

**BACHELOR DEGREE STUDENTS' PROFICIENCY  
IN WRITING PERSUASIVE ESSAYS**

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

**by**

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**Chitwan, Nepal**

**2018**

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Thesis Submission: 2018-07-12**

## **DECLARATION**

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

Date: 2018-07-10

Arati Bhandari

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Miss. Arati Bhandari has prepared this thesis entitled **Bachelor Degree Students' Proficiency in Writing Persuasive Essays** under my guidance and supervision.

I recommend the thesis for acceptance.

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# DEDICATION

This research is dedicated  
to  
all my teachers, friends and family.

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**Arati Bhandari**

## **ABSTRACT**

This present study attempted to find out Bachelor Degree students' proficiency in writing persuasive essays. To achieve the objective of the study, the researcher used both primary and secondary sources of data. The researcher purposively selected 66 students' from five colleges of different location of the Bharatpur Metropolitan City. Similarly, the researcher also took help of the books, articles and journals related to essay writing materials. The main tools of data collection consisted of test item that contained only one essay writing question. This study found out that the Bachelor Level students did not use essay elements like hook, thesis statement, background information, outline, topic sentence, explanation, example, conclusion, message, prediction or recommendation etc. in writing persuasive essays.

The research study has been organized in five chapters. The first chapter deals with general background, statement of the problems, objectives, research question, significance of the study, delimitations of the study. The second chapter comprises the review of theoretical literature, empirical literature implication of the review for study and conceptual framework. Similarly, research methodology, study design, data analysis and interpretation procedures etc. are discussed in the third chapter. The fourth chapter includes analysis of data and interpretation of the results and summary of findings. In the last chapter, conclusion and recommendation for different groups are presented. The concluding chapter is followed by the references and appendices that list the sources and tools used in doing the thesis.

# TABLE OF CONTENTS

	<b>Page</b>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgement</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Symbols and Abbreviations</i>	<i>xi</i>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background of the Study	1
1.1.1 English Language Teaching in Nepal	2
1.1.2 Language Skills	3
1.1.3 Definition of Essay	4
1.1.4 Essay Writing Tips and Skills	5
1.1.5 Criteria of Essay Writing	7
1.1.6 Format of Different Types of Essay	8
1.2 Statement of the Problem	15
1.3 Objectives of the Study	16
1.4 Research Question or Hypothesis	16
1.5 Significance of the Study	16
1.6 Delimitations of the Study	16
1.7 Operational Definition of the Key Terms	17
<b>CHAPTER TWO :REVIEW OF RELATED LITERATURE OF CONCEPTUAL FRAME WORK</b>	<b>18</b>
2.1 Review of Theoretical Literature	18
2.1.1 Organizing Principles for Writing an Essay	18
2.1.2 Persuasive Essay Writing Basics	20

2.2	Review of Empirical Literature	24
2.3	Implication of the Review for Study	25
2.4	Theoretical/ Conceptual Framework	26
<b>CHAPTER THREE : METHODS AND PROCEDURE OF THE STUDY</b>		<b>27</b>
3.1	Design of the Study	27
3.2	Sample Population and Sampling Procedure	27
3.3	Area Field of Study	27
3.4	Data Collection Tools	27
3.5	Data Collection Procedure	28
3.6	Data Analysis and Interpretation Procedure	28
<b>CHARTER - FOUR: ANALYSIS AND INTERPRETATION OF RESULT</b>		<b>29</b>
4.1	Analysis of Data and Interpretation of the Results	29
4.1.1	Types of elements used by them in writing persuasive essay	29
4.1.2	Different types of elements in introduction paragraph	29
4.1.3	Elements used in body paragraph	31
4.1.4	Elements used in conclusion paragraph	34
4.2	Summary of Finding	35
<b>CHAPTER FIVE: CONCLUSION AND RECOMMENDATION</b>		<b>36</b>
5.1	Conclusion of the study	36
5.2	Recommendations	36
5.2.1	Policy Level	37
5.2.2	Practice Level	37
5.2.3	Further Research	37
<b>REFERENCES</b>		<b>39</b>
<b>APPENDIX</b>		<b>41</b>

## **LIST OF TABLES**

Table 1	Different sort of elements used in writing the introduction paragraph	30
Table 2	Elements used in body paragraphs	32
Table: 3	Elements used in the conclusion paragraphs	34

## LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
CA	Contrastive analysis
Dr.	Doctor
e.g.	For example
EA	Error analysis
et al.	And others
etc.	Etcetera
F	Frequency
i.e.	That is
L1	First language learners
L2	Second language learners
M.Ed.	Master's Degree in Education
NELTA	Nepal English Language Teachers' Association
No.	Number
P.	Page
PP.	Pages
Prof.	Professor
S.N	Serial Number
T.U	Tribhuvan University
TEFL	Teaching of English as Foreign Language
TL	Target language

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Language is defined as a voluntary vocal system of human communication. It uses oral-aural and written media of communication. Only human beings use language as their unique property; language is specific to mankind. Other animals use other media of communication i.e. tactile, olfactory, and gustatory and so on. Primary form of language is spoken or speech. Only voluntary sounds produced by vocal organs are used in language because they are controlled, produced, combined, and sequenced at one's will but non-voluntary sounds such as hiccupping, snoring, sneezing, belching etc. are beyond one's will and control. Therefore, non-voluntary sounds cannot be used for communication or in language.

As Oxford Advanced Learner's Dictionary (sixth edition) defines, "Language is used by humans of a system of sounds and words to communicate" (p. 721). Crystal (2003, p. 255) defines language as "the concrete act of speaking, writing, or signing in a given situation." Likewise, Sapir (1992, as cited in Gautam, 2011, p.6) defines language as "a purely human and non-instinctive method of communicating ideas emotions and desires by means of voluntarily produced symbols."

According to Hockett (1960) it is the distinctive that makes human race superior to all the species on the earth. To contrast between language and other communications, there are ten characteristics of language viz. arbitrariness, cultural transmission, displacement, duality of patterning, productivity, interchangeability, vocal-auditory channel, and structure-dependence, changeability and language varieties.

