

DEVELOPING WRITING SKILL OF SECONDARY LEVEL STUDENTS THROUGH GUIDED NEWS REPORT WRITING

**A Thesis Submitted to the Department of English
Sukuna Multiple Campus, Morang
in Partial Fulfilment for the Master of Education in English**

Submitted by

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Tribhuvan University

Kirtipur, Kathmandu, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Nisha Dhakal** has prepared this thesis entitled 'Developing Writing Skill of Secondary Level Students through Guided News Report Writing' under my guidance and supervision.

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidate of research degree to any university.

Date:-.....

.....

Nisha Dhakal

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.....

Nisha Dhakal

ABSTRACT

This research entitled '**Developing Writing Skill of Secondary Level Students Through Guided News Report Writing**' aimed to develop writing skill through guided news report writing and to recommend pedagogical implications of it. For this purpose the data were collected through test items. All twenty students of Laxmi Secondary School fleeting were taken non randomly as a sample population. A set of test items consisting of guided writing was the tool for the data collection. The data was collected from both primary and secondary sources. The collected data through different tests were analyzed and interpreted using the tables. The finding showed that guided news report writing is better task to develop writing skill of Secondary level students. The students were found poor in spelling, punctuation and grammar in writing guided news report.

This thesis consists of five chapters. The first chapter deals with the general background, statement of the problem, objective of the study, significance of the study, delimitation of the study. The second chapter includes review of the empirical literature, implication of the review, conceptual framework of the study. The third chapter is about the design and method of the study, population and sampling procedure, study area, data collection procedure, data analysis and interpretation procedure. The fourth chapter deals with the analysis and interpretation of results and major findings of the study. The fifth chapter presents the summary, conclusion and recommendation at policy, practice and further research level.

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LIST OF SYMBOLS AND ABBREVIATION

F.M. : Full marks

FPT : First progressive test

No. : Number

PrT: Pre test

PoT: Post test

SPT : Second progressive test

S.N. : Serial number

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a very complex phenomenon in human life. It is a strong medium to exchange ideas, thoughts, and feelings of human beings. Language is the most advanced and powerful means of communication through sound signals. Different linguists have defined language differently. Crystal (1994 as cited in Rijal, 2011, p.1) language as the systematic, conventional use of sound signs or written symbols in a human society for communication and self expression. It is a means of human communication through sound signals. Language is one instrument for communication. Communication is not only for transmission of meaning from one person to another through symbols and also enables them to acquire, exchange, store and process information. Similarly Sapir (1921 as cited in Regmi, 2004, p.1) states “language as a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” If we want to say something, we produce sounds, use facial expressions, gestures etc. to facilitate the comprehension of speech. According to Richards and Rodgers (1995 as cited in Rijal, 2011, p.2) “Language is the system of human communication which consists of the structured arrangement of sounds into larger units, e.g. morphemes, words, phrases, sentences”. Language is the most advanced and powerful medium to express our thoughts, ideas and feelings. Language is a process of teaching and learning activities, facilitates and encourages learner to receive message and make clear concept about the foreign and second language.

There are many languages in the world. English is one of them which is widely used language. This language is used for communication between two speakers of different language users. So, English is taken as lingua-franca. It is taken as a language of international communication, laws, business, education, administration and is expanding day by day. Many books written on different language are translated in English. English is vehicle that is used globally and will lead to more opportunities.

1.1.1 Language Skills

A skill is an ability to do something expertly and well. If a person is able to perform some activity in good manner he or she is known as skilled person. There are some certain skills which a person should know to use his or her language effectively for some purpose. All language skills cannot be learnt at the same time. There is a systematic order of four language skills. One skill follows another. The order of presenting language skills is- listening skill, speaking skill, reading skill and writing skill. Among four language skills listening and reading skill are taken as receptive skill which receives message and speaking and writing are taken as productive skill which produce message.

1.1.1.1 Writing Skill

Writing is the expression of ideas and views through written form. Information or message can be conveyed usually through the writing process. Writing is an act of putting down something which has been spoken, in conversational graphic symbol. It is a visual representation of speech. It is a powerful medium of expression. It is the expression of idea in a consecutive way according to the conversational graphic form. Writing skill helps to encode a message of our thought into language in graphic form. It is the correct association of graphic symbols with sound, White and Arndt (1991) views, "writing is far from a simple matter of transcribing language into written symbols. It is thinking process in its own."

Writing is an art that provides chance to know and influence others. It is the last step of language skills and is taken as productive skill. Students may be perfect in English only when he/she is perfect in writing skill. The main aim of writing skill is to convey information accurately, effectively and appropriately. According to Harmer (2008), "Writing is an activity through which human beings communicate with one another and transmit their accumulated cultures from one generation. It equally provides us with possibilities to discover and articulate ideas in many ways."

From the above definitions, we can say that writing is a very complex process and requires mechanics of writing. It is the process of expressing thoughts, feelings, desires, and ideas. Through the process of writing human can share their culture, religion, values and assumptions from one generation to another. Writing skill involves following basic skills as mentioned by Harmer (2008).

- a. Handwriting
- b. Spelling
- c. Punctuation
- d. Constructing grammatical sentence

Students who learn the English language cannot be perfect without the knowledge of writing skill. So, writing skill is a very important language skill. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. Writing helps the reader to grasp the information. It involves thinking on the part of the writer, use of hand and brain which help in the learning of the language.

1.1.1.2 Importance of Writing Skill

Writing skill plays a crucial role in every parts of learning. It makes the learners able to write correctly and nicely according to the convention of the language and also make able to express in writing what they speak, wish, feel and understand. Writing skill helps to develop creativity in the learners. Writing is more difficult than other required remaining three skills. White and Arndt(1991) say that writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own. Writing helps students to develop their creativity. Some learners who do not learn easily through oral practice feel more easy and relaxed while they are writing. Writing helps to measure the student's mastery of knowledge which is presented on a paper. In the examination system of Nepal, writing plays an important role. If the student does not have power of writing skill he or she cannot write the answer in a limited given time of examination. Students must develop their writing skill for securing good marks. Writing is a major skill through which we can present our thoughts, ideas and experiences.

