

# CHAPTER ONE

## INTRODUCTION

### 1.1. General Background

Language is a medium of communication through which we can express our thoughts and feelings. We cannot think of any social, academic and artistic activities without language. We learn a language through speech, listening, reading and writing. Encyclopedia Britannica, (vol.10: 642) defines language as “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences this combination answering to that of ideas into thoughts.” Language is based on social, cultural and religious status of the society. It is an important tool for life span. English is an international language. Fifty percent. of the present millennium people study scientific, medicine or board and geographical description in English language.

Highlighting the importance of English French notes in (Pahuja, 1995:1) ‘Because of rapid speed of industrial development, science and technology, international trade and commerce and the close interdependence of nations, English has become a world language’

English language was introduced in Nepal along with the foundation of Durbar High School in 1954 AD. It was used for Royal and high class families. After the establishment of Tri-Chandra College, in 1918 A.D, English was started to be used in the higher education in Nepal. English is taught from Nursery to Bachelor level as a compulsory subject these days. Nepal needs English language for the acquisition and transmission of the scientific and technological discoveries and so on.

The English Language Teaching situation in Nepal in the past was

very poor due to the innumerable problems. Vocabulary teaching was not considered as important as grammar. In this regard, Mishra, (2000:43) states "during the fifties and sixties, it suffered serious neglect when the audio-lingual method was dominant. However, with the advent of communicative language teaching during the seventies, vocabulary teaching made something of a comeback in the teaching-learning scenario." Nowadays, linguist, methodologists, course designers and text book writers have realized the importance of vast ocean of vocabularies of any language. Learners can arrange vocabulary items bit by bit. Teaching vocabulary item has a long history. Mackey, (1965:195) says, "there exists a long tradition of vocabulary selection which goes back to about, 9000 A.D, when the Talmudists of the time organized their first word counts."

Learning language is compared with learning of vocabulary because persons having more power of vocabulary can make use of language more properly and effectively. New vocabularies are created and coined times and again along with the pace of development. In the education system of Nepal, we teach English to our students in schools within a limited time allocated to it. Students not only learn language but also other subjects and content areas. Students have to master them all. While selecting new vocabulary items, one must follow the criteria of frequency, range, availability, coverage and learnability. As the level increases with the pace of development vocabulary items get gradually more abstract, more difficult and technical.

The present English curriculum for tenth graders has two main purposes. One is to enable students to exchange ideas with people of any nationality who speak or write English and the other is to expose them to 'the vast treasures' of knowledge and pleasure available in written and

spoken English Language is seen as a skill that allows one to get things done. The things that can be done through language are described as language functions such as expressing likes and dislikes, good wishes etc.

Phrasal verbs are one kind of vocabulary items, which are made of more than one word. A type of verb consisting of a sequence of lexical elements plus one or more particles is called phrasal verb. e.g. come in, get up, look out. They play vital roles in understanding and communicating in English language. The researcher intended to find out the learners proficiency in the phrasal verbs by the learners. A word or a phrase has a different meaning in different situations. Learner should also be made conscious of using phrasal verbs. Thus, vocabulary holds a vital place in language learning and communication.

According to Crystal, (2003:352) “A type of verb consisting of a SEQUENCE of LEXICAL elements plus one or more PARTICLES, e.g. go on, speak for, look out is called phrasal verbs. Sub-types may be distinguished on SYNTACTIC grounds (for instance, the particles may be classified into PREPOSITIONAL or Adverbial types) and the definition of ‘phrasal’ varies somewhat within different descriptions. But the overall syntactic and SEMANTIC unity of these sequence is readily demonstrable, using TRANSFORMATIONAL and SUBSTITUTION criteria (she got up at six/she rose at six/ what time did she get up? etc.”

### **1.1.1. Meaning of Phrasal Verb**

The word structure ‘verb plus particle’ has not direct clear meaning. This verb plus particles is known as ‘Phrasal verb.’ The particles may either be preposition or adverb joined together in verb, it changes meaning. Bhattarai (Wasti) (2001:141) defines phrasal verb as a

combination of two or more words which has single meaning. Two or more words in it can be a “verb and the other word a preposition or certain adverb and in a few cases, both an adverb and a preposition.” McCarthy et al. (2002:vii) writes, “Their importance lies in the fact that they form such a key part of everyday English. Not only are they used in spoken and informal English but they are also a common aspect of written and even formal English.”

### **1.1.2. Characteristics of Phrasal Verbs**

The phrasal verbs have some characteristics which are given below.

About the structure of phrasal verbs Celce-Murcia and Larsen-Freeman (1983:268) say, “Certain particles such as, up down, on and off can readily form phrasal verbs by combining with common verbs. Such as come, of, do, make and give. This combination of verbs and particles form phrasal verb.” Palmer, (1988:215) says “There is probably a limited number of particles that can rightly be included in the combination of 50 phrasal verbs although there may be not any obvious limited verbs.”

About the correlation between the verb and particles Palmer (1983:216) says, “The combinations aren’t free forms, there are severe collocation restrictions.” For example we can say Look after him, but we can not say” “Look before him.”

All of the phrasal verbs can be replaced with little change of meaning by a single word, e.g. When do you get up in the morning? ‘get up can be replaced with a single word ‘as rise ’ when do you rise in the morning ?”

All of the transitive phrasal verbs have passive forms.

The door is being knocked at by someone.

### **1.1.3. Problematic items for learners of English**

It is the most difficult item the learner. The problematic areas of phrasal verbs are given below: (Upadhyay, 2001:6-7)

- a. Learner guesses meaning of phrasal verb. As does not give direct meaning.
- b. It is not easy to distinguish whether the particle of a phrasal verb is preposition or adverb.
- c. Learners of English remain in dilemma and can not distinguish if the structure is a phrasal verb or simply verb plus preposition in *climb up*.
- d. It is difficult to know how and when to use them in writing or communication.
- e. Learners do not know in advance which particles go with which verbs to form phrasal verbs.

### **1.1.4. Importance of Phrasal Verbs**

Phrasal verbs are very important for the second language learner. It creates structure different and informal. Throwing light on the importance of phrasal verb McCarthy et al. (2002:v.1) say, Phrasal verbs have important features in the English language. Their importance lies in the fact that they form such a key part of the everyday English. Not only are they used in spoken and informal English, but they are also common aspects of written and even formal English.” Similarly Palmer (1988:215) says, “Any dictionary of English must account for the large number of combinations of verbs and particles.” Thus, the ‘rich’ and ‘complex’ area of phrasal verb is useful for English learners.

### 1.1.5. Types of Phrasal Verbs

A single word verb and phrasal verb are known as transitive and intransitive phrasal verbs. According to 'The Grammar Book' An ESL/EFL Teachers Marianne Celce-Murcia, Diane Larsen Freeman (1983:266) about the transitive and intransitive phrasal verbs "It is like a verb which consist in a single word."

Here are some types of phrasal verbs:

#### **a) Polysemous Phrasal Verbs:**

These verbs are verbs are Illustrative, literal, aspectual or idiomatic phrasal verbs is polysemous. For example, I need to *check out* by 1 P.M.

I went to the library to get a book, but some one had already *checked it out*, be sure to *check it out* before you buy out *check it out*.

If you have fewer than 10 items, you can check out in the express lane.

#### **b) Transitive Phrasal Verb:**

Phrasal verbs which are directly related to objects are known as transitive phrasal verbs. He *looked at* a clock and said, "It is midnight." I know that you are in this photograph but I can't pick you out.

