

ESSAY WRITING ABILITY OF GRADE TEN STUDENTS

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

**Submitted by
Namuneshwar Baral**

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

2015

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Roll No.: 280691/069

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Namuneshwar Baral** has prepared this thesis entitled "**Essay Writing Ability of Grade Ten Students**" under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 09/08/2015

.....

Dr. Ram Ekwel Singh

Reader

Department of English Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

TU., Kirtipur

.....

Chairperson

Dr. Chandreshwar Mishra

Professor

Department of English Education

TU., Kirtipur

.....

Member

Dr. Ram Ekwel Singh (Supervisor)

Reader

Department of English Education

TU., Kirtipur

Date: 06/08/2014

.....

Member

APPROVAL FOR THE RESEARCH

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

	Signature
Dr. Anjana Bhattarai
Reader and Head	Chairperson
Department of English Education	
T.U., Kirtipur.	

Dr. Anju Giri
Professor	Member
Department of English Education	
Chairperson	
English and Other Foreign Languages	
Education Subject Committee	
TU, Kirtipur.	

Dr. Ram Ekwal Singh (Supervisor)
Reader	Member
Department of English Education	
TU, Kirtipur	

Date: 14/08/2015

DECLARATION

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

Date: 08/08/2015

Namuneshwar Baral

DEDICATION

*Dedicated to
my parents and teachers who made me what I am today.*

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Date: 09/ 08/2015

Namuneshwar Baral

Researcher

ABSTRACT

This study, "**Essay Writing Ability of Grade Ten Students** " attempts to identify and explain the essay writing ability of grade ten students in Morang district .In order to collect relevant data the researcher selected the sixty students from six schools of Letang VDC. The researcher set test item and administered to sixty students. The test was essay writing task. The data was analyzed; findings were drawn on the basis of collected data. Some suggestions were also recommended. The research on essay writing ability proved that the essay writing ability of private schools' students was quite better than the student of public schools in terms of grammar, language, punctuation, style, spelling and subject matter. It was found that there was negligible difference between the students of private and public schools in essay writing.

This thesis consists of five chapters. Chapter one presents the general background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study and operational definition of the key terms. Chapter two introduces review of related literature and conceptual framework, along with implication of the review of the study. Chapter three deals with design and methodology of the study including population, sample and sampling strategy, study area, data collection tools and technique, data collection procedures and data collection analysis and interpretation procedures. Chapter four deals with analysis and interpretation of results and discussion of findings. In order to make the analysis objective and accurate, statistical tools of average and percentage have been used. Chapter five presents conclusion and recommendations made on the basis of analysis and interpretation. The recommendations are policy related, practice related and further research related.

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ABBREVIATION AND SYMBOLS

List of the Abbreviation and Symbols used in the thesis.

LAD	-	Language Acquisition Device
CDC	-	Curriculum Development Centre
E.g.	-	Example
et. al	-	and other people (Latin, eta lialia)
i.e.	-	That is
M.Ed.	-	Master's of Education
MOE	-	Ministry of Education
P.	-	Page Number
Regd. No.	-	Registration Number
T.U.	-	Tribhuvan University
VDC	-	Village Development committee
ELT	-	English Language Teaching
No.	-	Number
%	-	Percentage