

CHAPTER ONE

INTRODUCTION

This study is entitled **Free Writing Proficiency of Grade Eight Students: A Comparative Study**. This chapter consists of 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.

1.1 Background of the Study

Language is fundamentally a means of human communication. It is extremely complex and highly versatile. It is dynamic and open system that allows human being to communicate their thoughts, feelings, desires, emotions, experiences and ideas. It is especially human possession. Language is a great accomplishment of human civilization. We cannot think of any academic, social and artistic activities without language. According to Widdowson (1988, p. 3, as cited in Subedi 2009, p. 3), “language is a system of arbitrary vocal symbols which permit all people in a given culture; or other people who have learned the system of that culture, to communicate or to interact.” Language has two purposes: specific and general. Language as a specific purpose is a program of instruction in which the content and the aims of the language use are fixed by specific needs of a particular group of language proficiency. Similarly, Crystal (1978. p. 282) defines language as “the systematic conventional use of sound, signs, or written symbols in a human society for communication and self-expression”. This definition includes different terms of language like written language, sign language, and speech. However, language is used to share knowledge and experiences and transmit message, from one generation to another generation and from one individual to another. We can express our feelings, thoughts and ideas through language. The main function of language is to communicate. It is close to man’s feelings, religion,

culture, society and individuals. In this respect, language is a means of social contact. It is the social phenomenon and used in the society. Communication can be done through several means but language is, to the far extent, most common means for communication. It is undoubtedly the human possession. It is distinctive property of human beings. In this regard, it is a means of communication as well as social control.

According to Bloch and Trager (1942, p. 5) language is “a system of arbitrary vocal symbols by means of which a social group co-operates.” In every language vocal sounds are organized systematically and languages have their own system of arrangements. It is customary to take speech as the only skill of language used for communication. In fact, writing skill is equally important for communication purpose.

According to Richards (1990, p .54), “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, thought and feelings in orthographic forms.

In conclusion, writing is a very complex process that requires many composite skills. It is a skill that improves with constant practice.

1.2 Statement of the Problem

Writing skill is one of the important skills of learning English language. This is also one of the challenging, complicated and advance skills to teach in foreign language context. Writing skill is difficult skill and should be taught only after the students have received other skills and aspects of English language teaching. In the context of Nepal, since the English language has been taught as a foreign language, students face problems to develop skills of language. Here

my concern is to find out free writing proficiency of grade eight students'. Developing writing skill in a learner is not an easy task. This will be more problematic for the beginners. The learners should be conscious about various elements related to writing. Thus for developing writing skill; students may face various problems which cause difficulties in writing.

The main problems in free writing in the case of Nepal might be the lack of writing habit of learners. A student can read more difficult passages and long sentences whereas he/she feels difficult to express himself /herself through writing. It is because we hear more than we write. Writing is a skill that improves with practice. It is necessary to give guidance, proper practices and proper feedback. Otherwise problems can frequently occur in the field of writing skill. All the students may not have the same ability of writing skill. We generally hear writing ability of students is better in institutional school. Is there really a difference in their free writing ability? So I am interested to compare the free writing ability of institutional and community schools students of Jajarkot district.

1.3 Objectives of the Study

The objectives of this study were as follow:

- a) To find out the proficiency of grade eight students in free writing.
- b) To compare the free writing proficiency of institutional and community school students.
- c) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as follow:

- a) Is the students' level of proficiency in free writing satisfactory?

- b) What is the difference in free writing proficiency between the students of institutional and community school?

1.5 Significance of the Study

Writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. English has been taught and learnt as a foreign language in most of the countries in the world. Though, all four language skills are inseparable from the teaching learning activities, writing skill has a major role for better acquisition and learning of a language. Nepal is a multilingual country, where English is being taught as a foreign language from primary to bachelor level as a compulsory subject because of international status of English. Our curriculum and education program give more priority for writing skill rather than speaking and listening skills. Therefore, it is necessary to emphasize on writing skill in Nepalese context. So, this study will focus on the writing ability of eight graders in free writing.

This study will be significant for those people who are directly or indirectly involved in the field of teaching and learning language. It helps the teachers to develop remedial classes or materials to improve writing skill. Moreover, the findings of this study are expected to be significant for teachers, students and researchers. This will have remarkable contribution in the areas of teaching writing skills.

1.6 Delimitations of the Study

This research study was limited to 30 students of grade eight. Among them 15 were from an institutional school and 15 were from a government school of Jajarkot district. This study was limited to a set of test items including various free writing activities namely, paragraph writing, dialogue writing, letter writing, report writing and essay writing. The study was based on survey research design.

1.7 Operational Definitions of the Key Terms

This research study has some key terms which are define as:

Free Writing: In this study free writing means grade eights students' individual selection of vocabularies and structures for the expression of personal ideas.

Proficiency: Proficiency means the capacity of doing something appropriately and accurately. Here proficiency means the capacity of grade eight students in free writing.

Writing Proficiency: In this study writing proficiency means the level of competency in which an individual is able to use language for both basic communicative task and academic purpose in writing.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter of research study consists of review of related theoretical and empirical literature, implication of reviewed literature, and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

Literature review is the most important part of any research study. It is the continuous process; it starts from early stage of writing and ends with findings and conclusions. Literature review helps the researcher to be familiar with the existing knowledge in the area of the study. According to Creswell (2012, p.376), “Literature review is a summary of journals articles, books and other documents that describe the past and current status of information on the topic of your research”. Theoretical aspects of this study have been reviewed in this section.

2.1.1 The English Language

Among the different languages existing in different societies, English is the mostly used language in the world. It is the lingua franca of the world because of it is the only language that is widely adopted for communication between two speakers speaking different languages. Moreover, the English language is used to achieve worldwide knowledge related to different fields like culture religion, literature, education, science and technological discoveries. According to Phillipson (2007):

English is now entrenched worldwide as a result of British colonialism, international interdependence, ‘revolutions’ in technology, transport,

communications and commerce and because of the English is the language of the USA, a major economic, political, and military force in the contemporary world it is not only Britain which has gravitated towards linguistic homogeneity but a significant portion of the entire world (pp. 23-24)

The demand of English language is increasing day by day. English language has become a gateway to economic prosperity. It is inevitably necessary for individual and social empowerment. It has become the language of adjustment in the globe. It is a passport to cross the border. English language is a window to look out the world. It gives the access in the explanation of knowledge. It has made knowledge being scattered in the globe. Due to the above given versatile and dynamic used of English language, Nepalese people are highly motivated to learn English language.

2.1.2 Language Skill

The skills that are involved in manipulating a language are called language skills. They refer to the way or manners of using language. We use language in terms of four skills, i.e. listening, speaking, reading, and writing. The four language skills do not work in isolation rather they are interconnected. The skills are divided into receptive skills and productive skills. According to Hammer (2007, p.265), ‘receptive skills’ is a term used for reading and listening skills where meaning is extracted from the discourse. A ‘productive skills’ is the term for speaking and writing. It is the skill where students actually have to produce language themselves.

