

CHAPTER IV

DATA PRESENTATION AND ITS FINDING

A. Data Presentation and Research Finding Related to the Research Problems

In this chapter the writer discusses about data presentation and research finding related to the research problem (Consist of Validity, Reliability, Index, Difficulty, Effectiveness Distracter, Quality of Multiple Choice item, fill the blank item, and translate item), and discussion.

1. Validity of Test Item

a. Validity

The test is to have face validity if the instruction of the test is understood by the students. The writer has found that the instruction used on summative test at the tenth grade of SMAN TIMPAH in second semester has fulfilled validity.

Table 4.1
Validity

No	Instruction of the Item	Number of Item	Criteria
1.	Question 1 – 30. Fill the blank with using ON, IN, or AT for each number.	1 – 20.	Valid
2.	1 – 10. Choose the correct answer A, B, C, or D for each number.	1 – 10.	Valid

3.	1 – 10. Translate to English Language with using ON, IN, and AT.	1 – 10.	Valid
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Based on the table above, it can be concluded that all the instructions of the test are valid. It is all the instructions can be understood by the students.

b. Validity Test

The validity test of English fill the blank test item that is made by the English teacher can be determine by using formula namely Point Biserial.

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where:

γ_{pbi} = coefficient validity of each item

M_p = mean of the right answer

M_t = mean of the total score

S = standard deviation from the total score

P = proportion of the students correct answer for each item

$$\left(p = \frac{\text{banyaknya siswa menjawab benar}}{\text{jumlah seluruh siswa}} \right)$$

q = proportion of the students wrong answer each item ($q = p - 1$)

The interpretation of correlation of coefficient about Validity is:

- Between = 0,800 - 1,00: very high (perfect)
- Between = 0,600 - 0,80: high
- Between = 0,400 - 0,600 : fair
- Between = 0,200 - 0,400 : low
- Between = 0,00 - 0,200 : no correlation

The criteria a certain item of validity if $r_{pbis} \geq 0,40$.

Determining the validity of the best items, first make a score table that has been achieved by the student from item no 1 until 30 from 24 students. To be more clearly look at the following table :

Example for Validity item:

1	1	37	37
	1	36	36
	1	36	36
	1	36	36
	1	36	36
	1	33	33
	1	33	33
	1	31	31
	1	30	30

	1	28	28	
	0	27	0	
	1	27	27	
	1	21	21	
	1	21	21	
	1	20	20	
	1	20	20	
	1	20	20	
	1	20	20	
	1	18	18	
	1	18	18	
	1	17	17	
	1	18	18	
	1	15	15	
	1	15	15	
	23	613	586	25.47

a. $M_p = 586 : 23$ $= 25,47$	d. $q = 1 - 0,96$ $= 0,04$
b. $M_t = 613 : 24$ $= 25,54$	e. $\sum X = 613$
c. $p = 23 : 24$ $= 0,96$	f. $\sum X^2 = 17119$
g. $S_t =$ $\sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$ $= \sqrt{\frac{17119 - \frac{(613)^2}{24}}{24}}$ $= \sqrt{\frac{17119 - 15657,042}{24}}$ $= \sqrt{60,91}$ $= 7.80$	h. $\gamma_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$ $= \frac{25,47 - 25,54}{7,80} \sqrt{\frac{0,96}{0,04}}$ $= -0,009 \times 4,89$ $\gamma_{pbi} = -0,043$ <p>(NOT VALID)</p>

Based on the example the coefficient of validity is 0,04. So, it is not valid.

With the same way or method to be more clearly look at the following table:

Table 4.2
Table for Questions fill the blank (XA)

