CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This research study is on **Learning Achievements of Grade X Students on Prepositions: A Comparative Study of Institutional and Community Schools.** This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, finally operational definition of key terms.

1.1.1. Introduction to Grammar

Grammar is one of the important aspects of any language. It is the backbone of a language. It is partly the study of what forms (or structures) are possible in a language.In the words of Cross (1992, p.26) grammar is, " the body of rules which govern the structure of words (suffixes and prefixes) and rules which govern the structure of words to form clauses and sentences that are acceptable to educated native speakers." He views grammar as the body of rules. The rules of language govern the structure of words. Suffixes and prefixes form the structure of words. He also says that rules of grammar form the clauses or sentences too. But these clauses or sentences, which are formed by the rules, should be acceptable to the educated people of the language. Rules of language are not only limited to spoken form but they are also applicable in written form.

Grammar is underlying structure of language to be stored subconsciously in the form of linguistic boxes by speakers. Ur (1988, p.76) opines grammar to give rules on "how words are combined or changed to form suitable units of meaning within a language." Owing to the inquiry upon the place of grammar in language it can be said that for language to come in function, grammar is fairly as important for language as back bone is for body of a mammal. Slobin (1971, p.6) defines grammar as, "a theory of language". The word theory is

used here in the sense of any scientific theory. Slobin, further says that, agrammar is an attempt to characterize the knowledge or competence of human being in order to use language. This sort of competence in which we are interested in the language user's knowledge of grammatically, grammatical relations, sentences relations ambiguity.

The formation of words and sentence is connected with the rule of grammar. Language becomes distorted if the rules are violated. Hence, grammar is a key to open the door to words and sentences. The word grammar is used interchangeably to mean both the internal and external representation of language within a person's head and linguist's 'model' or 'guess' at that representation. Similarly, Harmer (1987, p.1) defines grammar as "the study and practice of the rules by which words change their forms and are combined into sentences". There are two basic elements in this definition: the rules of grammar and the study and practice of the rules. Thornbury (1999, p.1) says "grammar is a description of the rules that govern how a language's sentences are formed". According to Huddleston (2012, p.8), "the grammar will consists of rules saying how sentences are made up of smaller units and ultimately of the minimal units of this level of structure". Grammar is the way in which words change themselves and group together to make sentences.

From the above definitions, it is clear that grammar is a science that contains a set of rules for speaking and writing a particular language correctly and appropriately. All the uses of grammar so far illustrated might appear in speech or writing of the same person. So, in a way grammar is the brain of language teaching which instructs the language use. When we go through a text, we see several prepositions used just in a single paragraph. In other words, different prepositions are found to be used within a paragraph to make a text meaningful. So, preposition is not a new term. This can frequently be found in most of the grammars and dictionaries.This research focused on the learning achievement on prepositions. It studied the capability of Grade X students in using the prepositions which are prescribed in the textbook. It also studied the

differences in the ability in using prepositions between institutional schools and community schools.

Most of the community schools use Nepali medium to teach students except English subject. Meanwhile, in the institutional schools, they use English medium to instruct the students. All subjects are taught in English medium except Nepali. In Nepali language, prepositions are used after the noun but in English language prepositions are used before nouns. The researcher conducted this research to find out Grade X students' proficiency in using prepositions in English language. He was also eager to find out the achievement of the Grade X students on prepositions of community schools and institutional schools in their respective areas.

1.2 Statement of the Problem

Using prepositions appropriately in English is one of the most challenging aspects for foreign language learners. In the Nepalese context, the students of the community schools have been taught by trained teachers whereas the students of most of the institutional schools have been taught by the untrained teachers. So, the researcher was eager to compare the learning achievements of Grade X students on prepositions because one of the major difficulties with writing in English is the use of prepositions, which has been found to be a major source of errors. The learners have put lots of time and efforts for acquiring the language and learning to write. In their attempt to master the writing skill, theyinevitably commit errors. Since the preposition is an essential component in writing English, it will be valuable to the teachers to be familiar with types of errors that learners commit in using them. Learners make in order to reduce if not eliminate the problems in the use of appropriate prepositions according to the context. Due to the problems stated above, the present study is designed to investigate the problem encountered by Grade X students in the use of preposition within their writing practices.

In our society, institutional schools are regarded as a successful organization to provide quality education. Institutional schools put much emphasis on using English language. Meanwhile, few community schools use English language as a medium of instruction. This study is conducted to find out the prepositions achievement of Grade X students. This study is also focused on the comparison between community and institutional schools related to achievement of prepositions. Prepositions as grammatical items are regarded as one of the hard parts to learn in grammar. So, this study investigates the students' learning achievements on prepositions of Grade X from these two types of schools.

1.3 Objectives of the Study

The objectives of the study were as follows:

i) To identify the learning achievement of Grade X students on prepositions;
ii) To compare the learning achievement of Grade X students on prepositions of institutional andcommunity schools; and
iii) To suggest some pedagogical implications.

1.4 Research Questions

The study was oriented to find out the answers of the following research questions:

〕 What is the learning achievement of Grade X students on prepositions?
〕 What is the difference in the learning achievement of Grade X students on prepositions between institutional and community schools?

1.5 Significance of the Study

The study attempts to find out the achievement of the Grade X students in the use of prepositions. Prepositions are difficult to learn for the ESL students.

Celce-Murcia and Larsen-Freeman (1999, p.401) states, "Preposition is notoriously difficult to learn. Long after ESL/EFL students have a high level of proficiency in English, they still struggle with prepositions." Actually, how much proficient our students are in the use of different types of prepositions is necessary to identify in the context of teaching English as a foreign language. Therefore, the findings of this study are significant for all who are related to English language teaching and learning.

The study mainly is significant to those language learners who are learning English as a second language or foreign language. It is useful to language teachers, who are teaching English especially on school level. Similarly, textbook writers who write textbook for the ESL/EFL learners can also take advantages. It is significant to curriculum and syllabus designers who design curricula or syllabuses in the English language. Teacher trainers who train English language teachers in the context of ESL/EFL can also find it useful. It is equally be useful for researchers who want to study more in proficiency level of students in different areas of grammar.

It is beneficial to the researcher to find out the prepositions achievement of Grade X students. The comparison between the community and institutional schools provides him the knowledge of status of prepositions achievement which can be used for further research. Teachers will also find the gap of achievement of prepositions between these schools. The curriculum designers and teacher trainers will be benefited from this study. It will be equally fruitful for the teachers while teaching English grammar to the students.

1.6 Delimitations of the Study

There were many delimitationsof the study. The study was limited only to the Kathmandu and Lalitpur districts. The study was limited to two institutional schools and the same number of community schools. Only 80 students of Grade X were taken as the sample population. The test was based only on

written medium. Comparison was made only in terms of types of school that is institutional schools and community schools.

There were four schools of Kathmandu and Lalitpur districts. Twenty students from each school contributed to the research. The time was limited to thirty minutes. The students were encouraged to solve the questions using their own knowledge.

1.7 Operational Definitions of the Key Terms

Learning Achievement: Learning achievement is the result of level of ability that has been achieved by students after attending a teaching-learning process within a certain time in the form of changes in behavior, skills and knowledge and will then be measured and assessed and then realized in numbers or statement.

Prepositions : Prepositions are essential to sentences because they provide additional and necessary details. They are *in, on, at, among, between* and so on.

Institutional Schools: The institutional schools are self funded and supported by founders, parents and trustees to run their academic activities.