In conclusion, language is a means of communication by which the world becomes narrow. Every person uses language for different purposes and most activities are done through language.

2.1.3 Writing Skill

Writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech which is also known as the productive skill of language. It is a productive skill in the sense that it is related to manipulation of the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning that the reader can grasp the information. It is the last language skill and it is also the most difficult skill of language. It is difficult not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex. We are able to discover and articulate ideas in the way that only writing makes possible. Rivers (1968) states:

Writing refers to the expression of ideas in a consecutive way, according to the graphic connection of the language: the ultimate aim of a writer at this stage is to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinement structures. (p. 243)

From this definition, we can say that writing is the way of expressing our ideas in a continuous process through the graphic symbols of the language. Writing requires different mechanisms and it also requires special skill from one type of writing to another type of writing.

Bell and Burnaby (1984, as cited in Nunan, 1998) point out that writing is extremely cognitive activity in which the writer is required to demonstrate control of variables simultaneously at the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation.

Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Similarly, White and Arndt (1993) say writing is far from a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable period of time. Writing is a form of problem solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal setting, monitoring and evaluating what is going to be written as well as what had been written and searching for language with which to express exact meaning. Moreover, writers rarely know 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 a very complex process and requires mechanics of writing, coherence and cohesion to integrate information properly. Writing is an act of transmitting thoughts, feelings, and ideas from past to present and from present to future. It is a transparent mirror which can vividly present our knowledge as well as experiences.

Similarly, Harmer (1991, p. 78) says, "Writing is an activity through which human beings communicate with one another and transmit their ideas and check accommodate their culture from one generation to another. It equally provides with possibilities to discover and articulate the ideas in many ways".

From this definition, we can say that writing is an activity through which human beings share their culture, religion, values, ideas and assumptions from generation to another.

In conclusion, writing is an act of rendering thoughts, feelings and ideas from past to present and from present tot future in graphic form. It is a transparent mirror which can present knowledge and experiences as well.

2.1.4 Importance of Writing

Writing is one of the most important and superior skill for learning a language because of its quality of being permanent. It is a productive skill. Writing helps to transmit thoughts, feelings and ideas from one to another in different time phases through graphic forms. Therefore, it is regarded as transparent of mirror, which can present our knowledge as well as experiences. Writing is the output of listening, speaking and reading skills.

Writing skill is the secondary and productive skill. In our examination system of all levels, the writing ability plays a vital role in securing good marks. If students are not trained in writing skill, they cannot give answers in a limited time of examination. The students cannot be perfect in any language without the knowledge of writing skill.

Harmer (2007, p. 86) writes, “Writing as a 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. Writing helps students to learn second language, reinforces the grammatical structures, idioms and vocabulary that they have learnt in the class.

According to Richards (1990, p. 101). “Writing language is primarily language transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately”. Writing skill provides variety in the classroom activities. Written documents can be preserved for long time. Writing has widely used to transmit experiences and knowledge related to science, literature, religion, technology, philosophy, politics,

sociology and culture. Furthermore, the following points make the writing so important.

Writing is portable and permanent, it makes our thinking visible. Writing promotes our abilities to pose worthwhile questions. It fosters our ability to explain a complex position to readers and to ourselves. Writing helps us to give feedback. Writing helps us to refine our ideas. It is a means to judge our work, our learning and our intellect in college, in the workplace and in the community. It is an essential job skill.

Thus, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill because language learning is the integration of four language skills viz. reading, listening, speaking and writing. So, the students' competence is better if they can write well. So, writing is a powerful and permanent means of communication through which human beings express their ideas, thoughts and feelings in orthographic forms.

2.1.5 Writing Proficiency

Proficiency test is defined as the one's ability of using language, mathematics and science without considering the course he or she was taught and learnt in particular situation. Harmer (2007, p. 334) says "proficiency test give a general picture of a student's knowledge and ability. They are frequently used as stages people have to reach if they want to admit to a foreign university, get a job or obtain some kind of certificate Most of community examinations are proficiency tests. type. Here proficiency tests of writing generally incorporate multiple choice items, fill in the blanks, grammatical items, vocabulary, reading comprehension and free writing as well.

Writing proficiency is the ability of an individual to write or perform in an acquired language. The writing proficiency plays a vital role in securing good marks in the examination and it can spread our knowledge and experience to others. It is concerned with specific skills and abilities rather than generally

abilities. It helps to select people from different institutions and countries in affair manner.

Writing proficiency is one of the most important components of language proficiency. People have realized the critical importance of the search for excellence in developing writing assessment. Instrument provides the best possible information about student proficiency which is quite difficult to realize.

According to Hughes (1995, p.75), “the best way to test people’s writing ability is to get them to write. This is not an unreasonable assumption. Even professional testing institution is unable to construct indirect tests which measures writing ability accurately.”

Similarly, Weir (1993) explains that two different approaches for assessing writing ability can be adopted. Firstly, writing can be divided into discrete levels, e.g. grammar vocabulary spelling and punctuation and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types should be constructed. These would have greater construct content, face and wash back validity but would require a more subjective assessment.

Thus, testing writing is a very complex task because testing of it includes infinite number of things such as spelling, cohesion, coherence. beside this, the complexity of texting writing increases due to the fact that writing now is not restricted to articles, books, letters, etc. on paper alone. Today computer offers a wide range of opportunities to write documents, e-mails, faxes or which have made writing a more complex process because the writer has to be familiar with dazzling array of tools with which to prepare, organize and present his/her write ups. In my study the whole writing is judged classifying in five different topics viz. grammar, mechanics, coherence and cohesion, clarity and economy and completeness.

2.1.6 Components of Writing

Writing is often long and painful process in which the final text emerges through successive drafts. Thus, writing is not merely an activity of encoding verbal thoughts in printed symbols but it is the combination of various components. In this context, Heaton (1991, p. 142) states that writing is not a single skill but it is the combination of following components:

Mechanics, coherence, cohesion, orthographic and Para-orthographic text

Mechanics

The mechanics of writing mainly include capitalization spelling and punctuations. It is a very basic concept in writing. It includes some aspects of writing such as spellings or alphabets, use of punctuation marks, use of capital and small letters, hand writing, use of abbreviations and numbers, spacing, format or layout of writing to name but few. The use of comma, hyphen, semi-colon, full stop is important in any written text. If punctuations are wrongly used, they bring change in meaning.

Cohesion

Cohesion refers to the grammatical link and lexical relationship between sentences in a text. Harmer (2004, p. 22) says:

When we write a text we have a number of linguistic at our disposal to make sure that our prose ‘sticks together’. We can, for example, use lexical repetition and or chains of words within same lexical set through a text to have this effect.

To sum up, cohesion refers to the grammatical and or lexical relationship between different elements of text either into a sentence or different

devices to like pronoun to help readers to understand what has been referred all the time and reduces the unnecessary repetition of the same words or phrases.