1.1.1.3 Components of Writing

Writing is the complex skill among the four language skills. To reach to the final text learners have to make many drafts of writing. According to Byrne (1991) writers have to consider the following components while writing.

a .Mechanics

Writing is an activity that includes many skills to produce an effective piece of a text. Mechanics in writing refer to spelling, punctuation, capitalization and handwriting. The learners must have the knowledge of such mechanical skills to have mastery over the writing skill. Spelling plays a very important role since addition, deletion , replacement of one letter with another can change the meaning of the word. Punctuation helps clarify meaning and understand a text .Full stop, question marks , colon, hyphen comma, asterisk and semi-colon come under punctuation. It is difficult to understand a text or paragraph without punctuation. A capital letter begins in the beginning of a sentence.

b. Cohesion and Coherence

Cohesion is the set of grammatical features that link the ideas of a text .To be a text ,there should have grammatical relationship between sentences. Various cohesive devices such as, conjunction, ellipsis, substitution, parallelism etc are responsible for making discourse units connected and well formed. According to Halliday and Hasan(1976), “Coherence is recognized by the overt presentation of cohesive devices such as: reference, substitution, ellipsis, conjunction and lexical cohesion to connect sentences or paragraphs in the text. If there is cohesion in a text, there is certainly coherence.” Writing skill is one of the complex and difficult task. To be a good writer one should have the ability to write correct and appropriate sentences, can think creatively and develop thoughts, excluding all irrelevant information and manipulate sentences and paragraphs and use language effectively

Coherence refers to the semantic relationship between the sentences in a text. Connection through grammatical devices, and logical sequences of the ideas in a text, the text become paragraph of a text reflects coherence

c. Orthographic and Para orthographic Features

Orthographic system refers to the spelling or writing system of a language. It deals with linguistic symbols. Para orthographic system refers to the features such as charts, tables and graphs that can express message or information more systematically and precisely than the words or sentences. It is related to change orthography in the form of diagram, pie-chart, map, table which requires special skill.

1.1.1.4 Stages of the Development of Writing Skill

Writing follows a gradual and systematic manner when students develop writing skill, they follow the procedures that includes simple to complex principle which are in progressive manner. There are five stages in the development of writing (Byrne,1991) which are mentioned below:

a. Copying

Copying is the setting hand or training the movement of hand on the paper copying is a mechanical work which is done without knowing much meaning, but only preparation for starting writing.

Preproduction

At this stage, the attention is to be paid to proper punctuation, spelling and shapes of the letters. The students can be asked to reproduce the words or sentences that they have mastered orally. At this stage, students will also be asked to write down sentences they have memorized, read and copied.

c.Recombination

A little advanced work is given at this stage. Students reproduce sentences with minor change on what they have learned.

D.Guided composition

Guided composition is a technique of controlling writing in language learning. At this stage students are supposed to create a text or paragraph on the basis of the given clues and guidelines.

e.Free composition

Free composition is that type of composition in which only title or topic is provided and everything else is done by the student. Students have freedom to make their own choice of words and their organization to express their ideas.

1.1.1.5 News Report Writing

News report writing is a factual account of something heard, seen which is presented in written or spoken form. News report writing covers events, accidents, theft, natural disasters, politics, girl trafficking programmes, sports, industry etc. In other words, news report writing is an event or accidents which happen at different places and people can get information of happening through news report writing. It can be available tool to form o foundation from which to seek new possibilities for the development of writing skill.

News report writing brings the audience up to date on existing situation or to inform the reader about the circumstances where the events took place. According to Reah (2008), “News report is a form of communication in which some information is conveyed, usually in writing to someone who wants it”. News report are published in the newspaper government offices, business firms or companies, industrial, organization, academic institution are facilitated by the reports. It is the systematic and complete account of certain and authentic information on a certain subject and is intended to be received by the target reader. Accuracy, effectiveness, clarity, completeness, appropriateness in a language and completeness in structure can be taken as the qualities of a good news report.

1.1.1.6 Action Research

Action research is carried out to improve the current affairs through the process of identifying and solving problem in a specific context. It gives emphasis on practical aspect more than the theoretical aspect.Nunan (1992, p. 229) defined action research as, “ a form of self reflective

inquiry carried out by practitioners, aimed at solving problems, improving practice or enhancing understanding”. It can be said that action research is done by practitioners involved in the concerned work. It is taken as a practical process of addressing, solving and emerging problems by fulfilling the gap between the theory and practice. In Cohen and Manion’s (1985, p.87 as cited in cohenet al., 2010) view, “action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context”. It is a process of classroom investigation based research and carried out to solve the specific problem. In the words of Lier (1990, as cited in Luitel, 2000, p.56), “Action research refers to the process of studying activities through changing them and seeing the effects”. It is done by practitioners involved in the concerned work. The aim of doing action research is to bring improvement in the current state of affairs in classroom teaching and learning.

a. Steps of Action Research

As suggested by Nunan (1992), following are the steps to carry out action research:

- i. Initiation : This step is the process of action research. In this step, researcher observes the students in brief.
- ii. Preliminary Investigation: In this step, the concrete information is collected through observation and interaction about what the actual problem is.
- iii. Hypothesis : The researcher planned an activity to solve the problem.
- iv. Intervention : The ongoing regular classroom activities were interrupted and a new treatment was introduced. The main purpose is to bring change.
- v. Evaluation : After the intervention period is over, the concerned learners need to be evaluated, and their performance should be observed.
- vi. Dissemination : It is the state of sharing idea about the findings of the study.
- vii. Follow-up : Here, The findings of the study are followed by the practitioners. They change their previous style and adopt new one to introduce certain changes in the study.