#### **c) Intransitive Phrasal verbs:**

Phrasal verbs which do not take direct and indirect objects are called intransitive phrasal verbs, e.g. The thief *ran away* and the policeman *ran after* him. He *ran away* from home and got a job in a hotel.

#### **d) Separable phrasal verb:**

Separable phrasal verb has a direct object. If there is a pronoun we can put it between verb and particle. For example, Rita brings it up.

### **e) Inseparable:**

Some phrasal verbs and prepositions are used as an unit. That is no separation between them. There cannot be a noun phrase between the verb and particle.

She *gets away* with the problem all the time.

But not as

She gets the problems *away* with all the time.

But in this an adverb or adverbial phrase can be added between particle and preposition.

He will *keep up* fully *with* the work.

### **f) Literal Phrasal:**

Where the phrase remains its literal adverbial meaning as the *up* does in the following example, I *bring up* the radio, the radio *up* on the table.

### **g) Aspectual:**

These types of phrasal verbs are neither transparent nor idiomatic, they give only aspectual meaning. For example, They *cut down* their tree.

### **h) Idiomatic:**

Phrase and idea are separate things but meaning is clear with the combination of phrase and idiom, e.g. He starts *as soon as* the bus stopped. All the fuels will have been *used up by* the end of this century.

### **i) Completive Phrasal verbs :**

The particles of these phrasal verbs indicate completed action, *up out, off* and *down* are the particles which are used to indicate completed actions, e.g. The painting of the door *came off*.

## **j) Partial Phrasal verbs:**

The particles of phrasal verbs are either an adverb or a preposition. Many of them (particles) can function as either. Examples are in and up in following sentences.

The man sat in the chair (preposition).

Bhairab came in (adverb).

She got up early (preposition).

Dorje climbed up the tree. (adverb).

But some of the particles function only as prepositions. E.g.

He looked for his pen (preposition).

He looked for (not as adverb).

As Palmer (1988:218) says, “English does not in fact have two word classes adverb and preposition but a single class ‘particle or perhaps, prepositional adverb.’ For there is considerable similarity in with little or no change of meaning by the preposition plus a noun phrase.

## **Conclusion:**

Phrasal verbs are common features of the English language. To know how and when to use them may be very difficult for a learner. In the words of Bhattraï (Wasti's) (2001:141) “The constituents in phrasal verbs are closely knitted syntactically and semantically. Because of this closely woven nature, the meaning of a phrasal verb often bears no relation to the meaning either of the verb or the particle which co-occur with it. So mostly the meaning of a phrasal verb cannot be inferred from the meaning of its individual constituents which certainly leads to the difficulty in its understanding and retention. As the single word verb, a



phrasal verb can have all the features, phrasal verbs can also be distinguished from verbs plus preposition and phrasal prepositional verbs. The quality separability and inseparability of phrasal verbs has no clear cut way. Particle of a phrasal verb may be a preposition or an adverb which can be treated in different way in passive sentence.

## **1.2. Review of Related Literature**

Some studies have been done in the past by different researchers about the achievement of vocabulary. The following are some of the vocabulary studies carried out in the past:

In Nepal, Rongong (1973) was the first to study vocabulary achievement. He carried out a research on “A Study of the Spoken Vocabulary of the Primary level children of Nepal.” It was done to identify a list of Nepali words which were most frequently used by the children of grade one, two and three of primary schools of Nepal. More Hindi words were found to be used in the Terai region. Besides it, not much difference was found in Children’s words used by their grades from three regions of Nepal.

Another researcher of this field was Chudal, (1997) who carried out a study on “A Study of English Vocabulary Achievement of the Student of Grade Six in Jhapa District.” The aim of this study was to investigate students’ achievement of English vocabulary used in English Textbook of grade six. Another purpose of this study was to make a comparative study on English vocabulary achievement of the students of class six on the basis of sex and locality. For this 160 students from Eight schools were selected. It was found that the students’ English vocabulary achievement was poor in total. The boy’s English vocabulary achievement was found better than that of the girls. The students from

urban areas did better in this field than the students of rural areas.

Khatri, (2000) carried out another study on, “A Study of English Vocabulary Achievement of the Students of Grade Eight in Katmandu District. There were 80 students, the study attempted to find out the proficiency in the achievement of vocabulary of the grade eight students. Vocabulary items were taken from the English textbook of grade seven. He attempted to compare the achievement of the students in nouns against their achievement in verbs, very frequently used 25 nouns and 25 verbs were selected from the glossary.

It was found that the achievement on vocabulary of the students was satisfactory and they had greater achievement in nouns than in verbs.

Tiwari, (2001) carried out another study on “A study on English Vocabulary Achievement by the Students of Grade X” For this purpose, five public schools of Kaski district were selected. There were altogether 200 students. The study attempted to find out the students achievement of English vocabulary used in the new English textbook for grade ten. Vocabulary items were taken from the English text book for grade ten. The findings have presented item wise, school wise and word wise. The study revealed that vocabulary items were quite difficult for the level of the grade. The conclusion of the study is that the student’s level in vocabulary achievement was not satisfactory.

The present study is different from the previous ones in the sense that it has attempted to find out the proficiency in the achievement on phrasal verbs of the students of grade ten. The researcher intends to compare the achievement of students in phrasal verbs studying at three schools.

### **1.3. The Objectives**

The study has the following objectives:

- i. To find out the proficiency level in phrasal verbs of the tenth graders.
- ii. To compare the students 'proficiency of the students in terms of the schools.
- iii. To point out pedagogical implications of the study.

### **1.4. Definition of the Terms**

The definitions of the terms are as follows:

#### **Phrasal Verb:**

"The combinations to verb and partial". According to Palmer,(1988:215) Oxford Advanced Learner's Dictionary of current English, sixth edition defines phrasal verb as " a multi-word verb that consists of two, or sometimes three, words."

#### **Achievement:**

The term 'achievement' refers to the attainment of something through learning and effort. "A thing done successfully or an act of achieving something using effort and skill". (Oxford Advanced Learner's Dictionary of Current English, sixth edition).

### **1.5. Significance of the study**

The significance of the study is as described below:

- a. The study provide valuable insights to the people involved in teaching English language in each level.
- b. The study provides help in investigating proficiency of the students of the secondary level in acquiring the phrasal verbs used

in English textbooks of grade ten.

- c. It provide an insight on the nature of phrasal verbs to be selected while designing course of English for this level.
- d. The study will be useful to determine whether the difficulty level of those phrasal verbs used in the English textbook of class ten was appropriate to the intellectual maturity of the students or not.
- e. The study also will act as a guide for further study on phrasal verbs.

## **CHAPTER TWO**

### **METHODOLOGY**

Methodology is a process to discover new facts and information about a particular subject matter. It helps to find out reliable and effective conclusion. To quote Kothari (1993:19), "Research methodology is a sequential procedure and methods to be adopted in a systematic study."

The following methodology is used present the proficiency of tenth graders.

#### **2.1. Source of Data**

In this study both primary and secondary source are used.

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

The students of grade ten from three schools of Bajura district were used as the primary sources of data. Twenty students were selected from each school on the basis of simple random sampling procedure. The number of students was 60 in total.

##### **2.1.2. Secondary Source of Data**

Various relevant materials such as the English textbooks of grade eight, nine, ten were used as the secondary source of data. Most frequent phrasal verbs were chosen from them to the test preparation.

