

# **CHAPTER ONE**

## **INTRODUCTION**

The present study seeks to make an evaluation of proficiency of grade nine students in the use of compound prepositions. This chapter consists of general background, importance of the English language, importance of grammar, word classes, English prepositions, compound prepositions, literature review, hypothesis of the study, objectives of the study and significance of the study.

### **1.1 General Background**

Language is a means of human communication through which we express our thoughts, feelings, emotions, desires and ideas. It is a unique property of human beings which makes them different from animals. Language is a voluntary vocal system of human communication a versatile tool that people use to fulfill their basic needs. Language is needed for human existence. No human civilization is possible without language. Language is used in our society to establish relationship among the human beings.

According to Sapir (1978, p. 8), "Language is a primarily human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". Similarly, Wardhaugh (1972, p. 3) says, "Language is a system of arbitrary vocal symbols used for human communication" (as cited in Brown, 1994, p. 4). In every language, vocal sounds are organized systematically and languages have their own system of arrangements. OALD (1996, p. 662) defines language as "the system of sounds and words used by human beings to express their thoughts and feelings." The sounds and words in speech utterances are always structured in a particular way.

Language is a phenomenon, which we use in the society to express our ideas and feelings, by means of which we establish relationship in the society. Robins (1989) defines language as,

a universal and recognizable part of human behaviour and of the human faculties, perhaps one of the most essentials to human life as we know it, and one of the most far reaching of human capabilities in reaction to the whole span of mankind's achievements.

Every language has its own grammatical system which directs the correct form of the language in speech as well as in written form. Thus, language, the unique and living phenomenon, is the gateway of communication through which human beings can express their feelings, thoughts, ideas and curiosities. A language lives so long as there are people who speak it and use it as their native tongue.

### **1.1.1 Importance of the English Language**

It is believed that more than 6000, distinct languages are used in the world today. Among them, English is the most widely used language in the world. It is the most prestigious lingua franca in the world. It is emerging and has already been accepted as the global language. It is regarded as the main language of international communication. The internet and e-mail services are carried out mainly in English. It is one of the UNO languages and widely used in different parts of the world. As stated in the American Heritage Dictionary, English is the language of 'Indo-European' family. It belongs to the west Germanic sub-branch of

the Germanic branch. It is spoken by about 350 million people in the world as a native language and a second or foreign language.

Wren (1989, p. 202) says that

the vast expansion of English culture and commercial influence in many parts of the world, together with the more recent dominance of the material civilization of the United States of America has suggested to many that English might become the international auxiliary language of the world.

The lines clearly show the importance of the English language for the developing countries in present time. Countries that have English as the national language are far more ahead in trade business and modern technologies. Most of the important books of the world are written in English. So, it is very important for the developing nations like Nepal to know English to develop herself. In Nepal, the English language is taught as a compulsory subject up to bachelor level and most of the private schools use the English language as a medium of instruction.

### **1.1.2 Importance of Grammar**

Grammar is the science that deals with the rules and practices observed to write and speak a language in the correct form. It is the backbone of the language. Oxford Advanced Learners Dictionary (1996, p. 517) defines grammar as "the rules in a language for changing the forms of words and combining them into sentences."

Lado (1977, p. 244) says "a grammatical pattern is more than any single utterance since it is the mould from which countless utterances can be

produced. If grammar means the underlying principle, then none can handle the language without the knowledge of grammar". Similarly, Crystal (1994) defines grammar as "an account of the language possible sentence structure, organized according to certain general principles."

According to Palmer (1971), it is grammar that makes language so essentially a human characteristic. To quote Richards et al. (1985, p.125), grammar is "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." Thus, grammar is the description of the structure of a language that allows us to form completely different sentences. Without grammar study grammatically correct sentences cannot be formulated. The sound knowledge of grammar is inevitable for the language learners. Grammar enables the learners to use the language accurately and appropriately. Grammar is the core of each language.

### **1.1.3 Word Classes**

Words can be grouped together into word classes, traditionally called parts of speech. Words are the building blocks of a language. If we look at a number of sentence through their smaller parts i.e. words, we can classify them according to the jobs they perform. The classes are called parts of speech. Words are assigned to the same class if they share a number of properties.

Richards et al. (1985, p. 2) word class as, "a group of words which are similar in function." Words are grouped into word classes according to how they combine with other words, how they change their form.

According to Quirk and Greenbaum (2004, p.18) "the structures realizing sentence elements are composed of units which can be referred to as part of speech". Words fall into nine different classes. viz. Nouns, Pronouns,

Determiners, Adjectives, Verbs, Adverbs, Preposition, Conjunctions and Interjections. Among these nine classes, preposition falls under seventh class. The part of speech are listed into two groups. They are closed system items and open class items. Prepositions are called 'closed-system' items in the sense that they can not normally be extended by the creation of additional members.

#### **1.1.4 English Prepositions**

A preposition is a word used to show the way in which other words are connected. To quote Wren and Martin (1989, p.109) "a preposition is a word placed before noun or pronoun to show what relation the person or thing denoted by stand in regard to something else".

According Quirk and Greenbaum (2004, p.143)

in the most general terms, a preposition expresses a relation between two entities of relational meaning, those of place and time are the most prominent and easy to identify other relationship such as instrument and cause may also be recognized, although it is difficult to describe prepositional meanings systematically in terms of such labels.

According to Thomson and Martinet (1986, p. 71) "prepositions are word normally placed before nouns or pronouns. Prepositions can also be followed by verbs but, except after **but** and **except** the verb must be in the gerund form."

Similarly, Hartmann et al. (1972) define prepositions as

A part of speech, usually indeclinable in form, used together with noun phrase to show the relationship between that phrase and other words in the sentence. A preposition, as its name suggests, usually precedes the noun it governs (as opposed to a post-position).

The definitions given above clarify that there would be a certain relation between the preposition and the following noun phrase. It is also obvious from this definition that preposition is such a word or item which is indeclinable in form. Hartmann, Thomson and Martinet all view preposition as indeclinable in form.

According to Imam (2006, p. 176) "a preposition is a link in the chain of a sentence. It ties a noun or pronoun to the rest of the sentence".

Therefore, a preposition is a word placed before a noun or a pronoun to govern its relation to some preceding noun or pronoun. For example, there was a bridge **across** the river. There was a bank next to the supermarket.

Preposition is used to express basic relationships between words. We can express the relationship of **time** and **place** by the use of a preposition..

For example;

- i) I can see you **for** an hour.
- ii) I'll meet you **outside** the library.
- iii) He can visit you **on** Friday.
- iv) They will arrive **in** October.
- v) They will meet you **in** Delhi.
- vi) He meet you **at** university.

Besides the relationships of time and place, preposition is used to express many other different kinds of relationship, such as

**Means** - She came **without** train.

They came **in** a car.

He came **on** foot.

**Manner** - She spoke **with** a smile.

Hari spoke **in** a sweet tone.

