

SECONDARY LEVEL STUDENTS' PROFICIENCY
ON ESSAY WRITING

A Thesis Submitted to the Department of English Education in Partial Fulfillment for
the Master of Education in English

Submitted by
Abhishek Katuwal

Janata Multiple Campus, Itahari
Faculty of Education
Tribhuvan University
2023/2080

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Abhishek Katuwal has prepared this thesis entitled "Secondary Level Students' Proficiency on Essay Writing" under my guidance and supervision during the period prescribed by the rules and regulation of Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward his thesis to the Department of English Education for acceptance.

Date: Sept. 6, 2023

(2080/05/20)

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(Supervisor)

Asst. Lecturer

Department of English Education

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DECLARATION

I, hereby, declare that to the best my knowledge this thesis entitled "Secondary Level Students' Proficiency on Essay Writing", a quantitative research in the Academic Year 2023/2080, submitted as a partial fulfillment for the Degree of Master of Education in English, is original. No part of this thesis was earlier submitted for the candidature of research degree to any university.

Date: Sept. 5, 2023

(2080/05/19)

Abhishek Katuwal

DEDICATION

To

My parents, sister, brother and Gurus

Who developed a great span of their life
under difficult circumstances to make me succeed.

ACKNOWLEDGEMENT

I would like to express my acknowledgement and appreciation to everyone who has contributed to complete my thesis. Without their encouragement, support, guidance, and motivation, this accomplishment would not have been possible.

First and foremost, I wish to extend my sincere, genuine and deepest gratitude to my supervisor, **Mr. Gobinda Puri**. His expertise, patience, and valuable feedback were instrumental in shaping this thesis. His constant support and insightful guidance throughout the research process have been invaluable, and I am truly thankful for his mentorship.

I am also grateful to the members of my thesis committee, **Mr. Kamal Raj Dahal, Mr. Rishi Raj Khanal, and Mr. Tirtha Raj Acharya** for their constructive criticisms, and suggestions that helped me refine my research work. Their expertise in the field has broadened my perspective and enriched the quality of my thesis.

I want to acknowledge the support and resources provided by **Janata Multiple Campus**. The access to their library, research facilities, and academic resources greatly facilitated my study and enhanced the quality. I am thankful to the faculty members, librarians and staffs who were always ready to assist me whenever needed.

I am indebted to my family for their continuous support and understanding throughout this journey. Their love, encouragement, and belief in my abilities kept me motivated during the challenging times. I am truly fortunate to have such a strong support system in my life.

Additionally, I would like to express my gratitude to my colleagues, friends, and classmates who provided vital insights and engaged in stimulating discussion

related to my research. Their diverse perspectives and collaborative spirit were instrumental in shaping my ideas and enhancing the overall quality of my study.

Last but not least, I extend my appreciation to all the participants who took part in my study. Their willingness to contribute their time and knowledge significantly enriched my research findings and strengthened the validity of my conclusions. I am grateful to everyone who has played a part in my academic journey, whether mentioned here or not. Your contributions and support have made a lasting impact on me, and I am really grateful for all the valuable lessons and experiences I have gained throughout this thesis. Thank you all for being a part of this amazing experience.

ABSTRACT

This study entitled "Secondary Level Students' Proficiency on Essay Writing" aimed to examine the writing proficiency of Grade ten students and to analyze the proficiency of the students between descriptive and argumentative essay. As a teacher, I have observed that the students particularly of community schools have many challenges in essay writing including structure, cohesiveness, coherence as well as content development. The previous studies also showed that the students encountered difficulties during free writing. So, I have chosen this topic as my research.

For this Research, I used quantitative methods. The participants were selected from five secondary community schools of Dharan Sub-Metropolitan City of Sunsari District, totaling 50 students, with 10 from each sample school including 5 boys and 5 girls. The research employed random sampling procedure to collect data through a survey based approach using two essays (descriptive and argumentative) as test items. The data were analyzed in terms of holistic, item- wise, and gender- wise.

The findings of the study indicated that in holistic section, the overall proficiency of grade ten students' on essay writing was found unsatisfactory. Notably, 75 percent students struggled to meet the required length of the essay writing. The writing failed in terms of organizing ideas, presenting the supporting details or evidences, presenting suitable illustration well as language and grammar. The analysis revealed the significant errors in subject- verb agreement, tense usage, spelling, prepositions and articles, punctuation, including the capitalization, commas, proper use of full stop and other punctuation marks. Similarly, in item- wise section, students' proficiency was found better in argumentative essay compared to descriptive

essay. Likewise, in gender-wise analysis, the girls' proficiency was found slightly better than boys.

This study consisted five chapters with topics and subtopics in each chapter. The first chapter introduces the general background of the study, statement of the problem, objectives, research questions, delimitations and operational key terms. Similarly, the second chapter deals with literature review, discussing its implications, and outlining the theoretical framework of the study. Likewise, the third chapter elaborates on the research design and methods, encompassing details about the population of the study, sample selection procedures, study area, data collection tools, techniques, procedures, and analysis of the data. The fourth chapter describes the presentation and interpretation of the obtained results, while the final chapters concludes the report with summaries and implications.

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LIST OF ABBREVIATIONS AND SYMBOLS

A	:	Average
AA	:	Above Average
BA	:	Below Average
CDC	:	Curriculum Development Center
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as Second Language
L2	:	Second Language
MS	:	Microsoft
Stds	:	Students
%	:	Percentage

CHAPTER I

INTRODUCTION

Essay writing is a particularly demanding learning exercise for the learner. The learner must not only comprehend and understand a subject, but also go beyond that to express what they know in the form of an official, orderly statement. Thus, writing essays requires demonstrating knowledge.

This research is based on Grade Ten Level Students' Proficiency on Essay Writing. This chapter consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study, and operational definitions of the key terms.

Background of the Study

Basically, language is a means of human communication. Language is similar to thoughts, feelings and aspirations and that can be expressed through symbols. It is complex, versatile and dynamic that allows human being to express their thoughts, feelings, desires, emotions, experiences and ideas. It is the systematic representation of linguistic units by means of visible symbols. It is a set of spoken or written symbols that people use to communicate as members of a social group and participant to express themselves. We cannot think of any academic, social and artistic activities without language. Language has become much more valuable to people as a result of writing. According to (Verderber et al., 1999), language is the collection of words and the communicational framework used by members of the same community of nations, geographic region, or cultural heritage. On the other hand, According to Halliday and Webster (2003), a language is a semiotic system of meaning. Most likely, a language is the most complicated semiotic system we have. There are many languages in the world and they play equally important role in communication but sometimes a

language becomes more prominent due to place, time, situations and the demand of language. The English language is the most widely spoken of all the languages. In the present era, it is used as a universal language. It is not only language used for international communication but it is also the most common. Although It is not universal, it is the primary language used in number of areas such as, international trade, shipping, music, commerce, education, mass media, sports, and other fields. Moreover, Most international conferences and meetings of other international organizations that deal with issues like diplomacy, science, trade, tourism, and the military use it as their primary language. In science, mathematics, engineering, and medicine, English publications dominate and are only going up.

Writing is an art of using language but is very complex task to write clearly and explicitly. The aim of writing is to enable the learners for free composition and creative writing. Hence, writing is powerful medium of expressing thoughts, ideas, feelings and experiences. Fageeh (2003), states that writing is a dynamic process requires a great effort in learning and teaching because it must be learnt through deliberate exposure. Similar to this, (Pruden et al., 2017), Without the ability to write, it is difficult to survive in a demanding academic atmosphere where the student will continue to commit errors such as syntax, spelling and grammatical errors. In Grade ten, students are at a vital stage of their academic journey, where they are expected to develop standard writing skills. It is a productive skill since it deals with the manipulation of the writing mechanics, structuring them into sensible and understandable words, sentences, and paragraphs for the reader. It is the skill which needs various competences such as linguistic, sociolinguistics and discourse knowledge as well as knowledge about language use like grammar, structure, and vocabulary.

Essay writing is an essential aspect of their education, as it enables them to express their thoughts, analyze information, and present logical arguments. Assessing the proficiency level of Grade ten students in essay writing is crucial to identify areas for improvement and enhance their overall academic performance. By examining parameters such as content, cohesion, argumentation, coherence, mechanics, and organization, this study aims to provide valuable insights into students' writing abilities and contribute to their educational development.

In conclusion, writing is difficult process that requires many composite skills. It is improved through constant practice.