##### **2.1.3. Population of the Study**

The population of the study consisted of students studying in three different schools.

#### **2.1.4. Sample Population:**

Twenty students were randomly selected consisting of boys and girls from three schools as sample population.

#### **2.1.5. Tools for Data Collection**

The researcher prepared a set of phrasal verbs based on the textbooks of grade 8,9 and 10 which are frequently used.

#### **2.1.6 Process of Data Collection**

After preparing the set of written test items, the researcher visited and requested the headmasters and subject teachers of the selected schools for suggestion, getting a convenient date and time to administer the test. The researcher informed the whole class about the test, only the interested students in each school participated in exam. The researcher then administered the tests on the following dates.

<b>Schools</b>	<b>Dates</b>
1) Shree Janaprakash Higher Secondary School, Kolti	2064/8/15
2) Shree Bhanodaya Higher Secondary School, Naudis	2064/8/20
3) Shree Malika Higher Secondary School, Martadi	2064/8/23

General instructions (question type) were given to the students verbally and then the set of test items was described to them. The test items were distributed to the sample students consisting of boys and girls randomly. Each student was asked to follow the instruction write their answers on their question papers as fairly as possible. The response of the students was carefully checked on the basis of the phrasal verbs, its structure and functions referred by secondary level curriculum. The outcomes, of their responses were tabulated for interpretation. The

researcher corrected the answer papers to make finding of the study more objective.

### **2.1.7 Limitations of the Study**

The study had been limited to the following points:

- a) The study was limited to the students of grade ten.
- b) It consists of three different schools, 20 from each school of 60 students in Bajura district were taken for data collection.
- c) Three secondary schools were chosen randomly.
- d) Twenty students from each higher secondary school were chosen.
- e) The medium of the language was limited to the written English.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the collected data and the performance shown by the grade ten students studying in the selected schools of Bajura district in the area of phrasal verbs proficiency test by using clear and statistical tools applied at the time of data collection and interpretation.

After collecting the data, the answers supplied by the students were assigned marks. Positive mark was for the correct answers and no mark was assigned for incorrect answers. After assigning mark in this way they were tabulated under various headings as given below:

- 1) Total achievement of the students in phrasal verbs.
- 2) Item wise analysis and interpretation of phrasal verbs.
- 3) Comprehension study of the different school in phrasal verbs.
- 4) Item wise analysis of total phrasal verbs achievement.
- 5) Proficiency of the students of ten graders in phrasal verb.

The students' achievement of phrasal verbs was categorized in five levels on the basis of the percentage of their correct responses.

S.N.	Students marks obtained up to	No. of students	Rank	Students Proficiency in Phrasal verbs	Remarks
1	81-100%	1	i	Excellent(E)	
2	61-80%	5	ii	Good(G)	
3	41-60%	43	iii	Satisfactory (S)	
4	21-40%	9	iv	Less satisfactory (LS)	
5	1-20%	2	v	Poor (P)	

The phrasal verb items with the correct responses of 81%-100% were categorized as the excellent level of achievement. In the second place was the good level with the correct responses of 61%-80%.



Similarly, the items with the correct responses of 41%-60% were placed in the satisfactory level of achievement. In the same way, the correct responses of 21%-40% were placed in the less satisfactory and lastly the poor level of achievement stood for the correct responses of 1%-20%. In the tabulated form of the data, the initial letter of each level represents the level of achievement concerned (i.e. E for Excellent, G for Good, S for satisfactory, LS for Less satisfactory and P for Poor.)

The achievement of the students on each item (matching, sentence making, synonyms, fill in the blanks, tick the best answer and opposite word) were compared on the basis of the percentage of the total number of the correct responses.

### 3.1 Total Proficiency

Total proficiency of the students in the use of phrasal verbs. The researcher collected the data for the research from three different schools namely Janaprakash HSS, Bhanodaya HSS and Malika HSS of Bajura district. The students' proficiency in the use of phrasal verbs are given in the following tables with their brief description.

#### 3.1.1 Cumulative Proficiency of Students' Achievement in Phrasal Verbs (Janaprakash HSS, Bhanodaya HSS and Malika HSS)

**Table-1**

#### **Students Comparative Cumulative Achievement**

S.N.	Phrasal Verbs	Janaprakash			Bhanodaya			Malika			Remarks
		Correct response	%	Level	Correct response	%	Level	Correct response	%	Level	
<b>Matching</b>											
1	Act up/on	9	45	S	16	80	S	13	65	G	
2	Break down	11	55	S	7	35	LS	10	50	S	
3	Ask for	18	85	G	18	90	E	15	70	G	
4	Belong to	6	30	LS	5	25	LS	4	20	P	

5	Bring up	11	55	S	16	10	P	12	60	S	
6	Burn out	5	25	LS	8	40	LS	4	20	P	
7	Climb up/down	11	55	S	16	80	G	13	65	G	
8	Come back	18	90	E	19	95	E	15	50	S	
9	Cut down	8	40	LS	4	30	LS	4	20	P	
10	Fall in with	9	45	S	9	45	S	10	50	S	
	<b>Total</b>										
<b>Synonyms</b>											
11	Found to	14	40	LS	16	80	G	17	85	E	
12	Get up	17	85	G	17	85	E	17	85	E	
13	Get out	13	65	S	13	65	G	13	65	G	
14	Laugh at	14	70	S	13	60	S	13	65	G	
15	Keep away	7	35	LS	2	10	P	3	5	P	
	<b>Total</b>										
<b>Sentence Making</b>											
16	Lay down	8	40	LS	4	20	P	10	50	S	
17	Put down	10	50	S	10	50	S	12	60	S	
18	Run away	11	55	S	13	50	S	10	50	S	
19	Speak for	8	35	LS	13	65	G	8	35	LS	
20	Turn off	3	20	P	6	30	LS	3	15	P	
	<b>Total</b>										
<b>Fill in the blanks</b>											
21	Looked at	3	25	LS	5	25	LS	1	5	P	
22	Put in	5	35	LS	2	10	P	5	25	LS	
23	Break down *	2	10	P	5	25	LS	1	5	P	
24	Bring up	5	25	LS	2	10	P	2	10	P	
25	Cut up	8	40	LS	4	20	P	3	15	P	
26	Fall into	2	10	P	3	15	P	4	20	P	
27	Go on	15	75	S	18	90	E	18	90	E	
28	Live on	2	10	P	1	5	P	2	10	P	
29	Made up	12	60	S	17	85	E	15	50	S	
30	Take for	5	25	LS	3	15	P	3	15	P	
31	Run away *	15	75	S	15	75	G	15	25	LS	
32	Coming at *	2	10	P	6	30	LS	3	15	P	
33	Ask for *	11	55	S	10	50	S	8	40	LS	
34	Come back *	6	30	LS	8	40	LS	5	25	LS	
35	Talk about	8	40	LS	10	50		10	50	S	
	<b>Total</b>										
<b>Tick the best answer</b>											
36	Enter for	8	40	LS	7	35	LS	5	25	LS	