They talk **in** a loud voice.

**Reaction** - I was shocked **by** his cruel joke.

He was shocked **at** Ram's sudden death.

She was angry **to** their suspense.

**Reason** - I did it **out of** duty.

He did it **for** his country

She did it because **of** her countrymen.

#### **1.1.4.1 Prepositional Phrase**

A prepositional phrase consists of a preposition followed by a prepositional complement which is usually a noun phrase, a wh-clause or v-ing clause. For example,

(a) We were surprised **from** what he said.

(b) **At** five o'clock we had covered half the distance.

(c) The oak **behind** the pond seems to be dying.

#### **1.1.4.2 The Functions of Prepositional Phrases**

A prepositional phrase may function as

a. Adverbial. For example,

Peter was playing **with** greater skill

He crawled **under** the table.

- b. Post-modifier in a noun phrase. For example,

This book **on** grammar is very easy to learn.

The people **on** the bus were singing.

The girl **in** the corner is my sister.

- c. Verb complements. For example,

John is **at** school.

He told me **about** his adventures.

We depend **on** you.

- d. Complements of adjectives. For examples,

She will be glad **at** your success.

I am sorry **for** his parents.

John is fond of them.

He was angry **at** Mary getting married.

- e. Subject complement. For example,

**After** school is when I do my homework.

**Before** breakfast is when I do my best work.

### 1.1.4.3 Prepositional Adverbs

A prepositional adverb is an adverb which behaves like a preposition with the complement omitted e.g. A car drove **past** the gate (past is a preposition) A car drove **past** (past is a prepositional adverb).

### 1.1.4.4 Kinds 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.**

He is **at** home.

The tree was cut down **by** me.

She has passed **through** many troubles.

This road is **under** repair.

## 2. Double Prepositions

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

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

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

He was selected **from among** fifty 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.**

His house is **across** the river.

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

He is standing **beside** me.

I have 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.

He 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 light punishment.

We will go home **during** the puja hoilidays.

## 6. Disguised Prepositions

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

They went out a hunting. (= on hunting)

It is 10 0'clock. (= of the clock)

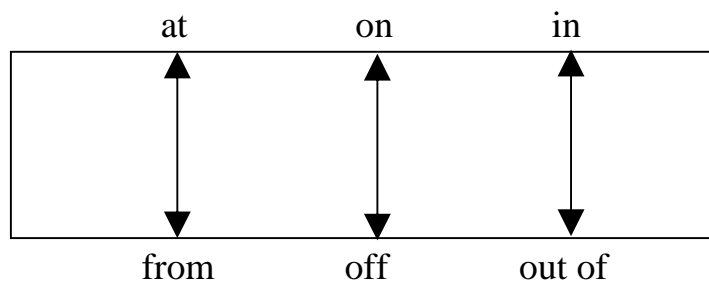
He has gone a- fishing. (= on fishing)

### 1.1.5 Compound Prepositions

Compound prepositions are compound words formed by putting up prefixes before nouns and adjectives. Most of the common English prepositions such as **at, in, for, to, by** are simple prepositions. The prepositions such as **across, into, along, onto, beside** are compound prepositions.




Generally, prepositions are classified into two types. They are simple and complex. The preposition, which consists of one word, is called simple preposition. The prepositions which consist of more than one word are called complex preposition. For example, out of, without, next to and so on. Locating an object in space involves two or more entities. Taylor

(1993) notes the relationship between the two entities is inherently asymmetrical, in that one entity is selected for foregrounding, while the other entity serves as a background. The former has been variously referred to as the figure, and the latter is called the ground. The analysis below comes from Driven (1993). According to Driven **at**, **on** and **in** are the basic and most general place prepositions. **At** denotes place as a point of orientation. For example, Meet me at the corner. **On** denotes physical contact between trajector and landmark. For example, Don't sit on the desk. **In** denotes the enclosure of the trajector in the landmark and, therefore, views the landmark as two or three dimensional space (a surface or a volume). For example, Stephanie is in the room. The following diagram adapted from Driven (1993) provides the same.

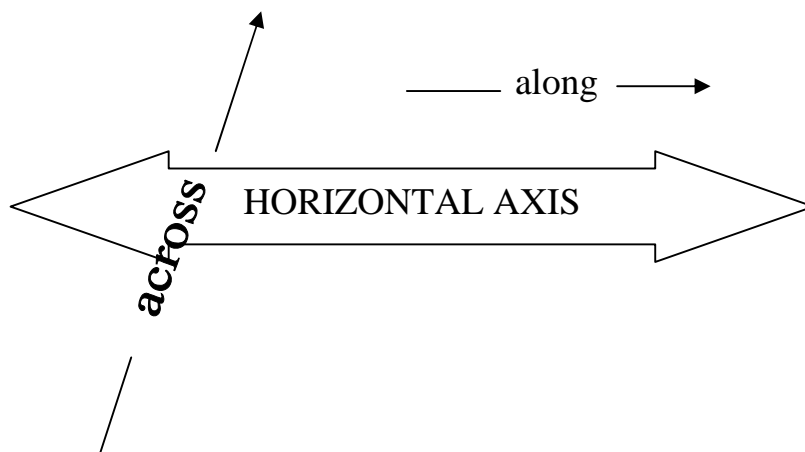


The three source prepositions: from, off, and out of involve the notion of separation from place and hence are connected by two-pointed arrows with the basic place prepositions. **From** denotes separation from a point of orientation. For example, he took it from me. **Off** denotes separation from contact with a line or surface. For example, He fell off the ladder. **Out of** denotes separation from inside of a landmark. For example, The water spilled out of the vase.

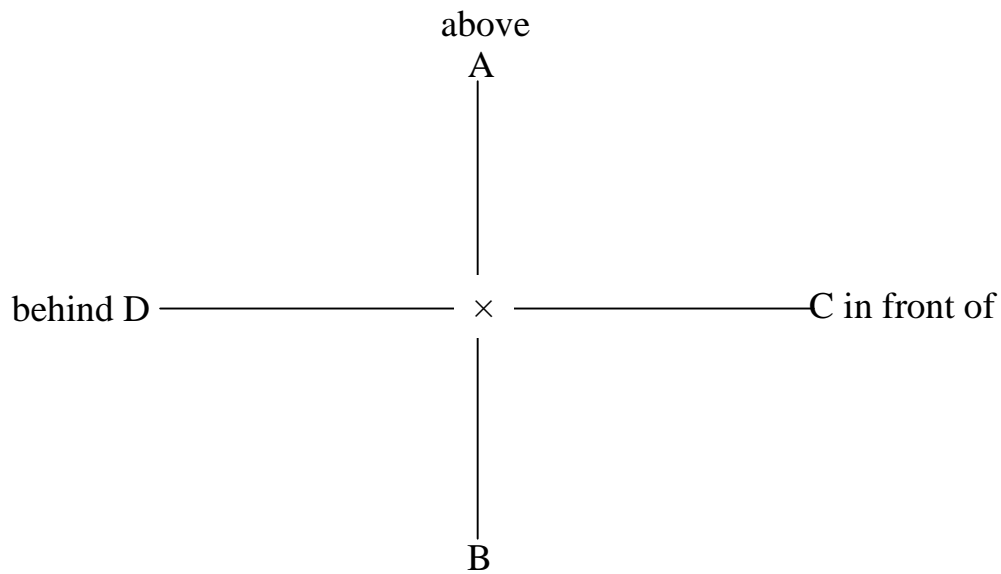
The following matrix from Quirk and Greenbaum (2004, p. 146) presents the meaning of compound prepositions according to place and dimension.

