

PROFICIENCY OF DARAI STUDENTS IN FREE WRITING

**A Thesis Submitted to The Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Pampha Bhatta**

**Faculty of Education,
Tribhuvan University
Kirtipur, Kathmandu**

2014

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DECLARATION

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

Date: 02-04-2014

Pampha Bhatta

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Pampha Bhatta** has prepared the thesis entitled **Proficiency of Darai Students in Free Writing** under my guidance and supervision.

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DEDICATION

*Dedicated
to
My Parents who devoted their entire life to make me where I am today.*

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ABSTRACT

The main purpose of this study was to find out the proficiency of Darai students in free writing of lower secondary level, in terms of different variables such as punctuation, gender, s-v agreement, preposition and proficiency in cohesion and coherence in their writing. For this study, the researcher took the sample of students studying in grade six, seven and eight from public schools of Gorkha district. The total sample of the study consisted of forty students. The main finding of the study was that the proficiency of the students was not as their standard/not appropriate. Similarly, the proficiency of the grammatical aspects was found better than that of the organization of their writing. Among different types of test items like composition writing, dialogue writing, essay writing and letter writing, essay writing was found to be the most difficult whereas dialogue item was found to be the easiest one by all the students.

The study has been presented in five chapters; the first chapter consists of general background, of the language and its origin, statement of problem, rationale of the study, objective of the study and significance of the study. The second chapter deals with the review of related literature, objective of the study and

significance of the study. The third chapter describes the research methodology applied in carrying out this research that deals primary sources of the data, secondary sources of the data, tools for collecting of data, process of data collection and delimitations of the study. The fourth chapter consists of results and discussion of the study on the basis of item wise analysis of the status of proficiency in process writing, status of total proficiency in each item, comparison of different variables with the average of each item, analysis and interpretation of the total proficiency of the students with the lower secondary norm. In the fifth chapter presents the summary, conclusions and implications of the study.

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LIST OF ABBREVIATIONS

CUP	:	Cambridge University Press
DEO	:	District Education Office
DoE	:	Department of Education
E.g.	:	For example
HT	:	Head Teacher
i.e.	:	that is
M.Ed.	:	Masters of Education
OUP	:	Oxford University Press
S ₁ -S ₄₀	:	Students (codified)
SLA	:	Second Language Acquisition
SLL	:	Second Language Learning
VDC	:	Village Development Committee
Viz	:	Namely

CHAPTER ONE

INTRODUCTION

The current study is on the "Proficiency of Darai Students in Free Writing".

This section consists of background or the context of the study, objective of the study, statement of the problem, rationale of the study, research questions, significance of the study and delimitations of the study and operational definition of the key terms.

1.1 Background

Language is a means of communication. People use various types of languages. Some languages have spoken form as well as written whereas other exists only in spoken or morality form. Language is a social need that comes into existence after long process according to the necessity of human beings. So, men create new languages if they need them in the different forms, such as pidgin, creole or dialect which finally goes through a stage of standardization to reach to the level of a language. Even in a small community there may be many languages. If a single man is in multilingual society, he is able to speak more than a language. Languages change occurs in courses of time.

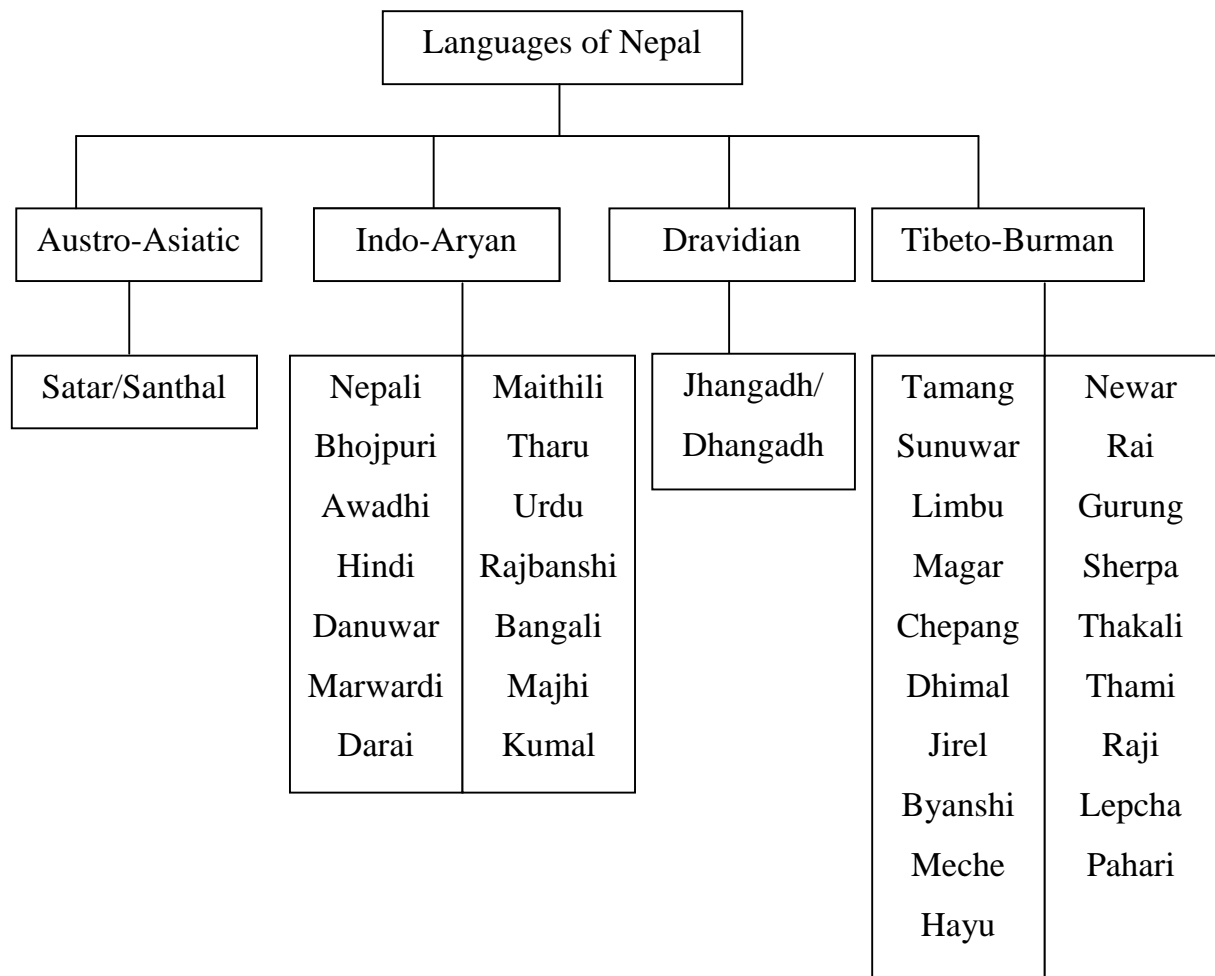
Every normal human being uses languages in his daily activities. Different members of the society co-operate and interact with each other. Social cultures, values, thoughts, and conventions preserved and inherited from generation to generation through language. A language lives along as there are people who speak it and behave as their native tongue.

Among the several languages, the English language is one of the widely used 'West-Germanic' sub-branches of the Germanic branch of the 'Indo-European' family (Kansakar, 2005). It is growing one of the most important and powerful languages in the modern age. It is spoken as native language in many countries of the world. It is one of the most powerful lingua franca which is becoming

popular day by day because of international trade, business and modern technologies.

