

CHAPTER ONE

INTRODUCTION

This study is about the “Effectiveness of Reading Short Stories in Developing Students’ Writing Skills.” This part consists of background of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

English is the most widely used language in the world. There is no alternative to English as a language of global importance of library diplomacy, business, education and employment, literature, promotion of human rights etc. English language in classroom has been taught and learned to develop students' language skills.

There are four language skills among them listening skill and speaking skill are receptive skills. On the other hand, reading and writing skills are productive skills. Writing skill is output of listening, speaking, and reading. It is permanent and accurate in comparison to other skills. Language is a powerful means of communication. We can save our culture, tradition, and share our thoughts from one generation to another by the means of writing. According to Richards (1990, p. 101), “written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately.” The main purpose of writing is to enable the learners for free composition and creative writing. The students' language competence is better if they can write well. Hence, writing is a powerful and permanent means of communication through which human beings express their ideas, thoughts and feelings in orthographic forms. It is generally the representation of language in a textual medium through the use of a set of signs or symbols.

Since the written form of communication results into a product, it holds social and legal commitment. According to Berlin (1992) when the 'Expressive Approach' was first developed in the first decade of the 20th century, writing was considered "an art, a creating act in which the process-the discovery of the true self –is as important as the product-the self discovered and expressed" (p. 470). Writing plays an important role not only in the classroom language-learning situation where it is the mode of judging students' performance but in our social setting as well. Thus, a written work plays a major role in a person's professional success. Writing is considered to be a difficult task but not impossible to acquire when we connect it to reading short stories. While both reading and writing have received much attention from researchers, educators and teachers over the years, in their concern with students' literacy development, there has been little overall focus on the role of reading short stories in framing and assessing student's writing development. Reading any genres of literature plays an important role in developing student's explicit understandings of the nature of the written texts and such understanding contributes positively to student's effective writing. Particularly, reading short stories is a powerful and easy means of developing students' writing skill. It encourages the students to describe about a person, write letters, write biography and narrate the events they have read, seen or heard in an appropriate way.

1.2 Statement of the Problem

Writing is one of the most important skills in learning a new language. It is the challenging, advance and complicated skill to acquire in foreign language context. Teachers can apply a variety of methods and techniques while teaching writing skill. However, teachers have been facing several problems to develop students' writing skill such as students are not motivated in writing activities and if they are engaged they are not able to complete their writing tasks.

The examination system of Nepal mainly, depends on written form. Students' language ability is evaluated on the basis of their performance in writing examination. In this context, students' result of public school is below than expected level. In remote areas of Nepal, most of the students fail in English subject because of their poor writing skill. Hence, the teachers need to search the new techniques and ways of developing students' writing skill. In this situation, if we integrate reading and writing skills together, it is obvious we can improve the status of the students' writing. To be concise, it's essential to find out what roles reading short stories can play in developing students' writing skill at secondary level. Thus, this study is oriented to see the role of reading short stories in developing the students' writing skill through experiment.

1.3 Objectives of the Study

This study had the following objectives:

-) To find out effectiveness of reading short stories in developing the students' writing skills.
-) To suggest some pedagogical implications.

1.4 Research Questions

The research is oriented to answer the following question:

-) What is effectiveness of reading short stories in developing writing skills at secondary level (Grade Ten)?

1.5 Significance of the Study

The central concern of ELT is developing the four language skills: listening, speaking, reading and writing in the students. There are a number of approaches, methods, strategies and techniques for developing these skills. Particularly, writing also has focal position in ELT curriculum in context of

Nepal as well. So, the students' writing is to be developed by using various techniques and strategies. One of the most important ways of enabling students' writing is engaging them with short stories. This study basically focuses on effectiveness of reading short stories for enabling students' writing skills at secondary level. So, it will be useful for prospective researchers who want to undertake resources in the area of teaching writing skill in EFL classroom. Each and every research study is important for the institution, scholars, professors, students, and the researchers who are interested in the particular areas. The study specially focuses on effectiveness of reading short stories in developing writing skill. So, it will be significant for policy makers of education, experts of language curriculum and teachers to make effective implementation of school level curriculum. The study will be beneficial for the novice as well as senior colleagues, teachers, trainers and the teacher training institutions. All the persons who are directly or indirectly involved in teaching profession will be benefited from this study.

1.6 Delimitations of the Study

This research was limited to the 24 students of Vaishnabi Secondary school (Grade Ten). Likewise, this study was limited to the data collected through the tests (pre-test and post-test). Similarly, this study was mainly concerned with effectiveness of reading short stories in developing students' writing skills. The design of this study was limited to experimental research design.

1.7 Operational Definition of the key Terms

Experimental: It refers to the process of finding out the effectiveness of reading short stories in developing writing skill by comparing the students' achievement of pre-test with their performance in post-test after teaching writing through short stories for a week.

Reading: Reading is the process of going through the words to get the information, ideas and meaning of the text. Here reading is used as the medium to develop the writing skill.

Short Stories: They refer to a genre of literature which has single plot and shows an issue thorough a few characters.

Writing: It includes writing letter, paragraph, essay, report, note-making, précis, comprehensive, short -story and so on.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of related theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

The researcher reviewed different related literature for the theoretical basis of his/her study. Literature review is the most important part of any research study. It is the continuous process; it starts from early stage of research writing and ends with the finding and conclusion. A theoretical framework guides the researchers to work on their topics by exploring the ideas about the topic of their study through reviewing of different texts, theses, articles and so on. After reviewing the articles, books and theses, numbers of theories have been developed from different literature. Theoretical aspects of study have been reviewed in this section.

2.1.1 Writing Skill

Writing is one of the most important skills in learning a foreign language. It is often regarded as the visual representation of speech, which involves manipulating, structuring, and communicating. It is a productive skill in the sense that it is related to manipulate the machines of writing, structuring into sensible words, sentences and paragraph in order to make the reader understand the meaning of such complex effort. Moreover, writing is an act of placing the graphic symbols that presents language in order to convey the meaning so that the reader can grasp the information. It is the way of transferring the information through the use of graphic or visual symbols. However, writing is not merely the transfer of idea from mind to paper. The language learners have

to pay attention to higher level of skills spelling, punctuation, word, choice, and idea. Nunan (2010) says, “Writing was taught as a process of set discovery, writers express their feelings in climate of encouragement” (p. 36). Similarly, Harmer (2010) says, “Writing is an activity through which human beings communicate with one another and transmute them accommodate their culture from one generation to another. It equally provides with possibilities to discover and articulate the ideas in many ways” (p. 76).

Similarly, White and Arndt (1993) view, “Writing is far from a simple matter of transcribing language into written symbols; it is a thinking process in its own right” (p. 31). Writing is the form of problem solving which involves such process as generating ideas, discovering a ;voice' with which to write, planning ,goal selecting, monitoring and evaluating what is going to be written and searching for language with which to express exact meaning. Moreover, writers rarely know at the outset exactly. What 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 very complex process and requires mechanics of writing, coherence and cohesive to integrate information properly. Writing is an act of transmitting thoughts, feeling, and ideas from past to present and from present to future. It is transparent mirror, which can vividly present our knowledge as well as experience. Therefore, writing includes these things to control of content, format, sentence, vocabulary, spelling and letter of information. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherence paragraph and its text. Due to the lack of co-ordination between the between the teachers and students who have diverse culture, tradition, language and ethnicity is very difficult to deal with.

In conclusion, writing is an act of rendering thoughts, feeling and ideas from past to present and from present to future in graphic form .it is transparent mirror which can present knowledge and experience.

2.1.2 Importance of Writing

Writing is one of the most important skills for learning a language and it is also the most difficult skill for learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. Writing helps to transmit thought, feeling, and ideas for one to another in different time phase thought graphic forms. Therefore, it is regarded as transparent of mirror, which can present our knowledge as well as experience. Writing is the output of listening, speaking, and reading skills. Writing skill provides variety in the classroom activities. Writing is a transparent mirror that can present our thoughts and experiences. Written document can be preserved for long time. Writing is widely used to transmit experience and knowledge related to science, literature, religion, technology, philosophy, politics, sociology and culture.

For Harmer (2010), writing as co-operative activity, co-operative writing works well with both process and genre based approaches. In the same way, he argues that the reasons for teaching writing to students of English as a foreign language include refinement, language development ,learning style and most importantly, writing as a skill in its own right. So, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill. They can learn to express their ideas explicitly when they are efficient in writing. Communication may not always be possible in face to face setting, in such situation; we can communicate in writing with anyone who is not there in front of us. Writing helps students to learn second language, reinforces the grammatical structures, idioms and vocabulary that they have learnt in the class.