No	X	Y	Mp	P	Q	(Mp-Mt)/St	$\sqrt{p/q}$	r pbis	Information
1	15	216	14.40	0.58	0.42	0.42	1.17	0.49	Valid
2	18	263	14.61	0.69	0.31	0.46	1.50	0.69	Valid
3	16	232	14.50	0.62	0.38	0.44	1.26	0.55	Valid
4	13	193	14.85	0.50	0.50	0.50	1.00	0.50	Valid
5	16	228	14.25	0.62	0.38	0.39	1.26	0.49	Valid
6	11	162	14.73	0.42	0.58	0.48	0.86	0.41	Valid
7	15	213	14.20	0.58	0.42	0.38	1.17	0.45	Valid
8	16	224	14.00	0.62	0.38	0.34	1.26	0.44	Valid
9	22	316	14.36	0.85	0.15	0.41	2.35	0.97	Valid
10	16	234	14.63	0.62	0.38	0.46	1.26	0.58	Valid
11	14	208	14.86	0.54	0.46	0.50	1.08	0.54	Valid
12	14	208	14.86	0.54	0.46	0.50	1.08	0.54	Valid
13	14	204	14.57	0.54	0.46	0.45	1.08	0.49	Valid
14	15	214	14.27	0.58	0.42	0.39	1.17	0.46	Valid
15	15	220	14.67	0.58	0.42	0.47	1.17	0.55	Valid
16	18	264	14.67	0.69	0.31	0.47	1.50	0.70	Valid
17	18	264	14.67	0.69	0.31	0.47	1.50	0.70	Valid
18	16	229	14.31	0.62	0.38	0.40	1.26	0.51	Valid
19	16	235	14.69	0.62	0.38	0.47	1.26	0.60	Valid
20	18	261	14.50	0.69	0.31	0.44	1.50	0.66	Valid

Based on the table all of item is valid and can be uses for pre – test and post - test.

Table 4.3
Table for Questions multiple choices (XA)

No	X	Y	Mp	p	Q	(Mp-Mt)/St	$\sqrt{p/q}$	r pbis	Information
1	13	83	6.38	0.50	0.50	0.62	1.00	0.62	Valid
2	4	34	8.50	0.15	0.85	1.35	0.43	0.57	Valid
3	16	99	6.19	0.62	0.38	0.55	1.26	0.70	Valid
4	15	95	6.33	0.58	0.42	0.60	1.17	0.70	Valid
5	17	93	5.47	0.65	0.35	0.31	1.37	0.42	Valid
6	14	93	6.64	0.54	0.46	0.71	1.08	0.77	Valid
7	11	71	6.45	0.42	0.58	0.64	0.86	0.55	Valid
8	10	66	6.60	0.38	0.62	0.69	0.79	0.55	Valid
9	7	57	8.14	0.27	0.73	1.22	0.61	0.74	Valid
10	12	74	6.17	0.46	0.54	0.55	0.93	0.51	Valid

Based on the table all of item is valid and can be uses for pre – test and post - test.

TABLE 4.4
Table for Questions Translate to English using On, In, At (XA)

No	X	Y	Mp	p	Q	(Mp-Mt)/St	$\sqrt{p/q}$	r pbis	Information
1	10	52	5.20	0.38	0.62	0.58	0.79	0.46	Valid
2	7	38	5.43	0.27	0.73	0.67	0.61	0.41	Valid
3	13	68	5.23	0.50	0.50	0.60	1.00	0.60	Valid
4	14	73	5.21	0.54	0.46	0.59	1.08	0.64	Valid
5	5	32	6.40	0.19	0.81	1.06	0.49	0.52	Valid
6	12	61	5.08	0.46	0.54	0.54	0.93	0.50	Valid
7	9	53	5.89	0.35	0.65	0.86	0.73	0.62	Valid

8	9	48	5.33	0.35	0.65	0.64	0.73	0.46	Valid
9	7	46	6.57	0.27	0.73	1.13	0.61	0.68	Valid
10	11	56	5.09	0.42	0.58	0.54	0.86	0.46	Valid

Based on the table all of item is valid and can be uses for pre – test and post - test.

2. Reliability of the Test

The formula that is used to know the reliability of fill the blank test for English subject at SMAN 1 TIMPAH is using Kuder-Richardson 21 method, which is known KR20 and KR21. In this study, the writer is used KR21 formula to know the ralibility of the test item.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n-M)}{nS_t^2} \right)$$

Keterangan:

r_{11} = Coefficient reliability test

n = Total variant

M = Level score

S_t^2 = Total variant

The following reliability instrument:

$$\sum X = 613$$

Up to :

$$r_{11} = \frac{n}{n-1} \left(1 - \frac{M(n-M)}{n \cdot St^2} \right)$$

$$\sum X^2 = 17119$$

$$n = 50$$

$$r_{11} = \frac{50}{50-1} \left(1 - \frac{25,54(50-25,54)}{50(60,84)} \right)$$

$$N = 24$$

$$r_{11} = 1.02(1 - 0.202)$$

$$St = 7,80$$

$$r_{11} = 1.02(0.797)$$

$$St^2 = 60,84$$

$$r_{11} = 0,81$$

$$M = \frac{\sum X}{N} = \frac{613}{24} = 25,54$$

Based on the example of table = **0,81 is high**

Table 4.5

Reliability question fill in the blank (XA)

