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“A Study on the Ability in Using Prepositions of “Time” by the Second Year Students of Language Program at SMA Negeri Niki-Niki, Amanuban Tengah Subdistrict, Timor Tengah Selatan Regency, East Nusa Tenggara in the School Year 2023/2024

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### Info Artikel

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### Abstrak

Tidak dapat dipungkiri bahwa kita membutuhkan bahasa untuk berkomunikasi satu sama lain dalam kehidupan kita. Lado (1964:9) menyatakan bahwa bahasa adalah sarana utama yang digunakan manusia untuk mengekspresikan dan memenuhi kebutuhan dasarnya untuk berinteraksi sosial dengan orang lain. Dengan menggunakan bahasa, pendapat seseorang dapat dimengerti oleh orang lain. Tanpa bahasa, mustahil setiap orang dapat memahami pendapat atau ide orang lain. Setiap orang harus menyadari bahwa interaksi dan hubungan sosial akan terasa hampa tanpa adanya bahasa. Kata depan dalam bahasa Inggris ini hanya sedikit sekali (Wishon dan Burks, 1980: 288). Pada preposition of time banyak siswa yang mengalami kesulitan, mereka tidak dapat menyusun kalimat dengan benar. Metode yang digunakan adalah metode deskriptif dan instrumen yang digunakan adalah tes. Jenis tes yang digunakan adalah tes melengkapi, dimana penulis meminta siswa untuk melengkapi kalimat. Penulis melakukan tes hanya satu kali. Subjek penelitian adalah sejauh mana siswa kelas XII Program Bahasa SMA Negeri Niki-Niki, Kecamatan Amanuban Tengah, Kabupaten Timor Tengah Selatan, Nusa Tenggara Timur pada Tahun Ajaran 2023/2024 dapat menggunakan kata depan waktu? Dan jumlah keseluruhan siswa adalah 24 siswa.

Kata kunci : *bahasa, waktu, preposisi*

### Abstract

It cannot be denied that we need a language to communicate with each other in our life. Lado (1964:9) stated that language is the chief means by which human personality expresses and fulfills its basic needs for social interaction with other people. By using language, someone's opinion could be understood by others. Without language it is impossible for everyone to understand others' opinion or idea. Everybody should realize that interaction and relation in a social will be empty without language. Preposition in this little words in English (Wishon and Burks, 1980: 288). In preposition of time many students find some troubles; they can't

construct the sentences correctly. Descriptive method and the instrument is test. The type of test is completion test, by which the writer asks the students to complete the sentences. The writer conducted the test only one time. The subjects of research is how far by the Second Year Students of Language Program at SMA Negeri Niki-Niki, Amanuban Tengah Subdistrict, Timor Tengah Selatan Regency, East Nusa Tenggara In The School Year 2023/2024 able to use the preposition of time? And the total numbers of students are 24 students.

Keywords : *language, time, preposition*

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## INTRODUCTION

It cannot be denied that we need a language to communicate with each other in our life. Lado, (1964: 9) states that language is the chief means by which human personality expresses and fulfills its basic needs for social interaction with other people. Meanwhile, Baker, *et. al* (2000: 15) say that people need a common language in order to communicate with each other for business, travel and social reasons. Language is also used for doing things (Nestrup, 2000:31). People use it in every day activities for transacting vocations, debating politics, gossiping, etc. Teacher used it for instructing students, preachers for preaching parishioners and comedians for amusing audiences. Novelists, reporters and scientists rely on the written word to entertain, in form and persuade. All these are examples of using language in activities in which people do things with language. Rivers, (1981: 185-186) states that there are three aspects of language, namely, language as product, language as tool, and language as activity or process. Language as a product is the language as an object of the study. Language as a tool is language that we use to communicate with others whether in oral or written form and language as an activity or process is language as a new system of new language and should know how to recognize the formulations of various options of which appropriate for us in expressing specific meaning.

Nowadays, English has been learnt as a foreign language and taught as a compulsory subject in junior and senior high schools and university in Indonesia. According to curriculum 1994, English in junior high schools and senior high schools is aimed at cultivating students' communicative skills. In this case, when the students graduate from junior and senior high schools, they are expected to be able to communicate with others in English. In this globalization era, English is a medium of communication and relationship among countries in the world.

In relating to the statements above, language is a tool of communication and it cannot be separated from grammar. Conlin and Harmer (1965: 1) stated that grammar is a description of language forms and patterns we use in communication. Forms include the structure of the sentences; the form and the function of the words and the pattern of the sounds that make up the words.

Grammar of every language is the fundamental unit in constructing sentences. It contains meaning that enables us to communicate effectively. One part of grammar is preposition of time as the topic of this writing. Preposition is categorized as function words. Preposition is the little words in English (Wishon and Burks, 1980: 288). They are usually quite short and insignificant looking, but they have very important functions.

Coming to this title of writing, the writer basically has some reason why I chose this topic to be my study. First, the students sometimes who have learnt grammar, especially preposition cannot distinguish the use of appropriate preposition which state time with the other prepositions in English sentence. In this case, the students just combine the usage for all types of preposition. Second, the writer herself experienced of the weaknesses to use the preposition particularly preposition of time in which I found the confusing the use of it. These weaknesses realized me to do research in other school about their students' ability. Based on the phenomenon above, the writer is inspired to do a study under the title "A Study on the Ability in Using Prepositions of "Time" by the Second Year Students of Language Program at SMA Negeri Niki-Niki, Amanuban Tengah Subdistrict, Timor Tengah Selatan Regency, East Nusa Tenggara In The School Year 2023/2024.