### **1.1.1 English Language Teaching in Nepal**

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. English is as an important tool for education, administration, and for mass media purposes. English is the chief foreign language taught in the schools of Europe, South America, Asia and Africa. At present one person in seven in this world speaks English either as a native language or as a second language. English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. In this computer age, English is bound to expand its domains of use everywhere. It is common lingua franca so as to make communication possible among the speakers of different languages.

Sharma and Phayak (2001, p. ii) mentioned, since English is a world language, teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades. Nepal is no exception. In Nepal, English has been used as a means of interaction and medium of writing by educated and elite circle since the Rana regime. Although the standard and value of English persists all round the world. We can not say whether teaching of English should take place in a native-like environment or not. Teaching English is taking place with its myriad terminologies like Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), Teaching English for Speakers of Other Languages (TESOL) and English for Specific Purpose (ESP), English Language Teaching (ELT).

The government of Nepal has introduced English from Grade One to advanced level. While talking about the issues of ELT in Nepal, Nepal is a multi-cultural, multi-lingual country; children from other speech communities face many difficulties in teaching and learning English. Lack of expert, trained, and qualified teachers ELT is lame in one hand and on the other hand, due to the

lack of innovative and new teaching strategies and technologies in ELT teachers English is hardly possible to be effective in its real sense.

Language teaching includes of different aspects (viz. sounds, pronunciation, spellings, grammar, vocabulary, language functions, discourse etc.) and skills i.e. Listening, Speaking, Reading, and Writing.

### **1.1.2 Language Skills**

Language is also defined as a system of systems namely phonological/sound, grammatical and semantic system that means language is complex phenomenon. Language requires mastering over such systems, levels, activities and skills. The four skills of language are:

- i. Listening
- ii. Speaking
- iii. Reading
- iv. Writing

On the other hand, language skills can be classified as receptive (listening and reading) versus productive (speaking and writing) skills, oral mode of communication or primary skills (listening and speaking) versus written mode or secondary (reading, writing) skills. Only, the integration of all these skills can bear a language. So, one should integrate all the skills of language while teaching and learning and in real life situation as well while using languages for various purposes. Writing is one of the most important skills for learning a language. It is a productive skill, which needs proper handling of the mechanics of writing to make sensible sentences and paragraphs. Writing is an activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. It provides us with a chance to acquire others' ideas, feelings and thoughts.

Generally, writing is the most difficult as well as an important skill in our context. The writing skill plays a vital role in securing good marks in the

examinations. It helps to obtain knowledge and experience, and it can spread our knowledge and experience to others.

### **1.1.3 Definition of essay**

Essay is the way of narrating information and expressing thought. There are two types of essay. They are expository and persuasive essay. Report writing about graphs, writing autobiography, expressing thought on the different topics providing main points, explaining main points and clarifying these ideas with examples. Some definitions by different scholars have been mentioned as below:

According to Bacon (1590s) The term essay is derived from the French word *essayer*, which means “to attempt,” or “to try.” An essay is a short form of literary composition based on a single subject matter, and often gives the personal opinion of the author. A famous English essayist, Huxley defines essays as, “a literary device for saying almost everything about almost anything.” The Oxford Dictionary defining it as piece of writing on a particular subject.” In simple words, we can define it as a scholarly work in writing that provides the author’s personal argument.

According to Firestone (2003) an argumentative essay uses evidence and facts to prove whether or not a thesis is true. It presents two sides of a single issue, and covers the most important arguments for and against. People sometimes confuse the argumentative essay and the persuasive essay. The persuasive essay relies heavily on emotional and ethical appeals to persuade readers and the argumentative essay do not.

According to Gooding (2016) a persuasive essay is one in which you attempt to get the reader to agree with your point of view. You are trying to present arguments, research, and ideas in order to sway the reader one way or the other.

### **1.1.4 Essay writing tips and skills**

Essay writing needs so many tips and skills to create good essay.

Understanding question, using appropriate transitional words, proper use of grammar, using rang of vocabulary are the very important while writing an essay. According to Royale (2017) tips and skills of essay writing are listed as below:

1. **Proofread:** You should not have spelling or grammatical errors.
2. **Start with an outline:** Don't jump into writing. First organize your paper in one or two pages. Identify the main ideas in the book; choose distinct points/critiques to respond to those arguments; and methodically lay out your support in that outline. Think about the weak points: how can you gather evidence or ideas to strengthen your argument? Step back and look at your arguments: could you add another argument to strengthen the overall critique, or should you narrow your focus and develop a handful of arguments well? Go over your outline with your teaching assistant and get feedback.
3. **Briefly summarize your argument in the introduction:** Without this statement/roadmap in the beginning, readers spend their time trying to figure out what exactly you are trying to argue. This is a short paper, so your summary of the argument should be brief: a paragraph or less.
4. **Organization, organization, organization:** Present your ideas in a coherent and organized way. A thesis statement (see previous two points) is a good start, as is beginning with an outline. Try not to bounce back and forth between ideas or randomly bring in other authors' ideas without explanation. Use headings or transition sentences to shift from one argument to the next. In a paper of this length, organization is key to making a concise and convincing argument.

5. Engage directly with the author's ideas: Don't just expound upon your ideas regarding development; pay at least as much attention to the book's specific arguments. The purpose of a book review is to provide critical analysis of the given author's assumptions, theories, and proposals. Directly address these. Use quotations or page references to make reference to the author's claims, or reference to opposing points of view. Your own comments and insight are meaningful when they are placed in the context of, or in comparison to, the book being reviewed.
6. Engage with the central and important ideas: You can easily quibble with side points, or attack tangential issues. A good book review will tackle the core assumptions, theories, and proposals of the book.
7. Be clear where you stand: It is ok to both agree and disagree with an author's point (to sit on the fence). Be clear that is what you are doing. Don't use adjectives on both sides of the issue such that you seem to contradict yourself in one paragraph.
8. Use theory and evidence to support your claims: Don't make assertions that are unsupported. You need to meet a higher burden of proof in your book reviews than in the short weekly papers. Evidence in support of (or against) a claim could include class readings, outside sources, and specific country examples. You can also argue for or against a point using theory—a logical point (or flaw), or the predictions of a theoretical model. If the theory evidence is weak, don't hide that point, but use it to advocate for more investigation before deciding on a policy.
9. Anticipate the response: When you raise a critique, anticipate and address the author's response. This is a useful device for determining whether your critique is a strong and complete one.

