

CHAPTER ONE

INTRODUCTION

This study is on "The Effectiveness of Group Work Technique in Teaching Guided Writing". This chapter consists of general background, 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.

1.1 Background of the Study

Language pedagogy refers to the teaching skills that teachers use to impart the specialized knowledge of the subject areas. Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all students feel comfort and assure that they can succeed both academically and personally. Learning is a process in which students build understandings on the basis of experiences and active involvement. Interaction encourages students to integrate information and explain it to others in their own words. According to the Billows (1961), the development of fitting language for collaborative work is a natural by-product of co-operative learning.

English is taught and learnt as a foreign language in Nepal. So, it has been a complex task for both students and teachers. According to Crystal (2003, p. 359), "Today, English is the main contender for the position of world lingua franca." In the context of Nepal English language is taken as a foreign language. Foreign language learning is far more different from the first language acquisition. Any normal human child can acquire his/her mother tongue within a short span of time. However, the case of foreign language is quite different. Even after many years of learning, students fail to introduce themselves in the foreign language to first language learners in all the four skills of language. However, language integrates all the four basic skills, aspects and functional of language whether it may be first or second language.

Technique is a trick of a teacher which is played in the classroom. It is implementation. In other words, what actually happens while teaching in the classroom is a technique. Anthony (1963) defines it as "Implementation which actually takes place in a classroom. It is a particular trick, strategy used to accomplish an immediate objective...." (as cited in Richards and Rodgers 2003, p.19). Technique is a powerful tool which makes a class interesting and effective. The appropriate selection of technique is determined on the basis of subject matter, teacher's individual artistry, composition of class, availability of the teaching materials and so on. If a teacher cannot present her/himself with multi-techniques in the classroom, the students may feel bore and remain passive. Therefore, the most popular and effective technique should be applied in teaching language functions. A teacher may use different techniques to teach same item.

There are many techniques of teaching guided writing skill. One of them is group work technique. Group work is a technique of language learning and teaching activity which involves learners working in group. It is one of the most effective learner centered techniques being widely used in English language teaching. Group work teaching is mainly used in communicative classroom. Working together is worthwhile as "pair and group work immediately increase the amount of students talking time" (Harmer, 1998). So, group work is more productive when the participants perceive that they need each other to accomplish the assigned task. In other words, they "sink or swim together". Group work requires active involvement of the student, stimulate higher level thinking skills, and give students responsibility for their own learning. Furthermore group work technique is active learning technique which integrates cooperative learning. It is suitable for both small and large group of students. To make group work successful, the entire class has to be well behaved on tasks.

1.2 Statement of the Problem

There are mainly two types of techniques that teachers use in the class room; student centered and teacher centered. The techniques focusing on the activities of the teachers while teaching in the classroom are known as teacher-centered techniques. Unlike teacher-centered techniques, learner-centered techniques are such techniques on which the learners remain active. Teaching through student centered method is one of the challenging jobs. A teacher needs to be very careful while choosing methods and techniques for the successful classroom teaching and learning. The teacher should choose right technique at right time according to the demand and nature of the topic and the level of the students otherwise teaching and learning process cannot become effective and successful.

In the context of Nepal, English language is taught as foreign language which the learners learn after their native language. So, foreign language is not easy to learn like native language or mother tongue and secondary level curriculum focuses on theoretical level; but it has not given much priority in practical field of teaching. Teachers are responsible to use the techniques while teaching and they need to be very carefully planned and prepared before entering to the class to teach writing skill using student centered techniques. Teacher should have the knowledge of how to manage the class for teaching writing skill. According to the level and interest of the students, appropriate student centered technique is to be implemented while teaching writing skill. However, teaching and practicing writing skill using student centered techniques is not given priority. It is forgotten that being able to write something correctly is the main aim of secondary level curriculum. So, my study has been concerned with enhancing students' proficiency of developing guided writing skill using group work technique.

The importance of group work is great for the reason it affords both the teacher and the students which are not available in the formal class situation. So, the

researcher carried out the present study which can be very useful from the implementation point of view in Nepal. It proves to be fruitful for both the teachers and the students if it is applied inside the classroom. As it does not need more materials, it can be applied even in the schools that do not have sufficient physical facilities. What it needs are the skills and the time of the teacher and the readiness of the students in learning. This study also provides the way of organizing and conducting group activities inside the classroom where the focus is on the students. Thus, this learner-centered approach benefits both the teacher and the students by providing collaborative work to take advantage of each other's expertise and strength.

Teachers give more priority to the teacher centered techniques like, lecture, describing, defining exponents, etc. instead of giving priority to student centered techniques while teaching guided writing skill. Therefore, I became interested in research on this topic. Contextual use of language is neglected in the past. They mostly focus on exam preparation, rote learning and teaching, which did not promote the students writing skill. So, I became interested to find out the usefulness of group work technique to promote students proficiency on guided writing. Moreover, no research works have been carried out under this topic "Effectiveness of Group Work Technique in Teaching Guided Writing."

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To find out the effectiveness of group work technique in teaching guided writing and
- ii. To suggest some pedagogical implications based on the findings of the research.

1.4 Research Questions

The following will be the research question:

- a) Is the group work technique effective to develop guided writing to the students?

1.5 Significance of the Study

English has been taught and learnt as a foreign language in most of the countries in the world. As the major skill of language learning, writing skill has a major role to play for the better acquisition and learning of the language. Nepal is one of such countries where English is being taught as a foreign language from primary to bachelor level as a compulsory subject since long. Because of this status of English, various researches have been carried out to make the field of teaching and learning of English more effective. For years, language teaching placed heavy emphasis upon early writing skill proficiency so it would not be wrong to claim that this study will be significant to those who are directly or indirectly involved in the field of teaching and learning language. It will be a great asset for the teachers who are teaching to different ethnic groups. Moreover the findings of this study are also expected to be beneficial for policy maker, curriculum designers, textbook writers, teachers, students and prospective researchers. To teach something effectively and purposively, almost each and every teacher practices more and more methods and techniques. Among them, group work technique is one. The teacher can implement group work technique inside or outside the classroom as per the students' interest, level, age, mood and social status as well. This research study aims to find out how the group work learning is more meaningful and effective for learning English writing skill.

This study will be beneficial for teachers, trainers, educationalists and policy makers. Apart from these genius people, textbook writers, syllabus designers, methodologists, language planners will also be benefitted to utilize this study

for their purposes.

1.6 Delimitations of the Study

The proposed study had following limitations:

- a) The study was limited to Vibhuti Secondary School of Kathmandu district.
- b) The study was limited to only 30 students of ninth grade.
- c) The data were collected from both pre-test and post test only.
- d) The data were collected only by using written test.

1.7 Operational Definition of the Key Terms

Guided Writing : The semi-controlled writing activity is called guided writing. In guided writing the students' writing is not totally controlled but guided in some way.

Group Work : That work which is done by a group of people working together is called group work. For example, students in a classroom.

Technique : It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. So, Group work technique was used in this study.

First language : The language is acquired at the first time in natural setting is called first language, also called mother tongue.

Raw score : The first hand information which is not further treated for further statistical operations in known as raw score.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this section, review of theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework are included.

2.1 Review of Theoretical Literature

Review of theoretical literature is the most important part while carrying out research work. Under theoretical literature the researcher presents the concepts and therapies related to the topic. Under this heading, review of theoretical literature, the researcher presents the introduction of techniques, classification of technique, group work technique, advantages and disadvantages of group work, types of group work, and principles of creating group, guided writing skill and teaching of guided writing through group work.

2.1.1 Constructivism

Constructivism is a philosophical viewpoint about the nature of knowledge. It focuses on how humans make meaning in relation to the interaction between their experiences and their ideas. This theory gives focus on human development in relation to what is occurring with an individual as opposed to development that is influenced by other humans. The concept of constructivism has influenced a number of disciplines, including psychology, sociology, education and the history of science. During its infancy, constructivism examined the interaction between human experiences and their reflexes or behavior-patterns. Piaget's theory of constructivist learning has had wide-ranging impact on learning theories and teaching method in education, and is an underlying theme of many education reform movements. According to Hein

(2009), Constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually (and socially) constructs meaning as he or she learns. Constructing meaning is learning; there is no other kind.

If we believe that knowledge consists of learning about the real world out there, then we endeavor first and foremost to understand that world, organize it in the most rational way possible, and, as teachers, present it to the learner. This view may still engage us in providing the learner with activities, with hands-on learning, with opportunities to experiment and manipulate the objects of the world, but the intention is always to make clear to the learner the structure of the world independent of the learner. We help the learner understand the world. But we don't ask him to construct his or her own world. (Christ 2005 p. 9)

Being based on the constructivist theory of learning, group work is one of the best techniques to make social and interaction class. Group work technique is a technique that gives students far more a chance to use the target language to communicate with each other. It encourages students to be more involved and concentrated on the task given to them. That resembles with the concept of learning of constructivist theory. According to Olsen and Kagan (1992), positive interdependence, group formation, individual accountability, social skills and structuring are the key elements of successful group based learning (as cited in Richards and Rodgers 2003, p. 196).

Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. An experimental research is defined as a scientific test which is conducted to discover the strength of relationship between variables i.e. dependent and independent variables. So, it is always variable focused study. Here, certain variables are controlled or

manipulated and their effect is examined upon some other variables. Thus, experimental research basically describes what will happen when certain variables are carefully controlled or manipulated. According to Kumar:

An experimental study can be carried out in either a 'controlled' or 'natural' environment. For an experiment in a controlled environment, the researcher introduces the intervention or stimulus to study its effects. The study population is a 'controlled' situation such as a room. For an experiment in a 'natural' environment, the study population is exposed to an intervention in its own environment (2005, p. 89).

Thus, for this study theoretical base is constructivism, technique of teaching is group work and design of research is experimental.

2.1.2 Brief Introduction of Techniques

Technique is a trick of a teacher which is played in the classroom. It is implementation. In other words, what actually happens while teaching in the classroom is a technique.

Technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with method and therefore in harmony with an approach as well (as cited in Richards and Rodgers, 2003, p. 11).

Technique is a procedural device used in the classroom teaching in order to imply a method of teaching successfully. It is a classroom activity which makes the teaching easier, effective and meaningful. There are several techniques that are used in the field of English language Teaching. No single technique is

adequate to teach all aspects and skills of language in all situations. Use of techniques depends on the nature of the course, setting and situation of classroom, level, need and interest of the students. Therefore, the most popular and effective technique should be applied in teaching reading. A teacher may use different techniques to teach same item. Broadly, there are two types of techniques; teacher centered and student centered.

2.1.2.1 Teacher-Centered Techniques

The techniques focusing on the activities of the teachers while teaching in the classroom are known as teacher-centered techniques. The teacher presents himself as a sole person. He actively presents the lesson: he speaks a lot, reads a lot and takes too much time in the classroom. The students listen to him quietly and no group discussion or pair discussion takes place inside the classroom. The teacher uses these techniques thinking that these will help the students to memorize the lesson taught to them. Some examples of teacher-centered techniques are given below.

- a. Lecture
- b. Explanation
- c. Illustration
- d. Demonstration

2.1.2.2 Learner-Centered Techniques

Unlike teacher-centered techniques, learner-centered techniques are such techniques on which the learners remain active. Learners are given main focus here. The teacher encourages the students to participate actively in classroom activities. The teacher sets tasks for the students and encourages them to complete the tasks. If they find the task difficult, s/he helps them. It emphasizes the process rather than product. The learners learn by doing or participating in the tasks themselves. Nunan (1998) says:

Learner-centered techniques emerged as a reaction against cognitive model of teaching and a cognate of communicative language teaching because of the relative inflexibility of centralized curricula, and a change in educational thinking which paid more attention to the learner and led the school based curriculum development movement. (p. 21)

So, the role of the teacher is an encourager or a facilitator rather than a controller in learner-centered techniques. These techniques are developed with the belief that learning can only be done 'by' the learners and cannot be done 'to' the learners. So, the main focus is on 'learning by doing' where the teacher speaks less and keeps the students busy in some tasks. Below are some learner centered techniques.

- a. Individual work
- b. Group work
- c. Pair work
- d. Project work
- e. Simulation
- f. Role play/drama
- g. Strip story
- h. Discovery
- i. Discussion technique (as cited in Ur.2001 p.56)

As this study is mainly concerned with the group work technique, the discussion of it is given below.

2.1.3 Group Work Technique

Group work technique is a technique that gives students far more a chance to use the target language to communicate with each other. It encourages students

to be more involved and concentrated on the task given to them. In language teaching, the teachers put students into groups to help them learn better. It is one kind of learning activity which involves a small group of learner working together. The group may work in a single task or on different parts of a larger task. For Harmer (1998, p. 245), "Group work is more dynamic than pair work." The group work allows them to do 'Negotiation of meaning' through comprehension check, confirmation check, classification, requests, recasts and corrective feedback. In this activity, the teacher divides the whole class into small groups in which the students work together. Everyone succeeds when the group succeeds. This technique essentially seems to be a suitable technique in our context where crowd students sit in a class i.e. students have to learn in a large class and a single teacher has to handle the class. The group work allows them to carry out interpersonal as well as intrapersonal processing and so on. Ur (2001) argues:

In group work, learners perform a learning task through small group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency. Learners in a class that is divided into five groups get five times as many opportunities to talk as in full class organization. It also has other advantages. It fosters learner's responsibilities and independence can improve motivation and contribute to a feeling of cooperation and warmth in the class. There are some researches that indicate that the use of group work improves learning outcomes. (p.34)

While engaging in group tasks the students are not thinking competitively and individually, but rather co-operatively and in terms of the group. It is created by building a spirit of mutual support within the group. Each group member has a unique contribution to make the joint efforts because of the resources and

role as well as task responsibilities. It is the knowledge that one is connected to the others in the group and that the success of the whole depends on individual contributions. All the group members work with the spirit of 'sink or swim together'. They discuss the concept being learned. The occasional conflict that may arise over difference of opinion can be constructive if it is used as a stimulus to search for more information. But it can destroy group cohesion and productivity if it results in students' stubbornly clinging to a position. Thus, the social skills such as leadership, decision making, trust building, communication and conflict management must be taught and reinforced by the teachers to engage them in meaningful interaction.

2.1.3.1 Role of Teachers in Group Work

No techniques are perfect in it. The success of effective implementation of any technique is depending upon the teacher who is using it. The quality of student's classroom achievement depends largely on the teachers' method of instruction and the appropriate use of resources. Wenglinsky, (2000) states, input of teacher impacts professional development, professional development impacts classroom practices and classroom practices influence student achievement (as cited in Hedge, 2009, p. 173). Regarding the role of the teacher in group work, Cross (1992, p.54) states "The teacher is the manager of the activity and must plan it, organize it, start it, monitor it, time it and conclude it." During group work activities the teacher stays mainly at the front of the class, making a rapid check on a group or two to see that all is well. The leader-secretaries report to the teacher's table with assignment or with queries. Corrections are made on the spot and any new instructions issued to the leader. The corrected copy and instructions are carried back to the group by the leader.

Thus, teachers have great role in creating or stimulating and motivating environment for enhancing learning of child. The nature of this environment should be according to age, specific mode of children's learning. They should also stimulate them properly and cultivate needs for learning among them for

fostering motivation within them. In such activities teachers' active intervention to the rehearsal is sought indeed.

2.1.3.2 General Strategies for Group Work

A teacher has to follow some strategies for the successful implementation of group work. Firstly, teacher should plan for each stages of group work along with the explanation. Secondly, teacher should elaborate in the class about how the group will operate and how student will be divided in different group. The task given to students should be appropriate so that they could get succeeded in it. After creating the group, teacher should create assignment that fit the student's ability and skill. The students should choose which groups they join, as far as possible, by giving first, second and third choices on slips which are kept confidential by the teacher. This is better than just arbitrarily allotting them to groups as it gives them the feeling that the group they are in is the group of their choice. Finally, assign group tasks that allow for a fair division of labour. According to Harmer (1998,pp. 245-247) following elements to be considered while forming groups.

(i) Size of the Group

There is the fact that the smaller the group, the more likely each student will contribute to the discussion. The size of the group is slightly problematic in conducting group work effectively, the group of five students is often granted as an ideal one. A group consisting more than seven students can be unmanageable where students get less chance to participate in the task.

(ii) Selection of Group Members

Selecting students always with same techniques may create problem and that seems as boring to the students. While selecting members in group there should be equal distribution of students in terms of number, level, interest, etc. While

selecting the students, different techniques can be used. Some of them which are in practice are:

(a) Similar Ability Group Selection

This is the way of grouping students in accordance to their respective ability. That means one group consists of only bright students and the other group consists of weak or less bright students. Sometimes this technique of separating students is more advantageous in the sense that all the students are not necessarily compelled to work on the same material at the same time; rather they can all go at their own pace.

(b) Sociogram Group Selection

Here students are asked to make a list of the student in the class they would like to work with most. This technique helps the teacher to recognize the popular and unpopular students in the class. But it is advisable not to use sociogram at the beginning of a course because they do not know each other closely at that time.

(c) Flexible Group Selection

This is the technique in which students start in set groups, and as an activity progresses the groups split up and reform; or they join together until the class is fully re-formed.

(d) Mixed-Ability Group Selection

Here, both weak and strong students are mixed together to form a group. Here, even the weak students will be benefited from the strong ones unless they are overpowered by the latter. The purpose of forming groups is to make all the students practice the same task. In this type of group, students help one another more because the kind of work they have to do involve co-operation and

collaboration. For remedial teaching it is, however, reasonable to form separate groups of weak and strong students.

2.1.3.3 Types of Group Work

Classroom size, length of time, physical feature of the classroom, nature of group task determines the group. Harmer (2001) has given following types of groups.

(i) Small Ball Group/Pyramid

This method involves, progressive doubling, students' first work alone, then in pairs, then in fours and so on. In most of the cases, after working in fours, students come together for a plenary session in which their conclusions or solutions are pooled. Provide a sequence of increasingly complex tasks so that students do not become bored with repeated discussion at multiple stages. For example, students record a few questions that relate to the class topic. In pairs, students try to answer on another's questions. Pairs join together to make fours and identify, depending on the topic, either unanswered question or areas of controversy or relevant principles based on their previous discussion. Back in the large class groups, one representative from each group reports the group's conclusions.

