grammar as one of important linguistic components. This research aimed to reveal the students' perception on drawing aSs media used to understand preposition and figure out whether or not drawing media can improve the students' understanding on prepositions. This research was a case study with qualitative research approach. The research was conducted at SMP Muhammadiyah 3 Purwokerto. The research population was 24 Grade VII C students selected using a total sampling technique. The data were collected using observation, test, interview, and questionnaire. The collected data were then selected and displayed based on the research objectives. To validate the data, the researcher used a triangulation method. The research results showed that (1) most students (91.6%) agreed that drawing media were fun and interesting; (2) DrawingMedia could improve the students' understanding on preposition as proven with the average score in pre-test was 61.9, while in post-test was 86.58.

**Keywords:** Drawing, Media, Preposition, Grammar Mastery

### INTRODUCTION

In our country, English is considered as a foreign language. Nowadays, more people in our country realize that English language is important. Therefore, English is learned in national education system such as elementary, junior high, and senior high school as well as higher educational levels as a subject. Learning English means that students do not only learn the four basic skills (listening, speaking, reading, and writing) but also its grammatical patterns to use the language correctly. When the students want to communicate in both spoken and written forms, they have to structure their discourse in such way to be understood by others. The students who study English need to learn grammar (Hammer, 2017). It can be concluded that grammar is one of important linguistic components.

As we know, in English grammar there are nine parts of speech including nouns, pronouns,

adverbs, verbs, adjectives, conjunctions, prepositions, auxiliaries and articles (Eastwood, 2005). Prepositions connect a noun to some other words in sentence. It usually appears before its noun and it may be composed of one, two, three parts (Eastwood, 2005). As one of parts of speech, prepositions are used in communication. It can be a problem for English learners when they could not apply the preposition correctly.

Based on the syllabus of Junior High School curriculum of 2013 for grade seven students, the prepositions of place are learned in the first semester referring to the basic competence 3.8 is about telling and asking a person's behaviors, animal's actions, and thing's functions thus, the students need to learn prepositions. The researcher only focused on the prepositions of place. The researcher realizes they are tricky, especially for Junior High School students. The students have problems in learning prepositions of place. The teacher told that when students were asked to make a sentence using "in" and "on", they often confused and misplaced because they were still lack of understanding on the use of prepositions of place.

By looking at the students' problems the students need to improve their understanding on the use of prepositions of place. Junior High School students have their own way to learn language which is different from adult learners. They need interesting and fun media in learning English, especially in learning prepositions of place. There are many kinds of interesting media to help the students improve their understanding on the use of prepositions of place such as, picture, drawing, video, art, etc. In this research, the researcher considered that drawing media could help the students improve their understanding on the use of prepositions of place. Drawing media as one of interesting media in teaching and learning prepositions of place. Altun (2015) states that drawing media are media that can help the students improve their understanding on the use of prepositions of place. He also states that drawing media are not only able improve the students' understanding but also improve their creativity in producing picture. The implementation drawing media allow the students to master foreign language in enjoyable way. Therefore, the researcher was interested in conducting the research on the implementation of drawing media to improve the students' understanding on the use of prepositions of place.

This research was conducted to the students of Seven C SMP Muhammadiyah 3 Purwokerto, in the academic year of 2020/2021. Based on school observation, the school has good learning services for the students. It does not mean that there is no problem in learning English, especially in prepositions. The students' problems were misplaced and confused in using

prepositions of place. In this research, the researcher implemented drawing media as learning media to help the students improve their understanding on these prepositions of place. Therefore, they did not misplace the prepositions anymore. The researcher implemented the drawing media in learning prepositions of place to know if the drawing media could help the students improve their understanding on the use of prepositions of place by doing observation supported with questionnaire, test, and interview. Thus, the researchers were interested in conducting research related to Drawing Media to Improve the Students Understanding on Prepositions.

## **LITERATURE REVIEW**

### **Drawing Media**

Drawing Media are media which can help the students improve and understand to use for implementing prepositions of place. According to Hope (2008) states that drawing media are not only able to improve students' understanding materials but also improve the students' creativity in producing pictures. Drawing objects are very exciting for the learners that allow the students to easily acquaint themselves with new vocabulary and quick memorizations (Altun, 2015). The most common support for drawing is paper, although other material, such as cardboard, plastic, canvas, and board may be used. Drawing usually work very well in the class and learner like drawing during practicing each other. Rather than providing various words from different field, it is much better focus on one group of word or theme, like animals, occupations or weather (Hendrik, 2015).