Writing involves the encoding of a message of some kind, as it involves the translation of our thoughts into language. It is observed that except on occasions when we are writing for ourselves like our shopping lists or our diaries, the reader is not present physically. Therefore, when one writes

something in any form, it is important to keep the reader in mind considering the fact that the reader is not present, and in some cases may not even be known to us, we have to ensure that what we write can be understood without any further help from the writer. Hence, we are able to communicate successfully with our reader through the medium of writing, by the organization of our sentences into a coherent whole, which is as clear as possible and complete in itself.

2.1.3 Components of Writing

Writing is cooperative activity, which consists of various components that work together to construct a communicative environment in classroom activities. It is not merely an activity of encoding verbal thought in printed symbols. Writing consists of a number of components. According to Richards (1990), some important components of writing skills are as follows.

-) Mechanics
-) Coherence
-) Cohesion
-) Orthographic and para-orthographic text

Mechanics

Mechanics refers to this aspect of writing such as capitalization, spelling, use of punctuation marks, spelling. It is a very basic concept in writing. It also includes spelling or alphabet use of punctuation marks use of capital and small letters, handwriting, use of abbreviation and numbers, spacing, format or layout of writing etc. The use of comma, punctuation marks, apostrophe, colon, dash, ellipsis, exclamation point, hyphen, paragraph, parenthesis and brackets, period, question marks, semicolon, slash, full stop, is important in any written text.

Coherence

Coherence is the semantic relationship between an utterance in discourse and sentence in the text. It is the semantic relationship or different sense units between and among the utterances; the thought in a paragraph should be concerned and developed in a logical order to maintain coherence. The materials of a paragraph can be ordered in many ways, namely, climax, comparison, contrast and so on. The materials are presented according to the order of time spatial order is the time order to presenting the position .logical order is the order to expressing to the position.

Cohesion

Cohesion refers to the grammatical link and lexical relationship between different sentences in a text. Harmer (2010, p. 22) says that when we write a text, for example, poem, stories; we have a number of linguistic items at our disposal to make sure that our prose sticks together; thus, cohesive plays significance role in a discourse to create texture, it is well formed stretch of language. For Carthy (2010), spoken and written discourses display grammatical connections between individual sentences and utterances; this is known as what we call cohesion. There are two level of cohesion. They are sentential (intra sentential) cohesion and textual (inter sentential) cohesion. Sentential cohesion occurs within a sentence where as textual cohesion occurs across the sentence.

Orthographic and Para-Orthographic Texts

The orthographic refers to the linguistic symbols such as spelling, words, phrase, clause, and sentence. Para-orthographic text refers to the pictorial representation like a diagram, charts, tables, maps, figures etc.

2.1.4 Characteristics of Good Writing

Writing is one of a complex, essential and most important skills of language. It is an art of using of language. Learning to write either in first or second language is one of the difficult tasks for all language learners. Writing skill requires the ability to use the structure, the lexical item and their conventional representation. The learner must have the knowledge of mechanical skills, use of appropriate words and sentences, appropriateness of context and style, stressing the need of mechanics of writing. Good writing skills are essential to academic success and requirement for many occupation and profession. Brown (1994) discuss that mastery of the mechanics of writing and practice in the basic skills are necessary first steps for child or adult learners who do not yet write any language. Richards, (1990, p.7) points out the essential characteristics of good writing as follows:

Economy

A good writer must express his/her ideas or thoughts briefly and effectively. There should be economy of words to express meaning clearly and quickly. Writing should be short but effective can be popular because it saves time, energy and materials. If there is more economy in writing, the less chances of occurring fault. Berke, (1990, p. 6) opines that economical writing contains no "deadwood" to dull the reader's attention, attention, not an extra, useless phrases to clog the free flow of ideas, one following swiftly and clearly upon another. Just as dentist inflicts no unnecessary pin, a lawyer an unnecessary risk likewise it is the responsibility of writer to inflict no unnecessary words on readers. Good writing is a like a gold coin, small in compass but great in value.

Simplicity

The second quality of good writing is reducing complexity and expressing ideas or thoughts in a natural way. It avoids extra stylistic, flourishes, genres,

jargons, ambiguities and so on. Simplicity and smoothness makes writing understandable and readable.

Clarity

The writing must be free from ambiguity and should be explicit. Good writers should not add complication and should be plausible in writing. Whatever the writing, all should be readable, informative, clear, space, direct and most of all human, exaggeration and hyperbolic and self-contradictory statement should be clearly expelled out in good writing.

Continuity

Good writing should have natural link of ideas. There must be continuity of thought from one word to following word, from one phrase to next phrase, from one sentence to another sentence, from the paragraph to second and from first chapter to the next.

Free From Error

The writer cannot use a whole range of facial expression gesture and general bodily language to convey the message. Every written piece has to be free from lexical, syntactic, semantic, grammatical, orthographic, idiomatic, punctuation and other errors. Writing involves thinking, planning, assembling, clarifying and organizing process. The art of writing based upon one's own mental capacity, which is very importance for the specific subject matter. It must be accurate.

2.1.5 Defining Reading

Reading is one of the active, major and receptive skills among the four language skills. Reading is the process of extracting information from written texts. When we read, we use our eyes to receive written symbols (letters, punctuation, marks and space) and use our brain to convert them into words

sentences and paragraph that communicate something to us. It is the understanding and making sense of given text. Richards (1990, p.130) write, “Reading means perceiving a written text in order to understand its context.” Therefore, it is a process of receiving information and increasing one's professional knowledge from the graphic symbols.

Reading may refer to many things upon different contexts. This means reading is purposeful. The purposes for reading are reading for survival, learning, and pleasure. Reading for learning is when the act is done to enrich knowledge. This is not confined to school-related reading but also relates to day-to-day reading such as reading newspaper. Finally, there is reading novels or magazines or reading a certain part of a text a number of times so that the experiences or pleasure of reading can be enjoyed over and over again.

2.1.6 Types of Short Stories

Short stories are divided in to various types according to their settings, plots and themes. Basically, the short stories are divided into the following types which are briefly discussed below.

A. Myth

A myth is a short story which is not true and involves supernatural beings or at any rate supra human beings. It is traditional, short and popular. It is always concerned with creation. It explains how something came to exist. It is a part of mythology. In a myth the protagonist is a supernatural being. It may be true or invented. In fact, myths are fictitious tales preserved largely through oral transmission. In this regard, myths are like legends and fables. However, myths lack the historical framework of legends and the moral teaching of fables.

B. Legend

A legend is a story, usually one that has come down to us from ancient times, so it may not be or seen realistic. It is traditional, short and popular. The

message conveyed in a legend may be true or invented. It is a part of mythology. The difference is that in a myth, the protagonist is supernatural being, but in legend, the protagonist is a person rather than a supernatural being. The traditional story is usually not called a myth but a legend.

C. Fable

Fables are usually a short and fairly simple story designed to illustrate a moral lesson. It is a short narrative in prose or verse which conveys a moral lesson. It is amusing. It intends to teach us morality. The characters are often animals or non-human creatures or inanimate things. Most common is the beast fable in which animals are the characters. They act and behave like human beings.

D. Parable

A parable is a short tale illustrating a moral lesson. It is a very short narrative about human beings. It is also amusing and conveys a moral lesson. A parable is often an allegory that parallels the situation to which it is being applied.

E. Folktale

A folktale is a narrative in prose. It is also traditional short and popular. The author of a folktale may be known or unknown. Generally, it is transmitted orally. It is also about supernatural beings who are not deities (gods and goddesses), but may be other supernatural beings, e.g. devil, demon, monster etc. They are found among people everywhere in the world.

F. Fairy Tales

Fairy tales are the short stories about fairies or other mythical or magical beings. That tends to be the narrative in prose about the fortune and misfortunes of hero and heroine who have experienced various adventures of more or less supernatural kind magic, charms, disguise and spells are the major ingredients of such stories.

2.1.7 Elements of Short Stories

Short stories have five commonly accepted elements: plot, character, setting, style and theme. They are briefly described below.

A. Plot

The systematic chain of events in a story is called plot. Each link in this chain helps to build suspense and to solve a problem. In other words, the plot stands for all the events in a story which are woven in such a way that they help the writer achieve some particular artistic or emotional effect at the end. Therefore, the plot is a planned, logical series of events having a beginning, middle and end.

B. Character

A character is the person or sometimes even an animal who takes part in the action of a short story or in any literary work. Abrams (1953, p. 48) views:

Characters are the persons represented in a dramatic or narrative work who are interpreted by the reader possessing with particular moral, intellectual and emotional qualities by inferencing from what the persons say and their distinctive ways of saying it the dialogue and from what they do the action.

