STRATEGIES ADOPTED BY GRADE TWELVE STUDENTS TO DEVELOP WRITING SKILL

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Yashoda Kumari Malla

Faculty of Education

Tribhuwan University

Saptagandaki Multiple Campus

Bharatpur Chitwan, Nepal

2016

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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.

…….

Date: 26 April 2016 **Yashoda Kumari Malla**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Yashoda Kumari Malla** has prepared the thesis entitled **Strategies Adopted by Grade Twelve Students to Develop Writing Skills** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

To my parents who devoted their lives to make me what I am today. I Will always cherish their love, care, affection and support to provide me with quality education.

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First of all, I would like to express my hearty gratitude to **Mr.Padam Lal Bharati**, Lecturer of the Department of English Education, Saptagandaki Multiple College, for making constant supervision and guiding me with regular inspiration, encouragement and insightful suggestions throughout the study. I would like to acknowledge his invaluable instructions, suggestions, guidance and strong cooperation in completing this research.

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Date: - 26 May 2016 Yashoda Kumari Malla

ABSTRACT

This research entitled **Strategies adopted by grade twelve students to develop writing skill** was carried to find out strategies adopted to develop writing skills by grade twelve students of Chitwan District. The population of this study consisted of thirty students of two different schools. Survey questionnaire related to writing strategy was used to gather information. Fifteen students from each school were purposively selected as the sample of this study. After preparing tool I visited the selected schools and distributed the questionnaire to the selected students. The collected data were tabulated and interpreted using simple statistical tool. Here the response of the students are categorized into three different learning strategies; meta-cognitive, cognitive and socio affective learning strategy. Making self-correction, using dictionary, collecting related vocabulary were the broadly used strategies under meta-cognitive strategy. In the same way, taking notes, doing homework, memorizing writing rules were widely used strategies under cognitive learning. Similarly teacher's encouragement, letting teachers to correct writing and interacting with teachers to learn writing were more frequently used strategies under socio-affective strategy.

This thesis has been divided into five different chapters. The first chapter, introduction includes the background, statement of the problem, rationale of the study, objectives, research questions, significance, and delimitations of the study. Second chapter deals with the theoretical literature, empirical literature and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data are presented, analyzed and interpreted in the fourth chapter. The fifth chapter includes conclusion and recommendation. This chapter is followed by references and appendices to make the study reliable, valid and authentic

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LIST OF ABBREVIATIONS AND SYMBOLS

CPU	Cambridge University Press
Dr.	Doctor
etc	Etcetera
Eds.	Editors
EFL	English as Foreign Language
e.g.	For Example
ELT	English Language Teaching
ESL	English as Second Language
Fig.	Figure
i.e.	That is
%	Percentage
L1	First language
L2	Second language
LS	Learning Strategy
M. Ed	Master in Education
No.	Number
Prof.	Professor
Reg. No.	Registration Number
T.U	Tribhuwan University
WWW	World Wide Web

CHAPTER ONE
INTRODUCTION

This chapter deals with general background of study. It includes statement of the problems, objectives, significance, research questions, delimitation of the study and operational definition of technical terms.

1.1 Background of the Study

Learning strategies refers to the techniques used in learning language. All living creatures have some means of conveying information to others, communication is ultimately essential for their survival. Language is a means of communication. Language is a system of symbols and rules that enables us to communicate. It is medium to express human thoughts, feelings; ideas and emotions. In this regard, Jespersen (1994, p.4) writes, "Language is not an end in itself, just as little as railway tracks; it is a way of communication…"

In order to communicate, we use spoken or written mode of communication. It is an effective means of preserving and transforming knowledge from one person to another and from one generation to next. Different languages are spoken throughout the world. Among them the English language is most widely used language. Most of the activities of the world are carried out through English language such as, transmitting human civilization, literature, political and diplomatic activities and human achievements. English is an international lingua franca. Both native and non-native speakers use it as a link language.

"Learning strategies are specific action behaviours tactics or techniques used in learning language" (Oxford, 1999). All language learners use

different language learning strategies in learning process. The factors like age, gender, personality, motivation, self-concept, experience, anxiety etc. affect the language to learn. Learning strategies are particular actions or activities employed by learner directed towards more effective and more transformable to a new situation.

Lrarning strategy has been defined in different way. Many writers seem to use style, learning behavior, techniques to give similar sense. Thus, the research uses these terms synonymously. However strategy is the term which is used for the purpose of the study. Different scholars have defined learning strategies in different ways.

Richards (1996, p. 208) defines language learning strategy as "a way in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspects of language". In similar way Oxford (1999) refers to learning strategies as "Specific action, behaviours, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language." (As cited in Gass and Selinker, 2008, p.439)

Thus, learning strategy is particular actions or activities employed by learner to make their learning easier, faster, more enjoyable, more directed, more effective and transferable to new situation. It is an extremely powerful learning tool.

1.2 Statement of Problem

Our examination system mainly depends on written evaluation. Students are evaluated on the basis of their performance in written examination. Students have to write cohesively and coherently to score good marks in

examination. In present situation, a student result of public school is below than expected level. There may be several reasons behind this. Students have weakness in writing skill might be one of them.

When students are involved in writing activities, they can use different strategies like planning, monitoring, rehearsal, summarizing, imagery transfer, co-operation, self-talk, etc. Therefore this study entitled "Strategies adopted by grade twelve students to develop writing skill" will try to find out strategies students use for improving their writing skill.

1.3 Objectives of the Study

The objectives of this study were as follows:

i. To find out strategies used by grade twelve students to develop writing skill.
ii. To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions

i. What types of strategies do students use to improve writing?
ii. What are the most frequent strategies used for developing writing skill?

1.5 Significance of the Study

In this time of globalization, English is highly valuable in our academic purpose as well as other (daily life purpose). English speaking is not enough in every situation; in some context writing is the better way of

communication. This research will try to find the possible ways of improving writing.

The present study will be significant to all the students who learn English, educationalist as well as curriculum designers. This study will be also beneficial for language teachers they may utilize ideas to motivate the students in writing task. Similarly, researcher and the person who involve in the field of teaching and learning may get some help from this study.

1.6 Delimitations of the Study

The present study had following delimitations.

i. This study was limited to Chitwan district.
ii. The population of the study was limited to students of grade twelve.
iii. Only 30 students were selected as the sample for the study.
iv. Data were collected through questionnaire.
v. The study dealt only with writing skill.

1.7 Operational Definition of Technical Term

Homework: Assignment that have done by the learners

Learning Strategies: Strategies are those specific tasks we perform for a given problems. In other words, strategies refer to techniques that students use to learn and study in an artificial or natural setting.

Writing Skill: Writing is one of the most important skills in learning a new language. It is often regarded at the visual representation of speech.

Observation: The Act of watching something carefully for a period of time especially to learn something.

Cognitive Strategies: They refer to the steps or operations used in problem solving that require direct analysis, transformation or synthesis of learning materials.

Meta-Cognitive Strategies: They constitute an attempt to regulate language learning by means of planning, monitoring and evaluating.

CHAPTER TWO
REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of a detailed overview of studies and their implication on the study. In the same way, the theoretical concepts and conceptual framework have also been included under this chapter.

2.1 Review of Theoretical Literature

This section consists of English Language teaching, Language skills, writing skill, learning strategies, good language leaning, etc. in order to develop theoretical understanding for the research.

2.1.1 English Language Teaching

Among the different languages existing in different societies, English is the most widely used language in the world. It is the lingua franca of the world because it is the only language that is widely adopted for communication between two speakers speaking different languages. Moreover, the English language is used to achieve worldwide knowledge related to different fields like culture, religions, literature, education, science and technological discoveries. English has been recognized as the chief foreign language to be taught in different countries. It is the main language of the world's books, newspapers and advertising. It is the language of international business and academic conferences, diplomacy and sport.

Because of rapid industrial development, development of science and technology, international trade, and commerce and the closer interdependence of nation, English has become a world language. Hence,

it becomes necessary for everyone to know English otherwise they will cut themselves off from the world knowledge. Nowadays, English has become an indispensable vehicle to the transmission of modern civilization. We can never reach to the rapid advancement and innovations made in the field of science and technology, industrial development, international relationships, tremendous progress made in different fields of human knowledge without the proper knowledge of English. The English language is used and found at every nook and corner of the academic world as well as day to day life. The English language teaching in the present time has shifted the focus point. It should be taught as the window for the world's knowledge.

2.1.2 Language Skills

Skill refers to the ability to do something expertly and well. Language is used in different fields and it has many purposes. Languages involve four language skills namely listening, speaking, reading and writing. Our choice of language skill may depend upon the channel of communication. Such channel contains certain language skills that native speakers and competent language users possess. 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 the four language skills of listening, speaking, reading and writing.

Different language users obviously have different skills. In the first place, a large number of people cannot read and write. Secondly, education, training and occupation often determine the set of genres that anyone can operate in. The type of speaking skill that deals on a stock

exchange need is completely different from that of a teacher since they are dealing in different speaking genres, but whatever kind of category of skill language user deal with, they still need to possess both the main skill and a number of sub-skills.

In the past, listening was the most neglected skill in comparison to other skills. Now, listening is no more neglected by every skill is equally important. We have to practice listening in order to be a successful communicator. In this post-modern era, we have varieties of listening means, such as lecture, TV, radio, computer and mobile phones. These means can be used for picking up information, making notes and being successful in communication. Thus, listening is one of the four language skills which involve the activity of paying attention to try to get meaning from something we hear. It is an active process of perceiving and constructing a message from a stream of sounds. Listening involves active cognitive processing.

2.1.3 Writing Skill

Writing is one of the most important skills in learning a new language. It is often regarded at the visual representation of speech. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. It is a productive skill in the sense that it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning so that the reader can grasp the information. It is the last language skill and it is also the most difficult of all the skills. It is difficult

not only in generating and organizing ideas but also in translating these ideas in readable text. The skills involved in writing are highly complex. Second language learners have to pay attention to higher level of skills of planning and organizing as well as the lower level skills of spelling, punctuation, word choice, and so on. We are able to share ideas, arouse feelings, persuade and convince other people through writing. We are able to discover and articulate ideas in the way that only makes possible. Rivers (1968) states

> Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language: the ultimate aim of a writer at this stage is to be able to express him in a polished literary form which requires the utilization of a special vocabulary and certain refinement structures (p.243).

From this definition we can say that writing is the way of expressing our ideas in a continuous process through the graphic symbols of the language. Writing requires different mechanisms and it also requires special skill from one type of writing to another type of writing.

Bell and Burnaby (1984, as cited in Nunan, 1998) point out

> Writing is an extremely cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts (p.36).

From these definitions, we can say that writing is a very complex process and requires mechanics of writing, coherence, and cohesion to integrate information properly. Writing is an act of transmitting thoughts, feelings, and ideas from past to present and from present or future. That is why; it

demands caution in using it. It is a transparent mirror, which can vividly present our knowledge as well as experiences. White (1991, p.3) views that, “writing is far from a simple matter of transcribing language into written symbols. It is thinking process in its own. Similarly, Harmer (1991, p.78), “Writing is an activity through which human being communicate with one another and transmit their accommodate culture from one generation to another. It equally provides with possibilities to discover and articulate ideas in many ways.” From the aforementioned definition given by White and Harmer,(1991), we can say that writing is not only concerned with the transcription of language into graphic forms instead it involves great thinking process which means writing requires plenty of intellectual effort. It is an activity through which human beings share their culture, religion, values, ideas, and assumptions from one generation to another.

2.1.4 Learning Strategies

The word 'strategy' comes from the ancient Greek word strategic which means steps or actions taken for the purpose of winning a war (Oxford, 1990). Strategies are those specific tasks we perform for a given problems. In other words, strategies refer to techniques that students use to learn and study in an artificial or natural setting. Therefore, strategy is a plan for achieving major goal. They are movement by movement techniques that we employ to solve the problems. Learning strategies are defined as "Specific actions, behaviors, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning" (Scarella & Oxford, 1992, p.63).