Nepal, as a country having a diverse culture, tradition, language and ethnicity, is the common home to four different language families Austro-Asiatic, Indo-Aryan, Dravidian, and Tibeto-Burman. Within these families at least sixty different ethnic communities or castes and a distribution of over seventy languages are spoken within the country's present day political boundaries (Kansakar, 2005). Therefore, Nepal is a multi-lingual and the common home of several ethnic groups where people speak varieties of languages and dialects. Among them, the Darai language is one which is genetically affiliated to the Indo-Aryan family. The location of the Darai language is grouping in this family as shown in the following table:

Figure 1: Darai Language in the Family Group

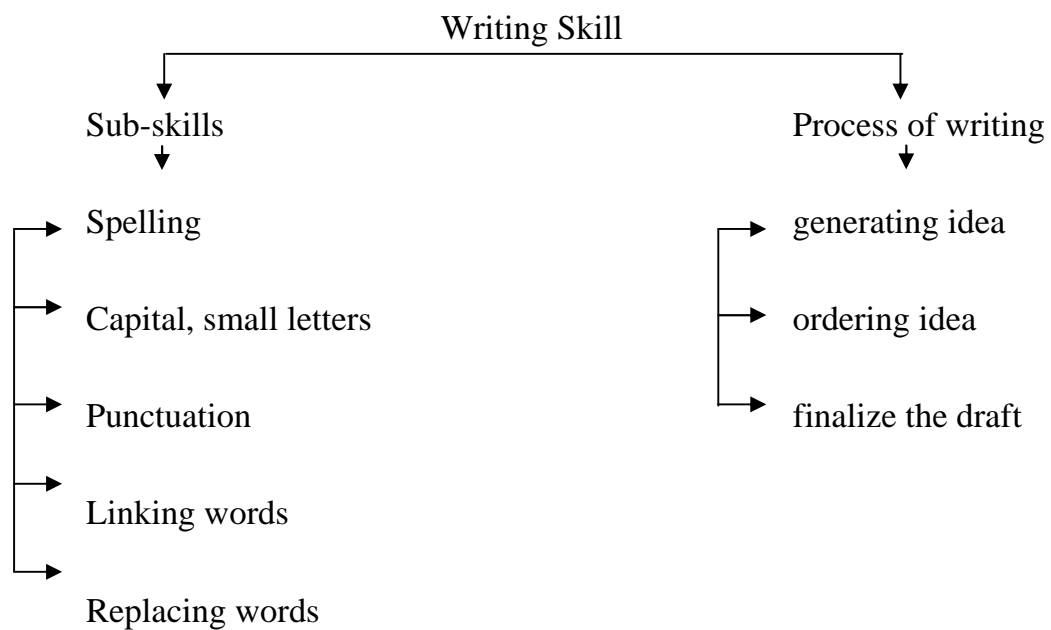


(Source: Kansakar, 2005)

As concerned to the language skills in ELT practices, there are four language skills. They are interrelated skills which are mainly categorized into two headings. Listening and reading are perceptive skills whereas speaking and writing are the productive skills. The importance of teaching language skills and learning English in a country like Nepal is very high.

Among these four language skills, the major focus of this research is on writing skill. Writing skill is a productive skill so writing skill has sub-skills like spelling, capital, small letters, punctuation, linking words and writing skill also has the process like generating idea, ordering idea, and ending the draft.

Bhattarai (2006, p. 44) has given the following components in writing skills:



From the above discussion it can be inferred that writing skill consists of sub-skills like spelling, capital, small letters, punctuation, linking words, replacing words. At the same time the process of writing consist of generating idea, ordering idea and finalizing the draft.

Writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a

speaker: gesture, body movement, facial expression, pitch and tone of voice, stress, and hesitations. A speaker can backtrack or clarify and revise ideas as listeners question or disagree. A writer has to compensate for all of these disadvantages (as cited in Hedge, 1988, p. 5).

From the above discussion, writing is the most difficult to acquire. It is the record of one's thoughts and ideas, a form of expression and a reliable means of communication. Writing is a complex process which involves different processes such as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluation what is going to be written as well as what has been written, and searching of language with which to express exact meaning. Yet, despite the power of writing, it has tended to be a much neglected part of the English language teaching-learning programme. In all these troubles, a Nepalese learner has to encounter the process of acquiring the skill in the English language and the most serious one is the writing difficulty.

Among the four basic language skills writing, listening, reading and speaking, this study the proficiency of Darai students in writing is influenced by various factors such as teaching learning methodologies, techniques, materials and so on. Furthermore, the attitudes of teachers, students and other stakeholder also plays vital role in the proficiency of Darai students. The researcher uses the writing skill and level of writing skills to show the specific capabilities which help the writer put into words his thoughts, ideas, knowledge in an clear and artistic manner.

1.2 Statement of the Problem

English has been taught in Nepal for over a century as a foreign language, but there are still many problems in teaching and learning English. The problems are in both planning level and implementation or classroom instruction level.

English language teaching at the schools level does have a miserable condition as yet.

Among the several problems, the inadequacy of reading material is the one. Nepal is a developing country. Teachers face the problems because of lacking knowledge in second language. Unless, we make tremendous progress in the field of transport, we cannot even imagine sufficient textbooks for the students. In some schools of rural areas, one textbook is shared by nine or ten students (Koirala, 2010), which directly and indirectly affect the proficiency of students. Without sufficient textbooks, the students cannot learn and the teachers cannot teach as required by the course objectives. If the schools have some teaching materials, they are not in harmony with the objectives specified in the curriculum. The scarcity of sufficient useful materials is one of the important topic to deal in Nepal. On the one hand, English teachers are not trained for teaching English in the lower secondary level schools of Nepal and on the other hand, they are not efficient for their jobs (Koirala, *ibid*). This implies the correlation in the problems on the side of teacher, the job provider, and the proficiency of learners.

The weightage given to writing in the present syllabus of English for lower secondary level schools of Nepal reveals that the writing component has been emphasized considering the achievement required for English proficiency in the learners. However, this expectation is far from implementation indeed. The results of each district level examination show a high percentage of failure in English subject, which has questioned the English language teacher/learning itself. The reason of this massive failure is not only the poor writing habit in the learners but also the negligence in teaching the writing component in secondary schools. Students are brought up in parrot learning due to which they are linguistically bankrupt and most of the students cannot produce even a single sentence of their own.

In this regard, this study tried to deal the problems faced by the students in case of the proficiency in writing because of the lack of knowledge and concentration of the teacher and student in free writing.

1.3 Rationale of the Study

This study deals with the proficiency of the Darai Students in free writing. The rationale behind this study is to identify the proficiency of the Darai students in free writing. The study further deals with the relation to the status of the Darai students to take some sort of remedial action from the concern stake holder or authorities.

In the language classroom, interactions are more important because language is at once the subject of study as well as the medium for learning. The skills of the languages i.e. listening, speaking, reading and writing are the basic skills.

Writing skill is an expressive skill which is felt to be one of the most difficult language skills to be learnt to be taught. However writing is not merely the transfer of ideas from mind to paper. It involves manipulating, structuring and communicative skills. Writing is the productive skill. Among the forms of writing; guided writing and free-composition are very useful for the students of lower secondary level.

Hence, the study deals with the peripheral areas of the Darai students proficiency in process writing and then moves one step ahead to suggest and recommend to the concern authorities and other stakeholders.

1.4 Objectives of the Study

The study had the following general objectives

- a) To find out the proficiency of Darai students in terms of punctuation, s-v agreement and preposition
- b) To find out their proficiency in cohesion and coherence in writing.

- c) To recommend some pedagogical implications.

1.5 Research Questions/Hypothesis

The clear objectives need to be structured that lead the researcher to undertake the study systematically in order to carry out the research. Research questions design is mostly based on the objective of the appropriate methodology and consequently to discuss, analyze and interpret the data. Furthermore, it aids to the findings and inclusion of the finding of the study. The following are the basic research questions of the study.

-) What is the proficiency level of Darai students in writing skill?
-) How does the proficiency of boys differ to that of girls in writing?
-) What types of errors are committed by the lower secondary level students in process writing?
-) How are cohesion and coherence ordered in writing English?

1.6 Significance of the Study

Writing is the most fundamental and significant form of language. This study is a primary attempt to study about the writing proficiency of the Darai students in English language. It mainly points the determined nature of difficulty faced by the students in article, preposition, punctuation and subject-verb agreement. It helps the teacher to identify and teach the area of problems in writing of the students. Likewise, the study supports to curriculum designer, textbook writer and policy maker to reformulate the writing task and exercises for the better proficiency of the students. To be more specific this study will be useful for the students, teachers, text-book writer and other persons who are directly or indirectly involved in English language teaching learning activities.

