

**PROFICIENCY OF DARAI AND OTHER STUDENTS IN  
FREE WRITING: A COMPARATIVE STUDY**

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

**Submitted by**

**Reema Chapagain**

**Faculty of Education**

**Tribhuvan University**

**Saptagandaki Multiple Campus**

**Bharatpur, Chitwan**

**2016**

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BY: REEMA CHAPAGAIN, THESIS NO: 068**

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## DECLARATION

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

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# **DEDICATION**

**Dedicated to**

**My**

**Parents**

**Who devoted their entire life to make me what I am today.**

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## ABSTRACT

A language is an integrated form of four skills, i.e. listening, speaking, reading and writing. Among them writing is considered as the most difficult one to acquire. Regarding English language teaching, it has been taught in Nepal for over a century. However the high percentage of failure in each district level exam and SLC in English subject shows that most of the students are facing problems in writing. In this context, the researcher was motivated to carry out her study on **Proficiency of Darai and other Students in Free Writing: A Comparative Study**. The main objective of this study was to find out the proficiency of secondary level Darai and other students in free writing in terms of different variables such as punctuation, s-v agreement, articles and proficiency in cohesion and coherence in their writing. For this study, the researcher took the sample of students studying in Grade nine and ten from a public school of Nawalparasi district. The total sample size consisted of forty students. I used survey method to accomplish the study. As the study was related to the proficiency in free writing, I used the test items such as narrative essay, descriptive essay, letter and dialogue writing. The major finding of the study shows that the Darai students are less proficient in writing skill compared to Non-Darai students.

The study has been presented in five chapters; the first chapter consists of general background, statement of problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of the related literature, implications of review of the study and conceptual framework. Chapter three deals with methods and procedures of data collection which includes sources of data, sample population and sampling procedure, tools and process of data collection, and data

analysis and interpretation procedure. Chapter four consists of analysis and interpretation of results, and summary of findings. Likewise the fifth chapter deals with conclusion and recommendations, followed by references and appendices.

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## **LIST OF ABBREVIATIONS**

CUP	:	Cambridge University Press
DEO	:	District Education Office
DoE	:	Department of Education
EFL	:	English as Foreign Language
ESL	:	English as Second Language
Et al.	:	And other
HT	:	Head Teacher
M. Ed.	:	Masters of Education
OUP	:	Oxford University Press
S1	:	Darai Students (codified)
S2	:	Other Students (codified)
SLA	:	Second Language Acquisition
SLL	:	Second Language Learning
T.U.	:	Tribhuvan University

# **CHAPTER ONE**

## **INTRODUCTION**

The current study is on the **Proficiency of Darai and Other Students in Free Writing: A Comparative Study** This section consists of background or the context of the study, objective of the study, statement of the problem, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Language is a means of communication. People use various types of languages. Some languages have spoken form as well as written whereas others exist only in spoken form. Language is a social need that comes into existence after a 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 course 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 are preserved and inherited from generation to generation through language. A language lives as long as there are people who speak it and use it as their native tongue.

#### **1.1.1 The English Language**

Among the several languages, 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 as 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. So English has been taught as ESL/EFL in our country as it is the only international medium of communication.

As regards 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. Writing is one of the most important skills among the four.

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. 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, 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 evaluating 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 program. A Nepalese learner, being a non-native speaker, has to encounter the problems in the process of acquiring the skills in English language and the most serious one is the difficulty in writing. As far as Darai students concerned, most of them are seen to be weak in writing in ESL/EFL classes. So this study deals with their proficiency in free writing in comparison to Non-Darai students.

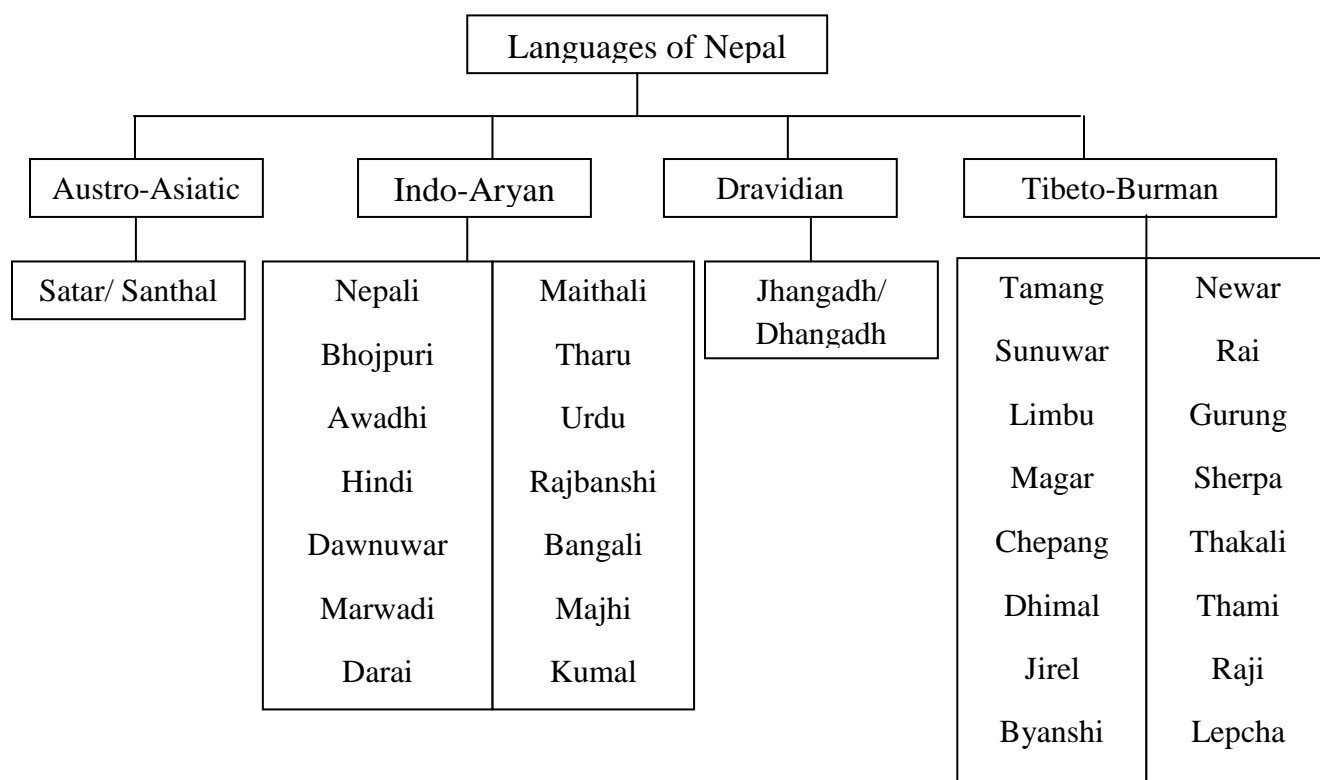
Among the four basic language skills-listening, speaking, reading and writing, this study on the ‘Proficiency of Darai Students and Non-Darai Students in Free Writing: A Comparative Study’ is influenced by various factors such as teaching learning methodologies, techniques, materials and so on. Furthermore, the attitudes of teachers, students and other stakeholders also play 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 his/her thoughts, ideas, knowledge into words in a clear and artistic manner.

