



College Students' Ability in Using Prepositions "In, On, At" at Politeknik Kesehatan YRSU Dr. Rusdi Medan in 2022

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ARTICLE INFO	ABSTRACT
Article history:	<p>This research deals with the college students' ability in using preposition "in, on, at". It attempts to find out how far the college students understand about these prepositions. The population of this research was 2022/2023 of semester I Physiotherapy students of Politeknik Kesehatan YRSU Dr. Rusdi Medan. The total number of populations were 50 Physiotherapy college students. To obtain the data, a set of multiple choice was administered to the total sample. After analyzing the data, it was found that the Physiotherapy college students were able to use prepositions "in, on, at". There were 36 Physiotherapy college students or 75% of the sample who were able to do the test and 14 Physiotherapy college students or 25% of the sample who were unable. Finally, the semester I Physiotherapy college students of Politeknik Kesehatan YRSU Dr.Rusdi Medan were able in using preposition "in, on, at".</p>
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INTRODUCTION

Teaching English in Indonesia is focused on the students' communicative competence. The communication can be oral and written forms. "The learners should be capable of using the four language skills, namely; listening, speaking, reading and writing" (National Department of Education, 2003: 6). The learners should have abilities in reading and listening to support their speaking and writing.

Writing is one of the important skills in teaching English. It has always occupied a place in most English language courses. To write well, people must have good capabilities in writing. Moreover, someone who wants to write a text she/he able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Teaching methods are needed in teaching learning process, especially in teaching writing. In teaching English in Indonesia need a special technique so that English subject lesson can be mastered by college students. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizational determined by design (Fauzi, 2001:5). Writing takes the time and energy, and it takes long process. The college students usually get difficulties in starting their writing that will cause many students waste valuable time just for getting started. So, it needs to use appropriate method in teaching writing, in order to produce good writing. The method that is used to teach in writing at Politeknik Dr.Rusdi Medan, is writing individually. The lecture asked the college students to write or to make a text individually. The problems faced in the class are sometimes for the college students have difficulties to build and develop their ideas, choose the right diction and use grammar especially in writing a procedure text.

The material that is used to teach the college students at Politeknik Kesehatan YRSU Dr. Rusdi Medan is taken from an English text book. The materials in this book are procedure, report and narrative. The materials of the book support the college students to improve their abilities in using English. The book does not only consist of the material, but also completed with exercises.

To be able to understand the English language well, we should understand the grammar language. Grammar is a set of rules about the grammatical structure of a language. Grammar is a set of rules about the grammatical structure of a language. Grammar includes the sentence is the proper use of word. The ability to identify the type of class of the word and use it in sentence correctly is very important.

In English language, we know some types of words that are commonly used to construct that is called part of speech in English. We know the nine types of words. They are; noun, verb, adjective, adverb, pronoun, conjunction, preposition, interjection and article. Every kind word has a different function in a sentence. If we

do not understand the function of each type of words, we will have difficulty in expressing idea precisely. So, the college students have to know and understand about the kinds of prepositions so they can write a good paragraph. They will be more easily to develop their writing if they had understood about all of them. The lecture must also provide an explanation about types of prepositions.

In this research explained about prepositions “in, on, at” and the using of them in paragraphs and texts. Especially for the physiotherapy college students of semester I at Politeknik Kesehatan YRSU Dr. Rusdi Medan. Researcher wishes that the college students of semester I Physiotherapy program study know about the using of the three prepositions in their daily life. Factually, as the researcher experience in using the three prepositions “in, on, at” is confusing to use the three of them. So that, as the title of this research, the writer wants to share and add knowledge about the three prepositions for the semester I Physiotherapy college students of Politeknik Kesehatan YRSU Dr. Rusdi Medan in 2022.