1.7 Delimitations of the Study

This study was delimited as the following:

- i. The study was delimited to the two schools of Gorkha district.
- ii. This study was delimited to Darai students of one Secondary School.
- iii. It was be only delimited to writing skill.
- iv. The study was delimited to 40 students from two Higher Secondary Schools.

1.8 Operational Definition of the Key Terms

Proficiency: Able to do something well because of training and practice
(Lisboa, 2004).

Mechanics: Aspects of writing such as capitalization, spelling and punctuation
(Young, 2008).

Score: Obtained marks by the students on the test conducted by the researcher
(Callan, 2007).

Achievement: The Obtained score of the students on the test (Brady, 2002).

Composition: The different parts which something is made of or way in which
different parts are organized (Oxford, 8th Edition).

Free-Writing: Self expression of subject matter in written form.

Guided Writing: Expression depending upon clues and set of instructions.

Average: Calculated by adding several amounts together, finding a total, and
dividing the total by the number of amounts (Oxford, 8th Edition)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

A literature review is an evaluative report of information found in the literature related to the selected area of study. It should give a theoretical base for the research and help the researcher to determine the nature of the research.

2.1 Review of Related Theoretical Literature

Language is the most advanced and powerful means of human communication. It is species and medium to express human thoughts, feelings, ideas and emotions, most of the activities of the world are carried out through language.

2.1.1 Language Skills

Language can be used in its all modes and manners and these modes and manner in which language is used are known as language skills. e.g. one can listen to the radio, speak on telephone, read books and write letter, sms etc.

According to Harmer (1991, p. 85) literate people who use language have a number of various abilities, the four skill, listening, speaking, reading and writing are classified as receptive and productive skills. These skills should be performed at least in a basic way.

Generally, listening and reading fall under the category of receptive skills while speaking and writing are productive skills. We can't have hard and fast rule, distinction between the receptive and productive skills because at times receptive skills tend to productive and vice-versa. Four language skills i.e. listening, speaking, reading and writing (LSRW) are integrated not only while learning and writing but also in real life situation. These skills are used for various purposes.

According to Harmer (1991, p. 16) . . . 'we have said that choice of language may depend upon the channel of communication. If we examine this concept more, we can identify language skills that native speakers and component language user's process. Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio or read books. In other words they possess four basic language skills of writing, listening, reading and speaking.

From the above definitions we can say that among the four basic language skills, writing is the most difficult to acquire. It is the record of one's thoughts and ideas, a form of expression and a reliable means of communication. In all the troubles a Nepalese learners has to encounter the process of acquiring the skill in English language, the most serious one is the writing difficulty.

Keeping the reality of Nepalese context into consideration, the researcher focused on the proficiency of Darai students in free writing.

2.1.2 The Writing Skill

Writing is a skill which is felt to be one of the most difficult language skills to be learnt or teach. It is the way of transferring the information through the use of graphic or visual symbols. However writing is not merely the transfer of ideas from mind to paper. It involves manipulating, structuring and communicative skills. Writing is a productive skills like speaking. Writing skills are specific capabilities which help the writer put into words his thoughts, ideas and knowledge in an effective, clear, comprehensible and at times in a unique or artistic manner.

Due to the lack of the co-ordination between the teachers and students who have diverse culture, tradition, language and ethnicity is very difficult to deal with. Any way those students (Darai) of Gorkha district was focused on the proficiency of process writing.

2.1.3 Approaches to Teaching Writing

Specially there are two approaches to teaching writing. They are process approach and product approach. Process oriented approach to teaching writing includes various activities performed in different stages in course of developing a text. It pays attention to various stages that any piece of writing goes through, pre-writing phase, editing, drafting, and finally publishing. These tasks are involved in process writing. Process approach favours classroom activities. It believes that competent writers do not produce final texts at their first attempt but writing is long and often painful experience. Quality of the product depends upon the process.

Product writing approach to teaching writing focuses the end product which is full, final and finished. It believes that imitation, copying, transferring are the activities those lead to production of qualitative task. It does not take account of the process involved but in reality product is determined by the process. So, product is secondary where process is primary. The process approach treats all writing as a creative act, which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

The researcher uses the process approach to teaching writing in her thesis. This leads to the recommendation and solution to the emerging problems of writing process.

2.1.4 Stages of Developing Writing Skill

There are three main stages of writing skill. The first stage is called 'manipulation' in which the learner simply manipulates the shapes of graphic counterparts of the phonological items are a spoken word in its written form. The learner learns mechanics of writing handwriting and punctuation i.e. capitalization, punctuation, full stop and so on.

The second stage is "structuring". In this stage the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraphs and forming a text. The third stage or the highest level of writing process is 'semantic stage' which the learners learn not only the mechanics of writing and structuring rules but also the significance of using a word, a phrase or a sentence in the overall context of the entire written script.

However according to Rivers (1968, p. 245) there are five stages of writing. They are copying, reproduction, recommendation, guided writing and free writing or composition.

Among them the two forms of writing; guided writing and free composition are very useful for the students of lower secondary level. They measure proficiency of English language writing. Writing English sentences is like swimming in a deep ocean where there is no certainty of length, depth, or width of structure and ideas. So, in writing composition one must understand the main stages of writing skills and as writing is an art of using languages. It is very complex task to write clearly and explicitly. So, the characteristic of good writing is essential.

2.1.5 The Essential Characteristics of Good Writing

Writing is a complex activity, which requires the ability to use the structure, the lexical items and their conventional representation. Not an effective piece of writing can be considered without the knowledge of varied skills. The learner must have the knowledge of mechanical skills, use of correct and appropriate words and sentences, appropriateness of content and style. Stressing is the need of mechanics of writing. Bowen et al. (1985, p. 254) discuss that "mastery of the mechanics of writing and practice in the basic skills are necessary first steps for child or adult learners who do not yet write in any language". At the beginning level, students should learn to put thoughts into writing with the major emphasis on mechanics. The fundamental items for the mechanics of

writing are, learning the alphabet; the left to right direction of English writing, printing and cursive writing, upper and lower case letters, alphabetizing, basic spelling pattern of English, rules of capitalization and word and sentence punctuation. The basic skills include writing letters, numbers, words, phrases and sentences correctly.

After a little writing practice, a learner can learn the alphabet, the left to right direction of English writing system and the upper and lower case letters. The capitalization, spelling and punctuation are the main concerns under mechanics. Non-literate learner should be guided through the mechanics a step at a time with individual attention. The literate and highly educated "beginner" will probably learn the mechanics at high speed, skipping many of the steps and in some cases omitting the stage altogether.

Writing is an art of using language to its best possible effect, to teach, to delight and to move an audience to a significant action. The effective and forceful use of language shuns verbal trickery, sophistry and all forms of sensationalism and harangue. The qualities of writing such as to support, illustrate, demonstrate, amplify and to express clearly and accurately are the touchstones of reasonable writing.

Writing involves thinking, planning, assembling classifying, organizing. It must have a clear presentation. The reader refuses to read gibberish writing just as the sensible person refuses to visit a careless doctor or incompetent lawyer.

A brilliant piece of writing needs to be skillfully sustained with an alternative beginning and stimulating ending. Correct and effective writing is logical and simple. The logical sentence structure is the best possible sentence structure. The simple word is the right word, simplicity and directness are the secret of good writing.

An attempt is made, here to analyze the essential characteristics of good writing.

a) Economy

Compactness and effective style of writing without sacrificing the meaning is the secret of good writing. In other words, economical writing is efficient and aesthetically satisfying. While it makes a minimum demand on the energy and patience of readers, it returns to them a maximum of sharply compressed meaning. Berke (1990, p. 6) opines that economical writing contains no "deadwood" to dull the reader's attention, not an extra, useless phrase to clog the free flow of ideas, one following swiftly and clearly upon another. Just as a dentist inflicts no unnecessary pain, a lawyer any unnecessary risk, likewise it is the responsibility of a writer to inflict no unnecessary words on reader. Good writing is like a gold coin, small in compass but great in value. It shows verbal trickery, sophistry and all forms of sensationalism and harangue.