Case Processing Summary

		N	%
Cases	Valid	26	100.0
	Excluded ^a	0	.0
	Total	26	100.0

Table 4.6

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.884	.888	20

Table 4.7
Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.608	.423	.846	.423	2.000	.008	20
Item Variances	.240	.135	.260	.125	1.920	.001	20
Inter-Item Covariances	.066	-.054	.197	.251	-3.657	.002	20
Inter-Item Correlations	.285	-.212	.843	1.055	-3.975	.041	20

Table 4.8
Reliability Multiple choice(XA)

Case Processing Summary

		N	%
Cases	Valid	21	80.8
	Excluded ^a	5	19.2
	Total	26	100.0

Table 4.9
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
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Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.205	.190	10

Table 4.10**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.581	.238	.810	.571	3.400	.032	10
Item Variances	.225	.162	.262	.100	1.618	.001	10
Inter-Item Covariances	.006	-.114	.117	.231	-1.021	.003	10
Inter-Item Correlations	.023	-.440	.553	.994	-1.257	.062	10

Table 4.11**Reliability question translate (XA)****Case Processing Summary**

	N	%
Cases Valid	21	80.8
Excluded ^a	5	19.2
Total	26	100.0

Table 4.12
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.426	.438	10

Table 4.13
Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.462	.238	.667	.429	2.800	.019	10
Item Variances	.243	.190	.262	.071	1.375	.000	10
Inter-Item Covariances	.017	-.064	.157	.221	-2.444	.002	10
Inter-Item Correlations	.072	-.248	.611	.859	-2.467	.039	10

3. Index Difficulty of Test

The formulation as follows to determine the index difficulty:

$$P = \frac{B}{JS}$$

Where :

P = Index difficulty

B = Students correct answer

JS = Total students of test

Then it classifies the result from the application of the calculation above as follows:

- If P 0,00 - 0,30 it says difficulty test.
- If P 0,30 - 0,70 it says the medium test.
- If P 0,70 - 1,00 it says easy test.

The following example of index difficulty :

$$\begin{aligned}
 P &= \frac{B}{JS} \\
 &= \frac{15}{26} \\
 &= \mathbf{0,58(\text{medium})}
 \end{aligned}$$

So, based on the example of index difficulty on number 1, can be seen on the table below.

Table 4.14
Table for Questions fill the blank (XA)

No	Total correct answer (B)	Total students (JS)	P	Index Difficulty
1	15	26	0.58	Middle
2	18	26	0.69	Middle
3	16	26	0.62	Middle
4	13	26	0.50	Middle
5	16	26	0.62	Middle
6	11	26	0.42	Middle
7	15	26	0.58	Middle
8	16	26	0.62	Middle

9	22	26	0.85	Easy
10	16	26	0.62	Middle
11	14	26	0.54	Middle
12	14	26	0.54	Middle
13	14	26	0.54	Middle
14	15	26	0.58	Middle
15	15	26	0.58	Middle
16	18	26	0.69	Middle
17	18	26	0.69	Middle
18	16	26	0.62	Middle
19	16	26	0.62	Middle
20	18	26	0.69	Middle

Table 4.15

Table for Questions multiple choices (XA)

No	Total correct answer (B)	Total students (JS)	P	Index Difficulty
1	13	26	0.50	Middle
2	4	26	0.15	Difficult
3	16	26	0.62	Middle
4	15	26	0.58	Middle
5	17	26	0.65	Middle
6	14	26	0.54	Middle
7	11	26	0.42	Middle
8	10	26	0.38	Middle
9	7	26	0.27	Difficult
10	12	26	0.46	Middle

Table 4.16

Table for Questions Translate to English using On, In, At (XA)

No	Total correct answer (B)	Total students (JS)	P	Index Difficulty
1	10	26	0.38	Middle
2	7	26	0.27	Difficult
3	13	26	0.50	Middle
4	14	26	0.54	Middle
5	5	26	0.19	Difficult

6	12	26	0.46	Middle
7	9	26	0.35	Middle
8	9	26	0.35	Middle
9	7	26	0.27	Difficult
10	11	26	0.42	Middle

Based on the all table above, it can be seen the percentage all of item questions (fill the blank, multiple choice, and translate) with using preposition (on, in, and at).