## 2. REVIEW OF RELATED LITERATURE

### 2.1 Grammar

#### 2.1.1 Definition of Grammar

Grammar as part of language has close relation to the sentence of word construction. A good sentence must follow certain rule or certain grammar because by using grammar properly, someone’s thought could be understood by others or vice versa.

In relation to the importance of grammar, Collin and Harman (1965:14) say that grammar is the discovery and the description of the language forms and structures that serves as clues to meaning in communication. When we study grammar, we describe the great variety of sentence pattern that make up our language; we learn about the structure of words themselves and about the pattern of sound that make up the words.

In learning grammar, learners should consider how words or phrases are constructed to form a sentence grammatically based on the rules, regarding with that, House and Harman (1957: 11) define grammar as the study of words and their function. It means that grammar is correlated to phonology (pronunciation), morphology (inflection form), syntax (the relation of words to other words in phrase, clauses and sentences) and semantic (meaning of words). In its narrower sense it may deal only with the form and with the uses of words. Since grammar is a science, it must describe and analyze the basic fact of speech, and explain the laws governing the behavior of the language.

Radford (1988: 2) states that a grammar of particular language will take the familiar form of a set of rules and principles which tell you have to “speak” and “understand” the language more precisely; the grammar will compress a set of rules or principles which specify how to form, pronounce

and interpret phrases and sentences in the language concerned. The word grammar in this technical sense has a much broader sense than that familiar from school textbooks, since it covers not only morphology (the internal structure of words) and syntax (how words are combined to form phrases and sentences), but also phonology (pronunciation) and some aspects of semantics (meaning). Furthermore, grammar is the description of the possible arrangement of the sound.

In relation to the definition of the grammar above, it can be said that good grammar is a good language and in learning grammar refers to morphology, syntax, semantic, and phonology.

#### 2.1.2 Some Aspects of Learning Grammar

Ur (1988:5-6) says that before planning the organization of our teaching, we need to have a clear in our mind exactly what our subject-matter is: what sort of things are included under the heading, grammar and what is involved in knowing structure? Briefly it can be presented in the form of the table below:

Table 01: Aspect of teaching / Learning Grammar / Structures

Aspect	form	Meaning
listening	Perception and recognition the spoken form of the structure	Comprehension of what the spoken structure means in context
Speaking	Production of well-Formed examples in speech.	Use of structure to convey meaning in speech (semantic)
Reading	Perception and recognition of the written form	Comprehension of what the written structure means in context.

writing	Production of well-Formed examples in writing.	Use of the structure to convey meaning and writing.
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## 2.2 Preposition

Wishon and Burks (1980:288) state that preposition is the little words in English. They are usually quite short and insignificant looking, but they have very important function. Many of the most common words in English are prepositions and many of them are very short words, for example: at, for, in, since, and on. However, longer words and short phrases can function as preposition too.

The further explanations about preposition will be obtained in the following part.

### 2.2.1 Definition of Preposition

Certain experts explain about prepositions as follows; house and Harman (1957:174) state that a preposition is a particle (word of word equivalent) use with a noun or pronoun (and usually place before it) to form phrase; which the phrase usually performs the function of an adjective or an adverb, for example: a letter from home, riding on a horse, anxious about her son, go farther into the stream.

While preposition are particles (at, above, on, in), direction (to word), time (at, during), limit of motion (to, into) source (from, of) etc. in general a preposition shows relations between one element of a sentence and another called its object.

A preposition is a word that is use to show the relationship of a noun or pronoun to some other word in the sentence (Shaw, 1981:27).For examples:

- Lydia was competent in mathematics (the preposition in joins the noun mathematics to the objective competent).
- I have no need for more of your excuses (the preposition for joins

the pronoun more to the noun need: the preposition of Join the pronoun more to the noun excuses).

The following list contains all the simple prepositions that are commonly used in English:

About, above, across, after, against, along, alongside, among, around, at, before, behind, below, beneath, beside, between, beyond, by, concerning, despite, down, during, except, for, from, in, inside, into, like, near, not with standing, of, off, on, onto, outside, over, regarding, since, thorough, throughout, till, toward, under, underneath, until , upon, with, within, without.

Prepositions are always followed by nouns or pronouns (Wishon and Burst, 1980:288). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, manner, agent, possession, and condition, between their objects and other parts of the sentences.

As the most typical complement in a prepositional phrase, prepositions can be regarded as a device which connects noun phrases with other sentences. Most common prepositions are short, invariable forms: about, after, around, as, at, by, down, for, from, in into, like, of, off, on, round, since, than, to, to words, with, without, etc.