Statement of the Problem

English has emerged as a global as well as international language. Nowadays, a man without having knowledge about English Language cannot achieve the higher goal. So, people must have the knowledge about English to get something big. To learn language one must have the knowledge of reading, writing, speaking and listening. Among different skills, writing holds a significant importance. To develop writing skills, the students do different tasks or activities such as; letter writing, report writing, essay writing, story writing and so on. So, writing is one of the major areas in the field of ESL/EFL. Writing is a difficult productive skill for students to learn because it requires a variety of abilities and conventions, including "organizing and developing ideas and information, selecting appropriate vocabularies to reduce the ambiguity of meaning, and also the practice of accurate grammatical items that emphasize ideas" (Ien et al., 2017). Writing is a challenging activity, particularly for those with limited proficiency. As a result, students may lose interest in learning how to write and simply repeat what their classmates have written or leave any writing-related assignments blank (Jong & Tan, 2021). Writing is a challenging activity for

ESL students because they are not adequately proficient in the English language as a result they encounter "complex problems, which may be either cultural or linguistic," according to Ghabool et al. (2012). Furthermore, many students have been facing difficulty in sharing their ideas effectively through writing due to their inability to express their thoughts clearly even in simple sentences (Ang et al., 2017).

Here, my concerns are to examine the essay writing proficiency of grade ten students and to analyze the students' performance between descriptive and argumentative essay. To develop or improve the writing skill in learners is not an easy task. The learner should be more conscious about various elements and processes of writing. So, the learner may face the various difficulties and problems while writing.

As a teacher, I have observed the students' writings. In my teaching experience, I have noticed that students often encounter difficulties in various aspects of writing, including content development, cohesion, coherence, argumentation, mechanics, and organization. Moreover, based on a comprehensive review of previous articles and research in this field, Khanal (2011), Timsina (2021), Pant (2011), Pokhrel (2016), it was evident that many learners faced challenges in essay writing, particularly in relation to the parameters that define its quality. Most of the studies have identified that students frequently made common mistakes in various aspects of essay writing, specifically within the predefined parameters such as content, coherence, cohesion, argumentation mechanics, and organization. In a study conducted by Ariyanti and Fitriana (2017), have observed the EFL students' essays writing class and found in poor quality. This scenario demonstrates how writing is a difficult for acquiring the English language. For this reason, they examined the challenges faced by EFL students in writing essays as well as the learning requirements of the students to have better English composition. The study revealed

that students had substantial grammar, content, cohesion, and coherence, organizations problems. Similarly, Aguiieb and Bouaziz (2017) investigated students' problems in using coherent and cohesive devices from a discourse analysis perspective. Thus, it is clear that students struggle with a number of components of essay writing, including structure, cohesiveness, and coherence as well as content development and argumentation. These difficulties are a result of lack of practice and inadequate guidance. Therefore, this study is going to examine the proficiency level in essay writing among Grade ten students and analyze the students' performance between descriptive and argumentative essay.

Objective of the Study

The Specific objectives of this study were as follows:

- a) To examine the proficiency level of Grade ten students in essay writing based on the parameters of essay: content, cohesion, coherence, argumentation, mechanics and organization.
- b) To analyze the proficiency of the students between descriptive and argumentative essay.

Research Questions

The research questions explored in this study were as follows:

- a) What is the proficiency level of Grade ten students in the essay writing on the basis of essay's parameters: content, coherence, cohesion, organization, argumentation, language and mechanics?
- b) To what extent do the students perform based on the types of essay: descriptive and argumentative essay?

Significance of the Study

Though, there are four inseparable skills of language. Writing skill has major role for better acquisition and learning of a language. It is often considered to be the visual representation of speech. English has been taught and learnt as a foreign language in most of the countries in the world. Nepal is a multilingual country where English is compulsorily being taught as a foreign language from primary to bachelor level. Our curriculum and education program give more priority for writing skill rather than other skills. As a result, emphasis on writing skill is required. Hence, this study will focus on the writing proficiency of secondary level students on essay writing.

This study will be beneficial for those teachers (novice and experienced) involved in the field of ELT. This study holds significant importance for various stakeholders, including educators, curriculum developers, and policymakers. By assessing the proficiency levels of Grade ten students in essay writing, this research provides insights into the effectiveness of English language education and identifies areas that require attention and improvement. The findings will inform the development of targeted interventions, instructional strategies, and curriculum enhancements to foster students' writing proficiency. Additionally, this study contributes to the broader field of English language education by providing empirical evidence on the specific areas where students may struggle and require additional support.

Delimitation of the Study

Data were collected from students studying in Grade ten at community schools throughout Dharan Sub-Metropolitan City of Sunsari District. The findings of this

study are not applicable to students in other districts however the findings may be relevant. For the purpose of this study, the following delimitations were applied:

- a) The study was delimited only to the five Secondary (community) schools of Dharan Sub-Metropolitan City of Sunsari District.
- b) The primary data were delimited to fifty students of Grade ten from each of the sample schools.
- c) The data were analyzed in terms of the parameters of the essay (content, coherence, cohesion, argumentation mechanics, and organization).
- d) The data were collected from the test items. The test items were essay writing.

Operational Definitions of Key Terms

To ensure clarity and consistency, the following key terms are defined within the context of this study:

Writing Proficiency Level: The competence or skill demonstrated in essay writing, especially referring to the parameters of the essay such as content, cohesion, coherence, argumentation, mechanics and organization.

Content: It refers to the ideas, information, thoughts and opinions presented in an essay, including the relevance and accuracy of the content.

Coherence: It gives the clarity and logical arrangements of ideas within an essay, ensuring that the content is easy to understand for the readers.

Cohesion: It is related to linking ideas or the effective use of cohesive devices and techniques to create logical order, link and flow between sentences and paragraphs.

Argumentation: It involves constructing a well-reasoned and persuasive argument by presenting thesis statement with supporting evidence and examples.

Mechanics: It deals the proper use of grammar, punctuation, spelling, and syntax in essay writing.

Organization: Organization is the overall structure and arrangement of ideas in an essay, including the introduction, body paragraphs, and conclusion, to create a coherent and well-structured piece of writing.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

According to Creswell (2012), its specific goals are to show how the research challenge is novel and to determine whether the works have been done in the field or not. So, this chapter includes review of related theoretical literature, thematic literature, empirical literature, implication of the reviewed literature and conceptual framework of the study.

Review of Related Theoretical Literature

The purpose of this chapter is to provide a comprehensive review and synthesis of literature related to the present study. Throughout this section, theory as well as research is considered based on writing proficiency in order to get the insights and to make the study the more practical. Several researches have been carried out in the field of writing skill in Teaching and Learning.

Language Skill

Language is an essential skill. It is not a content- based subject like science, social studies, mathematics etc. which aim to imparting information and fill the human mind with knowledge. Since language is a skill, it is naturally comes under psychomotor domain. There are four skills of language i.e. reading, writing, listening and speaking. They do not work in isolation as they are interconnected. These skills are divided into productive and receptive skill. According to Harmer (2001), 'receptive skills' are reading and listening skills where meaning is extracted for the discourse. Speaking and writing are known as "productive skills". It is the skill where the students actually have to produce language themselves. Similar to this, Sijali

(2016), language skills, which include speaking, listening, reading, and writing, are manners or modes in which language is used.

Writing Skill

It is believed that writing is important and frequently used in people's daily lives either as individual such as writing application letter, message and dissemination of the research results or member of community such as in a workplace issues.

Writing is usually an element of assessment that requires you to show familiarity and competency in specific disciplinary thinking, interpreting, and presenting skills.

Writing is also taught in formal education considering the importance of having ability and good skills of writing. However, it can be challenging to define writing skill. Writing is one of the most important skills for students to have, yet it may be quite difficult for L2 learners, especially young English as a foreign language (EFL) students, to master (Lee & Wong, 2014). According to Flynn and Stainthorp (2006), mastering the writing skill is more challenging for students than mastering other language skills as it involves cognitive process that requires for both critical and creative thinking. In addition to students having issues when learning to write, Ahmed (2010), points out that teachers also experience challenges when instructing students in writing. He continues by pointing out that students as well as teachers have observed that learning writing skills is more difficult and time-consuming than learning any other language skills.

One recent study conducted by (Lee & Schmidgall, 2020), focused on the importance of writing skills in the international workplace. The results emphasized the importance of clear and concise writing for effective communication. The study showed that employees with proficient writing skills were more likely to succeed in their careers and boosts to the overall productivity of the workplace. Similarly,

According to (Kellogg & Raulerson, 2007), standard writing skills are essential for academic and work-related success. To improve performance, deliberate practice is essential, which involves repeated writing opportunities and timely feedback, which can help in developing executive control in writers and also increase students' writing practice.

In conclusion, writing is an act of expressing thoughts, feelings, message, and ideas. It is a critical expression of printed forms. By focusing on the development of writing competencies, individuals can enhance their overall communication skills and contribute to their personal and professional growth.

Writing Proficiency

Writing proficiency refers to the capacity to convey information, ideas, and thoughts clearly through written language. It requires the integration many different competencies, including organization, coherence, clarity, and mechanics (grammar, punctuation, and spelling). The writing must be complete with accurate and free from ambiguity. The complexities should be minimized and established or expressed ideas or thought in natural way.