### 1.1.5 Criteria of essay writing

The publications department of Insearchuts (2009) mentioned the following criteria of writing essay.

- **Task achievement and task response:** it is a measure of ability to summarize information presented in graphic form. Task response answers the question addressing all parts of the task.
- **Coherence and cohesion**
- **Cohesion:** it refers to the micro level of the text – how words are linked to form sentences, and how sentences are joined together logically to form the argument. This is achieved in several ways:
  - Agreement between subject and verb; with number (singular and plural forms); agreement with case (word forms before and after verbs, and possessive forms); and gender forms. These are all important features of language which help the reader follow a written text.
  - The sequence and order of tenses, and verb forms for different tenses, help organize information in a text.
  - Articles (a /an, and the) assist the reader follow the participants in a text.
  - Pronouns help the reader follow the participants and the arguments in a text.
  - Conjunctions are important for linking ideas, causes and results, giving reasons, presenting conditions and contingencies, and explaining and clarifying statements.

Coherence: it refers to the organization of the whole text – the macro level.

This means the structure of the response – the introduction, body paragraphs and the concluding paragraph. It also means how paragraphs are organized – the topic sentence, supporting and developing sentences and concluding sentence. The use of transition signals is important as they signal the stages and

sequence of processes and procedures, narratives, and the logical development of ideas.

### **Lexical Resource**

It refers explicitly to the use of words. This means the range of vocabulary across academic topic areas and paraphrasing to easily and clearly summarize and describe a variety of graphic texts with an appropriate tone and level of formality. This includes command of word forms correct spelling.

### **Grammatical range and Accuracy**

This refers to command of the grammar of English and the rate of error. Rate of error is another key indicator of English proficiency. How well do you use active and passive voice structures; adjectives, noun and verb / adverb choices for describing information; and the correct use of prepositions of time and place. Grammatical range also refers to the range of sentence types and the length of these sentences.

#### **1.1.6 Format of different types of essay**

Savage and Mayer (2005) describe the following different types of essay.

The introduction: an academic essay's introduction must have a hook, background information, and a thesis statement.

#### **Hook**

A hook is a statement that begins the introduction. It includes one or two interesting sentences that engage the reader's attention and stimulate their curiosity. The sentences below provide the hook for an essay about an economic crisis.

Henry Paulson's expression turned to horror as he looked down at the numbers. He suddenly realized that the market was on the verge of collapse.

## **Background information**

The background information contains a general statement or statements that give a broad picture of the subject matter to be discussed. They provide extra information to help the reader understand the content of the essay.

## **Thesis statement**

A thesis statement usually comes at the end of the introduction. It summarizes what the entire essay is about. It contains the topic and the controlling idea for the whole essay. The topic is the subject matter of the essay. The controlling idea defines the purpose of the essay and sets its direction.

### **1) Short essay organization**

An effective essay must have the following elements.

#### **Introduction**

An introduction paragraph consists of hook general background and thesis statements. A hook is an opening sentence that attracts the reader's attention. The sentences after the hook give background information that helps the reader understand the topic. The last sentence in the introduction, the thesis statement, is very important because it gives the topic and the controlling idea of the entire essay.

#### **Body paragraphs**

An essay has at least one body paragraph in which the writer develops the thesis statement from the introduction. The body paragraph begins with a topic sentence, followed by supporting details.

#### **Conclusion**

An essay ends with a conclusion that summarizes or restates the main idea in the thesis statement.

## **2) Descriptive essay**

The essay should make the reader feel like responding to what he or she is reading.

### **Introduction**

The hook in a descriptive essay introduces the object or event in the description and gets the reader's attention. The middle sentences provide the background the thesis statement tells why the object described is important to the writer.

### **Body paragraphs**

Most of the description is in the body paragraphs. Adjectives and adverbs make the experience more vivid. The scene is often described with prepositions and prepositional phrases that specify location or position in space. Comparisons, such as similes, can make the writing more descriptive, familiar, and expressive.

### **Conclusion**

The conclusion gives the writer's final opinion about the item described.

## **3) Narrative essays**

A narrative is a story. It has an introduction that engages the reader's interest, details about the main event or action in the story, and a conclusion that describes outcome.

### **Introduction**

The hook gets the reader's attention. The middle sentences introduce an event (the action of the story) by providing background information about the people, the place and the time. The thesis statement prepares the reader for the action that follows.

## Body paragraphs

The body paragraphs describe what happened in the story. They include details that bring the story to life. They often use time order to explain the event.

## Conclusion

A conclusion describes the outcome of the event

Narrative essays often end with a comment about the event's importance in the writer's life.

## **4) Comparison – contrast essays**

A comparison – contrast essay uses points of comparison to show how two topics in the same category are similar and or different.

## Introduction

The introduction presents the subject that is to be compared or contrasted and provides background information that helps the reader understand the writer's point of view. The introduction ends with a thesis statement that focuses the essay.

## Body paragraphs

The body paragraphs have clear topic sentences that communicate whether the controlling idea will focus on similarities or differences. Each topic sentence is followed by supporting ideas about both topics. The topics are being compared or addressed in the same order for clarity.

## Conclusion

The conclusion summarizes the differences and similarities. The writer draws a conclusion based on the information presented in the body paragraphs.

## **5) Opinion essay**

In an opinion essay, the writer try to convince the reader of a point of view on a controversial issue.

## Introduction

The hook introduces a controversial issue. The hook may be an anecdote, a question, or a surprising statement or fact that makes the reader want to know more. The middle sentences explain why the issue is important by giving background information. This background information explains the issue with details about the history or the people involved what they want, or how it affects them. The thesis statement at the end presents the writer's point of view.

## Body paragraphs

The topic sentences support the writer's main argument in the thesis. The following sentences support the topic sentence with reasons, facts and explanations to help the reader understand the writer's point of view. The final body paragraph often includes the opposing opinion. This is called the counter – argument. The writer then argues against the counter – argument. This is called a refutation. In the refutation, the writer points out weakness in the counter – argument and shows how his or her own argument is stronger.

## Conclusion

The conclusion restates the writer's opinion but often using different, more persuasive language.

The conclusion may also offer a warning, a prediction, or other type of comment that reinforces the writer's viewpoint.

## **6) Cause –and – Effect organization**

A cause – and –effect essay explains why something happens. Both causes and effects are examined in longer essays. For now, we will focus only on causes that lead to an event or situation.

