

**GRADE NINE STUDENTS' PROFICIENCY IN GUIDED  
WRITING**

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

**Submitted by**

**Saraswoti Gupta**

**Faculty of Education,**

**Fourth Semester**

**Tribhuvan University, Kirtipur,**

**Kathmandu, Nepal**

**2016**

**GRADE NINE STUDENTS' PROFICIENCY IN GUIDED  
WRITING**

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

**Submitted by**

**Saraswoti Gupta**

**Faculty of Education,**

**Tribhuvan University, Kirtipur,**

**Kathmandu, Nepal**

**2016**

**T.U. Reg. No: 9-2-320-52-2009**

**Date of Approval of the**

**Exam Roll No: 280242/071**

**Thesis Proposal: 2073/04/27**

**Date of Submission:2073/08/13**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Saraswoti Gupta** has prepared this thesis entitled **Grade Nine Students' Proficiency in Guided Writing** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2073/08/13

-----  
**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

Department of English Education

University Campus, T.U., Kirtipur,

Kathmandu, Nepal

## **RECOMMENDATION FOR EVALUATION**

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

### **Signature**

**Dr. Anjana Bhattarai**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

(Chairperson)

**Dr. Ram Ekwel Singh**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

.....

(Member)

**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

.....

(Member)

Date: 2073/08/10

## EVALUATION AND APPROVAL

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

**Dr. Ram Ekwel Singh**

Reader and Head

Department of English Education

.....

T.U. Kirtipur, Kathmandu

(Chairperson)

**Prof. Chandreshwor Mishra**

Department of English Education

.....

T.U. Kirtipur, Kathmandu

(Member)

**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

Department of English Education

.....

T.U. Kirtipur, Kathmandu

(Member)

Date: 2073/09/08

## **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: 2073/08/13

-----  
**Saraswoti Gupta**

# **DEDICATION**

Dedicated

To

My gurus and parents who are the root of my success.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to **Mr. Resham Acharya**, Teaching Assistant, Department of English Education TU, Kirtipur, Kathmandu, my thesis supervisors for guiding me with regular encouragement, inspiration and insightful suggestions throughout the study. I would like to acknowledge his invaluable instructions, suggestions, guidance and co-operation in completing this research work. Similarly, I am grateful to **Dr. Ram Ekwal Singh**, Reader and Head, Department of English Education TU, Kirtipur for his invaluable comments and suggestions.

Likewise, I would like to extend my warm respect and sincere gratitude to **Dr. Anjana Bhattarai**, Professor, Department of English Education for her valuable suggestions and parental encouragement to carry out this research and for her invaluable comments and suggestions while conducting the viva of the proposal of this research which raised my awareness for carrying out this thesis.

I am indebted to **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Anju Giri**, **Prof. Dr. Laxmi Bahadur Maharjan**, **Mr. Raj Narayan Yadav**, **Mr. Bhesraj Pokhrel**, **Mr. Khemraj Joshi**, **Mr. Ashok Sapkota**, **Mr. Laxmi Prasad Ojha**, **Mr. Guru Prasad Paudel** and other teachers of Department of English Education, Tribhuvan University, Kirtipur for their invaluable and inspirational lectures.

I record my appreciation to those authors whose works have been cited here.

I am also grateful to **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha**, administrative staff members, at Department of English Education for their kind co-operation and administrative work.

I would also like to acknowledge to my parents and relatives who helped me to be what I am today. Similarly, I am highly indebted to my friends who helped me in the course of carrying out this study.

**Saraswoti Gupta**

## **ABSTRACT**

The present study entitled **Grade Nine Students' Proficiency in Guided Writing** aimed at finding out the grade nine students' proficiency in guided writing and comparing their writing proficiency in terms of private vs government aided school students, and boys vs girls. The populations of this study were grade nine students of Tulsipur Municipality of Dang district consisting of 30 students. The sampled students were selected from two schools viz Tridev English Boarding School, Tulsipur-3 Shreegain, Dang and Shree Guru Jajur Higher Secondary School in Rakshyachaur-2, Tulsipur, Dang District using purposive non-random sampling procedure and the students were selected using judgmental sampling procedure. The study used test items as tool for data collection. The collected data were analyzed using both qualitative and quantitative techniques. The findings of the study showed that most of the students were well proficient in guided writing because their aggregate obtained above the average (i.e. pass) marks. Similarly, in term of school-wise comparison private school students were more proficient than government aided schools. In the same way, in term of gender-wise comparison, boys were more proficient than the girls.

The study consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter consists of review of both theoretical and empirical literature with their implications and conceptual framework. Similarly, the third chapter deals with methodology containing design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures, and ethical considerations. The fourth chapter includes analysis of data and interpretation of the results. The fifth chapter is focused to findings, conclusion and recommendations. References and appendices have also been attached at the end.

