

**STRATEGIES ADOPTED BY GRADE IX STUDENTS TO DEVELOP
WRITING SKILL**

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

**Submitted by
Om Kumar Shrestha**

**Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu
Nepal
2014**

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.Omkumar Shrestha** has prepared this thesis entitled **Strategies Adopted by Grade IX Students in Developing Writing Skill** under my guidance and supervision.

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ABSTRACT

This research is a study of **Strategies Adopted by Grade IX Students to Develop Writing Skill**. This study tried to find out the strategies adopted by grade nine students of Sindhupalchok district in developing writing skill. I utilized primary sources of data. The population of the study consisted of thirty-six students of six different schools. To find out the strategy adopted by the grade nine students to develop writing skill, questionnaire was used to the gathered informants. The collected data were tabulated and interpreted using simple statistical tool. Tables, bar diagrams, pie charts were used to analyze and present the data. Here, the responses of the students were categorized into three different learning strategies; meta-cognitive, cognitive and socio-affective learning strategy. Making self-correction, using dictionary, collecting related vocabularies 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 strategy. Similarly, teachers' encouragement, letting teachers correct writing, interacting with teachers to learn writing were more frequently used strategies under socio-affective strategy.

This thesis consists of five chapters. Chapter one consists of general background, statement of problems, objectives of study, significance of study. Chapter two consists of review of related literature and conceptual framework. Chapter three consists of methodology applied to complete the task. Source of data, tools for data collection, sample population are the topics in chapter three. Similarly, chapter four deals with analysis and interpretation of the data obtained from primary source. Chapter five includes findings and recommendations. References and appendices are included at the end of this work to make the work more valid.

Lists of Abbreviations and Symbols

%	Percentage
B.Ed.	Bachelor in Education
B.S.	Bikram Sambat
e.g.	Et Cetera
E.L.T	English Language Teaching
et al.	and others
i.e.	that is
L ₁	First language
L ₂	Second language
M.Ed.	Master in Education
OUP	Oxford University Press
p.	Page
T.U.	Tribhuvan University

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