Coherence

Good writing deals with one topic at a time. According to Swami (1987, p.13), in a good piece of writing, all the sentences are closely related to the central idea.

Orthographic and Para-orthographic Text

The orthographic system deals with linguistic symbols but para- orthographic text is related to use of diagram, figure, symbols etc. Orthographic text mainly deals with complexity and irregularity in spelling, outstanding spellings and the syllable structure and consonants clusters. On the other hand, para-orthographic text is related to change of orthography in the form of diagram, pie-chart, maps, tables etc. which requires special skill (Heaton, 1991).

Sub- skills of writing

Writing skill consists of various sub skills. The sub skill of writing according to John Munby as cited in Venkateswaran (1995) are as follow:

- Manipulating the script of a language.
- Forming the shapes of letters
- Using the spelling system
- Using punctuation
- Expressing information explicitly
- Expressing information implicitly through Inference and Figurative language
- Expressing the communicative value of sentences and utterances

- Expressing relations within a sentence using elements of sentences structure modal auxiliaries intra- sentential connectors
- Expressing relations between parts of a text through lexical cohesion devices.
- Expressing relations between parts of a text through grammatical cohesion devices.
- Using indicators in discourse for introducing an idea, developing an idea transition to another idea, conducting an idea
- Explanation of point already made
- Anticipating and objection
- Reducing the text through avoiding irrelevant information.

Among the above mentioned sub-skills of writing. I focused on using the spelling system, punctuation, coherence and cohesion, clarity and economy and completeness.

2.1.7 Characteristics of Good Writing

Writing is one of the essential and most important skills of language. Writing is an art of using language. But, it is a very complex task to write clearly and explicitly. In this context, learning to write either in first or a second language is one of the most difficult tasks for all language learners. Good writing skills are essential to academic success and requirement for many occupations and professions. Making a simple and clear writing is difficult from the syntactic and semantic point of view. It requires the good imagination and logical sequence of thought. Richards (1985, p.7) rightly points out the essential characteristics of good writing. These are:-

a) Economy

A good writer can express his/her ideas or thoughts briefly and effectively. He/she does this through economy of words or minimization of words to

express meanings clearly and quickly. A short but effective writing can be popular to every reader because it saves time, energy and materials.

b) Simplicity

Minimizing the complexities, embellishment and expressing ideas or thought in a natural way is the important characteristics of good writing. It avoids flourishes, extra- linguistic words, genres, and ambiguous words and so on. Simplicity makes writing understandable and readable which never disturb the readers to understand the gist of writing.

Clarity

Good writing must be absolutely free from ambiguity and should be crystal clear. There should not be different interpretation and miss interpretation in writing. Ideas should be presented in clear orderly, readable, understandable and informative style. Good writing should avoid exaggeration as well as contradictory statements.

d) Continuity

Continuity of thought and natural link of ideas are important features of writing. There must be continuity of thought from one word to following word, from one phrase to another, from one sentence to another, from first paragraph to another and from the first chapter to another.

e) Free from Error

As writing is the permanent expressions of one's thought and ideas, it must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors.

Furthermore, a good writing requires example and illustrations to explain abstract and difficult ideas. There should be appropriate facts, depth of

knowledge specific and objectivity in every piece of effective writing. The above mentioned characteristics of a good writing can play a vital role in the free writing ability of the grade eight students. They should have the ability to write clear, economic and simple continuous and error free sentences.

f) Complete

Good writing must be complete. It completes the topic as what it deals with. Good writing avoids exaggeration and self-contradictory statements.

2.1.8 Types of Writing

There are mainly three types of writing. They are: Controlled writing, Guided writing and Free writing. The focus here is on free writing.

Free Writing

Free writing is an extended composition. It is not guided or controlled. In free writing students are given a topic or issue and they are free to write as please. According to Elbow (1998, p.5), free writing is define as “informal and personal the writers begins writing and keeps writing in order to capture through and generate ideas”. There is no restriction on them for the use of vocabularies and sentence structures. Free writing exercises promote students feelings, emotions and desires. Organizational skill is very important and this can be well developed through report writing and letter writing. Except these two free writing involves paragraph writing dialogue writing, essay writing, writing precious and summary and writing different notices.

At all levels, students must be taught what they have to write. Free writing should have controlling and persuasive thought. Students also consider unity of ideas and coherence. The students should be highly autonomous, active and creative during the free writing. Free writing requires a careful planning and systematic activities and students should be helped in this stage too.

Free Writing Activities

Free writing is a complex activity, which requires a variety of skills. Learners should know how to select the appropriate vocabulary and structure to express their ideas in a meaningful way. According to Elbow (1998) the activities or exercises generally practiced to strengthen free writing are paragraph writing, descriptive writing, essay writing, narrative writing, dialogue writing, essay writing, report writing and story writing.

Among the above mentioned types of free writing activities, in my study I used focused on the paragraph writing, dialogue writing, letter writing, essay writing and story writing. These activities are briefly described in this section.

i) Paragraph Writing

A paragraph can be defined as a piece of writing in which one's thought as the central idea or controlling ideas is developed by means of supporting details. The supporting details can be examples, reasons, comparative statements, or other related facts. Every good paragraph should have a controlling idea, to which its sentences are related. There are different types of paragraphs such as descriptive, narrative, expository and reflexive (Hedge, 1988).

ii) Dialogue Writing

The literal meaning of dialogue is the conversation or talk between two people; but there can be more than two participants of characters in a conversation. Dialogue takes place in real life situations. There must be a topic or subject for a dialogue. We never converse without any purpose. So a dialogue is a conversation or a talk on a topic for a particular purpose between two or among more characters (Hedge, 1988).

iii) Letter Writing

Letter writing is an art. It is the complete communication between friends, relatives and organizations. The information imparted by the letters should be clear and natural. The language and style differ from one letter to another. The types of letter are personal letter, business letter, official letter, informal letter, letter of application etc. (Hedge, 1988).

iv) Report Writing

A report is a factual account of something heard, seen, done, studied, experimented, etc. which is published or broadcast in writing or spoken form and is intended to the target receiver. A report writer can include his opinion and recommendation on the basis of the fact observed or resulted. The main types of report are events, reporting excursion and newspaper report.

v) Essay Writing

‘An essay’ means a piece of composition on a topic. The definition of it literally varies from person to person but the entire semanticist of different definition, to some extent, seems to be similar. Essay is non-fictional creation it is the most flexible and adaptable form of composition, dealing with authentic real and factual events and people, (Awasthi, Bhattarai & Khaniya , 2011).

2.2 Review of Related Empirical Literature

Every research study needs the knowledge of the previous studies related area of the study. There are many research studies which have been done in this field as well. The previous research provides guideline and direction to conduct research.