The above mentioned characteristics of good writing play a vital role in the proficiency of Darai students in lower secondary level.

b) Simplicity

Simplicity is the ornament of good writing. Simple writing flows smoothly like a river moving onward with its current. It reduces embellishment and embroidery. A natural unpretentious style is the best. It signifies sincerity. It avoids flourish, flamboyance, grandiloquence and use of old Latinate words and phrase. In reality, simplicity or naturalness of does not come naturally. It requires patient and majestic mediation. It is said that hard writing makes easy reading.

Students should be simple in their writing. It should not be vague. The sentences used by students should be short and natural one.

c) Clarity

A responsible writer is always in favour of clarity in writing. Good writing should not add to the complication. It should not set up an additional roadblock

to understanding. The writers should be obliged to render their ideas in clear, orderly, readable and understandable writing. Writing should be free from the spider's nest. Whatever the writing, all should be readable, informative, clear, direct and most of all 'human'. Writing should not have any tinge of different interpretations or misinterpretations. The writer must always be aware of the reader over his/her shoulder. Exaggeration and hyperbolic and self-contradictory statements should be clearly expelled out in good writing.

The students of lower secondary level should have clear writing according to their level.

d) Continuity

A good writing should have continuity of thought and natural cogency in ideas. Continuity in writing should be with each element. There must be continuity of thought from one word to following word, from one phrase to next phrase, from one sentence to other sentence, from the first paragraph to second and from first chapter to the next. This concept is based on the natural link of ideas. Continuity in writing enables the writer to maintain a uniform standard from the beginning to the end.

In the writing proficiency, the students of lower secondary level continuity also plays the vital role.

e) Free from Errors

Writing is a permanent record of one's thoughts, feelings and ideas. It should be accurate and crystal clear. It should be free from orthographic errors, synthetic errors, semantic errors, grammatical errors, idiomatic errors, factual errors, punctuation errors, splitting errors and others.

Writing involves thinking, planning and assembling, classifying and organizing processes. The ability to write good or effective English is not a god gifted talent bestowed indiscriminately upon a few people, rather, patient industry is

the sole requirement for achieving writing competency. Thus, effective writing appeals to the reader's reason rather than merely emotion.

The above mentioned characteristics of good writing play a vital role in the writing proficiency of lower secondary level students. They should have the ability to write clear economic, continuous and simple error free sentences.

2.1.6 Error Analysis

In the race of writing students might commit some sorts of errors so to find out some errors while writing students commit different types of errors, therefore it would be better to have some sorts of errors. So, to find out some errors committed by students it is better to analyze the errors.

An error means deviant form of the normal speech or writing committed by a native speaker by other language learners in the use of linguistic items viz a word, a grammatical item, a speech act and so on. Corder (1973) defines an errors as "breaches of code". This term is used to refer to learners errors which they cannot correct themselves while learning a foreign language; the term errors and mistakes are referred as synonyms. However, errors occur in learners' spoken and writer language and consist of deviations in phonology, grammar, local system or orthography of target language. The errors may occur at performance and competence level performance errors are the mistakes like slips of the tongue, omission and so forth. The learners mainly make such mistakes due to carelessness, tiredness, haste, such mistakes are unsystematic but errors which are made at competence level are systematic. Such errors are mostly consistent. They are made due to linguistic reason.

2.1.6.1 Errors in Writing Guided and Free Composition

Writing is a complex process for language learners. One may commit errors in writing guided or free composition. He may commit errors in spelling punctuation, grammar and organization style. Spelling plays a very important

role in addition, omission, replacement of one letter with another to change the entire meaning or the word and of the whole message. Punctuation helps to clarify meaning and understand a text. Under the grammatical errors he may commit errors in agreement, preposition, article etc. The writing should be grammatically correct and meaningful.

2.1.6.2 Language Testing

A test is a measuring device which we use when we want to compare an individual with others who belong to the same group. In other words, testing is the means of assessment; evaluation is measuring in order to evaluate the student's ability or achievement. It is a part of evaluation which includes the judgement of total activities involved in teaching and learning. A test can be defined as any formal procedure for measuring ability, knowledge and performance of the students.

Khaniya (2005, p. 1) describes "testing is used as a process of scrutinizing how far learners have learnt what the teacher wishes them to learn." He further says, "it is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his teaching, and also some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective".

In this regard, Fulcher and Davidson (2007) argue:

Language tests are designed by teachers with a particular skill and training in test design, or by people who specialize in test design. This is not because a test task always looks different from a classroom task but because a test task always looks different from a classroom task but because a test task is usually designed with certain properties in mind. These are not necessary in the class, where any task is an opportunity for assessment that leads to an adjustment of the learning process.

Van et al. (1984, p. 313) says: "In the context of teaching tests do not only have the purpose of measuring the language behavior or individual, by they are also useful instruments of an entire group of students".

Regarding the above thoughts into consideration, the study is directed towards the test of proficiency of Darai students in writing. For the study, the researcher gave free composition to the Darai students of Gorkha district and measured their ability, knowledge and performance according to the testing.

2.1.6.3 Mechanics of Writing

Writing is a tough activity which includes many skills in order to produce an effective piece of a text. The learner must have the knowledge of mechanical skills, stylistic skills and judgemental skills. Under mechanics of writing, the learner should learn the left to right direction of English writing system, upper and lowercase letters, rules of capitalization, basic spelling patterns, and rules for word and sentence punctuations. Mechanics mainly includes capitalization, spelling and punctuation.

a) Capitalization

Carter and McCarthy (2008, p. 839) says "A capital (sometimes called upper case) letter marks the beginning of a sentence". Appropriate capitalization is a matter of convention. Many of the conventions e.g. capitalization of the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of quotation and so on are very familiar to us. Furthermore, there are certain rules of capitalization as well. Let us see an example:

It is used in all proper nouns, proper adjectives, historical events, periods, documents, days of the week, month, political and social groups.

i) Quotation Marks	(" ...")
j) Hyphen	(-)
k) Apostrophe	(')
l) Single quotes	(' ... ')
m) Asterisk	(*)
n) At (In email add)	(@)
o) Forward Slash	(/)
p) Backslash	(\)
q) Per cent	(%)
r) Open bracket	(
s) Close bracket)
t) Square brackets	[...]
u) Chain brackets	{...}
v) Underline	<u>Nepal</u>
w) Bold	Nepal
x) Italics	<i>Nepal</i>

In the proposed thesis I also analyzed their proficiency by analyzing their writing focusing their errors on punctuation, capitalization, coherence and cohesion and grammatical item.

d) Grammatical Items

There are different areas of grammatical items in which the researcher will study. The areas are article, preposition and subject-verb agreement in the sentences, the students will write.

Preposition is a word that expresses the relationship between a noun or pronoun and another part of sentences. The preposition express the relation of place, time, manner, direction, motion, reason purpose etc. The use of preposition completely changes the meaning of any sentences.

e.g. "They were written/to/by/with/him."

Subject-verb agreement covers the agreement of verbs with the number of subjects. Two main rules are:

-) Singular subject takes singular verb.
-) Plural subject takes plural verb.

e.g. They are studying.
Everyone is playing.

According to Murphy (1994) there are some rules of grammar which are as follows:

- a) The singular subject (he, she, it) takes singular verb (is, was, has, goes)
- b) The plural subject (we, you, they, girls)
- c) Both subjects come with – did, had, can, would, will, may etc.
- d) I sometimes comes with singular verbs and sometimes with plural.

From the above discussion writing is a complex process in which we need to maintain several sub-skills in writing. The proper use of punctuation marks such as comma, semi colon, colon, hyphen etc. help the writer organize written language and in the purposed thesis I will also analyze their proficiency by analyzing their writing focusing their errors on punctuation, capitalization, coherence and cohesion and above grammatical item.