1.2 Statement of the Problem

In the government school, many students have problem in writing. Most of the students depend on the textbook. On secondary level curriculum, writing is not taken as an important part as much as it should be. There are not sufficient writing exercises for the students of secondary level in their textbook. So, the students feel writing work as the most difficult skill in real practice and in the examination. In secondary level curriculum thirty-five percent is for writing exercise. Less emphasis is given for writing to this level of the students and it should be increased. More writing exercises should be included in the textbook also. Lack of writing exercises in their textbook becomes the cause of being poor in writing skill. If there are lot of writing exercises, learners will develop their writing proficiency and they will be upgrade their habit of doing writing exercises in learning. Students have been a problem in developing writing skill. So, the curriculum designer should increase the percentage of the writing skill to this level.

1.3 Objective of the Study

The objective of the study are given below :

- to develop secondary level students' writing skill through guided news report writing
- to recommend pedagogical implications

1.4 Significance of the Study

The present study 'Developing Writing Skill of Secondary Level Students Through Guided News Report Writing' will be beneficial to learners, teachers, subject- experts, curriculum designers, text-book writers, language trainers and all the people who are directly and indirectly involved in English language teaching and learning. This study is helpful to find out the students' problem in writing and analyze causes and explore the ways to solve the problem in writing.

1.5 Delimitations of the Study

The study had thefollowing limitations :

- a) This study was limited to Laxmi Secondary school, Letang, Morang.
- b) All twenty students of grade nine were the sample population of the study.

- c) The data were collected and analyzed from four tests.
- d) Written test was conducted consisting of twenty-five full marks.
- e) This study focused only on the development of writing skill through guided news report writing.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK OF THE STUDY

This section deals with review of theoretical literature, review of previous studies, implication of the review and theoretical framework of the study.

2.1 Review of Theoretical Literature

The following theories were related to this research:

2.1.1 Cognitive Theory

Cognitive theory refers to the nature of knowledge itself and how humans gradually come to acquire construct and use it. Cognitive theory believes that one's childhood plays a vital and active role in a person's development. It says that children construct and understand the world around them, experience discrepancies between what they already know and what they discover in their environment then adjust their ideas accordingly. According to Mitchell and Myles (2004), Language learning requires the automation of component sub-skills. It states that learners move from controlled to automatic processing through repeated practice. Writing initially rewards learner's attention on various factors such as sentence structure, cohesion and coherence, content through practice. It is through guided news report writing the learners can develop their writing skill and convert their declarative knowledge into procedural one: step by step nature of learning.

2.1.2 Socio cultural Theory

Socio cultural theory states language skill as a part of social nature. Language learning process is primarily taken as a social and cultural process and secondarily it is an individual achievement. Mitchell and Myles(2004) view that 'all learning as first is seen as social then individual. This applies equally to voluntarily attention, to logical memory and to the formation of concepts. All the higher functions originate as actual relationships between individuals. Mediation , regulation, internalization, zone of proximal development, private speech, scaffolding and micro genesis play the important part in socio cultural theory.

Language learning takes place with the help of mediation between learner internal factors and socio cultural norms, rules, conventions and features.

2.1.3 Theory of Trial and Error

Theory of Trial and Error is the method of problem solving. Thorndike's observation on the Theory of Trial and Error was that learning was promoted by positive results. This theory is more successful with simple problems and is used by people who have not knowledge in the problem area. Solution - oriented, problem specific, need little knowledge are the features of Trial and Error theory. It is used to find the best solution of the problem.

According to Ashby (1960) steps to solve the errors caused by the learner:

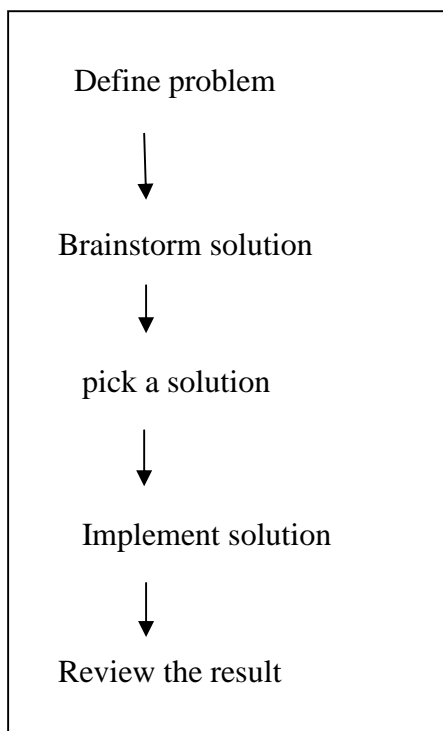


Figure 1: Steps to solve the errors

To solve the error caused by the learners at first it is necessary to find the problem of them and the researcher has to brainstorm the ideas to solve those problems, make list of the solutions, then implement those solution on learners and evaluate them for the results.

When students' errors are analyzed the teacher can receive valuable information about learner errors, what they know and do not know and what strategies they use in learning. Then, the

teacher can help the students to improve their writing. So, analysis of error helps to develop students writing skill while they are writing news report.

2.2 Review of Empirical Literature

Review of related literature provides information of previous researches and other related literature. Many researchers have already been carried out on writing skill. The r literature related to my study have been reviewed below:

Barakoti(2001) carried out research on "Errors Committed by PCL Second Year Students in Writing Free Composition". His objective was to identify errors committed by PCL second year students in free composition. Thirty students of Higher Secondary School in Jhapa district was selected as the sample population of the study. Test was taken as the main tool for collecting data. From that research work, he found that the students had committed errors in sentence construction, spelling and organization of thought.