(ii) Buzz Group

This group involves students engaging in short informal discussion, after in response to particular sentence starter or question. At a transitional moment in the class, students have turns to 1-3 neighbors to discuss any difficulties in understanding answer in prepared questions, define or give examples of key concepts or speculate on what will happen next in the class. The best discussions are these in which students make judgments regarding the relative merit, relevance, or usefulness of an aspect of the lecture. This method is very

flexible: it is easy to implement in any size of class and in most classroom, even the most formally arranged lecture hall.

(iii) Fishbowl

The technique involves one group observing another group. The first group forms a circle and either discusses an issue or topic, does a role play or performs a brief drama. The second group forms a circle around an inner group depending on the inner groups task and context of the course, the outer group can look for themes, patterns, soundness of agreement, etc. in the inner group's discussion, analyze the inner group's function, as a group or simply watch and comment on the role play.

(iv) Think Pair Share

This strategy has 3 steps, first student think individually about a particular question or scenario. Then they group up to discuss and compare their ideas. Finally they are given the chance to share their ideas in a large class discussion. Think pair share forces all the students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. It also gives them a chance to validate their ideas in a small group which may help shy students feel more confident and worth participating.

The researcher followed Think Pair Share technique to teach the students for this study.

2.1.3.4 Advantages and Disadvantages of Group Work

Every technique has its benefits and loopholes. In the same way group work techniques has also few merits and demerits. According to Harmer (2001) following are the advantages and disadvantages of group work.

Advantages:

- a. It increases the amount of speaking time any one student gets in the class.
- b. It promotes the independence.
- c. It allows teacher to help poor students while other are engaged in group.
- d. It promotes the cooperation among the students.
- e. It is relatively quick and easy to organize.

Disadvantages:

- a. Less chances of control.
- b. It seems noisy.
- c. There is the chance of misbehavior.
- d. Individuals may fall into group roles that become fossilizes. Some student remains passive.
- e. The actual choice of group partner can be problematic.

2.1.3.5 Purpose of using Group Work activities

Group work helps to take advantage of the relative strengths of individuals and reinforces the productivity of each member of the group. Every work has purposes. Without purpose success cannot be achieved. Harmer (2001) has presented the purpose of group work:

- a) **Negotiation of input:** Group work provides an ample opportunity for learners to get exposure to language that they can understand and that contains unknown items for them to learn.
- b) **New language items:** Group work provides learners exposure to a range of language items and language functions. It provides more opportunities for use of the new items compared to the opportunities in teacher-centered classes.

- c) **Fluency:** Group work allows learners to develop fluency in the use of language features that they have already learned because group work helps in learning new language items. It also develops proficiency in the use of these items.
- d) **Communication strategies:** Group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input, strategies to keep a conversation going, strategies to make up for a lack of language items and strategies for managing long turns in speaking.
- e) **Content:** Group work may be useful for the mastery of the content of the curriculum. It can be used to teach any subject to impart knowledge related to the content.

2.1.3.6 Principles of Creating Group

Harmer (2001) suggests 4 principles for creating the group as follows:

a. Friendship

This principle suggests that a key consideration when putting students in group is to make sure that we put friends with friends, rather than risking the possibility of people working with other whom they find difficult or unpleasant.

b. Streaming

This principle centers on whether students should be streamed according to their ability. We can create group of brilliant, average, poor students and we can also create the group of students having different ability. It is a complex task because to see change in the level of ability and participation we have to do constant monitoring.

c. Chance

This third principle suggests that we can also group students by chance, that is for no special reasons such as friendship or ability. It is the easiest way to group students. We can group students randomly.

d. Changing groups

Groups may change according to the requirement of the task. Making group doesn't mean that they always have to work with same group. They can also work with students from other groups and they can also break the group into many smaller groups.

2.1.3.7 Procedures of Group Work

Similarly, Harmer (2001) suggests the following procedures:

- i) Before
- ii) During
- iii) After

The first step includes instruction and examples, where the second step includes task, activities and exercises. In this step, we can act as a prompter, tutor, and facilitator. And finally, the third step includes correction, feedback and reflection.

2.1.4 Writing Skill

Skill refers to do something expertly and well. Language is used in different fields and it has many purposes. Language involves 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.

Writing is one of the most important skills in learning a new language. It is often regarded as 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 writing makes possible. Rivers (1968, p.243) 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 himself in a polished literary form which requires the utilization of a special vocabulary and certain refinement structures.

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.

White (1991, p.3) says:

Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. Writing is a form of problem solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-selecting, monitoring and evaluating what is going to be written as well as what has been written, and searching for language with which to express exact meaning. Moreover, writers rarely know at the outset exactly. What it is they are going to write because many ideas are only revealed during the act of writing.

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 to 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) says, "Writing is an activity through which human beings 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." The definition as mentioned above given by White and Arndt and Harmer, from this definition, 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. While writing, everyone needs ample of micro skills. Stressing the importance of micro skills to be employed in writing, Munby (1978, p.79) points out the following micro skills as:

- a) Manipulating the script of language
 - i) Forming the shape of letters
 - ii) Using the spelling systems
 - iii) Using punctuation
- b) Expressing information explicitly
- c) Expressing information implicitly through
 - i) Inference
 - ii) Figurative language
- d) Expressing the communicative value of sentence and utterances
- e) Expressing relation within a sentence using
 - i) Elements of sentence structure
 - iii) Model auxiliaries
 - iv) Intra-sentential connectors
- f) Expressing relations between parts of a text through lexical cohesive devices
- g) Expressing relations between parts of a text through grammatical cohesive devices
- h) Using indicators in discourse for
 - i. introducing an idea
 - ii. developing an idea
 - iii. transmitting to another idea
 - iv. concluding an idea
 - v. placing a point
 - vi. explanation of point already met

- vii. anticipating an objection
- i) Reducing the text through avoiding irrelevant information.

All the aforementioned micro skills have to be taken into account in consideration while writing a piece of composition only then the piece of composed composition as what produced by any writer will be effective and relevant.

2.1.5 Guided Writing

It is neither controlled nor free. This is semi-controlled writing activity. In guided writing the students' writing is not totally controlled but guided in some way. The structures and vocabularies are controlled in controlled writing but in guided writing only the message or content is controlled but the students are free to use their own vocabulary and structures where possible (Heaton, 1975, p.147).

According to Heaton (1975, p.147) the guided writing includes the following:

- i. Paraphrasing
- ii. Parallel writing
- iii. Developing skeleton into a fuller text
- iv. Describing pictures
- v. A set of instructions

i) Paraphrasing

Heaton (1975) defines, "Paraphrasing is the text of producing alternative version of a sentence or paragraph" (p.147). The following exercises reflect the task of paraphrasing.

Rewrite the sentences below so that they mean the same. Begin with the words given.

a) She is writing a book

A book.....

b) I don't mind how long you stay

You can

ii) Parallel writing

According to Heaton (1975, p.147), parallel writing can be used as a follow up activity. This type of writing can be given in pairs or groups as homework. The students are asked to prepare writing similar to that they have studied in some new topic. Another way is giving the students a description of something or some place and asking them to write a similar description of something new or some new place.

Read the description of 'Rhinoceros' and write a similar description of 'Wild Elephants' from the notes given.

The rhinoceros is an immense animal which can grow to a length of three meters and a height of one and half meter. It can carry its two-tone body and can run at the speed of forty kilometers per hour. It has a thick skin which acts as armor plating to protect its body. Although it has poor eyesight, its sense of smell is good.

The rhinoceros eats only plants, grass, leaves and shrubs. It lives among the forests and tall grasses of the Terai, mainly in Chitwan. Only an estimated 380 of these animals survive in Nepal today.

Description 3m high, 6 tones weight, maximum speed 25 to 40 km/h long and tusks, enormous body, poor hearing and sight, keen sense of smell food: bamboo, leaves, shoots habitat, forest, Terai. Quantity: about 50

iii) Developing skeleton into a fuller text

Heaton (1975,) views, "It is obviously the task of completing a text on the basis of its skeleton. This type of activity includes the task of writing a story or an essay using the hints given and completing a half dialogue" (p.175). The following exercises reflect the task of skeleton writing.

Complete the following story.

{A girl named 'Sita' in the village she There with her mum, and one younger brother. They went to fish. They had little boat. Sita had not caught it . all members in her family..... happy.}

iv) Describing pictures

In this item, the teacher can show the set of pictures and ask students to describe them according to the instructions. The teacher may give following instructions:

-) Students look at the series of pictures
-) Try to find out the relation between them
-) Describe them in the form of a story
-) Use past tense

v) A set of Instructions

Some time teacher may give some set of instructions to the students to teach guided writing. For example:

Describe your activities during each season.

-) Wear a beautiful dress
-) Listen beautiful sound

-) Cultivate the land
-) Plant the cultivate land
-) Put on woolen cloth

2.1.6 Teaching Guided Writing through Group Work

Group work technique is one of the modern techniques emerged in the field of language teaching. Different aspects and skills are taught through this technique and teaching guided writing is also an important aspect of language teaching.

In recent years, teaching and learning of writing skills are given more importance, since the aim of language teaching is to make the students able to write correctly. Thus, teaching guided writing at secondary level has been given more priority by using student- centered techniques.