Community Schools: The community schools receive government grants to run their academic activities.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of theoretical literature, review of empirical research, implications of the review for the study and conceptual framework. The literatures related to the proposed study are reviewed under two broad headings.

2.1 Review of Related Theoretical Literature

In this section, different topics related to theoretical literature are mentioned. The topics discussed under this section are: importance of teaching grammar,parts of speech, preposition,kinds of prepositions, and learning achievement.

2.1.1 Importance of Teaching Grammar

Though the issues of whether or not to include explicit grammar instruction into a foreign language course is still a controversy, the inevitable role of grammar in language teaching cannot be phased out yet. Richards and Schmidt (2013.pp. 251-252) define grammar "a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language". Grammar helps in the production of infinite number of new sentences. To get mastery over any language, one needs to know its underlying grammar. So, grammar is the basis for the production of any correct utterance which makes the language meaningful. It is necessary to monitor the learner's performance. Grammar enables learners to use the language accurately and appropriately in different social settings. In this way, grammar is necessary for every language teacher.

Grammar helps the students to develop accuracy. Without grammar, their language will be labeled as incorrect. Researchers suggest that learners who did

not receive grammar instructions are at the risk of fossilizing sooner than those who receive (Thornbury, 1999, p.16). Grammar helps in fine tuning the language, noticing the structures in use and organizing in learning of a language. Grammar helps the students develop their communicative efficiency by making them confident in the language. Grammar contains parts of speech which is beneficial to recognize different words and find out their types.

Grammar is regarded as an integral part of language. It means that, it is very important in order to manipulate the language in speech and writing. The main purpose of teaching grammar is to help students choose structure which expresses the meaning they want to create. Hence, teaching grammar is a means of improving language. According to Lado (1977, p.144), "Grammar governs the central structure of an utterance". Here, the central structure means the way of arranging the morphemes into words and words into the sentences. Grammar is defined as the connection of words and word groups in an acceptable structure. It is one of the most important aspects of language. It can be defined as "How words are combined or changed to form suitable units of meaning within a language" (Ur, 2012, p.76).Grammar can be divided into two types, i.e., theoretical and pedagogical. Theoretical grammar is concerned with the description of the theories of grammatical analysis where as pedagogical grammar is the use of grammatical structure in an appropriate situation.

According to Palmer (1984, p.9), grammar is "A device that specifies the infinite set of well formed sentences and assigns to each of them one or more structural description". That is to say, it tells us just that all the possible sentences of a language and their description.

In question of 'why teach grammar?' Thornbury (1999) advances the following seven arguments to answer:

1. The sentence making argument:

Grammar is a set of finite rules which can generate an infinite number of grammatically well formal and acceptable sentences.

2. The fine-tuning argument:

With the help of sound knowledge of grammar, one can construct their own well formal sentences, correct, standard, and fine the sentences and so on. They can also monitor, check, and repair the ambiguous and wrong sentences produced by others.

3. The fossilization argument:

If we ignore the grammar in the name of pure communicative activities and due to constant use of incorrect and inappropriate expressions, our learners' linguistic ability will be fossilized.

4. The advance-organizer argument:

When our learners learn forward system of language from beginning, they see some kind of progress in the use of their language. Moreover, the sound knowledge of grammar can enhance learners to organize their language can be called as advanced type of language.

5. The discrete item argument

Teaching grammar means making learners familiar with the items like subject, verb, noun, adverb and so on of a language in particular and organizational aspect of language in general.

6. The rule of low argument:

In such level of language we can see the rules, structure, system etc. so, grammar teaching can make the learners familiar about language as the system of system or language is rule government phenomenon.

7.   The learner expectation argument:

Grammar is kept in language classroom simply because of learners' expectations to learn grammar.

In conclusion, grammar is a very much essential set of rules to the foundation of language development which are responsible in the development of accuracy as well as fluency in speaking and writing.

2.1.2. Word classes

The parts of speech are important part in English language. According to Huddlestone (2012, p.90), "Traditional grammars of English standard recognize eight parts of speech." They are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as in grammaticality within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

Modern grammarians classify 'words' into 'word classes' by considering their formal and functional characteristics. The term word classes have been introduced as a result of shortcomings of the way in which the traditional grammarians classified part of speech. Word class is a group of words which are similar in function. Words are grouped into word classes according to how they combine with other word and how they change their forms. The word classes are divided into two groups, (i) major word classes (ii) minor word classes.

Major word classes include nouns, adjectives, adverbs, and main verbs whereas minor word classes are pronouns, auxiliary verbs, prepositions, conjunctions, interjections, determiners, intensifiers and classifiers.

Among different parts of speech, this research focuses on prepositions only.

2.1.3 English Preposition

As we know preposition is one of the important component of "parts of speech". As grammarians' classification the parts of speech into two different domains: major word classes and minor word classes, prepositions belong to minor word class. Prepositions are generally defined as words, governing and usually preceding a noun or pronoun and expressing a relation into another words or element. Similarly, Chalker and Weinter (1994, p.310) opine that prepositions form "a traditional word class comprising words that relate two linguistic elements to each other and that generally precedes the words which they govern." The preposition by its name precedes a noun and that is "pre-position". So, a preposition is a word or a group of words, which usually precedes noun or pronoun and only be a meaningful grammatical item if it is used in context. In other words, though English prepositions are free morphemes, they will only be meaningful if they are used in context. Prepositions are language specific in their nature. Similarly, in the Nepali language, cases perform similar function as prepositions and they are post-position in their occurrence. Cowan (2009, p.147) presents the occurrence of prepositions in language. He says, "It is the head of the prepositional phrase which is before the head noun of the noun phrase". For instance *I was reading in the garden*. Here, the preposition *in* precedes the noun phrase *the garden*.

2.1.4 Kinds of Prepositions

According to Grade X book we can classify the prepositions in following ways:

a. Prepositions of time

The prepositions, which are used to show the relation of time are called prepositions of time or temporal prepositions e.g.*at, on, in, since, for, before, to, past, until* and *by.*

b. Prepositions of place

Theprepositions which are used to show the relation of place are called prepositions of place or spatial prepositions e.g.*in, at, on, by, next to, beside, under, below, over,* and *above.*

c. Prepositions of direction and motion

When the prepositions are used to show the direction and motion, they are called prepositions of direction and motion e.g. *at, by, from, into, off, on, onto* and *out of.*

The preposition mentioned in the textbook of Grade Xare *in, on, at, to, from, with, by, about, over, under, off, of, for, about, across, among, beside, before, above, along, inside, between, around, behind, below, beneath, in front of , into, next to, out of, without, within* and *upon* . They are described in the text book and they are mentioned briefly in the next page:

On

On is used while talking about a particular day, date or part of a particular day. It is also used for expressing the relationship of contact. *On* is used before day or date. For example: Mary will go home *on* Saturday. There are few examples of prepositions used for contact and they are: The pen is *on* the desk.There is a notice *on* the notice board. Likewise, it describes close to a place. For example: There is a departmental store here *on* the main road.

In

In is used in a number of situations. It is used for seasons, months, years, decades etc. For example: In the days that followed her operation, she spent a long time in bed. Similarly it also indicates an area within enclosures or boundaries. For example: She is *in* the school. Likewise, it indicates volumes as well. For example: There are some oranges *in* this basket.

At

At is used with points or period of time, place, and definite point within an area. It is used for exact points of time: For example: at midday, at midnight and at 8.35.In the same way,it is used for place with a definite point in space. For example: He is at home. Similarly, it is also used for place of learning or work or worship. For example: They are at school.