Table 4.17
Table for Questions fill the blank (XA)

No	Wrong Answer	Correct Answer	Validity	Index Difficulty
1.	$\frac{11}{26} \times 100 = 42\%$	$\frac{15}{26} \times 100 = 58\%$	Valid	Middle
2.	8 = 31 %	18 = 69%	Valid	Middle
3.	10 = 39%	16 = 61%	Valid	Middle
4.	13 = 50%	13 = 50%	Valid	Middle
5.	10 = 39%	16 = 61%	Valid	Middle
6.	15 = 58%	11 = 42%	Valid	Middle
7.	11 = 42%	15 = 58%	Valid	Middle
8.	10 = 39%	16 = 61 %	Valid	Middle
9.	4 = 15%	22 = 85%	Valid	Easy
10.	10 = 39%	16 = 61%	Valid	Middle
11	12 = 46%	14 = 54%	Valid	Middle
12	12 = 46%	14 = 54%	Valid	Middle
13	12 = 46%	14 = 54%	Valid	Middle
14	11 = 42%	15 = 58%	Valid	Middle
15	11 = 42%	15 = 58%	Valid	Middle
16	8 = 30%	18 = 70%	Valid	Middle
17	8 = 30%	18 = 70%	Valid	Middle
18	10 = 39%	16 = 61%	Valid	Middle
19	10 = 39%	16 = 61%	Valid	Middle
20	8 = 30%	18 = 70%	Valid	Middle

Based on the table, all of item is valid, and can be uses for pre – test and post – test.

Table 4.18
The percentage of validity Test Item (Fill the blank XA)

Criteria	Item = Percentage (%)
Very High (0,91 – 1,00	(2 item) $\frac{2}{20} \times 100 = 10\%$
High (0,71 – 0,90)	–
Fair (0,41 – 0,70	(18 item) $\frac{18}{20} \times 100 = 90\%$
Low (0,21 – 0,40)	–
No correlation (0,00 – 0,20)	–

Base on the table of validity test item (fill the blank XA) are very high is 10%, high is 0%, fair is 90%, low is 0%, and no correlation is 0%

Table 4.19
The percentage of Item Difficulty (Fill the Blank XA)

Item Difficulty	Item = Percentage (%)
Easy	(1 Item), $\frac{1}{20} \times 100 = 5\%$
Middle	(19 Item), $\frac{19}{20} \times 100 = 95\%$
Difficult	--

Base on the table of item difficulty, it is known that that percentage of easy item is 5%, middle is 95%, and difficult is 0%.

Table 4.20
Table for Questions multiple choices (XA)

No	Wrong Answer	Correct Answer	Validity	Index Difficulty
1.	$\frac{14}{26} \times 100 = 54\%$	$\frac{12}{26} \times 100 = 46\%$	Valid	Middle
2.	21 = 81%	5 = 19 %	Valid	Difficult
3.	10 = 39%	16 = 61%	Valid	Middle
4.	12 = 46%	14 = 54%	Valid	Middle
5.	9 = 35%	17 = 65%	Valid	Middle
6.	12 = 46%	14 = 54%	Valid	Middle
7.	15 = 28%	11 = 42%	Valid	Middle
8.	12 = 46%	14 = 54%	Valid	Middle
9.	19 = 73%	7 = 27%	Valid	Difficult
10	14 = 54%	12 = 46%	Valid	Middle

Based on the table, all of item is valid, and can be uses for pre – test and post – test.

Table 4.21
The percentage of validity Test Item multiple choice (XA)

Criteria	Item = Percentage (%)
Very High (0,91 – 1,00)	(1 item) $\frac{1}{10} \times 100 = 10\%$
High (0,71 – 0,90)	(2 item) $\frac{2}{10} \times 100 = 20\%$

Fair (0,41 – 0,70)	(7 item) $\frac{7}{10} \times 100 = 70\%$
Low (0,21 – 0,40)	–
No correlation (0,00 – 0,20)	–

Base on the table of validity test item (multiple choice XA) are very high is 10%, high is 20%, fair is 70%, low is 0%, and no correlation is 0%.