## Introduction

The hook engages the reader's interest. It personalizes the topic or shows why it is important for the readers to know about it.

The middle sentences describe the event or situation that is the result of the causes. This background information helps the reader understand the relationship between the causes and the effects. The thesis statement at the end of the introduction states the causes that lead up to the event or situation. It may also include a comment by the writer that explains why it is important to understand the causes.

### Body paragraphs

The body paragraphs support the thesis statement by explaining the causes in detail. Each body paragraph begins with a topic sentence that states one cause for the event or situation. The sentences that follow support the idea in the topic sentence. These supporting sentences include details such as examples, descriptions, reasons, and facts to help the reader understand the relationship between the cause and the event.

### Conclusion

The conclusion restates the thesis statement using different words and language. The conclusion may include a comment by the writer that explains why it is important to understand the causes of the event.

## **7) Argumentative organization**

An argumentative essay is sometimes called a persuasive essay. This kind of essay expresses an opinion about a controversial issue. As the writer, you must take a position and persuade the reader to agree with your opinion by using strong, logical reasons to support your argument.

### Introduction

The hook gets the reader's attention. Background information gives a broader picture of the issue and why it is important it can give details about the history of the people involved, what they want, and how the issue affects them. The thesis statement clearly states the writer's opinion about the issue.

## Body paragraphs

The topic sentence in each body paragraph presents one distinct reason for the writer's point of view stated in the thesis. All supporting details in each paragraph must support the topic sentence. These details can be facts, examples, statistics, definitions, causes and effects, questions, anecdotes, or summaries. The writer often presents an opposing opinion (a counter – argument). The writer may then express some agreement with the opposing view (a concession), but will show evidence that the writer's argument is stronger (a refutation).

## Conclusion

The conclusion restates the argument that appeared in the thesis. It can end with a prediction, a warning, or other type of comment that reinforces the writer's viewpoint. It may state the general issue in a broader context.

## **8) Point – by point style organization**

In point – by – point style, the controlling idea for each body paragraph is one of the points of comparison. The subjects then provide the details, in this organizational style; you would compare the light in both photographs before moving on to a new paragraph.

## Introduction

The hook provides an interesting fact, quotation, or statistic to get the reader's attention. Background information gives information about each photograph such as the photographers' names and the titles of the photos. It may also provide information about the location where the photographs were taken. The thesis statement tells what is being compared. It also introduces the points of comparison.

Body paragraph 1

Point 1: light

Subject 1: first photograph

Subject 2: second photograph

Body paragraph 2

Point 2: expressions

Subject 1: first photograph

Subject2: second photograph

Body paragraph 3

Point 3: movement

Subject 1: first photograph

Subject 2: second photograph

Conclusion

The conclusion emphasizes the strongest similarities or differences between the two subjects. The conclusion may also provide an evaluation of the subjects. Sometimes the conclusion will provide an insight that the writer has drawn from the comparison.

## **1.2 Statement of the Problem**

This thesis deals with essay elements which are utilized by Bachelor Degree students in writing persuasive essays. Essay elements like hook, background statement, thesis statement, outline sentence, topic sentences, explanation, example, summary, recommendation and their use have been studied in this thesis. The knowledge of using language by them in writing persuasive essay like opinion has been covered by this essay.

### **1.3 Objectives of the Study**

This study was carried out with the following objectives.

- To find out Bachelor Degree students' proficiency in writing persuasive essays
- To suggest some pedagogical implications

### **1.4 Research Question or Hypothesis**

This study found out answers to the following research questions.

- How well do students of Bachelor Degree make use of elements of essay in writing persuasive essays?
- Do the Bachelor Degree students follow appropriate format in writing persuasive essays?

### **1.5 Significance of the Study**

This study attempted to find out Bachelor Degree students proficiency in writing persuasive essays in terms of formats they used in writing introduction, body paragraph and conclusion. In the same way, this piece of writing will be a guideline for policy makers and new researcher who are interested in investigating similar areas.

### **1.6 Delimitations of the Study**

This study was limited in the following ways:

- This study was limited only to types of elements used in writing introduction, body and conclusion paragraphs of persuasive essays.
- This study based on the only 66 students of Bachelor Degree
- The area of study was confined to Bharatpur Metropolitan city
- Test item used as data collection tool. Test item was subjective.
- This thesis takes one body paragraph as a sample study even though students might use more than one body paragraphs.

### **1.7 Operational Definition of the Key Terms**

**Persuasive Essay:** In this study, the word 'Persuasive Essay' refers to mainly six types of essays. Opinion, discussion and opinion, discussion, problem and solution, advantage and disadvantage, and, advantage outweigh disadvantage. In this research these sorts of essays are used to test the reasoning or logical power of Bachelor Level students.

**Bachelor Degree:** Here 'Bachelor Level' indicates these learners who are supposed to have matured mind, aged almost twenty over having already got the basic knowledge of subject matter or capable to get high level of knowledge, studying BBS, B.Ed., BA etc. in Universities of Nepal.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE OF CONCEPTUAL FRAME WORK**

### **2.1 Review of Theoretical Literature**

Literature review generally refers to the revisions and acknowledgements of the previous scholarly works done by different scholars, researchers and writers. The reviews not only shape the mindset of the researchers for the research but also helps outline and make road map for their research. It also provides theoretical lens to look at the data and analysis.

#### **2.1.1 Organizing principles for writing an essay:**

According to Leonard (2017) writing a thesis statement, introduction, making body and conclusion are the primary principles of writing an essay which are listed below:

##### **1. Writing a Thesis Statement**

After selecting the topic, it must then be narrowed down to a specific thought. You narrow the topic by asking the question: “What is the main thing I want people to know about my topic?” Answering this question should lead you to the controlling thought or the thesis of the essay. A thesis generally consists of one or two statements that convey the focus of the essay to the reader.

Developing a thesis may require research, interviews, analysis, brainstorming and other activities that help you to decide what the focus will be. The entire paper rests on the thesis statement.

