

A STUDY ON ABILITY OF USING ENGLISH PREPOSITION BY THE EIGHTH GRADE STUDENTS OF EBC BIADILA- CAILACO IN SCHOOL YEAR 2018

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ABSTRACT

The study was conducted in order to answer the following questions; 1.Are the eighth Grade Students of EBC Biadila – Cailaco able to use English Prepositions? 2. What is their level of ability in using English Preposition? The objectives of this study were; to find out the eighth grade students of EBC Biadila – Cailaco able to use English Prepositions, and to know their level of ability in using English preposition. This study used qualitative method. The respondent of the study were 30 students of the eighth grade students of EBC Biadila – Cailaco in the school year 2018. In order to know the students' level of ability in using English preposition, the writer administered a test to them. The test composes of 30 numbers of multiple choices. The result of the students' test was 71% or 7.1. It showed that the eighth grade students of EBC Biadila – Cailaco in the school year 2018 were able to use English preposition and their level of ability in using English Preposition was AN AVERAGE LEVEL.

Keywords: Ability, Using, English Preposition

INTRODUCTION

Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every individual in making a good relationship with others. Through language people can express their opinions, ideas and feelings to each other.

As H. Brown Douglas state that: “language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others”. It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and gesture (body language).

“English is as a global language or an international language”. As an international language, English has significant role in various fields, such as in communication, economy, education, technology, politics, and so on.

In this globalization era, everyone is demanded to prepare a great resource for his/her life particularly in science and technology. To complete the global requirement the people are hoped to have an adequate knowledge and good skills.

Timor - Leste government considers that learn English is one way to absorb the sciences and technology in order to create the qualify human resources in all aspects. The great human resources are important for Timor - Leste development and existence toward other nations. Therefore, English is one of the important subjects taught at school.

Based on “the national curriculum of Timor – Leste states that English language as a compulsory subject that has been taught at junior high school up to university level. In learning English, the students are expected to dominate English orally and written. In addition, English language is the medium of instruction in teaching particular subject in certain schools. As in the international school and the school based on international standard.

By learning English, the students are expected to acquire some abilities, those are: the ability to listen, to speak, to read, and to write English correctly. And also to make Timorese learners gain success in finding the right career in the future and get the knowledge that will be useful in their real life.

In learning English, there are four basic skills that should be mastered by the students: listening, speaking, reading, and writing. Besides the four language skills, the students have capability in language components such as grammar, pronunciation, and vocabulary.

Grammar is an important element to be learnt in learning a language. It plays an important role in improving our skill in English. It is a very basic knowledge and an important tool for students to master English. Through learning grammar the students will know system of language so they will be able to combine and build words into meaningful sentence.

It can be concluded from the statements above, it is no doubt that by mastering grammar, the students will be able to speak, to read, and to write English correctly. Finally the students can create a good communication and interaction in English language actively both oral and written English between each other.

In English grammar, the students learnt about parts of speech that consist of noun, pronoun, adjective, verb, adverb, conjunction, preposition, and interjection. One of parts of speech that will be discussed is preposition.

A preposition is a word usually placed before a noun or pronoun to show place, time, cause, purpose, or means. Prepositions have a remarkable capacity for expressing a variety of meanings. So it is necessary to know which preposition to use and in which sense in a particular construction.

Based on the background above, the writer interested in analysis the students' ability in using English preposition under the title "A Study on Ability of Using English Preposition by the Eighth Grade Students of EBC Biadila – Cailaco in the School Year 2018."

The objectives of the study are (1) to know whether the Eighth Grade Students of EBC Biadila – Cailaco are able to use English Prepositions (2) to find out their level of ability in using English Preposition.

THEORETICAL FRAMEWORK

There are some important points written by the researcher in this chapter which include bits of conception or relevant theoretical reviews from many related literature to support this study. The description includes: the definition of prepositions, kinds of prepositions, prepositions with special uses and prepositions with adjectives, verbs and nouns.

Preposition

Jones (2001: p.76) states that English preposition is used all the time in English, but it is often difficult to know which preposition to use. That is why, although prepositions are always used in English, it is easy to choose and decide which appropriate preposition to use. For that reason, it is very important to learn prepositions more seriously.