Macaro (2003) adds, "Strategies must contain not only the action but also goal and a learning situation". Here, strategies are highly emphasized on achieving goal and learning process. Ellis (1985, p.167) says, "Strategies as varied as memorization, overgeneralization, inference and prefabricated patterns have all been treated under general headings of 'Learning strategies'. Here, strategies are slightly different from memorization, overgeneralization and inference and so on. But they all come under this same heading 'language strategies".

According to Oxford and Carroll (1989) Oxford (1990), "The term 'learning strategies' refer to techniques, behaviors, actions, thought process, problems solving, or study skills taken by the learner to make learning easier, faster, more self-directed, more effective, and more transferable to a new situation." This definition says learning strategies are the overall plans or activities for achieving the language goal.

According to Mc Donough (1999), the term 'learningr strategies' has been used in relation to learning and learning to learn a second language, for using the language, for communicating in the language and for compensating for lack of the knowledge or break down of communication, for exercise of language into macro skill areas such as reading, writing, speaking, and listening, and for coping with difficult elements of language instruction such as classroom presentation and instruction, and taking tests.

Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in

school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. In summary, learning strategies are not only tools to assist language learning, but they are also tools to serve many other purposes both in learning and using a second language. Strategies are systematic plans or actions for achieving language goal. They guide the learners to reach up to their destination.

2.1.5 Good Language Learning Strategies

The strategies employed by people that facilitate their learning are known as to be good at second language learning. Nunan, (1995) tried to see who were known to be good at learning languages had in common. They found six broad strategies shared by good language learners.

Strategy 1: Find a learning style that suits them.

> Good language learners become aware on the type of second language learning that suits them best.

Strategy 2: Involve themselves in the language learning process.

> Good language learners don't passively accept what is presented to them, but go out to meet it. They love to involve in different language learning process such as listening target language in radio, television, participate in conference etc.

Strategy 3: Develop an awareness of language both as system and as communication.

Good language learners don't only learn the grammatical rules of language but also learn the pragmatic uses of language.

Strategy 4: Pay constant attention to expanding their language knowledge

Good language learners always pay attention in improving their knowledge in second language. They check whether their use of language is correct or not. They make correction themselves.

Strategy 5: Develop the second language as a separate system

Good language learners don't relate everything to their first language, but they make the second language as a separate system. They try to develop their knowledge of the second language in its right way.

Strategy 6: Take into account the demands that second language learning imposes

Second language can be demanding language. The learners sometimes think painful while learning.

Good language learners possess various strategies to tackle problems. They have the certain goals or purposes in language learning. In order to reach the goals and purpose, they direct themselves in language learning problems.

2.1.6 Strategies for Developing Writing

There are different taxonomies of writing strategies. Two of the very useful and widely accepted classifications of them are presented below:

O'Malley and Chamot, (1990) classify writing strategies into three different kinds.

a. Cognitive Strategies

They refer to the steps or operations used in problem solving that require direct analysis, transformation or synthesis of learning materials. They have an operative or cognitive processing function. e.g. inference, rehearsal, deducing.

b. Meta-Cognitive Strategies

They constitute an attempt to regulate language learning by means of planning, monitoring and evaluating. They have an executive function e.g. selective attention, planning, evaluation.

c. Social/ Affective Strategies

They concern the way in which learners interact with other learners and non-native speakers. e.g. co-operation, self-talk.

Oxford *(*1990) categorise strategies for learning writing into two types and three sub- types of each. They are as follows:

1. Direct Language Learning Strategies

This is the strategy which directly involves the target language such as reviewing and practicing.

i. Memory Strategies

Memory strategies help learner link one L2 item or concept with another. They enable learners to learn and retrieve information. For example: to

make associations with what has already been learned, to repeatedly pronounce new words in order to remember them.

Cohen (1998, p.7) names the strategies as retrieval strategies. Retrieval strategies would be those strategies used to call up language materials from storage through whatever memory searching strategies the learner can master.

ii. Cognitive Strategies

Those strategies which relate to how students think about their learning are cognitive strategies. Some cognitive strategies are: reasoning, analyzing, summarizing and practicing. Those strategies are used for memorizing and manipulating target language structure.

iii. Compensation Strategies

According to Oxford, (1990) intended to make up for missing knowledge while listening, speaking, reading or writing. For example; using gestures or body language (for speaking), rephrasing (for speaking or writing), asking for help (for listening, speaking, reading or writing), making guesses based on the context (for listening and reading)

Cohen (1998, p.7) calls it cover strategies which are used to produce simplified utterances.

2. Indirect Language Learning Strategies

Those strategies which provide indirect support for language learning such as planning, co-operating and seeking opportunities are indirect learning strategies.

i. Meta-cognitive Strategies

Meta-cognitive strategies mean strategies beyond the cognitive strategies. They encompass planning, organizing, monitoring one's own language structures.

ii. Affective Strategies

Those strategies which are related to students' feeling, emotion, etc. are affective strategies. Anxiety reduction, self-encouragement and self reward come under affective strategies.

iii. Social Strategies

Those strategies which involve learning by interaction with others are social strategies. Asking questions, co-operating with native speakers of that language and becoming culturally aware come under social strategies.

Although strategies for learning writing are defined and classified controversially, it is the interesting area for research. O'Malley and Chamot, (1990) framework with the above three major type's strategy is presented on the next page.

Generic Strategy Classification	Representative Strategies	Definitions
Meta-Cognitive Strategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.
	Planning	Planning for the organization of either written or spoken discourse.
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language Production after it has taken place.
Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered.
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
	Inference	Using information in text to guess meanings or new linguistic items predict outcomes or complete missing parts.
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained.
	Deducing	Applying rules to the understanding of language.
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer	Using know linguistic information to facilitate a new learning task.
	Elaboration	Linking ideas contained in new information or integrating new ideas with known information.
Social or affective Strategies	Co-operation	Working with peers to solve a problem, pool information, check notes or get feedback on a learning activity.
	Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

(Source: O'Malley and Chamot, 1990)

2.2 Review of Empirical Literature

Different research studies had been carried out in the field of writing skill and strategies of learning English by many researchers under different institutions.

Mahat (2011) carried out research entitled "Language learning strategies adopted by bachelor level students". The objective of her study was to find out the strategies adopted by Bachelor level students. Questionnaire and checklist were used as major tools for data collection .She selected the sample using random sampling procedure. She observed 50 students from two different colleges of Kathmandu district. She concluded from her study that no fixed strategies were found in language learning, it was varies from students to students. There was maximum use of memory strategy, they were used other strategies too. She also found that students were facing different problems in language learning.

Pandey (2011) carried out research entitled "Strategies used in teaching of writing essay". The main objective of her study was to find out the strategies used by the teachers in teaching writing essay. Checklist and interview was major tool to collect data. She observed Secondary level teachers of five government aided teachers to reach his goal. She found that all the teachers agreed that writing is necessary for learning English and their students faced many problems while writing essay. They also agree that the strategies they used in the classroom help the students to do better in writing. But not all the teachers were found to apply the same way in teaching writing.

Yadav (2012) conducted research on "Strategies adopted by secondary level students in vocabulary learning". The main objective of his research

was to find out strategies adopted by secondary level students to learn English. His tools of data collection were questionnaire and interview. The sample population was 100 students of five secondary schools of Dolakha district. He used random sampling procedure to sample the population. Questionnaire was used as major tool for this study. The finding of this study was that vocabulary teaching and students motivation were common in classroom.

Poudyal (2014) carried out research entitled “The effectiveness of language games in teaching writing skills”. The main objective of her research was to find out the effectiveness of language games in developing writing skills. Her study was limited to one of higher secondary schools of Dolakha district. She collected data through questionnaire and test. She used non-random sampling procedure. The finding of her study was that our education system is based on written examination, majority of teachers and students often ignore writing activities they only focus it on their exam period.

Shrestha (2014) carried out research entitled "Reading and writing strategies used by grade XI". The objective of this research was to find out reading and writing strategies used by grade XI students in learning English. The research tools he was used questionnaire. His study was limited to the 80 students of grade XI taking English as their major subject. He used non random sampling procedure to sample population. The finding of this study was students pay much attention on reading and writing than other two skills. But among reading and writing students often involve in reading than writing.

The above mentioned studies are related to testing and teaching writing skill and learners' strategies in learning language skills. They have more or less researched in the field of writing skill. However, my present title "Strategies Adopted by Grade Twelve Students to Develop Writing Skill" is new to topic.

2.3 Implication of the Review for the Study

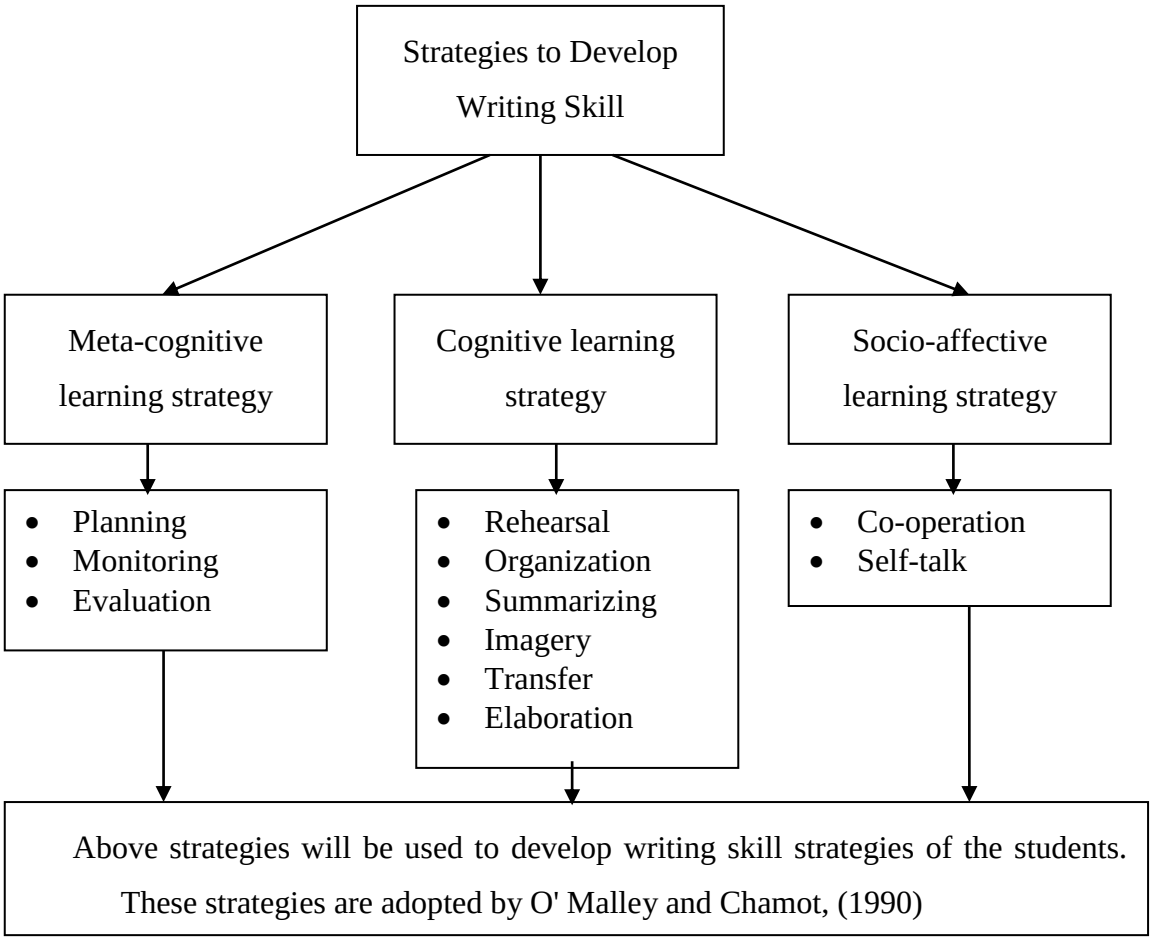
Defining and reviewing the related literature is central and most important task for researchers in any research. It is very important task for any research while conducting a research work in any topic or subject matter. Kumar (2009, p.30) states, "One of the essential primary tasks when you undertake a research is to go through the existing literature in order to account yourself with the available body of knowledge and area of interest." In the initial stage of research it helps to helps to establish the theoretical root of our study, clarify our ideas and develop our methodology.