2.1.7 Darai Language

Darai is one of the nationalities of Nepal. Darai is an ethnic group. Darai caste is one of the marginalized groups of indigenous nationalities in Nepal. Total number of Darai ethnic is 16,789 in Nepal (CBS, 2011). Among them 11,677 Darai people speak Darai language as their mother tongue. The greatest number of Darai have been living in the inner Nepal for several thousand years. Most of them live in Chitwan, Gorkha, Nawalparasi, Tanahu, Palpa and

Dhading district in area of western and central Nepal (Darai, 1998). They are Mongolian stock with short structure depress nasal ruts and they have stumpy nose. They are sensory agriculturist. They are famous for handicraft and fishing. They worship natural things as god and goddess. So they believe that their religion is naturalism (Prakritipujak) (Darai, 1998).

Darai language is one of the languages of Indo-European family. In Nepalese context, Indo-European family of language mainly comprises Indo-Aryan group of languages which forms the largest group of languages in terms of speakers. So, Darai language is also in the group of Indo-Aryan language.

Generally listening and reading fall under the receptive skill and speaking and writing fall under productive skill. Writing is one of the most important terms in which it can't be left out. It is the most essential skills among the four. So the researcher used the writing process in the thesis.

2.2 Review of Related Empirical Literature

As every new task requires the knowledge of previous background which helps and directs to reach the new target for finding out new things and ideas.

Regarding language skills, number of studies had been carried out in the foreign countries.

According to Widdowson (1978, p. 62) one way of describing writing is to say . . . "the use of the visual medium to manifest the graphological and grammatical system of language and another that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper". He further considers writing an activity of developing a discussion as transferring information of various kinds from the writer's world knowledge to that of the reader's and that linguistic rules facilitate the transference though mere linguistic rule are not sufficient to do this knowledge of use is needed.

Verghes (1990, cited in Bhattarai, 2002, p. 11) says, "Learning a second language is an effective learning of the four skills, viz. listening, speaking, reading and writing. Among these four language skills; writing is the most demanding language skill". The more the writing is accurate and explicit, the sooner the readers understand. Verghes further discusses the distinction between speaking and writing, and says that writing is different from speaking in that it aims at compactness and precision as well as grammatical, idiomatic and orthographic accuracy and in the convention of writing tend to be less flexible than those of speech. Moreover, the students who learn to write in English have not only to cope with mechanical problems connected with the script of the language, but also with the problems like fluency of expression of grammar and lexical accuracy and of the appropriateness of the style of writing demanded by the occasion situation.

There are several research works carried out on writing proficiency by former researchers in the Department of English Education some of them are as follows:

Subedi (2008) carried out a research entitled "Proficiency in Writing Skill: A Case of Letters" with an objective to find out the grade nine students' to compare students' proficiency in terms of gender. She adopted judgemental non-random sampling procedure in order to select relevant number of population. She prepared the test on basis of texts given in the English textbook of grade X. The tests were both from textbooks and out of the textbooks. Ten subjective questions were asked. She derived the findings and concluded that the boys were better than the girls in personal letter with the score of 55.25 of boys and 44.75 of girls.

Sharma (2009) carried out a research entitled "Writing Proficiency of the Students of Higher Secondary Level". The overall aim of the research was to find out writing proficiency in punctuation, articles, subject-verb agreement and preposition in writing of twelfth graders of faculty of Education in

Kathmandu valley. The study was carried out with students and teachers. She adapted purposive judgemental sampling procedure in order to select relevant number of population. He used guided composition and free composition and derived the findings and concluded that due to the lack of very demanding properties of good writing, punctuation, article, preposition and subject-verb agreement many sentences often become totally meaningless.

Research works mentioned above are related to the writing proficiency of the students of higher secondary level and secondary level respectively and shows that the proficiency of the students were better in personal writing also found that lack of demanding properties of good writing (punctuation, article, subject-verb agreement many sentences often becomes meaningless.

So the present research the researcher checked the properties of good writing which are mentioned above.

Khadka (2012) carried out a research entitled "Writing Proficiency of Higher Secondary Level Students". His aim was to find out the writing proficiency of the higher secondary level students. He used purposive (judgemental) non-random sampling procedure in order to select the required number of students. The test items included different types of essay questions i.e. descriptive, narrative and argumentative for assessing their proficiency in free writing and concluded that as a whole 50 percent of students were found above average in proficiency and 50 percent of the students were found below average where average proficiency was 24.11. In case of sex-wise comparison boys were found more proficient than the girls with the average marks 24.275 and 23.76 respectively.

Karki (2012) carried out a research entitled "Developing Writing proficiency through Process Writing". The overall aim of the research was to develop students writing proficiency through process writing. He selected a secondary school by using non random judgemental sampling procedure in order to select

relevant number of population. He used the test items which contain description gives logic and essay. Derived the finding and concluded that process writing is difficult in implementing but it is important and need to apply in the class because the finding showed the within a three week of time the students increased their proficiency from overall average 22 marks and 44 percent to 29 overall average of 58 out of 50. The progress was really attractive and satisfactory. They committed 20.45% in mechanics of writing. 8.60% in structuring and 11.75% in discourse. The students were too weak in the use of punctuation.

From the research work mentioned above boys seems to be more proficient than girls and in case of writing many sentences often become totally meaningless due to the lack of very demanding properties of good writing like punctuation, capitalization and subject-verb agreement.

In the research related to writing proficiency the researcher used test items which contained different types of essay questions, guided composition and free composition.

2.3 Implications of the Review of the Study

Out of five different studies reviewed which were in the proficiency of writing, these studies are to some extent related to my study. After reviewing these works the researcher has got lots of ideas regarding the proficiency of writing. For instance, Sharma (2009) has carried out a research entitled "Writing Proficiency of the Students of Higher Secondary Level". In this study, the researcher used purposive judgement sampling procedure to select the required data and found that due to lack of proficiency especially in punctuation, article and preposition students writing was not supposed to be standard.

Similarly, Khadka (2012) and Karki (2012) carried out a research entitled in the field of writing proficiency. The overall aim of the research was to develop students writing proficiency through process writing. In their methodology and

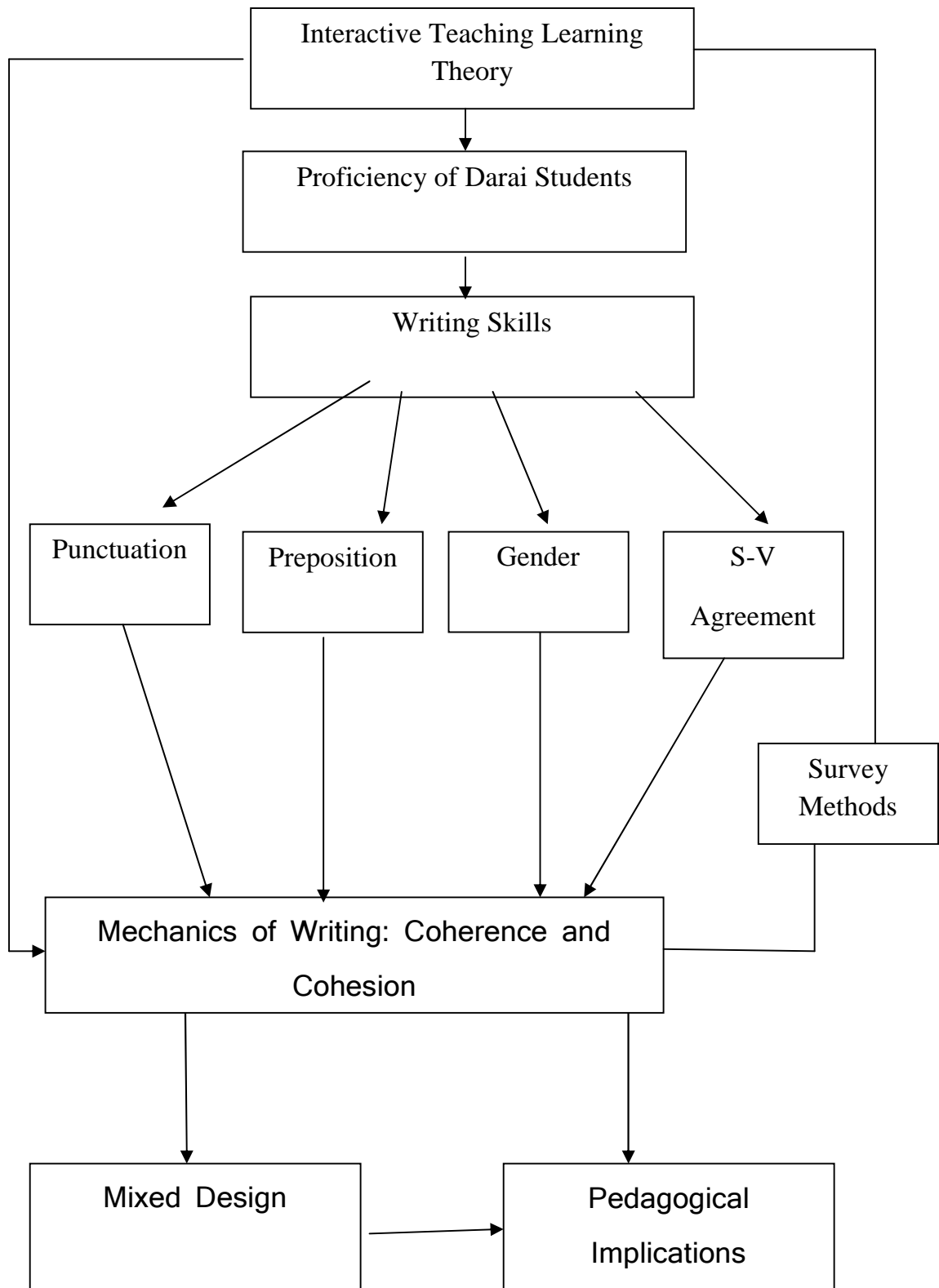
finding students were selected to be tested in case of writing proficiency. Derived the finding and concluded that process writing is difficult in implementing but it is important and need to apply in the class.

