

## **CHAPTER ONE**

### **INTRODUCTION**

The present study entitled “Effectiveness of Brainstorming in Developing Free Writing Skill at secondary level” is primarily concerned with the use of brainstorming techniques. This chapter consists of background of the study, statement of problem, objectives of study, research questions, hypotheses of the study, significance of the study, delimitations of the study and operational definition of key terms.

#### **1.1 Background of the Study**

Writing is a permanent and powerful medium of expression. It is associated with productive skill in written mode. Simply, writing is regarded as an act of putting down the graphic symbols on paper that represents language. Rivers (1968, p.242, as cited in Zarei, Rahmany & Dodangeh, 2013) also defines the writing in the similar vein “writing is the act of putting in conventional graphic form what has been spoken”. However, it is more than the production of graphic symbols. It is not the juxtaposition of the words and sentences to construct a text rather it is an art of manipulating, constructing words and sentences in the structured way and communicating through words and sentences in the comprehensible and effective way. Regarding writing skill, Widdowson (1978, p.62) gives the precise definition “writing is the use of visual medium to manifest the graphological and grammatical system of language”. This definition also states that writing is more than the graphic representation of spoken sound.

Writing is one of the advanced language skill. Teaching and learning the writing skill is very challenging and complex job because writing itself is extremely complex cognitive activity, which requires many complex skills in order to produce a comprehensible, communicative, and effective piece of

writing like mental, psychological, rhetorical and critical. Westwood (2004, as cited in Zarei, Rahmany & Dodangeh, 2013) also states that writing is a complex skill that engages the writer in a physical as well as mental effort. A good piece of writing must be logical, maintenance of cohesion and coherence, grammatically correct and accurate. It shows that writing involves better organization of meaning and also more accuracy of form than speaking. In a good piece of writing, it is also necessary to provide reasons and evidences for opinion and the explanation of possible anticipated question in order to address the absent audience (Bashyal, 2009). In such context, Ur argues (2008, pp.160-61 as cited in Bashyal, *ibid*) “good writing must be clear, organized and made of well-crafted sentences”.

To be brief, writing uses graphic symbols to represent the sounds used in speaking and the focus is on appropriate use of mechanics, coherence, cohesion in order to convey the information comprehensive and effective way. Furthermore it makes our learning permanent as well as registered.

The main purpose of teaching writing is to enable the learner for free composition or creativity. In free writing, students are provided with a topic and they write freely on that topic that means they express their thoughts, ideas and feelings freely in their own selection of vocabulary and sentence structure. It provides them opportunity to express themselves in written mode. So, free writing demands conscious intellectual efforts. And the writer has to think deeply before writing in order to generate ideas, for that brainstorming is essential. Brainstorming helps to generate ideas and strengthen their thinking capacity. It is a fertile means of generating ideas which involves thinking quickly without inhibition to produce as much ideas as possible on the respective topic. According to Ploeger, (1999, p. 5 as cited in Effendi, 2014) “brainstorming provides method for thinking of and recording ideas for writing”. Similarly, Zayton (2001, as cited in Al-khatib, 2012) states “brainstorming was developed by Alex Osborn to produce ideas without inhibition”. Being based on these definitions we can conclude that Brainstorming is a pre writing activity which is used to encourage students to generate

ideas and come up with the possible solutions to a certain problem or to generate lots of ideas on a particular topic.

Brainstorming refers to the use of brain actively in order to generate ideas or develop the creative solutions of the problems. It is a basic and very important thing specially, in free writing because we cannot write the intended thing without thinking about the content, writing is not just the matter of grammar and vocabulary but it is a thinking process. So while teaching free writing, it is necessary to involve the students in brainstorming either group or individual. To see the present practice of teaching writing, only grammar exercises are highlighted rather than the creativity of the students. But to develop the student's writing skill, it is necessary to involve them in practicing free composition with revision taking the brainstorming technique into consideration.

In conclusion the main aim of teaching writing is to train students to express their ideas effectively in written mode. For that they have to think deeply or sharpen their thinking ability and brainstorming helps them to strengthen their thinking skill. In short "the more we think, the more we generate ideas, the more ideas the better our expression". So brainstorming is a technique which helps to foster and enhance thinking skill which ultimately helps to enhance students' free writing composition.