Karki (1996) carried out a study on “A Comparative Study on Free Writing Proficiency between the Students of Grade X in Lamjung District”. The main objective of this study was to compare the writing proficiency of students of

those schools. In this study class ten students from three institutional schools and three government school of Lumjung District were selected. He used non-random sampling procedure to select the participants. There were altogether sixty students for the data collection. The finding of his study showed that writing skills of institutional school students were better than that of the community schools students.

Paudyal (1999) conducted a research on “A Comparative Study of Writing Proficiency in Higher Secondary Schools of Gulmi and Kathmandu District”. The main objective of this study was to investigate the writing proficiency of the twelfth graders of Gulmi and Kathmandu district. He selected 10 participants by using the non-random sampling procedure. The finding of his study showed that the students of urban areas were better than the students of the rural areas.

Similarly, Kafle (2008) carried out a study on “A Study on the Proficiency in Guided Writing”. The main objective of this study was to find out and compare the students’ proficiency in guided writing and to find out their weaknesses and strengths in writing skills. He used non-random sampling procedure to select 60 students from ten different schools in Kathmandu. He used a set of test items as the tool for the data collection. The finding of his study showed that the proficiency of the girl students was better than that of the boy students and institutional school students’ proficiency was better than that of community school students in writing skills.

Pant (2011) carried out a study on “Proficiency in Free Writing.” The main objective of this study was to find out the free writing proficiency of higher secondary level students. Two higher secondary schools of Kanchanpur district were selected conveniently and sampling population was selected using simple random sampling procedure. A written test was used as a tool for the data collection. The finding of this study presented that the total free writing proficiency of the students was not satisfactory.

Khadka (2012) has conducted the research entitled “Writing Proficiency of Higher Secondary Level Students”. The main objective of this research was to find out the writing proficiency of higher secondary level students and to find out the students proficiency in terms of stream and sex. He used purposive non-random sampling procedure in order to select the required number of students. Sixty students of class XII were selected from education and management streams and three different Higher Secondary Schools of Rauthat District. A set of test items was provided to collect required data. The finding of this study was that average proficiency of students was 24.11 out of 50. In case of sex wise comparison boys were found more proficient than girls. As there were two different streams in this research the students from management streams were found more proficient than the students from education streams.

Paudyal (2015) carried out a study on “Proficiency of Grade Eleven Students in Free Writing.” The main objective of this study was to find the free writing proficiency of grade eleven students. He used survey research design and selected 60 students from three different government schools in pyuthan by using non-random sampling procedure. A set of test items was used as a tool for data collection. The finding of this study presented that the writing skill of the students was not satisfactory and up to their level and it also showed that the boys were better than girls in free writing proficiency.

After reviewing previous research studies, I conceptualized my research study very clearly. My research study explored free writing ability of Institutional and community schools students in Jajarkot District.

2.3 Implications of the Review for the Study

Literature review is an ongoing process that begins from topic selection to writing the findings of the study. It is an integral part of any research study to complete the study successfully. It is more important for the researcher as it helps to identify area of study, selection of objectives, methods, procedures,

data collection and interpretation and all aspects of study. It helps the researcher to develop the basic knowledge and idea of research study. Kumar (2009, p.46) writes, “Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding”. In this way, I have been benefited by reviewing related literature to complete my study successfully.

From the review I got the ideas of the free writing proficiency and its challenges, its importance, characteristics and major components. I understood that free writing skill is most essential for all the language learners to express their ideas and feelings in a readable text. Review of literature helped me to bring clarity and focus on the research methodology. The review also helped me to develop the theory to my study and to understand the conceptualization of the research problems clearly. The review helped me to develop the idea, determine the research design, objective and research problem; selecting sample and research tools, improve techniques and procedures, prepare the test item and to draw the findings of the study.

2.4 Conceptual Framework

A conceptual framework is the pictorial representation of the research study. It helps to direct the researchers towards his/ her study. It is the conceptualization of different required variables of the research study. The conceptual framework of my research study is given in Figure 1:

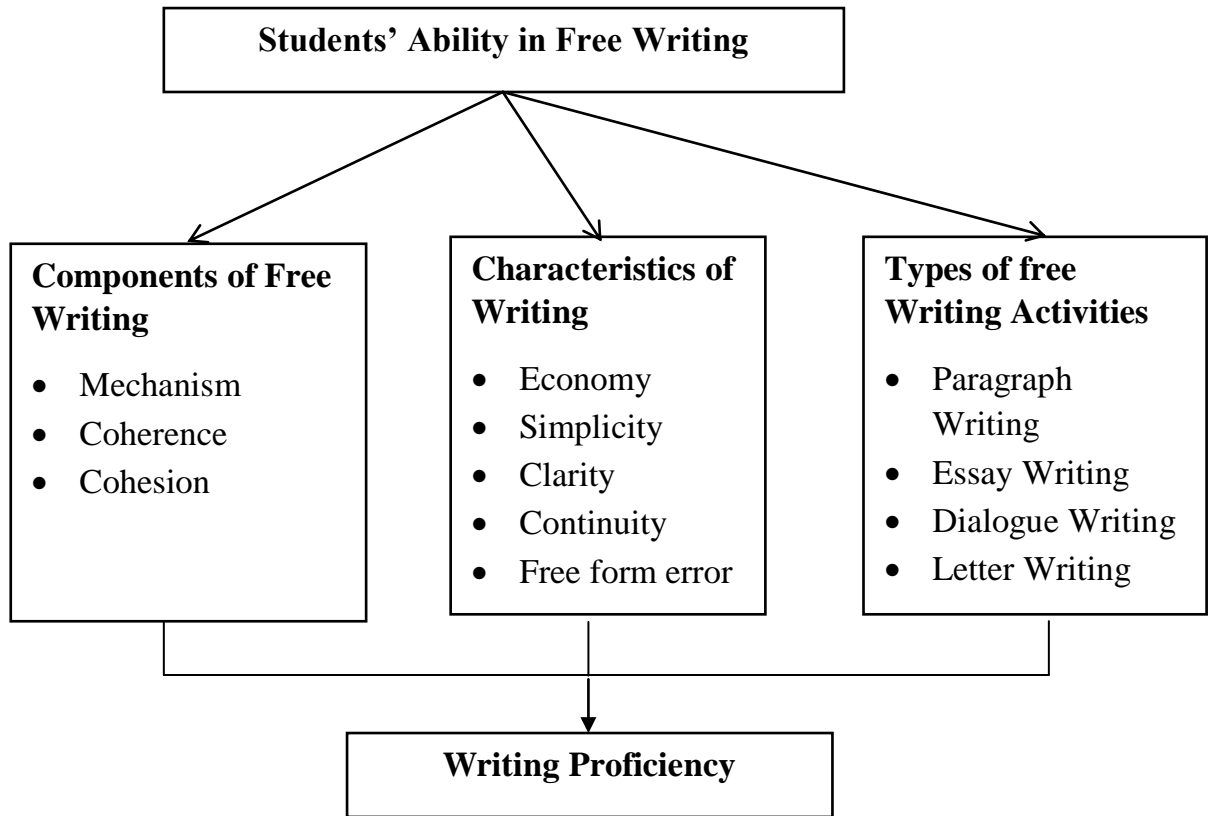


Figure 1: Conceptual Framework

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter of study consists of the design and method of the study, population, sample and sampling strategy, sources of data, data collection tools and procedures, data analysis and interpretation, and ethical considerations of the study.