Shah (2003) carried out a study on "Writing Proficiency of Grade Nine Students". The objective of his research work was to find out the writing proficiency of grade nine students. His aim of doing research on that topic was to find out the writing proficiency of grade nine students. The sample population of the study consisted forty students of class nine in Siddhartha Secondary School, Makawanpur. The main tool for the collection of data for his study was test such as- letter writing, developing story. He found that students made mistake in the use of punctuation marks such as full stop, question mark, apostrophe, capital letters

Pandey (2004) has carried an experimental research on "Effectiveness of Project Work Technique in Developing Writing Skill". The main objective of the study was to find out the effectiveness of project work technique in developing writing skill. He used both primary and secondary sources for data collection. The primary sources of the study was twenty- six students of B.ED. first year studying in Neelakantha Campus, Dhading. The main tool for the data collection was test items. The finding of the study was that the use of project work technique in classroom teaching was more effective than conventional teaching.

Oli (2007) has carried out research entitled "'The Impact of Information Gap in Developing Speaking Skill". The main aim of his study was to find out the impact of information gaps in developing speaking skill on the basis of holistic comparison as well as function and item

based comparison. He had done research on fifty students of grade ten studying at Rukmini Higher School, Rukum. Oral test was done for collecting data. In his study, he carried out an experimental research where he divided the whole class into two groups and he found that the impact of information gap in developing speaking skill helps to develop speaking skill.

Acharya (2010) carried a research on “Strategies Adopted by Teacher’s While Teaching Reading”. The main objective of his study was to explore the teaching strategies for reading literary texts adopted by M.A and M.Ed. degree holders at higher secondary level. He conducted his study among forty degree holders in English. He used video- tape recorder, diary and observation tools to elicit data from the informants. He found that M.Ed. degree holders were found better than M.A. degree holders at ways of asking questions, responding for students errors, giving positive feedback to the students

Parajuli (2011) carried research on “Developing Writing Skill Through Students’ Quality Circle”. The main objective of his research work was to develop writing skill through Students’ Quality Circle and to make students identify the role of SQC activities in developing writing skill. Thirty Students of lower secondary and secondary level studying in Green Village Secondary School at Kathmandu was taken as the sample population for the primary source and websites, journals, magazines, different articles, books, handbooks were used for secondary sources. Record sheets and test items were used for the tool. His finding was students became competent, self- disciplined, creative, hardworking to solve their own problem through SQC activities.

Rijal (2011) conducted research on the topic "Developing Speaking Skill Through Group Work Technique". His research work aimed to develop speaking skill through Group work technique. For the collection of data he had done research on thirty- five students of grade nine at Khotang district as primary source and for the secondary sources of data collection. Books, articles, journals and newspapers etc. Oral test items prepared by selected task was the main tool for collecting data. The findings of his research is that group work technique plays the vital role to develop students' good pronunciation, fluency speaking, grammatical competence, paralinguistic features and about the subject matter of the problems and situations.

Bhandari (2012) carried out research on the topic “Developing Grammatical Competence Through Group Work”. His objective was to develop students proficiency in grammar

through group work. He had used primary and secondary sources for the data collection. Students studying in Grade nine at Gyanodaya English School were taken as the primary source and various books, journals, reports, articles, research works were taken for the secondary sources as data collection. The sample population were taken as the students of grade nine of Gyanodaya Secondary School. He used test items for research tool. He found that this technique was really useful in teaching grammar such as preposition, conditional sentence, simple past tense.

Various research works have been carried out in the field of developing writing skill but nobody has done research on developing writing skill on secondary level students through news report writing. My study differs from them in terms of topic, sampling population, data collection tools and objectives.

2.3 Implication of the Review

Empirical research work helped me to conduct my research work and gave the idea to apply methodology, find out the objectives of the study and procedure of data collection and to take sample population for the study and to analyse and interpret data. Those researches helped me to tabulate and compare the scores obtained by the students in the test. So, above mentioned researches are related to my research work which became powerful source and guideline to complete my study.

2.4 Conceptual Framework of the Study

To conduct this study on Developing Writing Skill of Secondary Level Students through News Report Writing, following conceptual framework was used:

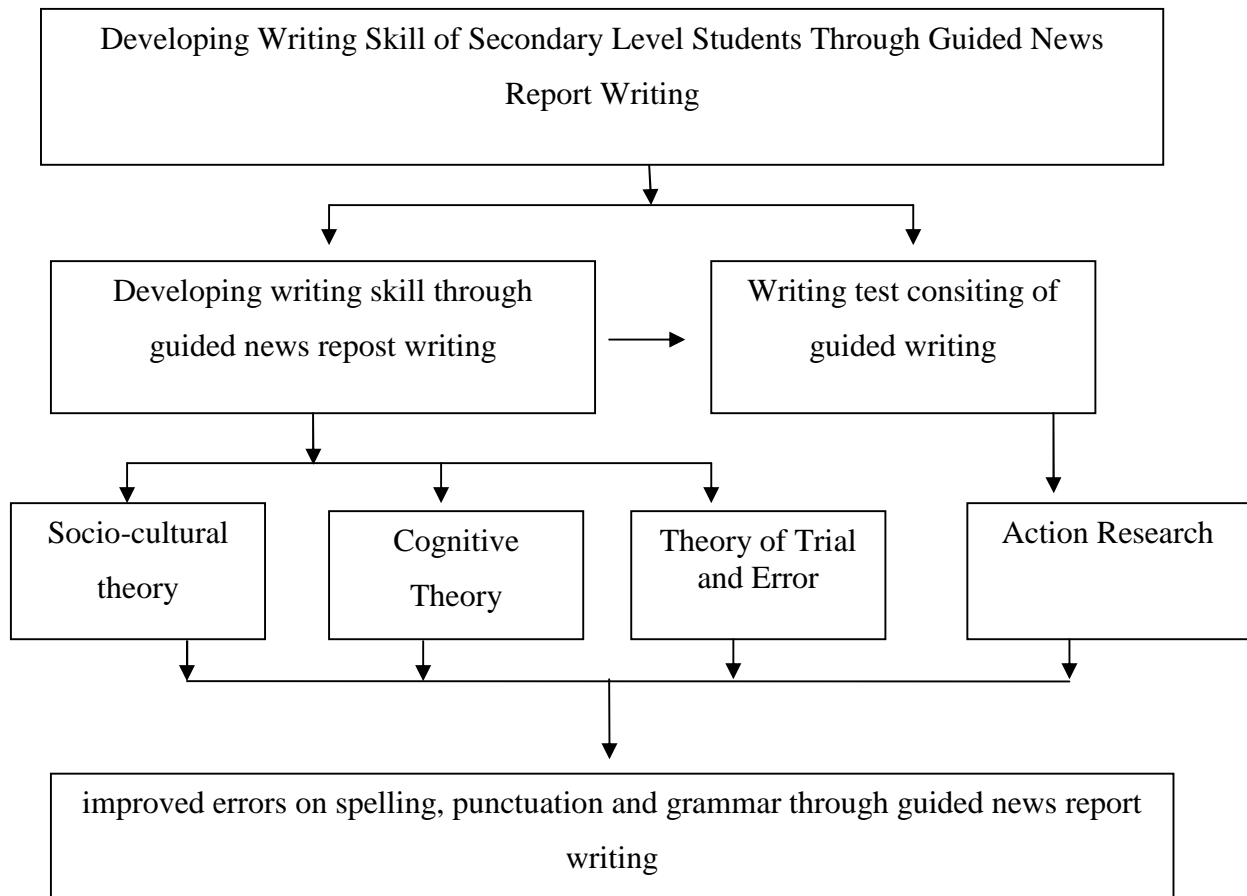


Figure 2: Conceptual framework of the study

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design and Method of the study

To identify the problem of the students' I followed the action research and to measure their writing skill scores obtained by them were analyzed following quantitative research method. Scores obtained by students are tabulated, compared and analyzed. The research design I adopted was analytical, comparative and interpretative.

3.2 Population, Sample and Sampling Strategy

This section deals with population, sample and sampling strategy.

3.2.1 Population

The total population of this study was the students of grade nine of Laxmi Secondary School, Letang, Morang.

3.2.2 Sample

Twenty students of grade nine were taken as the sample.

3.2.3 Sampling Strategy

To complete my research work, I selected the twenty students of grade nine studying at Laxmi Secondary School, Letang using non random sampling procedure.

3.3 Study Area

This study was related to the students of grade nine of Laxmi Secondary School of Letang and the study was limited to 'Developing Writing Skill of Secondary Level Students Through Guided News Report Writing'.

3.4 Data Collection Tools and Techniques

The population for the study consisted of twenty students from Laxmi Secondary School. The main tool of the data collection was writing test. Prt, FPT, SPT and PoT were used to evaluate their progress and performance. Two month observation was done to check their writing skill.

3.5 Data Collection Procedure

- First of all I conducted PrT to measure the proficiency of students in writing.
- I took usual English class in grade nine for twenty students for thirty-eight days.
- Every students' news report writing was observed each day and feedback was given them.
- PrT, FPT, SPT and PoT were taken.
- After completing the test, I calculated the score from the PrT, FPT, SPT and the PoT.
- Finally, scores taken by students' were analyzed comparatively and interpreted.

3.6 Data Analysis and Interpretation Procedure

The study was limited to the students of grade nine studying in Laxmi Secondary School, Letang. The study was limited in word level, sentence level and grammatical units. I conducted the PrT, FPT, SPT and PoT to measure the proficiency of students in writing following the steps of action research. Finally, scores of PrT, FPT, SPT and PoT analyzed through quantitative research method to determine the role of guided news report to develop writing skill.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the presentation, analysis and interpretation of data collected from the primary sources. The main objective of this study was to identify the role of guided news report in developing writing skill.

4.1 Analysis and Interpretation

In this section, collected data have been analyzed, interpreted and presented. The scores obtained by the students were compared among different tests. PrT is compared with the PoT. FPT is compared with the SPT and the SPT is compared with the PoT.

4.1.1 Comparison Between the Score of PrT and PoT

Before starting teaching I administered PrT to determine the students' initial proficiency on spelling, punctuation and grammar. After teaching thirty- eight lessons to develop writing skill through news report writing, I again administered the PoT. The test items of both test were same having the same full marks. The comparison of the result of the PrT and PoT are presented below.

Table No .1

Individual Score in PrT and PoT

S.N.	F.M.	Score on the PrT	Score% of the PrT	Score on the PoT	Score% of the PoT	No. of student in the PrT	No. of student in the PoT	% in the PrT	% in the PoT
1	25	11.5	46	21	84	1	2	5	10
2	25	10.5	42	20.5	82	2	2	10	10
3	25	10	40	20	80	2	3	10	15
4	25	9	36	19	76	3	4	15	20
5	25	8.5	34	18	72	5	5	25	25
6	25	7	28	18.5	74	4	1	20	5
7	25	6	24	17.5	70	2	2	10	10
8	25	5.5	22	17	68	1	1	5	5
					Total	20	20	100	100

The above table shows 5 percent of the students scored 46 percent, 10 percent of the students scored 42 percent, 10 percent of the students scored 40 percent, 15 percent of the students scored 36 percent, 25 percent of the students scored 34 percent, 20 percent of the students scored 28 percent, 10 percent of the students scored 24 percent and 5 percent of the students scored 22 percent on the pre – test. Similarly, 10 percent of the students scored 84 percent, 10 percent of the students scored 82 percent, 15 percent of the students scored 80 percent, 20 percent of the students scored 76 percent, 25 percent of the students scored 72 percent, 5 percent of the students scored 74 percent, 10 percent of the students scored 70 percent and 5 percent of the students scored 68 percent on the PoT.

This table shows that 5 percent of the students scored 46 percent, which is the highest score on the pre-test and 5 percent of the student scored 22 percent which is the lowest score on the pre-test. Likewise, 10 percent of the student scored 84 percent which is the highest score and 5 percent of the student scored 68 percent which is the lowest on the PoT.