By

By describes nearness (near somebody/something). For example: There is a desk by the chair. In the same way, it expresses the agent or doer in the passive. For instance: The bill has been passed by parliament.

Between

Between refers to an intermediate point in relation to two entities. For instance: R comes between Q and S in the English alphabet.

Among

Among is used to refer to an intermediate point in relation to more than two entities. For example:There was a cat among many dogs.

Through

Through is used for something with limits on top, bottom and the sides. For example: The driver drives through the tunnel. Likewise, it is used from one end or side of something. It is especially a channel or a passage of or a passage to the other. For example: The Bagmati River flows through Pashupati. Similarly, it is used from one side (of surface or screen) to the other. For example: You can see through the glass.

Round

Round is used for having something as the central point of circular movement, circling something. For example: The moon moves round the earth.Correspondingly, it is used for in or near (a place), approximation. It is used for surrounding somebody or something. For instance: He put his arms around her. Another example: He saw him around the office this morning.

Up and **down**

Up and down are used contrasts in terms of vertical direction. 'Up' refers to or in a higher position on something whereas 'down' means from a higher point on something to a lower one. For example: She climbed up a mountain. Another example: She climbed down a tree.

Along

Along is used to show contrast in terms of horizontal axis or direction which means from one end towards the other. For example: Walk along the street. (From one end to the other)

Across

Across is used for the other side of something. For example: My house is just across the street. Correspondingly, it is used for the meaning extending from one side to the other side of something. For example: There is a rainbow across the mountains. There is a bridge across the river.

Opposite

Opposite is used facing somebody or something. For example: Her house is opposite to mine.

Towards

Towards is used to express in the direction of somebody / something (but not directly to it). For example: They walked towards the wall. In the same way it is used to refer near a point in time. For example: It gets cooler towards evening.

Above

Above is used to express higher in rank, position, superior to. For example: A field marshal is above a general in rank. In the same way, it is used to express greater in number or value or weight or temperature. For example: This fish is above three kilos.

Over

Over is used incontact with, and covering someone or something. For example: There is a carpet over the floor. It is also used for position on the other side. For example: There is a short bridge over this river. In the same way, it indicates absence of contact; not touching a thing. For example: A lamp is hanging over the door.

Below

Below gives the sense of lower in terms of level. For example: The fish are below the surface.

Under

Under is used to express specific age. For example: This film is not meant for those under eighteen. It is used to State something or someone. For example: This road is under repair. Another example: The guests are sitting under a tree.

Beside

Beside is used to refer: next to, or by the side of. For example: The hut is beside the river.

Off

Off is used to express the separation down or away from a position on something. For example: John fell off a tree. Another example: Water gives off vapor if it is heated.

Behind

Behind is used to express the position (at the back of). For example: There is a park behind my house. Likewise, it is used in favor of or support of something or somebody. For example: The whole nation is behind its King.

With

With expresses the instrumental meaning. For example: Ram had broken the window with a stone. In the same way, it indicates the material or item used. For example: Fill the bowl with water.

To

To expresses state or condition (change of state). For example: We were moved to tears by her story. Another example could be: I go to London.

Into

Into is used to express the meanings. It is used for moving or moved to a point within an enclosed or volume. For example: Come into the house. Another example could be: He dived into the water. It is used for motion or movement within an area from outside. For example: He came into my room.

After

After is used to express the meanings. It is used in search of something. For example: She always runs after money. It is also used in a definite sequence. For example: U comes after T in alphabetical order. It is also used for representing time (later than). For example: He came here after 9 a.m.

From

From is used to express the meanings. It is used for origin or source. For example: This is a letter *from* my sister. It is also used for starting point that is place. For example: I will be flying to Hyderabad *from* Delhi. It is used for considering or judging. For example: *From* his appearance he seems to be innocent.

The above mentioned prepositions are used in the Grade X textbook. They give the researcher knowledge to choose the prepositions for test as this research is based on the test. This research provides us information how successfully the students have learnt these prepositions.

2.1.4.1 Types of Prepositions

According to Imam (2006, p. 177), there are six different kinds of prepositions. They are as follows:

1.   Simple Prepositions

A preposition which consists of one word is called simple preposition. For example: **at, by, in, through, over, under.**

> She is **at** home.
> The tree was cut down **by**her.
> He has passed **through** many troubles.
> This bridge is **under** repair.

2. Double Prepositions

Prepositions consisting two (or more than one) words are called double prepositions. For example: **Out of, up to, upon, next to**.

Why were you driven **out of** the park?

A voice came **from within** my heart.

She was selected **from among** sixty candidates.

3. Compound Prepositions

Compound prepositions are compound words formed by putting up prefixes before nouns and adjectives. For example, **across, along, behind, without, beside**.

Her house is **across** the river.

They walked **along** the river's bank.

She is standing **beside** me.

He has come **without** any clothes.

4. Phrase Prepositions

The prepositions like **in order to, an account of, in course of, on the point of, with reference to** are called phrase prepositions.

The patient is **on the point of** death.

It happened **in course of** conversations to reveal this secret.

Have you anything to say **with reference to** this question?

5. Participial Preposition

The prepositions like concerning, considering, regarding, during, pending etc. are called participial prepositions. Let us talk with the chairman **concerning** this matter.

Considering his age, he should be given heavy punishment.

They will go home **during** the puja holidays.

6. Disguised Prepositions

Disguised prepositions refer to the weakened forms of prepositions on or of. For example;

She went out hunting. (= on hunting)

It is 8 0'clock. (= of the clock)

He has gone a- fishing. (= on fishing)

2.1.5 Learning Achievements

Learning achievements represent performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus ofactivities in instructional environments, specifically in school, college, and university. As was noted by Lachman (1997), most textbook definitions of learning refer to learning as a change in behavior that is due to experience. This is essentially a very basic functional definition of learning in that learning is seen as a function that maps experience onto behavior. In other words, learning is defined as an effect of experience on behavior.Educationally, achievement may be defined (Niemi, 1999) as the mastering of major concepts and principles, important facts and propositions, skills, strategic knowledge and integration of knowledge. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, learning achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of learning achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of learning achievement depends on the indicators used to measure it.

Among the many criteria that indicate learning achievement, there are very general indicators such as procedural and declarative knowledge acquired in an

educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, learning achievement plays an important role in every person's life. In this paper test will be applied to determine the learning achievement of students.

2.2 Review of Empirical Literature

Under the Department of English Education, many researches on prepositions and other grammatical items have been carried out. Some of the studies which are more or less related to this study can be observed as follows:

Kaini(2010) did research on "The Proficiency in the Use of Compound Prepositions by Grade Nine Students". The main objectives were to find out the proficiency of grade nine students in the use of compound prepositions and to compare the degree of proficiency in terms of the gender school-type and its location.The total sample population of this study was eighty students. Four different schools were selected purposively out of them. There were two private and two community schools. From each of these schools ten boys and ten girls were selected using simple random sampling method. She found that in totality 54% students were above average and 40% students were below the average. In other words, the performance of the students was found to be satisfactory because the majority of them were above the average. The students from the urban area were more proficient than the students of the rural area. The proficiency of the girls was better than the boys in total. She suggested that Grade nine English textbooks lack sufficient lessons on compound prepositions. Adequate exercises need to be provided and practiced. More exercises should be added in the textbooks, so that the students can have enough practice of it.

This research is different from the above mentioned research. It does not only look after the compound prepositions but also other types of prepositions. It is also concerned with Grade X but the previously carried out research was for Grade IX which has not clearly distinguished between institutional and community schools whereas this research has made a difference identifying the gap of the learning achievement of prepositions between the two types of schools.