Prepositions are words normally placed before nouns or pronouns (Thomson and Martine, 1986:91). Preposition can also be followed by verbs but, except after but and except, the word must be in the gerund form:

- He is talking of emigrating
- They succeeded in escaping

Murthy (2000:211) states that a preposition is a word places before a

noun or pronoun to show its relation to some other words in the sentence. For example:

- I spoke to George
- We are fond of poetry
- Marry has good command over English

In the most general terms, a preposition expresses a relation between two entities. One being that represented by prepositional complement (Quirk and Greenbaum, 1973:143). The various types of relation meaning, those of place and time are the most prominent and easy to identify. Other relationships such as instrument and cause may also be recognized, although it is difficult to describe prepositional meaning systematically in terms of such labels. Some prepositional use may be best invalidated by seeing a preposition as related to a clause, for examples:

- The man with the red beard –The man has the red beard
- My knowledge of Hindi-I know Hindi

Prepositions seem in print to be small, relatively humble looking words yet they perform a multitude of important linking duties. By joining one sense group of words to another to convey a particular and often extremely precise meaning (Evans, 1986:131). Generally, preposition act as links between sense groups of words in sentences. They establish relationships between one groups of words and another such as where in terms of location. For example:

- The old man was sitting on bench in the park: or when in terms of time;

For example; I should be home before six in the evening.

Often, the preposition can form a link in an abstract relationship;

For example; there was bad blood between the two farming brother.

### 2.2.2 Positions of Prepositions

The prescribe and the most common position for the preposition (Latin, *Prae* means before and *positus* means position) is before its object; and since its function is to show relation between two grammatical units, it normally follow-on of these units and precedes the other (house and Harman, 1957:181). In actual speech, however, the prepositional phrase does not always follow the word it modifies, not does the preposition always precede the word it governs. Both should be so place that the correct meaning is conveyed investively.

When the preposition governs an interrogative pronoun introducing a direct or an indirect question, the preposition is fervently place at the end of the clause or sentence:

- What did you do that for
- Your mother will know what you are up to
- It wonder what you are thinking about

If we transpose the prepositions in sentences like these to the prescribe position, i.e., before their objects, we may fail to convey the intended meaning, or we may secure awkwardness, vagueness, and absurdity. Usage will hardly justify one's choosing any of the following sentence patterns even though the preposition is placed according to the prescribe rule before its object.

- For what did you that?
- Your mother will know to what, you are up.
- I wonder about what you are thinking.

If the relative pronoun in a prepositional phrase is understood, the preposition must be placed in a post-position to its implied object:

- This is the man I used to work the for
- These are the person I have been visiting with

When the relative pronouns that or as the preposition must also come in the post –position and it frequently closes the sentences:

- This is the book I refer to
- Is his the man you were speaking of?

When the unexpressed antecedent of relative pronoun is the object and the relative pronoun itself is governed by another preposition, the preposition governing the relative pronoun must be placed in post position.

A preposition normally precedes its object; a preposition, however, may follow its object (Shaw, 1981:28) for example:

- In what town do you live? (in comes before what town)
- What town do you live in? (in follows in object)

In other words, Murthy (2000:221) says that there are three positions of prepositions;

1. If preposition is always placed at the end of the sentences when the object is relative pronoun “that”. For example:

- it is the bus that I am waiting for
- this is the hotel that I stayed in

2. The preposition must be placed at the end of the sentences when the object is an interrogative pronoun. For example;

- What are you thinking about?
- How are you waiting for?

3. The preposition must be placed at the end when the relative pronoun is understood. For example:

- I want to know the person you borrowed the book from.
- Do you know the things she is interested in?

There are some alternative positions of prepositions (Thomson and Martinet, 1986:91).

a. Prepositions normally precede nouns or pronouns. In two constructions, however, it is possible in informal English to

move the prepositions to the end of the sentences:

1. In questions beginning with a preposition + whom / which / what / whose / were:

- To whom were you talking? (formal)
- Whom were you talking to? (informal)

2. It used to be thought ungrammatical to end a sentence with a preposition, but it is now accepted a colloquial form.

Similarly in relative clause, a preposition placed before whom which can be moved to the end of clause. The relative pronoun is then often admitted:

- The people with whom I was traveling ( formal)
- The people I was traveling with ( informal)

b. In phrasal verbs the preposition / adverb remains after its verb, so the formal type of the construction is not possible. The children I was looking after could not be rewritten with after + who and which bridge did they below up? Could not be written with up + which It used to be said that one should never end a sentence with a preposition, but in actual practice that is a rule that cannot always be followed (Wish on and Burks, 1980: 309). The preposition in verb-preposition combinations commonly end sentences, under the following circumstances:

When an interrogative pronoun is the object of the preposition

- Who/whom are you speaking to?
- What are you looking for?

When a relative pronoun is used as the object of the preposition:

- This is the house that I used to live in
- There is the man that I was speaking of.

When the relative pronoun is omitted;

- Here is the book of which I was speaking
- Here is the book I was speaking of

When which is replaced by that

- This is the house in which I used to live
- This is the house that I used to live in

Adjective clauses of this kind behave in the same way when they are embedded in the sentences:

- The house in which I used to live is being torn down
- The house that I used to live in is being torn down

After an infinitive at the end of the sentences

- He used his new pen to write with

After a passive infinitive at the end of sentences

- I like to be listened to
- They are not to be depended on ( upon )

## 2.3 Preposition of Time

Preposition of time is a kind of preposition. It differs from the other kinds of preposition such as preposition of place, direction, instrument, identification, purpose, material and agent. Preposition of time is used to state a time.

They many introduce adjective phrases that modify nouns or pronouns. The further information about preposition of time is complained in the following part.