This result shows that guided news report writing helped the students to develop their writing skill.

4.1.2 Comparison between the PrT and FPT

After taking the PrT, I taught the students for thirteen days to develop their writing skill on news report by the given clues and conducted FPT to determine their progress on spelling, punctuation and grammar. Full marks of the FPT were twenty-five. The comparison between PrT and the FPT can be seen in the following table.

Table No. 2

Individual Score in PrT and the FPT

S.N	F. M.	Score on The PrT	Score% of the PrT	Score on the FPT	Score% of the FPT	No.of student in the PrT	No.of student in the FPT	% in the PrT	% in the FpT
1	25	11.5	46	14	56	1	2	5	10
2	25	10.5	42	13.5	54	2	1	10	5
3	25	10	40	13	52	2	7	10	35
4	25	9	36	10	40	3	4	15	20
5	25	8.5	34	9	36	5	1	25	5
6	25	7	28	8.5	34	4	1	20	5
7	25	6	24	8	32	2	3	10	15
8	25	5.5	22	7	28	1	1	5	5
					Total	20	20	100	100

This table shows that 10 percent of the students scored 56 percent, 5 percent of the students scored 54 percent, 35 percent of the students scored 52 percent, 20 percent of the students scored 40 percent, 5 percent of the students scored 36 percent, 5 percent of the students scored 34 percent, 15 percent of the students scored 32 percent and 5 percent of the students scored 46 percent in the first progressive test. Likewise, 5 percent of the students scored 46 percent, 10 percent of the students scored 42 percent, 10 percent of the students scored 40 percent, 15 percent of the students scored 36 percent, 25 percent of the students scored 34 percent, 20 percent of the students scored 20 percent, 10 percent of the students scored 24 percent, 5 percent of the students scored 22 percent on PrT.

This analysis shows that, 10 percent student scored 56 percent which is the highest marks and 5 percent of the students scored 28 percent which is the lowest marks on the first progressive test. On the other hand, 5 percent of the student score 46 percent, which is the highest score and 5 percent of the student scored 22 percent which is the lowest score on the PrT.

The average score of the FPT is 11.05 and the average score of the PrT is 8.37. The difference between PrT and FPT is 2.68.

4.1.3 Comparison Between FPT and SPT

After taking FPT , I taught the students for fifteen days and conduct the SPT having twenty five full marks to determine their progress. This table shows the scores of FPT and the SPT.

Table No. 3

Individual Score in the FPT and SPT

S.N	F.M	Score on the FPT	Score% of FPT	Score on the SPT	Score% of the SPT	No. of student in the FPT	No. of student in the SPT	% in the FPT	% in the SPT
1	25	14	56	18.5	74	2	4	10	20
2	25	13.5	54	18	72	1	1	5	5
3	25	13	52	17.5	70	7	5	35	25
4	25	10	40	16	64	4	3	20	15
5	25	9	36	15	60	1	1	5	5
6	25	8.5	34	13.5	54	1	2	5	10
7	25	8	32	13	52	3	1	15	5
8	25	7	28	12	48	1	3	5	15
					Total	20	20	100	100

This table no. 3 shows that 20 percent students scored 74 percent, 5 percent of the students scored 72 percent, 25 percent of the students scored 70 percent, 15 percent students scored 64

percent, 5 percent of the students scored 60 percent, 10 percent of the students scored 54 percent, 5 percent of the students scored 52 percent, 15 percent of the students scored 48 percent in the second progressive test. Similarly, 10 percent of the students scored 56 percent, 5 percent of the students scored 54 percent, 35 percent of the students scored 52 percent, 20 percent of the students scored 40 percent, 5 percent of the students scored 36 percent, 5 percent of the students scored 34 percent, 15 percent of the students scored 32 percent and 5 percent of the students scored 28 percent in the FPT.

So, we can say that 10 percent students score 56 percent which is the highest and 5 percent students score 28 percent which is the lowest score. On the other hand, 20 percent students score 74 percent which is the highest and 15 percent of the student scored which is the lowest score of the SPT.

The average score of the FPT is 11.05 and the average score of the SPT is 15.92. The difference between these two test is 4.8

This shows that, the students made progress in writing skill in the SPT.

4.1.4 Comparison between SPAT and Pot

After conducting the SPT, I taught ten days. Then, I took the PoT consisting the same full marks to determine the students' progress in writing skill through news report writing. In this part of my study, here is the comparison between SPT and PoT.

Table No. 4

Individual score on SPT andPoT

S. N.	F. M.	Score on the SPT	Score% of the SPT	Score on the PoT	Score % of the PoT	No. of student in the SPT	No. of student in the PoT	% in the SPT	% in the PoT
1	25	18.5	74	21	84	4	2	20	10
2	25	18	72	20.5	82	1	2	5	10
3	25	17.5	70	20	80	5	3	25	15
4	25	16	64	19	76	3	4	15	20
5	25	15	60	18	72	1	5	5	25
6	25	13.5	54	18.5	74	2	1	10	5
7	25	13	52	17.5	70	1	2	5	10
8	25	12	48	17	68	3	1	15	5
					Total	20	20	100	100

The table 4 exhibits that 10 percent of the students scored 84 percent, 10 percent of the students scored 82 percent, 15 percent of the students scored 80 percent, 20 percent of the students scored 76 percent, 25 percent of the students scored 72 percent, 5 percent of the students scored 74 percent, 5 percent of the students scored 68 percent in the SPT. Likewise, 20 percent of the students scored 74 percent, 5 percent of the students scored 72 percent, 25 percent of the students scored 70 percent, 15 percent of the students scored 64 percent, 5 percent of the students scored 60 percent, 10 percent of the students scored 54 percent, 5 percent of the students scored 52 percent and 15 percent of the students scored 48 percent in the SPT.