Guided writing skill can be taught in different ways such as: whole class teaching, one to one teaching, group teaching, through pair work, by explanations, etc. However, group technique is one new and effective technique in guided writing. It encourages students for active participation in learning. It is obvious that giving more explanation about the ways of writing, presenting their exponents, making students to memorize the components is quite boring to the students as there is little chance of students' participation. Teaching guided writing is an interactive activity and is more effective by using students centered techniques like; group work.

In group work technique, students do works in group while learning how to write rather than memorizing the language exponents individually. They practice the exponents by engaging in groups. The teacher monitors them from distance. The teacher's role in this technique is to prepare the learners for works. Group work technique helps to create a context in natural way while teaching guided writing. Guided writing skills are best taught through discussing in a group in a natural context. Different activities can be done

under group work techniques in the classroom such as: group work presentation, discussion, debate, etc. Thus, the researcher is interested to find out the usefulness of group work technique in teaching guided writing.

2.2 Review of the Empirical Literature

There are several researches on group work technique have been carried out by many researches under different universities around the world. In our country Nepal, there are many researches have been studied and researcher under the Department of English Education, TU. Among them, some of the research works related to this study are observed as follows:

Regmi (2004) carried out a research entitled "Effectiveness of group work technique in teaching English tenses." His main objective was to find out the effectiveness of group work technique vs. explanation technique in teaching the present tense. He sampled sixty students of sixth grade studying in Khairahani S.S. of Chitawan district which was randomly selected. He found that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Similarly, Bhandari (2005) carried out a research entitled "Effectiveness of Group work and pair work technique in teaching communicative functions of English." He compared these two techniques and their effectiveness in language learning. He found that the pair work was found relatively more effective than group work technique for teaching communicative functions of English in general.

Balal (2010) conducted a research entitled "Effectiveness of Inductive method in Teaching English Adjectives and Adverbs." Her main objective was to find out effectiveness of inductive method in teaching English adjectives and adverbs. Her research purposively selected Chakreshwor Secondary English Boarding School, Shantipur, Gulmi as a research area. She used random, sampling procedure to select the students of grade six

and 40 students were taken for the study. A set of test items was the main tools of her research. Her finding was indicated that expenditure groups made remarkable improvement than controller group and she showed that inductive method was for better than deductive method.

Gautam (2011) carried out the research entitled "Effectiveness of Pair work technique in Teaching Grammar." His main objective was to find out the effectiveness of pair work technique in teaching grammar. He selected Shree Suryodaya Secondary School, Jubhung-5, Gulmi purposively as a research area of the study. He followed random sampling procedure. He used pre test and post test as data collection tools. He found that pair work was more effective than lecture technique to teach grammar and he showed that the experimental group was able to make better progress than the controlled group.

In the same way, Karki (2011) conducted a research on "A study on writing proficiency of grade eight students" His main objectives was to find out writing proficiency of grade eight students. In conclusion, he found that the students obtained higher marks in parallel writing than other types of guided writing like developing skeleton into fuller text, paraphrasing and their writing proficiency of the private school was found better than the students of the public schools.

Dulal (2016) carried out a research entitled "Effectiveness of group work technique in teaching speaking". Her main objective was to find out effectiveness of the group work technique in teaching speaking skill at secondary level. She selected the government aided school using simple random sampling procedure. She found that the students who were taught speaking skill using group work technique progressed relatively better than the students who were taught using explanation technique.

Bhatt (2017) conducted his research on "Effectiveness of group work

technique in teaching communicative functions”. His main objective was to find out the effectiveness of group work technique vs. explanation technique in teaching communicative functions. He sampled twenty four students of tenth grade studying in Rainbow International Higher Secondary School of Kathmandu district which was randomly selected. He found that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Although many researchers have been conducted in group work technique, no work has been conducted at Lower Secondary level to develop guided writing skill through group work technique. Thus, I have selected this topic to carry out research work.

2.3 Implications of the Review for the Study

Literature review helps to obtain the theoretical and practical knowledge from the previous researches. By review of theoretical and empirical literature, I got the significant ideas, information, and guidelines about guided writing and group work technique. General concept of guided writing and group work has become clear by consulting different books, theses in the department and web searches. For conducting the research work successfully the researcher can review from various resources like books, journals, magazines, articles, reports, websites, and Google.

I consulted various books written by many scholars such as Harmer (2001), Jaques (2002), Silberman (1996), Slavin (1995). They helped me to gain ideas regarding guided writing, group work , types ,and its advantages and disadvantages, teaching guided writing, and so on. I have conducted Regmi (2004), Bhandari (2005), Balal (2010), Karki (2011), Gautam (2011), Dulal (2016),Bhatt (2017).

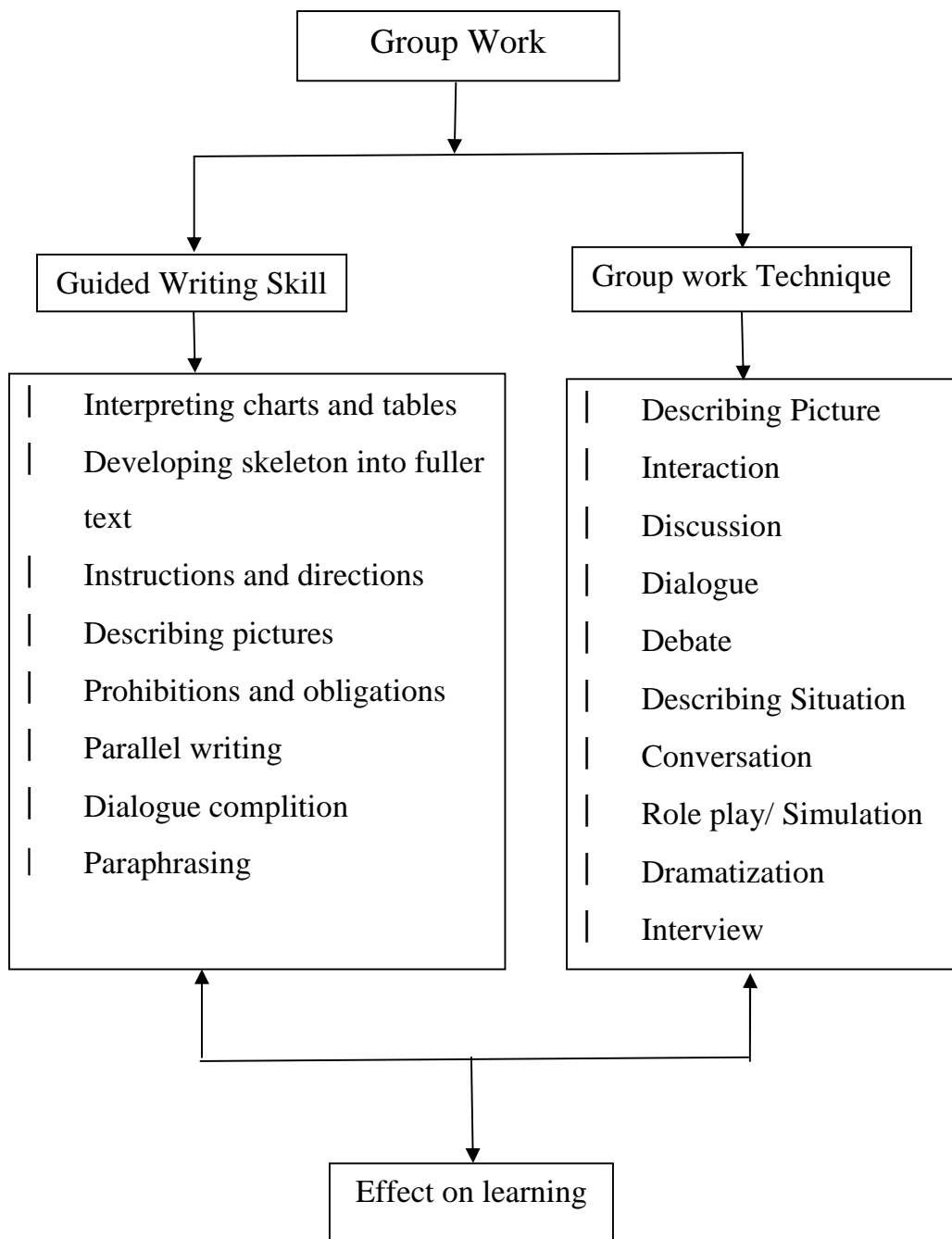
Apart from these,I have reviewed Regmi (2004)’s work and have got the good idea of writing background of the study. Similarly, Bhandari (2005)’s work

"Effectiveness of Group work and pair work technique in teaching communicative functions of English" and Balal (2010)'s work "Effectiveness of Inductive method in Teaching English Adjectives and Adverbs." have given me the ideas of research questions and methodology. Karki (2011)'s "A study on writing proficiency of grade eight students" helped me in forming objectives and research questions in experimental research. Likewise, Gautam (2011), and Dulal (2016) provided me different techniques to implement group work techniques in classroom Bhatt (2017) has contributed in analyzing the data.

These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding the group work technique in teaching communicative function. In order to conduct those researches, they had used experimental research design and I also have followed the same experimental research design. These all studies provided insights and information helped to explore the practical concepts. Finally, above mentioned researches played a significant role in making my research scientific, systematic, consistent and relevant.