Table 4.22

The percentage of Item Difficulty multiple choice (XA)

Item Difficulty	Item = Percentage (%)
Easy	—
Middle	(8 Item), $\frac{8}{10} \times 100 = 80\%$
Difficult	(2 Item), $\frac{2}{10} \times 100 = 20\%$

Base on the table of item difficulty, it is known that that percentage of easy item is 0%, middle is 80%, and difficult is 20%.

Table 4.23

Table for Questions Translate to English using On, In, At (XA)

No	Wrong Answer	Correct Answer	Validity	Index Difficulty
1.	$\frac{16}{26} \times 100 = 62\%$	$\frac{10}{26} \times 100 = 38\%$	Valid	Middle
2.	19 = 73%	7 = 27 %	Valid	Difficult
3.	13 = 50%	13 = 50%	Valid	Middle
4.	12 = 46%	14 = 54%	Valid	Middle
5.	21 = 81%	5 = 19%	Valid	Difficult
6.	14 = 54%	12 = 46%	Valid	Middle

7.	17 = 65%	9 = 35%	Valid	Middle
8.	17 = 65%	9 = 35%	Valid	Middle
9.	19 = 73%	7 = 27%	Valid	Difficult
10	15 = 58%	11 = 42%	Valid	Middle

Based on the table, all of item is valid, and can be uses for pre – test and post – test.

Table 4.24

The percentage of validity Test Item Translate to English using On, In, At (XA)

Criteria	Item = Percentage (%)
Very High (0,91 – 1,00)	(1 item) $\frac{1}{10} \times 100 = 10\%$
High (0,71 – 0,90)	–
Fair (0,41 – 0,70)	(9 item) $\frac{9}{10} \times 100 = 90\%$
Low (0,21 – 0,40)	–
No correlation (0,00 – 0,20)	–

Base on the table of validity test item translate to English using On, In, At (XA) are, very high is 10%, high is 0%, fair is 90%, low is 0%, and no correlation is 0%.

Table 4.24

The percentage of Item Translate to English using On, In, At (XA)

Item Difficulty	Item = Percentage (%)
Easy	--
Middle	(7 Item), $\frac{7}{10} \times 100 = 70\%$

Difficult	(3 Item), $\frac{3}{10} \times 100 = 30\%$
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Base on the table of item difficulty, it is known that that percentage of easy item is 0%, middle is 70%, and difficult is 30%.

I. Pilihlah jawaban yang tepat dibawah ini.

- The workers went ____ strike because they thought their working hours were too long.
A. At B. On C. In D. A, B, C benar
- She warned her daughter of the dangers ____ going out alone ____ night.
A. At, of B. On, at C. At, of D. Of, at
- ____ today's newspaper it's stated that a new agreement will be signed ____ Poland and Ukraine this week.
A. By, in B. By, on C. By, at D. In, by
- I learned to ride a bike ____ the age ____ four.
A. On, of B. In, of C. At, of D. Of, at
- Will you please pick up some pierogi ____ supper ____ your way home this evening?
A. For, in B. For, on C. For, at D. On, for
- Ela was desperately ____ need ____ more speaking practice.
A. In , of B. At, of C. On, of D. In, at
- My plane stopped ____Dubai and Hanoi and arrived____Bangkok two hours late.
A. In, at B. At, in C. On, in D. At, in

8. I live ____ the 7th floor ____ 21 Oxford Street ____ London.

A. At, on, in B. In, on, at C. At, in, on D. On, at, in

9. Let's sit outside and laugh ____ you as you work ____ the blazing sun.

A. At, on B. At, in C. At, at D. On, at

10. She accidentally dropped her iPhone ____ the floor.

A. At B. On C. In D. A, B, C benar.

Table 4.25

The tableanalysis items multiple choices on class XB

No	Multiple Answer	Error Frequency	Percentage	Correct Answer	Information
1.	a. At c. In d. In, On, At	11 students	$\frac{11}{26} \times 100 = 42\%$	(b). On 58%	The students are still influenced mother tongue
2.	a. At, Of b. On, At c. At, Of	8 students	$\frac{8}{26} \times 100 = 30\%$	(d). Of, At 70%	The students are still influenced mother tongue
3.	a. By, In b. By, On c. By, At	9 students	$\frac{9}{26} \times 100 = 34\%$	(d). In, By 66%	The students are still influenced mother tongue
4.	a. On, Of b. In, Of d. Of, At	9 students	$\frac{9}{26} \times 100 = 34\%$	(c). At, Of 66%	The students are still influenced mother tongue
5.	a. For, In c. For, At d. On, For	9 students	$\frac{9}{26} \times 100 = 34\%$	(b). For, On 66%	The students are still influenced mother tongue