Likewise, Niraula (2010) conducted a research on "Proficiency in the use of Prepositions of Time by the Students of Grade Eight". The main objective was to find out the proficiency of the eighth graders in the use of prepositions of time and to compare in proficiency in terms of gender, district and type of test items. There were 160 students as the sample population of this study. The sample population was selected from 4 schools of Morang district and 4 of Dhankuta. The schools were selected purposively and the students were selected using simple random sampling technique. Ten boy students and ten girl students were selected from each school.The tools were prepared based on secondary sources, which consisted of 4 types of tests viz., multiple choice, and fill in the gap, cloze, and right or wrong. There were 20 items in each type of test and 80 items all together. He found that the average mark of the total students is 35.61%. It shows that the students of grade 8 are not proficientenough in the use of prepositions of time. He suggested that the girls and boys must be treated equally in teaching English since they are almost equally proficient.

This research has only mentioned prepositions of time but this researchhas discussed on the prepositions of time, place, direction and movement as well. The above mentioned research includedGrade VIII as population but this research is concerned with Grade X.

Similarly, Neupane (2011) carried out a research entitled "The Effectiveness of Pictures in Teaching English Prepositions". The main aim was to find out to

find out the effectiveness of pictures in teaching English prepositions.The researcher selected three schools as a research area of his study by using purposive sampling procedure and selected 30 students of grade seven by using the same sampling procedure. A set of different test items was used as major tool for data collection. It carried out 50 marks. The findings were that Group 'A' has 25.40 average increment percentages and Group 'B' has 18.14 average increment percentages. So, Group 'A' has greater average increment percentage than Group 'B' that is by 7.26. Since the students taught through pictures performed better than the students taughtwithout using pictures, teaching prepositions through pictures is found to be more effective than teaching without using pictures.

The above mentioned research is experimental method because the researcher has taught the students whereas in this research the researcher has taken only achievement test as using the survey method.

In the same way, Paneru(2011) conducted a research on "Effectiveness of Communicative Activities in Teaching English Prepositions". The main aim was to find out the effectiveness of communicative activity in teaching English preposition in terms of time on task analysis and analysis of individual score on progressive tests, pre-test, and post-test. As the main tools for data collection, the researcher basically used test items.The test items included the pre-test, time-on-task tests, progressive tests and the post-test.The researcher purposively selected Shree Baisnavi Secondary School of Kathmandu district as a research area of his study. The researcher selected all the students of grade eight from the same school through non-random sampling procedure in order to carry out this research. He has concluded that the communicative activities contribute for the student's progress in teaching and learning English prepositions. He found thatThe scores of the students on the pre-test were recordedaround the average score of 10.22 out of 40 asfull marks, whereas thescores of the students on the post-test were recorded around the average score of 21.75 out of 40 as full marks. He suggested that communicative

activity can minimize the monotony of classroom situation as the students get involved in learning activities. In this regard, while teaching English prepositions, communicative activities should be given priority as much as possible.

The above mentioned research is focused towards communicative activities whereas this research is focused about the comparison between the institutional and community schools in the field of prepositions.

Further, Yadav(2011) did his research on "Errors Committed by Grade Nine Students in the Use of Prepositions". The main aim was to identify the errors in the use of prepositions committed by nine graders and to describe the errors. Judgmental sampling procedure was adopted to select the Government aided school of Ramechhap district. Fishbowl draw procedure was used to select eighty students studying at grade Nine of Shree Kamala Devi H. S. S. Namadi-4, Ramechhap.A set of test items was used as the main research tool for collecting the primary data. He found that in totality, sixty percentage students committed errors in attempting performance oriented test items in comparison to competence oriented test items. He suggested that teaching English prepositions should start from the concepts rather than the word giving the equivalent Nepali meaning, as is being practised in schools of Nepal. Special attention should be given to the point that the students acquire the concepts first and then they should be made to understand the prepositions in terms of their conceptions.

Likewise, Mourssi and Hilali (2015) carried out a research work aimed to provide empirical evidence in relation to test hypotheses emerging from language transfer and thus contribute to the advancement of theory on Second Language Acquisition. In addition, to find a suitable teaching technique, this can be used successfully in the acquisition of L2 prepositions.Quantitative analyses were followed for all target-like forms and the non-target-like forms of prepositions produced by the samples in 120 written texts. In order to

explore interlanguage phenomena and the influence of L1 in acquiring L2 prepositions, a full two writing texts were collected from each sample in the two groups. In addition, worksheets were prepared for the experimental group to get a real chance for meta-linguistic feedback and the face-to-face interaction with ALEs inside the classroom. The research can concluded that there is a very clear impact of L1 on the acquisition of L2 prepositions. The technique of meta-linguistic feedback besides the face-to-face interaction and memorization of common prepositions usage might be the most efficient methods of teaching and learning L2 prepositions

The above mentioned research has focused how the second language learners learned prepositions and the teachers taught the learners whereas this research is focused towards the status of Grade X students on prepositions.

2.3 Implications of the Study

The researcher developed a concept on research process and methodological tools which would be very beneficial to his research work. The studies related to previous theses helped the researcher to get the concept on how to analyze obtained data, presentation of data and conclusion and many more. The review work is briefly presented here:

Kaini(2010) carried out a research to find out the proficiency of grade IX students in the use of compound prepositions and to compare the degree of proficiency in terms of the gender, school-type and its location. While going through this research, the researcher got some ideas to make objectives, determine the research design, method and procedures. The researcher got the idea that methodological procedures of any research must be sequential and systematic.

The study of Niraula (2010) aimed tofind out the proficiency of the eighth graders in the use of prepositions of time and to compare in proficiency in terms of gender and type of test items. This research helped the researcher to

identify status of grade eight students in using prepositions of time and that was beneficial to predict the improvement of their proficiency in Grade X students.

Similarly, Neupane (2011) carried out an experimental research to find out the effectiveness of pictures in teaching English prepositions. From his research, the researcher found that the pictures were effective materials for teaching prepositions. The pictures couldalso be beneficial for the learning achievement on prepositions of students.

Likewise,Paneru(2011) carried out a research to find out the effectiveness of communicative activity in teaching English preposition in terms of time on task analysis and analysis of individual score on progressive tests, pre-test, and post-test. This research helped the researcher to learn that communicative activity would be essential to break the monotony of classroom. This activity could be used to get the learning achievement on prepositions.

Moreover, Yadav (2011) carried out a research work aimed to identify the errors in the use of prepositions committed by nine graders and to describe the errors. From this research, the researcher learned the traditional method such as grammar translation method would not be sufficient to make the students understand about prepositions. Teaching English preposition by new methods such as inductive method and so on improves the learning achievement on prepositions of the students.

In the same way,Mourssi and Hilali (2015) carried out a research to find a suitable teaching technique and this can be used successfully in the acquisition of L2 prepositions. This research helped the researcher to learn that preposition can be taught using meta-linguistic feedback and the face-to-face interaction. This method will enhance the capacity of the learning achievement of Grade X students. This was also helpful to conduct achievement test in the selected school.