		Positive		Negative	
		Direction	Position	Direction	Position
(Point)		to	at	(away) from	away from
		→×	• ×	× →	×
(Cline or surface)		on (to)	on	off	off
		—	•	—	— •
(area or volume)		in (to)	in	out of	out of
			•		

Likewise, **along**, **across** and **around**, with verbs of motion, make up a group of prepositions expressing movement with reference to an axis of directional path. **Up** and **down** contrast in terms of vertical direction, while **along** (= 'from one end towards the other'). Contrasts with **across** (= 'from one side to another') in terms of a horizontal axis.



**Above**, **over**, **on top of**, **beneath** express relative, position vertically whereas **before**, **in front of**, **behind** represents it horizontally. The following diagram depicts the relations expressed by 'A is above X' 'D is behind x', etc.



below

The antonyms **above** and **below**, **over** and **under**, **in front of** and **behind** are neither positive nor negative, but converse opposites. For example;  
The bus is in front of the car = The car is behind the bus.

### 1.1.5.1 Use of Compound Prepositions

The following compound prepositions, selected on the basis of their frequency from high to low in grade nine English textbook are used in a specific sense:

#### 1. Into

**Into**, as a preposition, is used for the following conditions.

- a. Moving to a point within (an enclosed or volume). For example,  
Come **into** the house.  
Put a pencil **into** your pocket.  
A cat has just fallen **into** this well.
- b. Indicating a change in form as the result of an action. For example,  
Turn the spare room **into** a study.

Change football ground **into** a park.

Turn that dinning hall **into** a computer room.

## 2. **Off**

- a. Down or away from (a position on some thing). For example,  
He fell **off** a ladder.

The water went **off** the cup.

Please, take your feet **off** the table.

- b. Extending or branching from (of road or street). For example,  
His house is **off** the main road.

Look at the ship anchored **off** the harbour entrance.

The supermarket is **off** the bus station.

## 3. **Next to**

- a. Things coming one after another in a series. For example,  
There is a table **next to** the door.

Can I sit **next to** you ?

There is a bank **next to** the supermarket.

## 4. **Between**

- a. Refers to an intermediate point in two entities. For example,  
The house stands **between** two trees.

Q comes **between** P and R in the English alphabet.

## 5. **In front of**

- a. The person or things facing to each other which is in the front. For example;

The people **in front of** us at the cinema were eating peanuts.

There is a blackboard **in front of** the classroom.

The bus is **in front of** the car.

6. **Out of**

- a. Signifies the material or constituent of the whole thing.

For example;

He made the frame **out of** wood.

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

The terminal was built **out of** reinforced concrete.

7. **Without**

- a. Expresses excluding that of instrument For example;

I drew it **without** a rules.

Someone had broken the window **without** a stone.

She wrote a poem **without** a poem.

- b. Not having, experiencing or showing something. For example,

Woman **without** children are called childless women.

You cannot leave the country **without** a passport.

There was a beggar **without** clothes.

- c. To indicate accompaniment. For example,

They're going **without** us.

You never see him **without** his dog.

She is living **without** her parents.

8. **Within**

- a. Before the close of time. For example,

I shall be back **within** an hour.

He shall be back **within** the tiffin time.

- b. Used for space of time. For example,

I shall submit my thesis **within** ten days

I shall complete my work **within** two months.

They shall get married **within** two years.

9. **Beside**

a. Used to show on the side. For example,

She stood **beside** the Trolley bus.

Ram is **beside** Hari.

There is a picture **beside** a blackboard

10. **Along**

a. Meant from one end towards the other. For example,

Walk **along** the street.

He rode **along** the road.

The burglar went **along** the pavement.

11. **Across**

a. Meant from one side to another. For example,

Walk **across** the street.

There is a bridge **across** the river.

She swam **across** the river.

13. **Around**

a. Approximately. For example,

See you **around** 7:30.

Meet you **around** Sunday.

They will arrive **around** 2 o'clock.

b. Near (a place). For example,

There are four chairs **around** a round table.

He drove **around** the house.

There are trees **around** a house.



## **1.2 Review of Related Literature**

Several studies have been carried out on proficiency focusing on different grammatical items in the Department of English Education. Some of the studies carried out on the proficiency related to the present study are reviewed as follows:

Bhandari (2000) came with a study entitled "Effectiveness of Medium of Instruction in Teaching English preposition 'Practical Study'." He basically deals with the medium of instruction regarding the two languages, English and Nepali. His findings was that Nepali medium of instruction was more effective of instruction was more effective than English in the medium of teaching.

Chauhan (2002) has carried out a research study entitled "A Study on the Use of Prepositions." The main objectives of his study was to establish the hierarchies of prepositions on the basis of their frequency used by the students in each answer sheets. His finding was that the students used altogether forty-one items of prepositions among them 'on' had the highest frequency i.e. (12.26%) and beneath had the lowest frequency, i.e. 12 (0.18%) out of 6496 (Table no. 1)

Shah (2007) carried out a research on "The Study of Effectiveness of Matchstick Figures in Teaching preposition of Primary Level." The objectives of the study was to find out the effectiveness of matchstick figures in teaching prepositions. This was an experimental research. Pre-test and post-test were administered to both experimental and control group. He found that the students who were taught using matchstick figures progressed significantly better than another group.

Neupane (2009) came with a study entitled "Use of Realia for Teaching English Prepositions." The main objectives of her study was to find out

the effectiveness of realia in teaching English effectiveness of realia in teaching English prepositions. Pre-test and post-test were administered to the students. Her findings was that teaching English prepositions with relia was more fruitful than teaching without it.

Although many studies have been done in the field of grammar, some are related to proficiency in the use of adverbs, adjectives, negative and interrogative transformation, determiners, subject verb agreement, simple present tense and so on but no research has yet been carried out on "The Proficiency in the Use of Compound Prepositions by Grade Nine Students." So, in this study, I attempt to find out the proficiency in the use of compound prepositions by grade. Students and compare the status of proficiency in terms of schools, area and sex.

### **1.3 Objectives of the Study**

The objectives of the study were as follows.

- a. To find out the proficiency of grade nine students in the use of compound prepositions.
- b. To compare the degree of proficiency in terms of the gender school-type and its location.
- c. To list some pedagogical implications .