The activity of drawing also offers students a chance to speak. They can make comments on each other's picture, ask questions about details (e.g., why has it got four hands, can your monster speak, etc.). The teacher should encourage them to do something (Joklová, 2009). Drawing is an activity where the students listen the instructions about such a sentence containing preposition and they should draw the position of each sentence well. For example, the teacher said "a cat is under the table". The students should draw a cat and a table, where the cat is under the table. The students are also able to draw the other things related to the material.

Based on the explanations above, drawing media are media can improve the students understanding about material in learning process, especially in learning prepositions of place. Where the activity is producing pictures. These media are interesting and fun that can be used in

learning prepositions of place. These media are not only able to help the students understand the prepositions of place but also memorize word or prepositions of place quickly. Drawing media also improve the students' creativity.

## **Prepositions**

One of prepositions learned by the students is prepositions of place to describe the places or positions of all types of nouns. Prepositions of place clarify the place of someone or somebody and something which also is commonly placed before noun.

According to Eastwood (2005), there are three kinds of prepositions of place:

### 1. Point itself

Prepositions indicate the point itself included *in* or *inside*, *on*, and *at*. Preposition *in* gives the area of something enclosed (e.g., there was no one *inside* the house). The next preposition indicating the point itself is *on*. Preposition *on* indicates the surface of something (e.g., Put the di she is *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 address with street number (e.g., He lives *at* 200 Park Avenue).

### 2. Higher or lower than a point

Prepositions indicate higher than a point included *above*. Whereas, preposition *above* is felt to be directly higher than a point (e.g., The lamp is *above* the table). Then, there is preposition indicating lower than a point. Known as *under*. Preposition *under* is felt to be generally lower than a point (e.g., there is a doll *under* the bed).

### 3. Neighboring the point

Prepositions indicate neighboring the point are *next to*, *beside*, *between*, *in front of* and *behind*. Preposition *next to* indicates that there is nothing else between them (e.g., the theater is right *next to* the post office). 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 things are positioned around a point. Preposition *in front of* indicates close the front of something or someone. It is the opposite of behind. The last preposition is *behind*. Preposition *behind* indicates that someone or something which is placed at the back of a point.

Based on the explanations above, the researcher concludes that there are 11 prepositions

of place consisting of in, inside, on, at, above, under, behind, next to, beside, between, in front of. The prepositions are placed before noun in a sentence.

## **Language Testing**

According to Brown (2003) stated that test is method or a set of techniques that used to measure of a person's ability, knowledge or performance in a given domain. Most language tests measure one's ability to perform language that is to speak, read write or listen subset of language. Language testing also to measure person's knowledge about language that have been learned such as, definition of vocabulary and grammatical rule. In this research, the researcher focused on the student's improvement of understanding on the use of prepositions of place. Where prepositions of place are one of part of speech in English grammar (Eastwood, 2005).

According to Brown (2005) stated that there are many types of designing of assessment consist of multiple-choice, matching, editing, fill-the blank, and picture-cued. In this research, the researcher used multiple-choice test for the student's pre-test and post-test. It is because the most popular method of testing of knowledge of vocabulary and grammar is the multiple-choice format. The other reason, because multiple-choice is easy to administer and can be scored quickly.

## **METHOD**

This research was a case study with a qualitative research approach. A case study is an exploration, elaboration of cases through detailed, in-depth data collection involving multiple sources of information. Meanwhile, qualitative means exploring and understanding the meaning of individual group or group to social or human problems (Creswell, 2014). The case of this research was students confused and misplaced in using prepositions of place.

The population of this researcher was grade seven C students of SMP Muhammadiyah 3 Purwokerto. The researcher chose grade seven C students, since they learned about preposition of place but they are still confused and misplaced and did not really understand the use of prepositions of place. Based on the teacher's explanations, the students often confused and misplaced using prepositions of place. The grade seven C has 24 students consisting of 11 female and 13 male students as the samples of this research. According to Best and Khan (2006) state that samples are small proportion of population selected for observation and analysis. This research

collected using a total sampling technique since the samples were less than 50 students.