In other side, Azar, S.B. (1989) reinforces that Prepositions are words that show a connection between other words. Most prepositions are little words like at, in and on. Prepositional phrases are groups of words, such as out of and on top of. Some words can be used either as prepositions or as adverbs. If the word is followed by a noun or a

pronoun, it is a preposition. There is a noun or pronoun after the preposition. This noun or pronoun is called the object of the preposition.

While Longman Dictionary of Contemporary English (1995) defines that preposition is a word that is used before a noun, pronoun or gerund to show that word's connection with another word, such as, 'in' a house made of wood', and 'by' in 'we' open it by breaking the lock', A word governing (and use preceding) a noun or pronoun and expressing a relation to another word or element, as in: 'the man on the platform'. 'Came after dinner'. What did you do it for (The concise oxford Dictionary of Current English, 1990).

In other side, Whalen (2010) argues that prepositions are closely related to the English idioms as well as important to the theoretical and abstract expressing.

In other hand, Collins Cobuild English Dictionary (1995) also defines that preposition is a word such as by, for, into, or, with which usually has a noun group as its object. In addition, Comprehensive Dictionary of the English Language (2003) adds that a preposition is usually placed before its object which can be concluded that English prepositions illustrate a relation between words. Preposition connects words; prepositions express a relation to another word or element.

Some words can be used either as prepositions or as adverbs. If the word is followed by a noun or a pronoun, it is a preposition. There are three types of prepositions that commonly use in our daily communication, such as; preposition of place, preposition of time and preposition of direction and others.

Some prepositions show where something happens. They are called prepositions of place. For example;

- Sally was sitting under a tree.
- There's a wooden floor underneath the carpet.
- Some geese flew over their house.
- John and Sarah were hiding inside the wardrobe.
- There was a tree beside the river.
- I have a friend who lives in Wyoming.
- A big truck parked in front of their car.
- The cat jumped on top of the cupboard.
- One girl sits in the middle of the playground and the others dance round her.

Some prepositions show when something happens. They are called prepositions of time. For example;

- School starts at nine o'clock.
- I brush my teeth in the morning and at night.
- We're going to the zoo on Saturday.
- No, you can't watch a video. It's past your bedtime already.
- I visited my grandparents during the summer.
- You must finish the work by Friday.
- I'll do my homework before dinner.
- "Mom, can you help me with my homework?" "Not now. You'll have to wait until this afternoon."

Some prepositions show where something is going. They are called prepositions of direction. For example;

- The boys chased after each other.
- The football rolled down the hill.
- A man was walking his dog along the riverbank.
- The freeway goes right through the city.
- We were travelling towards Miami.
- A girl went past them on a bike.
- This road leads away from the stadium.
- They watched the train pull out of the station.

Beside the three common prepositions that have been described above, many prepositions are used in other ways. Here are some of them.

of

- I bought a bag of rice and a quart of milk.
- Would you like a glass of orange juice?
- Kathleen is a member of the chess club.
- I need three pieces of paper.
- Most of the children in my class like school.
- There are several ways of cooking meat.

for

- I made this bookmark for Mom.
- Is there room for me on this seat?
- I'd like a new computer for Christmas.
- We're going downtown for a meeting.
- What's this bag for?
- This word is too difficult for me to spell

with

- He pounds nails in with a hammer.
- Mix the flour with water.
- She painted the picture with her new paints.
- Would you like to come with us to the arcade?
- I can do difficult problems with help from Mom.
- Who is the man with the beard?
- Michael came home with dirty hands.
- Cross the busy street with care.

except and instead of

- I like all kinds of food except pasta.
- Everyone likes chocolate except Tom.
- We go to school every day except Saturday and Sunday.
- You should eat fruit instead of candy.
- Dad is coming to the theatre with us instead of Mom.
- We could watch TV instead of reading our books.

like, as and than

The words like, as and then are used to compare things.

- Kathleen looks like her dad.
- Andrew smiles like his mother.
- Peter sings like a professional singer.
- Are these shoes the same as those?
- Sue is nearly as tall as the teacher.
- My backpack is bigger than John's.
- Dad is taller than all of us.
- This painting is more beautiful than that one.
- The neighbourhood streets are less busy than downtown streets.

Prepositions are used with some adjectives. The adjectives in these examples are printed in colour.