### **1.4 Significance of the Study**

This study attempts to find out proficiency of grade nine students in the use of compound prepositions. So, the findings of the study can be significant in the field of language teaching. It can be significant to grammar teachers, students, textbook writers, curriculum and syllabus designers, and to those who are involved in the field of English language teaching. This study can also act as a guide for further study on prepositions.

## **CHAPTER TWO**

### **METHODOLOGY**

This followed the study design as related below:

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to meet the objective of this study.

##### **2.1.1 Primary Source of Data**

The primary sources of data were the grade nine students.

##### **2.1.2 Secondary Sources of Data**

Various books, especially, Aarts and Aarts (1982), Quirk et al. (2004), Imam (2006), reports, articles research studies related to the topic were used as secondary sources of data.

#### **2.2 Population of the Study**

The total population of this study included eighty students of grade nine in four schools of Kathmandu district.

#### **2.3 Sampling Procedure**

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.

## **2.4 Tools for Data Collection**

A set of test items related to compound prepositions were prepared on the basis of class nine English text book. All the fifteen compound prepositions, out of fifty-four preposition were purposively selected on the basis of their frequency.

## **2.5 Process of Data Collection**

To collect the primary data the following procedure was followed.

- a. I went to the field and build rapport with the concerned people.
- b. Then I explained to the respondents about the purpose of questionnaire and tests.
- c. Then I randomly selected twenty students from one school and clearly instruct the students about the time limitation and the activities they are supposed to do.
- d. Then I administered the test with proper guidance.
- e. I provided half an hour time duration to complete the test.

## **2.6 Limitations of the Study**

The study had the following limitations

- a. The study was limited to two private schools and two government schools of Kathmandu valley.
- b. It was limited to ninth graders only.
- c. It was limited to the following compound prepositions only:  
  
Into, along, across, around, out of, within without, off, outside, inside, beside, next to, onto, in front of, between.
- d. The study was limited within 80 students.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

The present chapter deals with the analysis and interpretation of the data. To achieve the objectives of the study, the acquired data from the students were collected, checked and systematically tabulated. The responses of the students were marked systematically and marks secured by them were tabulated on the basis of scores. The analysis and interpretation were carried out as effectively and accurately possible. Then the scores of the students were analyzed using simple statistical tools of percentage.

This analysis and interpretation of data was carried out under the following headings:

- 1. Item-wise Analysis of the Status of Proficiency in Using Compound Preposition**
  - Status of total proficiency in each item
  - Comparison of different variables with the average of each item.
  
- 2. Analysis and Interpretation of the Total Proficiency**
  - Total proficiency of the students
  - Comparison of total proficiency by sex and region.
  - Comparison of their total proficiency within the schools.
  - Comparison of the proficiency of four different schools with the total average.

### 3.1 Itemwise Analysis of the Status of Proficiency in Using Article

Now, each item is analyzed and interpreted separately.

**Table 1**  
**Analysis of the Total Proficiency in Item No. 1**

Total sample	Total average	Above average		Below average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
80	3.93	45	45	35	35

The table shows the total proficiency of eighty students of grade nine in item number 1. The average score of the students in this item was 3.93. Among eighty students, 57% were found above average and 43% were below average. Therefore, conclude that the majority of the students were above average. In this item, the performance of the students was found satisfactory.

**Table 2**  
**Comparison of Different Variables with Total Average in tem No. 1**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	3.93	24	60	16	40
Urban Area	40		22	55	18	45
Boys	40		20	50	20	50
Girls	40		26	65	14	35

The table in the preceding page shows the comparison of different variables with the total average in item no. 1. It also shows the relative position of the students in terms of sex and region with respect to the total average. It is clear from the table that the total average in item no. 1 was

3.93. In rural area, 24 students (60%) were above the total average and 16 students (40%) were below the total average whereas in the urban area. 22 students (55%) were above the total average and 18 students (45%) were below the total average. In case of sex, 20 boys crossed the total average securing (50%) and 20 boys (50%) remained below average. In case of girls, 26 girls i.e. (65%) of the girls succeeded in crossing the total average and the rest remained below the total average i.e. 35%.

Thus, it shows that in item no. 1, the students of the schools of rural area were found better in performance than the students of the schools of urban area. Similarly, the girls showed better performance than the boys.

**Table 3**  
**Total Proficiency in Item No. 2**

Total sample	Total average	Above average		Below average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
80	4.12	27	33	53	67.00

The above table shows the status of total proficiency of the students in Item No. 2. There were ten questions carrying ten marks in total. The average score in item no. 2 was found to be 4.12. Among total samples, 33% (or 27) of students were found above average while 67% (or 53) of them were below the average. It means the student's performance was not satisfactory.

**Table 4****Comparison of Different Variables with Total Average in Item No. 2**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	4.12	6	15.00	34	85.00
Urban Area	40		21	53.00	19	47.00
Boys	40		41	35.00	26	65.00
Girls	40		13	3.00	27	67.00

The above table shows the comparison of student's proficiency between different variables with respect to total average 4.12. It is visible in the table that the students of the urban area were found better than that of the students from rural area. 53%, urban school students were found above average whereas just 15% students of rural school were above average.

In case of sex, only 35% (or 14) boys crossed the average whereas 65% (or 26) boys remained below the average. Similarly, 33% (or 13) of the girls were found above the average and the rest of the girls remained below the total average.

Thus, it shows that in item No. 2 the students of the schools of urban area were found better in performance than the students of the schools of the rural area. Similarly, the boys showed better performance than the girls.



**Table 5**  
**Total Proficiency in Item No. 3**

Total sample	Total average	Above average		Below average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
80	3.91	47	59.00	3	41.00

The table No. 5 shows the total proficiency of the students in Item No. 3. There were 10 questions carrying 10 marks in total. The average score in Item No. 3 was found to be 3.9%. Among the total samples, 59% (or 47) of students were found to be above the average while 41% (33) of them were below the average. In this item, the performance of the students was found satisfactory because the majority of them were above the average.

**Table 6**

**Comparison of Different Variables with Total Average in Item No. 3**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	3.91	21	53	19	47
Urban Area	40		26	65	14	35
Boys	40		24	60	16	40
Girls	40		23	57	17	43

The Table No. 6 shows the comparison of student's performance in Item No. 3. The table shows that the total average score was 3.91. The percentage of the students of urban schools scoring above average was

65% against 53% the students of rural / schools. Since, the percentage of the students showing above average in the schools of urban area was higher than in the schools of rural area. Therefore, the students of the urban schools were found to be better in performance than the students of the rural schools. In case of sex, 24% boys were above the average and 23% girls were above the average.

Thus, it shows that urban schools students were found better in this item. Similarly, the boys showed better performance than the boys.