As a researcher, I reviewed some of the books and research works. These works helped me to conduct research practically. The review of above literature has number of implication in many researches. To give concept on my study more specifically Mahat, (2011) research helped me for theoretical background of my study and to formulate objectives, research questions Pandey , (2011) research provided me help. Yadav (2012) research work helped me to select methodology for my research work. To make this research scientific, systematic, relevant and consistent Poudyal (2014) helped me. Shrestha's (2014) research helped me to get concrete ideas to conduct my research and it gives me more knowledge about writing skill.

2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study.

Conceptual Framework



To achieve the objective of this research I adopted the following methodology and procedure.

3.1 Design and Method of the Study

To carry this research, I followed survey research design. These research designs are popular research design in the field of social science and education. Survey is used for collection data in most are of social inquiry.

Survey research usually addresses the group of population sampling is a most to carry out the investigation. The sample should be representative of the study population as a whole. Sampling is done to obtain the population as a whole; sampling is done to obtain the practicality of the study. But, the selection of a representative sample from population, as a whole, is a difficult but very important and sensitive task for researcher. Kidder, (1981, p.81) views, no other research strategy matches the strength of survey, research in its potential for handling external validity. So that survey is one of the important research methods used in educational investigation. In survey research the research doesn't manipulate the environment.

There are some steps in carrying out survey research. Different researchers have suggested the survey research procedure differently in their own style. According to Nunan, (p.141) mainly the following steps are followed to carry out survey research:

1. Define objective
   (What do we want to find out?)
2. Identify target population
   (What do we want to know about?)
3. Literature review

(What have other said about the issue?)

4. Determine sample

   (How many subjects should we survey, and how will we identify these?)

5. Identifying survey instruction

   (How will the data be collected: questionnaire/ interview?)

6. Design survey procedure

   (How will the data collection actually be carried out?)

7. Identify analytical procedure

   (How will the data be assembled and analysis?)

8. Determine reporting procedure

   (How will results be written up and presented?)

Research objectives

Research objectives need to be defined at first in order to conduct any type of research, so is the case in survey. After defining the objectives, we need to identify the unit of analysis which answers the questions of home do we want to know. Similarly, reviewing the related literature expands the body of knowledge and acquaints the researcher with available literature in the area of the study. After this, we need to decide how many subjects we should survey and how will we identify those subjects so as to determine sample. Similarly, we have to identify the instruments required for data collection in survey. Having prepared tools for data collection, we have to design survey procedures of data collection. In this phase we have to answer the question of how the data collection in actually be carried out. Later on, we have to analyze the raw data using appropriate statistical and descriptive tools. As the final step of

survey, we have to determine the reporting procedures which informs the world what we have done and discovered.

To be specific, I have followed the following procedure of survey in this study:

i. identification of the problem
ii. framing the title
iii. specifying the objectives
iv. formulation the research questions
v. expanding theoretical knowledge
vi. writing research proposal and preparing research tools
vii. going to the field
viii. contacting the concerned authority for permission
ix. asking for the list of informants and sampling the population
x. using tools and collecting data
xi. analyzing and interpreting the data and
xii. presenting the findings

3.2 Population Sample and Sampling Procedure

The populations of the study were grade twelve students of Chitwan district. The sample was consists of altogether 30 respondents from two different schools. I followed purposive non-random sampling procedure to achieve the concerned objectives of the study.

3.3 Study Area/Field

I have chosen study area from the strategies of writing skills. In this area I have intended to figure out writing skills related to strategies of class twelve students.

I have carried out this research basing on the population of Bharatpur Sub-Metropolitan city, Chitwan, Nepal. I chose class twelve students as my study population. I made the 30 students respond the questionnaire.

3.4 Data collection Tools and Techniques

Questionnaire was the tool for data collection. Questions were designed on the basis of objectives of the research.

3.5 Data Collection Procedure

I followed the following procedure to collect data for my research purpose:

i. At first, I prepared a set of questionnaire for discussion on the basis of topic of study.
ii. Then I went to the selected schools and clarify the purpose to the concerned authority for permission to carry out study.
iii. Then I informed to the students about research.
iv. After that, I distributed a set of questionnaire and asked them to fill up.
v. Then the collected data where tabulated and illustrated interpreted using simple statistical tool.

3.6 Data Analysis and Interpretation Procedure

The data collected from informants were analyzed and interpreted to explore learning strategies used in writing by grade twelve students through both quantitative devices like percentage, frequency count and qualitative devices like, item analysis and so on. The prime focus of analysis of raw data is to gain insight into the various strategies and their application by the students in English class. For this purpose, this study

more specifically intended to describe the strategies used by grade twelve students to develop writing skill. In this study I used questionnaires as major tool to collect data. Keeping all the question items presented into questionnaire were individually dealt as they carried a single thematic idea. The responses of the study were categorized into three different learning strategies; meta-cognitive, cognitive and socio-affective learning strategies. I applied mix method for the analysis of information collected during data collection. Moreover, I generally applied statistical and descriptive approach to analyze the collected data for example, percentage and frequency counting table.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with the results and discussion collected data. The main objective of this study was to find out the strategies used by grade twelve students to develop writing skill. In order to collect data I sued questionnaire. Bhanu U.MA.VI. Narayangarh Chitwan and Bharatpur U.MA.VI. Bharatpur Chitwan were selected purposively for the research. And grade twelve students were selected by using non-random sampling procedure. The data obtained from the questionnaire have been presented, analyzed and discussed under results and discussion.

4.1. Analysis of Data

This subchapter discusses the results. This study primarily intended to find out strategies adopted by grade twelve students to develop writing skill. The result of the study have discussed under following headings:

4.1.1. Holistic Discussion of Data

Learning strategies have been classified by many scholars into different groups. All items included in the questionnaire are grouped into three different categories. They are meta-cognitive, cognitive and socio-affective strategies.

4.1.1.1. Meta-Cognitive Learning Strategies

These strategies express executive function which is known as about learning rather than learning strategies themselves. Such learners require

planning for learning, thinking about the learning process, self-monitoring and so on.

Table 1

Meta-Cognitive Learning Strategies used by Learning Writing Skill

S.N	Strategies	Rating Scales in %			
		Never	Seldom	Occasionally	Always
1.	Reading related text, articles and books.	0	25	42	33
2.	Using visual material as a help of writing.	19	28	42	11
3.	Visiting library to find out new books to develop writing skill.	31	31	28	11
4.	Reading newspaper, journals and magazines to develop writing.	28	36	22	14
5.	Writing in current and hot topics to develop writing.	42	28	22	8
6.	Collecting related vocabularies to strengthen writing skill.	11	22	39	28
7.	Making self-correction after writing.	11	25	14	50
8.	Using dictionary to develop writing.	6	25	42	28
9.	Watching TV, listen radio to sharpen writing skill.	28	28	22	22
10.	Using English language internet to develop writing.	53	25	8	14

Ten strategies are included under this strategy. Among them, making correction after writing and reading related text books are more widely used than other strategies by grade twelve students. Only 8% have habit of writing on current and hot topic. Watching TV and listening radio to sharpen writing are useful strategies by grade twelve students to develop

writing. Around 50% students used self correction to improve their writing.

4.1.1.2 Cognitive Learning Strategies

Cognitive strategies are specific to learning task and involve direct manipulation of the learning material. They refer to the step used in learning problem solving that requires direct analysis transformation and synthesis of materials.

Table 2

Cognitive Learning Strategies used by Learning Writing Skill

S.N.	Strategies	Rating Scales in %			
		Never	Seldom	Occasionally	Always
1.	Making notes to develop writing	8	22	8	62
2.	Writing diary to develop writing skill	42	19	22	17
3.	Rewriting text to strengthen it.	22	28	19	31
4.	Asking teachers to clarify the writing rules.	3	25	33	39
5.	Taking notes in class to learn writing.	14	31	22	33
6.	Memorizing the writing rules in the classroom.	17	8	36	39
7.	Preparing clues/hints before I write.	31	31	17	22
8.	Doing homework.	3	6	17	75
9.	Using writing in daily life.	17	17	42	25
10.	Leaning writing by reading extra books.	3	39	42	17

Ten strategies are included under this strategy. Among them, doing homework, taking notes to develop writing, asking teacher to clarity the rules are more widely used strategies than others by the respondents. More than 50% students used making note strategy to develop writing. Only few students read extra books to develop writing. Memorizing the rules is another preferred strategy.

4.1.1.3 Socio-Affective Learning Strategies

Socio-affective strategies are concerned with meditating activities and transacting with other. Social strategies are those activities in which learners involve to get opportunities to be exposed to and practice their knowledge.

Table 3

Socio-Affective Learning Strategies used by Learning Writing Skill

S. N	Strategies	Rating Scales in %			
		Never	**Seldom**	**Occasionally**	**Always**
1.	Learning writing from senior at home.	14	25	36	25
2.	Letting the teacher correct writing.	6	28	22	44
3.	Taking private tuition class to develop writing.	47	11	11	31
4.	Teacher's encouragement in writing.	3	25	19	53
5.	Friends help writing.	0	25	50	25
6.	Parents' correction in writing	47	25	28	0
7.	Writing through interaction with friends.	3	33	39	25
8.	Checking writing with peer.	11	28	47	14

S. N	Strategies	Rating Scales in %			
		Never	Seldom	Occasionally	Always
9.	Learning writing by group work.	8	36	39	14
10.	Interacting with teacher to learn writing.	6	19	36	39

Ten strategies are included under this strategy. Among them, letting teacher correct writing, teacher's encouragement in writing and interacting with teacher to learn writing are the strategies that the majority of the students used. Peer correction is another widely used strategy. No one used the strategy parent's correction in writing.

4.1.2 Item wise Analysis of Meta-Cognitive Strategy

Item wise analysis is a process of looking at the item by item responses of the test. It is a method of assessment of how a question to a test measures the performance of a student. Here I have mentioned some strategies of meta-cognitive.

4.1.2.1 Reading Related Texts, Articles, Books before Writing

This is one of the strategies used in learning writing skill, here, I tried to find out whether the students of grade twelve used this strategy or not. As related books, articles students were found reading grammar books, essay collections, moral stories, condolences published in newspaper etc. the following table presents the data.