There are two meanings for the word 'character': persons in a work of fictions-protagonist and antagonist and the characteristics of a person. Madden (2009) says, "Characters range from familiar stereotypes, such as aggressive businessman and the lonely housewife to archetypal characters, such as the rebel, the scapegoat, the alter ego and those engaged in some sort of search."

C. Setting

The setting stands for 'where' and 'when' of a story takes place. Authors often use descriptions of landscape, scenery, buildings, seasons and weather to provide strong scene of setting.

D. Style

In layman's terms, the style refers to the way in which a story is written. It is often contrasted with the contents of the story. The style suggests how a particular writer says things. According to Abrams (1993), the following aspects should be considered while analyzing its style:

-) Diction or choice of words
-) Its sentence structure and syntax (whether they are periodic or non-periodic)
-) The density and types of its figurative language
-) The pattern of its rhythm and other formal features
-) Its rhetorical devices
-) The shape of the paragraphs and

According to language, styles can be scientific, expository, poetic, emotive, referential, journalistic etc.

E. Theme

The theme of a fable is its moral. The theme of a parable is its teaching. The theme of a piece of fiction is its view about life and how people behave, so the theme in fiction is not generally intended to teach or preach. In fact, it is not presented directly at all. Readers have to extract it from the characters, action and setting that make up the story. In other words, readers must figure out the theme themselves.

The theme is a controlling idea or central insight of the story. It is the author's underlying meaning or main idea that he is trying to convey.

2.1.8 Developing Students' Writing Skill through Reading Short

Stories

Reading plays a crucial role in developing students' ability to select and use variety of vocabulary appropriately in their writing. Similarly, if the students read similar subject matter or reading text to their writing activity it develops students' awareness writing accurate and correct sentences and or language.

Short stories are one of the most important genres of literature. Lazar (2009) states, "A short story is a short work of prose fiction which usually depicts one character's inner conflict or conflict with others." It is a work of fiction in prose writing about imagined events and characters. Short stories are powerful means of motivating the students in different writing activities. Therefore, the stories have got well place from the Basic level English language curriculum to tertiary level ones (CDC, 2014). The most of the stories are written in past tense. So, the students can learn how to narrate the past events by reading them. Similarly, they include a range of vocabulary so that the students can supply appropriate vocabulary from the stories they read. Coherence and Cohesion are also significant quality of a piece of writing which can only be earned from reading short stories. The short stories are the coherent organization of the events. The stories are set in a variety of situations which provide the students with an expanding horizon of knowledge of the subject matter. They are short and sweet to read to the students. The students can write dialogues, letters and narrate the events by reading the short stories. They can learn how to describe a person by reading about the characters in the stories. Similarly, the act of reading short stories enhances the learners logical thought to be presented in writing. They can create biography reading the stories. In addition, reading such stories expands the horizon of knowledge in the students which become the source for writing on any topic. The students also need sufficient

knowledge of subject matter to write on it. For being confident in writing, it is reading that provides a large amount of exposure about the topic.

In the field of English language teaching over last 10 to 15 years, research in EFL reading and writing has progressed almost entirely independently, yet their findings echoed each other. However, in terms of teaching they have not kept pace with each other. Researchers have emphasized on the importance of integrating reading and writing in the classrooms, but the role of reading a particular genre of literature such as short stories in developing writing skill is not taken under consideration. And no any experimental research has been carried out in this area in English department. So, the present study is of a great importance in Nepalese EFL context.

2.2 Review of Related Empirical Literature

Every research study needs the knowledge of the previous study, which has been done based on related areas of the study. A number of research works have been carried out in the field of techniques of developing writing skills, some of the major research works related to this study are reviewed as follows:

Basnet (2016) carried out a study on “Teachers' Perceptions on the Role of Reading in Developing the Writing Skill.” The main objective of this study was to explore the teachers' perceptions on the role of reading in developing the writing skill in the classroom. Her study was based on the non-random purposive sampling procedure to select forty higher secondary level English language teachers teaching in private and public school in Kathmandu district. She used questionnaire as the tool to collect required data. She analyzed the collected through tables, bar diagrams and pie-chart both quantitatively and qualitatively. The finding of her study showed that exposing reading materials such as dictionary, newspaper, grammar books, picture ,maps, charts and photograph to the students for developing writing skill was found to be only 'occasionally' practiced in school. She found that reading played significant role in developing the students' writing skill.

Shahi (2015) conducted a study entitled “Effectiveness of Writing Personal Letters in Developing Learners Writing Skills”. The main objective of the study was to find out the development of grade 10 students in writing skill through personal letters. The study area was Nepal Rastriya secondary school, Dullu, Dailekh. The grade 10 students of the schools were divided into two groups through stratified simple random sampling procedure. It was experimental study, so, pre-test and post-test were used as the major tools of data collection. He used tools like table, graphs and percentage to analyze the data. He found that the experimental group showed test wise better results in all tests in comparison to control group. It was proved that practicing on writing personal letters become effective in order to develop learners writing skills.

Ghimire (2015) carried out a study on “Developing Writing Skills through Par-Orthographic Texts.” The primary objective of the study was to find out the effectiveness of Para-orthographic text to develop students writing skill. The sample populations for this study were thirty students of grade nine of Rampur English boarding higher secondary school. The students were selected using non- random purposive sampling procedure. She used different tests like pre-test, progress test and post-test as a research tools. The finding of the study showed that par-orthographic texts helped in developing students’ writing proficiency.

Likewise, Gautam (2015) carried out a research on “Strategies Adopted by Grade Twelve Students to Develop Writing Skill.” The main objective of the study was to find out the strategies adopted by grade twelve students of the Kathmandu valley. Thirty students from two different schools of Kathmandu valley were selected through purposive sampling procedure as the subject of the study. She used questionnaire as the main tool of collection data. She divided finding into three different categories; meta-cognitive strategies, cognitive strategies and socio-affective strategies. Making self-correction, using dictionary, collecting related vocabulary were found to be the broadly used strategies under meta-cognitive strategies. Similarly, under cognitive

strategies, taking notes, the students mainly adopted doing homework and memorizing writing rules. Likewise, she found highly adopted socio-affective strategies as the teacher's encouragement, letting teachers to correct writing and interacting with the teachers.

Poudyal (2012) conducted a study entitled “Effectiveness of Language Games in Teaching Writing.” The main objective of the study was to find out the effectiveness of language games in developing writing skill. The study area was a higher secondary school in Dolakha district. She used questionnaire and test as the major research tools. She selected the sample through non-random sampling procedure. She found that although the evaluation system in Nepalese education is based in written examinations, a majority numbers of teachers and students were found ignoring writing activities. She found that language games certainly increased the writing ability of the students.

Joshi (2011) carried out a study on “Teaching Creative Writing in ELT Classroom.” The main objective of the study was to find out the effectiveness of creative writing in ELT classroom. She selected 16 students from a school in the Kathmandu Valley through non-random purposive sampling procedure. Tests (pre- test and post –tests) were used as the main tool of the data collection to draw the required information. She found that 17% achievement of the students was increased in the post-test in comparison to the pre-test. Thus, it was concluded that creative writing is the most important way of developing writing skill of the EFL students.

Though various studies have been carried out in the language teaching and techniques and strategies of developing language skill, only a few researches have been carried out in developing writing skill in the students in Nepal. In addition, there are not any experimental researches which are concerned with the role of reading short stories in developing the students’ writing skill at secondary level (grade IX and X). Thus, this study tries to reveal the existing

practices of teaching writing skill and the role of reading short stories in developing writing skill of the students.

