

**EFFECTIVENESS OF BRAINSTORMING IN DEVELOPING
FREE WRITING AT SECONDARY LEVEL**

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

**Submitted by
Laxmi Acharya**

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

2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Laxmi Acharya** has prepared this thesis entitled **Effectiveness of Brainstorming in Developing Free Writing at Secondary Level** under my guidance and supervision.

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DEDICATION

**Dedicated to my Gurus, Parents, Brothers
and ever supportive Sister.**

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: 06-05-2017

Laxmi Acharya

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Finally, I am very indebted to authors and researchers whose works have been cited in this study.

ABSTRACT

The present study entitled **Effectiveness of Brainstorming in Developing Free Writing at Secondary Level** is an endeavor to identify the effectiveness of brainstorming in developing free writing skill and suggest some pedagogical implications based on the findings of the research study. To achieve the objectives, the researcher conducted experimental research on 30 students of grade nine studying at Birendra Secondary School who were divided into control and experimental groups. She used the purposive non- random sampling procedure to select the Birendra Secondary School and the participants were assigned into two groups randomly. After dividing the participants into two groups, she administered the pre-test prior to intervention in order to find out the existing proficiency level of learner in free writing. Subsequently, the experimentation was conducted approximately for a month. During experimentation period, the experimental group was taught through the use of brainstorming techniques and control group was taught through the conventional methods of teaching writing. Afterwards, post test was administered to both groups simultaneously in order to find out the effect of intervention. Then the data collected from pre-test and post-test were analyzed by using simple statistical tools like mean and percentage and interpreted descriptively. The difference was detected from the comparison of the mean scores of two tests in both groups. The findings of the study shows that there was significant difference between the mean score of pre-test and post-test in experimental group. However, the mean difference between pre-test and post-test was not significant in the control group. It indicates that the use of brainstorming techniques is very effective in developing free writing skill of grade nine learners rather than conventional methods of teaching writing.

This thesis is divided into five chapters. The first chapter is introductory part which consists of background of study, statement of problem, objectives of the study, research questions, hypotheses of the study, significance of the study delimitations of the study and operational definition of the key terms.

The second chapter deals with the review of related theoretical literature and conceptual framework which comprises review of related theoretical literature, review of empirical literature, implications of the literature review for the research study and conceptual framework. Likewise, third chapter deals with methods and procedures of study which incorporates design of the study, population, sample and sampling strategy, sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. In the same way, analysis and interpretation of data is included in fourth chapter. In the fifth chapter, findings, conclusion and recommendations are presented. Finally, references and appendices are also incorporated at the end of this work.

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>vii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Abbreviations and Symbols</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1-7
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of Study	5
1.4 Research Questions	5
1.5 Hypotheses of the Study	5
1.6 Significance of the Study	6
1.7 Delimitations of the Study	7
1.8 Operational Definition of the Key Terms	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-28
2.1 Review of Related Theoretical Literature	8
2.1.1 Teaching Writing skill	8
2.1.2 Characteristics of Writing	10
2.1.3 Components of Writing	11
2.1.4 Different Approaches to Teaching Writing	13
2.1.5 Strategies of Teaching Writing	15

2.1.6	Free Writing	17
2.1.7	Brainstorming	18
2.1.8	Brainstorming Techniques of Teaching Writing Skill	21
2.2	Review of Empirical Literature	24
2.3	Implications of the Literature Review for the Study	26
2.4	Conceptual Framework	28

CHAPTER THREE: METHODS AND PROCEDURES

OF THE STUDY 29-35

3.1	Design of the Study	29
3.2	Population, Sample and Sampling Strategy	32
3.3	Research Tools	33
3.4	Sources of Data	33
	3.4.1 Primary Source of Data	33
	3.4.2 Secondary Source of Data	33
3.5	Data Collection Procedures	34
3.6	Data Analysis Procedures	35
3.7	Ethical Considerations	35

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF THE

DATA 36-49

4.1	Analysis of Data and Interpretation of the Results	36
4.1.1	Holistic Comparison	37
4.1.2	Analysis and Interpretation of Results in Control Group	39
4.1.3	Analysis and Interpretation of Results in Experimental Group	42
4.1.4	Item-based Comparison	44
4.1.4.1	The Results in Descriptive Writing	44
4.1.4.2	The Results in Narrative Writing	45
4.1.4.3	The Results in Essay Writing	46
4.1.4.4	The Results in Paragraph Writing	47
4.1.4.5	The Results in Letter Writing	47
4.1.5	Error Improvement of Students	49

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS	51-56
5.1 Findings	51
5.2 Conclusions	53
5.3 Recommendations	54
5.3.1 Policy Related	54
5.3.2 Practice Related	55
5.3.3 Further Research Related	56
REFERENCES	
APPENDICES	

LISTS OF TABLES

	Page No.
Table 1 Performance of Experimental and Control Group in Pre-test and Post-test	37
Table 2 Score Obtained by Control Group in Pre-test	39
Table 3 Score Obtained by Control Group in Post-test	40
Table 4 Score Obtained by Experimental Group in Pre-test	42
Table 5 Score Obtained by Experimental Group in Post-test	43
Table 6 Results in Descriptive Writing	45
Table 7 Results in Narrative Writing	45
Table 8 Results in Essay Writing	46
Table 9 Results in Paragraph Writing	47
Table 10 Results in Letter Writing	48
Table 11 Criteria for the Analysis of Data Collected from Pre-test and Post-test	

LIST OF ABBREVIATIONS AND SYMBOLS

%	:	Percentage
&	:	And
ELT	:	English Language Teaching
et.al	:	and other authors
i.e.	:	that is to say
LCG	:	Learner in Control Group
LEG	:	Learner in Experimental Group
M. Ed	:	Master in Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
P (PP)	:	Page (pages)
Ss	:	Students
T	:	Teacher
T. U.	:	Tribhuvan University
Vol.	:	Volume