6.	b. At, Of c. On, Of d. In, At	13 students	$\frac{13}{26} \times 100 = 50\%$	(a). In, Of 50%	The students are still influenced mother tongue
7.	a. In, At c. On, In d. At, In	16 students	$\frac{16}{26} \times 100 = 61\%$	(b). At, In 39%	The students are still influenced mother tongue
8.	a. At, On, In b. In, On, At c. At, In, On	12 students	$\frac{12}{26} \times 100 = 46\%$	(d). On, At, In 56%	The students are still influenced mother tongue
9.	a. At, On c. At, At d. On, At	13 students	$\frac{13}{26} \times 100 = 50\%$	(b). At, In 50%	The students are still influenced mother tongue
10.	a. At c. On d. On, In, At	12 students	$\frac{12}{26} \times 100 = 46\%$	(b). On 54%	The students are still influenced mother tongue

Based on the table above it was known on question no 1 the students answer wrong 42%, no 2 = 32%, 3 = 34%, 4 = 34%, 5 = 34%, 6 = 50%, 7 = 61%, 8 = 46%, 9 = 50%, 10 = 46%, this is because the influence of mother tongue, the word of mother tongue mean is prefix “DI” in Indonesian language.

Based on question for no 2 the students answer wrong 32% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

Based on question for no 3 the students answer wrong 34% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

Based on question for no 4 the students answer wrong 34% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

Based on question for no 5 the students answer wrong 34% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

Based on question for no 6 the students answer wrong 50% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

Based on question for no 7 the students answer wrong 61% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

Based on question for no 8 the students answer wrong 46% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

Based on question for no 9 the students answer wrong 50% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

Based on question for no 10 the students answer wrong 46% this is because the influence of mother tongue also, it's mean there is no preposition pair with certain word.

All in all is the language of mother tongue is still very dominant in proses answering question of English language. It's meant the students still think in mother language when accessing to answer the Question in using English language.

II. Isilah titik dibawah ini dengan menggunakan Preposition "On, In, and At"

1. Are you doing anything ____ the weekend?
2. Jhon doesn't have a job ____ the moment.
3. Both cars stopped ____ the same time.
4. Are you doing anything ____ the weekend?
5. Roman's always tired. He's ____ bed now!
6. Bye! I'll see you ____ the morning.
7. Were you ____ Hania's party last night?
8. Simon was born ____ 1966.
9. The dentist will see you ____ 11:15.
10. My boyfriend gave me a fantastic present ____ my birthday.
11. The sugar is ____ the shelf.
12. Your car keys are ____ your pocket.
13. Ela's gone to work. She's probably ____ work now.
14. My uncle lives ____ Palangka Raya.
15. ____ my opinion you should buy the black polo shirt.

16. ____ second thought, the dark green one is nicer.
17. Buy some biscuits ____ your way home.
18. What will you be doing ____ New Year's Eve?
19. That new bench ____ your garden is very nice.
20. I got up ____ 11am today!

Table 4.26

The table analysis items fill the blank on class XB

No	Multiple Answer	Error Frequency	Percentage	Correct Answer	Information
1.	On, In, At	6 students	$\frac{6}{26} \times 100 = 23\%$	On 77%	The students are still influenced mother tongue
2.	On, In, At	10 students	$\frac{10}{26} \times 100 = 38\%$	At 62%	The students are still influenced mother tongue
3.	On, In, At	9 students	$\frac{9}{26} \times 100 = 34\%$	At 66%	The students are still influenced mother tongue
4.	On, In, At	7 students	$\frac{7}{26} \times 100 = 26\%$	On 74%	The students are still influenced mother tongue
5.	On, In, At	8 students	$\frac{8}{26} \times 100 = 30\%$	In 70%	The students are still influenced mother tongue
6.	On, In, At	7 students	$\frac{7}{26} \times 100 = 26\%$	In 74%	The students are still influenced mother tongue
7.	On, In, At	8 students	$\frac{8}{26} \times 100 = 30\%$	At 70%	The students are still influenced mother tongue
8.	On, In, At	6 students	$\frac{6}{26} \times 100 = 23\%$	In 77%	The students are still influenced mother tongue