The data of this research were collected through observation, test, interview, questionnaire (Cohen *et al.*, 2007). In this research, the researchers used Participant Observation design. Because, the researcher became the teacher in class. The researcher needed a person to observe her during learning and teaching process. This research has observed the class four times. Test was then used to know the students' improvement after learning prepositions of place by using drawing media. The researcher gave the students pre-test and post-test. Pre-test was given before the implementation of drawing media in learning prepositions of place. The students got post-test after the researcher implemented the drawing media in learning prepositions of place. Both the pre-test and post-test have same questions. This research used multiple choices test for the pre-test and post-test. The test consisted of 30 items. The results of the test were written in a table. Furthermore, the structured interview was used to interview the students it consists of 10 questions. The types of questionnaires in this research were dichotomous questionnaire ("yes" or "no" questions) as proposed by Wilson and McLean in Cohen *et al.* (2007). A triangulation method (questionnaire, observation, interview and test) was employed and then compared the observation results with interview results, then interview results with questionnaire results, and observation results.

## **FINDINGS AND DISCUSSIONS**

### **Observation Result**

The observation results divided into four sections: first observation, second observation, third observation, and fourth observation. In observation result, drawing media were implemented by the researcher as a teacher. The steps of the implementation of drawing media almost same from the first until fourth observation. The students could enjoy the class. Drawing media improved the students' understanding on the use of prepositions of place. The students could not draw their picture in 3 minutes. The researcher also found out the students often got confused in using the prepositions, especially about prepositions of place, where it was similar with the theory of Thomson and Martinet in Altun (2015). The first observation, before the researcher teaching prepositions of place to the students through drawing media, they were still confused in using prepositions of place "on" and "above". The second observation, the students were confused to

distinguish the use of prepositions of place “on” and “at”. The researcher asked the students to draw something related to the prepositions of place “on, at and above” more. The third observation, before the researcher explained prepositions of place behind, next to, between” through drawing media, the students did not really know about prepositions of place “behind, next to, between, and in front of”.

### Interview Result

The researcher interviewed the students by using structured interview after implementing drawing media on Friday, 16 October 2020. The interview consists of 10 questions that related to the students’ perceptions on the implementation of drawing media and whether drawing media improve the students’ understanding on the use of prepositions of place.

Tabel 1. Result of Interview with the Students

No.	Questions	Students	Students’ responds
1.	Have you ever learned prepositions of place before?	24	Yes, I have. But not really understand the use of prepositions.
2.	Has your teacher ever used drawing media?	20	No, she has not, Miss.
3.	How was your feeling when you were learning prepositions of place through drawing media?	24	I feel happy, Miss. - The activities were also fun and interesting.
4.	Do you think that drawing media are fun and interesting to learn prepositions of place? Why?	24	Yes, Miss. Because: - The activities were fun. - The students were asked to draw related to prepositions of place. It avoids boring class.
5.	Are you happy with learning environment through drawing media?	20	Yes, Miss.

6.	What do you think on the implementation of drawing media in learning prepositions of place?	24	<ul style="list-style-type: none"> <li>- The implementation was good, the instructions were clear.</li> <li>- The teacher delivered the material through drawing media well.</li> <li>- The class was not boring.</li> </ul>
7.	Are you happy that your teacher using drawing media in learning and teaching in theclass? Why?	20	<p>Yes, of course. I am happy. Because:</p> <ul style="list-style-type: none"> <li>- The students can understand the material easily.</li> <li>- The students did not only listen to the teacher's explanations a lot, but also draw some pictures related to the material.</li> </ul>
8.	Do drawing media help you understand the prepositions ofplace?	20	Yes, it does.
9.	Do you think that drawing media improve your understanding on the use of prepositions of place?	24	Yes, Miss. It really works to improve my understanding on the use of prepositions of place.
10.	Do drawing media help you overcome your problem in using prepositions of place?	24	of course, Miss. Before learning prepositions of place through drawing media, I really confused with the function of prepositions of place.

### Questionnaire Result

The questionnaire was given to grade seven C students on Tuesday, 13 October 2020. The questionnaire distributed by google form. The questionnaire consists of 10 items. The students filled the questionnaire by choosing either YES or NOT related to the implementation of drawing media in learning prepositions of place that had been done.