**Table 7**  
**Total Proficiency in Item No. 4**

Total sample	Total average	Above average		Below average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
80	3	24	30.00	56	70.00

The table no. 7 shows the students total proficiency in Item No. 4. It consisted of blank spaces carrying 0.5 for each blank space. The average score of this item was 3. 24 students (30%) of the total sample were above the average whereas 56 students (70%) were below the average. Therefore, the performance of the students in this item was not found to be satisfactory because the majority of them were below the average.

**Table 8**  
**Comparison of Different Variables with Total Average in Item No. 4**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	3	6	15	34	85
Urban Area	40		17	43	23	57
Boys	40		12	30	28	70
Girls	40		14	35	26	65

The table in the preceding page shows that the comparison of proficiency in item No. 4 by region and sex. In this item, the students had to fill the blank spaces. 6 students (15%) of rural area and 17 students (43%) of urban area were found to be above the average. Therefore, the students of urban area were found better in performance than the students of the rural area. Likewise, 30% of the boys and 35% the girls were found to be above the average score. The majority of girls were above the average.

**Table 9**  
**Total Proficiency in Item No. 5**

Total sample	Total average	Above average		Below average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
80	2.93	54	67	26	33

The above table shows the total proficiency of the students in item No. 5. There were 5 questions carrying 5 marks in total. The average score in item no. 5 was found to be 2.93. Among total samples 67% (or 54) of students were found to be above the average while 26 (33%) of them were below average. In this item the performance of the students was found satisfactory because the majority of them were above the average.

**Table 10**  
**Comparison of Different Variables with Total Average in Item No. 5**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	2.93	21	53	19	47
Urban Area	40		33	82	7	18
Boys	40		44	60	16	40
Girls	40		30	75	10	25

The Table No. 6 shows the comparison of student's performance in Item No. 5. The table shows that the total average score was 2.93. The percentage of the students of urban schools scoring above the average was 82% against 53% the students of rural schools. Therefore, the students of urban schools were found better in performance than the students of rural schools. In case of sex, 75% girls were above average and 60% boys were above average. Although, the majority of both boys and girls were above the average yet girls performance was higher than boys.

**Table 11**  
**Total Proficiency in Item No. 6**

Total sample	Total average	Above average		Below average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
80	3.5	39	49	41	51

The above table shows the status of total proficiency of the students in item no. 6. The average score in item no. 6 was found 3.55. Among total samples, 49% (or 39) of students were found above average while 51% (or 41) of them were below average. It means the students performance was not satisfactory.

**Table 12**  
**Comparison of Different Variables with Total Average in Item No. 6**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	3.55	15	37	25	63
Urban Area	40		25	63	15	37
Boys	40		23	57	17	43
Girls	40		24	60	16	40

The Table No. 12 shows the comparison of student's performance in Item No. 6. The table shows that the total average score was 3.55. The percentage of the students of urban schools scoring above average was 63% whereas the percentage of the students of rural school's scoring above average was 37% since, the percentage of the students showing above average in the schools of urban area was higher than in the schools of rural area. In case of sex, only 23 (or 57%) boys crossed the average whereas 43% (17) boys remained below average. Similarly, 60% (24) girls were found above average and the rest of the girls remained below total average.

Thus, it shows that in item no. 6 the students of urban area were found better performance than the students of the schools of rural area. Similarly, the girls showed better performance than the boys.

### **3.2 Analysis and Interpretation of Total Proficiency**

**Table 13**  
**Total Proficiency**

Total sample	Total average	Above average		Below average	
		No. of students	Percentage (%)	No. of students	Percentage (%)
80	21.41	43	54	37	46

The above table shows that the total sample of population was 80 and the total average was 21.41. The percentage of the students scoring above average was 54% and the percentage of students scoring below average was 46%. Therefore, the performance of the students was found satisfactory because the majority of them were above average.

**Table 14**  
**Comparison of Different Variables with Total Average**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	21.41	8	20	32	80
Urban Area	40		30	75	10	25
Boys	40		16	40	24	60
Girls	40		22	55	18	45

The table shows that the relative position of the students in terms of sex and region with respect to combined total average. The combined total average was 21.41. The percentage of the students scoring above average in the schools of urban areas was 75% against 20% the students in the schools of rural areas and hence the students of urban area were found better in performance than the students of rural area.

Likewise, the sample of boys and girls consisted of 40 each. The percentage of girls scoring above the total average was 55% against 40% of boys and hence the girls are considered better than the boys.

**Table 15**  
**Status of Proficiency by Region (Area)**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	19	24	60	16	40
Urban Area	40	23.82	20	50	20	50

The table shows that the intended to display a comparison of status of proficiency with respect to corresponding average score attained by the students from the schools of rural and urban area of Kathmandu district. The table no. 15 shows that the total average score of the students of rural area was 19. Among the 40 students of rural area. 60% of them were found above average. The minority of the students were below average. Thus, it proves that the status of proficiency in the use of compound prepositions of the students of rural areas was satisfactory in their own groups.

On the other hand, the percentage of students of urban area scoring above average was 50% and the percentage of students scoring below average was also 50%. Therefore, the percentage of the students scoring above and below average was equal.

**Table 16**  
**Status of Proficiency by Sex**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Rural Area	40	20.95	22	55	18	45
Urban Area	40	21.87	23	57	17	43

This table shows that the total average score of the boys 20.95. Among 40 boys, 55% of them were above average and 45% were below average. As the majority of the boys were found above average, their status in the use of compound prepositions was found to be satisfactory in their own group.

Similarly, the average score of all the girls was 21.87. Among 40 girls, 57% of them were above average and 43% were below average. It seems that the status of proficiency of girls was found better than the boys.

**Table 17****Comparison of the Students Total Proficiency Within the Schools**

Full Marks : 50

S.N.	Variables	Total sample	Total average	Above average		Below average	
				No. of students	Percentage (%)	No. of students	Percentage (%)
1	Shree Manohara Higher, Tokharoad, Kathmandu	20	23.65	10	45	10	55
2	Shree Bal Bikash Secondary School, Jhor, Kathmandu	20	19.25	8	40	12	60
3	Shree Sapta Gandak Boarding School, Basundhara, Kathmandu	20	24	13	55	7	45
4	Shree Shivapuri Secondary School, Jhor, Kathmandu	20	18.75	12	50	8	50
Total	4	80	21.41	40		40	



This table shows the comparison of total proficiency within schools. In schools of rural area, the students of Shree Shivapuri Secondary School were found to be proficient (50%) against 40% of Shree Bal Bikash Secondary School.

In school of urban area, the students of Sapta Gandaki Boarding school were found to be the most proficient in the sue of compound prepositions. Its average score was 24. Whereas the average of score of the students of Manohar Higher Secondary School's was 23.65. To sum up, the students of urban area schools of Kathmandu district were found better than that of rural area schools.