As an international language, English is taught in Nepal as a foreign/second language and is learnt for the purpose of communication with foreigners. It is usually taught as school subject and rarely used as a language of communication. The research works mentioned above are related to writing proficiency in different criteria however but none of the research works have been carried out on writing proficiency of Darai students of lower secondary school in Gorkha, although writing is a over researched area. Furthermore, this study was focused to investigate the writing proficiency of the lower secondary students of Shree Jageshwor Higher Secondary School and Patadevi Secondary School Borlang, Gorkha.

2.4 Conceptual Framework

Through the review of the related literature mentioned in the preview section, the researcher is curious enough to carry out the study to investigate the proficiency of Darai students.

With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher conceptualized the following framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

The research topic itself reveals the nature of the present research. To be precise, the researcher adopted the survey research design. To define the survey research, various scholars have put their unique views forward. According to Cohen et al. (2000), surveys are the most commonly used descriptive methods in educational research and may vary from large scale government investigation to small studies carried out by a single researchers. The purpose of a survey is generally to obtain a snapshot of condition, attitudes and /or events at a single point in time. This study is of survey type because of the following reasons.

- i) The study was conducted to identify the proficiency of students (Darai) in free writing at lower secondary level.
- ii) The study generalized to the whole Gorkha district.
- iii) Sample was carried out from the large number.
- iv) Test items were collected at a single time.

3.2 Population and Sample

The population of the study were all the Darai student of Borland and sample were 40 Darai students of Borlang Village Development Committee, ward No-7 and 8 Gorkha.

3.3 Sampling Procedure

The research area of the study was Borlang VDC and population consisting of lower secondary level students. The researcher selected Darai students of lower secondary level of two high schools of Borlang in Gorkha.

3.4 Tools for Data Collection

The test items focused on writing skill which included picture descriptions, dialogue writing and some compositions were used as a tool and mentioned in the appendices.

3.5 Process of Data Collection

The test items were prepared for data collection and the researcher visited the selected higher secondary school of Gorkha district. First of all, the researcher met with the Headmaster and clarified about her study. Through the help and good rapport headmaster of that school she requested the English teacher to be the evaluator of the written response. After the determination of schedule, the researcher conducted practical proficiency test on writing of lower secondary Darai students.

3.6 Procedure of Data Analysis

By and large, most of the survey researches are qualitative and quantitative in nature. Being a survey research, it has the characteristics of both qualitative and quantitative analysis. In this study, the researcher has analyzed the raw data descriptively and statistically. Simple statistical tools such as measures of frequency and percentile are used to record, analysis and interpret the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis and interpretation of data. The scores of the students were analyzed and interpreted towards their achievement and proficiency. The responses of the students were marked systematically and scores were given to them. The analysis and interpretation were carried out as effectively and accurately as possible using simple statistical tool of percentage.

4.1 Results

The results of this study are mentioned below:

- a. The study found out that the majority of Darai students writing skills was found to be weak on punctuation, subject-verb agreement, preposition and organization.
- b. It was identified that majority of the students have low proficiency in writing particularly in punctuation marks. The total wrong use of punctuations were 59 and the total omitted number of punctuating were 38. It shows that the majority of the students have low proficiency in punctuation mark.
- c. Students proficiency was measured regarding the agreement of subject and verb. In this case, students proficiency was low in subject verb agreement in essay writing in comparison to other tasks. Majority of them were found using without the verb as well.
- d. This study finds that the majority of the students had made mistake in wrong use in essay writing in one word preposition. out of total 13 wrong use the highest number was 5 in essay writing. There was equal mistake in writing a description and letter writing. In contrast to these, the students made 2 mistake in dialogue writing.

- e. It is found that students faced problems in the organization of writing subject matter specially in chronological aspects.
- f. Students with low proficiency often lacks the standard in their writing according to their level.

4.2 Discussion

This section of the study contains the presentation, analysis, description, and discussion of the collected data. The discussion of the elicited data are presented in the following subheadings.

4.2.1 Analysis and Interpretation of the Total Proficiency

Proficiency of the Darai students was measured on the basis of various variables such as punctuation, subject verb agreement, preposition and gender.. Furthermore, they were also tested in case of cohesion and coherence.

4.2.1.1 Status of Proficiency in Punctuation by the Students

Punctuation is one of the important aspects or mechanic of writing. Students proficiency in their writing especially to punctuation was classified in to three category as omission, wrong use and correct use. In this regard, the punctuation on writing of all the students is tabulated wholistically as follows in the table:

Table No. 1

Status of Proficiency in Punctuation

Punctuation Type	Omission	Wrong Use	Correct Use
a) Comma (,)	7	3	11
b) Full stop (.)	2	4	9
c) Question Mark (?)	0	6	6
d) Exclamation Mark (!)	1	4	6
e) Colon (;)	5	3	5
f) Semi colon (;)	7	4	4
g) Dash (-)	6	2	3
h) Hyphen (-)	1	4	5
i) Apostrophe (')	3	6	6
j) Single quotes (")	1	4	8
k) Underline _	2	3	4
l) Bold	2	4	3
m) Italics	1	5	2
Total	38	59	72

The above table shows the relative positions of the students in case of punctuation with respect to the three categories as omission, wrong use and correct use. The total omitted number of punctuation was 38 in their writing. In contrast to the omitted number there were 59 wrong use of punctuation. But the corrected number of punctuation was 72. Among the 13 categories of punctuation, question mark and apostrophe was found to be wrongly used in compared to other categories. Likewise the correct use was mainly found in comma and full stop, 11 and 9 respectively. For example:

SI student wrote:

It is at the root of success. in discipline leads to chaos and failure Discipline helps us to finish work in a short time, civili-zation and be have.

Likewise S2 wrote:

The members must obey the teacher. observe discipline. Discipline saves labour and money; indiscipline may require hand labour and a lot of money. By the grace of god I'm find hear and hope so are you thers my. heart leapt up when I received your letter this afternoon. they-are in his's room.

As shown in the above example, the use of capitalization full stop was neglected by the students. Similarly the words were broken where they need not be done.