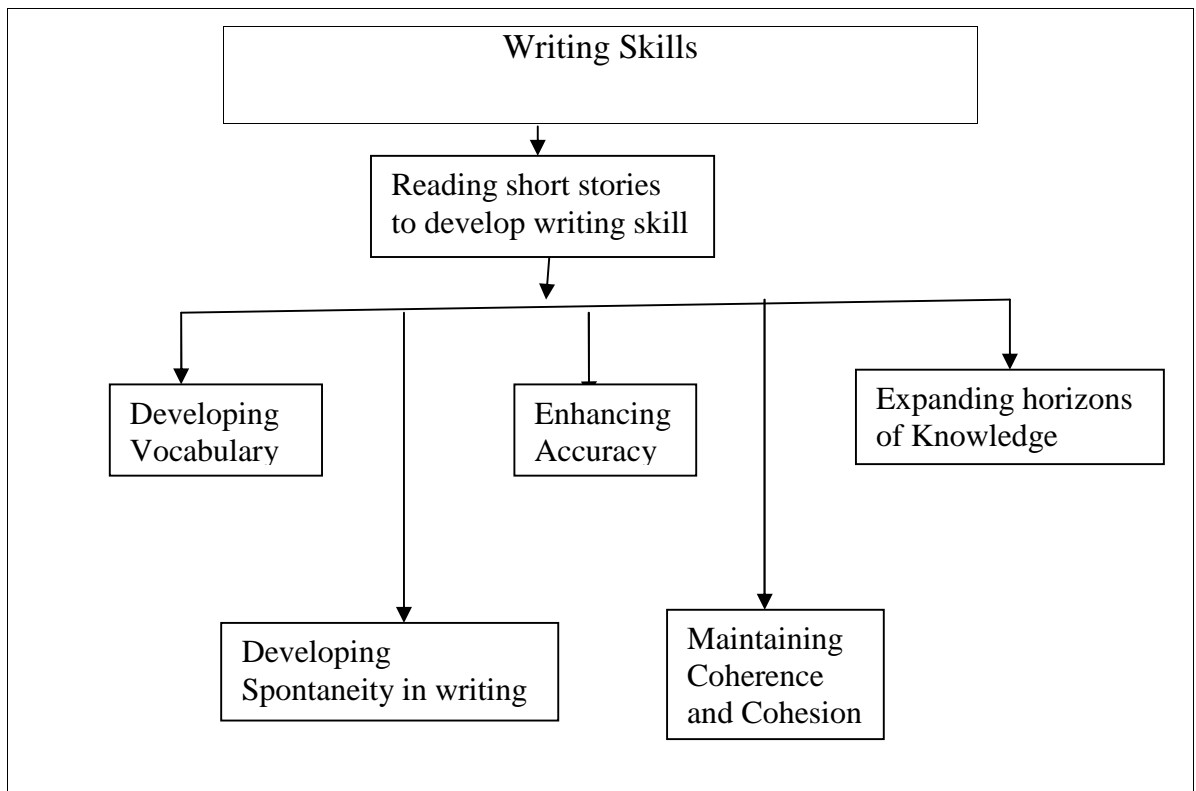
2.3 Implication of the Review for the Study

Literature review is ongoing process that begins from topic selection to writing the findings of the study. Literature reviews help me to understand the topic clearly. It makes rich in contents and develop the sense of academician. It is more important for the researcher which helps to identify area of study, selection of objectives, methods, procedure, data collection and interpretation and all aspects of study. Kumar (2009) defines, “Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding.” After reviewing different related books, journals articles, and scholars’ works, I have the ideas to integrate the research process. I have benefited by different scholars' works to complete my study effectively. I have the ideas of the importance, challenges, techniques, characteristics of writing skill. Specially, I got information of effectiveness of TBLT, language games and writing personal letters in developing writing skill from the studies carried out by Pandey (2011) Poudyal (2012), and Shahi (2015) respectively. Similarly, I got some information from Gautam (2015) about the different strategies adopted by the students to develop their writing skill. Similarly, I got some information about role of writing itself in English language classes from the study carried out by Joshi (2011). Mainly, I got the insight about the role of reading in developing writing skill from the study of Basnet (2016). In order to conduct those researches they have used experimental and survey research designs but I will use survey research design. Although they have used survey research design and tests and questionnaire as the tools of data collection, I will apply experimental research design and I will use tests as the tool to collect required data. It helped me to scrutinize my findings and suggest implications. It helped me to study the problems systematically and logically.

2.4 Conceptual Framework

This study on “Effectiveness of Reading Short Stores in Developing Students’ Writing Skills: An Experimental Research” will be based on the conceptual framework which is given below.

Figure 1: Conceptual Framework



CHAPTER THREE

METHODOLOGY AND PROCEDURE OF THE STUDY

This chapter of the study consists the design and method of the study, population and sampling strategy, area of the study, sources of data, data collection tools and procedures, data collection procedures, data analysis and interpretation and ethical consideration of the study. In this research study, I adopted the following methodology to fulfill the objectives of my study.

3.1 Design and Method of the Study

Research design refers to the model that any researcher applies in course of his/her work. A research design is the plan for structure and strategy of investigation. The plan is complete program of the research. This research is experimental research. Experimental research is basically carried out in order to testify or falsify any facts through tests. According to Nunan (2009), experiments are carried out in order to explore the strength of relationships between variables (p. 25). Language researchers often want to look at the relationship between a variable such as a teaching method and a second variable, such as test scores on a formal test of language proficiency. The label given to the variable that the experimenter expects to influence the other is called the independent variable. In the field of ELLT this would be the teaching method. The variable upon which the independent variable is acting is the dependent variable- in ELT, the test scores. Similarly, Cohen et al. (2010) opine, “An experiment involves making a change in the value of one variable- called the independent variable- and observing the effect of that change on another variable-called the dependent variable.” From these definitions, we can say that experimental research attempts to find out how an independent variable affects the dependent variable. In context of ELT, for instance, role of language games in enhancing the students’ speaking proficiency. Here language games are the independent variables and speaking proficiency is

dependent variable as the students' level of speaking proficiency can be affected by the language games.

This present study is also trying to find out what is effectiveness of reading short stories in enhancing the students' writing skills. So, I applied "Experimental Research design: Pre-Test Post-Test Equivalent Groups Design" (Best and Kahn, 2007) to find out the changes in the dependent variable Z students' writing skill which is caused by the independent variable Z reading short stories. It is the most common design out of all the experimental designs. In this design, pre-test is administered before the application of experimental and control treatments and post-tests at the end of the treatment period.

3.2 Population, Sample and Sampling Strategies

The population of the study consisted of all the students studying at secondary level (Grade Ten) in the Kathmandu Valley. The total sample of this study was 24 students of Vaishnabi secondary school (Grade Ten), Kirtipur, Kathmandu. The participants were selected through simple random sampling procedure.

3.3 Research Tools

The main tool of data collection for this study was test item (pre-test and post-test). I used pre-test and post-test to elicit the required data for the study. The tests consisted of both varieties of questions ranging from writing letter to narrating an event.

3.4 Sources of Data

I collected the required data and information from the following resources.

3.4.1 Primary Sources of Data

The primary sources of data of this study were the score achieved by the 60 students of Grade Ten of Vaishnabi secondary school, Kirtipur, Kathmandu. The tests were administered to the students including pre-test and post-test.

3.4.2 Secondary Sources of Data

The secondary sources of data for this study were the books and various research works carried out by different scholars in field of ELT. Especially, this research consults from the books, journal, articles, websites and magazines. The secondary sources of this research study will be the works of different scholars like Cohen, Manion and Morrison (2010), Curriculum Development Centre (2014), Gautam (2015), Harmer (2010), Hauzel (2006) Hedge (1989), Joshi (2011), Krashen, (1993), Kumar (2009), Lazar (2009), Nunan (2010), Pandey (2011), Poudyal (2012), Richards (1990) and Shahi (2015), Brown (1994).

3.5 Data Collection Procedures

I collected the required data for the study through the following procedures:

At first, I visited Vaishnabi secondary school, Kirtipur, Kathmandu and talked to the authority for permission to take test. Then, I consulted with the subject teacher and the students of Grade Ten to make them familiar about my study.

Then, I randomly divided the students into two groups. After that, the pre-tests took place and adjustment was made to make both the groups equal. Then, one group is taken as experimental group and another one as control group. Then, I taught writing skills to the experimental group by engaging them in reading short stories but I taught as usually to the control group for 6 weeks. Then, I administered post-test to both groups. At last, I compared the post-test score of both the groups with the pre-test score and made the interpretation.

3.6 Data Analysis and Interpretation Procedure

In this study, I analyzed the data on the basis of research objectives. I analyzed and interpreted the raw data through statistical procedures. I presented the data in tables and charts to make the analysis meaningful and logical. I also

calculated mean of the data. The percentage was also used to draw the summary of the findings.

3.7 Ethical Considerations

For the disciplinary awareness, the researcher should follow sound ethical code of conduct to make research as research. To accomplish my research, first and foremost ethics is approval from the higher authority for the research. The other important considerations include clarifying the purpose of the research, sound rapport with the respondents, citation and acknowledgement and confidentiality to the participants. In addition, no data should be manipulated in the course of data analysis because prejudice on controlling age, gender, race of the respondents might lead to misleading findings. So, the researcher should not omit negative findings.