According to Deane et al. (2008), Writing proficiency as a complex integrated skills that involves integrated problem-solving and draws upon a diverse set of underlying skills. In order to complete a writing activity, one must handle a higher-order cognitive process, like organization and idea formation with technical elements including language and literacy, document-creation, document management and critical thinking. This definition emphasizes the necessity of both technical precision and conveying ideas effectively. Similarly, Van and Leijten (2015), presented a multidimensional fluency model. They claimed that writing fluency includes production, process variation, revision, and pause behavior, and that these four

components can distinguish proficient and less proficient writers. By using principal component analysis, they confirmed that these four components collectively contribute to the multidimensional fluency model. They suggested that various components of writing proficiency be tested in experimental settings.

Writing proficiency includes abilities like structuring thoughts, presenting coherent arguments, applying proper vocabulary, and attracting readers in addition to being grammatically correct. Proficient writers are capable of expressing concepts in a precise, manner while also considering the audience or the receivers and writing intended purposes.

In conclusion, writing proficiency involves different skills, such as organization, coherence, cohesion, clarity and mechanics, to efficiently communicate through writing, including language, sociolinguistics, and discourse competencies. Thus, writing skill is essential for students to master.

The English Language

There are many languages in the world. English has become one of the most widely used languages in the world. It is a language used to communicate the ideas and emotions of a social group. It is a lingua franca in the modern world. At international conferences and gatherings of other international organizations, it is most common. These organizations deal with issues like diplomacy, science, trade, tourism, periodicals, sports, education, and more. The demand for English language speakers is rising daily. It has become a gateway to economy prosperity. It is the window to look out the world. Thus, due to the above given versatile used of English language. Nepalese people are highly motivated to learn English language.

Writing as a Process

It challenges the oversimplified presumptions of the product approach by writing as a process that was established in response to it. On a practical level, it emphasizes authorial voice and self-discovery. It emphasizes the importance of structuring writing as a contextualized, goal-oriented activity. Writing is a creative discovery process that is distinguished by the dynamic interaction of language and subject matter. Although writers do plan, they are obliged to adopt their strategies as they write. Spivey (2006), mentioned the steps of writing as:

- i. Rough Draft
- ii. Peer Editing
- iii. Revising
- iv. Editing
- v. Final Draft
- vi. Publishing

Similar to this, Faraj (2015), mentioned the following steps:

Step 1: Prewriting

- i. Choosing topics.
- ii. Gathering and organizing ideas.
- iii. Defining a topic sentence.
- iv. Outlining.

Step 2: Drafting

- i. Writing a rough draft.
- ii. Emphasizing content rather than mechanics.

Step 3: Revising

- i. Rereading the writings.

- ii. Sharing the writings with teacher.
- iii. Participating constructively in discussion about the writing.
- iv. Making changes in the compositions.

Step 4: Editing

- i. Proof reading the writings.
- ii. Identifying and correcting mechanical errors.

Step 5: Publishing

- i. Making the final copy of writings.
- ii. Publishing the writings in appropriate forms.
- iii. Sharing the finished writings with the teacher.

Working with writing process in this study, the following is illustrated as:

Prewriting. The preliminary step of writing is known as prewriting. It includes generating ideas, thinking, brainstorming either ideas or details. Apart from gathering ideas for an essay, students should also consider the purpose of writing an essay. It is described as whatever the author undertakes before drafting his document. According to Faraj (2015), students, at this stage, make plans about the topic such as; collecting information, brainstorming, organizing the ideas, defining the topic sentence and outlining.

Drafting. Drafting involves putting the writer's ideas into sentences and paragraphs. Students shouldn't expect their drafts to a high standard of quality. They should convert their ideas into the piece of paper without correcting their mistakes. As stated by (Laksmi, 2006), students are instructed to prepare rough draft in papers in order to help them arrange the concept and emphasize the notion that writing is not to be written in an instant thinking. To add on this, Bae (2011), states that students at this stage, focuses on getting ideas on paper without worrying about grammatical and

mechanical errors. They are constantly being reminded to just write down their thoughts. At this point, students are not concerned with spelling or other grammatical elements. Drafting is seen as writer centered since it is the stage at which the writers tell themselves what they know about the topic.

Revising. At this point, students give their reader's need and expectations greater thought. They rethink and improve ideas, sentences and paragraphs. Bae (2011), mentioned that during this stage, students should focus on the content and organization of their writing rather than grammatical mistakes. They check the unity and coherence. They make sure that each paragraph provides good details and well-chosen examples. Finally, they generate additional details to support their writings.

Editing. This is the final stage. In this stage, students try to make their writing 'optimally readable' (Laksmi, 2006), states that editing is the process of "putting the piece of writing into its final form". According to Bae (2011), capitalization, punctuation, spelling, and grammar changes are made throughout the editing process. Thus, it includes checking grammar, capitalization, spelling, vocabulary, mechanics and punctuation. They assure that the language is exact, concise, and fresh. It is the stage where the writers check their ideas or details appropriately.

Testing Writing. Test means measuring the ability of the students towards teaching learning activities. It provides feedback to the learners and also helps to improve the teaching learning activities. To evaluate the learner's writing skill, free writing, controlled writing, and guided writing are to be tested.

Review of Thematic Literature

Here, I studied the available literature and organized it thematically. I reviewed a number of national and international thesis, papers, articles and journals

and came up with a number of topics that are both directly and indirectly relevant to my research topic. They are:

Descriptive Essay

Descriptive essay is a genre of essay that asks to describe something such as object, person, place, experience, situations, emotions, event etc. The goal of descriptive essay is to create a vivid mental picture for the reader by using words to transmit sensory information. It gives the author a chance to use their creativity. The reader is better able to visualize what is being discussed with more vivid descriptions. So, the writer must express a detailed description in order to make the audience to paint an image. This type of essay uses multiple sentences to convey a single clear image of a person, place or thing. The author needs to create the sensory details that include hearing, smelling, touching, and testing, these make the readers engage and also make the writing better (Istiqomah, 2019).

Argumentative Essay

Argumentative essay is a type of an essay in which we agree or disagree with an issue, using reasons to support our opinion. In this kind, we not only give the information but also present an argument with the benefits and limitations with supporting and opposing ideas. The aim of the argumentative essay is to convince or persuade the audiences to agree with the point of view or claim of the writer. So, it needs highly persuasive and logical ideas. Effective reasoning requires the generation of arguments as well as the comprehension, evaluation, and weighing of arguments and counterarguments from various sources and perspectives in order to support a final conclusion (Nussbaum & Schraw, 2007). The goal of argumentative writing is to persuade or convince the audience by offering logical reasons and make them understand the other side of the argument to support a belief or idea (Wolfe et al.,

2009). It requires organizational skills, including preparing how to create the argument, as well as critical thinking abilities (Vögelin et al., 2019).

Qualities of Essay

An essay's overall quality is determined by its clear arrangement, adequate material, and proper grammar, (Li & Huang, 2022). Erdosy (2003), reported that essay should contain different aspects such as; organizing ideas logically, topic development, good paragraphing and coherence in the part of organization. When different proficiency levels of language, content, and organization are shown in a single essay (for example, good organization but poor language, or good language but poor organization), the essay writing can become ambiguous (Barkaoui, 2010).

Stages of Essay Writing Process

Every writer approaches the work of writing differently. However, there are some logical steps that every writer needs to follow in the creation of a paper. They are; prewriting, drafting, revising, and editing. (Greetham, 2022), mentions five distinct stages are required for any essay. They are:

- i. Interpretation of the question
- ii. Research
- iii. Planning
- iv. Writing
- v. Revision

According to Faraj (2015), essay writing consists of introduction part, body part and conclusion part. He defines that students introduce the topic with a general statement to grab the attention of the reader in introduction part. He adds that in body paragraph, students need to clearly state the main idea of the paragraph with

supporting details and examples, whereas, in conclusion part, students avoid the new ideas and summarize their ideas re-asserting thesis statement with fresh language.

Content. It refers to the ideas, information, thoughts and opinions presented in an essay, including the relevance and accuracy of the content. This means elaborating and justifying arguments or ideas with detailed information and proof from dependable sources. It is crucial that the essay contains a key concept or argument that the essay's content is focused on.

Coherence/Cohesion. Cohesion is related to linking ideas or the effective use of cohesive devices and techniques to create logical order, link and flow between sentences and paragraphs whereas coherence means the combination of semantic configuration of two distinct kinds; register and cohesion. It gives the clarity and logical arrangements of ideas within an essay, ensuring that the content is easy to understand for the readers. According to RahmtAllah (2020), Coherence refers to the association of ideas, it is referred to as the "rhetorical" parts of writing, which include the organization and clarification of ideas, the synthesis and integration of readings, the creation and support of argument (such as the development of thesis statements), and the development of thesis statements, whereas cohesion denotes the connection of ideas at the sentence level. Min (2010), states that cohesion of writing focuses on the grammatical aspects of learning. Coherence, as defined by Hyland (2003), is how a text make sense to readers through the significance and applicability of its meaning, ideas, and logical configuration. Likewise, Castro (2004), defines cohesion as the connection in a text that links ideas and makes the readers' meaningfully and clearly understand.