This shows that majority of the students have problem in wrong use than the omission in case of the proficiency on the basis of punctuation.

4.2.1.2 Status of Proficiency in Subject Verb Agreement by the Students

The writing proficiency of Darai students was analyzed on the basis of subject verb agreement. The students proficiency in subject verb agreement was tested on the basis of agreement with main verb, do verb, have verb and other auxiliary verb. The analysis is presented in the sub topic as follows:

i. Main Verb

Agreement with the main verb is one of the keen aspect of testing writing proficiency. In the study, the students were tested through the writing task designed in to four questions (as mentioned in appendix). The proficiency of the students in case of main verb was analyzed on the basis of those four tasks.

Table No. 2

Main Verb Agreement

S. N.	Tasks	Wrong Use	Omission
1	Writing a Description	5	2
2	Dialogue Writing	3	3
3	Essay Writing	7	5
4	Letter Writing	5	4
Total		20	14

The above mentioned table shows the wrong use and omission of main verb in writing. It was mainly observed in writing a description, dialogue writing, essay writing and letter writing. Out of total 20 wrong use the highest number was 7 in essay writing. There was equal mistake found in writing a description and letter writing. In contrast to these, the mistakes in dialogue writing was 3 only. For example

he do many things, you doing good work, they has a nice dog. By the grace of god. I'm find here and hope same are you there you and your family. My ear leps up when I receive your letter lovely yesterday. afternoon. As we have asked me the festival of your locality.

As shown in the above example regarding the agreement of subject and verb, majority of the students were found using without the verb as well. They also don't seem to be aware of the tense aspect.

Likewise regarding the wrong use, there were 5 wrong use in the expressions were on essay writing, and the number of omission was decreased by 1 in letter writing, writing description, dialogue writing respectively. The analysis shows that majority of the students in essay writing part in main verb agreement.

ii. Do Verb

Subject verb agreement in relation to do verb was analyzed as on the following table .

Table No. 3

Do Verb Agreement

S. N.	Tasks	Wrong Use	Omission
1	Writing a Description	4	1
2	Dialogue Writing	2	2
3	Essay Writing	5	4
4	Letter Writing	4	4
Total		15	11

The above mentioned table shows that there were 15 wrong use of do-verb agreement in writing a description, dialogue writing, essay and letter writing. Among the total 15 mistakes, the highest frequency of mistakes the highest frequency of mistakes on do verb was found on essay writing, writing a description, and letter writing respectively as shown in above table. There was equal mistake in writing a description and letter writing. In contrast to these, the students made 3 mistake in dialogue writing. For example

my country do look beautiful we does celebrate Dashain in Ashoj and the students does must have discipline. (S3)

Likewise wrong use, 4 wrong use expression were on essay writing, and the number of omission was decreased by 1 in letter writing, writing description, dialogue writing respectively. This shows that the majority of the students had made mistake in wrong use in do verb agreement.

iii. Have Verb

The subject verb agreement on the basis of have verb the responses of the students were tabulated as follows:

Table No. 4

Have Verb Agreement

S. N.	Tasks	Wrong Use	Omission
1	Writing a Description	6	4
2	Dialogue Writing	4	3
3	Essay Writing	8	6
4	Letter Writing	6	5
Total		26	17

The above mentioned table shows that there were 26 wrong use of have-verb agreement in writing a description, dialogue writing, essay and letter writing. Among these four categories, the highest errors was found on essay writing whereas the errors on writing a description a letter was in equal range. For example

The name of my school is Shree Patan Devi Secondary School. It had a big school. It have many rooms a fine library and a play ground. There were seven hundred students sixteen teachers has taught there in my school. (S1)

The analysis shows that majority of the students in essay writing part in main verb agreement.

iv. Other Auxiliary Verb

The language is analyzed on the basis of subject verb agreement with relation to other auxiliary verb. The students responses were tabulated and analyzed as follows:

Table No. 5

Subject Verb Agreement in Relation to Other Auxiliary

S. N.	Tasks	Wrong Use	Omission
1	Writing a Description	4	1
2	Dialogue Writing	2	2
3	Essay Writing	5	4
4	Letter Writing	4	4
Total		15	11

The above mentioned table shows that out of total 15 wrong use of s-v agreement on student's writing, the highest error was found in essay writing. There were equal errors found in writing a description and letter writing. In contrast to these, the students made 3 mistakes in dialogue writing. For example

Students can must be disciplined without disciplined they don't becoming a good person in future. Not only that indiscipline man just like flower with the scent: (S1)

Likewise regarding wrong use, only four wrong use expressions were found in essay writing, and the number of omission was decreased by 1 in letter writing, writing description, dialogue writing respectively. This shows that the majority of the students had made mistake in wrong use in essay writing in do verb agreement.

4.2.1.3 Status of Proficiency in Preposition by the Students

The language is analyzed on the basis of proficiency in the use of preposition. The students proficiency in the use of preposition was tested on the basis of one word preposition, two word preposition and prepositional phrase. The analysis is presented in the sub topic as follows:

i. Analysis of One Word Preposition

One word preposition is very common to the students in their writing. The responses of the students writing was tested on the basis of the use of one word preposition is exemplified and tabulated and analyzed as follows:

Table No. 6

One Word Preposition

S. N.	Tasks	Wrong Use	Omission
1	Writing a Description	3	1
2	Dialogue Writing	2	2
3	Essay Writing	5	4
4	Letter Writing	3	3
Total		13	10

The above mentioned table shows that out of total 13 wrong use the highest errors was found in essay writing. There was equal errors found in writing a description and letter writing. In contrast to these, the students made 2 mistake in dialogue writing. For example

One the second days the dog is worship. We give food to eat, one the third days the cow is worship at the morning the cow is blessing at the wealth. In the last day of Tihar is know as Bhai Tika.

As shown in the above example, the use of preposition was not used properly. The meaning of the sentences completely changed with the lack of knowledge in the preposition.

Likewise regarding wrong use, 4 wrong use expressions were found on essay writing, and the number of omission was decreased by 1 in letter writing, writing description, dialogue writing respectively. This shows that the majority

of the students had made mistake in wrong use in essay writing in one word preposition.

ii. Analysis of Two Word Preposition

Two word preposition is slightly difficult to the students in their writing. The responses of the students writing was tested on the basis of the use of two word preposition is tabulated and analyzed as follows:

Table No. 7

Compound Preposition

S. N.	Tasks	Wrong Use	Omission
1	Writing a Description	2	0
2	Dialogue Writing	1	1
3	Essay Writing	4	3
4	Letter Writing	2	2
Total		9	6

The above mentioned table shows that out of total 9 wrong use, the highest errors was 4 in essay writing. There was equal mistake in writing a description and letter writing. In contrast to these, the students made 1 mistake in dialogue writing. For example:

Why did you went to hospital? To see my mother, she fell on the ladder what happened she passed away from the ladder towards the room.

In the above example the use of compound preposition like falling off the ladder and passing from the ladder has completely changed the meaning of the sentences.

Likewise, regarding wrong use, 3 mistakes were found in essay writing, and only 2 number of omission was found in letter writing, writing description,

dialogue writing respectively. This shows that the majority of the students had made mistake in wrong use in essay writing in two word preposition.

iii. Analysis of Prepositional Phrase

Prepositional phrase is believed as one of the difficult task to maintain to the students in their writing. The responses of the students writing was tested on the basis of the use of prepositional phrase is tabulated and analyzed as follows:

Table No. 8

Prepositional Phrase

S. N.	Tasks	Wrong Use	Omission
1	Writing a Description	2	0
2	Dialogue Writing	1	1
3	Essay Writing	5	3
4	Letter Writing	2	2
Total		10	6

The above mentioned table shows that out of total 10 mistakes found in prepositional phrase, the highest mistake was found 4 in essay writing. There was equal mistake found in writing a description and letter writing. In contrast to these, the students made 1 mistake in dialogue writing. For example:

If we obey these rules are said be indisciplined. It can school never be good school the way discipline is necessary on the playground w e should never be have like same animals Because the discipline we are one step upwa d than the animals. So, discipline is need all the world. (S 6)

Likewise regarding mistakes in prepositional phrase, only 3 mistakes were found on essay writing, and the number of omission was decreased by 1 in letter writing, no mistake in writing description, dialogue writing respectively.