3.1 Design and Method of the Study

Research design refers to the model that any researchers apply in course of their work. According to Kumar (2009, p. 84), "A research design is a plan for structure and strategy of investigating so convinced as to obtain answer to the research question or problem".

Survey research design is most commonly used in educational research. It is equally important to social inquiry, politics and development studies and most significantly for education and linguistics aspects. It has an equal importance to large scale investigation like census to a small scale study. According to Cohen and Manion (1985), "Survey is the most commonly used descriptive method in educational research and may vary in scope from large governmental investigations through to small scale studies carried out by a single researcher". They further state that the purpose of a survey is generally to obtain snapshot of conditions, attitudes and or event at a single point in time. In this sense, survey research is different from other type of research as experimental and quasi-experimental research in terms of population of the study and nature of collecting data. This is single time data collection in a survey research and conduct in a natural setting

The basic purpose of survey research is to find out the existing situation of a particular case. Survey research in educational sector seeks to eliminate the problems related to the education and generalize its finding on the basis of

representative sample of specified target population. In a survey, data are gathered from a relatively large number of populations. It's more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. Therefore, survey was appropriate to fulfill the objectives of this study.

3.2 Population, Sample and Sampling Strategy

Population is the large number of people for the research to obtain the needed data. The sample of this study was 30 students from grade eight from the institutional and community schools from Jajarkot district. Among 30 students 15 were girls and 15 were boys. The participants were selected on the basis of purposive non random sampling procedure.

3.3 Research Tools

Tools and techniques are important for the study to collect necessary data. The major tool of this study was a set of test items consisting of five questions to collect the data and information from the students. The items were paragraph writing, letter writing, essay writing, dialogue writing, and story writing. Each item carried 10 marks. The total marks of the items was 50 and students were given 2-hour time to answer those items. To make marking more objective and systematic, I developed marking criteria for each aspect as shown in Table 1.

Table 1
Question wise Marking Scheme

S.N.	Criteria	Marks allocated
1	Proper use of mechanics	2
2	Grammar	2
3	Clarity of writing	2
4	Coherence and cohesion	2
5	Economy and completeness	2
	Total	10

According to Heaton (1991, p. 145), the ability of the students will be determined on the following basis.

Table 2
Criteria Allocated by Heaton

Excellent 18-20 (90-100)	Natural English, minimal errors, complete realization of the task set.
Very good 16-17 (80-85)	Good vocabulary and structure, above the simple sentence level, Errors non-basic.
Good 12-15 (60-75)	Simple but accurate realization of task, sufficient naturalness, not many errors.
Pass 8-11 (40-55)	Reasonably correct if awkward or Natural treatment of subject with some serious errors.
Weak 5-7 (25-35)	Vocabulary and grammar inadequate for the task set.
Very poor 0-4 (0-20)	Incoherent, Errors showing lack of basic knowledge of English

3.4 Sources of Data

I collected the data and information from both primary and secondary sources.

3.3.1 Primary Sources of Data

The primary sources of data for this study were the 30 students studying in grade eight.

3.3.2 Secondary Sources of Data

The secondary sources of data for this research study were various research works carried out by different scholars in the field of ELT. Some of secondary sources were Rivers (1968), Bell and Burnaby (1984), Hedge (1986), Richards (1990), Harmer (1991), White and Arndt (1991), Crystal (1992), Brown (1993), Brown (1994), Karki (1996), Poudyal (1996), Panta (2011), Creswell (2013) and Paudyal (2015) .

3.4 Data Collection Procedures

First of all, I visited the selected schools and talked to the concerned authority for permission to give the test to students. Then, I consulted with the students to make them familiar about my study. After that, the test items and answer sheets were distributed to the selected participants. It took them two hours to complete the test. At last, answer sheets were collected from the participants after completion of the answers. I thanked all the participants and school authority for their participation and kind co-operation.

3.5 Data Analysis and Interpretation Procedures

In this study, I analyzed the data on the basis of research objectives. I analyzed and interpreted the raw data through both descriptive and statistical procedures.

3.6 Ethical Considerations

While conducting this research study I was aware of plagiarism. I followed the rules and regulation of research writing. I was careful about citation of the original sources. I took only required data and information. I took consent from all the participants.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This section presents the analysis and interpretation of the data collected from the respondents. The analysis is done under two headings: Overall proficiency of students in free writing and comparison of their proficiency.

4.1 Holistic Proficiency of Community and Institutional Schools Students in Free Writing

The overall proficiency of the students of selected school in free writing has been analyzed and interpreted in details using mean and percentile calculation. To find out the free writing proficiency, students were asked to write about a dialogue, a paragraph, an essay, a letter, and a story. The marks they obtained are presented in Table 3.

Table 3

Marks Obtained by the Students of Community and Institutional School in Free Writing

Tools	Marks obtained in Free writing		
	Institutional school	Community school	Difference
Mean(Average)	22.53	21.06	0.47%
Percentage (%)	51.68%	48.31%	3.37%

Table 3 demonstrates the average marks obtained by both institutional and community school students. The students of institutional school obtained 22.53 average marks (i.e. 51.68 %) out of 50 whereas the average marks obtained by the students of community school is 21.66 (i.e. 48.31%) out of 50. So, the difference between total marks secured by both institutional and community students is 3.37% and the mean difference is 0.47%. The marks

obtained by both students of institutional and community school are satisfactory.

4.2 Comparison between Institutional and Community School's Students in Dialogue Writing

In order to find out the proficiency in dialogue writing students were asked to write about holiday plan in 5 exchanges. The question carried 10 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carried 2 marks. The performance of students in dialogue writing is presented in Table 4.

Table 4

Performance of Students in Dialogue Writing

S.N.	Criteria	Full marks	Marks obtained (Out of 10)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	2	0.93	46.66	0.93	46.66	
2	Grammar	2	0.83	41.66	0.8	40	
3	Coherence And Cohesion	2	1	50	0.8	41.66	
4	Clarity	2	0.83	40	0.76	38.33	
5	Economy and Completeness	2	0.86	43.33	0.66	33.33	
Total10			4.43	44.33	4	40	

Table 4 demonstrates that students from both institutional and community schools have scored 0.93 as average marks (i.e. 46.66%) in mechanics out of 2. The students committed errors in capitalization, full stop, comma, question marks and spelling. Some errors committed by students are exemplified here:

T: Good morning Rita? (Question marks is used instead of full stop)

S: Good morning Sir, (coma is used instead of full stop)

T: We going rimna bazar. (used wrong spelling and small letter for name of place and are is missing)

S: Ok Sir.