METHOD

Research Design:

This research used descriptive research design. Descriptive research is used to identify the data of the Physiotherapy students’ ability in using prepositions “in, on, at”, to describe the data, to classify the status and to analyze the Physiotherapy students’ ability and their difficulties in using preposition “in, on, at”. Determining the ability of the test by using following criteria accordance to Hamalik, (1989:319) appears in the table below:

Table 2.1 Percentage Point Quantitative Ability

Percentage	Point	Quantitative	Ability
90 – 100%	A	Excellent	Able
80 – 89%	B	Very good	Able
65 – 79%	C	Good	Able
55 – 64%	D	Poor	Unable
54%	E	Very poor	Unable

Participants and Sampling:

This research is conducted at Politeknik Kesehatan YRSU Dr. Rusdi Medan. The subject of this research were the college students of Physiotherapy Study Program of semester I in 2022/2023 academic year. Object of this research were the ability of Physiotherapy college students on understanding English subject of prepositions “in, on, at”. The data achieving by collecting grammar test as instrument of this research by applying random sampling technique to the 50 college students of Physiotherapy Departement.

Data Collection and Analysis:

The test given to the Physiotherapy college students by using multiple choices. In answering test, the college students of Physiotherapy were asked to choose the correct answer from five choices. The data by using the instrument consisted of multiple choices test in 15 items. The test was given and then they answer the test and then

collect it to get the score. The data of this research was analyzed by using descriptive qualitative technique by following some steps such as: (1) giving the test of prepositions “in, on, at” to the 50 Physiotherapy college students which held in 15 minutes, (2) collecting the students answer sheets, (3) checking the sample answer and (4) calculating the percentage of the students results in the test by using the formula:

$$Q = \frac{N}{K} \times 100\% \dots \dots \dots (\text{Sugiyono (1998 : 43)})$$

where:

Q = score

N = correct item

K = total item

FINDINGS

Finding out the college students’ ability in using preposition “in, on, at” was the main focus of analysis in this research. Therefore, the data of this research was basically the students scoring in answering the question in using prepositions “in, on, at”.

Table 3.1 The College Students Answer

No	College Student’s Name	Correct Answer (N)
1)	Annisa Azzahra	10
2)	Dendy Zulham	8
3)	Era Fazria	14
4)	Lugman Rozan	11
5)	M. Auliawan	14
6)	Mariana	12
7)	M. Juan	12
8)	M. Musa Tanjung	11
9)	M. Rizki Nurjali	15
10)	Muslim Hanafi	11
11)	Nadia Lutfiah	10
12)	Nadia Wardani	9
13)	Putri Rizky	14
14)	Putri Wahyuni	12
15)	Richa Sahira	11
16)	Salsa Nabila	10
17)	Tiara Oktari	11
18)	Tiara Syahreini	9
19)	Zahra Aura Suhada	11
20)	Tegar Tri Septian	7
21)	Suwanda	11
22)	Abdi Khairuddin	14
23)	Ade Yadhstira	12
24)	Ade Wijaya Admaja	13
25)	Alhadi	12
26)	Cut Mutia Ulfa	12

27)	Dimas Bayu	8
28)	Ditto Agustian	9
29)	Fadia Rivanka	12
30)	Fadillah Rahmadani	7
31)	Ferdiansyah	12
32)	Herika Lestari	11
33)	Jihan Khaidir Hasibuan	9
34)	Kiky Husein Harahap	11
35)	Meydine Humairah	11
36)	M. Alhafiz	12
37)	M. Lutfi	10
38)	Nabila Anggraini	12
39)	Nur Azizi	14
40)	Putri Nabila	11
41)	Rahma Azhara	12
42)	Rahmat Farhan	13
43)	Salsa Putri Nabila	13
44)	Sarah Haryatin	7
45)	T. Rizky Ramadhani	14
46)	Tiara Azizi	12
47)	Vikry Ardiansyah	11
48)	Wahyu Khairani	13
49)	Wildan Saragih	10
50)	Zahara Fitria	11

Based on the data, then the researcher gives material based on the white board to support the college students to improve their abilities in using preposition. Then the researcher gives exercises with 15 item questions to know the students' ability in using preposition "in, on, at". To explain the material, the researcher has 20 minutes and 25 minutes for the college students to finish their paper text.