37	Back away *	7	35	LS	7	35	LS	6	30	LS	
38	Felt into *	12	60	S	11	55	S	14	55	S	
39	Cut off	6	35	LS	9	45	S	7	30	LS	
40	Gives off	15	75	G	13	65	G	13	65	G	
	<b>Total</b>										
<b>Opposite words</b>											
41	Fall sick	8	40	LS	9	45	S	8	40	LS	
42	In front of	12	65	G	9	45	S	6	30	LS	
43	Buried under	8	40	LS	8	40	LS	8	35	LS	
44	Fall in *	9	45	S	8	40	LS	7	35	LS	
45	Carried out	9	45	S	7	35	LS	9	45	S	
46	Tired of	3	15	P	6	30	LS	4	20	P	
47	Go back	15	80	G	16	80	G	14	65	G	
48	Thought over	8	40	LS	9	45	S	11	55	S	
49	Find out	4	20	P	6	30	LS	5	25	LS	
50	Went to	11	55	S	9	45	S	11	55	S	
	<b>Total</b>	<b>446</b>	<b>44.6</b>	<b>S</b>	<b>470</b>	<b>47.0</b>	<b>S</b>	<b>436</b>	<b>43.6</b>	<b>S</b>	
Aestrik * marks stands for double											

The above table presents cumulative analysis of students' achievement in three schools. Out of 50 phrasal verbs, students' achievement in thirteen ( i. e. act on, fall in with, get out, lay down, put down, run away, bring up, cut up, talk about, fell into, gives off, carried out, go back, thought over, went to ) were placed in satisfactory level, fifteen (i.e. belong to, burn out, out down, lay down, put down, cut up, come back, enter for, back away, cut off, buried under fall in tired off, find out), were in less satisfactory level. Finally ten phrasal verbs (i.e. keep away, turn off, looked at, put in, break down, bring up, fall into, live on , take for, coming at) were in poor level. It was found that students could do better in matching and synonym items than in sentence making and fill in the blanks item. Students' proficiency in the phrasal verbs can be shown in the following table.

### Students' Achievement

S.N.	Items	E	G	S	L	P	Total phrasal verbs
1	Matching	1	2	4	3	0	10
2	Synonyms	1	2	1	0	1	5
3	Sentence	0	0	1	3	1	5
4	Fill blanks	1	2	2	3	7	15
5	Tick answer	0	2	0	2	1	5
6	Opposite word	0	1	5	4	0	10
	<b>Total std. marks</b>	<b>3</b>	<b>9</b>	<b>13</b>	<b>15</b>	<b>10</b>	<b>50</b>



The above pie chart shows the format of the questionnaire asked to the students of three different schools of Bajura district.

Students proficiency were less satisfactory in 15 phrasal verbs whereas they were found excellent in three phrasal verbs. It shows that majority of the students from Bajura districts were weak in using phrasal verb in different six rubrics (matching item, synonym, sentence making, fill in the blanks, tick the best answer and opposite words).

### 3.1.2 Analysis of Students Achievement in Total Phrasal Verbs

**Table-2**

#### **Total Proficiency**

S.N	Test Items	Janaprakash HSS			Bhanodaya HSS			Malika HSS			Remarks
		in Total	Obtained	%	in Total	Obtained	%	in Total	Obtained	%	
1	Matching	200	105	52.5	200	120	60	200	110	55	
2	Synonyms	100	65	65	100	61	61	100	63	63	
3	Sentence making	100	40	40	100	46	46	100	43	43	
4	Fill in the Blanks	300	101	33.66	300	109	36.33	300	95	31.66	
5	Tick the best answer	100	48	48	100	47	47	100	42	42	
6	Opposite words	200	87	43.5	200	87	43.5	200	83	41.5	
	<b>Total</b>	<b>1000</b>	<b>446</b>	<b>44.6</b>	<b>1000</b>	<b>470</b>	<b>47</b>	<b>1000</b>	<b>436</b>	<b>43.6</b>	

From above data we know total students' proficiency in the use of phrasal verbs. The total achievement was decided in percentage and students from three different schools obtained 44.6%, 47% and 43.6%.

### 3.1.3. Analysis of Achievement (School wise)

Three schools were taken into consideration in the course of data collection. These schools were Janaprakash HSS, Bhanodaya HSS and Malika HSS lies in North, Mid and South part of the Bajura district. It replicated that whole districts education system of Bajura districts.

### 3.1.4. Proficiency of Students in the Area of Phrasal Verbs (Janapradash HSS Kolti)

**Table-3**

**Proficiency of the Students (Janaparakash HSS) in using Phrasal Verbs**

S.N.	Name of the students	Matching	Synonym	Sentence Making	Fill in the Blanks	Tick	Antonyms	Total	Full marks	Pass Marks	Remarks
1	Dev Raj joshi	3	3	3	0	2	4	15	50	20	
2	Iesori Kumari Devkota	9	4	4	7	2	5	31	50	20	
3	Dhirendra Katel	6	4	0	5	2	6	23	50	20	
4	Hemant Raj Giri	6	4	3	7	3	6	29	50	20	
5	Basant Raj Giri	6	4	3	7	3	5	28	50	20	
6	Sirjana Singh	7	4	3	6	3	6	29	50	20	
7	Tekendra Kathyat	7	2	2	5	2	3	21	50	20	
8	Krishna Kumari Rawat	3	3	3	4	3	4	20	50	20	
9	Hima Kumari Malla	6	4	4	6	3	7	30	50	20	
10	Amar B. Bist	8	2	4	6	3	4	27	50	20	
11	Karna Bahadur Bist	5	3	4	6	3	6	27	50	20	
12	Harka Jung Khatri	5	4	4	3	2	2	20	50	20	
13	Susila Sanjyal	7	3	0	4	2	4	20	50	20	
14	Anisha Kumari Regmi	6	3	3	5	3	6	26	50	20	
15	Shova BK	2	1	4	7	3	7	24	50	20	
16	Swoclana Kumari BK	4	3	3	4	1	6	21	50	20	
17	Shiri Shahi	2	0	0	0	0	0	2	50	20	
18	Tirtha Raj Firi	2	4	3	6	2	6.5	23	50	20	
19	Lal Bahadur Rokaya	7	3	3	7	3	0	23	50	20	
20	Tekendra Kumar Shahi	4	0	0	0	0	0	4	50	20	
	Total	105	61	53	95	45	87	446			

As the table depicts, out of 20 students of Janaparakash Higher Secondary School, two students secured less than five marks in total categorized items and one student obtained more than thirty marks in aggregate whereas other students secured 15-30 marks in total. Out of the aggregate summation of full marks (i.e.1000) secured by the all the students' was 446. Out of which the students performed the best in matching items scoring 105 marks. Similarly, in ticking the best answer, students seemed poor, they secured 45 marks in aggregate. Likewise, in

synonym item, students secured 61 marks, in sentence making 53 marks in fill in the blanks item 95 marks and opposite item 87 marks in total. This description of the students of Janaprakash Higher Secondary School shows that the students proficiency in matching item and synonyms were satisfactory. They are poor in fill in the blanks and sentence making items. In other items their proficiency is average.

The table shows student's achievement in phrasal verbs of Janaprakash HSS was satisfactory. Majority of the students got between 15-30 marks. In matching item students got the highest score of 105 and in tick the best answer item students got the lowest marks i.e.45. The total number of response of Janaprakash Higher Secondary School was 446. In each item (i.e. matching, synonyms, sentence making, fill in the blanks, tick the best answer and opposite words). So, the average students' proficiency in the use of phrasal verbs of Janaprakash Higher Secondary School was satisfactory.