Most of the studies carried out so far as survey and experimental studies and made use of tests, questionnaire, test and interview as the researcher tools. In this sense, the researcher's study is similar to those studies because his study also makes use of test as the research tool based on the survey research design. Therefore, these all researches were beneficial for his proposed study. This research gives information about achievement on prepositions of Grade X students in Kathmandu valley and this is different than the researcher viewedbecause it gives the Grade X student's competencies of using prepositions which were lacking in those researches.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his conceptualization of the relationship between different variables. After the intensive study of a number of theories and researches, the researcher has come up with a conceptual framework which can be diagrammatically designed as follows:
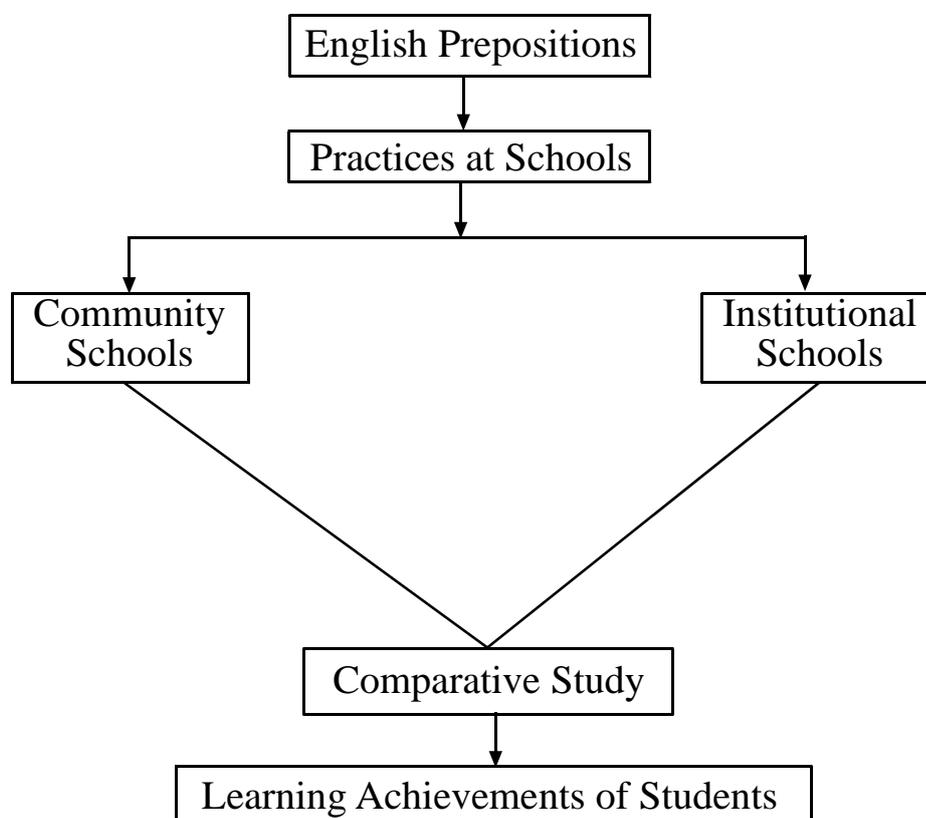
CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological aspects of the data collection during the research work. The methodology that is used to carry out this research study is described in this section.

3.1 Design of the Study

This research is a survey research. The survey research is usually used to find out the fact by collecting the data directly from the sample population.

Cohen, Manion and Morrison (2007, p. 205) write, " surveys gather data on a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events."

The survey research is the most commonly used as the descriptive method in an educational research. The main purpose of carrying out the survey research was to obtain a snapshot of conditions, attitudes and or events at a single point in time. In general, it required responses directly from respondents of large population. It demanded various tools such as questionnaire, observation, interview etc. to collect the data from the samples.

There were various reasons that the researcher used the survey design to accomplish his study. This study design was very useful to study learning achievement of Grade X students on prepositions. It required a wide coverage which made the research reliable. The sample population was selected from the wide range of population so the findings were generalized to the whole population. The data were collected at a single point of time using questionnaire and test score of the children so that the information was gathered from a large number of populations. This helped to expand the theoretical knowledge and their learning achievements on prepositions

3.2 Population, Sample and Sampling Strategy

The population of this study consisted of all the Grade X students of Kathmandu and Lalitpur districts. Since it was a small scale study, it was difficult to collect the data from each and every member of the respondents. Therefore, sample consisted of two institutional schools and two community schools from the Kathmandu and Lalitpur districts. School A and B were institutional schools and School C and D were community schools. Altogether four schools were selected from this study and from each school twenty students were selected as sample using purposive non-random sampling procedure. The researcher chose the survey research because its results provided a snapshot of the attitudes and behaviors – including thoughts, opinions, and comments – about your target survey population. This valuable feedback was the baseline to measure and establish a benchmark from which to compare results over time. In this research, it was needed to compare between institutional and community schools.

3.3 Research Tools

Research tools are essential parts to collect the data for any research study. To develop the tools for the study, the researcher first selected different prepositions which were based on their course of study. He conducted tests using a set of questions.Then, he divided the questions in different groups. 'Group-A'includedfilling the blanks with prepositions of time in, on and at.'Group-B'included filling the blanks with prepositions of place in, on and at". 'Group-C'containedchoosing the correct prepositions among (for, during, through, over, out, with, by, until, to and into)". 'Group-D'comprised choosing the correct prepositions.'Group-E'included completing the exercise with the correct prepositions. 'Group-F' contained looking at the pictures and completing the given sentences using suitable prepositions. (Off, behind, opposite, along, onto, across, beyond, towards, through and in front of)". 'Group-G' includedcorrecting the mistakes of the sentences to be given. The

questions were relevant, manageable, substantial and original. The research tests were used for assessment. The research questions were clear and simple. It was made interesting by putting pictures in some questions.

3.4 Sources of Data

As this research was a field-based research, the researcher used the primary sources of data more. Some basic secondary sources of data were also used.

3.4.1 Primary Sources of Data

The primary sources of data were selected from eighty students of Grade X. The targeted schools were two community schools and the same number of institutional schools.

3.4.2 Secondary Sources of Data

Regarding the secondary sources of data collection, the researcher consulted numerous authentic source books for this study. The books that he consulted here include Cohen et al (2007), Harmer (2008), Richard and Rodgers (2014), Huddleston (2012),Thornbury(1999),Lindstromberg (2010) and so on apart from them English textbook of Grade X for the purpose of data collection. The data from these sources gave the knowledge of grammar to the researcher. This research is related to prepositions which is a part of grammar that's why it is essential to use grammatical items and parts of speech.

3.5 Data Collection Procedures

The primary data of this study were collected by conducting tests.The following steps were followed for the collection of data:

First of all, the researcher prepared a set of questions related to learning achievements of Grade X students on prepositions.

He went to the real field and built a rapport with the school administration, teachers and students. He explained the purpose of his study. He met the

students, distributed the questions and requested them to answer the questions with required instructions. If they felt any confusion regarding the questions, he clarified them. He provided half an hour time to complete the questions to the students. At the end, he collected the set of questions with answers from the respondents and thanked them.

3.6 Data Analysis Procedures

The collected data through the test were analyzed using descriptively and simple statistical tools.

3.7 Ethical Considerations

This part should be taken into consideration while conducting research on any event or issues. Therefore, the researcher maintained the ethic in the following steps of the research.

Prior to conducting the study: The researcher kept in mind regarding the permission of the selected schools and the participants. He gave due respect to the selected site without thinking a short term benefit of the study.

Beginning the study: The researcher identified the research problems that were as much as practicable to the participants to sign on the consent from as their interest, not compulsorily. He valued to each aspect of participants.

Collecting data: The researcher made participants sure regarding the confidentiality of the name and fame and got the data by respecting their individual potentiality while answering the questions. He made them little disturb avoiding the unnecessary information. Furthermore, herewarded the participants in order to get the required data if the context was appropriate.