Table 2. Result of Questionnaire Distributed to the Students

No.	Statements	Students responds	
		Yes	No
1.	Drawing media has never been used by the teacher as learning media.	18	6
2.	I am happy when learning prepositions of place using Drawing Media.	22	2
3.	I am helped by the drawing media in learning prepositions of place.	22	2
4.	I can understand the material of Prepositions of Place easily by using Drawing Media.	20	24
5.	I can distinguish and remember the function of Prepositions of place more easily using Drawing media.	18	6
6.	Drawing Media can improve my understanding on the use of prepositions of place.	20	4
7.	I am happy when teacher using drawing media in learning and teaching activity.	20	4
8.	I feel drawing media are interesting and fun media.	22	2
9.	Drawing Media improve my creativity.	23	1
10.	Drawing media can help me solve my problems in using prepositions of place.	21	3

Based on questionnaire results above, point 1 was to know that drawing media were never been used before. There were 18 (75%) students agreed that drawing media were never been used by the teacher before. Point 2,5,7,8,9 was to know the students' perceptions on the implementation of drawing media. There were 22 (91.6%) students agreed that they were happy in learning prepositions of place using drawing media. There were 18 (75%) agreed that they can distinguish and remember the function of prepositions of place easily through drawing media. There were 20 (83.3%) agreed that they were happy when the teacher using drawing media in learning and teaching activity. There were 22 (91.6%) students agreed that drawing media are fun and interesting media. There were 23 (95.8%) students agreed that drawing media improved their creativity.

Point 3, 4, 6, 10 were to know whether drawing media improved the students' understanding on the use of prepositions of place. There were 22 (91.6%) students agreed that drawing media helped them in learning prepositions of place. There were 20 (83.3%) students agreed that they can understand the prepositions of place easily by using drawing

media. There were 20 (83.3%) students agreed that drawing media can improve their understanding on the use of prepositions of place. There were 21 (87.5%) students agree that drawing media can help them solve their problems in using prepositions of place.

From the explanations above, it can be concluded that drawing media was never been used by the teacher before. The students' perceptions that they were happy to learn prepositions of place through drawing media. Drawing media could help the students improve their understanding on the use of preposition of place. Drawing media were fun and interesting that could improve their creativity.

### Test Result

Table 3. Result of Test Given to the Students

No.	NAME	Sex	Pre-Test	Post-Test
1.	Azkiya Risma Ala Putri	F	53.33	66.7
2.	Ba'sesa Salma Putri	F	86.7	100
3.	Bintang Delva	F	73.3	93.3
4.	Dela Puspitasari	F	83.3	100
5.	Devan Yudhis Saputra	M	23.3	50
6.	Devi Apriliani	F	66.7	100
7.	Dhita Dwi Saputri	F	90	100
8.	Dina Nur Isnaeni	F	80	100
9.	Dwi Agung	M	56.7	63.3
10.	Galuh Putra Prakoso	M	66.7	83.3
11.	Ghina Ramadhani	F	70	90
12.	Jara Kusuma Ardhana	M	76.7	93.3
13.	Muhammad Dwi Alfarizi	M	66.7	93.3
14.	Muhammad Iman Abzar	M	16.7	50
15.	Muhammad Zaki Kurniawan	M	43.3	86.7
16.	Nabila Dwi Maharani	F	76.7	100
17.	Rafiqa Muti Syakira	F	80	90
18.	Raihan Meisan Parlindungan	M	86.7	100

19.	Robi Anto	M	70	96.7
20.	Roni Adi Setioso	M	26.7	66.7
21.	Safana Aureilia Aninidiyas T	F	30	66.7
22.	Satrio Aji Pamungkas	M	66.7	90
23.	Sisila Trianingsih	F	66.7	96.7
24.	Yusuf Fahri Lailaquds	F	26.7	53.3

The pre-test was given on Tuesday, 8 September 2020 and post-test was given to students on Tuesday, 13 October 2020. There were 24 students completed the test. The post-test and the pre-test were same questions, but in post- test the researcher set shuffle question in google form feature. The pre-test showed that, there were 4 students got very good score (81-100), and 11 students got good score (61-80), and 4 students got poor score (21-40), and also 1 student got very poor score ((0-20). The post-test showed that, there were 17 students got very good score (81-100), and 4 students got good score (61- 80), and also 3 students got fair score (41-60).

In this research, there of three parts of discussion consisting of how drawing media were implemented in learning prepositions of place, the students' perception on the implementation of drawing media, whether or not implementation of drawing media improves the students' understanding on the use of prepositions of place.