### **1.1.2 The Darai Language**

Nepal, as a country of 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, there are at least 125 different ethnic communities or castes and a distribution of over 123 languages are spoken within the country’s present day political boundaries (CBS, 2011). Therefore, Nepal is a multi-lingual and the common home of different dialects. Among them, Darai language is one which is genetically affiliated to the Indo-Aryan family. Darais are one of the marginalized 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 numbers of Darai have been living in the inner Nepal for thousands of years. Most of them live in Chitwan, Gorkha, Nawalparasi, Tanahu, Palpa and Dhading districts area of western and central Nepal (Bhatta, 2014). They are Mongolian stock with short structure depress nasal ruts and they have stumpy nose. The main occupation of Darai is farming. They are famous for handicrafts and fishing as well. They worship natural things as god and goddess. So they believe that their religion is naturalism (Prakritipujak, Darai, 1998).

According to Bhatta(2014), the location of the Darai language in its family group is shown in the following table:

## Darai Language in the Family Group



### 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 and implementation or classroom instruction level. English language teaching at the school level does have a miserable condition yet.

Among the several problems, the inadequacy of reading material is the one. 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 affects the proficiency of students. Due to the lack of 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. So the scarcity

of sufficient useful materials is one of the important topics to deal with. At the same time, most of the teachers in Nepal are still unaware of using Curriculum, Syllabus, and Teacher's Guide for teaching learning activities. Therefore most of the ESL/EFL teachers go to the class not to meet the objectives defined by the curriculum but to complete the content given in books. This is because all the English teachers are not trained for teaching English in secondary level.

Regarding teaching writing, The weightage given to writing in the present syllabus of English for lower secondary level and 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 and SLC show a high percentage of failure in English subject, which has questioned the English language teaching /learning itself. The reason of this massive failure is not only the poor writing habit in the learners but also the negligence in teaching 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 is trying to deal with the problems faced by the students in case of proficiency in writing.

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

This study was carried out with the following objectives:

1. To find out the proficiency of Darai students in terms of mechanics of writing, grammatical accuracy, vocabulary, and cohesion and coherence.
2. To compare Darai students' proficiency in free writing with other students.
3. To recommend some pedagogical implications.

## **1.4 Research Questions**

The clear objectives need to be structured that leads the researcher to undertake the study systematically in order to carry out the research. Research questions' designs are mostly based on the objectives 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:

1. What is the proficiency level of Darai students in writing skill?
2. How does the proficiency of Darai students differ to that of Non-Darai in writing?

## **1.5 Significance of the Study**

The present study 'Proficiency of Darai Students and Other Students in Free Writing: A Comparative Study' tries to explore and compare the writing proficiency of the Darai and Non-Darai students in English language. This study is very significant in the sense that it helps the teachers to identify the area of problems in writing of the students. In other words, this study provides the information about the challenges faced by the students while writing. It is important for the teachers of English for teaching writing effectively in multi-dimensional classroom.

New findings, ideas, ways, are beneficial for the respective field. In this regard, this study is significant for the ESL/EFL teacher's activities in the classroom, their ways of teaching strategies etc. This study supports to curriculum designers, textbook writers and policy makers to reformulate the writing tasks and exercises for the better proficiency of the students. Similarly it is also important for the researchers who are interested on Darai students.

To be more specific, this study is beneficial for the students, teachers, text-book writers and all the persons who are directly or indirectly involved in the field of teaching especially in ELT.

## 1.6 Delimitations of the Study

The study has following delimitations:

- i. This study was only limited to secondary level students.
- ii. This study was limited to 40 students (20 Darai and 20 Non-Darai ) from a secondary school of Nawalparasi district.
- iii. This study was only delimited to writing skill.
- iv. This study was limited to survey research as a tool for data collection.
- v. The area of study was limited to a secondary school of Gaidakot Municipality in Nawalparasi District.

## 1.7 Operational Definition of the Key Terms

**Proficiency:** Able to do something well because of training and practice.

**Mechanics:** Aspects of writing such as capitalization, spelling and punctuation.

**Score:** Obtained marks by the students on the test conducted by the researcher.

**Achievement:** The obtained score of the students on the test.

**Composition:** The different parts which something is made of or way in which different parts are organized.

**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.

**Darai:** An ethnic group of Nepal.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

A literature review is an account of what has been published on a topic by accredited scholars and researchers. A literature review is a description of a literature relevant to a particular field or topic and 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. It gives an overview of what has been said, who the key writers are, what are prevailing theories and hypothesis, what questions are being asked and what methods and methodologies are appropriate and useful. Literature review for this study involves both theoretical and empirical literature review which is reviewed below:

#### **2.1 Review of 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. 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 Nepal and in the foreign countries.

##### **2.1.1 Language Skills**

Language can be used in its all modes and manners, and these modes and manners 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.

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.”

Among the above mentioned skills, listening and reading fall under the category of receptive skills while speaking and writing are productive skills. However, we do not have any hard and fast rule on the distinction between the receptive and productive skills because at times receptive skills tend to be productive and vice-versa.