Similarly, community school students secured 0.83 average marks (i.e. 41.66%) whereas institutional school's students scored 0.8 (i.e. 40%) in grammar out of 2. The students committed errors in subject verb agreement, tense, preposition and numbers. Some errors committed by students are exemplified with the correct forms in brackets here:

T: Where place choose. (which place do you choose?)

S: We are pokhara and also lumbini choose Sir. (We choose Pokhara and Lumbini also.)

T: What is your plan to for coming next holidays. (What is your plan for next holidays?)

S: My plain to go pokhara. (My plan is to go to Pokhara.)

Likewise, community school's students obtained 1 average marks (i.e. 50%) whereas institutional school students obtained 0.8 average marks (i.e. 47.77%) in coherence and cohesion out of 2. The students committed errors in using connectors, link between ideas, and use of pronoun. Some errors committed by students are exemplified here:

T: Where place choose. (Which place do you choose?)

S: I am pokhara also lumbini Sir. (I choose Pokhara and Lumbini sir.)

T: when you go at pokhara what to do. (What will you do when you go to Pokhara?)

S: When I go I see many places. (When I go there, I will visit many places.)

In the same way, community school students secured 0.8 average marks marks (i.e. 40%) and institutional school students scored 0.76 average marks (i.e.

38.33%) in clarity out of 2. Students writing are found unclear and less informative in some cases. Some errors committed by students are exemplified here:

T: In where ? (Where do you go?)

S: In thaple.(We go to Thaple.)

T: How days spend there? (How many days do you spend there?)

S: nearly 5-6 days sir teacher(We spend about 5- 6 days sir.)

T: yes you visit and then you come school.(Yes...back to the school after visiting the place.)

Likewise, community school students scored 0.86 average marks (i.e. 43.33%) and institutional school's students scored 0.66 average marks (i.e. 33.33%) in economy and completeness out of 2. Students wrote incomplete sentences and ambiguous words. Some errors committed by students are exemplified here:

T: Today I went to have plan to go picnic. Are you agree. (I have a plan to have picnic, will you join us?)

S: yes sir, we are agree. (Sure sir.)

T: In where? (Where to go?)

S: In thaple. (Thaple)

In total community school's students scored 4.49 (i.e. 44.33%) and institutional school students got 4 (i.e. 40%). Table 2 shows that community school students were found more proficient in comparison to institutional school students in dialogue writing.

4.3 Comparison between Institutional and Community Schools Students in Paragraph Writing

To find out the proficiency in paragraph writing, students were asked to write about Dashain and Tihar festival in 100 words. The question carried 10 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion,

clarity and economy and completeness). Each aspect carries 2 marks. The performance of students in paragraph writing is presented in Table 5.

Table 5

Performance of Students in Paragraph Writing

S.N.	Criteria	Full marks	Marks obtained (Out of 10)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	2	0.8	40	1	50	
2	Grammar	2	0.63	31.66	0.93	46.66	
3	Coherence And Cohesion	2	0.66	33.33	0.96	48.33	
4	Clarity	2	0.5	25	0.9	45	
5	Economy and Completeness	2	0.43	21.66	0.76	38.33	
Total10			3.03	30.33	4.56	45.66	

Table 5 presents that community school students scored 0.8 average marks (i.e. 40%) whereas institutional school students scored 1 average marks (i.e. 50%) in mechanics out of 2. The students committed error in capitalization, full stop, comma and spelling. Some errors committed by students are exemplified here:

Deepawali in Nepal is the another festival of Hindus. it arrives immedinley after dashain. (small letter and wrong spelling is used.)

Dashain and Tihar festival is the greatest festival of Hindiu. It is known as Dipwale also. (Students used wrong spelling of Hindu and Deepawali.)

In the same way, community school students secured 0.63 average marks (i.e. 31.66%) in grammar out of 2 whereas institutional school students obtained 0.93 average marks (i.e. 46.66%). The students committed errors in subject

verb agreement, tense, preposition and numbers. Some errors committed by students are presented with their correct forms here:

In Dashain and Tihar was all people very happy. (All people are happy in Dashain and Tihar.)

Dashain and tihar festival we are all hindu people dance. and in 8th day we go in temple to worshipped Goddess Durga. (At Dashin and Tihar we dance and on 8th day, we go to temple to worship Goddess Durga.)

people visiting in relatives and they play Deusi.(People Play Deusi.)

Likewise, community school students obtained 0.66 average marks (i.e. 33.33%) and institutional school students obtained 0.96 average marks (i.e. 48.33%) in coherence and cohesion out of 2. The students committed errors in using connectors, link between ideas, use of pronoun. Some errors committed by students is exemplified as:

Dashain and Tihar festival we are all hindu people dance and singing. In dashain and tihar festival we bless our mother and father, sister, brother each other and enjoy. (lack of using proper connectors to link the ideas.)

It tihar sister receive tika and we give Dakchina. Tihar is also known an the Dapeewali. (used of it instead of in and an instead of as.)

Similarly, community school students secured 0.5 average marks (i.e. 25%) whereas institutional school students secured 0.9 average marks (i.e. 45%) in clarity out of 2. Students' writing is found unclear and less informative. Some errors committed by students are exemplified here:

Dashain festival were jawara tika and tihar festival we were marigold malo. (ideas are not clear.)

This is bad we should enjoy Dashain and Tihar by not playing gambling. (Ideas are not in sequential order.)

In the same way, community school students obtained 0.43 average marks (i.e. 21.66%) in economy and completeness out of 2 whereas institutional school students obtained 0.76 average marks (i.e. 38.33%). The students wrote incomplete sentences and ambiguous words. Some errors committed by students are exemplified here:

In dashain and tihar festival we enjoy all friend. (not clear)

Deepawali in the another festival of Hindus. It arrives immediately after.(incomplete sentence)

I dashain people put tika as well as they put jamare in their head (used of I instead of in.)

In total community school students got 3.03 average marks (i.e.30.33%) whereas institutional school students got 4.56 (i.e. 45.66%). The above result reveals that community school's students were more proficient than institutional school's students in paragraph writing.

4.4 Comparison between Institutional and Community School's Student in Essay Writing

In order to find out the proficiency in essay writing, students were asked to write an essay about village in 100 words. The question carried 10 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carried 2 marks. The performance of students in essay writing is presented in Table 6.

Table 6**Performance of Students in Essay Writing**

S.N.	Criteria	Full marks	Marks obtained (Out of 10)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	2	1.1	55	1.16	58.33	
2	Grammar	2	0.96	48.33	1.03	51.66	
3	Coherence And Cohesion	2	1.16	58.33	1.16	58.33	
4	Clarity	2	1	50	1.03	51.66	
5	Economy and Completeness	2	0.9	45	0.93	46.66	
Total10			5.13	51.33	5.33	53.33	

Table 6 shows that community school students scored 1.1 average marks (i.e. 55%) in mechanics out of 2 whereas institutional school students scored 1.16 average marks (i.e. 58.33%). The students committed error in capitalization, full stop, comma and spelling. Some errors committed by students are exemplified here:

my village name is Kudu. My village is locate in Jajarkot district. (Student initiated the sentence with small letter instead of capital letter)

My villige name is Pajaru. It lies Bheri zone and JaJarkot District.(Student made spelling mistake that is villige instead of village.)