### **The students' perceptions on Drawing Media Used to Understand Prepositions**

Based on interview and question results related to the students' perceptions on the implementation of drawing media showed that there were some students' perceptions. The students have many perceptions consisting of:

- a. The students were happy when they learned prepositions of place through drawing media. This statement supported by observation, interview, and questionnaire that the students were interested and cooperative while learning prepositions of place through drawing media. The students could enjoy the class. The questionnaire result showed there were 22 students, while in interview there were 24 the students agreed that they were happy learned prepositions of place through drawing media. In interview, the

students had different reasons. The students stated that they were happy, because drawing media could help them understand the prepositions of place easily.

- b. The drawing media were fun and interesting. The activities in learning prepositions of place through drawing media were fun. It also improved the students' creativity when they were asked to draw something. This statement supported by interview, questionnaire and observation result. The questionnaire results showed that there were 22 (91.6%) students agreed that drawing media were fun and interesting, while the interview result showed that there were 24 (100%) students stated that drawing media were fun and interesting. The students also stated that drawing media entertained the students when they were asked to draw something related to prepositions of place and give comments to the other students' picture. The activities made learning environment more interesting and not boring. The observation result showed that the students were interested when they learned prepositions of place through drawing media. The students could produce the picture and present their picture to other students.
- c. Drawing media could motivate the students in learning, especially on the use of prepositions of place. Drawing media did not only motivate the students but also improve the students' creativity in producing picture. This statement supported by the observation and questionnaire result. Based on observation, the students were happy in learning activity through drawing media. The students also drew various picture. While in the questionnaire result, there were 23 (95.8%) students agreed that drawing media improved the students' creativity.
- d. Drawing media could help the students improve their understanding on the prepositions of place. This statement supported by the interview, questionnaire, observations result. In interview results showed that there were 20 (83.3%) students stated that drawing media could help the students understand the prepositions of place easily. While in questionnaire results showed that there are 22 (91.6%) students agreed that drawing media could help the students understand the use of preposition of place.

In observations result also showed that drawing media could help the students understand the use of prepositions of place. It can be seen from the first observation

until the fourth observation, the students could understand the prepositions of place better. The students could draw the picture well. It means that drawing media help the students understand the use of prepositions of place. In interview results, the students also stated that they were able to understand the use of prepositions quickly. Because the students were able to practice the preposition by drawing. Drawing media could help the students solve their problem in using prepositions of place. Before the implementation the students have problem on the use of prepositions of place. The problems were the students confused to decide the preposition when they want to talk about prepositions.

### **Drawing Media to Improve the Students' Understanding on Prepositions**

Based on pre-test and post-test, it can be seen that drawing media improved the students' understanding on the use of prepositions of place. All the students had improvement related to the students' understanding on the use of prepositions of place through drawing media. The average score of pre-tests was 61.9 that categorized into Good, while the average score of post-tests was 84.5 that categorized into Very Good. Although in post-test there were 3 students still got Fair score (41-60).

The question results showed that there were 23 (95,8%) students agreed that drawing media could improve their understanding on the use of prepositions of place, while in interview there were 24 (100%) students stated that drawing media could improve the students' understanding on the use of prepositions of place. There were some students stated drawing media did not only improve the students' understanding but also solve their problem on the use of prepositions of place.

To support the statement above, the observation result showed that before the students learned prepositions of place through drawing media, the students were still confused and misplaced using prepositions of place. For example, in the first observation, the students were confused and misplaced the use of preposition of place "on" and "above", the second observation, the students difficult to distinguish the function of prepositions of place "at", "on", "in". After the students learned the use of prepositions of place through drawing media, the students could understand the use of prepositions of place better. In learning and teaching activities the students were asked the students to draw related to prepositions of

place. The students could draw the picture with correct positions. At the end of the class, the students could understand and distinguish the function of prepositions of place and the students also could summarize what they have learned at the day well.

Based on explanations above, it can be concluded that drawing media improved the students' understanding on the use of prepositions.

## CONCLUSION

After analyzing and discussing the research results of the research, it can be concluded that (1) the students' perceptions on drawing media used to understand prepositions were fun and interesting. It can help the students improve their understanding on the use of prepositions easily. They also confirmed that drawing media can improve their creativity. (2) Based on test result, interview result, and questionnaire result, it can be concluded that the drawing media improve the students' understanding on the use of prepositions of place on the seven C students of SMP Muhammadiyah 3 Purwokerto.

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