Argumentation. Argumentation in essay writing involves constructing a well-reasoned and persuasive argument by presenting thesis statement or claim with

supporting evidence and logical reasoning. As academic arguers, students should be critical with presenting arguments and notice variety in order to be creative in their thinking (Ferretti & Graham, 2019). Similarly, Students develop their argumentation skills by writing an introduction on the divisive subject matter, arguing a position, developing arguments in support of that position, including scientific evidence, considering potential defenses, and drawing a conclusion on the subject (Noroozi et al., 2016). Writing requires students to perform a high-level cognitive process where they need to recall their prior knowledge on the logically controversial topic, studies the issue, take a view, and use advanced thinking abilities to come to a conclusion about the argumentative topic (Noroozi et al., 2016). According to Huy (2015), argumentation comprises argument and negotiation, which focus on coming to a mutually favorable conclusion.

Mechanics. It deals the proper use of grammar, punctuation, spelling, and syntax in essay writing. According to Abbas and Asyari (2019), the term "mechanics" in writing refers to how words appear on paper, including their spelling, capitalization, and punctuation. Yuliawati (2021), the statement will be unclear in meaning due to the punctuation mistakes and misspelled words. Other grammatical mistakes can also give readers the wrong idea. He suggested that students should constantly pay attention to applying specific mechanics in their writing, regardless of the purpose for which they are writing it, in order to generate high-quality writing and ensure that the reader understands what they are trying to convey.

Organization. Organization is the overall structure and arrangement of ideas in an essay, including the introduction, body paragraphs, and conclusion, to create a coherent and well-structured piece of writing. Erdosy (2003), reported that when evaluating writing for organization, the overall essay structure (i.e., introduction,

body, and conclusion), paragraph structure, usage of cohesive devices, and coherence are valued. So, when writer knows the organization of an essay, the readers can easily understand the message that the writer want to deliver.

Review of Empirical Literature

Every study requires the knowledge of the previous study related area of the study which provides guideline and correct instructions to conduct the entire research. There are many research studies which have been carried out in this field as well. It helps the researcher to think deeply and be clear to own subject matter. Some of those studies have been reviewed and main evidences of these studies are presented below:

(Khanal, 2011), carried out research on "Free Writing Proficiency of Grade Ten Students'. The aim of this study was to find errors committed by the students to use verb, spelling, subject-verb, agreement. His research tool was paragraph writing. He selected 35 students in his research. He found that students committed errors with their spelling, sentence structure and subject, verb, agreement and the use of specific punctuation.

Pokhrel (2016), carried out research on "Bachelor Level Students on Free writing". Her study's objectives were to compare the writing abilities of students in the management and education faculties and to find out the writing proficiency of bachelor-level students based on the parameters of the essay (content, cohesion, coherence, mechanics, and organization). Her research tool was essay writing. She selected 30 students (15 from Education Faculty and 15 from Management Faculty) to do his research. He found that the students did not follow the parameters of the essay and the proficiency level was not satisfactory.

Toba and Noor (2019), investigated into the writing skills, challenges, and reasons behind difficulties in writing essays that compare and contrast among

Indonesian EFL students. In order to investigate these concerns, 52 EFL students from IAIN Samarinda who were enrolled in the academic essay writing course participated in a convergent parallel of mixed techniques. Data were gathered using the three study instruments: an essay writing exam, an open-ended questionnaire, and an interview. The results of this study showed that the writing skills of Indonesian EFL students were good, with a mean score of 77.83. Some of them do, however, encountered in difficulties with content, organization, vocabulary, grammar, and mechanics.

Sharma (2009), conducted a research on "Writing Proficiency of the Students of Higher Secondary Level". The aim this study was to find out the actual proficiency level of the twelfth graders in the use of punctuation, article, subject-verb agreement and preposition. He selected four higher secondary school of Kathmandu District through judgmental sampling and forty students, ten from each school. The results showed that the students' performance was satisfactory.

Khadka (2012), done a research on "Writing Proficiency of Higher Secondary Level Students" to find out the proficiency of twelfth graders from three different higher secondary schools of Rautahat district. For this purpose, 60 students were selected as participants. The collected data were analyzed under quantitative design. The finding of the study showed that boys were found more proficient in comparison to girls.

Summary of the Literature Review

The literature review in this study provides a foundation for understanding the field of research related to writing proficiency. It aids in finding research gaps, choosing research goals, selecting methods, and directing the whole research process. The review included several aspects of writing-related topics, including language proficiency, writing proficiency, and the writing process. Moreover, it discussed

different types of essays and key qualities that contribute to effective writing, such as content, coherence, argumentation, mechanics, and organization.

The review of the literature for this study exposes significant gaps that need attention in the context of secondary level students' proficiency in essay writing.

While there is ample of research on writing proficiency, there's a notable gap when it comes to measure the proficiency level of grade ten students in essay writing particularly in community schools. This study aims to address this gap by focusing on this specific area.

Additionally, a number of empirical studies that investigated writing skills of students in different settings and identified common problems they had with grammar, topic, organization, and vocabulary, but there's a distinct lack of empirical research focusing the essay writing skills of secondary level students. This study intends to bridge this empirical gap by conducting research in this context.

While previous studies have employed various methodologies, yet there's a need for a quantitative approach to investigate the level of proficiency in essay writing among grade ten students. This study fills this gap by employing this approach to meet this need.

By filling these gaps, this study aims to contribute meaningful insights to the field of writing proficiency, with a specific focus on secondary level students' essay writing skills.

Implication of the Review for the Study

Basically, literature review plays a crucial role in research. It makes the researcher easy for the further research and to complete the study successfully as it helps to identify area of study, selection of objectives, methods, procedures, data collection and interpretation and all aspects of the study. The literatures reviewed in

this study used as guidelines to make this study complete. Moreover, the objectives and methods of this study are distinct from those of the other literatures.

Conceptual Framework of the Study

Based on the literature review, the conceptual framework describes the overall study's structure and content. The theoretical framework is where the conceptual framework originates, and it focuses on one area of the theoretical framework that serves as the study's foundation. The conceptual framework also explains the connections between the study's key ideas. It is organized logically to help create a picture or visual representation of how concepts in a study related to one another. The relationship between a study's key concepts is described in the conceptual framework. To help give a picture or visual representation of how ideas in a study relate to one another, it is organized logically (Grant & Osanloo, 2014). The framework makes it simple for the researcher to define and specify the entire study project. Briefly, the whole study followed the following framework.

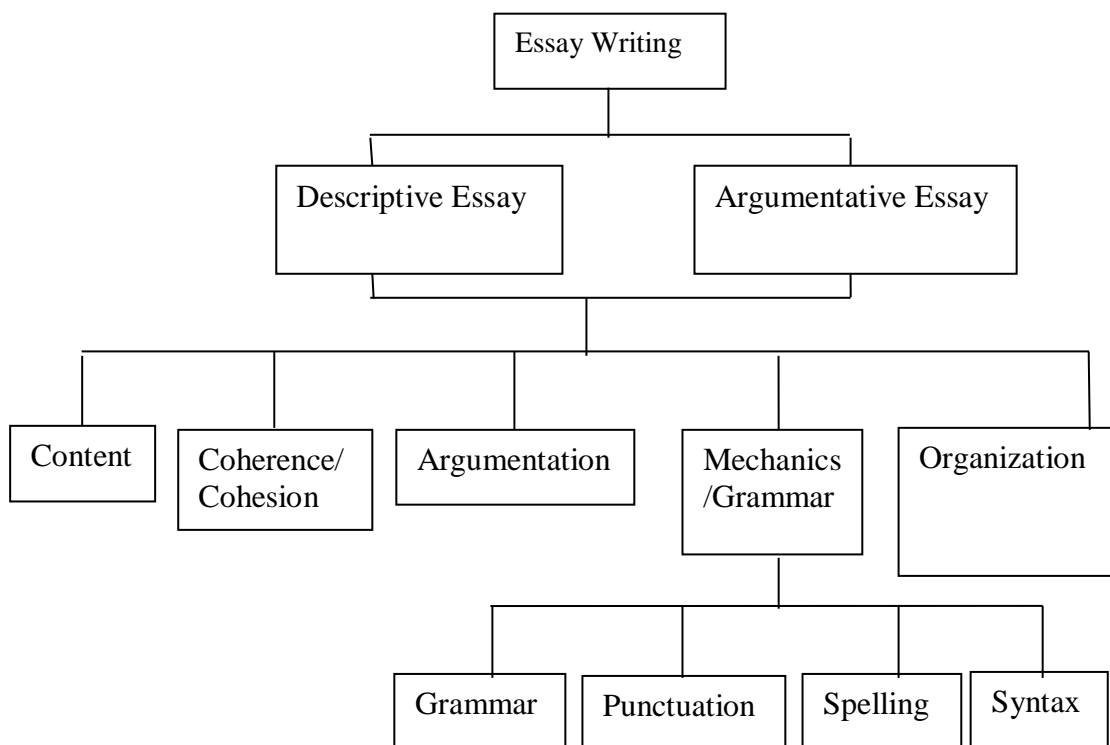


Figure 1

Figure of Conceptual Framework of the Study

CHAPTER III

METHODS AND PROCEDURES

The researcher followed the following methodology to accomplish the objectives of the study.