## **1.2 Statement of the Problem**

Writing is one of the complex cognitive activities among four language skills. It also occupies significant place in the present secondary level English curriculum. But, in the context of government aided school, teaching writing is not seriously taken by the teachers they do not spend sufficient time in practicing writing skill. To talk about the present practice of teaching writing especially in ELT classroom, most of the teachers encourage their students to cram and copy the notes provided by the teacher themselves rather than helping them in developing their writing skill. There is a practice that is teaching writing means only to do the grammar exercises but it is not sufficient to make the second language learners proficient in writing because writing is a thinking process

not only the matter of grammar and vocabulary. To talk about the free writing they ask their students to write short composition on a particular topic without giving them adequate support, they are not given opportunity to generate the ideas. Many 'English Language Teachers' follow the traditional method in teaching free writing composition concentrating on the final product rather than the writing process. Free writing composition needs careful planning and systematic procedures which is often ignored in writing classes and teacher pays great attention on mechanics, grammar, and spelling rather than the development or style of writing so students feel difficulty in writing comprehensive and logical sentences. The teachers are not familiar about (Ur, 2012, p.151) "writing cannot normally be 'picked up' but it has to be systematically taught". They are not aware of the effectiveness of pre writing activities specially brainstorming technique to enhance writing skill.

In such context my concern is find out whether brainstorming technique is effective in developing free writing skill or not? Through this research, I have made an effort to find out the effectiveness of brainstorming techniques in developing free writing skill of grade nine learners in terms of content, organization, vocabulary, grammar and mechanics.

### 1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To identify the effectiveness of brainstorming in developing free writing skill in terms of:
  - i. Content
  - ii. Organization
  - iii. Vocabulary
  - Grammar
  - iv.
  - v. Mechanics
- b. To suggest some pedagogical implications of the study.

### 1.4 Research Questions

To explore the effectiveness of brainstorming in developing free writing skill, the researcher strived to address the following research questions:

- a. How far does brainstorming help in developing free writing skill?
- b. What will be the pedagogical implications of this study?

### 1.5 Hypotheses of the Study

Simply, it is the prediction or an educated guess about the outcome of the research which is specific and testable. To be specific, research hypothesis is a formal affirmative statement predicting the research outcome, a tentative explanation of the relationship between two or more variables (Best and Kahn 2006). The hypotheses of this research study were measured at 0.05 level of significance and they were given below.

Research hypothesis ( $H_1$ )

There is significant relationship between brainstorming and developing free writing skill of grade IX learners.

Null hypothesis (H<sub>0</sub>)

There is no significant relationship between brainstorming and developing free writing skill of grade nine learners.

## **1.6 Significance of the Study**

The main purpose of this research is to identify the effectiveness of brainstorming in developing free writing composition of secondary level students. Though, brainstorming plays the significant role to achieve the intended purpose of the teaching writing most of the teachers are not well aware of it and not willing to use it. Brainstorming technique is student centered technique, in it thinking and planning is on the part of students. It is prominent one for not only teaching writing but also other skills of language as well. But in the present practice of government aided school brainstorming techniques is not applied in classroom. It is remaining in shadow. So, it is expected that the results and findings of the study will give an insight and better understanding to language teachers about its positive effectiveness and its motivational role. Likewise, the curriculum designer and textbook writer get insight to take the brainstorming technique into account while designing English language curriculum and preparing textbook. It is equally beneficial for students to gain better understanding about it and develop writing skill through their own effort by adopting this technique. So the findings of the research encourage the ELT teachers to adopt brainstorming techniques in teaching writing. And this is equally fruitful for the researcher who wants to carry out further research in the field of writing.

In such a way the findings of the research study will be significant for those who are involved and interested in the field of English language teaching and learning particularly the writing skill.

## 1.7 Delimitations of the Study

The delimitations of my study were as follows:

- The study incorporated only one government aided school of Arghakhanchi district: Birendra Higher Secondary School.
- The study included 30 students of Grade IX only.
- The intervention period was 28 days teaching and the focus was only the use of brainstorming techniques.
- The test items were the tool of this research.
- The primary data were collected only through written test (pre-test and post-test) and the test items were not pre tested.