**Table 18**  
**Comparison of Proficiency of Four Different Schools with the**  
**Total Average**

Variables	Total sample	Total average	Above average		Below average	
			No. of students	Percentage (%)	No. of students	Percentage (%)
Two schools from rural area	40	21.41	8	20	32	80
Boys	20		3	15	17	85
Girls	20		7	35	13	65
Two schools from urban area	40		30	75	10	25
Boys	20		13	65	7	35
Girls	20		15	75	5	25

The above table shows the composition of the proficiency of different four schools with total average i.e. 21.41. As shown on the table, two schools from rural area scoring above the total average, 8 students (20%), out of 40 students, and 3 boys (15%) and 7 girls (35%), out of 20 boys and 20 girls respectively. So, 32 students (80%), out of 20 boys and 13 girls were below the total sample of the students of rural area were not better in the use of compound prepositions because the majority of the total students were below the total average. The girls were better than the boys.

Likewise, two schools from urban area, out of 40 students, 30 students (75%) and out of 20 boys and 20 girls, 13 boys (65%) and 15 girls (75%) were above the total average where as 10 students (25%) out of 40 students 7 boys (35%) and 5 girls (25%) out of 20 boys and 20 girls were below the total average. Thus, it seems that the students of urban area were better performance in the use of compound prepositions.

To sum up, it can be said that the students (both boys and girls) of urban area were scoring better status of proficiency ion the use of compound prepositions than the students of rural area.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The main purpose of this research study was to find out and compare the proficiency of the students in the use compound prepositions between rural and urban schools of Kathmandu.

For this purpose, I had prepared a set of test items, consisting of six types of tests. Then the test was administered to eighty students of Kathmandu district. Twenty students (ten boys and ten girls) of grade nine were randomly selected from each of four school (two rural and two urban schools).

After collecting the data, the analysis and interpretation was done by using average and percentage i.e. item-wise proficiency, then comparison of different variables with the total proficiency of the students in terms of sex and region. After that comparison with proficiency of boys and girls in their respective area wise schools and schoolwise analysis and comparison was also made to find out the accurate result.

#### **4.1 Findings**

The findings of the study obtained from the analysis and interpretation of the data are as follows:

##### **A. General Composition**

- (i) 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.

- (ii) The students from the urban area were more proficient than the students of the rural area.
- (iii) The proficiency of the girls was better than the boys in total.
- (iv) Item no. 4 i.e. 'fill in the blanks using compound prepositions' was found to be the most difficult item. Only, 30% students were found above the average whereas 70% students were found to be above the average whereas 70% students were found below average in the item.
- (v) Test item No. 5 i.e. 'choosing correct compound prepositions' was found the easiest one for all the students since the majority of the students were found above average, i.e. better performance in this item.

#### **B. School-wise Comparison**

- (vi) The students of Shree Sapta Gandaki Boarding School were found to be the most proficient in all the students of four schools. It was so because their average score was 24.
- (vii) The student of Shree Bal Bikash Secondary school were found to be the least proficient in the use of compound prepositions and all the students of four schools. It was so because their average score was 19.25.

#### **c. Sex-wise Comparison**

- (viii) The girls were more proficient than the boys.

- (ix) The boys from the urban area schools were found to be more proficient than the boys of the rural area.
- (x) The girls from the urban area were more proficient than the girls from rural area.

## **4.2 Recommendation**

- (i) Grade nine English textbooks lacks 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.
- (ii) Grade nine English textbook provides some compound preposition exercises with pictures. However, there is not a single lesson where compound prepositions are intended to teach. The textbook designers should incorporate more lessons and exercise so that, the students can get maximum exposure to the compound prepositions and master over them in better ways.
- (iii) Additional grammar books deliberately based on teaching compound prepositions may be incorporated in the textbooks.
- (iv) The teachers are required to devise enough exercises on compound prepositions and use them in the class. This will provide maximum practice to the students to boost up their leaning.
- (v) The teachers are required to take necessary teaching materials and use them while teaching the use of particular compound prepositions.

- (vi) Boys should be encouraged to take part in teaching and learning activities.
- (vii) The teacher should give emphasis on student-centered teaching.
- (viii) In rural schools, more facilities such as effective teaching materials, audio visual aids, economic support should be provided to uplift their condition.

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## APPENDIX I

### Test Items

Dear students, these test items have been prepared to draw data for the research work entitled '**The proficiency in the use of compound prepositions by grade nine students**' carried out under the guidance of Depart. Head, Dr. Chandreshwar Mishra, Professor, Faculty of Education, T.U., Kirtipur, Kathmandu. I hope that you all will co-operate to fill up these test items and provide the data for my research study which will be invaluable contribution to accomplish this research work.

**Researcher**

**Sharmila Kaini**

---

School's Name: .....

F.M.: 50

Student's Name: .....

Sex: Male [ ] Female [ ]

Class: .....

Select the compound prepositions only from the box for all the text items.

into, within, onto, along, beside, without, in front of, across, outside, out of, next to, because of, away from, off, due to
---

**Q. 1 Complete the given paragraph writing the correct compound prepositions in the boxes. (1×10 = 10)**

The burglar went ..... the road, ..... the pavement, through the gate, .....the garden, ..... the path, up to the front door, round

the side of the house, ..... house through the back window,  
.....the house at one side, ..... two trees, .....the garden  
through the back gate, round the side, ..... a wall ..... the  
road.

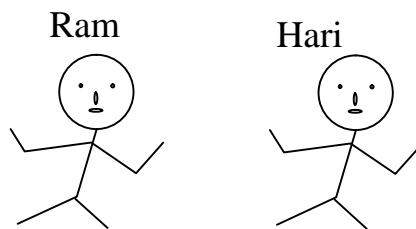
**Q.N. 2 Complete the following sentences using correct compound prepositions. (1×10 = 10)**

1. He walked ..... the road.
2. I jumped over the wall ..... the garden.
3. I swam ..... the given.
4. The cat sprang ..... a rat.
5. I shall submit my thesis .....ten days.
6. Divide these apples ..... two boys.
7. He went ..... the room.
8. The beggar was sitting ..... the road.
9. I drew it ..... a ruler.
10. He is ..... danger.

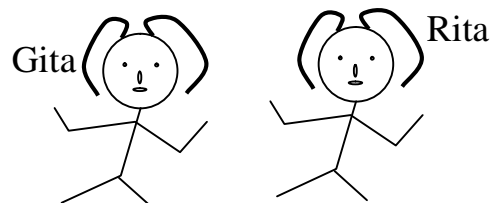
**Q.N. 3 Look at the following pictures and complete the given sentences using suitable compound prepositions. (1×10=10)**

A.