Design of the Study

Research design refers to the overall strategy employed by researchers to answer research questions or test a research hypothesis, (Creswell, 2012).

The design of the study was quantitative research design. A quantitative research deals with analyzing variables for getting results. It involves the utilization and analysis of numerical data using specific statistical tools and techniques (Apuke, 2017). For this study, I used quantitative research design. The data were collected through the set of test items that were evaluated via obtained marks by the students and analyzed statistically.

Research Site

A research site is a location where research is done. Universities, hospitals, institutes, schools and field research places are some examples of common research sites. So, in order to conduct my research, I selected five secondary schools of Dharan Sub- Metropolitan City of Sunsari district. I chose this site because I have taught at the school of Dharan and found students facing problems during free writing so I wished to find the level of proficiency in writings of students studying at secondary level in community schools.

Sources of Data

I adopted both primary and secondary sources of data in order to get the information.

Primary Sources of Data

The primary sources of data were 50 students of community schools studying in Grade ten of Dharan Sub-Metropolitan City. They were provided with a set of questions that is essay writing, prescribed in Grade ten English course by Curriculum Development Center 2080.

Secondary Sources of Data

I utilized various research works carried out by different scholars in the field of ELT such as different books, articles, journals, and online materials as secondary sources of data. Some of them were:

Harmer (2001), Faraj (2015), (Fareed et al., 2016), Halliday and Webster (2003), Dastgeer and Afzal (2015) etc.

I studied these journals, articles, books, and researches and collected necessary data as the secondary sources of data from the above mentioned areas for this research.

Population and Sample

There are nineteen secondary (community) schools in Dharan Sub-Metropolitan City. Among them, only five schools were selected as sample schools. There were around 270 students from five sampled schools. Among them, I selected 50 students of Grade ten from different five secondary (community) schools of Dharan Sub-Metropolitan City as a population and sample.

Sampling Procedures

There are nineteen secondary (community) schools in Dharan Sub-Metropolitan City. Among them, only five schools were selected as sample schools. The simple random sampling procedure was used while selecting the schools. Only 50

participants from five secondary (community) schools of Dharan Sub- Metropolitan City were selected as population sample.

Data Collection Tools

I used the test items for collecting data. Two essays were given to the respondents for the Primary data.

The assessment is crucial in determining the student's ability in learning. Most automated evaluation is available for multiple-choice questions, but evaluating essay type questions is still difficult (Tuah & Naing, 2021). So, it is very complex task to mark objectively in essay type questions or writings. Research tools were designed particularly including two types of essay (descriptive and argumentative). Each item of the essay writing test weighted 8 marks (based on the grid prescribed by CDC Nepal 2080). Therefore, I have marked the students' writings on the basis of essays' parameters. The criteria for marking the essay writing were divided into the following categories.

Table 1

The Criteria for Essay Evaluation

The table below shows the criteria for evaluating essay.

Content	Coherence/ Cohesion	Argumentation	Mechanics/ Grammar	Organization	Full Mark
2	1	2	2	1	8

The criteria for marking content, coherence/ cohesion, argumentation, mechanics/ grammar and organization were broken down into the following marks.

Table 2*The Criteria for Content Evaluation*

The table below shows the criteria for evaluating content of the essay.

Content is well introduced	Content is not clearly introduced	No Content
2	1	0

In this context, students who effectively introduce the content receive a score of 2 marks in each test item. Those who make an attempt to clarify the content receive a score of 1 mark in each test item. However, students who did not introduce the content at all do not get any marks.

Table 3*The Criteria for Coherence/Cohesion Evaluation*

The table below shows the criteria for evaluating coherence/cohesion in essay.

Ideas are well presented along with connection	Ideas are presented haphazardly	No ideas are presented
1	0.5	0

Here, a scoring system is made where 1 mark is divided for demonstrating the proper use of coherent and cohesive devices to connect ideas effectively. Additionally, 0.5 marks are assigned when ideas are presented in a non-sequential manner. However, no marks are provided when ideas are not presented at all.

Table 4*The criteria for Argumentation Evaluation*

The table below shows the criteria for the evaluation of argumentation.

Argument is presented well	Argument is satisfactory	Argument is not presented
2	1	0

According to the criteria, a scoring system is applied where 2 marks are given for presenting well-suited arguments. Similarly, 1 mark is given for providing basic arguments. However, no marks are granted for failing to present any arguments at all.

Table 5*The criteria for Mechanics/Grammar Evaluation*

The table below shows the criteria for the evaluation of mechanics/grammar.

Correct grammar is used	Less grammatical mistakes	Grammatically incorrect
2	1	0

Here, a scoring system is employed where 2 marks are divided for demonstrating correct usage of grammar, which includes punctuation, spelling, tense, and subject-verb agreement. Similarly, 0.5 marks are assigned for showing fewer grammatical mistakes in the writing. However, no marks are given for sentences that are completely ungrammatical.

Table 6*The Criteria for Organization Evaluation*

The table below shows the criteria for the evaluation of organization.

Paragraphs are well organized	Organization of paragraphs are satisfactory	Paragraphs are not organized
1	0.5	0

In this context, a scoring system is used where 1 mark is assigned for well-organized paragraphs, which include an introduction, body, and conclusion. Similarly, 0.5 marks are given when paragraphs are not organized very well. However, no marks are assigned for completely unorganized paragraphs.

Data Collection Procedures

According to Niure (2014), data collection is the process of gathering information from credible sources while utilizing a variety of data gathering techniques to meet the goals of the research underway.

For the collection of data, first of all, I prepared the test items based on the CDC 2080, Nepal prescribed in grade ten English course and also prepare the marking scheme. Then, I visited the selected five (community) schools of Dharan Sub-Metropolitan City and established good rapport with the concerned authority and subject. After clarifying the purpose of getting approval, I visited the students. After that, the two test items were given to the students. The participants were given forty minutes to accomplish the given piece of essay writing. Then, the answer sheets from the population were collected and selected using simple random sampling procedure. The marks were given on the basis of parameters of essay, namely, content, coherence, cohesion, argumentation, mechanics, and organization.

Data Analysis and Interpretation

Analysis and interpretation of the collected data are considered as a crucial stage while carrying out a research either it is qualitative or quantitative. The aim of data analysis is to reveal the underlying patterns, trends, and connections within the context of a study (Albers, 2017). Still, there is not a single way to analyze and interpret the data. The collected data were analyzed and interpreted descriptively with the help of statistical tools like table and percentage. I used MS Excel to find the mean and standard deviation of the students' score. It is quantitative in nature.

Ethical Consideration

When we are in the field, ethical consideration is the most essential notion to understand. To obtain accurate data from our responders, we take ethics into account. Therefore, I followed some ethical principles and collect data from the respondent as follows:

- i. I genuinely reported the data, methods, procedures, analysis and results. I did not falsify or misrepresent the data.
- ii. I went to the each selected sample school.
- iii. With the permission of the Principal, I went to classroom with the subject teacher, introduced myself, and informed the students about the purpose of my visit.
- iv. I ensured the participants by telling them that the data will be stored securely and will be disposed safely. I also told them that it will be used solely for the present research, will not be misused and will remain confidential and anonymous.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on the comprehensive analysis and interpretation of the data gathered from the participants of five community schools of Dharan Sub-Metropolitan City of Sunsari District. The major aim of this study was to investigate and evaluate the essay writing proficiency of grade ten students, as well as the errors they committed in their writing. In order to measure the students' proficiency on essay writing, I used the random sampling procedure to select fifty participants (ten from each sample school).

Findings of the Study

On the basis of analysis and interpretation, I came up with the following findings:

- i. The students did not follow the parameters of the essay.
- ii. The overall essay writing proficiency of the students was found unsatisfactory.
- iii. Only 25 percent students wrote content, argumentations, grammar, and organization properly while 75 percent students are found to be poor in these components.
- iv. 70 percent students even did not write the topic sentence (thesis statement) as well as supporting details with examples.
- v. They presented more than two ideas in one paragraph and wrote sentences out of the content.
- vi. Coherence and use of cohesive devices were found very poor in their writings.
- vii. The organization of ideas was found weak. Not only these but also they were found weak in language and grammar.
- viii. Ambiguous words and sentences were found.

ix. Some of them even failed to meet the required length of the essay.

In order to find the level of proficiency of the grade ten students, the data are analyzed and interpreted under the following headings in this section.