## 1.8 Operational Definition of Key Terms

The key terms used in this research study were defined in order to increase understanding about the study removing confusion or misinterpretation. The following terms had following specific definitions:

**Brainstorming:** In general the word ‘Brainstorming’ means a fertile means of generating ideas here in case of this study it refers to a pre writing technique used to encourage students to generate large number of ideas on a particular topic that they learn through oral work or reading lesson.

**Effectiveness:** In general the word ‘Effectiveness’ refers to the capacity to produce intended outcome but in case of this study, it represents the change caused by the use of brainstorming techniques on developing free writing.

**Free Writing:** The term ‘Free Writing’ used in this research study to refer to the type of writing in which students get freedom in the selection of vocabulary items and sentence structures for the expression of their ideas and feelings.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is the integral part of research work. We cannot move forward without having sufficient theoretical knowledge about the research topic. It is the backbone of entire research process. In initial stage, it helps to establish theoretical background of the study and makes valuable contribution almost all operational stages. This chapter includes the review of related theoretical literature, review of related empirical literature, implications of the literature review for the study and conceptual framework.

#### **2.1 Review of Related Theoretical Literature**

This sub-chapter consists of different theoretical concepts that are directly or indirectly associated with brainstorming in developing free writing. And the present research study consists of following theoretical concepts -teaching writing skill and its characteristics, components, approaches, strategies, free writing composition, brainstorming and brainstorming techniques of teaching writing skill.

##### **2.1.1 Teaching Writing Skill**

Writing is a productive skill in written mode. It is a medium of expression or human communication among the literate people. It involves the system of using graphic symbol to convey meaning that represents a language. Moreover, it is not the mere reproduction of sound into symbol, but the development and presentation of feelings, ideas and thoughts in a structured way. That means writing is not only the act of transmitting



thoughts ideas feelings on paper but also to generate more meaning to make thoughts or ideas clear to the reader. In such context, Perin (2013, as cited in Alshammari 2016) states that writing skills are difficult to master because they combine thought, feelings and social interactions. It involves the process of manipulating, structuring and communicating through words and sentences rather than putting spoken sounds in graphic form. It consists of various components like mechanics, coherence and cohesion that work together to construct a communicative text.

It is considered as one of the advanced, challenging and complex language skills in teaching and learning as well, because it requires many composite skills like psychological, mental, rhetorical, and critical. Furthermore it requires to demonstrate control of variables simultaneously; at sentence level, these include control of content, sentence structure, vocabulary, spelling, letter formation etc. and beyond sentence level cohesion, coherence etc. In such context, Williams (2007, p.72 as cited in Zarei, et.al, 2013) argues “writing is a multidimensional communicative process, concerning ‘the generation, analysis and synthesis of ideas; the organization of discourse; the control of sentence structure; the vocabulary, spelling and mechanics’”. It reflects that writing is much more than the constructing grammatical sentences. It is not only the means to create document rather it is art of manipulating ideas, structuring ,and communicating through these ideas in an systematic way. Writing is not acquired easily, regarding its complexity, Nunan (1999, as cited in Alves, 2008) states that it is viewed as ‘probably the most difficult thing to do in language’. Furthermore regarding writing skill Nunan (1999, p. 273 as cited in Alves, ibid) states “writing is a complex cognitive process that requires sustained intellectual effort over a considerable period of time”.

Writing is a transferring process of thought into language in a structured way. It means that the writer should think the content of writing first and then arrange the ideas using appropriate language structure such as grammar, vocabulary, word formation etc. into a paragraph. For that good organizational skill is also required (Artini, 2014).

Furthermore writing is considered to superior to other language skills because of its quality of being permanent. It aims to capture our thoughts, ideas and feelings and transfer it to a permanent format making it tangible. It makes learning permanent as well as registered. The Bacon's quotation also focuses on importance and superiority of writing skill "reading makes a full man, conference a ready man, and writing an exact man".