- Dad was **angry** with us.
- We were **afraid** of the big dog.
- She's not very **interested** in sports.
- John is very **good** at drawing.
- Mr Lee is **pleased** with our work.
- The teachers are always **kind** to us.
- What's **wrong** with the computer?

Prepositions are used with some verbs. The verbs in these examples are printed in colour.

- I'm **looking** for my pencil. Have you seen it?
- Can you **think** of another word for 'pleased'?
- Does this book **belong** to you?
- We're **listening** to CDs.
- I **agree** with you.
- I **lent** my skateboard to Sue.
- **Tell** me about the show you saw.
- **Cut** the cake into five pieces.
- They **borrowed** money from the bank.

Prepositions are used with some nouns. The nouns in these examples are printed in colour.

- What's the **answer** to this question?
- Is there a reason for this delay?
- What's the matter with you?
- Here's an example of good behaviour.
- Congratulations on winning the competition!
- Traffic can cause **damage** to the environment.

METHOD

In this chapter, the writer would like to present the research design, subject of the study, instrument, and standard of measurement and research procedures.

This study is to know about the students' mastery on Simple Future Tense and the level of mastery. To conduct the research, the writer will apply qualitative method to the gathering the data based on the current condition in the field. This method is used to gather the data and then provide the explanation based on the data acquired.

The research will conduct at EnsinoBasico central Biadila - Cailaco in the School Year 2018. The subject of this study is eighth grade students of EnsinoBasico central Biadila - Cailaco in the School year 2018. There are 30 students in the eighth grade students of EnsinoBasico central Biadila - Cailaco and then the researcher will select 15 students randomly from one class as the respondents

The instrument which will be used to collect the data is test. The test consists of 30 ITEM TEST. There is 30 items test in the form multiple choices. This item test will be administered to the eighth grade students of EnsinoBasico central Biadila - Cailaco to be answered within 45 minutes.

The standard of measurement which is being used in the EnsinoBasico Central Biadila - Cailaco as follows;

- 10 or ten is excellence
- 9 or nine is very good
- 8 or eight is good
- 7 or seven is fairly good
- 6 or six is average
- 5 or five is below average
- 4 or four is poor
- 3 or three is very poor
- 2 or two is bad
- 1 or one is very bad

To know the mastery level of students, the writer uses the following Formula:

$$\frac{\text{Total correct answer}}{\text{Total item test}} \times 100\%$$

There are several steps that the writer will use for data gathering analyzing the data as follows;

1. The researcher will prepare the item tests
2. The researcher will get research letter from the Dean of Faculty Teachers Training Teacher and Education Science in Instituto Superior Cristal.
3. There researcher will go to school and submit the research letter to the school principle in order to be allowed for conducting research.
4. The researcher will select the students randomly from two classes.
5. The researcher will administer the tests item to the students.
6. The researcher will collect the students answer sheets
7. The researcher will correct the students answer sheets and give the scores
8. The researcher will tabulate the scores
9. The researcher will analyze the result of students' tests.
10. The researcher will finally get declaration letter from the school principle to be attached the report.

FINDINGS AND DISCUSSIONS

The field research was conducted at Ensino Basico Central Biadila Cailaco particularly the 8th grade students of class B from 21st of August until the 21st of

September 2018 the researcher collected the data through the test item which consisted of 30 numbers of multiply choice.

The total responds were 30 students of 8th grade class B of Ensino Basico Central Biadila Cailaco in the school year 2018. They were selected by the researcher base on the information of the local English teacher that the students have been encountered the problem the English grammar specifically, preposition.

The tests item of questions was relevant to the thesis title “A study on Ability of Using English Preposition by the Eighth Grade Students of Ensino Basico Central BiadilaCailaco in the school year 2018.