1. Rita is ..... Hari.



2. Ram is ..... Hari.

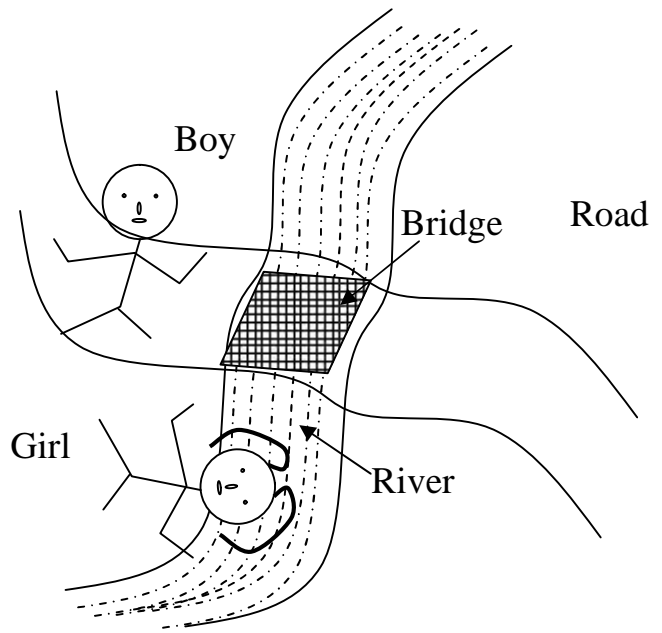


3. Hari is .....Rita.

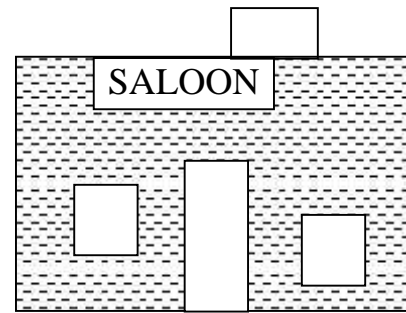
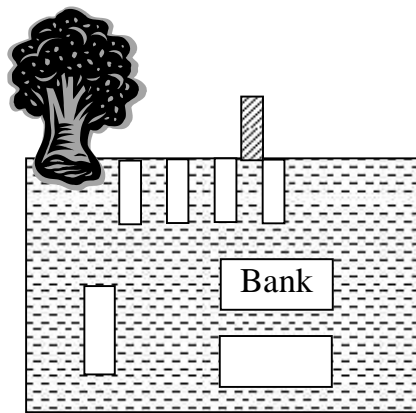
B.

4. The boy is walking  
..... the road.

5. The girl swam  
..... the river.



C.

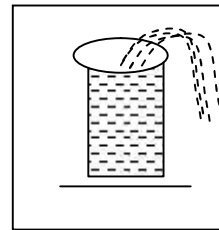


6. The tree is..... the bank.

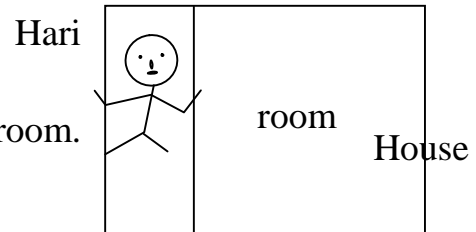
7. The bank is ..... the saloon.

D.

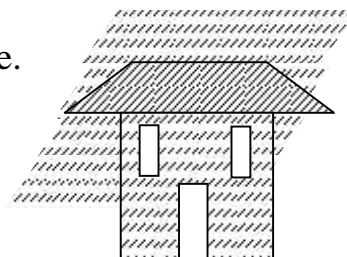
8. The water went ..... the cup



9. Hari entered..... the room.



10. There is raining ..... a house.



**Q.N.4 Read the following paragraph and fill in the blanks using suitable compound prepositions. (0.5×10=5)**

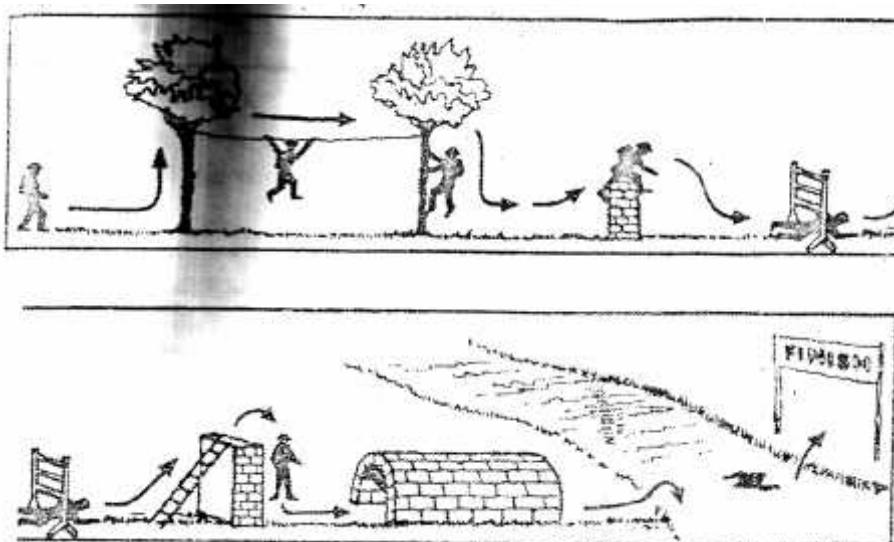
We can't live ..... Water. There was a bridge ..... the river. there are four chairs ..... a round table. There is a coffee table ..... a bed. Can I sit ..... to you? The people ..... us at the cinema were dancing. The house stands ..... two trees. Please wail me .....come. He fell ..... a ladder. I shall be back ..... an hour.

**Q.N.5 Complete the following sentences choosing correct compound preposition. (1×5 = 5)**

1. A cat has just fallen ..... this well. (into, onto)
2. Why were you driven ..... the house? (out of, away from)
3. They will come back from U.K. .... a month. (until, within)
4. .... her illness she can't participate in the conference. (inspire of, because of)
5. He is getting ..... from us. (out of, away from)

**Q.No. 6 Look at the picture below and write what the soldier has to do to complete the assault course (Use the suitable compound prepositions).**

**10**



## APPENDIX II

A list of all the compound prepositions used in grade nine English textbook.