2.4 Conceptual Framework

Conceptual framework refers to the detailed concept of whole research study. The researcher conducts his/her research work being based on the conceptual framework. The conceptual Framework of my research will be as follows:



CHAPTER THREE

METHODS & PROCEDURES OF THE STUDY

To achieve the objectives of this research, the following methodologies and procedures were adopted.

3.1 Design and Method of the Study

Research is multidimensional activity that is done to cover the truth. It is a learning and interactive process. Kumar (2005) says that research is a way of thinking. It is the process of describing a series of sequential steps; beginning with the identification of a research problem or question, than to a statement of a conceptual model data collection and finally, analysts and a conclusion. Nunan (1992) says that research is a systematic process of formulating questions, collecting relevant data relating to such questions analysis and interpreting the data and making the result publicly accessible.

There are many research designs which are used to find out answers to a problematic question. Among them, an experimental research is one of the research designs.

Experimental design is one kind of design for obtaining and treating data in which the experimental method is used. Where experimental method is a method in which one or more independent variables are manipulated and responses on one or more dependent variables are used. In this regard, Sommer & Sommer (1981) say:

An experimental involves the creation an artificial situation in which events that generally go together are pulled part. The participants in an experiment are called subjects. The elements or factors included in the study are termed variables ... independent variables are those that

are systematically uttered by the experimental treatment are the dependent variables.

The purpose of experimental research is to find out magnitude of the cause effect relationship shared by two or more variables either by testing the hypothesis or by verifying the existing or established theory.

3.1.1 Design of Experimental Research

Campbell and Stanley (1963) have discussed in designs of research. Among them, I would like to discuss only few experimental designs:

Design 1: The Post – test Only Equivalent – Groups Design

This design uses the post-test only. There is no any pre-test taken in this design. Both the group must have similar level of proficiency.

R	X	O_1
R	C	O_2

Where,

R = Random

X = Experimental Group

C = Controlled Group

O = Observation

Design 2: The Post – test Only Equivalent Research Design

This design is used to compare two treatments where the researcher introduces experimentation to both the groups. In this design, there is not any pre-test given:

R	X_1	O_1
R	X_2	O_2

Where,

R= Random assignment of the subjects

X₁= One type of experimental treatment

X₂= Second type of experimental treatment

O = Observation

Design 3: The Pre –test, Post – test Equivalent Groups Design

This design is very similar with design no.1 but is different in that this design has a pre-test. It is known as more scientific design of experimental research.

R	O ₁	X	O ₂
R	O ₃	C	O ₄

Where,

R= Random assignment of the subjects

O₁ & O₃ = Pre tests

O₂ & O₄ = Post tests

X = Experimental Group

C = Controlled Group

Design 4: The Solomon Four Groups Design

In this design, subjects are divided into 4 groups. Researcher gives pre-test in two groups but in other groups pre-test will not be conducted. The researcher tries to find out the effectiveness of pre-test.

R	O ₁	X	O ₂
R	O ₃	X	O ₄
R	–	C	O ₅
R	–	C	O ₆

Where,

R= Random assignment of the subjects

O_1 & O_3 = Pre tests
 O_2, O_4, O_5, O_6 = Post tests
X = Experimental Group
C = Controlled Group

From the aforementioned design of experimental research, the researcher followed "Design: 3".

3.1.2 Process of Experimental Research

The processes of experimental research refer to the way of carrying out the experiment research which are as follows:

1. Framing the topic
2. Specifying the objectives
3. Formulating hypothesis
4. Expanding theoretical knowledge
5. Writing research proposal and preparing tools
6. Collecting required materials for experiment
7. Visiting the field
8. Establishing the rapport with the authority
9. Assigning subjects randomly into two groups
10. Giving pre-test
11. Checking answer-sheet
12. Listing raw score
13. Calculating the mean of both groups
14. Finding out the difference between mean score of both group and then adjusting it
15. Starting out the treatment/experiment
16. Completing the experiment
17. Giving post-test
18. Checking answer-sheet

19. Listing raw score
20. Calculating the mean of both the groups
21. Comparing the means of both the group in pre-test and post-test
22. If the finding is not very clear then the special statistical process called t-test is used.

3.2 Population, Sample and Sampling Strategy

The population of my study was all secondary level students, studying in grade nine of Vibhuti Secondary School, Dhungedhara, Kathmandu. Thirty students of class nine were the sample of the study. The researcher followed simple random sampling procedure to achieve the concerned objectives of this study.

3.3 Sources of Data

The researcher used both primary and secondary sources of data.

3.3.1 Primary Sources of data

The researcher used the primary data to carry out the study. The primary sources of data were the students of grade nine of Vibhuti Vidhya Mandir Secondary School of Kathmandu district.

3.3.2 Secondary Sources of Data

The researcher consulted various books, journals, articles, magazines, reports, web sites Google, etc. of writing proficiency testing apart from English for purpose of collecting data.

3.4 Study Areas / Field

The study area of my study will be grade nine of private school named Vibhuti Vidhya Mandir Secondary School, Dhungedhara, Kathmandu.

3.5 Data Collection Tools and Techniques

Test items were the main tools for data collection. They consisted of five different test items viz. Interpreting charts/ tables, Developing skeleton into fuller text, Instructions and directions, Describing pictures, Prohibitions and obligations which carries 50 marks. Each item carries 10 marks.

S.N.	Test items	Marks allocated
1	Interpreting charts, tables	10
2	Developing skeleton into fuller text	10
3	Instructions and directions	10
4	Describing pictures	10
5	Prohibitions and obligations	10
	Total	50

3.6 Data Collection Procedures

In order to collect the required data, the researcher followed the following procedures:

1. The test items were developed on the basis of grade nine English textbook to measure the guided writing skill of the students before and after teaching. Teaching methods and approaches were fixed before teaching the selected language skill. The same test-items were used for both Pre-test and Post-test.
2. A good rapport with the students was established by visiting the school administration and a pre-test was administered by using test items to determine the language proficiency of the students.
3. The students were divided into two groups: Controlled and Experimental on the basis of odd – even ranking of the individual.

The ranking procedure and group division were as follows:

Pre-test rank	Group 'A'	Group 'B'
1-15	odd	even
16-30	even	odd

4. The two groups of the students were taught side by side. Group 'B' (Experimental group) was taught guided writing through group work technique and group 'A' (Controlled group) was taught through traditional methods, e.g. lecture method or explanation technique.
5. Each group was taught six days a week, one period a day and each period was forty five minutes. Each item was taught four weeks altogether.
6. The progressive test was administered according to the need.
7. After 24 days, a post test was administered to both groups.
8. The scores of both groups were compared and tabulated.
9. At last, the obtained results/data were compared to determine the effectiveness of group work technique.

3.7 Data Analysis & Interpretation Procedure

The collected data were analyzed, interpreted and presented with the help of appropriate tools like, tables, figures and so on. Then average marks in the pre and post-tests of both the groups were shown in the table and the average difference between pre-test and post-test of the groups was presented in the tables.

3.8 Ethnical Considerations

While carrying out research, the researcher should pay attention on different ethical considerations. During my study, I took consent with respondents and I maintained confidentiality regarding the information of respondents. Similarly, I did not use

the data except for my study without permission of respondents and I did not make manipulation in collected data. In the same way, I did not do any harm to informants while collecting data and I analyzed data objectively. I followed the curriculum of Secondary level and I did not try to go beyond the syllabus. Finally, I have paid attention on accurate, accuracy, honesty, and truthfulness of data in my study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

Based on the collected data from the primary source, data were analyzed and interpretation was done in the following sub-headings.

4.1 Analysis of Data and Interpretation of the Results

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the effectiveness of group work technique in teaching guided writing skill. For the very purpose, 30 students of grade nine of Vibhuti Secondary School, Dhungedhara, Kathmandu were selected. This section comprises the comparative analysis and interpretation of the data obtained through test results by the students on the pre-test and post-test. The collected data have been analyzed and interpreted under the following headings.

4.1.1 Holistic Analysis

Throughout the study, controlled group was taught with the technique used conventionally and experimental group was taught using group work activity.

For this analysis, total average marks of both groups in both tests were computed and tabulated in the following table:

Table 1

Holistic Analysis between Controlled Group and Experimental Group

Group	Pre-test		Post-test		Difference	
	Av. Score	Percentage	Av. Score	Percentage	Score	Percentage
Controlled Group	28.17	56.33	31.20	62.40	3.03	6.06
Experimental Group	29.50	59.00	40.06	80.13	10.56	21.12

Above table shows that controlled group has the average score of 28.17 (56.33%) and 31.20(62.40%) in the pre-test and post-test respectively. This group has increased its average score by 3.03(6.06%). Similarly, experimental group has its average score of 29.50 (59%) in the pre-test and 40.06 (80.13%) in the post-test. This group has made its increment in marks by 10.56 (21.12 %).

This shows that both groups have made improvement in the post-test than in the pre-test. Experimental group has made greater progress than controlled group in the holistic comparison. So, the difference between two groups is significant.

4.1.2 Pre-Test Scores

Before starting the experimental teaching, I administered a set of written test items (i.e. pre-test) to determine the students' initial proficiency in guided writing skill. The test items consisted of Interpreting charts / tables, Developing

skeleton into fuller text, Instructions and directions, Describing pictures, Prohibitions and obligations.