##### **2. Writing the Introduction:**

Once you have decided on the thesis, you are ready to write the introduction. The introduction, along with the conclusion, provides a frame for the essay. An introduction is a paragraph or two that catches the reader’s attention and builds

into the thesis statement. Suppose you decided to write a paper on the topic of recycling. Your research reveals the environmental and economic benefits of recycling. You might begin the paper with a statement such as, “Throwing away an aluminum can is like pouring out 6 gallons of gasoline” or “It takes as much energy to make a new aluminum can as it does to make 20 out of recycled material.” This type of statement catches the reader’s eye. Follow this statement with a very brief explanation and progress to the thesis statement, which might be something like, “Recycling protects the environment, saves energy and saves money.”

### 3. Constructing the Body

Following the introduction is the body of the essay, which should fall within the frame created by the introduction and conclusion. The body generally consists of three to five paragraphs that support the thesis statement. In the example cited previously, the body would answer the questions of how and why recycling protects and saves. If the statements in the essay do not address these questions, they should probably be removed. Many people make the mistake of including information unrelated to the thesis in the paper. For instance, the statement, “Recycling creates jobs,” may not fit in the essay because it does not support the thesis. It is good, important information, but it is extraneous to the thesis statement. Unless you can tie it into the thesis, leave it out. Each paragraph in the body should reflect some aspect of the thesis.

### 4. Writing the Conclusion

When the body is complete, it is time for the conclusion. The conclusion completes the frame of the essay. A good conclusion may summarize or reiterate the major points of the paper. There should be no new information in the conclusion. If you did not mention it in the paper, do not mention it in the conclusion. The only exception would be if you developed a concept or a new thought as a result of the information in the paper. If the new thought does not follow reason based on the body of the paper, then do not include it in the

conclusion. If the new thought needs further discussion, do not include it in the conclusion.

### **2.1.2 Persuasive Essay Writing Basics**

Jenkins (2017) has presented fundamentals of writing persuasive essay. They are namely preparation, structure, introduction, body, craft the conclusion and polish up. These are described in detail.

#### **Step 1: Preparation**

- **Choose a topic:** It should be contradictory enough, with more than one point of view possible. Moreover, the author is supposed to select the topic that is dear to their heart to enjoy the process of writing later. Ensure that your topic is something specific. For example, the topics “Does Face book Cause Isolation and How?” or “Are Security Cameras Invading Our Privacy?” are a great choice for those who are searching for something that’s not super broad. Remember, in case the writer stance on the issue can be easily boiled down to a simple “no/yes”, then, the writer won’t have too much talk on the topic. So, it’s better to choose a specific statement to disclose.
- **Choose side:** Now, task is to choose perspective and convince the reader of its legitimacy and logical supremacy as compared to other points of view. For instance, if topic sounds like “Should Citizens Be provided with the Right to Keep Exotic Pets?”The writer has to decide whether it’s their right to keep such animals at home or such pets create a serious danger to other individuals. Make certain that the writer can defend his or her position. In case the writer find it hard to consider any solid defenses against the opponent’s counter arguments, maybe it’s the right moment to re-think the topic you’ve picked.
- **Pick an argument to appeal to human emotions:** Thus; the writer will give his or her audience a chance to connect with what the writer are saying. The reality is that people argue rationally quite rarely, which means that making

them dive emotionally into his or her viewpoint is the amazing way to change their mind. Without a doubt, the writer will have to provide rational arguments in his or her argumentative essay, but things will be tough in case introduce the topic that never arouses any feelings.

- Picture the audience: Which side of the argument are they on? What does the writer presume, will they agree or disagree with writer's perspective, or will they be indifferent or indecisive? Do a thorough research. Find robust evidence that supports position: It might be facts, logical arguments, or statements from experts. Sometimes, inserting fragments of his or her personal experience can be helpful.
- Think about the objections reader might raise: When elaborating a persuasive essay, the writer should try to overrule them with stronger evidence. Anticipate their counter-arguments and rebut them in advance.
- Organize the evidence: the writer should order it in the most persuasive way, usually by presenting the strongest arguments in the end, in order to rid reader of any doubts.

## Step 2: Structure Your Essay

Before start working on essay, the writer should consider drafting its structure first. If he or she is wondering how to write an argumentative essay outline, then it's no different from any other essay outline. Just remember that the body paragraphs should correspond with key arguments. For example, when the writer has a classic 5-paragraph essay, make sure that paragraphs 2, 3, and 4 dwell on an argument each. What's more, consider tackling a possible counterargument in the third paragraph, in order to make the writer's rationale more convincing.

The writer must be aware of not just his or her side of the argument, but also the one of opponent. Acknowledgment of the opposing views is called concession. It allows winning the writer's argument more gracefully by first discovering the common ground with the opponent. Find out what kind of evidence they might use, what data they might operate, or what information they might appeal to. Then refute those with even stronger arguments. The

writer might even mention the actual counter-arguments before confusing them.

### Step 3: Write the Introduction

It is required to make plan about how to write argumentative essay introduction. It is advised that it is good to start opening paragraph with a hook to draw the attention of the reader. Writer can insert a quote here, introduce a curious fact or draw some stats, or construct a vivid situation. Hook is the very first sentence that can help the writer convinces his or her audience. As long as it draws reader in, the writer has done his or her job! For instance, feel free to start his or her persuasive essay on the necessity. This simple statement tells nothing special at all. However, it encourages readers to keep on reading in order to find out why things are like that.

### Step 4: Write the Body

Every 'body' paragraph should be solidly focused on single evidence. Make sure to include references and facts to support each of claims. Use the so-called rule of thumb: every time the writer makes a claim that isn't a typical one for the subject, support it. One of the best ways to cope with it lies in reverse. It should be sure evidence leads to the readers on arguments.

### Step 5: Craft the Conclusion

The main tips for closing argumentative essay are to rephrase thesis statement or summarize main points. Then, to spice it all up, put central statement in the broader context. Let final sentence make the reader wonder, "What's next?" They will surely want to know where they can go from here or how they can make use of their new point of view. A call for action, a recommendation, or just an open question might provide them with a hint.

It is advised that take a day or two off. Let your essay sit and your mind rest. Then, read essay with fresh eyes. Ask yourself if your essay is logical and convincing.

## Step 6: Polish up your Essay

When writer has completed his or her persuasive essay, and the time for an effective revision has come. When he or she revises his or her essay, the writer has to ensure its organization is absolutely appropriate to his or her target audience, the paper context, and the purpose. Remember, the message of his or her essay will be both more controversial and effective if his or her project connects with the target audience, serves the specified purpose as well as explains the intended context to his or her readers. To make sure his or her writing is of the good quality, overlook this step by step guide on how to perform a thorough revision of his or her assignment.