### **2.1.2 Characteristics of Writing**

There are some characteristic of writing which make writing skill more advanced, complex and fundamentally different from other skills. These characteristics not only limited to visual as contrasted oral/aural or productive as contrasted with receptive, but also how it is produced and the way it communicates and it is necessary to be aware of these characteristic while teaching writing (Ur,2012). According to Ur, (2012, pp.150-151) some characteristic of writing are as follows:

- It is permanent: Written texts are fixed and stable, so reading can be done any time and speed.
- It is dense: The content is presented densely, with little or no 'redundancy'. Writing takes more time and effort than speaking.
- It is asynchronous or time independent: There is time lapse between production and reception. Writing of text is detached in time and space from its reading.
- The person or people being addressed are not physically present. The writer normally works alone and may not be acquainted with his/her readers. Target audience for a written text is rarely physically present.
- It is produced slowly than speaking. So it has slowness in production and speed in reception.

- It is a learnt and high prestige form: Most people acquire the spoken language intuitively whereas the written form is normally taught and learnt through instruction and literate people are more respected.
- It uses more standard forms writing is more uniform, universally understood so it is accepted as standard language.

It shows that writing cannot normally be ‘picked up’ but it has to be systematically taught. And in writing students has time to rewrite and edit. So we need to ensure, through such rewriting and editing. Teacher needs to devote a lot of attention to teaching.

### **2.1.3 Components of Writing**

Writing is not merely process of transforming thought into language. It is regarded as an important expressive skill which has a written mode and it is often found to be difficult to learn even for the native speakers of language because it consists of different components that work together to construct a communicative text. In such context Heaton (1999, p.142) states that writing is not a single skill but it is the combination of the following components:

- a) **Mechanics:** Mechanics is the basic component of writing which comprises hand writing and graphological features. Furthermore, it includes those aspects of writing such as use of spelling, punctuation marks, letters, abbreviations and number which are often dealt with revision or editing stage of writing. Learner should basically be efficient in communicating with the correct spelling, punctuation marks, abbreviation etc. to consolidate the writing skills and to make the text clear, intelligible and readable ( Kadel, 2013 p.60).
- b) **Coherence:** Coherence refers to the relationship between meanings and utterance in a discourse. The ideas/thoughts in a paragraph should be connected and developed in a logical order to maintain coherence. It deals with the relationship

between topic sentences and supporting details. Regarding coherence, Oshima and Hogue (2008, p.40) states that in order to have coherence in writing, the sentences must hold together, that is the movement from one sentence to next must be logical and smooth. There must be no sudden jump, each sentence should follow smoothly into next one.

- c) Cohesion: Simply, cohesion means joining a text together using reference words and conjunctions to make it clear and readable (Bailey, 2015, p.96). Furthermore, it refers to the grammatical and lexical relationship between different elements of text. It is generally defined as the set of grammatical features that link the idea of a text and make it look connected and tied up. According to Harmer (2008, p.77) “Cohesion refers the devices we use to stick text together the way we connect ideas and sentences together various cohesive device such as references conjunction ellipsis substitution are responsible for making discourse units connected and well-formed”.
- d) Orthographic and Para-orthographic text: Orthographic refers to writing and spelling system. Generally orthographic text refers to the text in which there is not used charts, maps, diagrams picture, graphs etc. Para-orthographic text deals with converting a text into chart, diagrams into orthographic writing form maps, graphs, statistical that means writing something in the form of table, chart, diagram etc.

#### **2.1.4 Different Approaches to Teaching Writing**

There are different approaches to the practice of writing skill and we have to select the approach according to the level of the learner and the purpose of the teaching writing. In other words, whether our focus is on process of writing or its product whether we want to creative writing or reproduction, paraphrasing we have to select the approach accordingly. Based on Harmer (2008 p.325) different approaches to teaching writing are mention below.

1. **Product approach:** It is a traditional type of approach, which focuses on the aim of a task and in the end product. In this approach, accuracy of the final product is paid great attention and the process is ignored which the students go through to reach the final goal. Imitation is encouraged than creativity. It focuses on accuracy of grammatical rules, appropriate use of vocabulary and less priority for the purpose, context and specific readers (Kadel 2013, p.67). So, it is an approach which values the construction of the end product as the main thing to be focused. In such context Gabritlelatos (2002, as cited in Hasan & Akhand, 2010) states that a product approach is a traditional approach in which students are encouraged to mimic a model text, usually it presented and analyzed at an early stage.
2. **Process approach:** This approach pays attention to the various stages that any piece of writing goes through, it aims to get to the heart of the various skills that most writers employ. Mainly it consists of four basic steps. They are –planning, making an outline, preparing the first draft, revising editing and producing the final draft. Planning stage includes- brainstorming, consulting resources for information, making notes, organizing notes. Hence process tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and re writing. According to Steele, (2004, as cited in Hasan & Akhand, *ibid*) there are eight stage of process approach. They

are- brainstorming, planning, mind mapping, writing the first draft, peer feedback, editing, final draft, evaluation and teacher feedback.