After getting scores from the pre-test, I divided the students into two groups on the basis of odd even ranking process. Then I analyzed their scores separately. Accordingly, the scores are presented as follows:

Table 2

Individual Scores on Pre-test of Controlled Group

S.N.	FM	Scores	Percentage	No of Students	Percentage of Students
1	50	40.5	81	1	6.66
2	50	39.5	79	1	6.66
3	50	35.0	71	1	6.66
4	50	33.5	67	1	6.66
5	50	31.5	63	1	6.66
6	50	31.0	62	1	6.66
7	50	30.0	60	1	6.66
8	50	27.5	55	1	6.66
9	50	27.0	54	1	6.66
10	50	25.5	51	1	6.66
11	50	25.0	50	1	6.66
12	50	24.0	48	1	6.66
13	50	23.0	46	1	6.66
14	50	20.0	40	1	6.66
15	50	9.5	19	1	6.66

Average Score 28.17

Table 3

Individual Scores on Pre-test Experimental Group

S.N.	FM	Scores	Percentage	No of Students	Percentage of Students
1	50	41.0	82	1	6.66
2	50	40.0	80	1	6.66
3	50	36.0	72	1	6.66
4	50	34.0	68	1	6.66
5	50	33.5	67	1	6.66
6	50	31.5	63	1	6.66
7	50	30.0	60	1	6.66
8	50	28.5	57	1	6.66
9	50	27.5	55	1	6.66
10	50	27.0	54	1	6.66
11	50	25.0	51	1	6.66
12	50	24.0	48	2	13.32
13	50	22.0	44	1	6.66
14	50	18.0	36	1	6.66

Average Score 29.5

The above table shows that 6.66 percent of the students in controlled group have scored 40.5 marks and 41 in experimental group out of 50 full marks. These are the highest score on the pre-test. The lowest score in controlled group is 9.5 and 18 in experimental group which is obtained by equal percent of students that is 6.66 percent. The average score is 28.17 in controlled group and 29.5 in experimental group. In both of the groups 47/53 percent of the students are above and below the average respectively.

4.1.3 Post -Test Scores

After teaching the guided writing skill for twenty four days using group work technique, I administered a post-test. The post-test items were same as assigned in the pre-test. Individual scores on post-test are given below:

Table 4

Individual Scores on Post-test of Controlled Group

S.N.	FM	Scores	Percentage	No. of Students	Percentage of Students
1	50	44.0	88	1	6.66
2	50	43.0	86	1	6.66
3	50	37.5	75	1	6.66
4	50	36.0	72	1	6.66
5	50	35.0	70	1	6.66
6	50	34.0	68	2	13.32
7	50	32.5	65	1	6.66
8	50	28.5	57	1	6.66
9	50	27.0	54	3	19.98
10	50	26.5	53	1	6.66
11	50	24.0	48	1	6.66
12	50	12.0	24	1	6.66

Average Score 31.2

Table 5

Individual Scores on Post-test of Experimental Group

S.N.	FM	Scores	Percentage	No. of Students	Percentage of Students
1	50	46.5	93	1	6.66
2	50	44.0	88	1	6.66
3	50	43.0	86	1	6.66
4	50	42.5	85	1	6.66
5	50	42.0	84	1	6.66
6	50	40.5	81	3	19.98
7	50	40.0	80	1	6.66
8	50	39.0	78	2	13.32
9	50	38.5	77	1	6.66
10	50	38.0	76	1	6.66
11	50	34.0	68	1	6.66
12	50	33.0	66	1	6.66

Average Score 40.06

The above table shows that 6.66 % of the students in controlled group in post-test have obtained 44 marks out of 50 full marks. The lowest score is 12 which is obtained by 6.66 % of the students. The difference between the highest score of controlled group in pre-test and post-test is 7 %.

Similarly, the highest score of experimental group in post-test is 46.5 that is 93 % of the full marks. It is obtained by 6.66% of the students. This score is greater by 11 % than in pre-test. The lowest marks of this group in post-test is 33 which is also increased by 30 % than in pre-test. In post-test the average score of controlled group is 31.2 whereas it is 40.06 in experimental group which is greater by 8.86 than controlled group.

In comparison to the pre-test and the scores of both of the groups in post-test show the significant progress. However, the progress of experimental group is far better than that of controlled group.

4.2 Function Based Comparison

It is clear that the function based comparison is one of the most important comparisons in this research. The research was based on different five guided writing items which were used while collecting the required data for the research. The item-wise analysis is presented below:

4.2.1 Interpreting Charts, Diagrams and Tables

We interpret the charts, diagrams and tables as per the data given in a simple language. This makes the reader more comfortable to understand. For this research, single item having ten marks was chosen for both pre and post- tests.

Table 6

Results in Interpreting Charts, Diagrams and Tables

Group	Pre-test		Post- test		Difference	
	Av.	Percentage	Av.	Percentage	Av.	Percentage
Controlled Group	5.6	56	6.43	64.3	0.83	8.3
Experimental Group	6.0	60	8.4	84	2.4	24

The above table shows that controlled group has average score of 5.6 or 56% in the pre-test and 6.43 or 64.3 % in the post-test. On the other hand, experimental group has average score 6.0 or 60 % in the pre-test and 8.4 or 84% in the post test. It shows that the experimental group has increased its marks by 24 %.

From the scores above mentioned, it is crystal clear that the increase in the marks of experimental group is better than the very controlled group. It symbolizes that group 'B' made better progress than group 'A' at the interpreting charts, diagrams and tables of guided writing skill.

4.2.2 Developing Skeleton into Fuller Text

This activity includes the task of writing a story or an essay using the hints given or completing a text on the basis of skeleton. Only one item carrying ten marks was selected for pre and post- tests.

Table 7

Results in Developing Skeleton into Fuller Text

Group	Pre-test		Post- test		Difference	
	Av.	Percentage	Av.	Percentage	Av.	Percentage
Controlled Group	5.97	59.7	6.1	61	0.13	1.3
Experimental Group	6.07	60.7	7.76	77.6	1.69	16.9

According to the above mentioned table, it is vivid clear that controlled group has the average score of 5.97 or 59.7 % in the pre test whilst 6.1 or 61 % in the post test. On the other hand, experimental group has the average score of 6.07 or 60.7 % in the pre -test but 7.76 or 77.6% in the post- test. It shows that the controlled group has increased its average marks by 1.3 % and experimental group has increased its average by 16.9 %.

From this data, it can be said that the increase in the marks of group 'B' is better than the controlled group. So, experimental group has made better progress than controlled group at guided writing skill of developing skeleton into fuller text.

4.2.3 Instructions and Directions

In this item we provide the proper instructions or direction to guide somebody to do or reach somewhere. For this study also single item carrying ten marks was selected for the pre and post- test.

Table 8

Results in Instructions and Directions

Group	Pre-test		Post- test		Difference	
	Av.	Percentage	Av.	Percentage	Av,	Percentage
Controlled Group	5.93	59.3	6.07	60.67	0.14	1.4
Experimental Group	6.0	60	8.03	80.33	2.03	20.3

From the table 8, it can be said that the controlled group has the average score of 5.93 or 59.3 % in the pre-test and 6.07 or 60.67% in the post-test i.e. the group has increased its marks by 0.14 or 1.4 % of the total. But, the experimental group has the average score of 6.0 or 60% in the pre test and 8.03 or 80.33 % in the post- test. It clearly shows that this group has increased its marks by 2.03 or 20.3% in average.

So, it can be said that increase in the marks of controlled group is better than the experimental group which indicates that the controlled group has made better progress than experimental group at the guided writing skill of instructions and directions.

4.2.4 Describing Pictures

We describe the given pictures using the present tense. It develops the skill of students to describe anything in a proper grammatical correctness. Here also

only one item carrying ten marks was selected for pre and post-tests for this research.

Table 9

Results in Describing Pictures

Group	Pre-test		Post- test		Difference	
	Av.	Percentage	Av.	Percentage	Av.	Percentage
Controlled Group	5.37	53.67	6.4	64	1.03	10.3
Experimental Group	5.3	53	7.7	77	2.4	24

The aforementioned table shows that controlled group has the average score of 5.37 or 53.67% in the pre-test and 6.4 or 64% in the post test. It indicates that this group has increased the average marks by 1.03 or 10.3%. On the contrary, experimental group has the average score by 5.3 or 53% in pre test and 7.7 or 77 % in post test. This group has increased its average marks by 2.4 or 24 %.

From the above mentioned discussion, it is vivid that the increase in the marks of experimental group is better than the controlled group which shows that experimental group is better progressed at the guided writing skill of describing pictures.

4.2.5 Prohibition and Obligations

Every aspect has its own limitations to run smoothly. Prohibition and obligations are the limitations which help every institution or organization for its proper functioning. Only one item having same mark was selected for the study.

Table 10

Results Prohibition and Obligations

Group	Pre-test		Post- test		Difference	
	Av.	Percentage	Av.	Percentage	Av.	Percentage
Controlled Group	5.3	53	6.2	62	0.9	9
Experimental Group	6.17	61.67	8.13	81.33	1.96	19.6

The table indicates that controlled group has the average score of 5.3 or 53% in the pre-test whilst 6.2 or 62 % in the post-test. This group has increased its marks by average 0.9 or 9%. Whereas experimental group has the average score of 6.17 or 61.67% in the pre test and average score 8.13 or 81.33% in the post-test. This group has increased its average marks by 19.6 %.