This shows that the majority of the students had made mistake in wrong use in essay writing in one word preposition.

4.2.2 Status of Proficiency in Cohesion and Coherence

Cohesion and coherence are important mechanics of writing. The presentation and analysis of the cohesion and coherence is given below in the sub topics:

i. Cohesion

The responses of the students was tabulated and analyzed as in the table given below:

Table No. 9

Cohesion

S. N.	Tasks	Wrong Expressions	
		Lexical Cohesion	Grammatical Cohesion
1	Writing a Description	2	0
2	Dialogue Writing	1	1
3	Essay Writing	4	3
4	Letter Writing	2	2
Total		9	6

The above mentioned table shows that out of total 9 mistakes found in lexical cohesion, the highest number of mistakes was found in essay writing.. In contrast to these, the students had made 1 mistake in dialogue writing. For example:

Teachers are all kind and loving. Mr. Bharat is our headmaster. He is a very kind man of middleaged. He is street in his nature. He loves all the students. All the students are afraid of him He punish the students physically. The students are afraid of him because his behavior. He is a proud teacher. (S1)

Likewise 6 mistakes was found in grammatical cohesion were on essay writing, and the number of grammatical cohesion was 1 and 2 in writing dialogue and letter writing, no mistake in writing description, dialogue writing respectively. This shows that the majority of the students had made mistake in wrong use in essay writing in grammatical cohesion.

ii. Coherence

The responses of the students was tabulated and analyzed as in the table given below:

Table No. 10

Coherence

S. N.	Tasks	Wrong Expressions	
		Chronological Order	Spatial Order
1	Writing a Description	3	0
2	Dialogue Writing	2	1
3	Essay Writing	4	3
4	Letter Writing	5	2
Total		14	6

The above mentioned table shows that out of total 14 mistakes found in chorological order, the highest mistakes was found in letter writing. In contrast to these, the students had made 1 mistake in dialogue writing. For example:

Nepal is Hindu kingdom, in our locality we celebrate different festivals among them Dashain is the major one. It is celebrated as the victory of good (Ram Chandra) over the devil (Ravan). It falls on the month of September. We put on Tika with the elders and eat delicious food. Ramchandra was able to get goddess. Durge satisfied with him by worshipping her. (S1)

I am happy. Nepal is a hindu kingdom observe many festival Dipawali or Tihar one of them. Generally celebrated on the month of October. It is observed for five days. The last days is Bhaitika and calle Yamapanchak. (S6)

Likewise 6 mistakes was found in grammatical cohesion were on essay writing, and the mistakes found in grammatical cohesion was 1 and 2 in writing dialogue and letter writing respectively, no mistake was found in writing description, dialogue writing respectively. This shows that the majority of the students had made mistake in wrong use in their writing in chronological order.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter deals with the summary and conclusion of the study. It also deals with some implication made on the basis of the major summary and conclusion of the study.

5.1 Summary

The proficiency of the students was not as it supposed be according to their educational level and language background. Because most of the students were expected to secure the marks above 30 but none of the students could reach to the marks. Majority of the students faced problems and made mistakes in almost all aspects of the writing mentioned as in objectives. The proficiency of the students was found less accurate in writing essay in comparison to writing dialogue. But in the field of description writing and letter writing they have similar type of problems. The frequent occurrence of mistake in punctuation marks shows that the students did not care about the value of punctuation in their writing. Similarly in case of the subject verb agreement, majority of the students.

5.2 Conclusions of the Study

The major conclusions of the study are as follows:

- a. It was identified that majority of the students have low proficiency in punctuation mark. More specifically the total omitted number of punctuation was 38 in their writing. In contrast to the omitted number the there were 59 wrong use of punctuation.
- b. Students proficiency was measured regarding the agreement of subject and verb. In this case, students proficiency was low in subject verb

agreement in essay writing in comparison to other tasks. Majority of them were found using without the verb as well.

- c. This study concludes that the majority of the students made mistake in wrong use in essay writing in one word preposition. out of total 13 wrong use the highest number was 5 in essay writing. There was equal mistake in writing a description and letter writing. In contrast to these, the students made 2 mistake in dialogue writing.
- d. Students had low proficiency in the cohesion aspects of writing. In this regards, many of them had problems in lexical cohesion. It was also revealed that out of total 9 wrong use in lexical cohesion the highest number was 4 in essay writing.. In contrast to these, the students had made 1 mistake in dialogue writing.
- e. It is concluded that students found problems in the organization of writing subject matter specially in chronological aspects.
- f. It was reviled that these grammatical inadequacies not only violate the structure of academic English but also the problems in the meaning aspects of language.

5.3 Implications of the Study

The possible implications for the various levels are suggested from the above - mentioned conclusion and listed as follows:

5.3.1 Policy Level

- a. It was found that Darai students face the problems in punctuation of writing specially in essay writing section. Therefore, the government needs to develop policy in writing for school children, with specific practice or creative activities.
- b. Likewise, Students Proficiency was low in subject verb agreement. There should be sufficient exercises after every text in the textbook so

that students and teacher can get proper exposure about this aspect of grammar.

- c. It was concluded on the basis of analyzed data that preposition learning is one of the difficult and tough element of English grammar. Additional activities needs to be designed from the policy level to improve the proficiency in the use of preposition according to the level of the students.
- d. There needs to be various program designed to maintain the standard of the students writing. Since the majority of the students were found with low standard in the writing proficiency.
- e. Teacher should give the suggestions to the higher level i.e. District Education Office and Ministry of Education for the better policy with the reference to other developed countries.
- f. Proficiency of Darai students in process writing is weak. Hence, governmental sectors should make a plan to provide some sort of facilities in their learning.

5.3.2 Practice Level

- a. Teacher should give the writing task even out of the course to improve the proficiency and for the sufficient exposure.
- b. Teaching learning activities are more exam oriented rather than actual learning. Teacher should help the students to understand that actual learning is more important than only exam.
- c. Students should properly do their classroom and home assignments.
- d. Teachers have to check the assignments of the students and give them the proper suggestions as well.
- e. Teacher and parents needs give focus to the writing of the students in necessity.
- f. Monitoring and supervision is almost important in the development of proficiency of writing of the students.

5.3.3 Further Research Level

- a. This research will provide a valuable secondary source for the researchers.
- b. It will provide new research areas that to be investigated.
- c. This study is delimited to the proficiency of the Darai students in writing process. There needs to be the further researches carried on other ethnicity too.
- d. There might be the explorations to identify why the students face more problems in writing skills rather than other skills.

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Appendix

Sample of Question Sheet

Writing Test for Lower Secondary Level

Time : 1:30

F.M. : 50

P.M. : 16

Dear Sir/Madam

This questionnaire is a part of my research study entitled "Proficiency of Darai Students in Process Writing " under the supervision of Mr. Ashok Sapkota, Lecturer, Department of English Education T.U.

Your co-operation in completing the questionnaires and your response will have great value in accomplishing my research. I appreciate your honest opinion and assure you that your responses will be completely anonymous. Please feel free to response required by the questionnaires. I assure that the responses made by you will be exclusively used only for the present study and remain confidential.

Researcher

Pampha Bhatta

Name of the Student :	Sex :
Roll no. :	
School's Name :	

Attempt all Questions :

Task 'A'

Write a description on "**Discipline**" in about 120-150 words using the given hints. [10]

Discipline is very important - all must have discipline - without discipline nothing can be done properly - discipline is very important in army and police - without discipline war and game unsuccessful - so all must have discipline - all schools should give priority to discipline -.

Task 'B'

Write a dialogue between the class teacher and student about the regular absence of the student (5 exchanges) [10]

Task 'C'

Write an essay on '**My School**' in about 150-180 words. [15]

Task 'D'

Write a letter to your foreign friend describing about a festival of your locality. [15]