Start by reading project to paragraph after paragraph. Do that out loud to make certain persuasive essay says what have planned to say. Pay due attention to the way the writer use various types of sentences, how he or she chooses the right words for the text as well as how the writer tends to express what's on mind. Do not hesitate to change what feel should be changed. Feel free to switch the sentences location or order, add or erase words and ideas, or fix anything else in a paper structure or its context to make it better and more concise. Use the word counter to ensure essay meets all the college requirements.

Consider the following questions as a part of the revision process:

- Do the introduction, the body, and the concluding part of the essay include a clearly presented main idea with strong facts, explanations or/and details?
- Do you, as the writer, provide a consistent viewpoint, focus, and organizational outline, including the proper paragraphing?
- Have you successfully proved a clear understanding of the core purpose?
- Did you use various types of sentences?
- Does your content include any language errors – spelling, punctuation or grammar ones?
- Have you removed every error that wouldn't let your audience understand the text?

Summing it up, the “how to write argumentative essay effectively” formula is simple: present point of view on a controversial topic, support arguments with strong evidence, and always keep opponents in mind.

## **2.2 Review of Empirical Literature**

As a researcher, I went through the overall information related subject and other past studies. Some research studies and studies related to my research studies are reviewed as following:

Aryal (2009) conducted research entitled ‘Teachers' Professional Development: Participants in Research’. The main objective of his study was to find out the involvement of teachers in research for their development. He conducted his study using random sampling method. In his study, he found that participants in collaborative research had a positive impact on the professional development in-service teachers by broadening their perceptions of research, helping them to recognize the value of collaboration, and encouraging them to implement new institutional practices

Rawal (2004) carried out a research study entitled "The Effectiveness of Drill Technique in Teaching Passivization". The objective of the study was to find out the effectiveness of drill technique in teaching passivization, drill technique more effective than other techniques included in the textbook.

Sah (2011) carried out a research on ‘Effectiveness of Active Learning Strategy for Developing Critical Thinking’ with the aim to find out the effectiveness of active learning strategy. The subjects for this study were was thirty two selected students of B.Ed. first year from Sanothimi Campus, Kathmandu. The data were collected through primary source, the written tests, and from books, journals, internet surfing and so on. It was found active learning strategies seem to be effective in promoting reading skills.

Pandey, (2017) conducted a research on, "Multilingual Writers Perceptions". The research questions include: what are Nepalese students’ attitudes toward

using their L1 in a first-year composition class in the U.S. A case study research design was adopted to shed light on the lived experiences of multilingual writers in U.S. University writing programs.

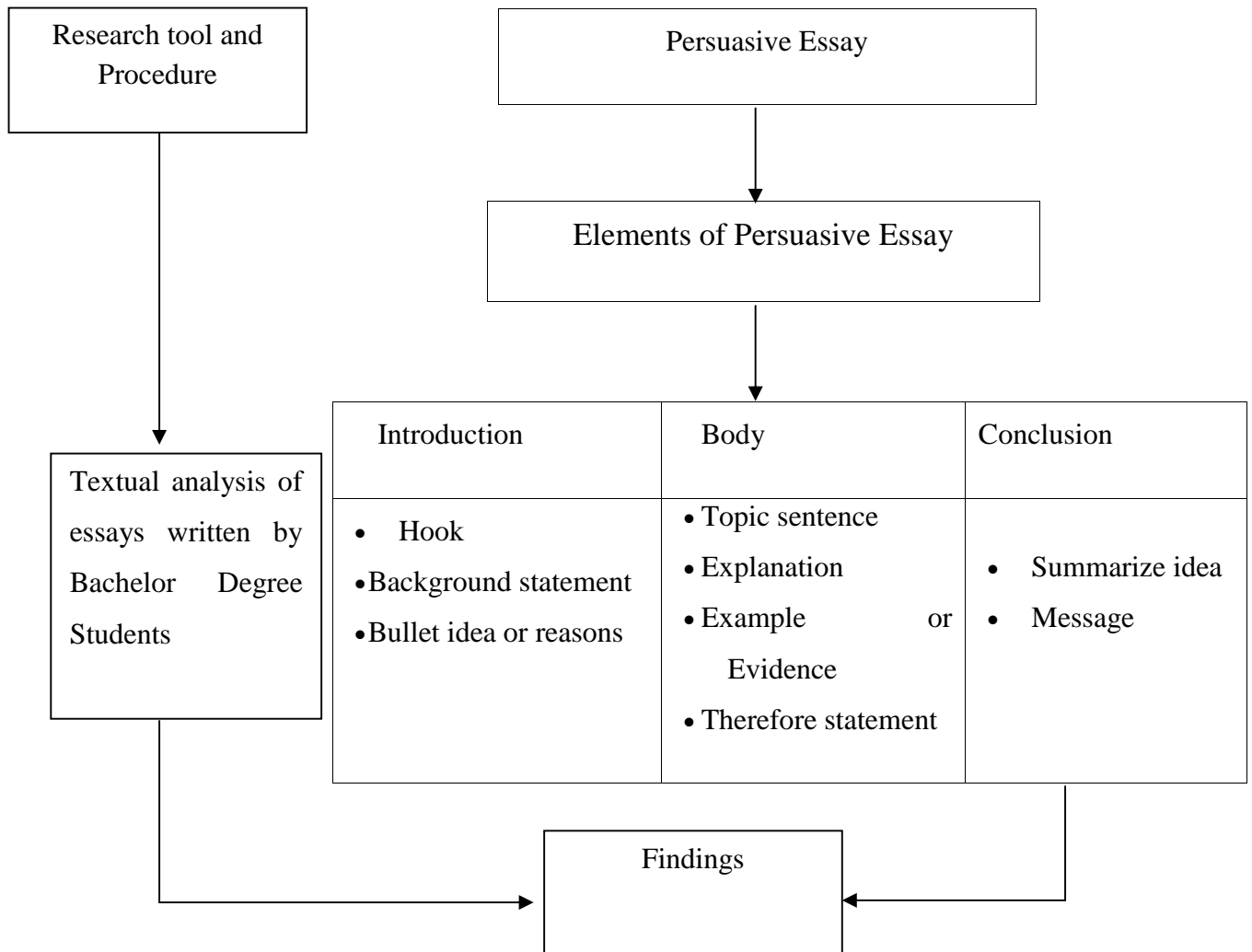
Sapkota (2009) carried out a research on 'Effectiveness of Jigsaw Reading in Developing Reading Comprehension'. The students in grade eight of Shree Ganesh Himal Secondary School of Kathmandu district were the primary source of this study. The population of study was sixty six two students. The school as well as the class was selected by using non-random, judgmental sampling procedure. The researcher divided the students into two groups using systematic random sampling procedure. A test paper was used as a tool for data collection. The study showed that Jigsaw teaching was relatively better and more effective than non-jigsaw (conventional) teaching technique