### 2.3.1 Types of Time-Preposition

There are some types of preposition of time. Those types are explained bellow.

#### 2.3.1.1 Since

According to Azar (1985:171) since is followed by the mention of a specific point in time: an hour, a day, a month, a year, etc.

Since expresses the idea that an activity began at specific time in the past and continuous to the present.

The present perfect also expresses past and continuous to the present. The present perfect is used in the sentences with since.

For example:

- I have been here since yesterday
- I have lived here since 1981
- I have been there since eight o'clock

Since many also introduce a time clauses (i.e.: a subject and verb may follow since). Look at the examples: the simples past is used in the "Since Clauses".

For examples:

Main Clauses  
since Clauses  
(Present perfect)  
(Simple Past)  
I have lived here  
since I was child

Moreover, Thomson and Martinet (1986: 94) state that since is used for time, never for place and means "From that time to time referred to ". It is often to used with a present perfect or past perfect tense. For examples:

- He has been here since Monday ( from Monday till now)
- He wondered where Ann was. He had not seen her since their quarrel. Since can also be an adverb.
- He left school in 1983, I haven't seen him since, since can also be a conjunction of time.
- He has work for us ever since he left school.
- It is two years since I last saw Tom: I last saw Tom two years ago / I haven't seen Tom for two years.

#### 2.3.1.2 For

For is followed by the mention of the length of time: two minutes,



three hours, four days, five weeks, etc. (Azar, 1985: 171). For examples:

- I have been here for two hours
- She have been there for five days
- He has lived here for three weeks

The use of the perfect in a sentence with for + a length of time means that the action began and ended in the past.

For examples:

- I live in Chicago for three years .I don't live in Chicago now

For is used with noun phrases with denoted a quantity of time, such as an hour, two hours, eight weeks, a long time. For answer the question "how long?" (Krohn, 1986: 188), For examples:

- How long did you study?
- We studied for one hour
- I studied for several days

For is used of a period of time. For example: for six year, for two months, forever (Thomson and Martinet, 1986:95). For examples:

- Bake it for two hours
- He traveled in the desert for six months.

For + period of time can be used with a present perfect tense or past perfect tense for an action which extends up to the time of speaking: for example:

- He has worked here for a year (He began working here a year ago and still work here).

For used in this way is replaceable by since with the point is time when the action began; He was worked here since this time last year.

We used for + a period of time to say how long something goes on (Murphy, 1985: 230): for six years, for two hours, for a week. Examples:

- I've lived in this house for six years
- We watched television for two hours last night.
- Ann is going away for a week in September

### 2.3.1.3 At

According to Wishon and Burks (1980:292) at is used with time; at 08.00, at lunch time, at the sometimes, at the moment, at the weekend.

For example:

- He arrived at 08.00
- Those farmers stop working at sunset.

We used at with time (Murphy, 1985:228) at 05.00 o'clock, at 11.45, at midnight.

For examples: Tom usually leaves work at five o'clock

But we usually leave out at when we ask:

- (At) what time . . . ?  
What time are you going out this evening? / at what . . .
- At night  
I don't like going out at night

- At Christmas  
We give each other presents at Christmas

- At the same time  
Ann and I arrived at the same time.

We used at with time (Azar, 1992: 45); at noon, at night, at midnight, at + "clock time", at present, at the moment.

For example:

- I sleep at night.
- He is busy at present. Please call again.

### 2.3.1.4 In

We use in for longer periods, such as months, year and seasons (Liz and Soars, 1993: 23). For example:

In April, in 1965, in summer, in the nineteenth century.

We say, at night but in the evening afternoon .We also say; I'll see you in the morning. In is used to indicate periods of time (Wishon and Burks, 1980:292). For examples;

- I saw him in January
- The mail comes in the evening

In is also used to indicate lengths of time. For example:

- He will come in an hour.
- He finished that book in one evening

Murphy (1985: 232) states that we use in for longer of time (for example: months / years / seasons): In April, in 1968, in (the) winter, in the middle age.

For example:

- They got married in 1968

We also say: in the mornings / in the afternoon ( s ) / in the evening (s)

For example:

- I'll see you in the morning ( but I'll see you on Friday morning)

In + period of time: a time in future

- The train will be living in a view minutes  
( a view minutes from now)

- They are getting married in six months

(Six months from now)

We can also say "In six months time ", "in a weeks time".

- They are getting married in six months time.

We also use in to say how long it takes to do something;

- I learn to drive in four weeks.

(It took me four weeks to learn)

Moreover, Azar (1992: 45) says that in also used to indicate the expression of time: in the past, in the present, in the future, in the morning, in + a month / a year.

For examples:

- Please be on time in the future
- I was born in August

### 2.3.1.5 On

Use on for days and date (Liz and Soars, 1993; 23). For example: on Friday, on 12 September, on Saturday evening, on Friday morning.

On is used to indicate days of week and dates (Wish on and Burk, 1980; 293).

For example:

- Summer begins on June 21.
- We do not have classes on.

Moreover, Azar (1992; 45) says that on also used to indicate the expression of time: on + a date / a week day (mornings, afternoons, evenings).

For example:

- I was born on October 31, 1975
- I have class on Thursday morning (s)

## 2.3.2 Additional Types of Time-Preposition

### 2.3.2.1 Around

Wishon and Burks (1980:292) state that around is used to state a time "At approximately".