Verghes (ibid) further discusses the distinction between speaking and writing, and says that writing is different from speaking in that aims at compactness and prevision 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.

Harmer (1991, p. 16) says,

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 competent 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 listening, speaking, reading and writing.

From the above definitions, we can say that four language skills, i.e. listening, speaking, reading and writing (LSRW) are integrated not only while learning and in classroom situations but also in real life situations. Similarly among the four basic language skills, writing is the most difficult to acquire.

### **2.1.2 Writing Skill**

A skill means to do something expertly and well. Writing is one of the most important skills. Rivers (1968) states "In its simplest form writing can be the

act of putting down in conventional graphic form writing which has been spoken. This act involves nothing more than correct association of conventional graphic symbols.”

According to Widdowson (1978, p. 62), one way of describing writing is 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.

From the above definitions, we can conclude that writing is expressive skill because we encode meaning by means of certain graphic or visual symbols. It is productive skill in the sense that it manipulates the mechanics, letters and structures into the sensible way of transferring 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 skill like speaking. Writing skills are specific capabilities which help the writer put his/her thoughts, ideas and knowledge into words in an effective, clear, comprehensible and at times in a unique or artistic manner.

### **2.1.3 Approaches to Teaching Writing**

According to Shrestha (2016, p.44) there are two approaches that can be used while teaching writing skill. They are as follows:

#### **i) Process 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 favors 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.

## **ii. Product Approach**

Product writing approach to teaching writing focuses on the end product which is full, final and finished. It believes that imitation, copying, transferring are the activities those lead to the 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 whereas 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 used the process approach to teaching in her study. That led 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 phonological items or 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 in which the learners learn not only the mechanics of writing and structuring rules but also the significance of using a word, a phrase of a sentence in the overall context of the entire written script. This stage is ultimate stage which is widely used in social services. The learners have to learn to write correct sentences to be able to design, classify and organize a description of the subject matter.

However according to Rivers (1968, p. 245) there are five stages of writing. They are discussed below:

**a. Copying**

This stage is also known as the stage of transcription. In this stage, the learners become familiar with different aspects of language. According to Rivers (1968), as the student is copying, he/she should repeat to himself/herself what he/she is writing. In this way learner depends on the impression in his mind of the sounds, the symbols represent and he/she has further repetition practices of basic dialogue of pattern sentences. When a learner continues the copying activities, he/she learns the script of the target language, the orthographic rules and syntactic rules roughly.

**b. Reproduction**

In reproduction stage, the learner attempts to write without originality what he/she has learned orally and read in his/her textbooks. If the learner has been trained in the habit of accuracy during the copying stages; he/she becomes able to practise different sentences in reproduction stage. It helps to reinforce spelling and sentence structures. The method of dictating to the learner is effective for reproducing sentences. Further, the teacher emphasizes on writing and describing a picture or showing something. For it, the learner should understand the meaning of sentences.

**c. Recombination**

In this stage, the learners are required to produce learned work with minor adaptation. The writing practice may take a number of forms, e.g. using substitution table to form words, phrases and sentences, and transforming sentences and so on. It is a more appropriate way because learners rebuild experiences and ideas of writing. It is necessary to manipulate grammatical structure. Dictation is also a very fruitful method for recombining the ideas.

**d. Guided Writing**

In this stage, the learners develop their writing skill more than the above ones. Now, the learners are given some freedom in selection

of lexical items and structural patterns for their written exercises. But they have to follow the given suggestions regarding the content. At this stage, the learners are given different types of exercises such as completion, replacement, expansion or summarizing on elaborating some topics. They can use their ideas partially. But the learner in this stage is not semantically free because s/he should follow the guidelines frame.

#### **e. Free Writing**

Writing free composition is a complex activity. It requires the variety of skills. It involves the production and arrangement of written sentences in an appropriate way. At this stage, the learners know how to select the appropriate vocabulary and structure to express their ideas in a meaningful way. They can express their ideas freely in this stage.

Among the above mentioned stages of writing, two forms of writing; guided writing and free composition are very useful for the students of secondary level. They measure proficiency of English language writing. Thus, if the learners are carefully guided through all these stages, they can get mastered in the writing skill.

### **2.1.5 The Essential Characteristics of Good Writing**

Richards et al. (1985) says that writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence, structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. But making a simple and clear writing is difficult from the syntactic and semantic point of views. It needs good imagination and logical sequence of thoughts.

According Richards et al. (1985), some essential characteristics of good writing are as follows:

**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 “dead words” 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 inflects no unnecessary pin, a lawyer takes no any unnecessary risk; likewise it is the responsibility of a writer to inflect no unnecessary words on readers. 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.

**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 writing does not come naturally. It requires patient and majestic meditation. 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 favor of clarity in writing. Good writing should not add to the complication. 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.

#### **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 of writing enables the writer to maintain a uniform standard from the beginnings to the end.

#### **e) Free From Errors**

Writing is a permanent record of one's thoughts, feelings and ideas. It should be accurate or 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 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 secondary level students. They should have the ability to write clear, economic, continuous and simple error free sentences.

### **2.1.6 Components of Writing**

According to Kaphle (2008), writing is not a single skill but the combination of the following components:

- i) Mechanics
- ii) Coherence
- iii) Cohesion
- iv) Orthographic and Para-orthographic text

#### **2.1.6.1 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 judgmental 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) say “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.

##### **b) Spelling**

The achievement of correct, exact and effective communication through writing is by the correct spelling of individual words.