### **2.3 Implication of the Review for Study**

The knowledge of writing an essay is very important in academic sectors for different purposes. Some research works have been conducted in this area, but numerous research works have been carried out internationally. My related literature review works were very much helpful for my study. The reviewed works helped me to broaden the horizon of my knowledge of the research problem. While reviewing the related literature, I got some genuine ideas and concepts on the basis of which I could develop a conceptual framework of research. They provided me with theoretical background for my study which helped to develop my theoretical ideas and to broaden my knowledge related to structures, principles, purpose and so on of writing an essay. The research work carried out by Pandey, (2017) helped me to know the L1 interference in writing. "The Effectiveness of Drill Technique in Teaching Passivization" by Rawal (2004) helped me to know the contextual meaning of language. In conclusion, I formed and developed intensive knowledge by means of observing previously conducted studies.

## 2.4 Theoretical/ Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse. The whole study proceeded within this given framework. It is developed after the literature review as discussed above.



## **CHAPTER THREE**

### **METHODS AND PROCEDURE OF THE STUDY**

#### **3.1 Design of the Study**

The researcher had adopted survey method in this study. More specifically it is a proficiency in writing persuasive essays. This method helped the researcher to find out related facts regarding the structures and process used by Bachelor Level learners in writing persuasive essay.

#### **3.2 Sample Population and Sampling Procedure**

As we know that primary and secondary data are very important to draw required information. The study populations for this research were Bachelor First Year Students. The researcher selected 5 campuses on the basis of convenient geographical distance. Similarly, 66 students were the sample population from the selected schools. They were selected on the basis of gender, 20 males and 46 females using convenience sampling strategy.

#### **3.3 Area field of study**

The researcher chose the study area from Bachelor first year students. In this area she has intended to figure out the extent of knowledge of writing persuasive essay.

She carried out this research basing on the population of Bharatpur Metropolitan City, Chitwan, Nepal. She chose bachelor first year students as her study population. She made the 66 students take the test.

#### **3.4 Data collection Tools**

The main tool for the collection was a test item. The researcher prepared a single essay writing question based on elements of opinion essay that is a type of persuasive essay. The essay writing question i.e. the test item is given in appendix A.

### **3.5 Data Collection Procedure**

Researcher visited selected campuses to accomplish the task. First, the researcher took permission from selected campuses. Then, she informed the respondents, fixed the time and distributed questions in order to measure their proficiency.

### **3.6 Data Analysis and interpretation Procedure**

The analysis and interpretation of data has been carried out in quantitative way using simple statistical tools like frequency counting and percentage. After collecting the data, firstly, it was edited and coded. Then, it was classified based on the common properties and features. After that, the data was tabulated and classified. Finally, analysis and interpretation were carried out statistically and descriptively.

## **CHARTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This section deals with the analysis and interpretation of the data obtained from the test item. The main purpose of this study was to find out Bachelor level students' proficiency in writing persuasive essays from Bharatpur Metropolitan City, Chitwan, Nepal.

#### **4.1 Analysis of Data and Interpretation of the Results**

After codifying and editing the collected data, I tabulated them, and analysed them using statistical tools like frequency count and percentage. I have also analyzed the interpreted the data below the tables descriptively.

##### **4.1.1 Types of elements using by them in writing persuasive essay**

In this part, a single essay question was asked to the students. The question was related to persuasive essay. The given essay question is in the appendix.

##### **4.1.2 Different elements of introduction paragraph**

Here, 1 essay question was given to the students to solve. In introduction paragraph, students used different elements, particularly hook, background information, and thesis statement.

**Table 1 Different sort of elements using in writing introduction paragraph**

S. N	Elements of introduction paragraph	Total number of student (66)		Total Number of students (66)		Percentage (%)		Percentage (%)	
		No. of using particular element	No. of not using particular element	Appropriate use No. of students	Inappropriate use No. of students	Using particular element	Not using particular element	Appropriate use No. of students	Inappropriate use No. of students
1.	Hook	40	26	29	11	60.6	39.4	43.9	16.7
2.	Back ground information	50	16	16	34	75.7	24.3	32	68
3.	Thesis statement	44	22	22	22	66.7	33.3	50	50

From the given graph, different types of elements are clearly listed out in writing the introduction paragraph of the persuasive essay. The elements of introduction paragraph are: Hook, Background information and Thesis statement. The task has been dealt by 66 students, where hook, background information and thesis statement are respectively used by 40, 50 and 44 students. However, hook is not used by 39.4 % whereas background information is written by 75.7%. But the appropriate use of this element is only 32 % and inappropriate response percentage is the highest among the three elements of introduction i.e. of 68%. On the other hand, thesis statement is used by forty out of total students. The interesting fact is that half of the students used it appropriately and remaining half portion utilized it in the inappropriate manner which is estimated 50% correspondingly.

#### **4.1.3 Elements used in of body paragraph**

Topic sentence, explanation, example, and therefore statement were used by students in writing body paragraph. The statistics related to the use of these elements is presented in table 2.