Above table shows that 20 percent of the students score 74 percent which is the highest and 15 percent of the student score 48 percent which is the lowest score on the SPT, where as 10

percent of the students score 84 percent which is the highest score and 5 percent of the student score 68 percent which is the lowest score on the PoT.

The average score of SPT is 15.92 and the average score of the PoT is 18.37. The difference between them is 2.44. It means the students' made progress in their writing skill in the PoT compared to the SPT

In this part, total score of the students and average score of PrT on punctuation, spelling and grammar are tabulated.

4.1.5 Score of PrT on Spelling Punctuation and Grammar

In this part, total score of the students and average score of PrT on punctuation, spelling and grammar are tabulated.

Table No. 5

Item wise Scores on the PrT

F.M	Items	Total score of PrT	Average score
7.5	Punctuation	38	1.9
7.5	Spelling	40	2
8	Grammar	36	1.8

From the above table, on punctuation students scored 38 marks which became 1.9 in average. Similarly, on spelling they scored 40 marks and the average score was 2. In grammar student scored 36 marks where average score was 1.8.

This table also shows that students have done good on spelling than other two tests in writing.

4.1.6 Score of FPT on Spelling, Punctuation and Grammar

In this part, total marks and average score of FPT are computed

Table No. 6

Item wise Scores on the FPT

F.M.	Items	Total score of the FPT	Average score
7.5	Punctuation	58	2.9
8.5	Spelling	60	3
7.5	Grammar	49	2.45+

Above table shows that on punctuation students scored 58 marks where average score became 3. Similarly , on grammar student scored 49 marks and average score was 2.45. Students scored 60 marks on spelling and average score became 3.

Thus, this table shows that on obtained marks students improved their spelling through news report writing

4.1.7 Score of SPT on Spelling, Punctuation and Grammar

In this part, total score and average score of SPT are tabulated.

Table No. 7

Item wise Score on SPT

F.M.	Items	Total score of the SPT	Average score
8	Punctuation	82	4.1
7.5	Grammar	80	4
7.5	Grammar	60	3

From this table, it seems that the students scored 82 marks on punctuation and the average score became 4.1. Likewise, they scored 80 marks on spelling and the average score was 4. On grammar, they scored 60 marks where average score became 3. The data show that Students performed better on punctuation rather than spelling and grammar. So, it can be said that news report writing helped students in developing their writing skill.

4.1.8 Score of the PoT on Spelling, Punctuation and Grammar

In this part, total score and average score of PoTis tabulated.

Table No.8

Item wise Score on the PoT

F.M.	Items	score of the PoT	Average score
8	Punctuation	120	6
7.5	Spelling	105	5.25
7.5	Grammar	95	4.75

The table no.8 shows that on punctuation students scored 120 marks and the average score was 6. On spelling 105 marks scored and the average score was 5.25. Similarly, on grammar students scored 95 marks and the average score was 4.75.

In this way, table shows that students have done better on punctuation among those two items – i.e. – spelling and grammar. So, it seems that news report writing is the best task to the students in developing writing skill.

4.1.9 Average Scores on Punctuation, Spelling and Grammar of Different Tests

In this part, average score and full marks of different test is compute

Table No. 9

Average Scores of Four Tests

Test	F.M.	Average score
Prt	23	4.17
FPT	23.5	7.54
SPT	23	11.1
Pot	23	16
Total	92.5	38.81

The table 9 shows the gradual improvement of students writing skill through news report writing. The average score of Pre Test was 4.17 and the average score of FPT was 7.54. This score shows the better effect of guided texts for news report writing in the development of writing skill on secondary level students. The average score of SPT was 11.1 and the score of PoT was 16.

In this way, news report writing through guidelines helped students to develop their writing skill. This can be seen by the scores of the PrT, FPT, SPT and the PoT .

This analysis also shows the effect of guided news report writing for the development of writing skill.

4.2 Summary of the Findings

After analysis and interpretation of the data, findings of this research work have been summarized below

i) It was found that the average score and the percentage of the PoT were higher than the PrT . It can be said that guided news report writing helped to develop students' writing skill.

ii) Students' average score and the percentage of the FPT were compared to the PrT. The FPT score shows students' better performance than that of the PrT. It shows progress on writing through news report writing.

iii) In comparison to the PrT and the FPT students increased their score than on the SPT. It also proves the effectiveness of news report writing.

iv) After conducting PoT, students made less errors on grammar, spelling and increased the level of progress on giving punctuation marks. This increased score on the PoT proves the effectiveness of news report writing.

v) On item wise comparison PrT students performed better on spelling and average score became 2. This fact shows the usefulness of news report writing .

vi) On FPT, students average score on spelling was 3 which was the highest score among other two items. It shows that to develop writing skill news report writing has a great role.

vii) Students performed better on punctuation on SPT and got 4.1 as an average score. This increased score proves the effectiveness of news report writing.

viii) On the PoT, students' total average score on punctuation was 6 which is the highest score than in the PrT, FPT and SPT. It proves the effectiveness of news report writing in developing writing skill.

x) All the students improved their errors on punctuation, spelling and grammar when they arrived at the stage of PoT.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The findings of this study show that news report writing help to develops students' writing skill. Students have many problems on spelling, punctuation mark. Some of the student have problem on making sentence structure. In such problem, news report writing plays a great role to develop writing skill. Students get certain steps (brain storming, planning, preparing first draft, editing final draft) to follow while they are writing news report which helps to improve their writing skill.

The main objective of this study was to develop writing skill on secondary level students through guided news report writing. I applied research tools, administered tests and interpreted data through quantitative research method and analyzed the obtained scores in terms of pronunciation, spelling and punctuation.

5.2 Conclusion

This research is to identify, analyse and interpret the development of writing skill through guided news report writing. For this purpose, I selected a government school called Laxmi Secondary School where I taught thirty eight classes to twenty students of grade nine. The pre-test was conducted before starting to teach the students. After FPT, SPT and PoT was administered. The scores of every test were compared and analyzed with each other to evaluate their writing skill.