### 3.1.5. Analysis of Students Achievement in Phrasal Verbs (Jhanaprakash HSS)

**Table-4**

#### **Analysis of the Total Proficiency in Phrasal Verbs (Janaprakash HSS)**

S.N.	Phrasal Verbs	Janaprakash			Remarks
		Correct response	%	Level	
<b>Matching</b>					
1	Act up/on	9	45	S	
2	Break down	11	55	S	
3	Ask for	18	85	E	
4	Belong to	6	30	LS	
5	Bring up	11	55	S	
6	Burn out	5	25	LS	
7	Climb up/down	11	55	S	

8	Come back	18	90	E	
9	Cut down	8	40	LS	
10	Fall in with	9	45	S	
<b>Synonyms</b>					
11	Found to	14	40	LS	
12	Get up	17	85	G	
13	Get out	13	65	S	
14	Laugh at	14	70	S	
15	Keep away	7	35	LS	
<b>Sentence Making</b>					
16	Lay down	8	40	LS	
17	Put down	10	50	S	
18	Run away	11	55	S	
19	Speak for	8	35	LS	
20	Turn off	3	20	P	
	<b>Total</b>				
<b>Fill in the blanks</b>					
21	Looked at	3	25	LS	
22	Put in	5	35	LS	
23	Break down *	2	10	P	
24	Bring up	5	25	LS	
25	Cut up	8	40	LS	
26	Fall into	2	10	P	
27	Go on	15	75	S	
28	Live on	2	10	P	
29	Made up	12	60	S	
30	Take for	5	25	LS	
31	Run away *	15	75	S	
32	Coming at *	2	10	P	
33	Ask for *	11	55	S	
34	Come back *	6	30	LS	
35	Talk about	8	40	LS	
<b>Tick the best answer</b>					
36	Enter for	8	40	LS	
37	Back away *	7	35	LS	
38	Felt into *	12	60	S	



39	Cut off	6	35	LS	
40	Gives off	15	75	G	
	<b>Total</b>				
<b>Opposite words</b>					
41	Fall sick	8	40	LS	
42	In front of	12	65	G	
43	Buried under	8	40	LS	
44	Fall in *	9	45	S	
45	Carried out	9	45	S	
46	Tired of	3	15	P	
47	Go back	15	80	G	
48	Thought over	8	40	LS	
49	Find out	4	20	P	
50	Went to	11	55	S	
	<b>Total</b>	<b>446</b>	<b>44.6%</b>	<b>S</b>	
Aestrik * marks stands for double					

The above table depicts the students' proficiency in the use of phrasal verbs which were categorized into 6 different items with five different positional notations (Excellent, Good, Satisfactory, Less Satisfactory and Poor). From the above table, out of fifty different phrasal verbs students proficiency in matching items *ask for*, *come back*, were in excellent level, *bring up*, *climb up* were in good level. *Ask up*, *break down*, *belong to*, *burn on*, *cut down*, *fall in* with were in satisfactory level and *belong to*, *burn out*, *cut down* were in less satisfactory level. They got 105 marks in matching items.

In synonym item, students proficiency in the phrasal verb *get up* was in *good level*, *get out*, *laugh at* were in satisfactory level and *found to*, *keep away* were in less satisfactory level. They got 65 marks in synonyms items.

In sentence making item, students proficiency in the phrasal verbs *put down*, *run away* were in satisfactory level, *lay down*, *speak for* were

in less satisfactory level and *turn off* was in poor level. The students got 40 marks in sentence making item.

In the fill in the gaps item out of 15 phrasal verbs asked, students proficiency in *go on, make up, run away* were in less satisfactory level, *break down, fall into, live on, coming at* were in poor level. They got 101 marks.

In the tick the best answer item the phrasal verb *felt into* was in satisfactory level, *enter for, back away, cut off* were in less satisfactory level. They got 44 marks.

In the opposite word item, out of 10 phrasal verbs asked, students proficiency in *front of, go back* were in good level, *fall in, carried out, went to* were in satisfactory level, *fall sick, burried under, thought over* were in less satisfactory level and *tired of, find out* were in poor level. Students got 87 marks in opposite word item.

Students achievement in phrasal verbs of the students of Janaprakash Higher Secondary School was above satisfactory level (i.e. 41 %). From this analysis it is clear that most of the students understand the meaning of phrasal verbs; but they feel difficulty to produce them in sentences and fill in the blanks using them.

### 3.1.6. Proficiency of Students in the Area of Phrasal Verbs (Bnonodaya HSS, Nabis)

**Table-5**  
**Proficiency of the Students (Bhanodaya HSS) in using Phrasal Verbs**

S.N.	Name of the students	Matching	Synonym	Sentence Making	Fill in the Blanks	Tick	Antonyms	Total	Full marks	Pass Marks	Remarks
1	Buddha Bahadur Khadyat	7	4	4	6	2	6	29	50	20	
2	Bimal Bahadur Thapa	7	4	3	5	2	6	27	50	20	
3	Basudav Jaisee	7	3	0	0	2	0	12	50	20	
4	Chakra Bahadur Thapa	5	4	4	6	3	6	28	50	20	
5	Durga Kumari Khati	8	1	5	3	2	3	22	50	20	
6	Dipak Bahadur Thapa	8	4	4	7	2	8	32	50	20	
7	Durga Kumari Shah	5	3	5	2	2	2	18	50	20	
8	Devi Lal Upadhyay	5	2	3	4	3	5	22	50	20	
9	Gyan Bahadur Thapa	8	3	4	7	3	5	30	50	20	
10	Ganesh Man KC	1	3	3	4	1	4	16	50	20	
11	Ganesh Bahadur B.K.	6	4	4	6	2	6	27	50	20	
12	Gagan Bahadur Thapa	5	3	3	7	2	3	23	50	20	
13	Laxmidevi Kandel	4	0	0	3	3	3	13	50	20	
14	Hikmat Bahadur Thapa	2	4	4	5	1	4	20	50	20	
15	Hima Kumari Katuwal	5	3	3	5	2	3	21	50	20	
16	Jaganda Joshi	5	2	4	4	4	6	25	50	20	
17	Prakash Paudel	9	4	4	7	3	6	33	50	20	
18	Tajendra Jaishi	6	2	4	6	3	4	26	50	20	
19	Laxmi Khanal	6	4	2	6	3	5	27	50	20	
20	Lal Bahadur B.K.	1	4	3	5	2	4	19	50	20	
	<b>Total</b>	110	61	65	98	47	89	470			

The foregoing table shows, 20 students participated in test in 50 phrasal verbs in Bhanodaya Higher Secondary School. Most of the students' proficiency of Bhanodaya is average score. Out of the aggregate summation of full marks (i.e.1000), the marks of total students' were 470. Students performed the best in matching items with 110 marks. Students seemed to be poor in, fill in the blanks item in which they got 98 marks in total.

Overall, most of the students have neither excellent nor poor at that school. The table shows, two students have got above 30 marks, two students got below 15 and rest of the students got 15-30 marks. There is not vast difference between students' score.