- i. Holistic Analysis of the Students' Proficiency on Essay Writing
- ii. Item Wise Analysis of the Students' Proficiency on Essay Writing
- iii. Gender Wise Analysis of the Students' Proficiency on Essay Writing

Holistic Analysis of the Students' Proficiency on Essay Writing

Holistic analysis includes overall analysis scores obtained in essay writing by 50 students including 25 boys and 25 girls studying at grade ten in community schools of Dharan Sub-Metropolitan City, Sunsari, Nepal. The analysis is done by finding the mean value and standard deviation of both test items. The table given below shows the holistic analysis of students' achievement in both types of essay.

Table 7

Holistic Analysis of Students' Achievement in Both Test Items

Total students	Mean of First Item (Descriptive)	S.D of First item	Mean of Second Item (Argumentative)	S.D of Second item
50	3.5	1.16	3.8	1.07

The table portrays the performance scores in two distinct categories of assessment items of 50 students. The first category, which focuses on descriptive essay, displayed an average score of 3.5, with a standard deviation of 1.16. On the other hand, the second category, argumentative essay, demonstrates a slightly higher mean score of 3.8, accompanied by a standard deviation of 1.07. The higher mean

score shows that the students' proficiency is relatively stronger in the argumentative essays compared to descriptive essay. The standard deviation in the argumentative essay implies more consistent performance compared to the descriptive essay. The standard deviation for each of these two sets is given to describe how much the scores in each category vary around the respective mean scores. It indicates the central tendency and variability of scores for each item.

Overall, the table sheds light on the comparative strengths of the students in these two types of essay: descriptive and argumentative essay, showcasing their proficiency in argumentation relative to descriptive expression.

Item-Wise Analysis of the Students' Proficiency on Essay Writing

Here, item wise results of the fifty students were analyzed. In order to conduct item analysis, five community secondary schools were selected From Dharan Sub-Metropolitan City and ten students were chosen from each sample school. All the students were given two test items (descriptive and argumentative essay). The average mark is calculated in mean score and standard deviation. The score obtained in both test items by individual student is presented in Appendix C and Appendix D. The results from the students are presented in the table.

Proficiency of Students' on Descriptive Essay

The table below shows the overall essay writing proficiency of Grade ten students in descriptive essay which was

Table 8*Findings of Students' Proficiency of Essay Writing in Item No. 1*

Total	Average	S.D	Above Average		Average		Below		Full
	Mark						Average		Mark
			Stds.	%	Stds.	%	Stds.	%	8
50	3.5	1.16	20	40%	6	12%	24	48	

The table displays the overall proficiency of students in item number 1, which is descriptive essay. The table shows the average mark of 3.8, with a standard deviation of 1.16, indicating moderate level of variability in the scores. It shows that 20 students' (40% of the total) proficiency is above the average. Similarly, there are 6 students' (12% of the total) proficiency is exactly the average mark. Likewise, 24 students' (48% of the total) proficiency is below the average mark.

Overall, this table demonstrates a breakdown of students' marks in relation to the average mark, as well as the number of students in each group (above average, average, below average).

Proficiency of Students' on Argumentative Essay

The table below presents the findings of grade ten students' proficiency on argumentative essay.

Table 9*Findings of Students' Proficiency of Essay Writing in Item No. 2*

Total	Average Mark	S.D	Above		Average		Below		Full Mark 8
			Stds.	%	Stds.	%	Stds.	%	
50	3.8	1.07	25	50%	00	00%	25	50	

The table demonstrates the overall proficiency of students in item number 2, which is argumentative essay. The average mark is 3.8, with a standard deviation of 1.07, indicating the less variation among the students' marks. The table shows that half (50%) of the students' proficiency is above the average, and the other half (50%) students' proficiency is below the average. There are no students with exactly the average proficiency in argumentative essay writing.

In summary, this table shows a breakdown of students' achievement in proportion to the average mark, as well as the number of students in each group (above average, average, and below average).

Gender-Wise Analysis of Students' Proficiency on Essay Writing

In this section, the results of both genders (boys and girls) have been analyzed. To analyze the gender-wise results, five boys and five girls were selected from each (five) sample school. They were provided two test items that were essay writings (descriptive and argumentative essay). The result is analyzed by calculating the mean score and standard deviation. The obtained marks in both test items by both gender is presented in Appendix E.

Table 10*Gender-Wise Analysis in terms of Achievements*

Gender	Total Students	Mean of First Item	S.D of First Item	Mean of Second Item	S.D of Second Item
Boys	25	3.3	1.15	3.76	0.97
Girls	25	3.7	1.16	3.84	1.19

The table compares the marks obtained by boys and girls in two different test items. The table demonstrates that girls' proficiency is slightly higher as indicated by mean scores in both the first (3.7) and the second (3.84) compared to boys, who have mean scores of 3.3 and 3.76 for the first and second items respectively. Additionally, the table shows that there is a little bit more variability in girls' achievement as reflected by their slightly higher standard deviation that is 1.16 and 1.19 in the first and the second item respectively compared to boys which is 1.15 in the first and 0.97 in the second item. This indicates that there is some variability in scores for both groups. This illustrates that on average, girls' proficiency is somewhat better in comparison to boys' proficiency in essay writing.

Types of Errors Committed by Students

Some of the examples of different types of errors committed by the students in their writings have been shown in the following table.

Table 11*List of Examples of Errors Committed by Students in Their Writing*

Areas	Examples
Subject Verb	Holi also known..., It give...,They shows..., we should
Agreement	used..., Peoples comes...,
Spelling	Febuary, intergation, Popolor, clebrated, comming, facknews, sucide, benitfit, bestest, forign, obessly, that is way....., hindujam, sugustion, Frend, felling
Tense	social media has being most important..., when dashain comes their well be...., we will published..., They Fun together and eats..., It is the app which is use..,
Preposition	at india, at nepal, to connected.., to enjoying...., to using....,on dashain.., on September,
Punctuation	nepali, india, i, with family friends relatives,
Article	is most, It is the useful, It is best, The dashain, ...is the one of the most...,

This table provides examples of errors made by students in various areas of writing, including subject-verb agreement, spelling, tense, prepositions, punctuation, and articles. These examples demonstrate common mistakes made by students in their essays.

Discussion

The findings of the study were carried out on the basis of quantitative analysis of the data. The results were shown in tables. Based on the findings, I have made the following theme for discussion:

Variability in Overall Essay Writing Proficiency

The standard deviations in the holistic analysis and item-wise analysis showed varying levels of proficiency among students. Although some students significantly outperformed or underperformed the average, others got closer to the mean. As stated by Flynn and Stainthorp (2006), writing skill is challenging for students to master as it includes cognitive process that needs for both critical and creative thinking. Likewise, according to Deane et al. (2008), to be a proficient writer, one must handle a higher-order cognitive process, like organization and idea formation with grammatical elements including language and literacy, document-creation, document management and critical thinking. Likewise, this study showed that students should develop their higher cognitive skill along with idea creations and management as there is a variation in essay writing proficiency. Therefore, this variation raises the question about the factors influencing students' performance, such as individual effort, instructional strategies, or external factors.

Comparative Strengths of Argumentative Writing over Descriptive Writing

The data demonstrated that students did better in argumentative essay in comparison to descriptive ones as indicated by mean scores as well as standard deviation. This may indicate that students find easier in expressing their opinions engaging in argumentation rather than describing a subject. The reviewed literature of (Nussbaum & Schraw, 2007) and (Wolfe et al., 2009), illustrates that argumentative writing requires high order of cognitive skills as it involves high critical thinking skills, convincing arguments and persuasive ideas. Theoretically, students learn to describe a subject or a topic then only they go for the critical thinking and logical arguments in advanced level however the findings of my studies show edequite different from the theory. It means that the students performed better on

argumentative ones. It indicates that there might be some possible reasons which need further investigation.

Disparities between the Genders in Essay Writing Proficiency

When analyzing the results by gender, in both argumentative and descriptive essays, girls tend to perform slightly better than boys, as seen by their higher mean scores. Additionally, compared to boys, girls demonstrated a little bit more achievement variability, suggesting that their performance varies more in comparison to boys. In the study conducted by Khadka (2012), the free writing proficiency of boys were found better than girls while the findings of this study is just opposite to his study. Possible reasons behind these differences might be the girls pay more attention than boys in the teaching learning process, instructional strategies, interest levels, or societal expectations related to writing skills between genders. This suggests that there might be disparities in writing skills between the genders, which could be investigated further to discover the underlying causes of these variations.

Common Writing Errors Committed by Students

The students committed common errors in areas like subject-verb agreement, tense, spelling, punctuation, preposition and articles as shown by the table listing examples of errors committed by students. In the study conducted by Sharma (2009), errors in areas such as grammar including subject-verb agreement, preposition, and punctuations were found satisfactory whereas the findings of this study is different to his study that is students are found weak in these areas. This raises question about the effectiveness of language teaching strategies, and need to focus for addressing these errors.