Misspelled words make the written script difficult to comprehend

and account for the largest member of writing errors. The English system is full of irregularities though there are some rules. Let us see one rule.

e.g.-

One syllable words ending in a short vowel followed by a single consonant and two syllable words that have the accent on the second one, and in case of double the final consonant.

e.g.	run	running
	stop	stopped

### c) Punctuation

Punctuation is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear. The proper uses of punctuation marks help the writer organize written language and clarify relation between words, phrases and clauses. The different punctuation marks are used for different purposes. Carter and McCarthy (2008, p. 88) write common punctuation marks: symbols and typographic conventions as follows:

- a) Comma ( , )
- b) Full stop ( . )
- c) Question Mark ( ? )
- d) Exclamation Mark ( ! )
- e) Colon ( : )
- f) Semi colon ( ; )
- g) Dash ( - )
- h) Parenthesis ( )
- i) Double quotes ( “...” )
- j) Hyphen ( - )
- k) Apostrophe ( ’ )
- l) Single quotes ( ‘...’ )
- m) Asterisk ( \* )
- n) At(in email add) ( @ )

o) Forward Slash	( / )
p) Backslash	( \ )
q) Percent	( % )
r) Open bracket	(
s) Close bracket	)
t) Square brackets	[ ]
u) Chain brackets	{ }
v) Underline	<u>Nepal</u>
w) Bold	<b>Nepal</b>
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 items.

#### **d) Grammatical Items**

There are different areas of grammatical items. The areas are article, preposition, tense, subject- verb agreement in the sentences and so on.

**Articles** are a kind of determiners and are classified as definite and indefinite.

Articles are normally followed by a noun or noun phrase.

E.g.

. I met a European boy yesterday.

. He is an M.Ed. student.

. Mt. Everest is the Highest mountain in the world.

**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, and it) takes singular verb (is, was, has, goes).
- b) The plural subject (we, you, they, girls) takes plural verb (are, were, have, go).
- c) Both (singular and plural) subjects come with- did, had, can, would, will, may, etc.
- d) 'I' sometimes comes with singular verbs and sometimes with plural.

### **2.1.6.2 Coherence**

Random collection of a sentence is not writing. In other words, any combination of sentences to be a text or paragraph, the combination should be coherent. Coherence refers to the semantic relationship between sentence and utterance in a text or discourse. This relationship is based on the speaker's shared knowledge in a spoken discourse. But in written discourse, the meaning relationship between topic sentence and its supporting details of a paragraph or text reflect coherence. (Kaphle, 2008)

e.g.

A: May I meet her now?

B: Sorry, she is not here now.

There is coherence in above mentioned conversation because both 'A' and 'B' know who 'she' is.

Any written paragraph or a text to be coherent, it should have a series of sentences that develop a main idea.

### **2.1.6.3 Cohesion**

Cohesion refers to the grammatical or lexical relationship between different elements/sentences in a text. Any combination of sentences to be a text there

should be grammatical relationship between sentences. Cohesion also refers to the relationship between different parts of sentences. The proper use of cataphora and anaphora makes a piece of writing cohesive. (Kaphle, 2008)

e.g.-

A: Where are pandas found?

B: They are found in China.

In the above conversation, there is link between pandas and they.

#### **2.1.6.4 Orthographic and Para-orthographic Text**

Orthographic refers to spelling system in general. But specifically, it refers to correct or standard spelling. Orthographic text refers to the text in general where there is no use of any chart, picture, table etc which are the features of Para-orthographic text. (Kaphle, 2008)

From the above discussion we can conclude that 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, hyphen etc. help the writer organize written language.

## **2.2 Review of Empirical Literature**

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

Kaphle (2008) conducted a research on “English Language Writing Proficiency of Grade Eight Students”. The main objectives of his research work were to; find out the writing proficiency of grade students in Chitwan and compare writing proficiency of private vs. public schools, and boys vs. girls. He found that majority of the public school students had low proficiency in writing in comparison to the private school students. Similarly the boys were found to be more proficient than the girls. According to his research work, most of the students in Chitwan had low proficiency in English language writing.

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’ proficiency in letter writing and compare students’ proficiency in terms of gender. She adopted judgmental non-random sampling procedure in order to select relevant number of population. She prepared the test on the basis of texts given; in the English textbook of grade IX. 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. He adapted purposive judgmental 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, subject-verb agreement, and preposition many sentences often become totally meaningless.

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 judgmental sampling procedure in order to select relevant number of population. He used the test items which contain description that gives logic and essay. He derived the finding and concluded that process writing is difficult in implementation but it is important and need to apply in the class because the finding showed that within three week of time the students increased their proficiency from overall average 22 marks to 29 out of 50 and from 44 percent to overall average of 58. 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.

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 (judgmental) non-random sampling procedure in order to select the required number of students. The test items included different types of essays, i.e. descriptive, narrative and argumentative for assessing their proficiency in free writing and concluded that 50 percent of students were found above average and 50 percent 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.

Bhatta (2014) carried out a research entitled “Proficiency of Darai Students in Free Writing.” The objective of her study was to find out the proficiency of lower secondary level Darai students in free writing. She was sampling population from lower secondary level students of Gorkha district. She used survey research to elicit the required data of the study. The findings of her research works were that most of the students were poor in grammatical accuracy, punctuation marks and organization of the sentence. So they had low proficiency in free writing.

### **2.3 Implication for the Study**

Out of six different studies reviewed which were in the proficiency of writing; I found many ideas helpful to my study. After reviewing these works the researcher has got lots of ideas regarding the proficiency of writing. From the above mentioned researches I got to know that writing is less flexible skill than other three skills. So the ESL/EFL students are likely to commit more errors in this skill. The above mentioned researchers conclude that English has been taught/ learnt in Nepal for over a century. However the students are facing the

problem in writing (especially in free writing) due to the lack of proficiency in mechanics of writing, grammatical item and vocabulary.

The above mentioned sources helped me to bring clarity and focus on research problem, improve methodology and contextualize the findings. They also helped me while collecting data from different sources. Similarly, I was benefitted to analyze the data and find out the appropriate findings by studying their research.