Table 4

Reading Related Texts, Articles, Books before Writing

Rating	**No. of Students**	**Percentage**
Never	0	0
Seldom	8	25
Occasionally	13	42
Always	9	33
Total	30	100

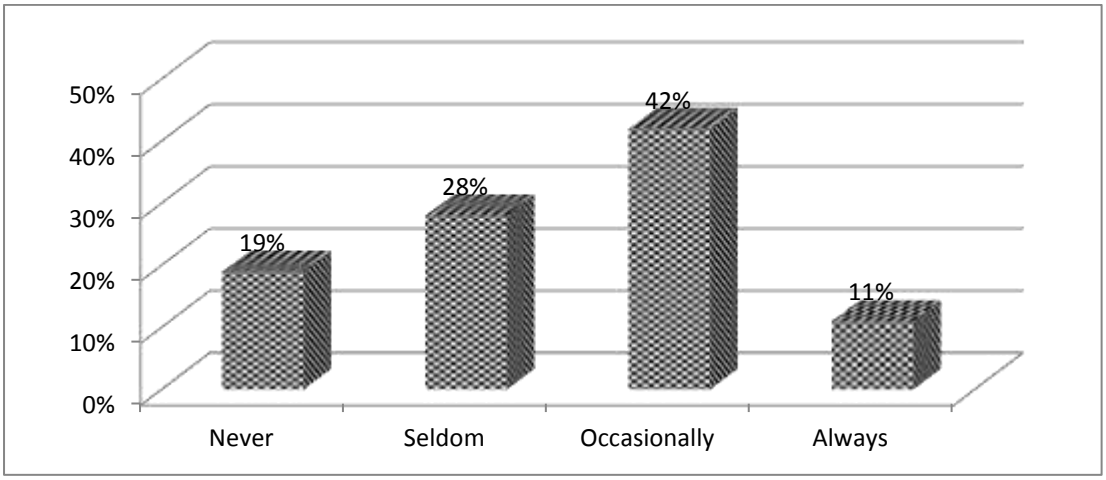
The above table shows that 42% of the students occasionally read the related texts articles before they write. Similarly, 33% of the students always read the related texts, articles and books before they write; 25% of the students seldom read before they write. This shows that most of the students used this strategy.

4.1.2.2. Using Visual Material as a Help of Writing

Here, I attempted to find out whether the students of grade twelve used visual material to learn writing. Students used maps for writing directions, pictures for writing paragraphs, charts and diagrams for interpreting, signs and signals for writing rules and regulations. The following diagram displays the data.

Figure 1

Using Visual Material as a Help of Writing



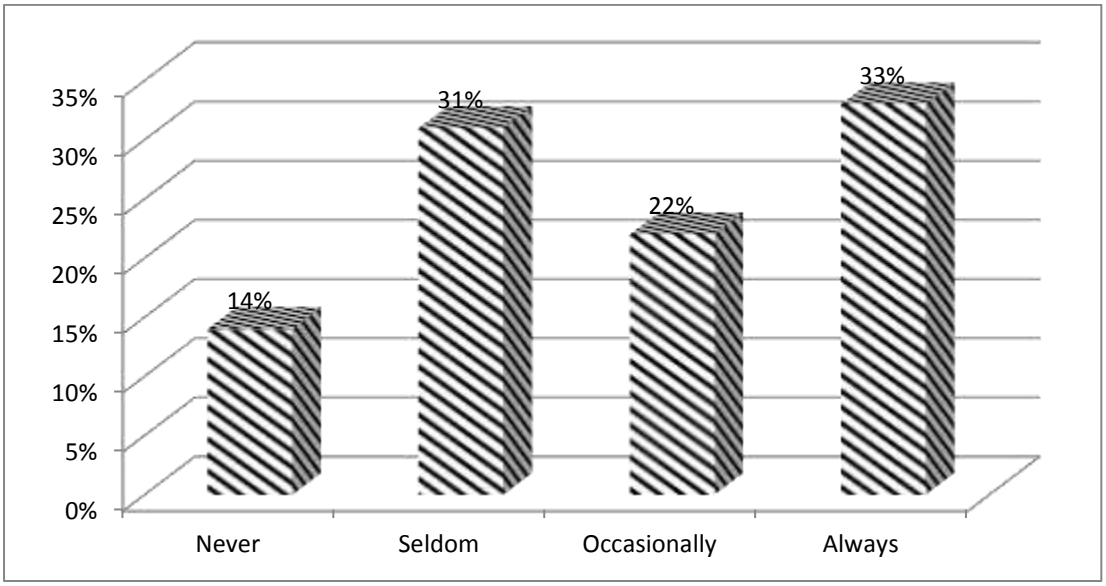
The above figure shows that 42% of grade twelve students occasionally used visual material as a help of writing; 28% of the students seldom used visual aids. On the other hand, 19% of the students never used and only 11% of the students frequently used the visual material. This shows visual materials are less focused in learning writing.

4.1.2.3. Visiting Library to find out New Books to Develop Writing

Here, my attempt was to observe whether students of grade twelve go to library and read new books to sharpen writing. Students visited school library and studied newspaper, journals, moral stories, essay collections, letter collections and used the new and useful structures in writing. The figure 2 shows the data.

Figure 2

Visiting Library to Find out New Books to Develop Writing



The above chart shows that 33% of the students always visited library to strengthen their writing. Similarly, 31% of them seldom went to library; 22% of the students occasionally and 14% of the students never visited library. On the basis of data, this is also used strategies by students to learn writing.

4.1.2.4. Reading Newspaper, Journals, and Magazines to Develop Writing

The fourth item in the questionnaire included the strategy of reading newspaper, journals and magazines to develop writing skill. The students studied The Rising Nepal, The Himilayan Times, The Kantipur and The Gorkhapatra at school. Some schools publish monthly magazine and students had to buy them for reading. The students copied useful articles and used them in their writing. The following table presents the data.

Table 5

Reading Newspaper, Journals, and magazines to Develop Writing

Rating	No. of Students	Percentage
Never	8	28
Seldom	10	36
Occasionally	7	22
Always	5	14
Total	30	100

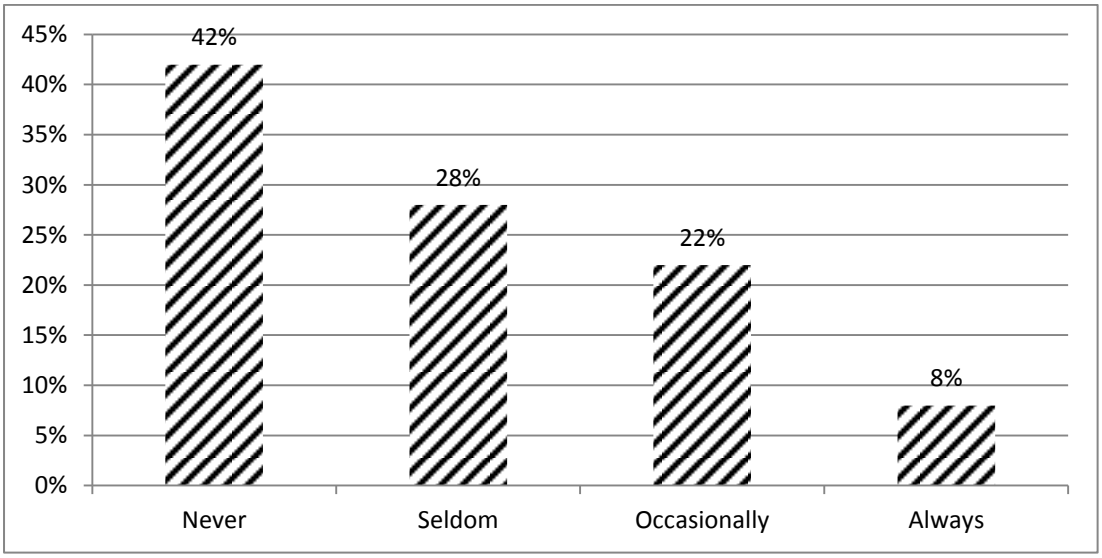
From the above table it is clear the 36% of the students responded that they seldom used this strategy; 28% students responded that they never used this strategy; 22% of them responded that they occasionally used this strategy and 14% of the students responded that they never used this strategy. On the basis of informants' responses, students rarely used this strategy.

4.1.2.5. Writing in Current and Hot Topics to Develop Writing

In this item of questionnaire, I tried to find out whether the grade twelve students wrote from current topics to learn writing skill. The students wrote in the topics such as 'roles of students in society, education for women not dowry, laud shedding problem in Nepal, use and misuse of mobiles, etc. some of the students wrote as the schools organized extracurricular activities such as debate and speech competition and progressed in writing. The following figure shows the data.

Figure 3

Writing on Current and Hot Topics to Develop Writing



The above figure shows that 42% of grade nine students never wrote on current and hot topics. Similarly, 28% of the students seldom wrote; 22% of the students occasionally and 8% of the students never wrote in hot topics. This shows that minority group of students used this strategy.

4.1.2.6 Collection Related Vocabularies to Strengthen Writing

The sixth item in the questionnaire included the strategy of collecting related vocabularies to strengthen writing. In this section, I tried to find out whether the students of grade twelve used this strategy or not. The informants collected related vocabularies before they write in a topic. For example, to write condolence, they collected the words such as sympathy, untimely, heartfelt demise, bereaved etc. but, in some cases, the subject teacher provided them necessary vocabularies for writing. The following table reflects the data

Table 6

Collecting Related Vocabularies to Strengthen Writing

Rating	**No. of Students**	**Percentage**
Never	3	11
Seldom	7	22
Occasionally	12	39
Always	8	28
Total	30	100

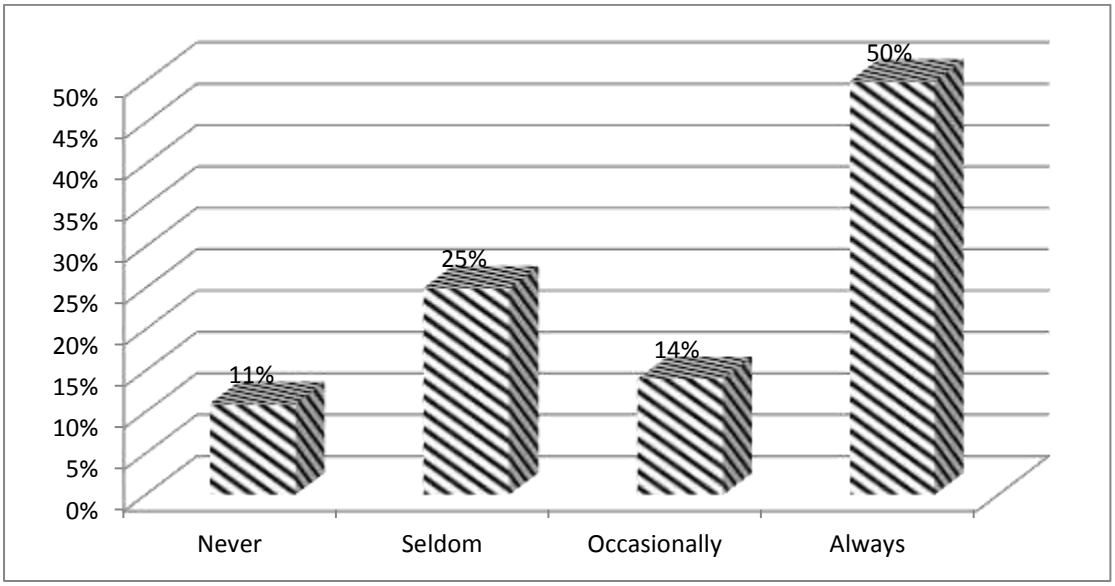
The data in the table reveal that 39% of the students occasionally collected related vocabularies to strengthen writing. Similarly, 28% of them always, 22% of them seldom and 11% of the students never collected related vocabularies. This table shows that this is also one of the widely used strategies by grade nine students.

4.1.2.7 Making Self-correction after Writing

Here, I observed whether the students of grade twelve made correction of their writing themselves after writing. The students simply corrected spelling, checked punctuations, capitalizations and grammatical mistakes. They did not correct semantic and pragmatic use of language. The figure no. 4 displays the data.

Figure 4

Making Self-correction after Writing



The above figure shows that 50% of the students always made correction whereas 25% of them seldom made correction themselves. Similarly, 14% of the students occasionally and 11% of the students never made correction themselves. This shows that higher number of students used this strategy.