3. Genre based approach: Genre represents the norms of different kinds of writing. Genre approach focuses on the models and key features of text written for a particular purpose. In this approach sample of specific genre are introduced and some distinctive characteristics of the given genre are pointed out so that students notice specific language and construction of that genre. For example if we want them to write application letter, we let them look at typical models of such letters before starting to compose their own. It encourages them to see writing as a form of 'reproduction' rather than as a creative act. To be specific, genre based approach considers writing as social and cultural practice. The purpose of this writing involves the context where the writing occurs and the convention of the target discourse community. In this sense relevant genre knowledge needs to be taught explicitly in language classroom (Hasan & Akhand, 2010).
4. Creative writing: simply creative writing refers to imaginative writing task such as writing stories, poetries and plays. Creative writing is "a journey of self-discovery and self-discovery promotes creative learning" (Gaffield-vile 1998 as cited in Harmer, 2008 p.328). Creative writing is the main goal of teaching writing so to build the writing habit in students we have to provide them motivating, straightforward tasks and also provide an appropriate reader or audience.
5. Writing as a co-operative activity: Co-operative writing as writing process helps in producing good product. In one example of such approach group writing allowed the lecturer to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students (Boughey 1997, as cited in Harmer, *ibid*). There is a saying that 'multiple minds are better than one mind' which also helps to focus on the importance of co-operative writing. Students can generate so many ideas discussing with each other and reach to conclusion synthesizing the ideas of all. So co-operative writing brings better

outcome than student's single effort. Furthermore it is immensely successful if students are writing on a computer and it is motivating as well.

### **2.1.5 Strategies of Teaching Writing**

It is already mentioned that writing cannot normally 'picked up' but has to be systematically taught. Mainly there are three types writing and these writing skills demand different strategies or techniques of teaching writing. Verghase (1989, as cited in Zarei, Rahmany & Dodangeh, 2013) looks at these strategies at stages of teaching writing. He argues that these strategies are complementary and can be applied in ordered stage beginning with controlled and ending with free writing. Furthermore, the teacher can adopt various activities while teaching writing depending on the level of students and the purpose of teaching writing. Following strategies can be adopted to develop writing skill (Zarei et. al, *ibid*).

#### **1. Controlled Writing**

The controlled writing activities are greatly influenced by the product approach to writing in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or copying from the model given to them. Students have virtually or no freedom to express their ideas and such activities are carried out under the direct supervision of the teacher so these activities are particularly helpful for the beginners. Regarding controlled writing, Finocchiaro (1967, p.30 as cited in Zarei, et. al, *ibid*) states that it does not guarantee the active involvement of the learner's thinking process in production and organization of ideas in a composition. It incorporates the following activities:

a. Combining - In combining activities students are required to combine words or sentences using the clues given to them. Such exercises can join words into sentences, sentences into paragraph and paragraph into full text.

b. Reproduction - In this activity students are required to write without originality that they have learned through reading or listening. For example students are given the unpunctuated passage to reproduce and they have to re write it supplying the appropriate punctuation marks.

c. Completion - In completion activities sentences or paragraph is given to the students missing some words or phrases and students are required to complete the passage or sentences filling the omitted parts. For example fill in the blanks.

## 2. Guided writing

Guided writing stands as a bridge between controlled writing and free writing. In guided writing students are given some degree of freedom in the selection of lexical items and structural patterns for their writing exercises. In it students are given certain guidelines such as model to follow, outline to expand it etc. It includes the following activities.

a. Paraphrasing – in paraphrasing students are involved in writing a given sentence or text in a different version that means producing the alternative version of text. Such as poem into prose, writing in summary form, changing voice tense narration etc. without changing the meaning.

b. Parallel writing - In parallel writing students practice to write imitating the given text. They read the model text and try to reproduce the similar one by substituting certain information, facts or points. For example students read a text about the description of chimpanzees and write describing tiger, elephant.

c. Developing skeleton into a fuller text – in this type of writing activity, students are given the basic outline on the basis of which they have to produce a fuller text. The outline can be in the form of small points, charts.