Analyzing data: After collecting the data, the researcheranalyzed the data objectively by maintaining the privacy of collected information between him and selected participants.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data. The data were obtained through the test items using the survey research design. The collected data were analyzed and interpreted descriptively and analytically with the help of statistical tools.

4.1 Analysis of Data and Interpretation of Results

In order to achieve the objectives of the study, the required data from the students were collected, checked and systematically tabulated. Likewise, the learning achievement of the students was analyzed and interpreted both descriptively and statistically for the fair and accurate analysis and interpretation as far as possible. The data collected from the students were analyzed under the following headings:

I.   **Holistic Analysis and**

II. **Item Analysis**

4.1.1 Holistic Analysis

Table 1

Holistic analysis of learning achievement of Grade X students on prepositions

Total Sample	Total Average Score	Above Average		Below Average	
		No of Students	Percentage (%)	No. of Students	Percentage (%)
80	30.68	43	53.75	37	46.25

The Table 1states that the total average marks of all schools was 30.68.The research test contains 50 marks. The number of students who scored above total average was 43. It was 53.75%of the total students. The number of

students who scored below total average was 37. It was 46.25% of the total students. This indicates that the learning achievement of Grade X students was satisfactory because the number of students getting above average marks was greater than the students getting below average marks.

Table 2

Comparison of institutional and community schools through the achievement test

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Institutional Schools	40	30.68	34	85	6	15
Community Schools	40		9	22.5	31	77.5

The Table 2 reveals the information that the average score was 30.68 from each school. 34 students from the institutional schools and 9 students from the community schools scored above average marks. There were 85% students of the institutional schools and 22.5% students of the community schools scoredabove the average in all the research test items. The number of students who scored below average marks was 6 in the institutional schools whereas 31 in the community schools. 15% students of the institutional schools scored below average marks whereas 77.5% students of community schools scored below the average marks. Hence, it can be concluded that the students of institutional schools performed better than the students of the community schools.

Table 3

Comparison of total average marks of institutional and community schools

Schools	Total Sample	Total Average Score
Institutional Schools	40	38.95
Community Schools	40	22.42

This Table reveals that the total average marks obtained by the students of the institutional schools was 38.95 and the total average marks obtained by the students of the community schools was 22.42. Therefore, learning achievements of prepositions of the students of the institutional schools were better than the community schools.

Table 4

Comparison of total average marks between Schools

S.N	School	Total Sample	Total Average Score
1	School A	20	40.65
2	School B	20	37.25
3	School C	20	26.85
4	School D	20	18

The Table 4 indicates that the total average score of School A was 40.65. The total average score of School B was 37.25. The total average score of School C was 26.85. The total average score of School D was 18. Thus, it shows that School A has best result in comparison to other schools.

4.1.2 Item wise Analysis

The first purpose of the study was to examine the level of learning achievement of Grade X students on prepositions. The data obtained from standardized test-items were analyzed. The students' performance in the prepositions achievement test was categorized into seven items.

Now, each item is analyzed and interpreted separately

Table 5

Analysis of learning achievements of Grade X students on prepositions in Item 'A' (Fill in the blanks with prepositions of time in, on and at)

Total Sample	Total Average Score	Above Average		Below Average	
		No of Students	Percentage (%)	No. of Students	Percentage (%)
80	3.84	50	62.5	30	37.5

The Table 5 reveals that the total status of Grade X students on prepositions in Item 'A'. There were five fill in the blanks carrying five marks in total. The students obtained 3.84 total average marks. The number of students who scored above total average was 50. It was 62.5% of the students. The number of students who scored below the total average was 30. It was 37.5% of students. The total sample was of eighty students. This indicates that the student's achievement was satisfactory.

Table 6

Comparison of learning achievements between institutional and community schools in Item 'A'

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Institutional Schools	40	3.84	28	70	12	30
Community Schools	40		22	55	18	45

The finding recorded in Table 6 shows that there were 40 students from the institutional schools and the same number of students were taken from the community schools. The number of students above the total average was 28 in the institutional schools and 22 in the community schools. 70% students of the

institutional schools scored above average in item 'A'.55% students scored above average marks in item 'A'. The number of students below the average marks was 12 in the institutional schools. The number of students below the average marks was 18 from the community schools. 30% students of institutional schools scored below the average marks. 45% students of community schools scored below the average marks. Therefore, thecomparison reveals that in Item 'A', the students of institutional had better result than the students of community schools.

Table 7

Analysis of learning achievement of Grade X students on prepositions in Item 'B' (. Fill in the blanks with prepositions of place in,on and at)

Total Sample	Total Average Score	Above Average		Below Average	
		No of Students	Percentage (%)	No. of Students	Percentage (%)
80	3.27	40	50	40	50

The information presented in Table 7 reveals that the total average of Grade X students of both schools was 3.84. There were five fill in the blanks carrying five marks in total. The number of students who scored above total average was 50. It was 62.5% of the total students. The number of students who scored below the total average was 30. It was 37.5% of the total students. This shows that the student's performance was satisfactory.

Table 8

Comparison of learning achievements between institutional and community schools in Item 'B'

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Institutional Schools	40	3.27	27	67.5	13	32.5
Community Schools	40		13	32.5	27	67.5

TheTable 8 states that there was same number of students that is 40 in both schools. The number of students above the total average was 27. It was 67.5% of students in the institutional schools. The number of students above the total average was 13 in the community schools. It was 32.5% of students. The number of students below the average marks was 13. It was 32.5% of students in the institutional schools. The number of students below the average marks was 27 in the community schools. It was 67.5% of students in thecommunity schools. Therefore, this reveals that in Item 'B' the students of institutional schools had better result than the students of community schools.

Table 9

Analysis of learning achievements of Grade X students in Item 'C'(Fill in the blanks with choosing the appropriate prepositions from the box below

For, during, through, over, out, with, by, until, to, into

Total Sample	Total Average Score	Above Average		Below Average	
		No of Students	Percentage (%)	No. of Students	Percentage (%)
80	6.43	49	61.25	31	38.75

While analyzing the Table 9 it has been found out the total average score of schools was6.43.The total marks of this Item was 10 marks.The total sample population was eighty students. The number of students who scored above the total average was 49. It was 61.25%of the total students. The number of students who scored below the total average was 31. It was 38.75%. This indicates the students' achievement was sufficient because majority of them was above the average score.

Table 10

Comparison of learning achievements between institutional and community school in Item 'C'

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Institutional Schools	40	6.43	36	90	4	10
Community Schools	40		13	32.5	27	67.5

The Table 10 indicates how item 'C' was responded in the test.There were 36 students in the institutional schools who scored above the average marksand 13 students scored above the average marks in the community schools. From the institutional schools, there were 90% students who scored above the average score in item 'C'. From the community schools there were 32.5% students who scored above the average score in item 'C'. There were 4 students who scored below the average marks in the institutional schools. There were 27 students who scored below the averagescore from the community schools. 10% students of the institutional schools scored below the average marks. 67.5% students of the community schools scored below the average marks. Thus, this indicates that in Item 'C' the institutional schools 'students were moreproficient than the community schools' students.

Table 11

Analysis of learning achievement of Grade X students on prepositions in Item 'D' (Choose and underline the correct prepositions)

Total Sample	Total Average Score	Above Average		Below Average	
		No of Students	Percentage (%)	No. of Students	Percentage (%)
80	5.85	41	51.25	39	48.75

The Table 11 presented thatthere were 80 students from Grade X.The total marks of this item are 10 marks**.**The total average score of all students was 5.85. 41students scored above the average marks. It was 51.25% of the total students. 39 students scored below the average marks. It was 48.75% of students. This shows the students' performance was satisfactory.