For examples:

- The police believe the men died around six o'clock
- I get to my office around nine every morning

### 2.3.2.2 Before and After

Before means "earlier than the time of" (Wishon and Burks, 1980; 301), for example:

- He studies before an examination
- She relaxes after work every day.

Before and after may also used an - ing verb expression (Krohn, 1986; 191).

For example:

- Marry studied before eating.
- Paul left after getting his money.

In such sentences the subject of the + ing expression is assumed to be identical with the main subject (Marry and Paul in the examples). Note that "to eat" or "to get" cannot be used here. Never say "before to eat" or "after to get the money".

### 2.3.2.3 Until

Until indicates the continuation of an action or a state up to a specified point (Wishon and Burks, 1980:302).

For example:

- I will wait for you until five o'clock

- He lived there until his marriage  
Do not use until with expression of place or distances:

“Until today“is correct, but not “until the drugstore”. Use as far as with expression of places: “as far as the drugstore”. (Krohn, 1986: 191)

At, on, and in as preposition of “time when” are to some extent parallel to the items as positive preposition of position , although in the time sphere there are only two “dimension types“; “point of time“ and “period of time”. (Quick and Green Baum, 1973:154)

At is used for point of time, chiefly clock time (at ten o’ clock, at 06.30 pm., at noon, etc.); also idiomatically, for holydays period (at the weekend, at Christmas, at Easter); and for phrases at night, at the / that time, etc.

On is used with phrases referring to days on (on Monday, on the following day, on May); otherwise in or, less commonly, during is used to indicates periods of times; in the evening, during holly week, in August, in the eighteen century, etc.

As preposition, before, after, since and until occur almost exclusively as preposition of time , and are followed by either (a) a temporal noun phrase ( examples: before next week), ( b ) a subject v-ing clauses ( examples: since learning school ), or ( c ) a noun phrase with adverbial noun or some other noun phrases interpreted as equivalent to a clause:

- Until the fall of Rome (= “until Rome fell“ ).
- Before the war (= “before the war started or took place“ ).

Until specifies a terminal point with positive and a commencement point with negative predictions:

- We slept until midnight (= we stop sleeping then )

- We didn’t sleep until midnight (= we started sleeping then).

### 2.3.2.4 By

By is used to state maximum time limit, “at the latest” (Wishon and Burks, 1980: 292).

For example:

- He will be here by five o’clock
- All classes will over by June

By is used to state a time / date / period: at the time or before / not later than that date (Thomson and Martinet, 1986: 94). It often implies “before that time/that”. Example: the train starts at 06.10, so you had better be at the station by 06.00. By + a time expression is often used with a perfect tense, particularly the future perfect. For example: By the end of July, I’ll have read all those books.

By + a time = not later than (Murphy, 1985: 232).

- I posted the letter today, so they should receive it by Monday (On or before Monday; on the Monday at the latest)
- Where’s Ann? She should be here by now (how or before now; so she should have already arrived).

## 3. METHODOLOGY OF RESEARCH

### 3.1 Research Types

Based on the problem formulates in this part, the writer will use descriptive study in this research due to the researcher’s investigation on the phenomenon about “A Study on the Ability in Using Prepositions of “Time” by the Second Year Students of Language Program at SMA Negeri Niki-Niki, Amanuban Tengah Subdistrict, Timor Tengah Selatan Regency, East Nusa Tenggara In The School Year 2023/2024.

### 3.2 Research Procedure

Before analyzing the result of the data, the writer needs to get some relevant information and data as sources to answer the problem of this study. Those information and data will be found in the library and field research.

### 3.2.1 Library Research

There are some relevant references in the library. Here, the writer will collect some information, concepts, and some theories dealing with this writing.

### 3.2.2 Field Research

In this research, the writer will take the data from the field research. In collecting the data, the researcher will use completion test. By this kind of test, the writer can solve the problem of this study and can know the students ability in using preposition of time. The writer do the field research at “A Study on the Ability in Using Prepositions of “Time” by the Second Year Students of Language Program at SMA Negeri Niki-Niki, Amanuban Tengah Subdistrict, Timor Tengah Selatan Regency, East Nusa Tenggara In The School Year 2023/2024.

Arikunto (1988:14) states that data resources are object from which data can be gathered. In this study, subject of research is used as data resources. The subject of this writing is “A Study on the Ability in Using Prepositions of “Time” by the Second Year Students of Language Program at SMA Negeri Niki-Niki, Amanuban Tengah Subdistrict, Timor Tengah Selatan Regency, East Nusa Tenggara In The School Year 2023/2024, which consists of 24students.

### 3.3 Instruments of Research

In getting the data and information in the field research, the writer will use an instrument, that is, a test. The kind of test is completion test. There are 50 items, consists of ten items for *since*, ten items for *on*, ten items for *in*, ten items for *at*, and ten items to *for*. I use completion test to know the students ability in using the preposition of time. Here, the writer asks the students to complete the sentences by using the five items. For example:

- Those two old men have been friends . . . . 1990
- I am getting married . . . December
- We sleep . . . . night.