The following table was used to find out the percentage of the college students' ability in correct the test. The percentage result is using the following formula:

$$Q = \frac{N}{K} \times 100\% \dots \dots \dots (\text{Sugiyono (1998 : 43)})$$

where:

Q = score

N = correct item,

K = total item.

Table 3.2 Score of the Total Answer

No	College Student's Name	K	N	Q
1)	Annisa Azzahra	15	10	66
2)	Dendy Zulham	15	8	53
3)	Era Fazria	15	14	93

4)	Lugman Rozan	15	11	73
5)	M. Auliawan	15	14	84
6)	Mariana	15	12	80
7)	M. Juan	15	12	80
8)	M. Musa Tanjung	15	11	73
9)	M. Rizki Nurjali	15	14	93
10)	Muslim Hanafi	15	11	73
11)	Nadia Lutfiah	15	10	66
12)	Nadia Wardani	15	9	60
13)	Putri Rizky	15	14	93
14)	Putri Wahyuni	15	12	80
15)	Richa Sahira	15	11	73
16)	Salsa Nabila	15	10	66
17)	Tiara Oktari	15	11	73
18)	Tiara Syahreini	15	9	60
19)	Zahra Aura Suhada	15	11	73
20)	Tegar Tri Septian	15	7	46
21)	Suwanda	15	11	73
22)	Abdi Khairuddin	15	14	93
23)	Ade Yadhstira	15	12	80
24)	Ade Wijaya Admaja	15	13	86
25)	Alhadi	15	12	80
26)	Cut Mutia Ulfa	15	12	80
27)	Dimas Bayu	15	8	48
28)	Ditto Agustian	15	9	53
29)	Fadia Rivanka	15	12	80
30)	Fadillah Rahmadani	15	7	46
31)	Ferdiansyah	15	12	80
32)	Herika Lestari	15	11	73
33)	Jihan Khaidir Hasibuan	15	9	53
34)	Kiky Husein Harahap	15	11	73
35)	Meydine Humairah	15	11	73
36)	M. Alhafiz	15	12	80
37)	M. Lutfi	15	10	66
38)	Nabila Anggraini	15	12	80
39)	Nur Azizi	15	14	93
40)	Putri Nabila	15	11	73
41)	Rahma Azhara	15	12	80
42)	Rahmat Farhan	15	13	86
43)	Salsa Putri Nabila	15	13	86
44)	Sarah Haryatin	15	7	46
45)	T. Rizky Ramadhani	15	14	93
46)	Tiara Azizi	15	12	80
47)	Vikry Ardiansyah	15	11	73
48)	Wahyu Khairani	15	13	86
49)	Wildan Saragih	15	10	66
50)	Zahara Fitria	15	11	73

Determining the college students' ability by using the following criteria suggested by Hamalik (1989: 319) "said that the college students who more than 65%, he or she was regarded able and the students who get lower than 65% were unable".

Based on the score of the total answer above, the researcher identified the college students' ability as on the table below:

Table 3.3 Result of Identifying College Student's Ability

No.	College Student's Name	Score	Status of Ability	Quality Ability
1)	Annisa Azzahra	66	Good	Able
2)	Dendy Zulham	53	Unable	Very Poor
3)	Era Fazria	93	Able	Excellent
4)	Lugman Rozan	73	Able	Good
5)	M. Auliawan	84	Able	Very Good
6)	Mariana	80	Able	Good
7)	M. Juan	80	Able	Good
8)	M. Musa Tanjung	73	Able	Good
9)	M. Rizki Nurjali	93	Able	Excellent
10)	Muslim Hanafi	73	Able	Good
11)	Nadia Lutfiah	66	Able	Good
12)	Nadia Wardani	60	Unable	Very Poor
13)	Putri Rizky	93	Able	Excellent
14)	Putri Wahyuni	80	Able	Very Good
15)	Richa Sahira	73	Able	Good
16)	Salsa Nabila	66	Able	Good
17)	Tiara Oktari	73	Able	Good
18)	Tiara Syahreini	60	Unable	Poor
19)	Zahra Aura Suhada	73	Able	Good
20)	Tegar Tri Septian	46	Unable	Very Poor
21)	Suwanda	73	Able	Good
22)	Abdi Khairuddin	93	Able	Excellent
23)	Ade Yadhistira	80	Able	Very Good
24)	Ade Wijaya Admaja	86	Able	Very Good
25)	Alhadi	80	Able	Very Good
26)	Cut Mutia Ulfa	80	Able	Very Good
27)	Dimas Bayu	48	Unable	Very Poor
28)	Ditto Agustian	53	Unable	Very Poor
29)	Fadia Rivanka	80	Able	Very Good
30)	Fadillah Rahmadani	46	Unable	Very Poor
31)	Ferdiansyah	80	Able	Very Good
32)	Herika Lestari	73	Able	Good
33)	Jihan Khaidir Hasibuan	53	Unable	Very Poor
34)	Kiky Husein Harahap	73	Able	Good
35)	Meydine Humairah	73	Able	Good
36)	M. Alhafiz	80	Able	Very Good

37)	M. Lutfi	66	Good	Able
38	Nabila Anggraini	80	Able	Very Good
39)	Nur Azizi	93	Able	Excellent
40)	Putri Nabila	73	Able	Good
41)	Rahma Azhara	80	Able	Very Good
42)	Rahmat Farhan	86	Able	Very Good
43)	Salsa Putri Nabila	86	Able	Very Good
44)	Sarah Haryatin	46	Unable	Very Poor
45)	T. Rizky Ramadhani	93	Able	Excellent
46)	Tiara Azizi	80	Able	Very Good
47)	Vikry Ardiansyah	73	Able	Good
48)	Wahyu Khairani	86	Able	Very Good
49)	Wildan Saragih	66	Good	Able
50)	Zahara Fitria	73	Able	Good

DISCUSSION

From the result we could see that there were 36 from 50 college students as sample were categorized as able in understanding to distinguish between prepositions “*in, on, and at*” and were 14 college students are categorized as unable. The whole percentage can be by using $Q = \frac{x}{y} \times 100\%$ that is:

$$Q = \frac{36}{50} \times 100\% = 75\% \text{ (able)}$$

$$Q = \frac{14}{50} \times 100\% = 28\% \text{ (unable)}$$

Table 3.4 The College Students Ability in Using Prepositions “in, on and at”

Total of College Students	Percentage	Ability
38 College Students	75%	Able
12 College Students	25%	Unable

From the computation of the college students who were categorized as able 38 college students or 75%. Meanwhile the college students who were categorized as unable were 12 college students or 25%. From the data, it may concluded that the college students of Physiotherapy Program Study at Politeknik Kesehatan YRSU Dr. Rusdi Medan especially on the semester I grade were able to distinguish prepositions “in, on, and at”. Actually, the difficulties are concluded that the physiotherapy college students of semester I grade did not master the vocabularies.

CONCLUSION

According to the research above, can be stated that some Physiotherapy college students have difficulties in using preposition “in, on, at”, because they didn’t know how to differentiate the word classes in English and they didn’t master the vocabulary. While on the post-test most of the physiotherapy students on the semester I of 2022/2023 academic year were able to use the prepositions in the sentences. Hopefully, the results of the research can be taken into consideration that in teaching foreign languages, it is important for the lecture give motivation, explanations and examples so that the high students can understand easily. The lecture also can use an interesting method in teaching English so that the high students get interested in studying English.

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