S.N.	Prepositions	Frequency	Type of preposition
1	into	31	Simple
2	off	17	Simple
3	next to	17	Simple
4	between	13	Simple
5	in front of	12	Complex
6	with of	12	Complex
7	with out	10	Complex
8	behind	10	Simple
9	within	5	Complex
10	beside	5	Simple
11	upon	2	Simple
12	across	3	Simple
13	outside	3	Simple
14	along	2	Simple
15	due to	2	Complex
16	because of	1	Complex
17	on to	1	Simple
18	opposite to	1	Complex

## Appendix III

### Scores of the Student in Test Item

Test items	Variables	Sample size	Total average	Above average		Below average	
				No. of students	Percentage (%)	No. of students	Percentage (%)
1	Rural schools	40	3.87	24	60	16	40
	Urban schools	40	4	22	55	18	45
	Boys	40	3.75	20	50	20	50
	Girl's	40	4.12	26	65	14	35
2	Rural schools	40	3.37	15	37.5	25	62.5
	Urban schools	40	4.92	29	72.5	11	27.5
	Boys	40	4.2	24	60	16	40
	Girl's	40	4.1	20	50	20	50
3	Rural schools	40	3.55	21	52.5	19	47.5
	Urban schools	40	4.27	26	65	14	35
	Boys	40	2.72	24	60	16	40
	Girl's	40	4	23	57.5	17	42.5
4	Rural schools	40	2.72	21	52.5	19	47.5
	Urban schools	40	3.37	17	42.5	23	57.5
	Boys	40	3.05	12	30	28	70
	Girl's	40	3.55	13	32.5	27	67.5
5	Rural schools	40	2.52	21	52.5	19	47.5
	Urban schools	40	3.35	18	45	22	55
	Boys	40	2.85	24	60	16	40
	Girl's	40	3.02	22	55	18	45
6	Rural schools	40	3.22	19	47.5	21	52.5
	Urban schools	40	3.87	25	62.5	19	47.5
	Boys	40	3.47	19	47.5	21	52.5
	Girl's	40	3.62	21	52.5	19	47.5

## APPENDIX IV

A list of all the compound prepositions used in grade nine English textbook.

S.N.	Prepositions	Frequency	Type of preposition
1	into	31	Simple
2	off	17	Simple
3	next to	17	Simple
4	between	13	Simple
5	in front of	12	Complex
6	with of	12	Complex
7	with out	10	Complex
8	behind	10	Simple
9	within	5	Complex
10	beside	5	Simple
11	upon	2	Simple
12	across	3	Simple
13	outside	3	Simple
14	along	2	Simple
15	due to	2	Complex
16	because of	1	Complex
17	on to	1	Simple
18	opposite to	1	Complex

## **Appendix V**

### Name of the Visited Schools

1. Shree Manohara Higher, Tokharoad, Kathmandu
2. Shree Bal Bikash Secondary School, Jhor, Kathmandu
3. Shree Sapta Gandak Boarding School, Basundhara, Kathmandu
4. Shree Shivapuri Secondary School, Jhor, Kathmandu



## Appendix-VI

### Shree Shivapuri Secondary School, Jhor, Kathmandu

#### Total Scores of the Students of Schools o Kathmandu District

Boys								Girls				
Name	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total	Name	Item 1	Item 2	Item 3	Item 4
n Maharjan	3	4	3	2	3	4	19	Rajan Maharjan	5	5	3	2.50
Giri	5	3	4	2	3	2	19	Sunita Shrestha	3	2	4	2
Kumari Mainali	2	3	2	4	3	3	17	Rita Gurung	4	3	6	3
na Gautam	4	4	5	3	2	3	2	Usha Ale	4	3	2	2
Kandel	3	6	4	3	2	4	22	Ranju Sharma	5	3	4	3
hadur B.K.	4	2	3	1	2	3	15	Parbati Thapa	6	5	4	1.50
umar Thapa	3	5	3	3	2	4	20	Sarita Paudel	4	3	6	2
G.T.	5	3	4	2	4	3	21	Anita Ranabhat	2	3	3	4
sh Gurung	3	2	3	2.50	2	3	16	Durga Pantha	4	3	6	2
Thapa	4	2	4	3	2	4	19	Puja Thapa	3	3	2	4
	36	34	35	26	25	33	178		40	33	47	27

### Shree Bal Bikash Secondary School, Jhor, Kathmandu

Boys								Girls				
Name	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total	Name	Item 1	Item 2	Item 3	Item 4
ep Lama	4	4	5	2	1	3	19	Resjma Shrestha	5	4	4	4
mar Giri	3	5	2	3	3	4	20	Saraswati Thapa	3	6	4	4
sh Gurung	2	4	3	2	1	3	15	Sunita Maharjan	4	3	2	3
sh B.K.	3	2	4	4	3	2	18	Soijana J.t.	2	3	4	2
Ram Giri	4	3	2	3	2	3	17	Santoshi B.K.	4	2	3	3
j Pokhrel	3	2	4	1	2	3	15	Kamala Thapa	5	4	2	3
Gharti	5	2	3	3	1	2	16	Mina rijal	6	4	5	2
sh Thapa	3	2	4	3	2	3	17	Durga B.C.	6	3	3	3
dra Malla	4	3	4	2	3	2	18	Purnakala Thapa	4	5	3	2
n Maharjan	3	4	4	3	2	4	20	Chandra Tamang	5	3	2	3
	34	31	35	26	20	29	175		45	37	32	30

### Shree Manohara Higher, Tokharoad, Kathmandu

Boys								Girls				
Name	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total	Name	Item 1	Item 2	Item 3	Item 4
Shahi	5	8	4	4	4	5	30	Yamakala B.C.	4	3	5	2.50
Pantha	3	6	3	4	3	4	23	Durga Gurung	5	5	3	3
Ghale	4	7	4	3	3	4	25	Nanda Khatri	3	4	4	5
Giri	2	5	4	3	4	5	23	Bindu Rai	4	2	5	3
a Khanal	6	7	4	2	5	4	28	Lalita Giri	2	3	4	2
l Thapa	3	4	5	3	3	5	23	Dipa Bhatta	3	5	3	4
n Sharma	2	3	3	4	2	3	17	Krishna Sharma	6	4	2	3
aj Dhital	4	5	3	2	4	3	21	Devkala Bhusal	7	6	4	3
h Raj	7	4	4	3	3	4	25	Dilmaya K.C.	3	7	6	2
dra Malla	8	3	2	4	3	6	26	Ashma Lamicchane	5	8	4	3
	44	52	36	32	32	42	241		42	47	40	31

## Appendix-VII

### Total Scores of the Students of Urban Schools of Kathmandu District

#### Shree Sapta Gandak Boarding School, Basundhara, Kathmandu

Boys								Girls				
Name	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total	Name	Item 1	Item 2	Item 3	Item 4
Sharma	2	8	4	2	5	4	25	Merina Magar	3	3	7	2.50
Man Tamang	2	4	4	4	4	2	20	Rajani Thapa	3	7	9	4
Lama	5	8	7	3	5	3	31	Sajeeta Tamang	4	3	5	3.50
Bhandari	4	5	6	4	3	4	26	Parbati Pandey	5	6	3	5
Manu sherpa	3	4	6	5	4	5	27	Gita Khanal	4	3	4	4
Manu Sherpa	2	7	3	4	2	3	21	Tulshi Rai	3	2	2	4
Manu Thapa	4	4	3	2	3	4	20	Sabita Sapkota	5	6	5	3
Bhandari	3	6	7	5	2	5	28	Kabita Pun	2	4	3	2
Sharma	6	3	4	3	5	2	23	Subarna Gurung	3	6	7	5
Manu Bhattarai	5	2	3	6	4	3	23	Rashmi Ale	6	7	3	2
	36	51	47	38	37	35	244		38	47	48	34