All the test items I will take from the standard book. It can be classified as follows:

- Preposition *since* and *for* will be taken from Fundamentals of English Grammar, (Azar, 1985: 171-172) and English Grammar and Exercise 3, (Chapman, 1990: 41-42).
- Preposition *at*, *in*, and *on* will be taken from Fundamentals of English Grammar (Azar, 1992: 45-46) and English Grammar in Used (Murphy. 1985: 228-229).

### 3.4 Data Analysis

After getting the result of the data of test items, the writer will analyze them into some ways. *First*, the writer presents the students answer. *Second*, the writer counts the correct and incorrect answer, and then gives the scores of each student. *Third*, the writer scores the test items. *Fourth*, the writer determines the mean (M) of the score proposed by (Walkitri, 1990: 12)

$$\text{It is } M = \frac{\text{The whole scores}}{100\%} \times$$

The number of students  
*Fifth*, tabulating the score of the students based on the each type of preposition of time. *Sixth*, I use Walkitri’s formula for determining the level of ability.

$$\text{It is } M = \frac{\text{Total correct answer}}{\text{Total items}} \times 100\%$$

To measure how far the students’ ability on preposition of time, I use Thoha’s Standard of measurement (1994: 98) as follows:

90%	-	100%	= Excellent (E)
70%	-	89%	= Good (G)
50%	-	69%	= Average (A)
30%	-	49%	= Poor (P)
< 30%	-		= Fail (F)

#### 2.3.2.5 During

During is used with noun phrases which refer to a period of time, such as the afternoon, the course the summer, during answers the

questions “when”? (Krohn, 1986; 188);

For example:

- When did you study?

For example:

- We studied during our vocation
- We studied during the summer

During relates on activity to specific period of time. The activity may be either consonant or intermittent. (Wishon and Burks, 1980; 301),

For example:

- My cousin lived in Japan during most of her childhood.
- We ate hot dogs and drank soda during the foot ball game.

#### 4. FINDINGS AND DISCUSSIONS

As the writer mentioned at the previous chapter, this writing was done to describe the ability level in using in using preposition of time. To get it the writer made the test at the “A Study on the Ability in Using Prepositions of “Time” by the Second Year Students of Language Program at SMA Negeri Niki-Niki, Amanuban Tengah Subdistrict, Timor Tengah Selatan Regency, East Nusa Tenggara In The School Year 2023/2024r. The test was conducted only one time that is on October 23<sup>st</sup>, 2023. Furthermore, the test was done in the form of completion.

In this part, the writer presents the findings and discussions of the test. The writer presents the distributions of the test items with each type of preposition of time in the table below.

**Table 01: The distribution of the test items of types of preposition of time.**

No.	Types of preposition of time	Number of items	Total
1	Since	4, 6, 11, 16, 21, 26, 31, 36, 43, 50	10
2	For	3, 7, 12, 17, 22, 27, 35, 40, 44, 49	10
3	At	2, 8, 13, 20, 23,	10

		30, 34, 38, 45, 48	
4	In	1, 10, 15, 18, 25, 29, 33, 37, 41, 47	10
5	On	5, 9, 14, 19, 24, 28, 32, 39, 42, 46	10
	<b>Total</b>		<b>50</b>

#### 4.1 Findings

##### 4.1.1 General Findings

**Table 02 : The whole students’ scores of test items**

Code of the students	Correct answers	score
A	29	58
B	23	46
C	25	50
D	19	38
E	28	56
F	28	56
G	17	34
H	25	50
I	20	40
J	13	26
K	32	64
L	26	52
M	19	38
N	13	26
O	23	46
P	20	40
Q	26	52
R	28	56
S	22	44
T	14	28
U	21	42
V	23	46
W	29	58
X	24	48
<b>TOTAL</b>	<b>547</b>	<b>1094</b>

- Mean

Mean is obtained by adding the whole scores and dividing them by the number of students. Based on the scores above, the mean of the test could be counted using Zainul and Nasution’s formula (1997: 143) as follows:

The whole scores

$$M = \frac{\text{The number of the students}}{100\%} \times$$

The number of the students

$$M = \frac{1094}{24} \times 100\%$$

$$= 45.58\%$$

So, the mean is 45.58%

#### 4.1.2 Specific Findings

In this part, the writer would like to present the result of the test based on the each kind of preposition of time.

The table below contains the students' score for each kinds of preposition of time from the test.

**Table 03 : Students' score for each kinds of preposition of time**

Code of the students	Kinds of preposition of time				
	Since	For	At	In	On
A	3	5	5	7	9
B	3	4	5	4	7
C	4	3	5	6	7
D	4	3	2	7	3
E	3	5	5	6	9
F	3	6	5	6	8
G	2	2	5	6	2
H	7	-	5	5	8
I	3	3	5	7	2
J	6	1	3	1	2
K	6	3	6	7	10
L	6	3	5	5	7
M	3	3	2	6	5
N	3	2	2	1	5
O	4	3	4	5	7
P	6	5	1	5	3
Q	4	3	4	7	8
R	3	6	5	6	8
S	6	3	5	3	5
T	2	1	3	3	5
U	2	2	8	4	5
V	6	5	1	5	6
W	6	4	7	4	8
X	4	3	4	5	8