Likewise, community school students scored 0.96 average marks (i.e.48.33%) and institutional school students scored 1.03 average marks (i.e. 51.66%). The students committed errors on subject verb agreement, tense, preposition and numbers. Some errors committed by students are exemplified here:

And my village south side is sparking river which is far a 20 k.m district capital. (Student made subject verb agreement mistakes)

Many forign people are gone in my village to see naturally place like cave, temple, mountain, hills etc. (student committed mistakes in using proper verb that is are gone instead of are going.)

In the same way, students from both community and institutional schools scored 1.16 average marks (i.e. 58.33%) in coherence out of 2. The students committed errors in using connectors, link between ideas, and use of pronoun. Some errors committed by students are exemplified here:

My village name is Kudu. My village is located at Jajarkot district. (Repetitions of the same word time and again that is my village instead of name of Kudu.)

most of the village (rs) educated women are backward. (but) my village have their own temple made by people. (No logical connection between the two sentences)

My village is very Beautiful. My village is one of the naturally beautiful place of the Jajarkot District. (Repetition of the same word time and again that is my village)

Similarly, community school students obtained 1 average marks (i.e. 50%) whereas institutional school students obtained 1.03 average marks (i.e. 51.66%) in clarity out of 2. The students have written unclear and less informative writing. Some errors committed by students are exemplified here:

The climate of my village is tempereat eat is neither too cold nor too hot. (Students wrote unclear sentences with spelling errors.)

And king of Jajarkot place for a 8 k.m. god must a tampl far 20 k.m. (sentence is less informative)

In the center of my village is my house. (sentence is not informative)

In our district show also fales down. (Sentence is unclear)

Likewise, community school students secured 0.9 average marks (i.e. 45%) and institutional school students secured 0.93 average marks (i.e. 46.66%) in economy and completeness out of 2. The students wrote incomplete sentences and ambiguous words. Some errors committed by the students are exemplified here:

The mAin grow rice com and wheet. (Student wrote ambiguous words that is mAin instead of main and com instead of corn.)

I thing my village good of there is a irrigation.(The sentence is ambiguous)

Transportation is held but not clear for transport esily.(The sentence is incomplete)

. In total community school students obtained 5.13 average marks (i.e. 51.33%) and institutional school's students have obtained 5.33 average marks (i.e. 53.33%). The above result shows that institutional school students were found more proficient in comparison to community school students in essay writing.

4.5 Comparison between Institutional and Community School's Students in Letter Writing

In order to find out the proficiency in letter writing, students were asked to write a letter. The question carried 10 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carried 2 marks. The performance of students in letter writing is presented in Table 7.

Table 7

Performance of Students in Letter Writing

S.N.	Criteria	Full marks	Marks obtained (Out of 10)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	2	1.06	53.33	1.06	53.33	
2	Grammar	2	0.76	38.33	0.9	45	
3	Coherence And Cohesion	2	0.9	45	0.96	48.33	
4	Clarity	2	0.7	35	0.9	45	
5	Economy and Completeness	2	0.83	41.66	0.9	45	
Total10			4.26	42.66	4.73	47.33	

Table 7 shows that students from both community and institutional schools have scored 1.06 average marks (i.e. 53.33%) in mechanics out of 2. The students committed errors in capitalization, spelling, full stop and comma. Some errors committed by students are exemplified here:

I got your letter yesterday Thank you For teLing me all about our parents and yourself. (Student committed spelling mistake and capitalization that is teLing, Thank instead of telling and thank respectively)

Mobile is very inportant in this Coneetung to study.(Student committed spelling mistake that is coneetung instead of century.)

Nowdays. I am busy in my study. (Full stop is used instead of comma)

I need one mobile four my study. (Four is used instead of for)

In the same way, community school students obtained 0.76 average marks (i.e.38.33%) whereas institutional school students have obtained 0.9 average

marks (i.e. 45%) in grammar out of 2. The students committed errors in subject verb agreement, tense, preposition and numbers. Some errors committed by students are exemplified here:

thank you telling me all about are parents and a yourself. (Students committed error in subject verb agreement)

In the mobile was read essay and we look internet facebook etc. (was is used instead of we.)

Now I am going to write my reason to you to write a letter to you. (Wrong use of preposition.)

Today For this much and other for another letter. (Wrong use of preposition)

Similarly, community school students scored 0.9 average marks (i.e. 45%) in coherence and cohesion out of 2. and institutional school students scored 0.96% average marks (i.e. 48.33%). The students committed errors in using connectors, link between ideas, and use of pronoun. Some errors committed by students are given here:

I am doing well heare to him requesting for a mobile set. (Idea is not clear)

In this way mobile set was important of study. (used was instead of is.)

Mobile is one of the cheapest means of communication. Mobile phone is needed in every person. (Not proper use of pronoun in this sentence)

Likewise, community school students secured 0.7 average marks (i.e. 35%) whereas institutional school students secured 0.9 average marks (i.e. 45%) in clarity out of 2. The students have written unclear and less informative writing. Some errors committed by students are exemplified here:

Over a radio think while Moring around a wide geographic area. (Sentence is not imformative)

Then After you also happy you are also happy family. (Idea is not clear)

In the same way, community school students obtained 0.9 average marks (i.e. 45%) whereas institutional school students obtained 0.93 average marks (i.e.46.66%) in economy and completeness out of 2. The students wrote incomplete sentences and ambiguous words. Some errors committed by students are exemplified here:

I search internet and find solution. it connest radio I know .(Incomplete and unclear sentence.)

*Access to phone operator network The community telephone today father.
(Vague sentence)*

Thanks today we meet any other day today. I stop my pen. (Incomplete sentence)

It's important is to calling, to study and play music. You give money as soon as possible. (Unclear sentence)

In total community school students scored 4.26 (i.e. 42.66%) whereas institutional school students scored 4.73 (i.e. 47.33%). The above result shows that community school students were less proficient than institutional school students in letter writing.

4.6 Comparison between Institutional and Community School's Students in Story Writing

In order to find out the proficiency in story writing, students were asked to write story. The question carried 10 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carried 2 marks. The performance of students in story writing is presented in Table 8.