CHAPTER -FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter consists of analysis of data and interpretation of results as it analyses and interprets the data collected from primary sources.

4.1 Analysis of Data and Interpretation of Result

All the data have been analyzed and interpreted under this topic. The data were collected with the use of pre-tests and post-tests. The tools were constructed being based on the objectives of the study. The data were collected from 24 students studying in grade IX and X in Vaishnabi Secondary School, Kirtipur, Kathmandu. The collected data were analyzed, interpreted and discussed under the five main headings:

-) Holistic Comparison
-) Analysis and Interpretation of Results of Control Group
-) Analysis and Interpretation of Results of Experimental Group
-) Item Based Comparison of Test Items
-) Error Improvement of Students

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done through the data which were collected from the primary sources.

4.1.1 Holistic Comparison

The students were divided into two groups: experimental and controlled ones. Then, I administered the pre-test to find out the students' performance in writing skills. The pre-test consisted of varieties of writing activities, such as narrating a story, writing a letter, writing a biography and describing a person. The total mark of pre-test was 40. Out of which the students can pass getting 16

marks. Then, I taught the students of experimental group through engaging them in reading short stories whereas to control group as usual. Then, I administered post-test to both of the groups. The holistic comparison of both of the groups in both of the tests has been mentioned below. For the holistic analysis, the average score of pre-test and post-test of both control and experimental groups have been presented in the table no. 1.

Table 1

Performance of Experimental and Control Group in Pre-Test and Post-Test

Groups	Full Marks	Average Score in Pre-Test	Average Score in Post-Test	Difference in Mean Score	Increased Percentage
Control	40	12.83	13.42	0.59	4.59
Experimental	40	12.92	17.75	4.83	37.38

The above table shows that the mean score of control group in the pre-test is 12.83 out of 40 whereas the experimental group has 12.92 in the test as the mean score. Similarly, the control group obtained 13.42 mean score in the post-test and the experimental group secured 17.75 as the mean score. It shows that the mean score of both of the groups is higher in post-test in comparison to the score in the pre-test. However, the difference of increased mean score of control group is lower i.e. only 0.59 (4.59%) than experimental group i.e. 4.83 % (37.38%). In this way, it was found that the intervention of engaging the students in reading short stories is surely effective in developing students' writing skill.

4.1.2 Analysis and Interpretation of Results of Control Group

I administered the pre-test in order to find out the existing proficiency level of learners in free writing composition before starting intervention. The test items consisted of five open-ended questions, 3 of them carried 10 marks and 2 of them of 5 marks. There exist many different scales on evaluating writing. However, I followed the scale mentioned by Hamp-Lyons (1990) as the five major writing components: content, organization, vocabulary, grammar and mechanics (as cited in Klimova, 2011, p. 390). Therefore, I followed the following evaluation scale in analyzing the students' achievement in writing:

Writing components	Criteria/Traits	Score
Content	extent, relevance, subject knowledge	30%
Organization	Coherence, fluency, clarity, logical sequencing	20%
Vocabulary	richness, appropriate register, word form mastery	20%
Grammar	accuracy	25%
Mechanics	paragraphing, spelling, capitalization, punctuation	5%

(Source: Klimova, 2011, p. 390)

The students' obtained marks have been presented in the table no. 2.

Table 2
Performance of Control Group in Pre-Test

Learners	Content	Organization	Vocabulary	Grammar	Mechanics	Total
LCG1	10	3	2	2	1	18
LCG 2	9	2	1	2	2	16
LCG 3	7	2	1	2	1	13
LCG 4	11	3	2	2	2	20
LCG 5	6	2	1	1	1	11
LCG 6	8	2	2	1	1	14
LCG 7	5	1	1	0	0	7
LCG 8	7	2	1	1	0	11
LCG 9	4	1	1	0	0	6
LCG 10	6	1	2	1	0	10
LCG 11	9	2	2	1	1	15
LCG 12	8	2	2	1	0	13
Total	90	23	18	14	9	154
Mean Score	7.50	1.92	1.50	1.17	0.75	12.83

The table 2 shows that the students have scored higher marks in content (average mean 7.50 out of 40) whereas they obtained lowest marks in mechanics (average mean 0.75) and grammar (average mean 1.17). Similarly, the students do not have expected marks even in organization and vocabulary too. It was found that the students had low exposure to develop the knowledge of different components of writing.

After teaching the control group through the usual methods of teaching writing skill for two weeks, I administered the post-test using same set of test items used in the pre-test. The scores of students' tests were marked using analytical

scale focusing on five sub skills of writing as in the pre-test. The scores obtained by control group have been presented below:

Table 3
Performance of Control Group in Post-Test

Learners	Content	Organization	Vocabulary	Grammar	Mechanics	Total
LCG1	11	3	2	2	1	19
LCG 2	12	2	2	2	2	20
LCG 3	8	2	2	3	1	16
LCG 4	8	2	2	2	1	15
LCG 5	6	2	1	1	1	11
LCG 6	7	2	2	1	1	13
LCG 7	6	1	1	0	0	8
LCG 8	5	2	1	1	0	9
LCG 9	4	1	1	0	0	6
LCG 10	5	1	2	1	0	9
LCG 11	11	2	2	2	1	18
LCG 12	10	2	2	2	1	17
Total	93	22	20	17	9	161
Mean Score	7.75	1.83	1.67	1.42	0.75	13.42
Increased Mean Score	0.25	-0.09	0.17	0.25	0	0.59

The table 3 shows that there is a little increase in students' mean score in the post-test in comparison to their achievement in the pre-test. They have achieved only mean score 0.59 more in the post-test in comparison to the pre-test. It was found that there was not any significant improvement in the free writing composition of the learner in post-test in comparison to pre-test.

4.1.3 Analysis and Interpretation of Results of Experimental Group

I also administered pre-test to experimental group simultaneously with control group prior to intervention in order to find out the existing proficiency level of experimental group in free writing composition. I used the same set of test items to the both groups. The marks obtained by the experimental group have been presented in the following table.

Table 4

Performance of Experimental Group in Pre-Test

Learners	Content	Organization	Vocabulary	Grammar	Mechanics	Total
LCG1	12	3	2	2	2	21
LCG 2	8	2	1	1	2	14
LCG 3	7	1	2	2	1	13
LCG 4	11	3	2	3	2	21
LCG 5	5	1	1	1	0	8
LCG 6	8	2	2	1	1	14
LCG 7	12	2	1	2	0	17
LCG 8	3	0	0	0	0	3
LCG 9	2	1	1	0	0	4
LCG 10	6	1	2	1	0	10
LCG 11	9	2	2	1	1	15
LCG 12	9	2	2	1	1	15
Total	92	20	18	15	10	155
Mean Score	7.67	1.67	1.50	1.25	0.83	12.92

The table 4 shows the score obtained by the experimental group in the pre-test. It shows that the students have scored higher marks in content (average mean 7.67 out of 40) whereas they obtained lowest marks in mechanics (average mean 0.83) and grammar (average mean 1.25). Similarly, the students do not

have expected marks even in organization and vocabulary too. It was found that the students had low exposure to develop the knowledge of different components of writing. Similarly, the existing proficiency level of both control and experimental group in free writing seemed nearly equivalent in pre-test.

After teaching the experimental group by engaging them in reading short stories for four weeks, I administered post-test using same set of test items used in the pre-test. The scores obtained by control group have been presented in the table no.5.

Table 5
Performance of Experimental Group in Post-Test

Learners	Content	Organization	Vocabulary	Grammar	Mechanics	Total
LCG1	14	4	4	3	2	27
LCG 2	11	3	2	2	2	20
LCG 3	9	2	2	2	1	16
LCG 4	13	3	2	3	2	23
LCG 5	6	1	1	2	1	11
LCG 6	10	3	3	2	1	19
LCG 7	14	4	3	2	2	25
LCG 8	7	2	2	1	1	13
LCG 9	3	1	2	1	1	8
LCG 10	6	1	2	1	0	10
LCG 11	13	2	3	2	1	21
LCG 12	11	2	3	2	2	20
Total	117	28	29	23	16	213
Mean Score	9.75	2.33	2.42	1.92	1.33	17.75
Increased Mean Score	2.08	0.5	0.75	0.5	0.58	4.33

The table 5 depicts the marks obtained by the experimental group in the post-test. It shows that there is a expected increase in students' mean score in the post-test in comparison to their achievement in the pre-test. They have

achieved 4.33 more mean score in the post-test in comparison to the pre-test. It was found that reading short stories surely enhances the students' writing skill. It is one of the good ways of developing students' writing skill. Here, the learners got opportunities to go through different short stories as the exposure for developing their writing skill.