Guided news report writing helped students to develop their writing skill. It was found that students performed better in their writing inpost test than in the PrT. In case of grammar, spelling and punctuation they made less errors in the PoT than they had made in the PrTt, FPT and SPT. After evaluating students' writing skill through pre test, classes were taken for thirty eight days on the problematic areas and found that due to lack of habit of self correction, practice, teacher's and student's negligence, examination phobia. Students are unable to improve their spelling, punctuation marks, grammatical mistakes while writing. Many students are weak in writing. Teacher gives less preference to writing but the examination is highly based on testing writing proficiency. It is necessary to give focus on

writing in the class along with other skills. Students are able to improve their level of proficiency in the use of grammar, punctuation and spelling in post test as compared to the pre test. The use of guided news report writing was found effective tool to improve writing skill of the students.

5.3 Recommendations

On the basis of the research work, I have made the following pedagogical implications at the policy level, practice level and further research.

5.3.1 Policy Related

- i) Most of the students depend on the textbook. So, curriculum designer should provide many guided writing exercises in the textbooks.
- ii) Curriculum should give equal emphasis on listening, speaking, reading and writing skill.
- iii) The exercises given in the textbook are not sufficient. So, government should make policy to develop writing skill of secondary level students.
- iv) Government should implement effective action research on educational field.
- v) Curriculum designer should include instructional strategy to develop writing skill through guided writing.

5.3.2 Practice Related

- i) Teachers should be trained, confident and skilful to apply the steps of writing skill in the classroom.
- ii) First priority should be given to the students while they are learning to develop their writing skill.
- iii) Teacher should organize different activities like: essay writing, spelling contest in teaching that facilitates the organization of students writing.
- iii) Classes should be conducted focusing on guided writing exercises and different tests should be conducted.

iv) Teacher should provide support for students in order to enhance learning and aid in the mastery of tasks.

v) Action research should be done on teachers also.

vi) The concerned authority should manage physical facilities such as, desk, table, bench, light which affect writing.

5.2.3 Further Research Related

i) This research will provide a valuable secondary source for the researchers.

ii) It will provide new research areas which are left to be investigated such as on cohesion and coherence, free composition.

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Appendix I

Class – 9

Question for pretest

F.M. 25

(2 marks is for neatness)

1. Write a similar news report to the police about an accident that happened at Biratchowk using given clues as in the example. 23

Motorcycle with plate no. 3624 – collided with a truck – Letang – truck heading towards Phadani – motor cyclist – dead – spot – truck driver and his helper – injured – taken to the hospital

Letang, Morang

Date : 2073- 9-16

The police incharge,

Letang, Morang

Dear sir,

I am writing a report about an accident at B.P. chowk, Letang. A motorcycle with plate no. 3624 colided with a truck in letang. Truck was heading towards Phadani. Motorcyclist was dead on the spot and the truck driver and his helper were seriously injured and taken to the hospital.

The Reporter

Kala Tamang

Letang

a bus – collided with a truck at Biratchowk for Biratnagar – from Kakarvitta –
10 passengers of the bus were dead – 20 were injured – injured passengers were
taken to the hospital – truck driver – arrested- police

(1.5 marks is given for neatness)

1. Write a report to the police about a plane accident in Kalikot using given clues. 13.5

A plane – Pokhara to Mustang – crashed – Kalikot – 11 passengers
With crew – all of them dead

2. Write a report about motorcycle accident to be published in your local newspaper with the help outlines given below. 10

Motorcycle – east – hit – scoter – west – Belbari – two people on
motorcycle – one on scoter – pillion rider dead – others injured

(2 marks is for neatness)

1. With the help of given outlines, write a news report to be published in the Kathmandu Post about a car accident. 12

A car – from Kathmandu - hit electricity pole – B.P. highway –
Khurkot – 200 metres below road – 3 people travelling -
2 killed – one seriously injured – driver drunk

2. Write a report to the editor of Udghosh daily about landslide on Prithvi highway using following clues. 11

Mungling-Kurintar part – Prithvi highway – massive landslide
occurred – 3 days raining – vehicles stopped – Road Division
Office working – remove landslide

(2 marks is given for neatness)

1. Write a news report to the editor of Blast Time using given outlines.

12

a man – stabbed – his own brother – Letang-bhogateni municipality – Morang – quarrel – parental property – younger brother – knife – hide inside his shirt – struck the older brother – latter fell – bled – breath his last

2. Write a report to police about a bank robbery using given clues.

11

Bargacchi branch – Ra.Ba. Bank – rubbed – last night – a gang of four men – the guard controlled – four corners rupees – gold – one corer – police searching

Appendix III

Individual score of students in pre-test, progressive-tests and post-test
F.M. 25

S.N.	Name of students	Obtained marks			
		Pre test	1 st progressive test	2 st progressive test	Post test
1	AnjanaKhadka	10	14	17.5	20.5
2	ShrawanSubedi	8.5	10	18.5	20.5
3	KiranRai	8.5	13.5	16	19
4	PushpaDahal	7	13	12	17.5
5	ReshmaGhale	11.5	14	18.5	21
6	NishaKatuwal	9	8.5	12	18
7	HimalRai	6	13	17.5	20
8	AvijitDulal	10.5	10	13.5	18
9	Chetana Nepal	8.5	9	17.5	19
10	PrakritiRai	7	13	18.5	21
11	JyotiRai	9	10	17.5	19
12	DibeshNiraula	7	7	12	18
13	Sunil Adhikari	8.5	13	16	20
14	DipeshDarji	5.3	1.3	17.5	20
15	JenishaRai	10	13	13.5	17
16	Gita Darji	10.5	8	18.5	18
17	HarimayaLimbu	7	10	13	17.5
18	BibekTimsina	8.5	8	16	19
19	AashishThapa	6	8	18	20
20	Samir Karki	9	13	15	18