### **2.1.6 Free Writing/ Free Composition**



This is an advanced level of writing activities. The ultimate goal of teaching writing is to enable the learner for free composition. Free writing tasks aim to improve students' ability to compose written text for communicative purposes.

In free writing students are provided topic and they write freely on that topic in their own way. It involves individual selection of vocabulary and structure for the expression of personal meaning. In it, accuracy is important but main focus is on meaningful writing. Students should be active, creative and highly autonomous during the free writing task because planning and thinking is on the part of students. However, teacher can help the students in the collection of ideas developing an outline, supporting some language materials. Correct, appropriate and effective writing in logical sentences structure is the most desired thing in free writing. Pincas (1993, p.110 as cited in Khatri, 2014) defines "free writing is seen as the aim of a specific set of writing exercises 'the ability to write freely what has been taught' not 'the ability to write anything at all'". This definition also states that students are free to think and supply their ideas but careful planning and stage wise procedures are required.

Free writing activity is influenced by various approaches to writing such as process approach, creative writing etc. students are free to think and supply their ideas. When students are given the free writing tasks, then they should get chance for thinking and planning about it. Free writing requires a careful planning and systematic activities. In order to do free writing activities students need to brainstorm, make plan, develop on outline and write on the respective topic expanding their horizon of knowledge as far as possible. Free writing composition is open ended in which students are free to express the ideas in their own language. It aims to unlock creativity. Some of the activities included under free writing task are- paragraph writing, narrative writing, description writing, essay writing, dialogue writing, report writing letter writing, story writing, summary writing (Khatri, 2014)

While planning these activities of free writing tasks, some of the criteria are taken into consideration they are.

Interest - the task should be motivating and stimulating

Level - the language required should be appropriate to the level of class.

Relevance - In teaching free writing, teacher should help the students in choosing the topic, which could be based on their interest, their usefulness of ideas.

To sum up free writing is the ultimate goal of teaching writing, in which students can get complete freedom to the selection of vocabulary and sentence structures in order to express their ideas, knowledge feelings towards something. So, free writing provides a lot of opportunity for developing linguistic ability and expands the horizon of knowledge.

### **2.1.7 Brainstorming**

Simply, brainstorming is a fertile means of generating ideas. It involves thinking quickly without inhibition to produce as many ideas as possible in a given topic or problem. It is a techniques used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem. In 1953 this techniques was popularized by Alex Osborn in a book called 'Applied-imagination'. And he proposed that groups could double their creative output with brainstorming. Almaghraway (2012, as cited in Al-khatib, 2012) defines brainstorming as a group creativity forum for general ideas. Similarly, Zayton (2001, as cited in Al-khatib, *ibid*) states that brainstorming was developed by Alex Osborn to produce ideas without inhibition. And Ploegar, (1999, p. 5 as cited in Effendi, 2014) states that brainstorming provides a method for thinking of and recording ideas for writing.

Being based on the above mentioned definition we can say that brainstorming is a pre-writing activity which is very helpful for the learner to express their ideas. It provides opportunity of think freely and put down all possible ideas that come to their minds. It is

helpful to explore lots of ideas without hesitation. So it enables the student for generating new useful ideas, promotes creative thinking and help to show their competence in free writing composition. It is one of the most important strategies in provoking creativity and solving problems. In such context, Sayed (2009, as cited in Al-khatib, 2012) states that:

- It helps students to solve problems; and innovative solution
- It helps students to benefit from the ideas of others through the development and build on them.
- It helps the cohesion of the students and builds relationships among them and access the views of other.

This shows that it has great importance on teaching learning process. It is often helpful to start thinking about a topic by writing the ideas that we have in any order. It is free - wheeling, unstructured and non- judgmental technique of eliciting ideas or information about the topic. Furthermore, brainstorming gives student the opportunity to use all their linguistic skills which is ultimately helpful for them to explore and get their ideas on a given topic.