4.1.4 Item Based Comparison of Test Items

In this section, the marks obtained by the students in each activity of free writing are analyzed and interpreted discretely in order to find out the effectiveness of reading short stories in developing different writing activities. Being based on the individual scores, average scores of both groups in the pre-test and post-test have been calculated and compared discretely in each activities. It consists of the following six sub-headings:

-) The Results in Narrative Writing
-) The Results in Biography Writing
-) The Results in Descriptive Writing
-) The Results in Paragraph Writing
-) The Results in Letter Writing

4.1.4.1 The Results in Narrative Writing

The first question of test items was related to narrative writing which carried 10 full marks. In this question, the students were required to narrate any event they have seen or heard. The marks obtained by the students in narrative writing have been presented in table no. 6.

Table 6
Results in Narrative Writing

Groups	Full Marks	Average Score in Pre-Test	Average Score in Post-Test	Difference	Different in Percentage
Control	10	2.67	3.54	0.87	32.5%
Experimental	10	3.04	4.63	1.59	

The table 6 depicts that control group obtained 2.67 average score in pre-test and 3.54 in post-test out of 10 full marks with the increment of 0.87 (32.5%) mean score. On the other hand, average score obtained by experimental group in pre-test and post-test in narrative writing were 3.04 and 4.63 out of 10 marks, respectively. Experimental group increased its average by 1.59 (44.9%). It reveals that this group performed better in post-test than the control group.

4.1.4.2 The Results in Biography Writing

The second question of test items was related to biography writing which carried 5 full marks. In this question, the students were required to write biography of any famous person of Nepal. The marks obtained by the students in biography writing have been presented in table below.

Table 7
Results in Biography Writing

Groups	Full Marks	Average Score in Pre-Test	Average Score in Post-Test	Difference	Percentage
Control	5	2.54	2.08	-0.46	18.11%
Experimental	10	2.38	2.79	0.43	18%

The table 7 presents that control group obtained 2.54 average score in pre-test and 2.08 in post-test out of 5 full marks with the decrease of -0.46 (18.11%) mean score. On the other hand, average score obtained by experimental group in pre-test and post-test in narrative writing were 2.38 and 2.79 out of 5 marks, respectively. Experimental group increased its average by 0.43 (18%). It was found that experimental group performed better in post-test than the control group in biography writing, too.

4.1.4.3 The Results in Descriptive Writing

The third question of test items was related to biography writing which carried 5 full marks. In this question, the students were required to describe about their family. The marks obtained by the students in biography writing have been presented in table below.

Table 8
Results in Descriptive Writing

Groups	Full Marks	Average Score in Pre-Test	Average Score in Post-Test	Difference	Percentage
Control	10	3.96	3.46	-0.5	12.62%
Experimental	10	4.04	4.13	0.09	2.22%

The table 8 depicts that control group obtained 3.96 average score in pre-test and 3.46 in post-test out of 10 full marks with the decrease of -0.5 (12.62%) mean score. On the other hand, average score obtained by experimental group in pre-test and post-test in narrative writing were 4.04 and 4.13 out of 10 marks, respectively. Experimental group increased its average by 0.09 (2.22%). It was found that experimental group performed a little bit better in post-test than the control group in biography writing.

4.1.4.4 The Results in Paragraph Writing

The fourth question of test items was related to paragraph writing which carried 5 full marks. In this question, the students were required to write a paragraph about their uncle. The marks obtained by the students in biography writing have been presented in table below.

Table 9
Results in Paragraph Writing

Groups	Full Marks	Average Score in Pre-Test	Average Score in Post-Test	Difference	Percentage
Control	5	1.38	1.46	0.08	5.79%
Experimental	5	1.5	1.96	0.46	30.66%

The table 9 depicts that control group obtained 1.38 average score in pre-test and 2.08 in post-test out of 5 full marks with the increment of 0.08 (5.79%) mean score. On the other hand, average score obtained by experimental group in pre-test and post-test in narrative writing were 1.5 and 1.96 out of 5 marks, respectively. Experimental group increased its average by 0.46 (30.66%). It was found that experimental group performed better in post-test than the control group in paragraph writing.

4.1.4.5 The Results in Letter Writing

The fifth question of test items was related to letter writing which carried 10 full marks. In this question, the students were required to write a letter to a friend describing the sequence of an event. The marks obtained by the students in letter writing have been presented in table 10.

Table 10
Results in Letter Writing

Groups	Full Marks	Average Score in Pre-Test	Average Score in Post-Test	Difference	Percentage
Control	10	2.38	3.04	0.66	27.73%
Experimental	10	2.79	4.25	1.46	52.32%

The table 10 depicts that control group obtained 2.38 average score in pre-test and 3.04 in post-test out of 10 full marks with the increment of 0.66 (27.73%) mean score. On the other hand, average score obtained by experimental group in pre-test and post-test in narrative writing were 2.79 and 4.25 out of 10 marks, respectively. Experimental group increased its average by 1.46 (52.32%). It was found that experimental group performed better in post-test than the control group in letter writing test item.

4.1.5 Error Improvement of Students

The errors made by the students' in the pre-test were compared with the post-test. The errors are also identified on the basis of five sub-skills of writing skill.

Contents: The learners were not capable of supplying proper content in the pre-test. But the experimental group performed much suitable content in the post-test. Reading short stories of course increased students' horizon of knowledge and creativity.

Organization: In the pre-test the students' writing was not coherent, cohesive and well organized. However, after the intervention, they have organized their writing in proper sequence and flow.

Vocabulary: In the pre-test, most of the learners repeated the same words for many times but they used a varieties of words after they engaged in reading short stories before taking post-test.

Grammar: The students were very poor in grammatical structures as they made many mistakes and errors in the pre-test. However, they have tried their best to create grammatical correct sentences in the post-test.

Mechanics: Mechanics deals with spelling, capitalization and punctuation. The students were very much careless in using proper mechanics in the pre-test but they highly reduced such carelessness in the post-test.

From the above discussion, I found that the students' engagement in reading short stories encouraged the students to correct their errors without direct intervention in their errors.

CHAPTER -FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with conclusions, findings and recommendations of the study.

5.1 Summary of Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized below.

-) The control group achieved 12.83 and 13.42 as the aggregate score in the pre-test and post-test, respectively. On the other hand, the experimental group obtained 12.92 and 17.75 as the average score in the pre-test and post-test, respectively. It was found that there was remarkable progress of the experimental group in the post-test in comparison to the control group.
-) In different writing sub-skills such as content, vocabulary, grammar, control group increased its average marks with 0.25, 0.17 and 0.25 respectively. But in organization and mechanics, they achieved less marks in the post-test in comparison to the pre-test. However, experimental group increased its aggregate score in content, organization, vocabulary, grammar and mechanics by 2.08, 0.5, 0.75, 0.5 and 0.58, respectively. It was found that engaging the students in reading short stories had positive impact on developing different sub-skills of writing.
-) The control group had 12.83 as the mean score in the pre-test and 13.42 in the post-test. The difference between pre-test and post-test was 0.59 (4.59%) which is not statistically significant difference. Therefore, there

was no any significant progress in free writing in the post-test of control group.

-) The experimental group had 12.92 as the mean score in the pre-test and 17.75 in the post-test. The difference between pre-test and post-test was 4.83(37.38%) which is statistically significant difference. Therefore, there was significant improvement in free writing in the post-test of experimental group. So, reading short stories had positive effect on developing students' writing skill.
-) In narrative writing, control group got the mean score 2.67 and 3.54 in pre-test and post-test, respectively whereas experimental gorup got 3.04 and 4.63 in pre-test and post-test, respectively. The contrl group increased its mean score by 0.87 (32.5%) and experimenatal group increased its mean score by 1.59 (52.3%). It depicts that reading short stories had positive effect in developing students' narrative writing skill.
-) In biography writing, control group got the mean score 2.54 and 2.08 in pre-test and post-test, respectively whereas experimental gorup got 2.38 And 2.79 In pre-test and post-test, respectively. The contrl group got 0.46 (18.11) mean score less in the post-test whereas experimenatal group increased its mean score by 0.43 (18%) It depicts that reading short stories had positive effect in developing students' biography writing skill.
-) In descriptive writing, control group got the mean score 3.96 and 3.46 in pre-test and post-test, respectively whereas experimental gorup got 4.04 and 4.13 in pre-test and post-test, respectively. The contrl group decreased its mean score by 0.5 (12.62) and experimenatal group increased its mean score by 0.09 (2.22%). It depicts that reading short stories had positive effect in developing students' descriptive writing skill.
-) In paragraph writing, control group got the mean score 1.38 and 1.46 in pre-test and post-test, respectively whereas experimental gorup got 1.5 and 1.96 in pre-test and post-test, respectively. The contrl group

increased its mean score by 0.08(5.79%) and experimental group increased its mean score by 0.46 (30.66%). It depicts that reading short stories had positive effect in developing students' paragraph writing skill.