**Table 2 Elements used in Body paragraph**

S. N	Elements of body paragraph	Total number of student (66)		Total Number of students (66)		Percentage (%)		Percentage (%)	
		No. of using particular element	No. of not using particular element	Appropriate use No. of students	Inappropriate use No. of students	Using Particular element	Not using particular element	Appropriate use No. of students	Inappropriate use No. of students
1.	Topic sentence	46	20	23	23	69.7	30.3	50	50
2.	Explanation	54	12	39	15	81.9	18.1	72.2	27.8
3.	Example	41	25	29	12	62.1	37.9	70.7	29.3
4.	Therefore statement	34	32	19	15	51.5	48.5	55.9	44.1

From table 2, it can be seen that variety of elements of writing body paragraph namely topic sentence, explanation or elaboration, examples or evidence and therefore statement were used by the students. The elements like explanation and example are utilized by 72.2% and 70.7% students respectively. The notable data is that the number of appropriate use of the topic sentence and inappropriate are equal, which is computed 50% in each case. Another interesting fact is that the inappropriate used of explanation and therefore statement are also equal i.e. 15 each. Topic sentence is least appropriately written in comparison to other elements of body paragraph which accounts for 50 % but the most appropriately responded item is explanation that is calculated 27.8 %. Topic sentence, explanation, example and therefore statement are not written by 30.3, 18.1, 37.9, and 48.5% students respectively. The number of appropriately written body paragraph elements are higher than inappropriate uses. But in the case of topic sentence the number is equal.

#### 4.1.4 Elements used in the conclusion paragraph

This section contains information on how students wrote the conclusion paragraph of the essay with summary, recommendation or message.

**Table: 3 Elements used in the conclusion paragraph**

S. N	Elements of conclusion paragraph	Total number of student (66)		Total Number of students (66)		Percentage (%)		Percentage (%)	
		No. of using particular element	No. of not using particular element	Appropriate use No. of students	Inappropriate use No. of students	Using Particular element	Not using particular element	appropriate use No. of students	Inappropriate use No. of students
1.	Summary	55	11	41	14	83.3	16.7	74.5	25.5
2.	Recommendation or message	40	26	30	10	60.6	39.4	75	25

As it can be seen from table 3, it is clearly revealed that the elements of conclusion paragraph such as summarize point, recommendation or message were extensively used. Out of total number of students (66), 55 were using them. Summary and conclusion were used by 55 students utilized by 41 students. But the element is appropriately consumed by 41 students. The percentage of using summary is calculated of 83.3% and appropriate used is of 74.5%. Only 16.7 % students did not write summary in their essays. Another element which is known as recommendation or message is used by forty students whereas twenty six students did not use this element in their essay.

However, one of the remarkably point is that the number of students inappropriate use of these two elements are accounted by around the same percentage 25.5 and 25 respectively.

#### **4.2 Summary of Finding**

After the completion of data interpretation and analysis, the following finds are drawn.

- Different types of elements of essay writing have been used by Bachelor Level Students in Bharatpur territory.
- Students used essay elements like hook, background information, thesis statement, topic sentence, explanation, example, therefore statement, summaries, message etc. in their writing in response the subjective persuasive essay question.
- In the introduction paragraph elements like hook, background information and thesis statement or outline have been properly used by 43.9, 32, and 50 % respectively.
- On the other hand, the percentages of inappropriately used are 16.7, 68, and 50. Among the three elements of introduction paragraph background information is highly mistreated that is accounted 68 % on the other hand, thesis statement is written appropriately by 50%.
- In the body paragraph, elements like topic sentence, explanation, example, and therefore statement are appropriately used by 50, 72.2, 70.7, and 55.9 % respectively.
- The 81.9 % students write the explanation in their essay which is accounted the largest portion among other elements in body paragraph.
- In the conclusion paragraph 83.3 % learners write summary which is the highest percentage among the all elements of essay writing.
- Overall, from the data it is vividly seen that around 48 % learners have weak performance in dealing all elements of essay writing.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

This chapter includes the conclusion derived from the summary and recommendations of the study on policy level, practice level and further research.

#### **5.1 Conclusion of the study**

This research was carried out with the objective of finding out Bachelor Level students' proficiency in writing persuasive essays. How Bachelor Level Nepalese learners of English dealt with the persuasive essay has been studied. Elements of essay for instance, hook, body paragraph, outline or thesis statement, topic sentence, explanation, example, summarizing or message etc. are the study area of this research. So from the tabulated data, it is clearly revealed that approximately 60 % or above learners used the essay elements. However, the percentage of using them appropriately is around the forty. From the information collected through questionnaire or test item it can be predicated that students have not got proper guidance in writing persuasive essay and putting them in practice. Despite the fact that many students using advanced language, they could not do well in task response. There may be several reasons behind not dealing with the question. But majority of the students attempted to clarify their ideas by the examples, which is quite good. Overall, due to lack of appropriate lexis, coherence and cohesion as well as immature task response majority students' were found to be performing weakly.

#### **5.2 Recommendations**

The researcher would like to give the following suggestions on the basis of above finding of the study. The following implications can be drawn.

### **5.2.1 Policy Level**

1. Educationists and policy makers should be conscious about the preparing appropriate materials of writing essay. The elements of persuasive essay should be properly addressed in the curriculum providing sufficient samples essay rather than providing enough theories.
2. Encouraging circumstance should be created by conducting seminar or special training and teachers as well as students must be motivated to participate in the essay writing programs.
3. The concept of task response, coherence and cohesion and contextual use of linking words etc. have to be included practically in the course content.
4. They should follow the cyclic repetition of persuasive essay related exercise in textbooks.

### **5.2.2 Practice Level**

1. Teachers should know how to teach persuasive essay like opinion, discussion and opinion, discussion, cause and effect, advantage and disadvantage etc.
2. Students should be given proper information about the elements of essay that assists them to lead in the process of essay writing.
3. Similarly while teaching essay to poor students who feel hard to deal with persuasive essay, teachers should encourage them bit by bit providing the knowledge of each element which helps to remove confusion as well as vagueness that they realize in writing this sort of essay.

### **5.2.3 Further Research**

This research is only concerned with the using essay elements while writing persuasive essays by Bachelor Level Nepalese students of English, in the Bharatpur territory. This research only studies persuasive essays' elements and does not cover others features of essay writing. So the further researcher can touch others areas of essay writing that this research could not reach. This

essay does not study the types of persuasive essay as well as grammar section while writing essays. Therefore, further research can be done in these areas which this study does not cover. However, this thesis research may be the guideline for others researching on writing persuasive essays.

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## **APPENDIX A**

Q. N.1. Pesticides are used to kill insects on fruits and vegetables. However, research shows that they can be harmful to people and the environment. Do you think pesticides should be banned? Why or why not?