**Table 04 : Students' total correct answer for each item of the test**

No. of test items	Correct answer		Incorrect answer	
	Total of students' answering correctly	%	Total of students' answering incorrectly	%
1	21	87%	3	12%
2	20	83%	4	16%
3	6	25%	18	75%
4	16	66%	8	33%
5	14	50%	10	41%
6	1	4%	23	95%
7	9	37%	15	62%
8	16	66%	8	33%
9	13	54%	11	45%
10	4	16%	20	83%
11	6	25%	18	75%
12	6	25%	18	75%
13	16	66%	8	33%
14	18	75%	6	25%
15	2	8%	22	91%
16	6	25%	18	75%
17	3	16%	21	87%
18	5	20%	19	79%
19	17	10%	7	29%
20	4	16%	20	83%
21	4	16%	20	83%
22	6	25%	18	75%
23	7	29%	17	70%
24	17	70%	7	79%
25	20	83%	4	16%
26	6	25%	18	75%
27	10	41%	14	58%
28	13	54%	11	45%
29	3	12%	21	87%
30	9	37%	15	62%
31	5	20%	19	79%
32	16	66%	8	33%
33	19	79%	5	20%
34	20	83%	4	16%
35	17	70%	7	29%
36	15	62%	9	37%
37	16	66%	8	33%
38	7	29%	17	70%
39	16	66%	8	33%
40	4	16%	20	83%
41	12	50%	12	50%
42	10	41%	14	58%
43	15	62%	9	37%

44	10	41%	14	58%
45	2	8%	22	91%
46	12	50%	12	50%
47	17	70%	7	29%
48	1	4%	23	91%
49	10	41%	14	58%
50	24	100%	-	-

**Table 05 : The ability level category per number of students**

No.	Range	Number of students	Level	%
1	90% - 100%		Excellent	
2	70% - 89%	8	Good	33,33%
3	50% - 69%	10	Average	41,67%
4	30% - 49%	6	Poor	25%
5	<30%		Fall	
Total		24		100%

The table presented shows that from 24 students who joined the test, there were any variations in the level of ability. There were 8 students who could be categorized into good level. Then, there were 10 students who could be categorized into average level. Next, there were 6 students who could be categorized into poor level. None of the students categorized into excellent and fail level.

**4.2 Discussions**

In this part, the writer discussed anything come through the data obtained per kind of preposition of time (since, for, at, in, and on).

**4.2.1 Since**

Table 06 : Students’ score in using preposition *since*

No.	Code of the Students	Since	%
1	A	3	30%
2	B	3	30%
3	C	4	40%
4	D	4	40%
5	E	3	30%
6	F	3	30%
7	G	2	20%

8	H	7	70%
9	I	3	30%
10	J	6	60%
11	K	6	60%
12	L	6	60%
13	M	3	30%
14	N	3	30%
15	O	4	40%
16	P	6	60%
17	Q	4	40%
18	R	3	30%
19	S	6	60%
20	T	2	20%
21	U	2	20%
22	V	6	60%
23	W	6	60%
24	X	4	40%
Total		99	990%

To get the average of the students’ score of using preposition since, the writer use formula as follows:

$$P = \frac{R}{N} \times 100\% \text{ (Zainul and Nasution, 1997: 145)}$$

P = score maximum  
 R = total correct answer  
 N = total of respondents

Based on the table above the average percentage of the students of using preposition since is :

$$P = \frac{99}{24} \times 100\% = 4,12\%$$

This result is same as 40% related to Thoha’s standard of measurement this categorized in range 30% - 49%. It means that the students’ ability in using preposition since is classified into poor level.

**4.2.2 For**

Table 07 : Students’ score in using preposition *for*

No.	Code of the Students	For	%
1	A	5	50%
2	B	4	40%

3	C	3	30%
4	D	3	30%
5	E	5	50%
6	F	6	60%
7	G	2	20%
8	H	-	-
9	I	3	30%
10	J	1	10%
11	K	3	30%
12	L	3	30%
13	M	3	30%
14	N	2	20%
15	O	3	30%
16	P	5	50%
17	Q	3	30%
18	R	6	60%
19	S	3	30%
20	T	1	10%
21	U	2	20%
22	V	5	50%
23	W	4	40%
24	X	3	30%
Total		78	780%

From the table above we can see that the average percentage of students scores for prepositions *for* is as follows:

$$P = \frac{78}{24} \times 100\% = 3,25\%$$

This result is same as 3,25%. Related to Thoha's Standard of measurement this categorized in range 30% - 49%. It means that the students' ability in using preposition *for* is classified into poor level.

#### 4.2.3 At

Table 08 : Students' score in using preposition *at*

No.	Code of the Students	At	%
1	A	5	50%
2	B	5	50%
3	C	5	50%
4	D	2	20%
5	E	5	50%
6	F	5	50%
7	G	5	50%
8	H	5	50%

9	I	5	50%
10	J	3	30%
11	K	6	60%
12	L	5	50%
13	M	2	20%
14	N	2	20%
15	O	4	40%
16	P	1	10%
17	Q	4	40%
18	R	5	50%
19	S	5	50%
20	T	3	30%
21	U	8	80%
22	V	1	10%
23	W	7	70%
24	X	4	40%
Total		102	1020%

Based on the table above, the average percentage of the students' scores for preposition *at* is as follows:

$$P = \frac{102}{24} \times 100\% = 4,25\%$$

This result is same as 4,25%. Related to Thoha's Standard of measurement this categorized in range 30% - 49%. It means that the students' ability in using preposition *at* is classified into poor level.