The data analysis of the data collection presented the result of the test which had done by the researcher as in the table bellow;

Table 1 Multiple Choices

Student's Initial	Multiple Choice	Correct Answer	%	Incorrect Answers	%	Total
AMS	30	20	67%	10	33%	100%
TDC	30	16	53%	14	47%	100%
MV	30	21	70%	9	30%	100%
MDS	30	21	70%	9	30%	100%
MM	30	25	80%	5	20%	100%
TS	30	28	90%	2	10%	100%
ADS	30	22	73%	8	27%	100%
AMDC	30	14	47%	16	53%	100%
CFA	30	11	37%	19	63%	100%
ENC	30	9	27%	21	73%	100%
ZG	30	17	57%	13	43%	100%

NSP	30	15	50%	15	50%	100%
AA	30	22	73%	8	27%	100%
JA	30	8	27%	22	73%	100%
VS	30	25	83%	5	17%	100%
EM	30	23	77%	7	23%	100%
EV	30	22	73%	8	27%	100%
AMB	30	22	73%	8	27%	100%
AL	30	20	67%	10	33%	100%
VDS	30	6	20%	24	80%	100%
CG	30	24	80%	6	20%	100%
EAH	30	20	67%	10	33%	100%
GO	30	14	47%	16	53%	100%
ZV	30	12	40%	18	60%	100%
ESB	30	23	77%	7	23%	100%
GX	30	19	63%	11	37%	100%
JDS	30	19	63%	11	37%	100%
CVM	30	16	53%	14	47%	100%
DL	30	4	13%	26	87%	100%
L S G	30	20	50%	10	50%	100%
Total	900	528		362		
Average		60		40		

The result of multiple choices based on the table above described that, the ability of 30 students of Eighth Grade Students of EnsinoBasico Central BiadilaCailaco in the school year 2018 in using English preposition was 60% or 6.0 which classified as **AVERAGE LEVEL**. The percentage of column 3 was derived from:

$$\frac{\text{Totalcorrectanswer}}{\text{TotalItemstest}} \times 100\%$$

$$\frac{528}{900} \times 100\%$$

$$= 60\%$$

The percentage of column 5 was derived from:

$$\frac{\text{Totalincorrectanswer}}{\text{TotalItemstest}} \times 100\%$$

$$\frac{362}{900} \times 100\%$$

$$= 40\%$$

Table 2 The Distribution of Students' Mastering Level

No	Standard of Measurement	Frequency	Level	Percentage
1	10		Excellent	
2	9	1	Very good	3.3%
3	8	3	Good	10%
4	7	12	Fairly good	40%
5	6	2	Average	7.0%
6	5	5	Below average	16.0%
7	4	3	Low	10%

8	3	2	Very Low	7.0%
9	2	1	Bad	3.3%
10	1	1	Very Bad	3.3%
Total students		30		100 %

In this table (4.2.2) describes that;

- 1 student got 9 or 3, 3 % was very good level.
- 3 students got 8 or 10 % were good level
- 12 students got 7 or 40 % were fairly good level
- 2 students got 6 or 7.0 % were average level
- 5 students got 5 or 16.0 % were below average level
- 3 students got 4 or 10 % were low level
- 2 students got 3 or 7.0 % were very low level
- 1 student got 2 or 3, 3 % was bad level.
- 1 student got 1 or 3, 3 % was very bad level.

Based on the distribution table above, there were 30 students attended the test, 18 students could pass the test or 60 % considered pass. Unfortunately 12 students or 40 % could not pass or considered them fail in the test.

CONCLUSION

Based on the data analysis, finding and interpretation of second grade students of EBC Biadila - Cailaco in the school year 2018. The writer would like to conclude this study as follow:

- The eighth grade students of EBC Biadila - Cailaco in the school year 2018 were able to used English preposition. Their result of test was 60% or 6.0.
- The eighth grade students of EBC Biadila - Cailaco in the school year 2018 in the school year 2018 ability level of using English preposition was an average level based on the standard of measurement that has established in the respective school.

- Based on the table distribution showed that 30 students who attended the test, 18 of them could pass the test with the percentage 60 % and 12 of them could not pass the test or fail with the percentage 40 %.

Based on the conclusion above, the writer wants to provide some suggestions as follow;

For the English teacher

- Before going to teach as a teacher needs to have a better preparation and be able to determine and choose the topic which can be implemented in learning tenses.
- English teacher must familiar with the eight parts of speech, particularly preposition with various types of method and strategies.
- The English teacher must be able to explain the types of preposition and provide an example of each types of preposition.
- The teacher should give more exercises about English preposition to the students, so that they are able to use it whether in writing and speaking.

For the student

- The students have to pay full attention once the teacher explain about the definition of preposition and the types of preposition.
- The students have to practice frequently on how to use English preposition correctly in their daily life.
- The students have to do their assignments from their teacher.

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