4.1.2.8 Using Dictionary to Develop Writing

Item no. eight in the questionnaire was using the strategy of using dictionary to develop my writing. The students had class wise dictionary and they studied similar and opposite meanings for better writing. As they responded, they studied dictionary to increase vocabularies and used new words in writing. Some of the student's respondent that they collected words before they wrote. For instance, if they wanted to write an essay on 'Deepawali', they collected words such as worship, Goddess, celebrate, garland, blessing, relationship etc. from dictionary. Some of them

consulted Oxford Leaner's Advanced Dictionary for definitions of given terms. The table no. 4 exposes the data.

Table 7

Using Dictionary to Develop Writing

Rating	**No. of Students**	**Percentage**
Never	2	6
Seldom	8	25
Occasionally	12	42
Always	8	28
Total	30	100

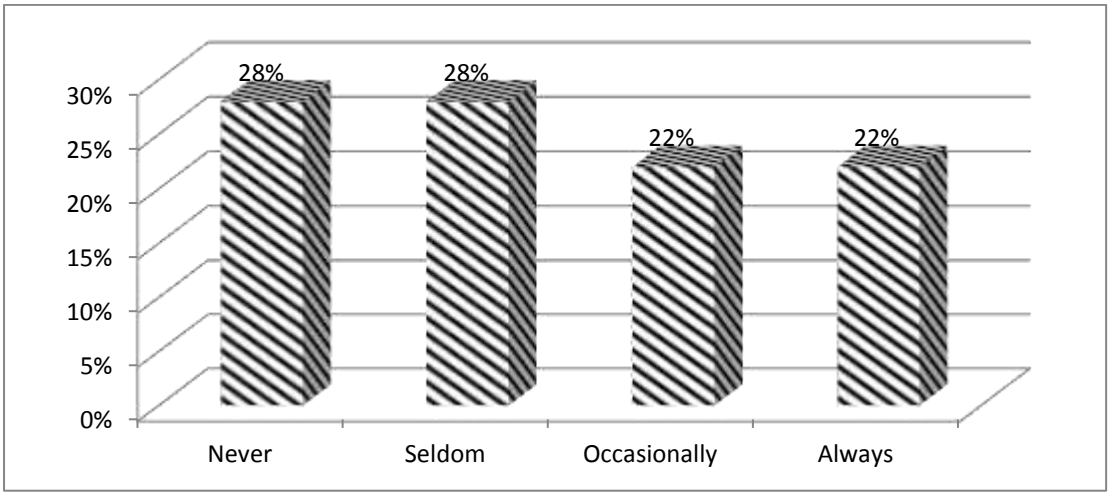
The above tables show that 42% of the informants occasionally used dictionary in learning writing. Similarly, 28% of the informants always used dictionary; 25% seldom and 6% of the informants never used dictionary. It can be concluded that a large number of students used strategy to learn writing skill.

4.1.2.9 Watching Television and Listen to Radio to Develop Writing

Here, my attempt was to find out whether the students of grade twelve watched television and listened to radio to sharpen writing. Most of the students did not watch television and listen to radio for learning writing. But, few of them watched cultural programmers, documentaries, films, news, literary programmers and collected the new words and used in their writing. The figure no.5 displays the data.

Figure 5

Watching Television and Listen to Radio to Develop Writing



The above diagram shows that 28% of the student never used this strategy and in the same rate students seldom used this strategy. On the other hand, 22% of the students occasionally and 22% of them always used this strategy. This shows that this is less frequently used strategy to learn writing.

4.1.2.10 Using the Internet to Develop Writing

Here, I attempted to find whether the grade twelve students use the Internet to learn writing or not. The majority group of students did not use the Internet. The students who accessed the Internet at home and school, searched the topics as they needed and copied them. They read texts and produced similar types of writing. Table 8 displays the data.

Table 8

Using Internet to Develop Writing

Rating	**No. of Students**	**Percentage**
Never	16	53
Seldom	8	25
Occasionally	2	8
Always	4	14
Total	30	100

The above table shows that majority group of students i.e. 53% never used the Internet to develop writing skill. Similarly, 25% of the students seldom; 8% of the students occasionally and 14% of them always used internet. This shows that this strategy is hardly used by students to learn writing.

4.1.3. Item wise Analysis of Cognitive Strategy

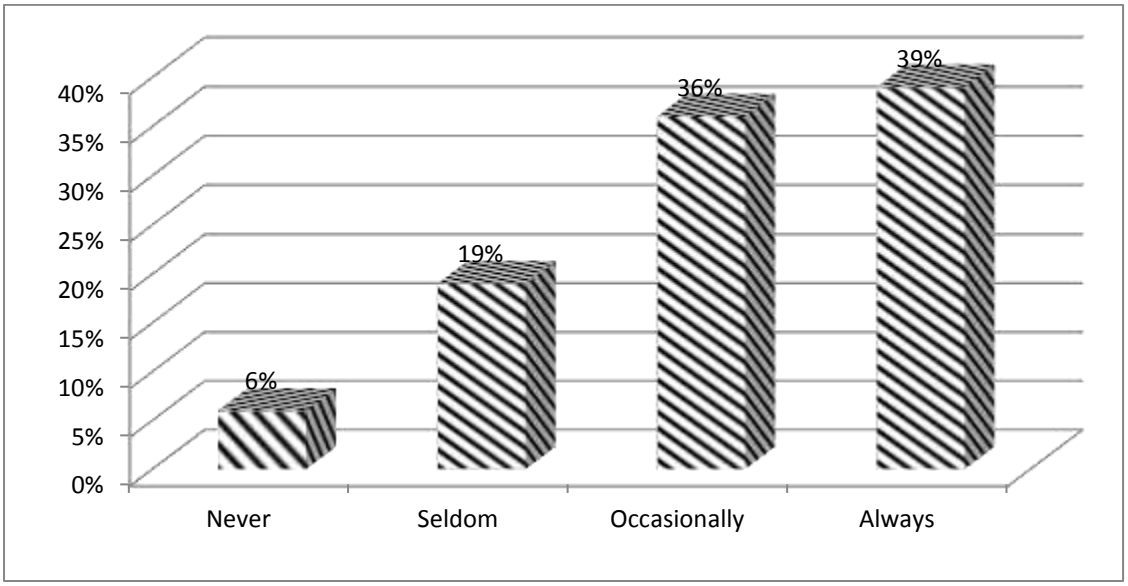
Item wise analysis is a process of looking at the item by item responses of the test. It is a method of assessment of how a question to a test measures the performance of a student. Here I have mentioned some cognitive strategies.

4.1.3.1 Taking Note to Develop Writing Skill

The eleventh item in the questionnaire included taking note to develop writing skill. In this section, I tried to identify whether the grade twelve students take note to develop writing skill. The following diagram shows the data.

Figure 6

Taking Note to Develop Writing Skill



The above figure shows that 62% of the students always took note to develop writing; occasionally used this strategy and 8% of the students responded that they never used strategy. On the basis of informants' responses, it can be concluded that a high number of students used this strategy.

4.1.3.2 Writing Diary to Develop Writing

Here, I tried to find out whether grade twelve students wrote diary to develop their writing skill. In some schools, the teacher made them write diary and students developed diary including daily activities. The following table shows the data.

Table 9

Writing Diary to Develop Writing

Rating	**No. of Students**	**Percentage**
Never	12	42
Seldom	6	19
Occasionally	7	22
Always	5	17
Total	30	100

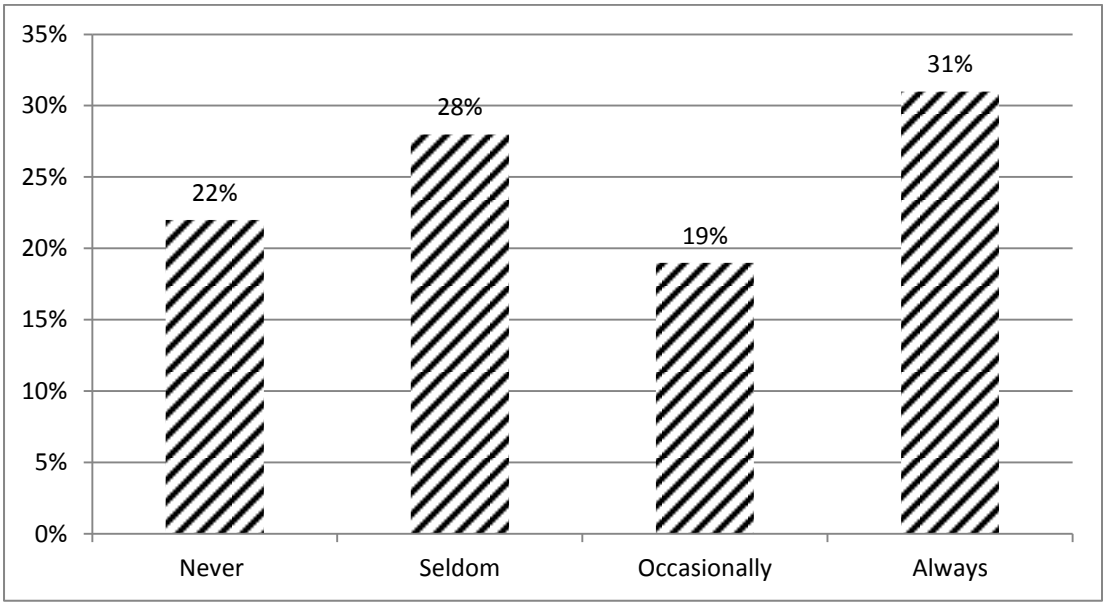
The above table shows that 42% of the students never wrote diary to develop writing. Similarly, 19% of the students seldom did it; 22% of the students occasionally wrote diary and 17% of them always wrote diary. From this data, it can be concluded that this is also frequently used strategy by students to develop writing skill.

4.1.3.3 Rewriting Text to Strengthen Writing

Here, I observed whether the grade twelve students rewrote their writing text to develop writing skill or not. The selected students responded that they prepared rough draft at first and rewrote as suggested by their friends and teachers. The figure no. 7 displays the data.

Figure 7

Rewriting Text to Strengthen Writing



The above figure shows that 31% pf the informants responded that they always rewrote their wiring text; 28% of them seldom did it. On the other hand, 22% of the informants responded that they never rewrote it and 19% of the informants responded that they occasionally rewrote their writing. This shows that higher number of students used this strategy.

4.1.3.4 Asking Teachers to Clarify Writing Rules

The next strategy incorporated in the questionnaire was asking teachers to clarify writing rules. Here, I tried to find out how far the grade twelve students used this method. The following table reflects the data.

Table 10

Asking Teachers to Clarify Writing Rules

Rating	No. of Students	Percentage
Never	1	3
Seldom	7	25
Occasionally	10	33
Always	12	39
Total	30	100

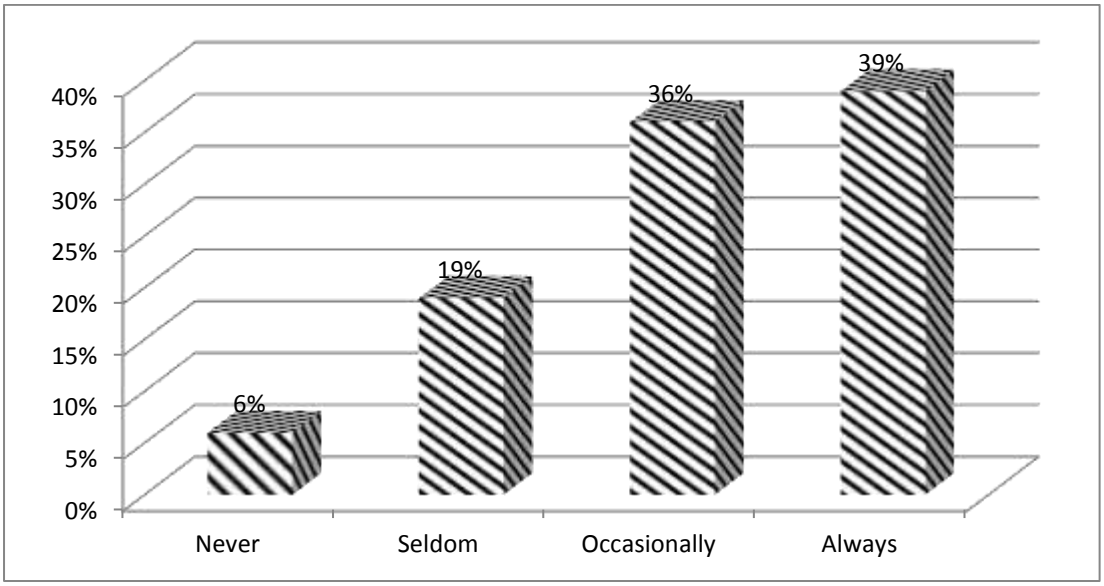
The above table displays that 39% of the students always used this strategy; 33% of them occasionally used this strategy. But, 25% of the students seldom used this method and 3% of the students never used this strategy. It can be summarized that this strategy is commonly used.