#### 4.2.4 In

Table 09 : Students' score in using preposition *in*

No.	Code of the Students	In	%
1	A	7	70%
2	B	4	40%
3	C	6	60%
4	D	7	70%
5	E	6	60%
6	F	6	60%
7	G	6	60%
8	H	5	50%
9	I	7	70%
10	J	1	10%
11	K	7	70%
12	L	5	50%
13	M	6	60%
14	N	1	10%



15	O	5	50%
16	P	5	50%
17	Q	7	70%
18	R	6	60%
19	S	3	30%
20	T	3	30%
21	U	4	40%
22	V	5	50%
23	W	4	40%
24	X	5	50%
Total		121	1210%

Based on the table above, the average percentage of the students' scores for preposition *in* is as follows:

$$P = \frac{121}{24} \times 100\% = 50,46\%$$

This result is same as 50,46%. Related to Thoha's Standard of measurement this categorized in range 50% - 69%. It means that the students' ability in using preposition *in* is classified in average level.

#### 4.2.5 On

Table 09 : Students' score in using preposition *on*

No.	Code of the Students	On	%
1	A	9	90%
2	B	7	70%
3	C	7	70%
4	D	3	30%
5	E	9	90%
6	F	8	80%
7	G	2	20%
8	H	8	80%
9	I	2	20%
10	J	2	20%
11	K	10	100%
12	L	7	70%
13	M	5	50%
14	N	5	50%
15	O	7	70%
16	P	3	30%
17	Q	8	80%
18	R	8	80%
19	S	5	50%
20	T	5	50%

21	U	5	50%
22	V	6	60%
23	W	8	80%
24	X	8	80%
Total		147	1470%

From the table above, we can see the average percentage of the students' scores for preposition *on* is as follows:

$$P = \frac{147}{24} \times 100\% = 61,25\%$$

This result is same as 61,25%. Related to Thoha's Standard of measurement this categorized in range 50% - 69%. It means that the students' ability in using preposition *on* is classified in average level.

To know how far the second grade student of language program at SMA Bintang Timur ability in using preposition of time, the writer used Warkitri's formula (1990: 12) below:

$$\text{Level of ability in percentage} = \frac{\text{Total correct answer}}{\text{Total items}} \times 100\% = \frac{547}{1201} \times 100\% = 45,55\%$$

Related to Thoha's standard of measurement (1994: 98) this score is categorized in range 30% - 49%. It means that the students' ability in using preposition of time is classified in poor level.

## 5. CONCLUSIONS

Lado (1964: 9) states that language is the chief means by which human personality expresses and fulfills its basic needs for social interaction with other people. Grammar of every language is a fundamental unit in constructing sentences that contain meanings that we can not communicate effectively without accurate grammar. Grammar in this case can be difined as a means to know how

words are combined in forming meaningful sentences. One part of grammar is preposition of time. It's categorized as function words.

This study related to the second grade students ability of language program at "A Study on the Ability in Using Prepositions of "Time" by the Second Year Students of Language Program at SMA Negeri Niki-Niki, Amanuban Tengah Subdistrict, Timor Tengah Selatan Regency, East Nusa Tenggara In The School Year 2023/2024. It is focused on the student's ability in using preposition *since*, *for*, *in*, *at*, and *on*.

The writer was conducted at SMA Negeri Niki-Niki, Amanuban Tengah Subditrict, Timor Tengah Selatan Regency, East Nusa Tenggara in the School Year 2023/2024 in using preposition of time in the school year 2009/2010. It was intended to identity the second grade students' ability in using preposition of time. The respondents taken for this study were the second grades students of the language program at SMA Negeri Niki-Niki, Amanuban Tengah Subditrict, Timor Tengah Selatan Regency, East Nusa Tenggara in the School Year 2023/2024. The total number of the respondents was 24 students. The total number of the test items was 50. The test items consists of ten items for preposition *since*, ten items for preposition *for*, ten items for preposition *in*, ten items for preposition *at* and ten items for preposition *on*.

Based on the findings and discussions of the study as shown in the previous chapter, the writer concluded that the second grade students of language program at SMA Negeri Niki-Niki, Amanuban Tengah Subditrict, Timor

Tengah Selatan Regency, East Nusa Tenggara in the School Year 2023/2024 in constructing preposition time generally is very poor. The results of the study indicate that the preposition of time was in poor ability level in which the mean percentage of their test result was 45, 55%. Based on the ability level category per number of students, it could be classified as follows: 8 ( 33 % ) of students could be categorized into good level, 10 ( 41,67% ) of students were a average ability level, 6 ( 25% ) of students were classified into poor level.

### 5.1 Suggestions

In this part, the writer would like to over the following suggestion that should be considered by either the students or the English teachers.

First, for the students, they are expected to do more exercises on the use of the preposition of time. This can be done by using in writing or speaking.

Second, the students are expected to ask as much as possible questions to their teacher related to how to use the preposition of time if they do not understand the material presented.

Third, for English teacher. English teacher should make pre or post test just to recheck whether or not students have understood the materials has been thought. And also in preparing the materials the English teacher should realize that every students has different ability to understand the material. The writer hopes that after reading and seeing the result of this research, the English teacher should give suggestions to his or her students to do a lot of practices during teaching learning process in the classroom.

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