J) In letter writing, control group got the mean score 2.38 and 3.04 in pre-test and post-test, respectively whereas experimental group got 2.79 and 4.25 in pre-test and post-test, respectively. The control group increased its mean score by 0.66 (27.73%) and experimental group increased its mean score by 1.46 (52.32%). It depicts that reading short stories had positive effect in developing students' letter writing skill.

5.2 Conclusion

The study was mainly concerned with finding out the effectiveness of reading short stories in developing students' writing skills. From the analysis and interpretation of data, it was found that control group increased its average score by 4.59 percent in post-test in comparison to pre-test; whereas, the experimental group increased its average score by 37.38 in post-test in comparison to pre-test. In this way, it indicates that the experimental group had considerable improvement in writing skill in the post-test as the result of engaging the students in reading short stories as the exposure for developing students' writing skill.

Similarly, reading short stories helped the learners develop different sub-skills of writing such as content, organization, grammar, vocabulary and mechanics. The students were considered very much careless in these sub-skills in the pre-test. But experimental group became highly careful towards these sub-skills in the post-tests. Reading short stories was effective mainly for developing students' skills in narrative writing, letter writing. However, it was also an effective way of making students capable of writing biography, paragraph and descriptive writing.

Likewise, the students reduced their errors in the post-test after they had been engaged in different short stories. They had a number of errors in grammar, vocabulary, organization and mechanics in the pre-test. But in the post test the errors were only few in numbers.

To conclude, reading short stories is one of the significant ways of developing students' writing skill in general and sub-skills in particular. It obviously brought positive impacts in students' writing skill.

5.3 Recommendations

The recommendations of the findings have been presented under the sub-headings: recommendations in policy related, practice related and further research related.

5.3.1 Policy Related

The following recommendations have been suggested for the policy level on the basis of findings and conclusion of the study:

-) As it is found that reading short stories enhanced students' writing skill, it should be emphasized as one of the best ways of teaching writing skill.
-) MOE, NCED and Department of Education should take engaging the students in reading short stories while teaching writing skill into consideration while designing ELT curriculum.
-) They should provide training to the teachers in using this technique in teaching writing skill.
-) The policy of organizing different seminars, workshops and trainings on 'Role of reading short stories' should be determined.
-) District Education Office and related departments should concern in encouraging the teachers for engaging the learners in reading short stories before teaching writing skill.

-) The text book writer should include the writing activities which follow the reading activities.

5.3.2 Practice Related

The following recommendations have been suggested for the practice level on the basis of findings and conclusion of the study:

-) The school administration should encourage the teachers for engaging the students in reading short stories while teaching writing skill in English language classrooms.
-) The schools should develop a trend of engaging the students in reading short stories for sharpening the students' writing skill.
-) The teachers should encourage the students for reading short stories before doing writing activities.
-) The schools or educational institutions should provide access of short stories in the library.
-) Teachers should collaborate with their colleagues while engaging the students in reading activities in their classes.

5.3.3 Further Research Related

The following recommendations have been suggested for the further research level on the basis of findings and conclusion of the study:

-) The researchers who are interested in this study area can study on effectiveness of a particular type of stories in teaching writing skill.
-) The researchers can study on the effectiveness of reading short stories in developing students' speaking skill.
-) The researchers can study about the practice of engaging the students in reading materials while teaching writing skill.
-) The researchers can search about engaging the students in reading other genres of literature in developing writing skill such as poetry.

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Appendix I

Lesson Plan One

Subject: Com. English

Class: 9

School: Vaisnabi Secondary School, Kirtipur, Kathmandu

Time: 80 Min.

Topic of the Story: The Trick of the Fox

Date: 10th Nov., 2017

1. Lesson Objectives:

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

-) Rearrange the events from the story to make it complete one.
-) Summarize the story in their own words

2. Teaching Materials:

Daily use materials, Chart Paper, markers, English Text Book Grade 9 (The Trick of the Fox, p. 93)

3. Teaching Learning Activities:

S.N.	Phases	Activities
1	Anticipation (30 min.) Strategies : Structured overview, Predicting from Terms, K-W-L	<ul style="list-style-type: none">) Gives short introduction of the story “The Trick of the Fox”.) Divides the class into 4 groups of 3 students in each.) Selects 5- 8 vocabulary from the text that point to key concepts from the text such as <i>Peepal tree, a couple of dove, a black snake, laying eggs, chicks, clever fox.</i>) Pastes the chart paper which contains Know/Want to Know/Learn (K-W-L).) Asks students write the story with the help of the above given words in groups.) Invites any two groups to share their imagined stories) Requests them to listen carefully to what the teacher is about to tell and see how it compares with what they imagined.) Writes the title of the story on the white board and explains it.

2	<p>Building Knowledge (25 mins.) Strategies: DRA Group reading & summarizing</p>	<ul style="list-style-type: none">) makes /gives a short introduction about the story, writer.) asks group one to read the first paragraph of the story silently and summarize it. Then, asks and writes the question on the board such as “Why were the doves upset?? what is your summary?” from the first paragraph.) asks group two to read the second paragraph of the story and answer some questions such as “Why did they meet their friend? What did they suggest? What is your summary from the second paragraph.) asks group 3 to read paragraph 3 and group 4 paragraph 4 and do as the first and second groups.) asks the groups to share their answers and summary to the class in the sequence.
3	<p>Consolidation (25 mins.) Strategies: value line, Quick-reading and Quick- writing</p>	<ul style="list-style-type: none">) each group works on the full of the story and extract difficult vocabulary.) read aloud the list of the difficult vocabulary in group) make their own sentences by using those words) teacher writes those words on the white board) assigns students to rearrange the events as they occur in the story.) assigns students to summarize the story in their own words on the basis of the rearranged events.) assigns students to argue for or against the motion ‘Intelligence always leads to the solution of the problems.

Appendix II

Lesson Plan (for Experimental group)

Date: 2074\09\10

Unit one (Making plan and expressing intentions)

Time: 45 min.

Teaching items: Paragraph writing

Level: Grade 9

Topic: Making plan

No of students: 15

Specific Objectives:

On the completion of the lesson students will be able to write couple of paragraph about their future plans.

Teaching Material:

Daily used materials

Chart containing structures used to make plan

Teaching learning procedures:

Time	Stage	Teachers task	Students task	Objectives
5 min.	Lead-in	<p>T-Starts the lesson telling about her own plans of coming vacation</p> <p>-Asks students to tell about their plan as well</p> <p>-Makes brief discussion over relating to lesson</p>	<p>-Listen and response</p> <p>-Take parts in discussion actively</p>	To arouse students interest and link the lesson
15 min.	Presentation and discussion	<p>-Briefly explain about the lesson and ask them to read the task 'A Day off and find out the structures used to make plans like (I think, I will +v1..., May be I will +v1... etc. for plan and planning/ intending to +v1, thinking of + v4) for intension</p> <p>-Makes discussion over it</p> <p>Presents more examples using chart further detail and describe it.</p>	<p>-Read the lesson</p> <p>-Find out the structures used to make plans</p> <p>-Ask for queries</p> <p>-Take part in discussion</p>	- Make them familiar with lesson along with structure used to make plan
10 min.	Practice of brainstorming (clustering)	<p>-Ask them to write their name at the middle of their exercise book then think of plans for tomorrow morning , afternoon , evening etc. write around it</p>	<p>-Write the plans using clustering techniques</p> <p>-Exchange with friends and refines the ideas</p>	-Engage them in clustering technique to generated idea

		<ul style="list-style-type: none"> - Give them some hints to make their task easier -After they completed the task ask them to exchange their paper with friend and read and provide feedback -Then teacher also provides corrective feedback to refine their ideas on removing repetitious on suitable ideas and adding important missing points 		
15 min.	Paragraph writing	<ul style="list-style-type: none"> -Encourage them to develop the paragraph from those ideas -Helps them to select topics sentences and add supporting detail in an effective way of and of structures as well as -guides them and facilities them to do their task -finally after they completed the task , goes through it and provide corrective feedbacks and encourage them to rewrite 	-Develops paragraph using the idea that are already generated structure of making plans	To make practice in writing about future plans.
	Assignment	Write couple of paragraph about your plan and after your final examination	Do the task at home	For extended practice.