### 3.1.7. Analysis of Students Achievement in Phrasal Verbs (Bhanodaya HSS)

**Table-6**

#### Analysis of the Total Proficiency in Phrasal Verbs (Bhanodaya HSS)

S.N.	Phrasal Verbs	Bhanodaya			Remarks
		Correct response	%	Level	
<b>Matching</b>					
1	Act up/on	16	80	S	
2	Break down	7	35	LS	
3	Ask for	18	90	E	
4	Belong to	5	25	LS	
5	Bring up	16	10	P	
6	Burn out	8	40	LS	
7	Climb up/down	16	80	G	
8	Come back	19	95	E	
9	Cut down	4	30	LS	
10	Fall in with	9	45	S	
<b>Synonyms</b>					
11	Found to	16	80	G	
12	Get up	17	85	E	
13	Get out	13	65	G	
14	Laugh at	13	60	S	
15	Keep away	2	10	P	
<b>Sentence Making</b>					
16	Lay down	4	20	P	
17	Put down	10	50	S	
18	Run away	13	50	S	
19	Speak for	13	65	G	
20	Turn off	6	30	LS	
<b>Fill in the blanks</b>					
21	Looked at	5	25	LS	
22	Put in	2	10	P	
23	Break down *	5	25	LS	

24	Bring up	2	10	P	
25	Cut up	4	20	P	
26	Fall into	3	15	P	
27	Go on	18	90	E	
28	Live on	1	5	P	
29	Made up	17	85	E	
30	Take for	3	15	P	
31	Run away *	15	75	G	
32	Coming at *	6	30	LS	
33	Ask for *	10	50	S	
34	Come back *	8	40	LS	
35	Talk about	10	50		

**Tick the best answer**

36	Enter for	7	35	LS	
37	Back away *	7	35	LS	
38	Felt into *	11	55	S	
39	Cut off	9	45	S	
40	Gives off	13	65	G	
	<b>Total</b>				

**Opposite words**

41	Fall sick	9	45	S	
42	In front of	9	45	S	
43	Buried under	8	40	LS	
44	Fall in *	8	40	LS	
45	Carried out	7	35	LS	
46	Tired of	6	30	LS	
47	Go back	16	80	G	
48	Thought over	9	45	S	
49	Find out	6	30	LS	
50	Went to	9	45	S	
	<b>Total</b>	<b>470</b>	<b>47%</b>	<b>S</b>	

As shown in table no. 6, out of 50 phrasal verbs students' proficiency in matching item of the phrase verbs namely *ask for*, *come back* was in excellent level, *climb up* was in good level, *act up*, *fall in with* was in satisfactory level, *break down*, *belong to*, *burn out*, *cut down* was in less satisfactory level and *bring up* was in poor level. The students got 120 marks in matching items.

In the synonym item, students' proficiency in phrasal verbs *get up* was in excellent, *found to*, *get out* was in good level, *laugh at* was in

satisfactory level and *keep away* was in poor level. They got 61 marks in synonym item.

In the sentence making item out of five phrasal verbs students proficiency *speak for* was in good level, put down, run away was in satisfactory level, *turn off* was in less satisfactory level and *lay down* was in poor level. They got 46 marks.

In the fill in the blank items out of 15 phrasal verbs students proficiency in *go on, made up* was in excellent level, *run away* was in good level, ask for was in satisfactory level, *looked at, break down, coming at, come back* was in less satisfactory level and *put in, bring up, cut up, fall into, live on, take for* was in poor level. They got 109 marks.

In tick the best answer item, student proficiency in the phrasal verb give off was in good level, fall into, cut off was in satisfactory level, enter for *back away* was in less satisfactory level. They got 47 marks.

In the opposite item out of 10 phrasal verbs students proficiency *go back* was in good level, *fall sick, in front of, find out* was in satisfactory level, burried under, *fall in, carried out, tired of, find out* was in less satisfactory level. They got 87 marks.

### 3.1.8 Proficiency of Students in the Area of Phrasal Verbs (Malika HSS, Martadi)

**Table- 7**  
**Proficiency of the Students (Malika HSS) in using Phrasal Verbs**

S.N.	Name of the students	Matching	Synonym	Sentence Making	Fill in the Blanks	Tick	Antonyms	Total	Full marks	Pass Marks	Remarks
1	Dhruba Kumar Karki	6	2	3	5	0	2	18	50	20	
2	Lal Bahadur Rawal	7	3	0	3	2	4	19	50	20	
3	Purnamaya Rokya	4	3	2	3	2	5	19	50	20	
4	Radha Chaudhari	9	5	4	6	4	6	34	50	20	
5	Jalpa Kumari Shahi	6	4	2	7	3	1	23	50	20	
6	Nishaya Rokaya	4	4	4	3	1	4	19	50	20	
7	Raj Kumar Rokaya	8	5	3	7	4	4	31	50	20	
8	Dala Nepali	2	2	3	2	2	2	13	50	20	
9	Birendra Karki	8	3	3	4	3	5	25	50	20	
10	Sirjana Bohara	3	3	3	4	2	4	19	50	20	
11	Jeev Raj Pandey	4	3	4	5	1	4	21	50	20	
12	Gorakh Rowal	3	3	4	2	1	3	17	50	20	
13	Tek Raj Hamal	2	3	0	5	3	3	16	50	20	
14	Urmila Bharati	7	4	0	6	3	3	23	50	20	
15	Ram Bahadur Rawal	3	4	4	3	3	5	22	50	20	
16	Seema Kumari Bist	3	2	3	3	3	4	18	50	20	
17	Ganesh Bahadur Rawal	6	4	4	7	2	6	29	50	20	
18	Hikmat Bahadur Hamal	6	4	0	5	2	6	23	50	20	
19	Sunita Sunar	5	4	4	3	3	5	24	50	20	
20	Nirmala Kumari Pandit	4		4	3	3	6	24	50	20	
	<b>Total</b>	98	67	54	87	42	81	436			

As above table shows, out of 20 students of Malika Higher Secondary School, Only two students secured more than 30 marks in total categorized items and rest of the students scored between 15-30 marks in total. Out of the aggregate summation of full marks (i.e.1000), all students secured mark was 436 in which students performed the best

in matching items scoring 98 marks. Similarly, in sentence making. They obtained 54 marks and in tick the best answer item, students seemed poor in which they secured 42 marks in aggregate. In synonym item, students' secured 67 marks. This description of the students of Malika Higher secondary School shows that the students were somehow satisfactory in matching items and synonyms whereas they were poor in fill in the blanks and sentence making item.

### 3.1.9 Analysis of Students Achievement in Phrasal Verbs (Malika HSS)

**Table-8**

#### **Analysis of the Total Proficiency in Phrasal Verbs (Malika HSS)**

S.N.	Phrasal Verbs	Malika			Remarks
		Correct response	%	Level	
<b>Matching</b>					
1	Act up/on	13	65	G	
2	Break down	10	50	S	
3	Ask for	15	70	G	
4	Belong to	4	20	P	
5	Bring up	12	60	S	
6	Burn out	4	20	P	
7	Climb up/down	13	65	G	
8	Come back	15	50	S	
9	Cut down	4	20	P	
10	Fall in with	10	50	S	
<b>Synonyms</b>					
11	Found to	17	85	E	
12	Get up	17	85	E	
13	Get out	13	65	G	
14	Laugh at	13	65	G	