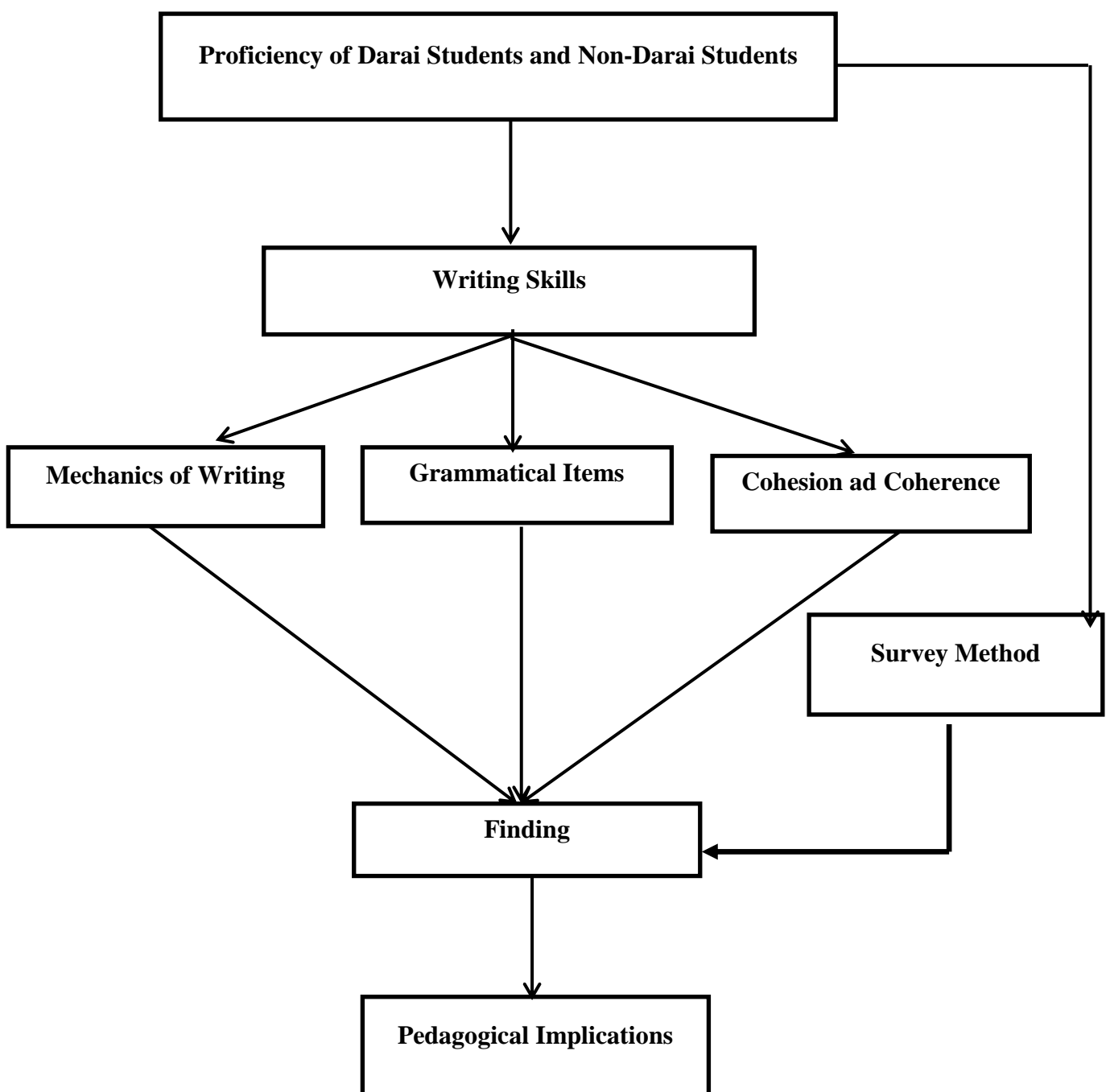
Though the research works mentioned above are related to writing proficiency in different criteria, none of them have been carried out on writing proficiency of Darai and Non-Darai students of secondary school in Nawalparasi.

Therefore my study is new in the field of English education especially in the Department of English Education Saptagandaki Multiple College and this work is new to attempt in the exploration of above mentioned untouched areas.

## 2.4 Conceptual Framework

Through the review of related literature mentioned in the previous section, the researcher is curious enough to carry out the study to investigate the proficiency of Darai and other students. With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher has conceptualized the following framework:

### Conceptual Framework



# **CHAPTER THREE**

## **METHODS AND PROCEDURES OF THE STUDY**

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

Survey research was used to complete this study. In this research, I visited the determined field/area to find out existing data. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole. In this regard, various scholars have put their unique views forward. According to Cohen and Manion (1985) “Surveys are most commonly used descriptive methods in educational research, and may vary in scope from large scale governmental investigations to small-scale studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of condition, attitudes and/or events at a single point of time. Similarly, Nunan (1992, p.140) states “Surveys are widely used for collecting data in most of social inquiry from politics to sociology, from educational to linguistics.”

This study is also of survey type because of the following reasons:

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

### **3.2 Sample Population and Sampling Procedure of the Study**

The researcher selected 40 secondary level students from a school as the sample population. Among them 20 were Darai and 20 other students. She made random selection of the students. The school was selected purposively.

### **3.3 Study Area/Field**

The researcher selected a secondary school in Gaidakot Nawalparasi and population consisting of secondary level students. The school was selected on the basis of her accessibility. Language proficiency of students (Darai and Non-Darai) is the area of topic. More specifically it is related to the writing proficiency of Darai and Non- Darai students.

### **3.4 Tools for Data Collection**

In the process of research, the researcher prepared four test items focused on writing skill which included descriptions, dialogue writing, Narrative writing and letter writing. Total marks for measuring the test items were 50. Among them descriptive writing and dialogue writing carried 20 full marks,i.e.10 for each whereas narrative writing and letter writing carried 30 full marks, i.e.15 for each.

### **3.5 Process of Data Collection**

The researcher prepared test items as a tool for the collection of data. Then she visited the selected secondary school. After getting permission from the concerned authorities, she contacted the students and established rapport with them. After the determination of schedule, the researcher conducted the proficiency test on writing skill of secondary level Darai students and Non-Darai students. After the test, she collected all the responses and marked on answer sheet.

### **3.6 Procedure of Data Analysis**

Being a survey research, it has the characteristics of both qualitative and quantitative research. In this study, the proficiency of the students in writing skill was analyzed both statistically and descriptively for the fair and accurate analysis and interpretation of collected data. Simple statistical tools such as measures of frequency and average were used to record, analyze and interpret the data. The response of each student was analyzed in terms of various aspects of writing skill such as grammatical items, punctuation, coherence and cohesion.