4.1.3.5 Taking Notes in Class to Learn Writing

To elicit the response whether the students of grade twelve take notes in classroom to learn writing or not, the item number fifteen was incorporated in the questionnaire. The following figure reflects the data.

Figure 8

Taking Notes in Class to Learn Writing



From the above figure, it can be said that 33% of the students always took notes in the classroom; 31% of the students seldom used this strategy; 22% of them occasionally used this strategy and 14% of the students never used this method. This shows that most of the students used this strategy.

4.1.3.6 Memorizing Writing Rules in the Classroom

Item number sixteen included in the questionnaire was to elicit information about the strategy of memorizing the writing rules in the classroom. Here, I tried to find out whether the grade twelve students used this strategy or not. The following table displays the data.

Table 11

Memorizing Writing Rules in the Classroom

Rating	**No. of Students**	**Percentage**
Never	5	17
Seldom	2	8
Occasionally	11	36
Always	12	39
Total	30	100

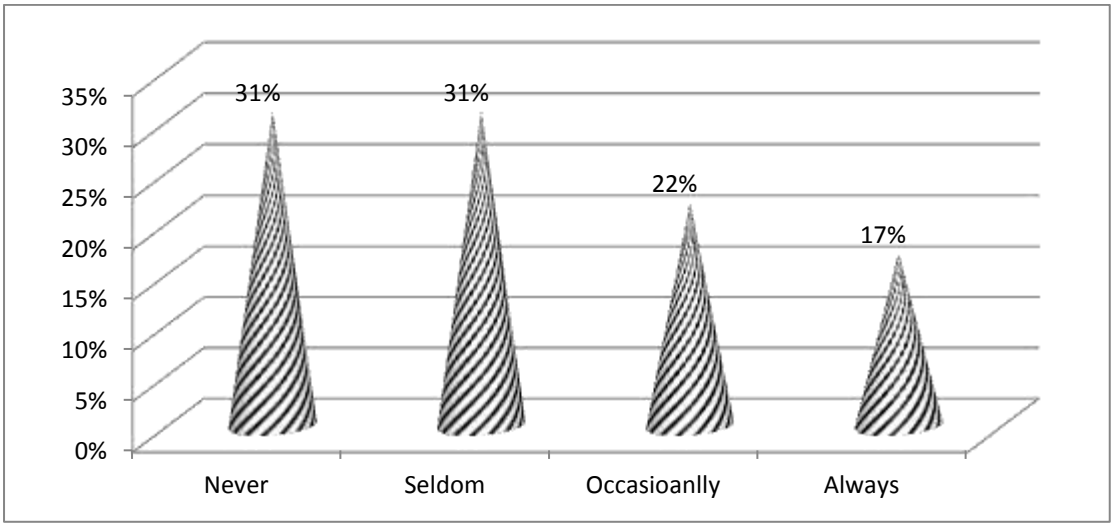
The above figure shows that the large number of students i.e. 39% always used this strategy, 36% of the students occasionally used this strategy, 8% seldom used this strategy and 17% of them never used this strategy. It can be concluded that this is a commonly used strategy.

4.1.3.7 Preparing Clues/Hints before Writing

Preparing clues/hints before writing was seventeenth item in the questionnaire. Here, I attempted to identify how often the students used this strategy. The informants responded that they prepared some outlines before they produced writing. Some of them took hints from practice books. The following figure reflects the data.

Figure 9

Preparing Clues/Hints before Writing



The figure shows that a large number of students i.e. 31% never used this strategy; 31% of them seldom used this strategy; 22% of the students occasionally used this strategy and 17% of the students always used this strategy. This shows that most of students used this strategy to learn writing.

4.1.3.8 Doing Homework

The next item comprised of the strategy of doing homework. In this section, I tried to find out whether the students of grade twelve used this strategy. Here, the students did homework assigned by the teacher and their homework was checked by the teacher. Regular practice in doing homework sharpened their writing. And the students had chances to improve their writing. The following table reflects the data.

Table 12

Doing Homework

Rating	No. of Students	Percentage
Never	1	3
Seldom	2	6
Occasionally	5	17
Always	22	75
Total	30	100

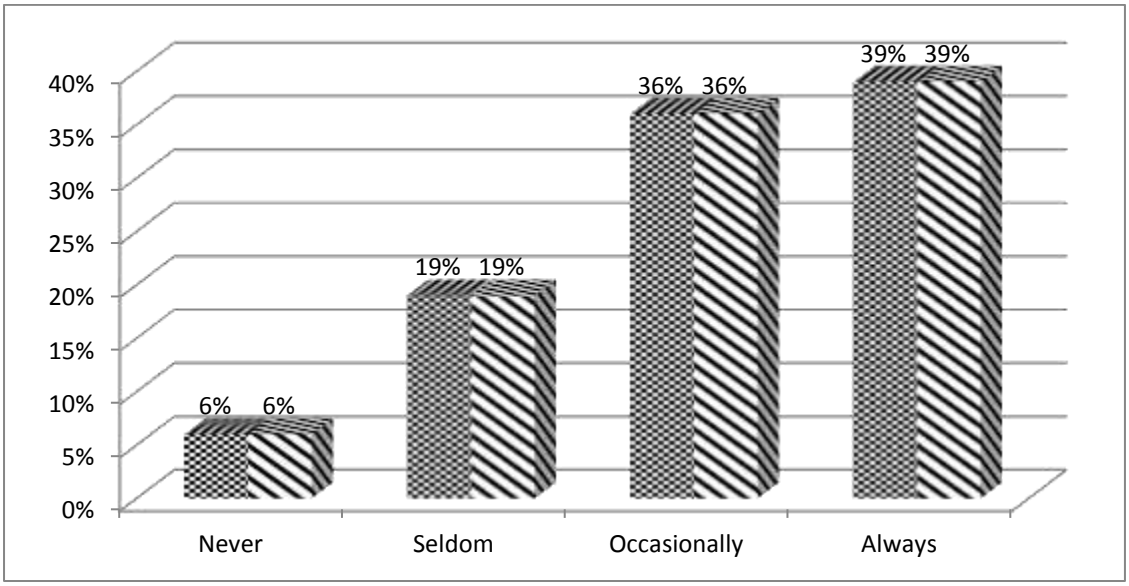
The tables shows that 75% of the informants always used this strategy; 17% of the informants occasionally used this strategy; 6% of the informants seldom used this strategy and 3% of the informants used this strategy. This shows that the great majority group of students used this strategy.

4.1.3.9 Using Writing in Daily Life

Another probable learning strategy included in the questionnaire was whether the students used writing in their daily life or not. The selected students used writing in their day to day life such as application for leave at school, application for scholarship at school, SMS writing on mobile, letter writing, making shopping lists, etc. Figure . 10 shows the data.

Figure 10

Using Writing in Daily Life



From the above data, it can be concluded that 41% of the total students occasionally used this strategy, 25% of them always used this strategy, 17% of them seldom used this strategy and 17% of the students never used this strategy. This shows that it is also less frequently used strategy to learn writing.

4.1.3.10 Learning Writing by Reading Extra Books

It is one of the strategies that used in learning writing. In this section, I tried to find out whether the grade twelve students learn writing by reading extra books. As extra books, the informants responded that they studied collection of essays, moral stories; journals published by school, poem collections, etc. and used the new terms in writing. The following table presents the data.

Table 13

Learning Writing by Reading Extra Books

Rating	No. of Students	Percentage
Never	1	3
Seldom	11	39
Occasionally	12	42
Always	6	17
Total	30	100

The above table shows that a large number of the grade nine students, i.e. 42% occasionally learnt writing by reading extra books. Similarly, 39% of the students seldom learnt writing by reading books; 17% of them always learnt writing by reading extra book and 3% of the students never used this strategy. From this data, it can be concluded that this is a commonly used strategy to learn writing.

4.1.4. Item wise Analysis of Socio-Affective Strategy

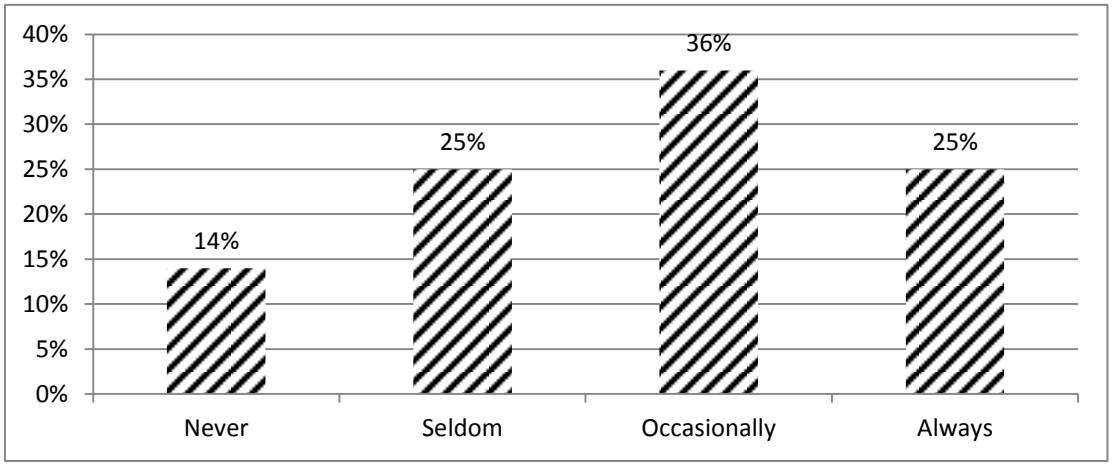
Item wise analysis is a process of looking at the item by item responses of the test. It is a method of assessment of how a question to a test measures the performance of a student. Here I have mentioned some strategies of socio-affective strategies.

4.1.4..1 Learning Writing from Senior at Home

The next item included in the questionnaire was learning writing from senior at home. Here, I tried to find out how far the students or grade twelve adopted this strategy to learn writing. The selected students had elder brother and sisters studying at higher level and they guided them in writing. The figure no. 11 displays obtained data

Figure 11

Learning writing from senior at Home



The above figure shows that 36% of the students occasionally sued this strategy; 25% of the students always used this strategy; 25% of the students seldom used this strategy and 14% of the students never used this strategy. From this, it can be concluded that majority group of students used strategy.

4.1.4.2 Letting the Teachers Correcting their Writing

Here, my attempt was to find out whether the students of grade twelve ask their teachers to correct their writing or not. The following table shows the data.