15	Keep away	3	5	P	
<b>Sentence Making</b>					
16	Lay down	10	50	S	
17	Put down	12	60	S	
18	Run away	10	50	S	
19	Speak for	8	35	LS	
20	Turn off	3	15	P	
<b>Fill in the blanks</b>					
21	Looked at	1	5	P	
22	Put in	5	25	LS	
23	Break down *	1	5	P	
24	Bring up	2	10	P	
25	Cut up	3	15	P	
26	Fall into	4	20	P	
27	Go on	18	90	E	
28	Live on	2	10	P	
29	Made up	15	50	S	
30	Take for	3	15	P	
31	Run away *	15	25	LS	
32	Coming at *	3	15	P	
33	Ask for *	8	40	LS	
34	Come back *	5	25	LS	
35	Talk about	10	50	S	
<b>Tick the best answer</b>					
36	Enter for	5	25	LS	
37	Back away *	6	30	LS	
38	Felt into *	14	55	S	
39	Cut off	7	30	LS	
40	Gives off	13	65	G	
<b>Opposite words</b>					
41	Fall sick	8	40	LS	
42	In front of	6	30	LS	
43	Burried under	8	35	LS	
44	Fall in *	7	35	LS	

45	Carried out	9	45	S	
46	Tired of	4	20	P	
47	Go back	14	65	G	
48	Thought over	11	55	S	
49	Find out	5	25	LS	
50	Went to	11	55	S	
	<b>Total</b>	<b>436</b>	<b>43.6%</b>	<b>S</b>	
Aestrik * marks stands for double					

The table 8 presents students achievement in the use phrasal verbs of the students of Malika Higher Secondary School. Out of 10 phrasal verbs asked in matching items, students' proficiency in *act up*, *ask for*, *climb up* was found in *good level*, *break down*, *bring up*, *come back* fall in with was in *satisfactory level*, *belong to*, *burn out*, *cut down* was in *poor level*. They got 110 marks.

In synonym item students' proficiency in *found to*, *get up* were in *excellent*, *get out*, *laugh at* were in *good level* and *keep way* was in *poor level*. They got 61 marks.

In sentence making item students' proficiency in the phrasal verbs *lay down*, *put down*, *run away* was in *satisfactory level*, *speak for* was in *less satisfactory level* and *turn off* was in *poor level*. They got 43 marks.

In fill in the blanks item, students' proficiency in *go on* was in *excellent level*, *made up*, *take about* was in *satisfactory level*, *put in*, *ask for*, *come back* was in *less satisfactory level* and *looked at*, *break down*, *bring up*, *cut up*, *fall into*, *live on*, *take for* was in *poor level*. They got 95 marks.

In tick the best answer item students proficiency in *gives off* was in *good level*, *felt into* was in *satisfactory level*, *enter for*, *back away*, *cut off* was in *less satisfactory level*.

In the opposite word item, out of 10 phrasal verb asked, students proficiency in *go back* was in good level, *thought over*, *went to* was in satisfactory level, *fall sick*, *in front of*, buried under, fall in, find out was in less satisfactory level and tired of was in poor level. They got 83 marks. Thus, the total number of correct responses obtained was 436. It was 43.6% in total.

### 3.1.10 Analysis of Phrasal Verb Achievement Based on Six Categories of Items (Matching, Synonym, Sentence, Fill in the Blanks, Tick the Best Answer and Opposite Word)

**Table-9**  
**Comparison of Different Variables in Item**

Matching								
S.N.	Phrasal Verbs	Janaprakash	Bhanodaya	Malika	Correct response	%	Level	Remarks
	Act up/on	9	16	13	38	63.33	G	
2	Break down	11	7	10	28	46.66	S	
3	Ask for	17	18	15	50	83.33	E	
4	Belong to	6	5	4	15	25	LS	
5	Bring up	11	16	12	39	65	G	
6	Burn out	5	8	4	17	28.33	LS	
7	Climb up/down	11	16	13	40	66.66	G	
8	Come back	18	19	15	52	86.66	E	
9	Cut down	8	6	4	18	30	LS	
10	Fall in with	9	9	10	28	46.66	S	
	<b>Total</b>	<b>105</b>	<b>120</b>	<b>110</b>	<b>335</b>	<b>55.83</b>	<b>S</b>	
Synonyms								
11	Found ot	14	16	17	47	78.33	G	
12	Get up	17	17	17	51	85	E	

13	Get out	13	13	13	39	65	G	
14	Laugh at	14	13	13	40	66.66	G	
15	Keep away	7	2	3	12	20	P	
	<b>Total</b>	<b>65</b>	<b>61</b>	<b>63</b>	<b>189</b>	<b>63</b>	<b>G</b>	

**Sentence Making**

16	Lay down	8	4	10	22	36.66	LS	
17	Put down	10	10	12	22	36.66	LS	
18	Run away	11	13	10	34	56.66	S	
19	Speak for	8	13	8	29	48.33	S	
20	Turn off	3	6	3	12	20	P	
	<b>Total</b>	<b>40</b>	<b>46</b>	<b>43</b>	<b>129</b>	<b>43</b>	<b>S</b>	

**Fill in the Blanks**

21	Looked at	3	5	1	9	15	P	
22	Put in	5	2	5	12	20	P	
23	Break down *	2	5	1	8	13.33	P	
24	Bring up	5	2	2	9	15	P	
25	Cut up	8	4	3	15	25	LS	
26	Fall into	2	3	4	9	15	P	
27	Go on	15	18	18	51	85	E	
28	Live on	2	1	2	5	8.33	P	
29	Made up	12	17	15	44	73.33	S	
30	Take for	5	3	3	11	18.33	P	
31	Run away *	15	15	15	45	75	G	
32	Coming at *	2	6	3	11	18.33	P	
33	Ask for *	11	10	8	29	48.33	S	
34	Come back *	6	8	5	19	31.33	LS	
35	Talk about	8	10	10	28	46.66	S	
	<b>Total</b>	<b>101</b>	<b>109</b>	<b>95</b>	<b>305</b>	<b>33.88</b>	<b>LS</b>	

**Tick the best Answers**

36	Enter for	8	7	5	20	33.33	LS	
37	Back away *	7	7	6	20	33.33	LS	
38	Felt into *	12	11	11	34	56.66	S	

39	Cut off	6	9	7	22	36.66	LS	
40	Gives off	15	13	13	44	68.33	G	
	<b>Total</b>	<b>48</b>	<b>47</b>	<b>42</b>	<b>137</b>	<b>45.46</b>	<b>S</b>	
<b>Opposite Words</b>								
41	Fall sick	8	9	8	25	41.66	S	
42	In front of	12	9	6	27	45	S	
43	Burried under	8	8	8	24	40	LS	
44	Fall in *	9	8	7	24	40	LS	
45	Carried out	9	7	9	25	41.66	S	
46	Tired of	3	6	4	13	21.66	LS	
47	Go back	15	16	14	45	75	G	
48	Thought over	8	9	11	28	46.66	S	
49	Find out	4	6	5	15	25	LS	
50	Went to	11	9	11	31	51.66	S	
	<b>Total</b>	<b>87</b>	<b>87</b>	<b>83</b>	<b>257</b>	<b>42.83</b>	<b>S</b>	
	Grand Total	446	470	436	1352	45.06	S	
	Total Percentage	<b>44.6</b>	<b>47</b>	<b>43.6</b>	<b>45.06</b>			

The above table shows students' achievement in phrasal verbs categorized into six rubrics (matching, synonym, sentence making, fill in the gaps, tick the best answer and opposite words) of all the schools. According to the percentage of the correct responses the phrasal verbs were grouped into 5 levels (i.e. Excellent, Good, Satisfactory, Less Satisfactory and Poor).