## **CHAPTER FOUR**

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

This chapter deals with the analysis and interpretation of data. The scores of the students were analyzed and interpreted towards the 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 average.

#### **4.1 Analysis and Interpretation**

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

##### **4.1.1 Analysis and Interpretation of the Total Proficiency**

Proficiency of the Darai and Non-Darai students was measured on the basis of various variables such as punctuation, subject verb agreement, article and organization.

##### **4.1.1.1 Status of Proficiency in Punctuation of the Students**

Punctuation is one of the important aspects or mechanics of writing. Students' proficiency in their writing especially on punctuation was classified into three categories as omission, wrong use and correct use. In this regard, the punctuation on writing of all the students is tabulated holistically as follows:

**Table 1**  
**Status of Proficiency in Punctuation**

Punctuation Type	Omission in Average		Wrong Use in Average		Correct Use in Average	
	Darai	Non-Darai	Darai	Non-Darai	Darai	Non-Darai
a)Comma(,)	5	4	4	2	4	6
b)Full Stop(.)	9	10	11	5	26	50
c)Question Mark(?)	2	1	5	3	3	2
d)Exclamation(!)	1	1	6	4	4	7
e)Colon(;)	5	2	3	3	3	4
f)Dash(-)	2	2	2	2	3	5
g)Hyphen(-)	2	1	4	3	4	4
h)Apostrophe (')	5	1	7	1	1	3
i)Single quotes('...')	3	3	3	1	1	4
j)Underline(_)	2	2	3	2	4	3
k)Bold( <b>B</b> )	2	1	4	1	3	6
<b>Total in Average</b>	<b>38</b>	<b>28</b>	<b>52</b>	<b>27</b>	<b>56</b>	<b>94</b>

Table 1 shows the relative position of Darai and Non- Darai students in case of punctuation with respect to three categories as omission, wrong use and correct use. According to the table the total number of punctuation marks omitted by the Darai students was 38 in average. In contrast, the Non- Darai students omitted 28 punctuation marks in their writing. Similarly there were 52 wrong uses of punctuation marks by Darai students but Non- Darai students used 27 punctuation marks in a wrong way. Darai students used 56 punctuation marks correctly in average. At the same time Non –Darai used 94 of them correctly in

average. Among 11 categories of punctuation, full stop, apostrophe, question marks and apostrophe were to be found wrongly used in comparison to the other categories. Likewise the correct use was mainly found on dash, colon, single quote and underline respectively. For example:

**S1:**

Our school head teacher name is narayan Poudel. our school is near highway the highway name is (Mahendra Highway). In my school there are (17)rooms offices(2) a water tap.

**S2:**

My school name is Shree Narayani Secondary school\_This school located in Nawalparasi district. Our school head teacher is Narayan Poudel we have a big ground seventeen rooms and computer lab in my school. Our teachers teach us understoodly.

#### **4.1.1.2 Status of Proficiency in Grammatical Items**

Grammatical items are base for writing any meaningful sentences. So the writing proficiency of the students was analyzed in terms of sub-verb agreement and articles. The analysis is presented below:

##### **A. Subject Verb Agreement**

The writing proficiency of 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 verbs. The analysis is presented as follows:

##### **i. Main Verb Agreement**

The proficiency of main verb agreement is tabulated below:

**Table 2**  
**Main Verb Agreement**

S.N.	Tasks	Wrong Use in Average		Omission in Average	
		Darai	Non Darai	Darai	Non Darai
1	Descriptive essay	5	3	3	4
2	Dialogue	2	2	3	2
3	Narrative Essay	7	4	5	3
4	Letter Writing	5	2	4	1
<b>Total in Average</b>		<b>19</b>	<b>11</b>	<b>15</b>	<b>10</b>

Table 2 shows the wrong use and omission of main verb in writing. It shows that Darai students made 19 wrong uses of main verb in average. On the other hand, non –Darai students made only 11 wrong uses of main verbs. Similarly Darai students omitted 15 main verbs while writing but Non- Darai omitted only 10 main verbs while writing. The students made the wrong use of main verbs in narrative writing the most. The number of wrong use and omission of main verb in narrative writing was 7 and 5 respectively. In contrast, the students were found to be better in using main verb while dialogue writing. The number of wrong use and omission of main verb in dialogue writing was 2 and 3 respectively. For example:

**S1:**

I get your letter yesterday. Many Hindu people celebrated Holi Holi is play with colorful powder. In Holi many people white dress.

**S2:**

Accident is that we didn't know. This action happen whenever. In the accident two girls slowly walking on the road and collided with a micro bus.

## ii. Do Verb Agreement

The students' proficiency in do verb agreement is presented in following table.

**Table 3**  
**Do Verb Agreement**

S.N.	Tasks	Wrong Use in Average		Omission in Average	
		Darai	Non Darai	Darai	Non Darai
1	Descriptive essay	4	5	1	1
2	Dialogue	2	1	2	1
3	Narrative Essay	5	3	4	3
4	Letter Writing	4	1	4	3
<b>Total in Average</b>		<b>15</b>	<b>10</b>	<b>11</b>	<b>8</b>

Table 3 shows that Darai students were weaker than other students while using do verb in writing. According to the table they made 15 wrong uses of do verbs in total but other students made only 10 wrong uses of do verbs. Similarly the total number of omitted do verbs by Darai students was 11. On the other hands other students omitted only 8 do verbs while writing. The table shows that the Darai made more mistakes in writing in narrative comparison to other forms of writing. The total wrong use of do verbs in narrative writing was found to be 5 and the total number of omitted do verbs were 4. In contrast, they made least mistake in dialogue writing. The total number of wrong use and omission of do verb in dialogue writing were 2 and 2 respectively. For example:

**S1:**

We did have a big ground but not have water in toilets. Our teacher's does hard work to us.

**S2:**

Our head teacher is devoted to school. He did developed so many things in school. As our school is Nepali Medium school we not have problem in Nepali but in English.

### **iii. Have Verb Agreement**

The students' proficiency in have verb agreement is presented in following table.