Appendix III

Lesson Plan (for Controlled group)

Date: 2074\09\10

Unit one (Making plan and expressing intentions)

Time: 45 min.

Teaching items: Paragraph writing

Level: Grade 9

Topic: Making plan

No of students: 15

Specific Objectives:

On the completion of the lesson students will be able to write couple of paragraph about their future plans.

Teaching Material:

Daily used materials

Chart containing structures used to make plan

Teaching learning procedures:

Time	Stage	Teachers task	Students task	Objectives
5 min.	Lead-in	T-Starts the lesson telling about her own plans of coming vacation -Asks students to tell about their plan as well -Makes brief discussion over relating to lesson	-Listen and response -Take parts in discussion actively	To arouse students interest and link the lesson
20 min.	Presentation and discussion	-Briefly explain about the lesson and ask them to read the task 'A Day off and find out the structures used to make plans like (I think, I will +v1..., May be I will +v1... etc. for plan and planning/ intending to +v1, thinking of + v4) for intension -Makes discussion over it Presents more examples using chart further detail and describe it.	-Read the lesson -Find out the structures used to make plans -Ask for queries -Take part in discussion	- Make them familiar with lesson along with structure used to make plan
20 min.	Practice (Paragraph writing)	-Encourage them to write the paragraph describing their plans for tomorrow -Gives them some hints to make their task easier and also help them to use appropriate structures as well -Guide them and facilitates them to do their task -Finally after they completed the task, goes through it and provide corrective feedback and encourage them to rewrite.	-Write the paragraph describing their plans for tomorrow taking the help of teacher	-To make practice in writing about future plans.
	Assignment	Write a couple of paragraph about your plan after your final examination.	Do the task at home	For extended practice.

Appendix IV

Lesson Plan (for Experimental Group)

Unit 8

Date: 2074\10\12

Teaching Item: Narrative Writing

Time: 45 min.

Topic: Talking about past, narrating past events

Level: Grade 9

No. of students: 15

Specific objectives:

To enable the learner write narrating past events

Instructional materials

Daily use materials

Chart containing clues

Teaching learning procedures

Time	Stage	Teachers task	Students' task	Objectives
5 min.	Lead-in	T: starts the lesson telling about one interesting event of her own life and ask students to tell the memorable events of their life as well -Makes brief discussion relating to lesson	-Listen to the teacher and response	-To motivate the learners towards lesson
15 min.	Presentation and discussion	-Introduces the lesson -Asks them to read providing background information -Makes discussion over the lesson focusing on the forms of verb used in the lesson to narrate past events -Presents clues and more examples for further detail	-Read the lesson. Notice the forms of verb used to narrate past events -Take part in discussion actively	-Make them familiar with the lesson and the verbs used to narrate past events
10 min.	Practice of brainstorming (act like journalist)	-Asks them to recall a memorable in their life -Encourages them to collect as much information as possible about that event -Gives some clues using chart to help them in	-Think about the memorable events of life and collect ideas using 5W\1H questions and write in the exercise book	-Engage them in brainstorming to collect ideas

		<p>collecting the necessary ideas (like-what happened? Where and when did it happen? What happened after that event? How did you feel? Changes occur in your life after that event etc.)</p> <p>-Helps them to refine their ideas removing inappropriate points and adding missing points</p>		
15 min.	Practice of writing paragraph	<p>-Encourages them to put the events in chronological order and develop in paragraph form</p> <p>-Guides and helps them in their difficulty</p> <p>-After they do the task, goes through their writing and provide constructive feedback and encourage them to rewrite making correction</p>	-arrange the events in chronological order and write it in the form of paragraph	-To make practice to write narrating the events
	Assignment	Write in about 200 words narrating the memorable event of your life	Do the task at home	For further practice

Appendix V

Lesson Plan (For controlled group)

Unit 8

Teaching Item: Narrative Writing

Topic: Talking about past, narrating past events

Date: 2074\10\12

Time: 45 min.

Level: Grade 9

No. of students: 15

Specific objectives:

To enable the learner write narrating past events

Teaching materials

Daily use materials

Chart containing clues

Teaching learning procedures

Time	Stage	Teacher's task	Students' task	Objectives
5 min.	Lead-in	T: starts the lesson telling about one interesting event of her own life and ask students to tell the memorable events of their life as well -Makes brief discussion relating to lesson	-Listen to the teacher and response	-To motivate the learners towards lesson
20 min.	Presentation and discussion	-Introduces the lesson -Asks them to read providing background information -Makes discussion over the lesson focusing on the forms of verb used in the lesson to narrate past events -Presents clues and more examples for further detail	-Read the lesson. - Notice the forms of verb used to narrate past events -Take part in discussion actively	-Make them familiar with the lesson and the verbs used to narrate past events
20 min.	Practice of writing paragraph	-Asks them to recall a memorable event that happened in their life and write paragraph describing about it. -Guides them and facilities them to do their task	-Write the paragraph describing the memorable event of their life	-To make practice to write narrating the events

		-After they completed the task, goes through their writing and provide constructive feedback and encourage them to rewrite making correction		
	Assignment	Write in about 200 words narrating the memorable event of your life	Do the task at home	For further practice

Appendix III: The Texts

1. Prodip Pal: A Farmer

The old man couldn't remember how many generations of lotuses had bloomed and faded in the pond since he was born. What Prodip Pal did remember, however, was that he had once been a prosperous farmer. He had owned as many as six granaries full of rice and eight acres of fertile land. He had been able to provide for the future of his sons and give his daughters generous dowries to get them good husbands. For himself and his wife in their old age, he had kept a small piece of land. "The pair of us should be able to live there in peace," he had promised her "until the day when *Yama*, god of death, comes to claim us."

The old man had been wrong in his expectations. That plot of ground had been given to his father years ago by a *zamindar*. One day the *zamindar's* son laid claim to the land. Prodip Pal refused to return it; the matter came before the courts. But the young *zamindar* had bought the judge and the farmer had to abandon his land and his house.

Further terrible trials lay in store for Prodip Pal and his family. Their legal fights with the *zamindar* had left them with only half an acre of good land, which could not produce enough crops to feed the family. When they ran out of rice, they survived on the fruits from the three coconut trees and on the vegetables from the high ground that required very little irrigation. There was also the fruit from the jack fruit tree. The Pals were thus able to survive for two years. During the third year, however, disaster struck once more. A parasite destroyed the entire field of rice. To overcome this catastrophe, the father set out on the path that led to the only brick house in the village.

Nearly all the inhabitants of Bankuli had been compelled at some time or other to call on the *mahajan*. He was the key person in the village. He was its banker, its moneylender, its pawnbroker and, very often, its vampire. By mortgaging the family field Prodip obtained a loan of four hundred pounds of rice on condition that he would return six hundred pounds after the harvest.

By this time poverty had really begun to strangle the Pals. Bad weather added to their plight. One night in April, a storm brought down all the mangoes and coconuts. Consequently they had to sell the buffalo and Rani, the cow. Rani obviously did not want to leave. She strained at her rope with all her might uttering the most heart-rending bellows. No one could fail to read in her reaction a bad omen, a sign that Radha, beloved of cowered god Krishna, was angry.

2. The Photograph

My parents did not believe in boys wearing trousers, so I wore shorts to school. I wanted to wear trousers, but every time I opened my mouth my parents told me to shut up.

One day, the class teacher told us that we were going to have a group photograph taken and he asked us to wear trousers for the occasion. I was in a dilemma, as I did not possess a pair of trousers. After school, I asked some of my friends to lend me a pair of trousers, but no one had a pair which would fit me. I even tried on a pair of my father's trousers. They were too short for me and much too large at the waist. I gave up in despair.

The next day arrived. I thought of not going to school but my parents told me to get ready. They told me to stop grumbling because there was nothing wrong in wearing shorts. So, I turned up as usual at school. The class teacher was aghast when he saw me. He and some other students wanted me to be excluded from the photograph but the head teacher intervened. She asked me to join the group. The class teacher told me to sit in the front with two students on either side of me.

The photograph was duly taken. A few days later a copy of the picture appeared on the notice board. Crowds of students gathered to see it. It was a well-taken photograph. All the students were there in their well-ironed, spotlessly white shirts and trousers except me in the front row, with my knobbly knees conspicuously exposed! Needless to say, the picture gave rise to a lot of laughter and unkind remarks. You can imagine how I felt!

But the incident had a happy ending. I bought a copy of the photograph and showed it to my parents. My father immediately asked my mother to buy some white trousers for me – my very first pair.