Table 12

Comparison of learning achievements between institutional and community schools in Item 'D'

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Institutional Schools	40	5.85	32	80	8	20
Community Schools	40		9	22.5	31	77.5

The finding in Table 12 shows that there were 40 students from each school. 32 students and 9 students scored above the average marks from the institutional schools and community schools respectively. 80% students of the institutional schools scored above the average score in item 'D'. 22.5% students scored above the average score in item 'D'. 8 students from the institutional schools and 27 students from the community schools scored below the average marks. 10% students of the institutional schools scored below the average marks.

77.5% students of the community schools scored below the average marks. Therefore, this reveals that in Item 'D' the students of institutional schools were found better than the students of community schools.

Table 13

Analysis of learning achievements of Grade X students on prepositions in Item E (Complete the exercise with the correct prepositions)

Total Sample	Total Average Score	Above Average		Below Average	
		No of Students	Percentage (%)	No. of Students	Percentage (%)
80	2.77	47	58.75	33	41.75

While observing the Table 13 it has found that the total average score of schools was 2.77. This test item includes five marksrelated to Filling in the blanks. 58.75% of students which were 47 students from Grade X scored above the average scores. The number of students who scored below the total average score was 33. It was 41.75% of students. The total sample was eighty students. This indicates the students' achievement of Grade X was moderate.

Table 14

Comparison of learning achievements between institutional and community schools in Item 'E'

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Institutional Schools	40	2.77	39	97.5	1	2.5
Community Schools	40		8	20	32	80

The findings recorded in Table 14 shows that there were 40 students from the institutional schools and the same number of students were taken from the community schools. The number of students above the total average score was

39 in the institutional schools and 1 in the community schools. 97.5% students of the institutional schools and 20% of students of the community schools scored above the average score in item 'E'. The number of students below the average marks was 1 in institutional schools and 32 from the community schools. The number of students below the average marks was 32 from the community schools. 2.5% students of institutional schools scored below the average marks. 80% students of community schools scored below the average marks. Therefore,this reveals that students of the institutional schools were better in accomplishing item E than the students of the community schools.

Table 15

Analysis of learning achievements of Grade X students on prepositions in Item 'F' (Look at the pictures and complete the given sentences using suitable prepositions as given in the box below.).

Off, behind, opposite, along, onto, across, beyond, towards, through, in front of

Total Sample	Total Average Score	Above Average		Below Average	
		No of Students	Percentage (%)	No. of Students	Percentage (%)
80	5.41	38	47.5	42	52.5

TheTable 15 reveals that the total average obtained by all students of Grade X was 5.41in item 'F'.This test item contains ten marks in total. There were 38 students who scored above the average score. It was 47.5% of total students. The number of students who scored below the total average score was 42. It was 52.5% of the total students. This indicates the learning achievement of Grade Xwas satisfactory.

Table 16

Comparison of learning achievements between institutional and community schools in Item 'F'

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Institutional Schools	40	5.41	32	80	8	20
Community Schools	40		6	15	34	85

The information presented in Table 16 reveals that there were 40 students from the institutional schools and the same number of students was taken from the community schools. The number of students above the total average score was 32 in the institutional schools and 6 in the community schools. 80% students of the institutional schools scored above the average marks in item B. 15% students scored above the average score in item 'F'. The number of students below the average marks was 8 in the institutional schools. The number of students below the average marks was 34 from the community schools. 20% students of the institutional schools scored below the average marks. 80% students of the community schools scored below the average marks. Therefore, this reveals that the students of institutional schools were more proficient in item 'F' than the students of community schools.

Table 17

Analysis of learning achievements of Grade X students on prepositions in Item 'G' (Correct the mistakes of the sentences using appropriate prepositions and make them sensible.)

Total Sample	Total Average Score	Above Average		Below Average	
		No of Students	Percentage (%)	No. of Students	Percentage (%)
80	3.13	43	53.75	37	46.25

The above Table shows that the total average score of schools was 3.13. There were five questions carrying one mark for each question. The number of students who scored above the total average score was 43. It was 53.75%. The number of students who scored below the total average score was 37. It was 46.25%. . This indicates the students' learning achievement was moderate while accomplishing Item 'G' from the research test items.

Table 18

Comparison of learning achievements between institutional and community schools in Item 'G'

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
Institutional Schools	40	3.13	35	87.5	5	12.5
Community Schools	40		8	20	32	80

The Table 18 also clarified that there were altogether 80 students. Amongthem the 40 students were from the institutional schools and the same number of students was from thecommunity schools. The number of students who scored above the total average score was 35 in the institutional schools whereas 5 in the community schools. 87.5% students of the institutional schools scored

above the average score in item G. 20% students of the community schools scored above the average score in item 'G'. The number of students who scored below the average marks was 5 in the institutional schools whereas 32 in the community schools. 12.5% students of the institutional schools and 80% students of the community schools scored below the average marks. Hence, it can be concluded that the students of the institutional schools performed better than the students of the community schools while accomplishing the item 'G'.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher has presented the findings, conclusion and the implications of the study on the basis of presentation, analysis and interpretation of the collected data.

5.1 Findings

As stated under the limitations of the study, the research was confined to only eighty students of Grade X of institutional and community schools in Kathmandu and Lalitpur districts. Four schools were taken as the sample for the study. Out of them, two schools were community and the rest two were institutional schools. The major focus of the study was to identify the achievement of Grade X students on prepositions. Therefore, the researcher collected the written data through test items and analyzed them to find out the achievement. He also checked the answers thoroughly given by the students.

This study is only an attempt of the researcher to find out the achievement of the students in the use of prepositions. Therefore, he cannot claim that the present study is conclusive in finding out the total achievement of the students. The major findings are mentioned below:

i)   53.75% students were found above the average score and 46.25% students were below the average score. Majority of the students were found satisfactory. So, it can be said that the performance of the students was identified satisfactory.

ii) While comparing the two types of schools, the students from the institutional schools were more proficient than the students of the community schools. The average score of institutional schools was 38.95 whereas the average score of community schools was 22.42.

5.2 Conclusion

The researcher derived the conclusions after the analysis and interpretation of the data collected from the students. It was found that the students of community schools were less conscious on the use of prepositions than the students of institutional schools. Similarly, among the institutional schools as well, the level of awareness of students was not same. The students of School A were more aware than the students of School B.

The researcher also came to the conclusion that more theoretical exposure as well as practice is required to be provided for the students to increase their achievement of prepositions. Similarly, more researches should be carried out in the field of achievementof prepositions of students of the school level.

5.3 Recommendations

On the basis of the findings of the research work, the researcher would like to recommend policy level and pedagogical implications that are categorized into three major types which are presented below:

5.3.1Policy Level

The present research is an attempt to find out the achievement of students in the use of prepositions and suggests some implications for the policy level so that prepositions can be given a good place in the school level curriculum and textbooks. The implications of this research for policy level are presented in points below:

1. Adequate practice exercises about the use of prepositions should be included in the textbooks of Grade X. Since community schools students are found weaker. So, the students of community schools must be involved in learning English prepositions with additional books related to English Grammar.

2. The teachers should be trained in order to use prepositions properly. So, they should be provided regular training on how to teach grammar effectively. In community schools, teachers should be provided enough training.

3. In community schools, more facilities such as effective teaching materials, audio visual aids, and economic support should be provided to uplift their conditions.

