

**PROFICIENCY OF GRADE TEN STUDENTS ON GUIDED
WRITING**

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

**Submitted by
Birendra Giri**

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

2017

**PROFICIENCY OF GRADE TEN STUDENTS ON GUIDED
WRITING**

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

**Submitted by
Birendra Giri**

**Faculty of Education, Tribhuvan University
Kirtipur Kathmandu
2017**

TU Regd. No.: 9-2-307-33-2007

Second Year Examination

Roll No.: 280391/069

Date of Approval of the thesis

Proposal: 2073-10-2

Date of submission: 09/04/2017

DECLARATION

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

Date: 08/04/2017

Birendra Giri

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Birendra Giri** has prepared this thesis entitled **Proficiency of Grade Ten Students on Guided Writing** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 09/04/2017

Mr. Resham Acharya
(Supervisor)

Teaching Assistant

Department of English Education

University Campus, T.U., Kirtipur

Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee.**

Signature

Dr. Anjana Bhattarai

.....

Professor and Head

(Chairperson)

Department of English Education

T. U., Kirtipur

Mr. Resham Acharya (Supervisor)

.....

Teaching Assistant

(Member)

Department of English Education

T.U., Kirtipur

Mr. Ashok Sapkota

.....

Teaching Assistant

(Member)

Department of English Education

T. U., Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been approved by the following **Research Approval and Evaluation Committee.**

Signature

Dr. Ram Ekwal Singh

Reader and Head

Department of English Education

T.U., Kirtipur

.....
(Chairperson)

Dr. Balmukunda Bhandari

Professor

Department of English Education

T.U., Kirtipur

.....
(Expert)

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T. U., Kirtipur

.....
(Member)

Date: 13/04/2017

DEDICATION

Dedicated

To

My parents and gurus who always inspired me to take painstaking effort to boost my career up.

ACKNOWLEDGEMENTS

This thesis has been prepared in the partial fulfilment for the master of education in English. To complete this study, I have received much help from different persons to whom I am very much grateful.

First of all, I would like to express my sincere gratitude to my thesis supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur for his encouragement, support, affection, constructive suggestions, feedback and recommendation from the very beginning of this research work. Without his cooperation, assistance and suggestions, this work would not have been completed.

Likewise, I would also like to express my gratitude to **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education, T. U., Kirtipur for his constructive suggestions for this study.

Similarly, I would also like to offer my gratitude to my Guruma **Dr. Anjana Bhattarai**, Professor, Department of English Education, T. U., Kirtipur, for her suggestions in the research work.

In the same way, I would also like to offer my profound gratitude to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Bal Mukunda Bhandari, Mr. Raj Narayan Yadav, Mrs. Madhu Neupane, Mr. Bhesh Raj Pokhrel, Mr. Khem Raj Joshi, Mr. Ashok Sapkota, Mr. Laxmi Prasad Ojha, Mr. Guru Prasad Poudel** and all the faculty members for necessary support.

I would also like to express heartily thanks to **Mrs. Madhavi Khanal** and **Mrs. Nabina Maharjan**, the staffs, Department of English Education, T. U., Kirtipur for their help in providing library support and official support.

Finally, I would like to thank my parents **Mr. Mitru Giri** and **Saraswoti Giri** and my dear wife **Mrs. Sagun Giri**. Likewise, I feel pleasure to thank my lovely son **Canvas Giri** and my sisters **Sita Rayamajhi** and **Sirjana Rayamajhi** as well as my relatives who supported me for my academic enrichment.

Birendra Giri

ABSTRACT

The thesis entitled Proficiency of Grade Ten Students on Guided Writing aimed to find out the proficiency of grade ten students on guided writing in terms of content, grammar, organization, selection of vocabulary and punctuation and compare their proficiency on the basis of gender variations. I used survey research design to carry out the research work. To meet the objectives of my research I selected thirty students from two different schools of Pyuthan district by using judgmental sampling procedure. I used test items as a tool for data collection. From the study, it was explored that proficiency of grade ten students on guided writing is not satisfactory in whole but it varies from item to item. The students of grade ten are far more proficient in paragraph writing compared with other items and less proficient in narrating events. Girls are found to be more proficient than the boys with variation of 1.27 average mark.

The thesis consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter reviews of both theoretical and empirical literature with their implications and conceptual framework. Similarly, the third chapter deals with methodology containing design and methods of the study, population, sample and sampling strategy, study area or field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. The fourth chapter includes results and discussion that deals with the analysis of data and interpretation of the results and summary of findings. The fifth chapter is about conclusions and recommendations. Along with them, references and appendices have also been attached at the end.

TABLE OF CONTENTS

	Page No:
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Recommendation for Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Content</i>	<i>viii</i>

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	4

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature	5
--	---

2.1.1	An Overview of Writing	5
2.1.2	Importance of Writing	9
2.1.3	The Characteristics of Good Writing	11
2.1.4	Components of Writing	13
2.1.5	Mechanics of Writing	16
2.1.6	Stages of Writing	17
2.1.7	Introduction of Guided Writing	19
2.1.8	Stages of Guided Writing	20
2.1.9	Guided Writing Activities	21
2.2	Review of Empirical Literature	24
2.3	Implications of Review for the Study	27
2.4	Conceptual Framework	28

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY

3.1	Design and Method of the Study	29
3.2	Population, Sample and Sampling Strategy	30
3.3	Research Area/ Field	31
3.4	Data Collection Tools and Techniques	31
3.5	Data Collection Procedures	31
3.6	Data Analysis Procedures	31

CHAPTER FOUR: ANALYSIS AND INTERPRATION OF THE RESULTS

4.1	Analysis of Data and Interpretation of the Results	32
-----	--	----

4.1.1 Holistic Analysis	32
4.1.2 Gender Wise Analysis	33
4.1.3 Item Wise Analysis	35
4.1.3.1 Proficiency on News Writing	35
4.1.3.2 Proficiency on Letter Writing	36
4.1.3.3 Proficiency on Story writing	36
4.1.3.4 Proficiency on Paragraph Writing	37
4.1.3.5 Proficiency on Narrating Events	38
4.2 Summary of Findings	

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions	40
5.2 Recommendations	41
Policy Related	41
Practice Related	41
Further Research Related	41

REFERENCES

APPENDICES