9.	On, In, At	11 students	$\frac{11}{26} \times 100 = 42\%$	At 58%	The students are still influenced mother tongue
10.	On, In, At	7 students	$\frac{7}{26} \times 100 = 26\%$	On 74%	The students are still influenced mother tongue
11.	On, In, At	6 students	$\frac{6}{26} \times 100 = 23\%$	On 77%	The students are still influenced mother tongue
12.	On, In, At	7 students	$\frac{7}{26} \times 100 = 26\%$	In 74%	The students are still influenced mother tongue
13.	On, In, At	9 students	$\frac{9}{26} \times 100 = 34\%$	At 66%	The students are still influenced mother tongue
14.	On, In, At	9 students	$\frac{9}{26} \times 100 = 34\%$	In 66%	The students are still influenced mother tongue
15.	On, In, At	9 students	$\frac{9}{26} \times 100 = 34\%$	In 66%	The students are still influenced mother tongue
16.	On, In, At	6 students	$\frac{6}{26} \times 100 = 23\%$	On 77%	The students are still influenced mother tongue
17.	On, In, At	10 students	$\frac{10}{26} \times 100 = 38\%$	On 62%	The students are still influenced mother tongue
18.	On, In, At	10 students	$\frac{10}{26} \times 100 = 38\%$	On 62%	The students are still influenced mother tongue
19.	On, In, At	8 students	$\frac{8}{26} \times 100 = 30\%$	In 70%	The students are still influenced mother tongue
20.	On, In, At	10 students	$\frac{10}{26} \times 100 = 38\%$	In 62%	The students are still influenced mother tongue

Based on the two tables are the choices (On, in, and at) not influence for pattern of the students, because of mother tongue is still dominant

Table 4.27

The table analysis items translate to English on class XB

No	Translate Answer	Error Frequency	Percentage	Correct Answer	Information
1.	On In At	5 students	$\frac{5}{26} \times 100 = 19\%$	- On 81%	The students are still influenced mother tongue
2.	On In At	7 students	$\frac{7}{26} \times 100 = 27\%$	-On 73%	The students are still influenced mother tongue
3.	On In At	11 students	$\frac{15}{26} \times 100 = 58\%$	-In 42%	The students are still influenced mother tongue
4.	On In At	11 students	$\frac{15}{26} \times 100 = 58\%$	-At 42%	The students are still influenced mother tongue
5.	On In At	15 students	$\frac{11}{26} \times 100 = 42\%$	-At 58%	The students are still influenced mother tongue
6.	On In At	11 students	$\frac{15}{26} \times 100 = 58\%$	-In 42%	The students are still influenced mother tongue
7.	On In At	11 students	$\frac{15}{26} \times 100 = 58\%$	-At 42%	The students are still influenced mother tongue
8.	On In At	10 students	$\frac{16}{26} \times 100 = 61\%$	-On 29%	The students are still influenced mother tongue

9.	On In At	14 students	$\frac{12}{26} \times 100 = 46\%$	-In 54%	The students are still influenced mother tongue
10.	On In At	12 students	$\frac{14}{26} \times 100 = 54\%$	-On 46%	The students are still influenced mother tongue

B. Discussion

Based on the analysis result of the research, show that the problem of using preposition (in, on, and at) faced study by 10th grade student of SMAN 1 Timpah at the second semester has the validity.

That the students are still influenced by mother tongue is the language of mother tongue is still very dominant in proses answering question of English language. It's mean the students still think in mother language when accessing to answer the Question in using English language. This is because the influence of mother tongue, the word of mother tongue mean is Prefix "DI" in Indonesian language, and for English language "Di and Pada" is (on, in, at). This is in line with theory stated in chapter II page 7.

Students still make common mistakes of preposition (In, on, and at) because students still influence of mother tongue, and the purpose is for implication the research will give contributions to the concept of making true sentences especially in using the preposition (in, on, at), and the application for the students, regarding that this research did give useful input for SMAN 1 Timpah in order to make the errors less when they writing something in the future time.

- For the example (English version):

1. The book is on the table
2. The cat is in the box
3. Don't try this at home

- For the example (Indonesian version):

1. Bukuitudiatasmeja
2. Kucingitudidalamkotak
3. Jangancobainidirumah