

**ESSAY WRITING ABILITY OF STUDENTS
OF GRADE SEVEN**

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

**Submitted by
Shambhu Prasad Chaudhary**

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

2017

ESSAY WRITING ABILITY OF STUDENTS OF GRADE SEVEN

48 (S)

- Shambhu Prasad Chaudhary (2017)

**ESSAY WRITING ABILITY OF STUDENTS
OF GRADE SEVEN**

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

**Submitted by
Shambhu Prasad Chaudhary**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

**T.U. Reg. No.: 9-2-834-194-2009
Fourth Semester Examination
Roll No.: 280249/071**

**Date of Approval of the
Thesis Proposal: 2073-06-13
Date of Submission: 17-02-201**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shambhu Prasad Chaudhary** has prepared this thesis entitled **Essay Writing Ability of Students of Grade Seven** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 17-02-2017

Mr. Raj Narayan Yadav (Supervisor)

Reader

Department of English Education

Faculty of Education

T.U. Kirtipur, Kathmandu

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, Nepal

(Chairperson)

Dr. Ram Ekwel Singh

Reader

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

(Member)

Mr. Raj Narayan Yadav (Supervisor)

Reader

Department Of English Education

(Member)

EVALUATION AND APPROVAL

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

Signature

Dr. Ram Ekwal Singh

Reader and Head

Department of English Education

T.U., Kitipur, Kathmandu, Nepal

(Chairperson)

Dr. Tara Datta Bhatta

Professor

Department of English Education

T. U., Kirtipur, Kathmandu, Nepal

(Member)

Mr. Raj Narayan Yadav (Supervisor)

Reader

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

(Member)

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 : 17-02-2017

Shambhu Prasad Chaudhary

DEDICATION

Dedicated

To my parents who spent their entire life to make me what I am today.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my profound gratitude to my thesis supervisor, **Mr. Raj Narayan Yadav**, Reader, Department of English Education for his wise guidance, encouragement, co-operation, and supervision. He has been a great educator, who always motivated me with his advice and suggestion. It would be almost impossible to bring this thesis in this form without his co-operation, constructive suggestion and meticulous supervision.

I would like to express my sincere gratitude to **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education for his inspiration and valued suggestions.

I am indebted to my respected Guru **Dr. Tara Datta Bhatta**, Professor, Department of English Education for his enlightening ideas and constructive suggestions to carry out this study.

Similarly, I am very much indebted to all the professors, lecturers and other members of the Department of English Education for their valuable suggestions and encouragements during this research work. I am also grateful to **Mrs. Madhavi Khanal**, Librarian, for her kind cooperation.

I also extend my sincere and heartfelt gratitude to my father and mother who devoted their entire life for my study and made me what I am today. Likewise, my special thanks go to my dear sister **Manju Chaudhary** and **Sunita Chaudhary**, brother **Ranjan Kumar Chaudhary** and **Asharam Chaudhary** for their inspiration and continuous assistance.

Similarly, I would like to thank all the respondents, principals, school administration and teachers of the sampled schools for their valuable information and kind co-operation while carrying out this research.

I am thankful to my friends **Mr. Santosh Chaudhary, Mr. Ramesh Chaudhary, Mr. Birendra Yadav** and all my families relatives who supported and encouraged me directly or indirectly to complete this study.

Finally, I would like to thank **Mr. Durka Man Maharjan** of Durka Computer System, Kirtipur, Nayabazar for his excellent computer services.

Shambhu Prasad Chaudhary

ABSTRACT

This research entitled **Essay Writing Ability of Students of Grade Seven** is an attempt to find out the essay writing ability of the students of grade seven and to compare the essay writing ability of grade seven students of public schools with that of private schools. The researcher selected forty eight students from four different schools (two public schools and two private schools) of Saptary district through purposive non-random sampling procedure. The test items were used (i.e. three essay type questions) as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables and using some statistical tools such as mean and percentage. This research study shows that students of public school were poor in comparison to the students of private school as the students of public school got 57.81% whereas the students of private school got 68.04% in average. Moreover, students (i.e. 54.16%) was found better in private school i.e. 7.58 (75.83%) in subject matter, 4.38 (86.66%) in grammar, 2.87 (87.5%) in language and 1.25 (31.25%) in style than the students of public school.

This thesis consists of five chapters. The **first chapter** deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms. The **second chapter** covers the review of related theoretical, review of related empirical literature, implications of the review for the study, and conceptual framework. The **third chapter** deals with methods and procedures of the study which includes design and method 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** deals with the analysis and interpretation of results. It also includes analysis of data, interpretation of results. It also includes analysis of data, interpretation of results and summary of findings. The **five chapter** deals with conclusions and recommendations

followed by references and appendices. The recommendation is subsumed under policy related, practice related and further research related respectively.

TABLE OF CONTENTS

	Page No.
<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>
CHAPTER ONE: INTRODUCTION	1-7
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-24
2.1 Review of Related Theoretical Literature	8
2.1.1 Language Skills	8
2.1.2 Listening Skill	9

2.1.3	Speaking Skills	9
2.1.4	Reading Skill	10
2.1.5	Writing Skill	11
2.1.6	Importance of Writing Skill	12
2.1.7	Writing an Essay	13
2.1.8	Parts of the Essay	14
2.1.9	Types of essay	16
2.1.10	Descriptive Essay Writing	17
2.1.11	Characteristics of Good Essay	18
2.1.12	Importance of Technical Essay Writing	20
2.2	Review of Related Empirical Literature	21
2.3	Implications of the Review for the Study	23
2.4	Conceptual Framework	24

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

25-28

3.1	Design of the Study	25
3.2	Population, Sample and Sampling Strategy	27
3.3	Research Tools	27
3.4	Sources of Data	27
	3.4.1 Primary Sources of Data	27
	3.4.2 Secondary Sources of Data	27
3.5	Data Collection Procedures	28
3.6	Data Analysis and Interpretation Procedures	28
3.7	Ethical Considerations	28

**CHAPTER FOUR: ANALYSIS AND INTERPRETATION
OF DATA**

29-34

4.1	Holistic Analysis	29
4.2	Genderwise Analysis	30
4.3	Componentwise Analysis	31
4.4	Schoolwise Analysis	32
4.5	Comparison of Public and Private Schools	33

CHAPTER FIVE: FINDINGS, CONCLUSIONS AND

RECOMMENDATION

35-39

5.1	Summary of Findings	35
5.2	Conclusions	36
5.3	Recommendations	37
	5.3.1 Policy Related	38
	5.2.2 Practice Related	39
	5.2.3 Further Research Related	39

REFERENCES

APPENDICES

LIST OF TABLES

Table 1	: Holistic Analysis of the Performance of the Students	30
Table 2	: Genderwise Analysis of Performance	30
Table 3	: Componentwise Analysis of Performance	31
Table 4	: Schoolwise Analysis of Performance	32
Table 5	: Comparison of Public and Private School	33

LIST OF SYMBOLS AND ABBREVIATIONS

%	=	Percentage
B.B.R.J.	=	Bhawani Prasad, Sakal Prasad, Ram Prasad Janta Higher Secondary School
CDC	=	Curriculum Development Centre
DLE	=	District Level Examination
eg.	=	Example
etc.	=	Et-cetra
F.M.	=	Full Mark
H	=	Higher
i.e.	=	That is
LSL	=	Lower Secondary Level
M.Ed.	=	Master of Education
MOE	=	Ministry of Education
No.	=	Number
S.N.	=	Serial Number
T.U.	=	Tribhuvan University