**Table 4**  
**Have Verb Agreement**

S.N.	Tasks	Wrong Use in Average		Omission in Average	
		Darai	Non Darai	Darai	Non Darai
1	Descriptive essay	8	4	6	4
2	Dialogue	3	1	3	1
3	Narrative Essay	6	6	4	2
4	Letter Writing	4	3	3	3
<b>Total in Average</b>		<b>21</b>	<b>14</b>	<b>16</b>	<b>10</b>

Table 4 shows that total numbers of errors and omissions of have verb made by Darai students were 21 and 16 whereas the other students made 14 wrong uses and 10 omission of have verbs. Among the four categories the maximum error was found on descriptive writing in comparison to other categories of free writing whereas the minimum errors of using have verb was found in dialogue writing. For example:

**S1:**

They have walk in their side. They have a bus hit them Gudiya was serious but Ashma a pain her back.

**S2:**

This festival have celebrated for five days. In Tihar we delicious food to eat.

#### **iv. Subject Verb Agreement in relation to other Auxiliaries**

The students' proficiency on subject verb agreement in relation to other auxiliaries is presented in the following table:

**Table 5**

#### **Subject Verb Agreement in relation to other Auxiliaries**

S.N.	Tasks	Wrong Use in Average		Omission in Average	
		Darai	Non Darai	Darai	Non Darai
1	Descriptive essay	4	2	4	3
2	Dialogue	2	2	3	1
3	Narrative Essay	5	3	5	3
4	Letter Writing	4	2	5	1
<b>Total in Average</b>		<b>15</b>	<b>9</b>	<b>16</b>	<b>8</b>

Table 5 shows that Darai students used 15 auxiliaries in a wrong way whereas total omission of auxiliaries was 16. On the other hand, Non-Darai students used 9 auxiliaries in a wrong way and total omission made by them was 8. The table shows that the Darais committed maximum error on narrative writing and minimum errors on dialogue writing. For example:

**S1:**

the accident eye witnessed a bus accident which is happen near Muglin. In the accident 16 people were died and 14 was injured.

**S2:**

The girl going to school with her friend. One is serious and another is normal.  
Two girls is injured.

### **B. Status of Proficiency of Articles**

The writing skill of students was also analyzed on the basis of proficiency in the use of articles. The analysis is presented in the following table:

**Table 6**

#### **Articles**

S.N.	Tasks	Wrong Use in Average		Omission in Average	
		Darai	Non Darai	Darai	Non Darai
1	Descriptive essay	3	3	4	3
2	Dialogue	2	1	2	1
3	Narrative Essay	5	2	3	3
4	Letter Writing	4	3	3	2
<b>Total in Average</b>		<b>14</b>	<b>9</b>	<b>12</b>	<b>9</b>

Table 6 shows that Darai students made 14 wrong uses of articles whereas they omitted 12 articles in writing. On the other hand, the other students made 9 wrong uses of articles and they omitted 9 articles. Among the four categories, Darais made more errors in narrative writing and less errors in dialogue writing in terms of articles. For example:

**S1:**

Tihar have five days. First day is crow Tihar and last days is Bhaitika. In Tihar we play a Deusihailo.

**S2:**

In a first day people put jamara in their houses. In the temple a Goddess Durga is worshipped. In Dashain an elders give blessings to youngsters.

#### **4.1.1.3 Status of Proficiency in Cohesion and Coherence.**

Cohesion and coherence are important aspects to be a good writing. The presentation and analysis of the cohesion and coherence is given below in the sub topics.

#### **A. Cohesion**

The responses of the students were analyzed as in the table given below:

**Table 7**

#### **Cohesion**

S.N.	Tasks	Wrong Expressions in Average			
		Lexical Cohesion		Grammatical Cohesion	
		Darai	Non Darai	Darai	Non Darai
1	Descriptive essay	2	1	0	1
2	Dialogue	1	1	1	0
3	Narrative Essay	4	3	3	3
4	Letter Writing	2	2	2	1
<b>Total in Average</b>		9	7	6	5

Table 7 shows that Darai students made more mistakes in cohesion than the Non-Darai students. The total mistakes of Darai students in Lexical Cohesion was 9 whereas the other students made 7 mistakes in average. Similarly Darais

made 6 mistakes in Grammatical Cohesion but the other students made only 5 mistakes in average. For example:

**S1:**

Teachers are all kind and loving. Narayan Poudel is our Head teacher. He loves all the students . All the students are afraid him He beats the students.

**S2:**

The name of my school is Shree Narayani Secondary School. We have well qualified teachers. They are devoted to the students. I think the teachers and students are not worried about education.

## **B. Coherence**

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

**Table 8**  
**Coherence**

S.N.	Tasks	Wrong Expressions in Average			
		Chronological Order		Spatial Order	
		Darai	Non Darai	Darai	Non Darai
1	Descriptive essay	3	2	0	0
2	Dialogue	2	1	1	1
3	Narrative Essay	4	3	3	2
4	Letter Writing	5	3	2	1
<b>Total in Average</b>		<b>14</b>	<b>9</b>	<b>6</b>	<b>4</b>

Table 8 shows that Darai students made more mistakes in coherence than the Non Darai students. Darai students made 14 mistakes in chronological order whereas Non Darai students made only 9 mistakes in average. For example:

**S1:**

In Nepal we celebrated different festivals among them Dasha in is one. It is celebrated as the victory of God (Durga) on the evil (Mahisasur). It falls on the month of September. We put on tika with the elders and eat delicious food. Ram was able to get Goddess. Durga satisfy with him worshipping her.

**S2:**

I am happy. Nepal observes many festivals. Dashain is one of them. Generally celebrated on the month of October. It is observed for 15 days. The last day is Dashami and called BadaDashain.