CHAPTER V

SUMMARY OF THE FINDINGS, CONCLUSION AND IMPLICATIONS

Summary of the Findings

The study was focused on "Secondary Level Students' Proficiency on Essay Writing". The major goals of this study were to examine the proficiency level of Grade ten students in essay writing in terms of essay's parameters and to analyze the proficiency of the students between Descriptive and argumentative essay. The data were collected using a set of test items (two essays) in order to meet the objectives. Five separate secondary community schools of Dharan Sub- Metropolitan City of Sunsari District provided the information for this study. Data were collected from each school, including five boys and five girls. Simple random sampling techniques were used to choose the sample population. The collected data were analyzed and interpreted statistically as well as descriptively.

In their essay writing, students made a number of mistakes. Their writing skills were often lacking as a result of the fact that many of them did not follow the essay's parameters and format. While a small number of students showed proficiency in topic, reasoning, grammar, and organization, the majority suffered in these areas. Some writers failed to include crucial components such topic sentence and details that are supported by examples. They often provided several concepts in a single paragraph while also containing sentences that are not related to the main point. They also had problems with spelling, grammar, and sentence structure, and their writing lacked coherence and consistency. There is space for improvement in a number of areas of essay creation, as evidenced by the fact that a substantial percentage of students failed to compose essays that were the required length.

Conclusion of the Study

This research entitled "Secondary Level Students' Proficiency on Essay Writing" was intended to examine the level of proficiency on writing in terms of parameters of essays and analyze the students' proficiency between descriptive and argumentative essays. The study adopted a quantitative research design. This research consisted of five chapters including different topics and sub-topics in each chapter. In this research, the proficiency of students' on essay writing was not found satisfactory, which is indicated by the lower mean score, which is 3.5 and 3.8 in descriptive and argumentative essays respectively. It is because they did not complete the length of the essay, which is shown by the mean score. Not only this, but also they did not follow the structure of the essay, including content, organization of ideas, coherence of ideas, use of cohesive devices, grammar, spelling, along with proper use of punctuation marks.

Implications

I have offered some implications for pedagogical applications based on the findings of the study and interpretation. The following are the implications:

Policy Related

This research is intended to be informative for every individual who is directly or indirectly involved in making policy for secondary level.

- i. Provide students with exposure to diverse writing contexts and disciplines.
- ii. Writing tasks should be assigned that are related to current policy concerns.
- iii. Organization, thesis development, evidence usage, grammar-related activities and so on, should be included in the course.
- iv. According to the level of the students, essay structure, key words, concepts, content, subject matter, organization, cohesion, coherence, and illustration are

also lacking. Therefore, reading passages, paragraph writing, essay writing, and reading should be encouraged beginning with the lower levels of the curriculum.

Practice Related

I have offered the following Implications as practice related implications.

- i. Different types of essays (narrative, persuasive, expository, argumentative etc.) and their specific characteristics should be taught to students.
- ii. Regular writing activities should be assigned to help develop overall confidence and skills.
- iii. The teacher should focus on emphasizing the importance of brainstorming, outlining, and organizing ideas before starting to write.
- iv. Students are to be taught to generate concise and clear thesis statements that convey the major idea or argument of the essay. This statement should serve as a guideline for the entire writing process.
- v. The teacher should give more attention in teaching how to construct coherent paragraphs with a clear topic sentence, supporting evidence, and transitional phrases to students.
- vi. The teacher should facilitate students in identifying and correcting common errors such as grammar, punctuation, and sentence structure etc. in their writing.
- vii. Workshops and seminars can be conducted for enhancing writing skills.

Further Research Related

The findings of this study aid in identifying other fields of research that require investigation and in making the researcher aware of certain elements. The findings of

this study also include some implications for future research as well as for researchers. Here are some:

- i. Further research can be carried out to investigate the errors committed by students on essay writing.
- ii. Further research can be done on the strategies that the teachers carry out for enhancing the students' writing skills

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APPENDICES**Appendix A****Letter of Consent**

Dear sir/ madam,

These test items will be used to collect data for my research entitled "Secondary Level Students' Proficiency on Essay Writing" under the supervision of Govinda Puri Professor and Lecturer, Department of English Education. Your kind cooperation in responding to the test items as well as your responses will be extremely helpful in completing my research. I will appreciate your perspective and your solutions will be appropriate in accordance with the test items. I assure you that your responses will be used solely for the present research and will remain confidential and anonymous.

Researcher

Abhishek Katuwal

Department of English Education

Appendix B

Test Questions

Name of School:

Date:

Name of Student:

Class:

Attempt all questions.

- a) Write an essay describing a festival which is celebrated in your community.

Include its brief history, people involved, major activities, religious or social importance duration and drawbacks if any.

- b) Many people believe that social networking sites such as Facebook and TikTok have negative impacts on both individuals and society while others believe that they have connected people globally. What do you think? Write an essay expressing your opinions on the impacts of social media. (include the page number of the text book)

Appendix C

Score of Students in First Item

S.N.	Content	Coherenc e/ Cohesion	Argumen tation	Mechanics/ Grammar	Organiza tion	Full Mark	Average Mark
Mark	2	1	2	2	1	8	3.5
1	1	0.5	1	2	0.5	5	AA
2	2	0.5	1	1	0.5	5	AA
3	1	0	1	0	0.5	2.5	BA
4	1	0.5	1	1	0	3.5	A
5	1	0.5	1	1	0.5	4	AA
6	1	0	1	1	0.5	3.5	A
7	1	0.5	1	1	0	3.5	A
8	1	0	1	0	0	2	BA
9	1	0.5	1	1	0.5	4	AA
10	2	0.5	1	1	0.5	5	AA
11	1	0	0	1	0	2	BA
12	1	0	1	1	0	3	BA
13	1	0	0	1	0	2	BA
14	1	0	1	0	0	2	BA
15	1	0	1	0	0.5	2.5	BA
16	1	0	0	0	0.5	1.5	BA
17	1	0	1	0	0	2	BA
18	1	0	1	1	0.5	3.5	A
19	1	0	1	1	0	3	BA
20	1	0.5	1	1	0.5	4	AA

21	2	0.5	1	1	0.5	5	AA
22	1	0	1	0	0	2	BA
23	1	0	1	1	0	3	BA
24	2	0.5	1	1	0.5	5	AA
25	1	0.5	1	1	0.5	4	AA
26	1	0	0	1	0.5	2.5	BA
27	1	0	1	1	0	3	BA
28	1	0.5	1	1	1	4.5	AA
29	2	0.5	1	1	0.5	5	AA
30	2	1	1	1	1	6	AA
31	1	0	1	1	0	3	BA
32	1	0	1	1	0.5	3.5	A
33	1	0	1	1	0	3	BA
34	1	0	1	1	0	3	BA
35	1	0	1	1	0	3	BA
36	1	0	1	1	0	3	BA
37	1	0.5	1	1	0.5	4	AA
38	2	0.5	1	1	0.5	5	AA
39	1	0	0	1	0.5	2.5	BA
40	1	0	0	1	0	2	BA
41	1	0	1	1	0	3	BA
42	1	0.5	1	1	0.5	4	AA
43	2	0.5	1	2	0.5	6	AA
44	2	1	1	1	1	6	AA
45	1	0	1	1	0.5	3.5	A
46	1	0	0	1	0.5	2.5	BA
47	1	0	1	1	1	4	AA

48	1	0.5	1	1	0.5	4	AA
49	1	0	0	1	0.5	2.5	BA
50	1	0.5	1	1	0.5	4	AA

Total						175	
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$$\frac{\sum X}{N}$$

$$= \frac{175}{50}$$

$$= 3.5$$

Appendix D

Score of Students in Second Item

Std./ S.N.	Content	Coherence/ Cohesion	Argumen tation	Mechanics/ Grammar	Organiza tion	Full Mark	Average Mark
Mark	2	1	2	2	1	8	3.8
1	1	0.5	1	1	1	4.5	AA
2	2	0.5	1	1	0.5	5	AA
3	1	0	1	1	0	3	BA
4	1	0.5	1	1	0.5	4	AA
5	1	0.5	1	1	0	3.5	BA
6	1	0	1	1	0.5	3.5	BA
7	1	0.5	1	1	0.5	4	AA
8	1	0	1	0	0.5	2.5	BA
9	1	0	1	1	0.5	3.5	BA
10	1	0	1	1	1	4	AA
11	1	0	1	1	0	3	BA
12	1	0.5	2	1	0.5	5	AA
13	1	0.5	1	1	0.5	4	AA
14	0	0.5	1	1	0	2.5	BA
15	1	0.5	1	1	0.5	4	AA
16	1	0	1	0	0.5	2.5	BA
17	1	0	0	1	0.5	2.5	BA
18	1	0.5	1	1	0.5	4	AA
19	1	0.5	1	1	0.5	4	AA
20	1	0	1	1	0.5	3.5	BA
21	2	0.5	1	1	1	5.5	AA