From the scores seen in table 10, it is summed up that the increase in the marks of experimental group is better than controlled group. It shows that experimental group has done well progress at the guided writing skill of prohibitions and obligations.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

This research has made an effort to find out the effectiveness of group work technique in teaching guided writing in secondary level students. The research was conducted in Vibhuti Secondary School, Dhungedhara, Kathmandu. The selected students were divided into two groups; experimental and controlled group. By analyzing and interpreting the collected data during 24 days teaching, I have come to conclude some findings which are as follows:

-) The use of group work technique is effective in teaching guided writing skill.
-) The use of group work technique is more effective in teaching interpreting charts/diagrams/ tables, developing skeleton into fuller text, instruction and directions, describing pictures. But it seems less effective in teaching prohibitions and obligations.
-) Teaching instructions and directions, interpreting charts/ diagrams/ tables using group work technique was better than other guided writing items. The increment of marks of instructions /directions, developing skeleton into fuller text was average 20.3% and 24% respectively.
-) Both experimental and controlled groups have done progress but comparatively experimental group has done greater progress.
-) In terms of holistic comparison, experimental group has less difference in average score (29.5 or 59 %) whereas 28.17 or 56.32 % in controlled group of pre test record. In contrary, slowly and gradually experimental group has increased its average score by 40.06 or 80.13 % whereas controlled group increased its score only by 31.2 or 62.4 % in post test. It seems that experimental group has made big difference than controlled group. From this, it is claimed that group work technique is

appropriate and effective than the other conventional techniques: lecture, dictation, etc.

5.2 Conclusion

Teaching and learning of language consists of its way of being exposed. Mastery over guided writing skill is vital for successful learning of language. There are several ways of teaching learning of guided writing skills. There are different techniques of teaching guided writing skills. He used experimental research and design 3 to conduct this thesis. The researcher has selected 5 different guided writing items i.e. interpreting charts/ diagrams/ tables, developing skeleton into fuller text, instructions and directions, obligations and prohibitions. He selected these test items on the basis of the secondary level curriculum of grade nine. In his 24 days of teaching guided writing skill, he divided the students into two group i.e. controlled group and experimental group which were divided on the basis of pre test score they obtained. He divided the group in odd even ranking. Experimental group was taught through group work whereas controlled group was taught through other conventional techniques: lecture, dictation, etc. While teaching experimental group using group work technique, the researcher made different group using think pair share. The experimental group was more active than the controlled group.

While comparing score of pre-test and post-test, it was found that experimental group obtained higher score than controlled group in the post test. So, the use of group work technique is effective for teaching guided writing skill.

5.3 Recommendations

The following recommendations have been made on the basis of the findings of the study. The major recommendations at different level have been presented as follows:

5.3.1 Policy Related

The policy related recommendation of this study is as follows:

-) This research shows that experimental group performed relatively better result in guided writing. So, text book writers, methodologists and syllabus designers are advised to give emphasis on group work technique in course of study.

5.3.2 Practice Related

The practice related recommendations of this study are as follows:

-) The instructors and teachers should provide and encourage for group work technique while teaching writing skill in the classroom.
-) The learners should be involved in group work technique to teach guided writing in the class.
-) Teachers are to be given proper training for appropriate use of group work techniques.
-) Various activities under group work like discussion, dramatization conversation should be practiced in the classroom.
-) To enhance the competence over guided writing skill, group work techniques should be used effectively.

5.3.3 Further Research Related

This study is experimental study. It was only limited to the 30 students of grade nine of Vibhuti Secondary School, Dhungedhara, Kathmandu. Therefore, I don't claim that it is complete in itself. As it is an experimental study it could not cover in the greater number of population. So, further research can be carried out in this area. I have tried to mention some suggestion and related area for the further research.

-) Similar study can be conducted in other grades: eight and ten.

-) Researcher can carry similar types of research in other part of the country.
-) A study can be teaching guided writing skill through other technique like pair work and peer work.
-) Similar types of researches can be done by using other research designs like survey and action.
-) The effect of group work technique in other language skill/ aspects can be studied.

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Appendix I

Marking Schema for Guided Writing

Marks	Criteria
10 & below (This is the highest rating)	<ul style="list-style-type: none">) Good starting.) Content/Subject matter) Proper way of organization.) Correctness of language) Creativity and originality) Orthographic convention
7 & below	<ul style="list-style-type: none">) Good starting.) Content/Subject matter) Proper way of organization.) Correctness of language) Lack of appropriate of concluding.
5 & below) Not suitable starting or ending but there is subject matter.
2 & below) Mismatch / lack of main subject matter.
0 This is the lowest rating)) Neither of the above mentioned criteria are appropriate.

Appendix II

THE EFFECTIVENESS OF GROUP WORK TECHNIQUE IN TEACHING GUIDED WRITING SKILL

Pre-Test Items

Name:

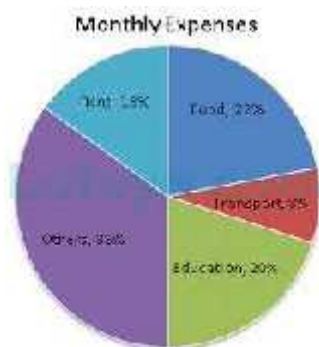
F.M.: 50

Class: Nine

Time: 1:30 hrs

P.M.: 20

1. The following chart shows the monthly expenses of Mrs. Karki. Interpret the chart in about 100 words. (10)



2. Develop a readable story from the outline given below. (10)
[An old farmer-three lazy sons- old man dying- tells sons treasures hidden in the fields – dies before spotting the place- dig the ground – no treasure- plant crops-more crops-realize truth- labour productive- Moral.]
3. How do you make a cup of milk coffee? Mention the necessary ingredients and write a set of instructions to make it. (10)
4. Describe the given picture in your own words. (10)



5. Write a set of obligations and prohibitions to be followed in the school library. (10)

Appc III

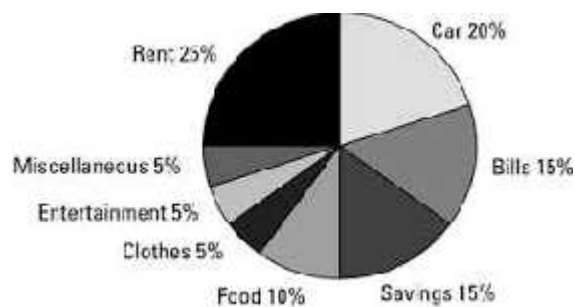
THE EFFECTIVENESS OF GROUP WORK TECHNIQUE IN TEACHING GUIDED WRITING SKILL

Post-Test Items

Name: F.M.: 50

Class: Nine Time: 1:30 hrs P.M.: 20

1. The following chart shows the monthly expenses of Mr. Shrestha. Interpret the chart in about 100 words. (10)



2. Develop a readable story from the outline given below. (10)

[A young girl going to market - a pot of milk on her head - sell it - makes plans - buy chickens- then goats and cows - expensive jewellery and clothes- choose the best boy to marry - trip on a stone and milk spill- Moral.]

3. How do you prepare an Omelet? Mention the necessary ingredients and write a set of instructions to make it. (10)
4. Describe the given picture in your own words. (10)



5. Write a set of obligations and prohibitions to be followed in the Exam Hall. (10)

Ap[x IV

Group A (Controlled Group)

Lesson Plan No. 1

School: Vibhuti Secondary School

Time: 45 min

Subject: - Com. English (Guided Writing)

No. of Students:- 15

Class:- Nine

Teaching Item: - Describing Picture

1. Specific Objectives

At the end of this lesson, the students will be able to

- i) write the descriptions of the pictures.
- ii) describe the picture orally.

2. Teaching Materials

- a) Daily used materials
- b) Some pictures

3. Teaching Learning Activities

Presentation

- i) The teacher starts his class by warming up the students.
- ii) Then he asks students to look at the cut outs pictures



- iii) He asks to describe the pictures.
- iv) If they can't answer, the teacher himself/ herself describes the pictures.

Practice

The teacher requests students to listen to him and follow correctly to describe the pictures. He practices describing pictures for 4-5 times.

Production

Now the students try to describe the pictures without help of the teacher. He adds something if students description is not complete.

4. Evaluation

The teacher shows some other pictures and asks to describe the picture.

Group B (Experimental Group)

Lesson No. 1

School: Vibhuti Secondary School

Time: 45 min

Subject: - Com. English (Guided Writing)

No. of Students:- 15

Class:- Nine

Teaching Item: - Describing Picture

1. Specific Objectives

At the end of this lesson, the students will be able to

- i) write the descriptions of the pictures.
- ii) describe the picture orally.

2. Teaching Materials

- a) Daily used materials
- b) Some pictures

3. Teaching Learning Activities

Presentation

- i. The teacher starts the class with a moral story to warm up the students.
- ii. Then he shows some pictures and describes in a simple language.
- iii. He tells some rules to form a readable story to the students.