## **4.2 Summary of Findings**

The results of this study are mentioned below:

- a. The study found out that the majority of Darai students' writing skills in comparison to other students were weak on punctuation, grammatical accuracy, vocabulary and organization.
- b. It was identified that majority of the students had low proficiency in writing particularly on punctuation marks. The total wrong use of punctuation by Darai students was 49 in average and total omitted numbers of punctuation were 38 in average. On the other hand, the wrong use of punctuation marks by other students (Non-Darai) was 25 in average and the total omitted number of punctuation was 26. It shows the majority of the Darai students have low proficiency in punctuation marks.
- c. Students' proficiency was measured regarding subject verb agreement. It was further analyzed in terms of main verb agreement, do verb agreement, have verb agreement and s-v agreement in terms of other auxiliaries. In this case, Darai students had less proficiency in using

have verb in comparison to other verbs. They made 21 wrong uses of have verbs and they omitted 16 have verbs in average. In contrast, other students made 14 wrong uses of have verbs and the total number of omission was 10 in average. Similarly, Darai students' proficiency was low in subject verb agreement in essay and letter writing in comparison to other tasks (dialogue writing). Majority of them were found writing without verbs as well.

- d. This study found that the majority of Darai students were unable to use articles properly in relation to the Non-Darai students. The total number of wrong use of articles by Darai students was 14 where the highest number of mistake was found on Narrative essay writing. Similarly they also omitted the articles. The total number of omission was 12. The highest number of omission was on Descriptive essay writing. On the other hand, the other students made 9 wrong uses in total and the total omission of articles also was 9.
- e. It is found that the Darai students faced problems in the organization of writing subject matter especially in chronological aspects. They made 14 wrong expression in chronological aspects whereas non –Darai made only 9 wrong expressions.
- f. Students with low proficiency often lack the standard of vocabulary in their writing according to their level. This study shows that Darai students are found weaker than Non- Darai students in using the appropriate vocabulary while writing.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

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

#### **5.1 Conclusion of the Study**

The study shows that the proficiency of students was not as it was supposed to be according to their educational level and age. Most of the students were expected to secure the marks above 20 but many of the Darai students were unable to reach the criteria. In contrast, most of the Non-Darai students met the criteria.

Majority of the students faced problems and made mistakes in almost all the aspects of writing mentioned in objectives. The proficiency of the students was found less accurate in writing narrative essay in comparison to writing dialogue. Not only in narrative essay but also in the field of descriptive writing and letter writing they had same type of problem. The frequent occurrence of mistakes in punctuation marks shows that the students do not pay much attention to the value of punctuation in their writing. The students have low proficiency in using subject verb agreement. They even wrote some sentences without using verb. Similar was the case in using articles as well. So there was a great problem on grammatical accuracy.

The study found Darai students to have low proficiency in organization, vocabulary and above mentioned aspects of free writing in comparison to the Non-Darais. It was revealed that most of the Darais were unable to use the vocabulary according to their level. Similarly most of Darai students were

unable to complete the given tasks in spite of having enough time. The study concludes that these grammatical inadequacies not only violate the structure of academic English but also create the problems in the meaning aspects of language

## **5.2 Recommendations**

On the basis of the findings and conclusion discussed above, the major implications of this study are explored. The implications of the present study can be applicable/ implemented in policy level, practice level and further research areas. The implications are discussed below:

### **5.2.1 Policy Level**

- i. Most of Darai students especially in public schools are from lower economic background. So they are compelled to maintain their daily livelihood. Hence, governmental sectors should make a plan to provide some sort of facilities in their learning.
- ii. There should be sufficient exercises after every text so that the students and teachers can get enough exposure of every aspect of grammar.
- iii. There needs to be various program designed to maintain the standard of the students writing. Since the majority of the Darai students were found with low standard in the writing proficiency.
- iv. The government should provide different materials i.e. audio, audio-visual and visual aids to the schools which help to develop the writing skill of the students.
- v. Most of the teachers in our country are untrained. The government should provide them different types of training like pre-service training, in-service training and refreshment training so that they can handle teaching writing effectively.

### **5.2.2 Practice Level**

- i. Most of the students were found to be weak in grammar. So grammar should be taught inductively.
- ii. Teachers should give the writing tasks focusing on the correct use of punctuation marks so that the students get to know the value of punctuation marks while writing.
- iii. 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 exams. Only then they focus on writing along with other skills in their real life situations.
- iv. Darai students of community based schools are poor in English because all the subjects except English are taught in Nepali medium. So other subject such as Science, Social, and Mathematics should also be taught in English.
- v. Teachers should always motivate Darai students along with other students to do their classroom and home assignments and the assignments should be checked regularly with proper suggestions.
- vi. A language teacher should speak less; s/he should let Darai students more chances for speaking and writing. S/he should always encourage them to write meaningful sentences in different ways.
- vii. The traditional teaching methods should be discouraged. Instead, modern, scientific and student centered methods should be applied while teaching writing.

### **5.2.3 Further Research**

There may be some weaknesses in this research work since no researches can be perfect. There are so many areas related to this topic which are not researched/ covered. Therefore this research work provides the following bases for further research:

- i. This research is limited to the ‘proficiency of Darai and Non-Darai students in free writing.’ It helps the further researches carry on other ethnicity too.
- ii. There might be the explorations to identify why the students face more problems in writing skills rather than other skills.
- iii. This study can be a source of a study based on error analysis.
- iv. This research work can be a source for contrastive analysis.

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# APPENDIX

## APPENDIX-I

### Test Items

Dear informants,

This test items is a part of my research study entitled **Proficiency of Darai Students and Other Students in Free Writing: A Comparative Study** under the supervision of Mr. Padam Lal Bharati, teaching assistant of the department of English Education, Saptagadaki Campus, Chitwan. Your cooperation in completion of this test items will be of great help to me. I will assure that the responses made by you will be exclusively used confidently only for the present study.

Researcher

Reema Chapagain

S.M.C. Bharatpur, Chitwan

Name of the informants.....

School's Name.....

Class.....

Roll. No.....

**Attempt all the questions.**

### Task 'A'

Write an essay on 'My School' in about 150-180 words.

10

**Task ‘B’**

Write a **letter** to your pen friend describing a festival celebrated in your community.

15

**Task ‘C’**

Write an essay on **‘The Accident I Witnessed’** in about 150-180 words using the given clues:

15

Type of accident..... the place where the accident happened.....  
time .....death casualty..... Injured..... rescue of  
victims.....conclusion.

**Task ‘D’**

Prepare a **dialogue** between the class teacher and a student who regularly becomes late in the school. (5 exchanges)

10