22	1	0	1	1	0	3	BA
23	1	0	0	1	0.5	2.5	BA
24	1	0.5	1	1	1	4.5	AA
25	2	1	1	1	1	6	AA
26	1	0	0	1	0.5	2.5	BA
27	1	0	1	1	0.5	3.5	BA
28	1	0.5	1	1	0.5	4	AA
29	2	1	1	1	1	6	AA
30	2	1	1	1	1	6	AA
31	1	0	1	1	0.5	3.5	BA
32	1	0	1	1	0	3	BA
33	0	0	1	1	0	2	BA
34	1	0	1	1	0	3	BA
35	1	0	1	1	0	3	BA
36	1	0	0	1	0.5	2.5	BA
37	1	0	1	1	0.5	3.5	BA
38	1	0	1	1	0.5	3.5	BA
39	1	0.5	1	1	0.5	4	AA
40	1	0	1	1	0	3	BA
41	1	0	2	1	0.5	4.5	AA
42	2	0.5	1	1	1	5.5	AA
43	2	0	2	1	1	6	AA
44	1	1	1	1	1	5	AA
45	1	0.5	1	1	0.5	4	AA
46	1	0.5	1	1	0.5	4	AA
47	1	0.5	1	1	1	4.5	AA
48	BA	0	1	1	0	2	

49	1	0	1	1	0	3	BA
50	1	0.5	1	1	1	4.5	AA

Total						190	
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$$\frac{\sum X}{N} = \frac{190}{50}$$

$$= 3.8$$

Appendix E

Gender Wise Score in Both Items

Gender	Boys		Girls	
S.N	Score of First Item	Score of Second Item	Score of First Item	Score of Second Item
1	5	4.5	2.5	2.5
2	5	5	3	3.5
3	2.5	3	4.5	4
4	3.5	4	5	6
5	4	3.5	6	6
6	3.5	3.5	3	3.5
7	3.5	4	3.5	3
8	2	2.5	3	2
9	4	3.5	3	3
10	5	4	3	3
11	2	3	3	2.5
12	3	5	4	3.5
13	2	4	5	3.5
14	2	2.5	2.5	4
15	2.5	4	2	3
16	1.5	2.5	3	4.5
17	2	2.5	4	5.5
18	3.5	4	6	6
19	3	4	6	5
20	4	3.5	3.5	4
21	5	5.5	2.5	4

22	2	3	4	4.5
23	3	2.5	4	2
24	5	4.5	2.5	3
25	4	6	4	4.5
<hr/>				
Total	82.5	92.5	94	96
<hr/>				
	$\frac{\sum X}{N} = \frac{82.5}{25} = 3.3$	$\frac{\sum X}{N} = \frac{92.5}{25} = 3.7$	$\frac{\sum X}{N} = \frac{94}{25} = 3.76$	$\frac{\sum X}{N} = \frac{96}{25} = 3.84$

Appendix F

Samples of Data

Name of school: St. Xavier's High School
 Date: 2020/04/21
 Name of Student: Abhishek
 Class- 10
 Time- Morning

Attempt all questions:

2) Write an essay describing a festival which is celebrated in your community. Include its brief history, people involved major activities, religious or social importance and duration.
 (10:)

3) Holik is the festival of colour. This festival is celebrated in falgun. In this festival all ~~peoples~~ ^{relatives} neighbourhood meets each others and ~~scratched~~ ^{scratched} colour balloons in their face with each others. Most of ~~the~~ ^{the} hindu people celebrate this festival. All ~~peoples~~ ^{peoples} meet and share their feeling and fun with each others. people use different types of colours in this festival like Red, Green, yellow, blue, pink, etc. They fun together and ~~eats~~ ^{eat} delicious food foods and they sing a song and dance with family, friends, relative and happy with each others. ~~peoples~~ ^{peoples} comes from different place to visit their ~~re~~ ^{relatives} relatives to fun with their ~~re~~ ^{relatives} relatives and share their ~~feeling~~ ^{feeling} feeling. This festival is victory of Lord Shiva. It is ~~celebrate~~ ^{celebrate} when lord Shiva ~~kill~~ ^{kill} kill demon name called Holika. Holika.

2. many people believe that social networking sites such as facebook and Tiktok have negative impacts on both individuals and ~~society~~ ^{society} society. while others believe that they have connect ed people globally. What do you think? Write an essay expressing your opinions on the impacts of social media. ~~and networking~~

5) Importance of social media Networking
 Facebook is important in our life. It is the app which is use for our daily life. Facebook is the app which we gets different types of news, media etc. we get different types of news and notification from different place. we use for fun entertainment and ~~received~~ ^{received} different news. It is very use ful in our daily life because we can ~~message~~ ^{message} message each others and we can also share ~~our~~ ^{our} post, videos, reel etc. by sitting in one place. we can ~~conversation~~ ^{conversation} conversation with each other from one country to another country. But some people use this for to earn money and post bad photos, video of other people and giving ~~to~~ ^{to} toucher to that people. But some people use for their bad or ~~some~~ ^{some} for some for goods.

6) Nowadays social networking sites is so useful that even old people to child can use this sites. some peoples are doing ~~suicide~~ ^{suicide} suicide by their negatives video, photo and coments. It is too useful in our daily life. And ~~Tiktok~~ ^{Tiktok} Tiktok is the most usefu app for our daily routine, because nowday people make funny sad entertainment post and earn money from their. It is ~~the~~ ^{the} useful for our life. In every people phone have one tiktok or facebook to use. And I think ~~it~~ ^{it} is usefule for me and my family. But

School Name → Green Valley English Academy, Pokhara
 Date → 2080/14/21
 Name → [Blank]
 Class → 10
 Time → 40 mins

1. Write an essay describing of festival which is celebrated in your community. Includes its brief history, people involved, major activities, religious or social importance, of durations.

→ Merry Christmas

~~Merry Christmas~~ Merry Christmas is start from Jesus birthday. His birthdate is December 10th-14

Holi

→ Holi also known as ~~known~~ as the festival of colour, is one of the most popular festival in Nepal. It takes place in the full moon day in Nepal (Fagu month) (February to March) and lasts for 2 days. It is celebrated in the Terai on one day and in Kathmandu and the hill region on the next day. Holi is celebrated for the victory of good over evil and the coming of Spring. During this colourful festival, Nepalese and foreign tourist will throw each other with dry powder and colored water to express their sincere blessing and good wishes.

People smear colored powders on their friends, relative and family members and throw colored water and water balloons. Holi is one of the most important festival in Hinduism is mainly celebrated at India, Nepal and other Indian immigrant communities around the world.

2. Many people believes that social networking sites such as Facebook and TikTok have negative impacts on both individuals and society. While others believes that they have connected people globally. What do you think? Write an essay expressing your opinions on the impacts of social media.

→ Facebook and TikTok ^{is not} negative impacts because it helps us to connect. It give us ^{new} information. They will connect people. It helps us to be ^{earn} money. Modern life is fundamentally intertwined with the internet. Nearly every daily task now has the opportunity ^{spelling} for online ^{spellings} interaction. Online safety is important no matter your age or life stage. When it ^{is} to internet safety, it's best to start with the basic.

We can get new information from another place. Life will be changed. There is negative impacts also because ~~the~~ people post negative and fake news. It start crime also like cyber crime. We should use strong passwords and other security options like finger print. But social networking is very useful things.

Name of school = ~~the modern secondary school~~
 Date = Wed 04-25
 Name of student = ~~Prisha~~
 Class = 10
 Time = 40 min

- Q1 write an essay describing a festival which is celebrated in your community. Include its brief history, people involved, major activities, religious or social importance and duration.

There are many festivals in Nepal. Festivals celebrate in different types of ~~various~~ rituals. Many festivals are made by a cast and religions. In every society must of celebrate Christmas festival. Christmas is celebrated on the occasion of Jesus the birthday. All villagers come in church to celebrate Christmas if ~~there they are believe~~ in different religions. ~~nothing will be happened~~ happen.

13.5
 Look at it in the class
 how to write

There is a story of christi how christian religion is made. The earth made by Jesus. In first day Jesus made sky. In second day he made earth. In third day he made sand and water. In fourth day he made separate water and sand in two part. In fifth day he separate day and night and he made Sun, moon and different planets. In sixth day he made animal different organism and ~~tree~~ tree and plants. ~~He~~ he made garden and the

- Q2 Many people believe that social networking sites such as facebook and tik tok have negative impacts on both individuals and society while others believe that they have connected people globally. What do you think? Write an essay expressing your opinions on the impacts of social media.

Now a days social media has being ^{most} important for people. People can't live with out social media. They are addicted to social media.

social media ~~good and bad~~ have advantage and di's advantage. ^{grammat} Now a days people earn money from social media. People doing new different different things. ~~people teach new~~ new thing ~~in~~ on online. And they motivated when we are in depression.

- Q3 social media have di's advantage. People use social media in bad way. People doing nonsens things and post ~~in~~ or they doing that things in live to increase the follows and views to earn money. They forget about their ~~respect~~ respect because of ~~they~~ their ~~fame~~ fame ~~and name~~.

If we used social media in good way we should used social media in good way. If we used social media for a such reasons