Table 14

Letting the Teachers Correcting their Writing

Rating	**No. of Students**	**Percentage**
Never	2	6
Seldom	9	28
Occasionally	7	22
Always	12	44
Total	30	100

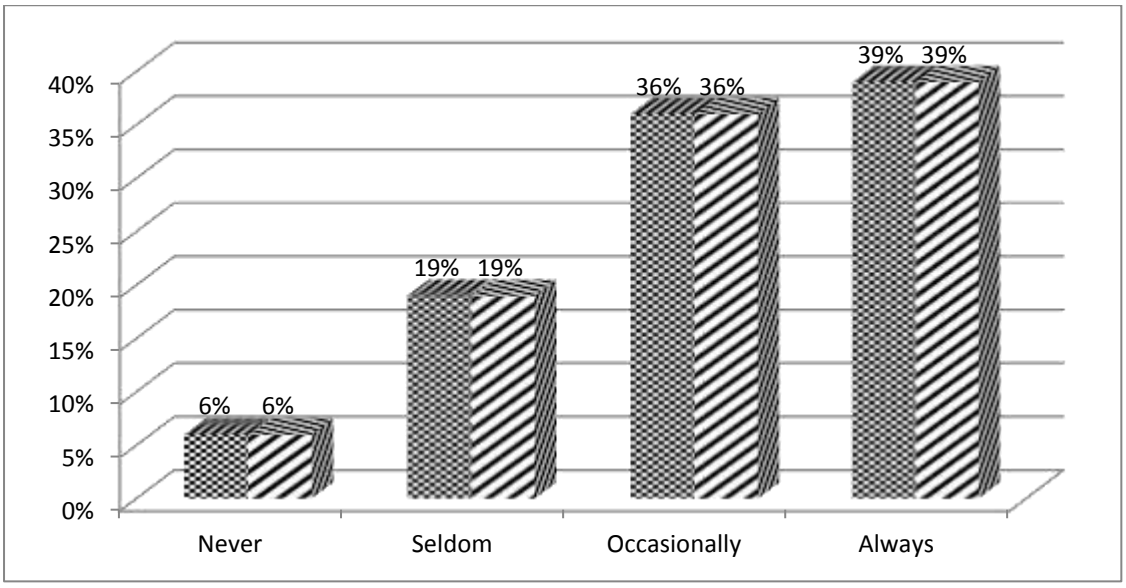
The above table displays that a large number of students, i.e. 44% always let the teacher to correct their writing; 22% of them seldom used this strategy; 22% occasionally used this strategy and 6% of the students never used this strategy. It shows that this is also widely used strategy to develop writing skill.

4.1.4.3 Taking Private Tuition Class to Develop Writing

Taking private tuition class to develop writing was the twenty third time in the questionnaire. Here, I tried to identify how often the students of grade twelve used this strategy. The following diagram reflects the data.

Figure 12

Taking Private Tuition Class to Develop Writing



The above chart shows that a large number of students, i.e. 47% never used this strategy; 31% of the students always used this strategy; 11% of them seldom used and 11% of them occasionally used this strategy. The students just wrote what they learnt as school but not in tuition class. There was no trend to study in extra class and the school managed extra

class only for class ten students. So, class nine students rarely used this strategy.

4.1.4.4 Teachers Encouragement in Writing

The next item comprised of the strategy of the teachers encouraging in my writing. In this section, I searched how much the students were encouraged by the teachers. It is because; the teacher's encouragement plays vital roles in learning. Positive motivation and facilitation of teachers help in learning better and teacher's discouragement harasses the learners. Table 15 presents the data.

Table 15

Teachers Encouraging in Writing

Rating	**No. of Students**	**Percentage**
Never	1	3
Seldom	7	25
Occasionally	6	19
Always	16	53
Total	36	100

The above table displays that 53% of the students were always encouraged by the teachers; 25% of the students were motivated by teacher; 19% of the students were occasionally encouraged and 3% of them were never encouraged by their teachers. From this, this strategy also helped the students to learn writing.

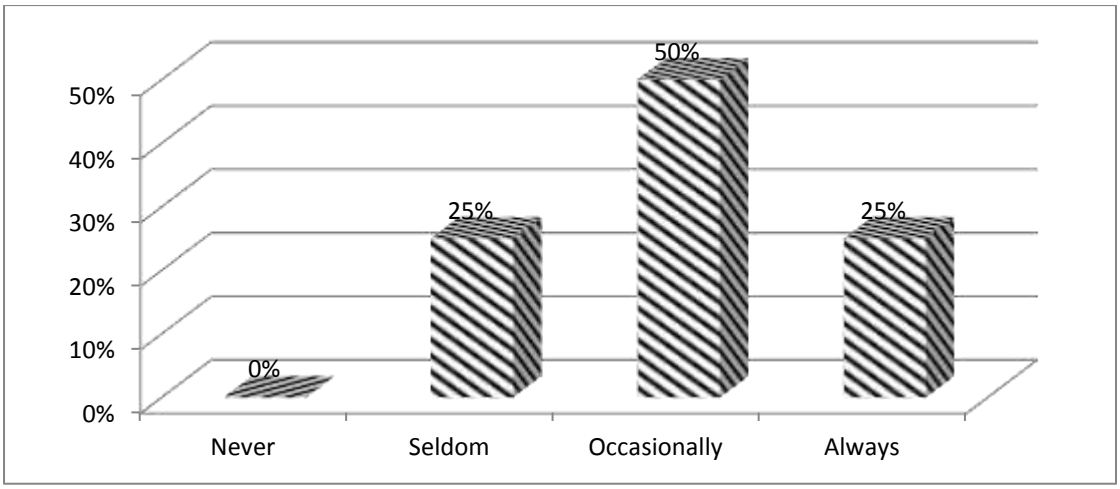
4.1.4.5 Friends Help in Writing

Here, I tried to find out how far the students of grade twelve took help from their friends to learn writing skill. As the selected students

responded, they took help from the talented students and senior ones. They asked their friends and wrote in difficulties. The following figure displays the data.

Figure 13

Friends Help in Writing



The above figure shows that 50% of students were occasionally helped by their friends; 25% of them were always helped by their friends to learn writing; 25% students were seldom helped by their friends. From this, it can be concluded that this is also widely used strategy.

4.1.4.6 Correcting the Writing of their Children

Correcting the writing of their children was twenty sixth item of the questionnaire. Here, I searched how far the students used this strategy or not. The following table shows the obtained data.

Table 16

Correcting the Writing of their Children

Rating	**No. of Students**	**Percentage**
Never	13	47
Seldom	8	25
Occasionally	9	28
Always	0	0
Total	30	100

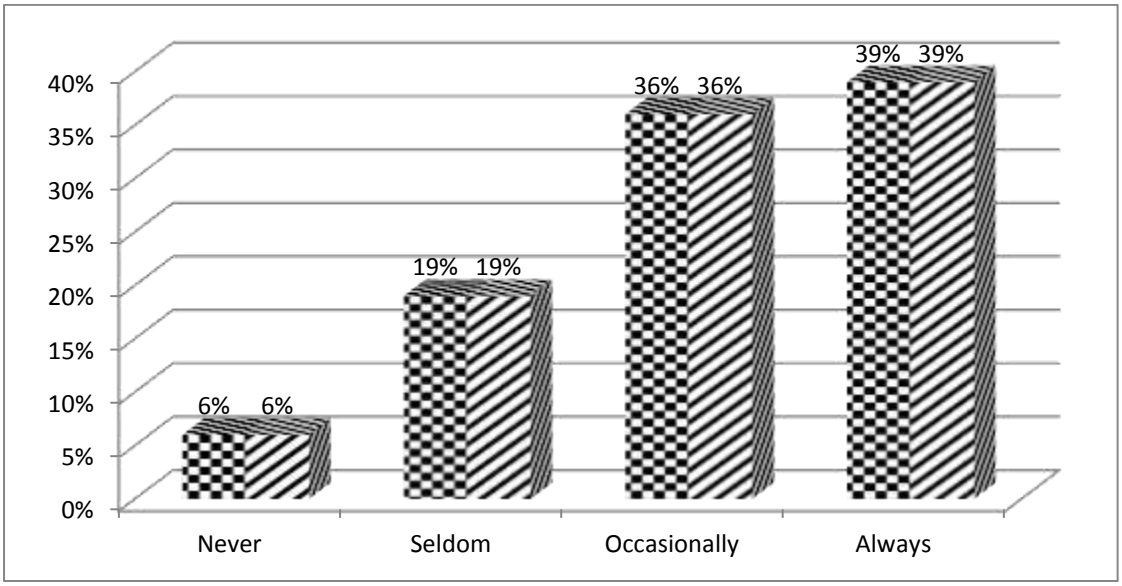
The above table presents 47% of the students' writing was never corrected by their parents. Similarly, 25% of the students' writing was seldom corrected by parents; 28% of their writing was occasionally corrected by parents and there were no parents who always corrected their children's writing. This is because most of the parents were simply literate and could not able to help the children. Some of the parents had no time to guide them. Some of the students stayed away from home. This shows that this is the least used strategy.

4.1.4.7 Learning Writing through Interaction with Friends

The fourth last strategy adopted by grade twelve students to learn writing skill was learning writing through interaction with friends. Here, I observed whether the students used this strategy or not. The students had interaction in classroom when their teacher assigned class work. They discussed the topic and had some finding and produced writing. Figure 14 shows the data.

Figure 14

Learning Writing through Interaction with Friends



The above chart shows that 39% of the students occasionally used this strategy; 36% of the students always used this strategy; 19% of the seldom used strategy and 6% of them never used this strategy. From this, it can be concluded that a large number of the students used this strategy.

4.1.4.8 Checking Writing with Peer

The third last item in the questionnaire was whether the grade twelve students checked their writing with their friends or not. The informants said that they had intimate friend at class. When they wrote any text, they asked their friend to check. In some schools, the teacher made the peers in class room, had mutual checking of their writing. The following table shows the data.

Table 17

Checking Writing with Peer

Rating	**No. of Students**	**Percentage**
Never	3	11
Seldom	8	28
Occasionally	14	47
Always	5	14
Total	30	100

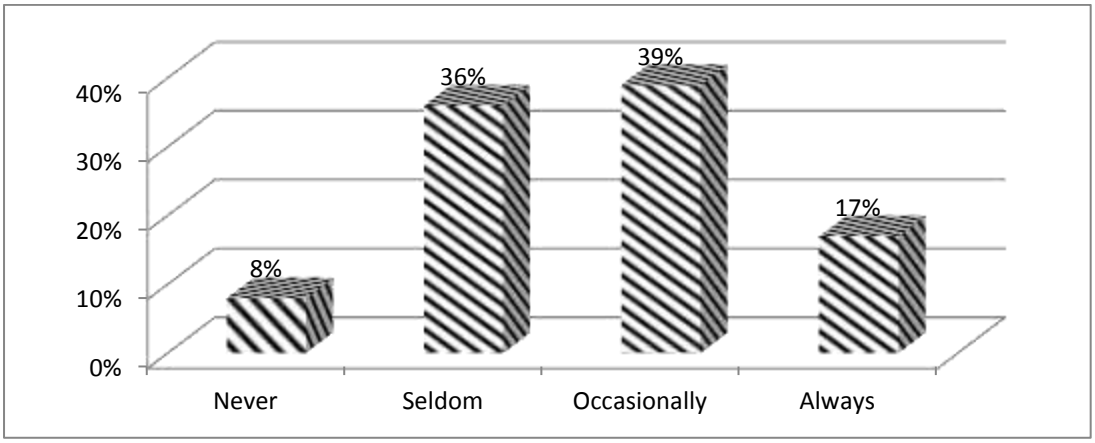
The table shows that a large number of students, i.e. 47% occasionally used this strategy; 28% of them seldom used this strategy. Similarly, 14% of the students always used this strategy and 11% of them never used this strategy. It can be concluded that students commonly used this strategy.

4.1.4.9 Learning Writing by Group Work

The second last item in the questionnaire was learning writing by group work. Here, I tried to find out how far the students learnt writing by group work. In some schools, the subject teacher divided the students into several groups in order to activate them in learning. They were involved in group discussion and talented ones guided others. But, in many schools, group work is not practiced. The following diagram reflects the data.