Out of 9 phrasal verbs in matching item, the students' proficiency was in excellent level in two (ask for, come back), good in three phrasal verb (bring up, act up climb up), satisfactory level in two (break down, fall in with), less satisfactory level in two (burn out, cut down), poor level in eleven (Keep away, turn off, looked at, put in, break down, bring up, fall into, live on, take for, coming at) . There were altogether

600 responses out of which 335 were correct. Thus, the percentage of the correct responses was 55.83

Table no. 9 shows students' achievement in the use of phrasal verb in synonym item was higher than other items. Out of five phrasal verbs students achievement in one (get up) in excellent level, three (found to, laugh at, get out) in good level and one (keep always) in poor level. Overall, the proficiency in synonym was 63% which is in good level.

Likewise, the above table shows students' proficiency in sentence making item. Out of five phrasal verbs students asked proficiency in one (run away) was in good level, three (made of, ask for, talk about) was in satisfactory level, two (put down, speak for) was in less satisfactory and two (lie down and turn of) was in less satisfactory level. In the same way, in ten phrase verbs (looked at, put in, break down, bring up, fall into, live on, coming at, take for) were in poor level. Out of 300 correct responses, students got 129 marks. Students gave 43% correct responses. They got less marks in sentence than in other items making item. It was found that the students felt difficulty in using phrasal verb in making sentences.

Out of 15 phrasal verbs, asked in fill in the blanks items, students' proficiency in two (go on, made up) was in excellent level, one (talk about) was in satisfactory level, two (put in, cut up) was in less satisfactory level, six (looked at, bring up, fall into, live on, take for, coming at) was in poor rank. Achievement in fill in the blanks item was less satisfactory. In this item, students gave only 33.88% correct responses. Students found fill in the blanks item comparatively difficult. Students got the least marks of all the items included in fill in the blanks item..

Out of five tick the best answer item, students' achievement in one

(gives off) was in good level, one (fall into) in satisfactory level, three (enter for, back away, cut off) was in less satisfactory level. In overall analysis, students seemed to be in satisfactory in tick the best answer item. As a whole (45.46%) responses were correct in tick the best answer item.

In this analysis, the students' achievement was in two (go back and went to) in good level, two (fell into, thought over) in satisfactory level, and five (fell sick, buried under, carried out, tired of, find out) was in less satisfactory level. Overall, the achievement of the students of this item was in satisfactory level. It was 42.83%. Thus, above table shows, of three schools students' analysis in six categories were above 41%. It showed that the students achievement was satisfactory.

The average percentage was included using the following formula.

$\bar{X}$  Average

$$\bar{X} = \frac{\Sigma X}{N}$$

Where,

$\bar{X}$  = Average

$\Sigma$  = Summation

X = Marks in Percentage

N = Number

$$\frac{1352}{3000} \times 100 = 45.06$$

Thus, the average proficiency of the students of three different schools was 45.06 percentage. Since it was above 40%, the achievement of phrasal verbs by the tenth graders in Bajura can be termed

satisfactory.

## **Conclusion**

In over all comparison, students' achievement in the use of phrasal verbs was found below 50%. Three schools' students' achievement in the phrasal verb was almost similar. Among these matching and synonym items have higher score (335 and 189) than others. On the other hand students of Janaprakash Higher secondary school got higher marks in synonym than Bhanodaya and Malika Higher Secondary School. The research shows that in the matching and synonyms items, all students of all schools were better. On the other hand, students were weak in sentence making and filling in the gap items.

Though, Janaprakash Higher Secondary got the highest score in synonym item, it was not found better than Bhanodaya Higher Secondary School. In aggregate, Bhanodaya was found better than other two schools. In conclusion, the students' proficiency in the use of phrasal verbs was in the satisfactory level.



## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The aim of the present research work was to find out the proficiency level of the tenth graders in the use of phrasal verbs in the three different schools in Bajura district. The research findings are presented below.

#### **4.1 Findings**

The main findings of the study are as follows:

- i) Students' achievement in Phrasal verb was found to be satisfactory with the percentage of 45.06.
- ii) The students of all the schools were found weak in sentence making and fill in the gaps in comparison to other items.
- iii) Bhanodaya Higher Secondary School students' proficiency was found better than other school with 47% correct responses.
- iv) Students were found good in 'Matching item' in comparison to other items.
- v) Students were seen weak in 'sentence making' and 'Fill in the Blanks' items.
- vi) In other items except the above mentioned items, students' proficiency was in average.

## 4.2 Recommendations

Based on the findings, the following recommendations have been made:

- i) Students achievement in phrasal verbs was found less satisfactory with the percentage below 50% it should be increased to meet higher level because students need to develop vocabulary power and develop English for further study.
- ii) The students were weak using the phrasal verbs to make their own sentence. So, more practice should be provided in sentence making.
- iii) Students should be given more exposure on the use of phrasal verbs by the teachers.
- iv) Translation of phrasal verbs in mother tongue should be minimized.
- v) Trained teachers to teach English should be appointed.

## REFERENCES

- Bhattarai, A. 2000. *Some Useful Techniques for Widening Vocabulary Reporter of the Learner*. Journal of NELTA of Vol. 5, No. 1
- Benton, W. 1943-1973. *Encyclopaedia Britannica*, Inc. Helen Hemingway Benton, Publisher 1973-1974, London.
- Celce-Murcia, M. and D. Larsen-Freeman. 1983. *The Grammar Book. An ESL/EFL Teacher's Course*. ISA: Heinle and Heinle Publishers.
- Chudal, N. 1997. *A Study of English Vocabulary of Achievement of Grade Six in Jhapa District*. An Unpublished M.A. Thesis, Kathmandu, T.U.
- Crystal, D. 2003. (Fifth Edition). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Publishers.
- Fries, C. 1945. *Teaching and Learning English as a Foreign Language*. USA: The University of Michigan.
- Harmer, J. 1991. *The Practice of English Language Teaching*. London: Longman.
- Khatri, M.B. 2000. *A Study of English Vocabulary Achievement of the Students of Grade Eight*. An Unpublished M.A. Thesis, Kathmandu, T.U.
- Koirala, N. 2007. *A Study on the Achievement of Phrasal Verbs of the Students of Grade 10*. An Unpublished M.A. Thesis, Kathmandu, T.U.
- Leech, G. and Star Vik Jan. 1975. *A Communicative Grammar of English*. Burnt Mill, Harlow.
- McCarthy, M. (et al.) (ed.) 2002. *Cambridge International Dictionary of Physical Verbs*. Cambridge University Press.

- Pahuja, N.P. 1995. *Teaching of English*. India: Annual Publication.
- Palmar, F.R. 1988. *The English Verbs*. Harlow: Longman.
- Pandey, K. 2007. *Proficiency of Bachelors Level Students in Using Idome and Phrasal Verb* An Unpublished M.A. Thesis, Kathmandu, T.U.
- Rangong. 1973. *A Study of Spoken Vocabulary of the Primary Children of Nepal*. An Unpublished M.A. Thesis, Kathmandu, T.U.
- Ranjit, K. *Research Methodology. A Step-by-step Guide for Beginners*: New Delhi SAGE Publication.
- Thomson, A.J. and Martinet, A.V. 2002. *A Practical English Grammar*. Oxford University Press, India.
- Tiwari, B.N. 2001. *A Study on English Vocabulary Achievement by the Students of Grade X*. An Unpublished M.A. Thesis, Kathmandu, T.U.
- Upadhyaya, P. 2002. *A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level*. An Unpublished M.A. Thesis, Kathmandu, T.U.
- Wallace, M.J. 1982. *Teaching Vocabulary*. London: Heinemann Educational Books Ltd.