4. The students of community schools are found less familiar with the use of prepositions than the students of the institutional schools. Therefore, school supervisors should visit schools frequently and help them with the problem in teaching grammatical items.

5.3.2 Practice Level

The research was carried out with the aim to identify the status of learning achievement of Grade X students on prepositions in the school level. Therefore, this study helps in the daily teaching learning activities of the schools. The teachers and school administration can benefit a lot if the findings and recommendations will be followed. This research has the following implications in the practice level.

1. These kinds of achievement tests must be taken to identify their statusof learning achievement of students onprepositions so that the use of prepositions should not be neglected while teaching writing as it is one of the important components of teaching and learning English.

2. The teachers are required to devise enough exercises on prepositions and use them in the classes. This will provide maximum practice to the students to boost up their leaning.

3. They should use appropriate teaching materials and techniques of teaching prepositions as far as possible.

4. They should correct the mistakes on prepositions immediately and should suggest the students to use them correctly.

5. Besides the textbook, the teachers should collect some extra books on the use of prepositions to make the students practice more.

6. The knowledge of the prepositions should be checked frequently through various tests and examinations as same as the achievement test carried out by the researcher.

7. More exposure should be provided to the students in order to make them well aware about the use of prepositions.

5.3.3 Further Research

The research is equally important to the further research works that will be carried out in future in the field of grammar and prepositions. The implications of this research for the further research are as follows:

1. More researches should be carried out in the field of prepositions with special focus on students' learning achievement since the findings of this study are only the questions of half an hour. That's why further research could be done by taking much more time and covering every aspect of prepositions.

2. Any research work that is carried out about writing skills should include prepositions as well so that this research can be beneficial to those researchers.

3. This study was conducted in the Kathmandu and Lalitpur districts. It was limited to only 80 students. So, it cannot be claimed that the findings of the study were applicable to all the schools and all the students of Nepal in teaching prepositions. Therefore, it is suggested that further researches in different schools should be carried out and a large number of students should be involved to make the findings more reliable and valid.

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APPENDIX II

School 'A'

Name of the students	Item A	Item B	Item C	Item D	Item E	Item F	Item G	Total
Raja Shrestha	5	4	8	7	3	10	5	42
RitikaMaharjan	5	5	8	7	3	10	5	43
Rabin Thapa	3	1	7	7	3	9	4	34
Ram Chandra Chaudhary	3	5	7	5	3	9	4	36
Roshan Adhikari	5	5	8	6	3	8	4	39
Anjila Bhattrai	5	5	8	7	3	10	3	41
Ananda Pandey	3	4	7	6	3	2	2	27
Sneha Maharjan	5	5	8	7	3	10	4	42
Priya Awasthi	5	4	10	9	5	10	4	47
Sushma Rawat	5	4	7	7	5	10	4	42
Manisha Kushwaha	5	4	7	7	5	10	4	42
Reetu Yadav	5	4	7	5	5	10	4	40
Pratik Maharjan	5	5	8	7	3	9	4	41
Raman Aryal	5	5	10	9	5	8	5	47
Rehana Shahi	4	4	10	7	4	9	4	42
Manisha Gautam	5	1	10	8	4	10	4	42
Angel Ale Magar	3	1	7	9	3	5	5	33
Srijana Dangi	5	4	8	4	2	10	3	36
Sovit Lekha	5	5	10	10	5	10	4	49
Suruchi Sharma	4	5	10	9	5	10	5	48

School 'B'

Name of the students	Item A	Item B	Item C	Item D	Item E	Item F	Item G	Total
Sabita Gurung	3	3	6	4	4	2	4	26
Mandira K.C	3	3	8	7	3	8	4	36
Samjhana Tamang	3	2	7	5	3	6	4	30
Puja Limbu	4	4	6	5	3	2	4	28
NituJayaswal	4	5	8	7	4	7	3	38
PramilaOjha	4	4	6	5	4	4	3	30
AnishaTamang	4	2	6	5	3	3	4	27
Pal Rai	3	4	7	7	3	10	4	38
Aaron Rai	3	4	10	6	5	5	4	37
PahechanLimbu	4	1	10	9	4	10	4	42
PranayMagar	3	3	10	9	3	8	5	41
Prashant Lama	2	4	9	9	3	9	5	41
Bin Raj Gurung	4	1	10	9	3	10	4	41
Prajwal Raj Giri	2	4	7	8	3	8	4	36
Alisha Gururng	4	3	8	8	3	7	5	38
Deepika Shankar	4	3	8	6	3	5	5	34
AjitThapa	5	3	9	8	3	6	4	38
YouthenWaiba	4	5	10	8	3	10	4	44
PrisilaSambahangphe	5	5	10	10	5	10	5	50
SmritiRai	5	5	10	10	5	10	5	50

School 'C'

Name of the students	Item A	Item B	Item C	Item D	Item E	Item F	Item G	Total
AmanTamang	4	4	10	8	4	10	4	44
Swostika Rai	2	2	3	0	2	4	3	16
Dev Raj Rai	4	3	6	3	2	0	4	22
Bibek Kumar Yadav	4	5	10	3	2	4	4	32
Dipesh Raj Baruwal	4	4	10	2	2	4	4	30
Manju Jimba	2	3	6	4	1	3	1	20
Laxmi Oli	5	4	1	4	2	3	1	20
Deepa Karki	4	2	6	4	2	4	3	25
Gaurav Khatri	3	4	9	8	2	7	4	37
Sabin Karki	3	4	10	8	4	10	4	43
Prasanna Khati	5	2	2	6	1	3	4	23
Suraj Ghimire	5	3	1	5	1	3	1	19
Ajit Bhattarai	3	4	10	7	4	9	3	40
Babita K.C	2	3	6	2	1	1	1	16
Tibrata Thapa	2	3	8	5	1	1	3	23
Sunita Shrestha	5	3	7	5	3	4	4	31
Saraswati Tamang	5	4	3	6	2	0	1	21
Subina K.C	3	2	8	7	1	0	2	23
Milan Khadka	3	2	6	4	2	4	3	24
Rupen Shrestha	3	3	7	5	3	4	3	28

School 'D'

Name of the students	Item A	Item B	Item C	Item D	Item E	Item F	Item G	Total
Sunita Gurung	2	1	1	5	0	2	0	11
Barsha Thakuri	5	3	4	4	1	4	3	24
Jina Gurung	2	2	3	4	1	2	0	14
Bikash Thapa Magar	2	4	4	3	2	0	0	15
Dipesh Panday	4	1	1	5	2	1	2	16
Babita Balami	4	2	3	1	1	0	1	12
Swostika Gautam	5	3	8	5	4	5	1	31
Mamta Tamang	5	3	8	5	4	6	1	32
Karishma Basnet	5	3	8	5	4	6	1	32
Ashmita Shrestha	4	4	3	3	1	0	1	16
Dhauti Dhant	5	3	4	5	0	0	1	18
Sajina Lama	4	4	3	0	1	0	1	13
Purshotam Pyakurel	2	5	0	3	2	0	2	14
Rajaram Dahal	4	1	1	8	2	0	2	18
Aashish Lama	3	1	2	5	1	1	2	14
Sumit Bhandari	3	1	2	5	1	1	2	15
Nishan Tamang	5	4	0	8	2	1	2	22
Subash Bal Tamang	4	1	0	5	2	1	3	16
Sagar Magar	2	3	0	3	2	3	3	16
Ram Kishor Khawas	3	1	1	2	2	3	1	13