Figure 15

Learning Writing by Group Work



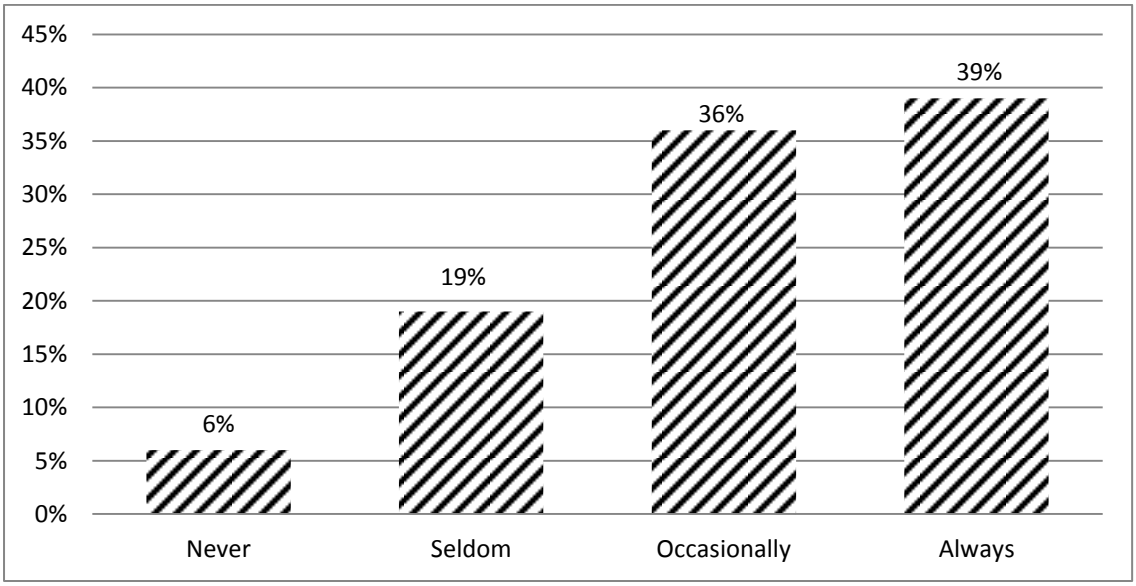
The above diagram shows that 39% of the students occasionally learnt writing by group work. Similarly, 36% of them seldom learn writing by group work; 17% of them always learnt writing by group work and 8% of them never learnt writing by group work. This shows that it is also less used strategy.

4.1.4.10 Interacting with Teachers to Learn Writing

The last item in the questionnaire inquired about learning writing through interacting with teacher. Here, I observed whether the students of grade twelve used this strategy. Figure no. 16 shows the data.

Figure 16

Interacting with Teachers to Learn Writing



From the above figure, it was found that higher number of informants, i.e. 39% always used this strategy. Likewise, 36% of the informants occasionally used this strategy; 19% of the informants seldom used this strategy and 6% of them never used this strategy. The informant's respondent that they had frequent interaction with their teacher in and outside the classroom. They asked questions to the teacher when they felt difficulties and took help. The data show that this strategy is widely used to learn writing.

4.2 Summary of Findings

On the basis of analysis and interpretation of data, the summaries of findings are below:

i. Ten strategies were included under meta-cognitive learning strategy. Among them making self-correction, using dictionary, collecting related vocabularies, reading related texts, articles were the strategies that the students most frequently used to

learn writing. Using the internet, watching television and listening to the radio, writing in current topics, visiting, using visual material, reading newspaper were less frequently used strategies.

ii. Ten strategies were included under cognitive strategy. Among them, making notes, asking teachers to clarify writing rules, memorizing writing rules, doing homework, using writing in daily life were the most frequently used strategies by the students to learn writing. On the other hand, writing dairy, re-writing the text, taking notes in class. Preparing clues, learning writing by reading books were less frequently used strategies.

iii. Ten different strategies were included under socio-affecting strategies. Among them, letting teachers correct writing, teachers' encouragement, interacting with teachers and friend's help in writing were most frequently used strategies. On the other hand, learning writing by group work, checking writing with peer, learning writing through group discussion, taking private tuition class and learning writing from senior at home were the less frequently used strategies.

iv. Socio affective learning strategy is less focused in learning writing, where 44% of the students took help from teacher but only 25% of the students took help from senior at home and peer work was only 14%.

v. Very few cognitive strategies are used to learn writing as it should be more and more. Strategies like doing homework was used by the students totally 75% of the students and more than 50% used making note strategies.

vi. Meta cognitive strategy directly and indirectly helps in learning writing, but no majority group of students used this strategy, where making correction after writing was used by 50% of the students and only 11% have habit of writing on current and hot topics.

vii. Reading extra books, newspaper, journal, supporting materials are important for good writing. But students used this strategy less frequently

viii. Only 20% of the students occasionally took help from their parents. So, parents' and seniors' roles at home seemed poor.

ix. Some strategies such as using visual aids, writing diary, preparing clues, visiting library, writing in current and hot topics, using the internet, reading newspaper, journals are very useful strategies to develop writing. But, they are less focused.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The present study entitled as 'Strategies adopted by grade twelve students to develop writing skill' has been carried out to identify the strategies used by the students to develop their writing skill. In order to carry out this research, at first I selected all the students studying at grade twelve in Chitwan district. Out of the total population, I selected 30 students from two higher secondary schools as a sample of the study using purposive non-random sampling procedure. Then, I prepared she questionnaire as the tool for data collection. I visited the selected schools personally and sought permission from the authorities to administer the questions. A clear concept and instruction was given to the selected students before their responses. After gating information in the form of filled questionnaire, I analyzed and interpreted the data using descriptive statistics i.e., frequencies, percentages and weighted mean. I enlisted the reading and writing strategies used by the students as the findings of the study and discussed the results thoroughly.

This research has given an account of the writing strategies used by grade twelve students while learning English. It has argued that students pay much more attention in reading and writing rather than any other aspects/skill of language learning. This dissertation has investigated different ways of developing writing skills.

One of the more significant findings to emerge from this study is that students very often prefer loud reading. They owe much reading English

stories. They listening English news, sing English songs, and consult with teachers and colleagues while reading and so on. The results of this investigation show that (the students employ various autonomous activities) outside the classroom such as, talk in English outside the classroom, make notes, use audio-visual materials, and watch English movies, use internet, face book and other social media in order to develop their reading skill.

Similarly, the second major finding was that they prepare the note, draft the ideas, write whatever teacher taught in the class, note down the difficult words and write their meaning, copy down others' writing style, participate in different contest and so on in order to develop their writing.

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 area. The implications are discussed below:

5.3.1 Policy Level

Policy is a principle to guide discussions and achieve rationale outcomes. The implications of this study at this level are as follows:

i) This information can be used to develop targeted intervention activities aimed to make the policy of the country in the field of Education in general and in the field of English language Education in particular.

ii) The world of pedagogy is shifting rapidly from the authority to democracy. Hence, the target of teaching learning should be the learner centered. So, the policy makers, syllabus designers; experts and textbook writers should provide the guidelines to adopt apt strategies in language learning and acknowledge learners own strategies.

iii) Individual differences can be seen in each and every aspect of leaning so does the case in English. So, the content and methodology should be based on different strategies to be used in writing.

iv) Now the time has changed. Due to such change the methods and techniques of teaching/learning are also changed. So, the lecture and note oriented classes have gone ragged. This implies that policy to be oriented to the need of new humanistic trends in teaching learning. The syllabuses and the study materials should be based on individual learning strategies.

v) Though all the language skills and aspects have equal importance in developing language proficiency, much attention should be given to reading and writing form the policy level as they are productive as well as learner's preferences.

5.3.2 Practice Level

Learning strategies occupy a critical position within language pedagogy. In order to learn a language, it is necessary to understand the process that goes on the mind of learners. So, this study is a part of

learning process on behalf of the strategies made by individual learners in developing writing skills. The implication in this level includes:

i) The teachers or academic professionals have to make students the learners not the obedient parrots in their learning. For this, they have to identify the learning strategies of individual learners in English language learning. They should engage them in different strategies that they owe much. They should attempt to make them autonomous.

ii) Writing should be taken into account when they encounter different tasks related to this basic skill. So learners should be given meta-cognitive activities a lot to practice the language skills and aspects in classroom intervention.

iii) Teachers need to inspire students to prepare their own note and go through their course book continuously throughout the academic year for better result. They need to teach them English vocabularies with the help of audio-visual reference materials.

iv) The teachers need to conduct writing contests inside or outside the classroom timely and inspire their students to take part frequently. They should use group work, pair work, discovery techniques, etc so that the students will actively be participated in learning.

v) Another important practical implication is that the teacher should provide sufficient opportunity to read newspapers and magazines in the classroom and encourage them to read such materials regularly to develop the capacity of comprehending the text.

vi) Creativity is the core aspect of learning. The evidences from this study suggest that learners prefer creative strategies. Therefore creative writing for academic growth should be the slogan of language learning.

vii) Some strategies such as using visual aids, writing diary, preparing clues visiting library, writing in current and hot topics, using the Internet, reading newspaper, journals are very useful strategies to develop writing. But, they are less focused. Therefore, teacher training should be conducted in learning strategies in order to apply these strategies.

viii) Students centered methods such as peer work, group work, class discussion should be used in order to activate the students.

ix) Audio-visual aids, internet, cassettes, extra books, newspaper, journals and others teaching materials are managed by only some schools. Hence, they should be managed by all schools to enhance learning.

x) Interaction between teachers and students creates friendly environment. So, the teachers should play the roles of facilitator and friends.

5.3.3 Further Research

This research has put many questions in need of further investigation. So, further work needs to be done in the area of teaching strategies, learning strategies, meta-cognitive strategies and so on to provide clear perspectives on learner's choices and interest. It is recommended that further research be undertaken in the other aspect or areas of language

learning. So, more researches are also needed to determine the effectiveness of above discussed strategies on creative use of language. Thus, further experimental investigations are needed on this part. This study can enable the other language researchers to gain new evidence to understand how languages are learned and acquired what strategies the learners use and so on. It would be interesting to compare experiences of individuals within the same group or with the teachers regarding those strategies used in writing from their own. Thus, further research in this field regarding the role of learning strategies is done.

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APPENDIX

QUESTIONNAIRE

School:

Name:

Class:

The following list is list of strategies of learning writing skill. I would like to know what actually you do.

Items	Questions	Never	Seldom	Occasionally	Always
Rehearsal	I read the related texts, articles, books before I write				
	1 use visual material as a help of writing				
	I read newspaper, journals to develop writing.				
	1 repeat my writing to strengthen my writing.				
	I do my homework daily. I use dictionary to develop my writings				
	1 use writing in daily life				
	1 learn writing by reading extra books				
	I watch television and listen radio to develop my writing				

Items	Questions	Never	Seldom	Occasionally	Always
Monitoring	1 learns writing from senior at home.				
	I take private tuition class to develop my writing.				
	1 let the teachers to check my writing.				
	I visit library to find out books to develop writing				
Summarizing	1 take notes to develop my writing skill.				
Self-talk	1 write diary to develop my writing skill.				
	1 prepares clues\hints before I write.				
	I make correction myself after writing.				
Imagery	I memorize some difficult vocabularies by correlating some contexts\images.				
Evaluation	I write on current and hot topics to develop my writing.				
	I use internet to develop my writing				
Planning	1 collect related vocabulary to strengthen my				

Items	Questions	Never	Seldom	Occasionally	Always
	writing				
	1 takes notes in the class to learn writing.				
Co-operation	My teachers encourage in my writing.				
	My Friends help in my writing.				
	My parents make my writing correction.				
	1 learns writing through interaction with friends.				
	1 checks my writing with my peer.				
	1 learns writing by group work.				
	1 interacts with my teacher to learn writing.				
	I ask teacher to clarify the rules.				