# TABLE OF CONTENTS

|   | <b>Page No.</b> |
|---|-----------------|
| <i>Declaration</i>  | <i>i</i>        |
| <i>Recommendation for Acceptance</i>  | <i>ii</i>       |
| <i>Recommendation for Evaluation</i>  | <i>iii</i>      |
| <i>Evaluation and Approval</i>  | <i>iv</i>       |
| <i>Dedication</i>   | <i>v</i>        |
| <i>Acknowledgements</i>   | <i>vi</i>       |
| <i>Abstract</i>   | <i>viii</i>     |
| <i>Table of Contents</i>  | <i>ix</i>       |
| <i>List of Tables</i>   | <i>xii</i>      |
| <i>List of Symbols and Abbreviations</i>                                      | <i>xiii</i>     |
| <b>CHAPTER ONE: INTRODUCTION</b>  | <b>1-5</b>      |
| 1.1 Background of the Study   | 1               |
| 1.2 Statement of the Problem  | 3               |
| 1.3 Objectives of the Study   | 3               |
| 1.4 Research Questions  | 4               |
| 1.5 Significance of the Study   | 4               |
| 1.6 Delimitations of the Study  | 4               |
| 1.7 Operational Definitions of the Key Terms                                  | 5               |
| <b>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND<br/>CONCEPTUAL FRAMEWORK</b> | <b>6-29</b>     |
| 2.1 Review of Related Theoretical Literature                                  | 6               |

|       |                                      |    |
|-------|--------------------------------------|----|
| 2.1.1 | An Overview of Writing               | 6  |
| 2.1.2 | Importance of Writing                | 10 |
| 2.1.3 | The Characteristics of Good Writing  | 12 |
| 2.1.4 | Components of Writing                | 14 |
| 2.1.5 | Mechanics of Writing                 | 17 |
| 2.1.6 | Stages of Writing                    | 18 |
| 2.1.7 | Introduction of Guided Writing       | 20 |
| 2.1.8 | Implementation to Guided Writing     | 21 |
| 2.1.9 | Guided Writing Activities            | 22 |
| 2.2   | Review of Empirical Literature       | 25 |
| 2.3   | Implications of Review for the Study | 28 |
| 2.4   | Conceptual Framework                 | 29 |

### **CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY**

|     |  |              |
|-----|--|--------------|
|     |  | <b>30-33</b> |
| 3.1 | Design of the Study                      | 30           |
| 3.2 | Population, Sample and Sampling Strategy | 31           |
| 3.3 | Research Tools                           | 32           |
| 3.4 | Sources of Data                          | 32           |
| 3.5 | Data Collection Procedures               | 32           |
| 3.6 | Data Analysis Procedures                 | 32           |
| 3.7 | Ethical Considerations                   | 33           |

## **CHAPTER FOUR: ANALYSIS AND INTERPRATION OF THE DATA**

|   |              |
|---|--------------|
|   | <b>34-45</b> |
| 4.1 Analysis of Data and Interpretation of the Data | 34           |
| 4.1.1 Allocated Marking Scheme Holistically         | 34           |
| 4.1.2 Holistic Analysis                             | 35           |
| 4.1.3 School-wise Analysis                          | 37           |
| 4.1.4 Gender-wise Analysis                          | 39           |
| 4.1.5 Item-wise Analysis                            | 41           |
| 4.1.6 Item-wise Comparison                          | 46           |

## **CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS**

|                                |              |
|--------------------------------|--------------|
|                                | <b>47-50</b> |
| 5.1 Findings                   | 47           |
| 5.2 Conclusions                | 48           |
| 5.3 Recommendations            | 49           |
| 5.3.1 Policy Related           | 49           |
| 5.3.2 Practice Related         | 49           |
| 5.3.3 Further Research Related | 50           |

## **REFERENCES** **51-53**

## **APPENDICES**

## **LIST OF TABLES**

| Tables.  | Title  | Page No. |
|----------|--|----------|
| Table 1  | Allocated marking scheme holistically                                      | 34       |
| Table 2  | Holistic proficiency of students   | 37       |
| Table 3  | Holistic analysis  | 38       |
| Table 4  | School-wise analysis   | 39       |
| Table 5  | Gender-wise analysis   | 41       |
| Table 6  | Proficiency in writing news-paper article                                  | 42       |
| Table 7  | Proficiency in writing letter  | 43       |
| Table 8  | Proficiency in writing readable story                                      | 43       |
| Table 9  | Proficiency in writing a condolence  | 44       |
| Table 10 | Proficiency in writing a paragraph on the basis of hints                   | 45       |
| Table 11 | Proficiency in writing on the basis of the given another similar paragraph | 45       |
| Table 12 | Proficiency in writing a similar readable story from a given sample        | 46       |

## **LIST OF SYMBOLS AND ABBREVIATIONS**

|          |   |  |
|----------|---|--|
| CUP      | : | Cambridge University Press                   |
| ELT      | : | English Language Teaching                    |
| Obt. M.  | : | Obtained Marks                               |
| M. Ed.   | : | Master of Education                          |
| NELTA    | : | Nepal English Language Teachers' Association |
| No.      | : | Number                                       |
| Regd.    | : | Registration                                 |
| S1...S30 | : | Student 1.....Student 30                     |
| School A | : | Shree Guru Jajur Higher Secondary            |
| School B | : | Tridev English Secondary School              |