Practice

- i. The teacher divides the class into different small groups.
- ii. Then he distributes the cut outs of the pictures and asks them each to describe.



- iii. He collects from all groups and read aloud the description himself, and cheers for the nearest answer and helps the needy students to be corrected. He provides enough rules that the students should know while describing picture.
- iv. Then after, he again provides the cut outs of pictures to each group and asks them to describe the pictures in a given time.
- v. He asks group leader to read out the story and gives proper feedback if necessary.

4. Evaluation

The teacher shows some other pictures and asks to describe.

APPI X - V

GROUP ' RESULTS

1. The Result of Pre and Post Test of Group A (Controlled)

S.N.	Students' Name	Pre-Test	Post-Test	Difference
1	Mohita Karki	40.5	44.0	3.5
2	Saugat K C	39.5	43.0	4.0
3	Rosha Bhatta	35.0	37.5	2.5
4	Prakriti Shrestha	33.5	36.0	2.5
5	Soniya Shrestha	31.5	34.0	2.5
6	Deepika Onta	31.0	34.0	3.0
7	Bibek N C	30.0	27.0	3.0
8	Kusum Pariyar	27.0	35.0	8.0
9	Niruta Bishwas	27.0	28.5	1.5
10	Nischhal Shrestha	25.0	32.5	7.5
11	Bibek Pathak	25.0	27.0	2.0

12	Abhishek Shah	24.0	24.0	0
13	Niraj K C	23.0	27.0	4.0
14	Sharon Pandey	20.0	26.5	6.5
15	Dilak Gurung	9.5	12.0	2.5
	Total	422.5	468.0	45.5
	Average score	28.16	31.2	3.03

2. The Result of Pre and Post Test of Group B (Experimental)

S.N.	Students' Name	Pre-Test	Post-Test	Difference
1	Smritee Roka	41.0	46.5	5.5
2	Ashib Chaudhary	40.0	44.0	4.0
3	Krijohn Dhakal	36.0	40.5	4.5
4	Martina Sharma	34.0	42.5	8.5
5	Kripa Kuikel	33.5	40.5	7.0
6	Ajay Jaiswal	31.5	38.5	7.0
7	Nabin Malla	30.0	43.0	13.0
8	Rohan Shrestha	28.5	40.5	12.0
9	Suraj Shrestha	27.5	39.0	11.5
10	Bibek Dhungana	27.0	42.0	15.0
11	Bhawana Bhandari	25.5	39.0	13.5
12	Atit Khanal	24.0	38.0	14.0
13	Saurav Shrestha	24.0	40.0	16.0
14	Bikky Jaiswal	22.0	33.0	11.0
15	Sudharsan Lamichhane	18.0	34.0	16.0
	Total	442.5	601.0	158.5
	Average score	29.5	40.07	10.57

ITEM WISE RESULTS

1. Overall Item Wise Result of Pre-Test Group 'A'

S.N.	Students' Name	Test Items					
		I.C/T	D.S	I &D	D.P.	P&O	Total
1	Mohita Karki	8.0	8.0	8.5	8.5	7.5	40.5
2	Saugat K C	8.0	7.0	8.5	8.5	7.5	39.5
3	Rosha Bhatta	7.5	7.0	7.0	6.5	7.0	35.0
4	Prakriti Shrestha	6.5	7.5	6.0	7.0	6.5	33.5
5	Soniya Shrestha	6.5	6.0	5.5	6.5	7.0	31.5
6	Deepika Onta	6.0	7.0	6.0	5.5	6.5	31.0
7	Bibek N C	4.5	5.0	8.0	6.5	6.0	30.0
8	Kusum Pariyar	5.5	7.5	5.5	5.0	4.0	27.5
9	Niruta Bishwas	6.0	6.5	6.0	4.5	4.0	27.0
10	Nischhal Shrestha	5.5	7.0	4.5	3.5	5.0	25.5
11	Bibek Pathak	4.5	5.0	6.0	7.0	2.5	25.0
12	Abhishek Shah	5.5	5.5	6.0	3.0	4.0	24.0
13	Niraj K C	3.0	5.0	5.0	4.0	6.0	23.0
14	Sharon Pandey	4.0	3.0	4.0	3.0	6.0	20.0
15	Dilak Gurung	3.0	2.5	2.5	1.5	0	9.5
	Total	84.0	89.5	89.0	80.5	79.5	422.5
	Average score	5.6	5.96	5.93	5.36	5.3	28.16

2. Overall Item Wise Result of Pre-Test Group 'B'

S.N.	Students' Name	Test Items					
		I.C/T	D.S	I &D	D.P.	P&O	Total
1	Smritee Roka	7.0	9.0	8.0	8.0	9.0	41.0
2	Ashib Chaudhary	9.0	7.5	8.0	7.0	8.5	40.0
3	Krijohn Dhakal	7.0	7.5	8.0	5.5	8.0	36.0
4	Martina Sharma	6.5	7.5	6.5	8.5	5.0	34.0
5	Kripa Kuikel	6.5	6.0	8.5	5.0	7.5	33.5
6	Ajay Jaiswal	5.5	6.0	6.5	6.5	7.0	31.5
7	Nabin Malla	8.0	7.0	5.0	4.0	6.0	30.0
8	Rohan Shrestha	7.0	5.5	6.0	5.5	4.5	28.5
9	Suraj Shrestha	6.0	6.5	5.0	5.5	4.5	27.5
10	Bibek Dhungana	3.0	6.5	5.5	6.0	6.0	27.0
11	Bhawana Bhandari	6.5	6.0	4.0	5.0	4.0	25.5
12	Atit Khanal	3.5	5.0	6.0	3.5	6.0	24.0
13	Saurav Shrestha	6.0	3.5	5.0	4.0	5.5	24.0
14	Bikky Jaiswal	5.0	4.5	5.0	2.5	5.0	22.0
15	Sudharsan Lamichhane	3.5	3.0	3.0	2.5	6.0	18.0
	Total	90.0	91.0	90.0	79.0	92.5	442.5
	Average score	6.0	6.06	6.0	5.26	6.16	29.5

3. Overall Item Wise Result of Post-Test Group 'A'

S.N.	Students' Name	Test Items					
		I.C/T	D.S	I &D	D.P.	P&O	Total
1	Mohita Karki	9.0	8.0	9.0	9.0	9.0	44.0
2	Saugat K C	8.0	9.0	9.0	9.0	8.0	43.0
3	Rosha Bhatta	7.5	7.5	7.5	7.0	8.0	37.5
4	Prakriti Shrestha	7.0	7.5	6.5	8.0	7.0	36.0
5	Soniya Shrestha	8.5	6.0	6.0	6.5	7.0	34.0
6	Deepika Onta	6.5	7.5	7.0	6.0	7.0	34.0
7	Bibek N C	5.0	5.0	6.0	6.5	4.5	27.0
8	Kusum Pariyar	6.0	8.0	7.0	6.0	8.0	35.0
9	Niruta Bishwas	6.5	6.5	5.5	6.0	4.0	28.5
10	Nischhal Shrestha	6.5	6.5	6.0	6.5	7.0	32.5
11	Bibek Pathak	6.0	4.0	4.5	6.0	6.5	27.0
12	Abhishek Shah	5.0	4.0	5.0	4.5	5.5	24.0
13	Niraj K C	6.0	4.0	4.5	6.5	6.0	27.0
14	Sharon Pandey	5.5	5.0	5.0	6.5	4.5	26.5
15	Dilak Gurung	3.5	3.0	2.5	2.0	1.5	12.0
	Total	96.5	91.5	91.0	96.0	93.0	468.0
	Average score	6.43	6.1	6.06	6.4	6.2	31.2

4. Overall Item Wise Result of Post-Test Group 'A'

S.N.	Students' Name	Test Items					
		I.C/T	D.S	I &D	D.P.	P&O	Total
1	Smritee Roka	9.00	9.50	9.50	8.50	10.00	46.50
2	Ashib Chaudhary	9.50	8.50	8.50	8.50	9.00	44.00
3	Krijohn Dhakal	8.50	8.50	8.50	6.50	8.50	40.50
4	Martina Sharma	8.50	8.50	8.50	8.50	8.50	42.50
5	Kripa Kuikel	8.00	7.50	8.00	8.50	8.50	40.50
6	Ajay Jaiswal	8.50	6.50	8.00	8.50	7.00	38.50
7	Nabin Malla	9.50	8.50	8.50	8.00	8.50	43.00
8	Rohan Shrestha	8.50	7.50	8.50	7.50	8.50	40.50
9	Suraj Shrestha	8.50	8.50	8.00	8.00	6.00	39.00
10	Bibek Dhungana	8.50	8.00	8.50	8.50	8.50	42.00
11	Bhawana Bhandari	8.50	6.00	8.00	8.00	8.50	39.00
12	Atit Khanal	7.50	8.00	7.00	7.50	8.00	38.00
13	Saurav Shrestha	8.50	6.50	9.00	7.50	8.50	40.00
14	Bikky Jaiswal	6.50	8.00	7.50	5.00	6.00	33.00
15	Sudharsan Lamichhane	8.50	6.50	4.50	6.50	8.00	34.00
	Total	126.50	116.50	120.50	115.50	122.00	601.00
	Average score	8.43	7.76	8.03	7.7	8.13	40.06