Table 8

Performance of Students in Story Writing

S.N.	Criteria	Full marks	Marks obtained (Out of 10)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	2	1	50	0.83	41.66	
2	Grammar	2	0.9	46.66	0.8	40	
3	Coherence And Cohesion	2	0.86	43.33	0.8	40	
4	Clarity	2	0.7	35	0.7	35	
5	Economy and Completeness	2	0.7	35	0.76	38.33	
Total10			4.2	42	3.9	39	

Table 8 demonstrates that community school students obtained 1 average marks (i.e. 50%) in mechanics out of 2 whereas institutional school students obtained 0.83 average marks (i.e. 41.66%). The students committed errors in capitalization, spelling, comma and full stop. Some errors committed by students are exemplified here:

once upon a tince There was Suren Majhi Sat The sandy bank of The Sunkoshi river. (Student wrote wrong spelling of time upon.)

it Caine closer and took on the shape of a Saucer.(Caine is used instead of came.

Once upen a time there was one crow. Crow is very theirsty.(used wrong spelling of upon and thirsty.)

one day there was cortage of water.(Wrong spelling of shortage)

Likewise, community school students scored 0.93 average marks (i.e. 46.66%) whereas institutional school students have scored 0.8 average marks (i.e. 40%) in grammar out of 2. The students committed errors in subject verb agreement, tense, preposition and numbers. Some errors committed by students are exemplified here:

In the one time one women was take goat in the forest. (Take is used instead of took.)

He was tired and the twilight is changing into darkness. (was should use instead of is.)

The king Lion say where was he please went their. (say is used instead of said.)

Please sang a one song. After, the crow singing a song cheese felt down the land.

Similarly, the community school students scored 0.86 average marks (i.e. 43.33%) in coherence and cohesion out of 2 whereas institutional school students secured 0.8 average marks (i.e. 40%). The students committed errors in using connectors, link between ideas and use of pronoun. Some errors committed by students are exemplified here:

In the one time one women take goat in the forest. but then women return from home. (community)(lack of connection between two sentences.)

In the forest one big tiger this tiger was very angry.(No logical connection in sentence)

anywhere crow didn't found the water. and crow flew and go another village.(No proper use of connector)

In the same way, students from both community and institutional schools obtained 0.7 average marks (i.e. 35%) in clarity out of 2. The students wrote

unclear and less informative writing. Some errors committed by students are exemplified here.

It came closer and took on the Suren got up and walked to the shape of a saucer. (Sentence is not clear.)

then the tiger look the goat and then the tiger was gone to got. (sentence is less informative.)

and crow saw one ghaita and crow prastic to drink water. (Sentence is less informative.)

Likewise, community school students scored 0.7 average marks (i.e. 35%) whereas institutional school students scored 0.76 average marks (i.e. 38.33%) in economy and completeness out of 2. The students wrote incomplete sentences and ambiguous words. Some errors committed by students are exemplified here:

it came closer and too on the shape of the saucer. (The sentence is incomplete.)

he learnt a lesson from not to cheat. (The sentence is incomplete.)

In the total community school students obtained 4.2 (i.e. 42%) whereas institutional school students obtained 3.9 Av. marks (i.e. 39%). The above result shows that community school students were more proficient than institutional schools students in story writing out of 2.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of the findings, conclusions and recommendations of the study. The study intended to explore free writing ability of institutional and community school students. This is the final and important stage of the research study. The researcher draws findings, conclusion, and recommendations on the basis of analysis and interpretation of the free written by the grade eight students.

5.1 Findings

The major concern of this study was to find out the ability of community and institutional school students in free writing. After analyzing and interpreting the data explored through the free writing by the students, the following findings have been drawn being based on the study objectives:

5.1.1 Proficiency of Grade Eight Students in Free Writing

The average marks of institutional schools students is 22.53 (i.e.51.68%) and community schools students is 21.06 (i.e.48.31%) in free writing. Similarly the community schools students obtained 4.49 (i.e.44.33%) and institutional school students obtained 4 (i.e.40%) in dialogue writing. In the same way, regarding the paragraph writing community school students obtained 3.03 (i.e. 30.33%) whereas institutional school students obtained 4.56 (i.e. 45.66%). Likewise, in essay writing community school students obtained 5.13 (i.e.51.33%) and institutional school students obtained 5.33 (i.e.53.33%). Similarly community school schools students scored 4.26 (i.e.42.66%) whereas institutional school students scored 4.73 (i.e.53.33%) in letter writing. Likewise regarding the story writing community school's students obtained 4.2 (i.e.42%) and institutional school students obtained 3.9 (i.e. 39%).

5.1.2 Comparison of Free Writing Proficiency between Institutional and Community School's Students

The marks obtained by both students of Institutional and community schools are satisfactory. Likewise, community schools students were found more proficient in comparison to institutional school students in dialogue writing. Similarly regarding the paragraph writing institutional school students were more proficient than community school students. In the same way, institutional school students were found more proficient in comparison to community school students in essay writing. Likewise, community school students were found less proficient than institutional school students in letter writing. Similarly regarding the story writing community school's students were found more proficient in comparison to institutional school's students.

5.2 Conclusion

Writing is one of the most important skills in learning a new language .It is often regarded as the visual representation of speech. It is productive and expressive skill of language in the sense that we encode meaning by means of certain graphic symbols.

From the present study it can be concluded that free writing proficiency of both institutional and community schools students is satisfactory. Similarly, in this study five terms such as dialogue writing, paragraph writing, essay writing, letter writing and story writing proficiency were compared of institutional and community schools students. It can be concluded that students are more proficient in essay writing than in other types of writing. Institutional school students found least proficient in story writing and community school students found least proficient in paragraph writing in comparison to other writing. The study concludes that comparatively the students of institutional school are more proficient

than the students of community school but there is no vast different. It was found negligible difference between institutional and community schools students.

5.3 Recommendations

On basis of the findings obtained from the analysis and interpretations of the collected data, some suggestions have been made. These are discussed in the following sub- headings.

5.3.1 Policy Related

As this study has shown that majority of students performed poorly in paragraph writing and story writing so, the course designers are recommended to include more activities and content knowledge about free writing.

5.3.2 Practice Related

As this study has demonstrates that more exercises of free writing should be included in the text book. The teacher should highly focus in students' free writing practice with regular correction.

5.3.3 Further Research Related

The current study is about comparative study of free writing proficiency of institutional and community school among 30 students from two school of Jajarkot district and also limited to lower secondary level. This work can serve as a reference for those who are interested in carrying out further research on this area of free writing composition in writing skill. So, further research can be conducted at secondary level, +2 level and university level too and in other districts of Nepal.

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APPENDIX – I

Item for the Participants

Test Item

2016

(Attempt All the questions)

- Q. N. 1. Write a dialogue between the teacher and a student about the holiday plan. (5 exchanges) 10
- Q. N. 2. Write a paragraphs about Dashain and Tihar festival in 100 words. 10
- Q. N. 3. Write an essay about your village in 100 words. 10
- Q.N. 4. Suppose, your father is living in a foreign country. Write a letter to him requesting for a mobile set, describing its importance for your study. 10
- Q. N. 5. Write a story that you have heard from others or read in any books. 10

Good luck! Thank you.