The main purpose of brainstorming technique is to enhance communication skill help to promote thinking and decision making skill as well as foster different viewpoints and opinion. While using this technique during brainstorming session, a number of rules should be taken into account including

- No criticism of ideas
- Building on what others have suggested
- Strange and wild ideas are accepted
- Welcoming the large quantities of ideas ( Ibnian, 2011)

According to Holing Worth (1991, p. 111 as cited in Gultom & Gurning, 2015) the procedure or guidelines using brainstorming technique are as follows:

1. Identifying the problem

Select a specific topic problem not general

2. Preparing the group

Limit the time considering group size

3. Leading the ideation session

Follow the basic rules

- Criticism is ruled out
- Freewheeling is welcomed
- Quantity is wanted

4. Utilizing after thought

Once the given time is up select the best idea

5. Processing ideas

Determine the criteria for judging the best ideas according to topic or problem

6. Implementing ideas

Score the each idea on the basis of already determined criteria.

7. Deriving Generalization

Generalize that the idea with higher score will be best to expand the topic or solve the problem.

Furthermore to facilitate students in brainstorming session, at first it is better perform warm up activities and frustration and boring must be avoided.

### **2.1.8 Brainstorming Techniques of Teaching Writing Skill**

Simply, techniques are the set of activities implemented in the class to meet immediate objectives. While teaching writing, various techniques can be implemented in different phase of teaching writing; pre writing, while writing, post writing. And brainstorming is a technique used to generate ideas in pre writing phase. Moreover, brainstorming incorporates various techniques. In such context, Oshima and Hogue (2008, p.4) state that three useful brainstorming techniques are listing, free writing and clustering. Apart from that there are various brainstorming techniques of teaching writing, some of the common techniques are presented here:

1. Listing: Listing is a brainstorming technique in which we think about the topic and create list of ideas/concepts about it that come in our mind. We quickly make list in the form of words or phrases in any order without making any judgment. Our purpose is to produce as many ideas as possible in a short time, however specific focus is on our topic. Procedures of listing as presented by Oshima and Hogue (ibid).

- a. Write down the general topic at the top of your paper.
- b. Then, make a list of every idea that comes into your mind about that topic. Keep the ideas flowing. Try to stay on a general topic; however, if you write down information that is completely off, do not worry about it because you can cross it out later.
- c. Use words, phrases or sentences, and do not worry about spelling and grammar.

2. Rapid Free Writing: In this technique, we write freely on a particular topic for a certain time period .in it we write rapidly whatever comes in our mind without worrying about appropriateness, grammar, logic etc. It is most useful brainstorming technique because ‘the more we free write the more ideas we will have’. And while we are involve in free

writing one idea will spark another idea. Specially, it is useful when we have no idea about the topic or when we have too many ideas about the topic. Specially, it is used in essay writing as brain storming technique (Oshima & Hogue, 2008).

3. Clustering/branching: In this technique, the topic is written at the middle of the page and associated concepts/information is written around it making some kinds of connection. It provides visual map of the connection among the ideas. It is used to associate information with the information already stored. Oshima and Hogue (2008) present the procedure of clustering as; In the center of your paper write your topic and draw a ‘balloon’ around it. This is the center or core balloon .then write whatever ideas come to you in balloons around the core. Think about each of these ideas and make more balloons around them

4. Making a cube: Like cube has six sides, this technique involves looking at an idea from six different points of view. It means the topic is viewed from six angles to generate ideas. These six viewpoints are:

- a. Describe the topic
- b. Compare the topic
- c. Associate the topic
- d. Analyze the topic
- e. Apply the topic
- f. Argue for or against the topic

5. Journalist’s questions: In this technique 5W/1H questions –who, what, when, why, where, and how can be used to gather the ideas/information. Asking question using 5W/1H questions helps to explore exact ideas required for the topic. Specially, it is useful to write narrative writing.

We conduct brainstorming session to generate ideas using these techniques. Sometimes techniques may vary but there is a general structure to follow when developing brainstorming sessions. At first the problem is presented and students are organized into groups to brainstorm. Then, brainstorming takes place during the definite period of time. Then ideas are refined and make final list which are useful to solve the problem.

Being based on Rizi, Najufipour, Haghani and Tehdghan, (2013) some common stages of brainstorming sessions are presented here:

Stage One: Introducing the brainstorming rules

Stage Two: Stating the subject or problem-

Stage Three: Expressing ideas

Stage Four: Exhibiting ideas for combination and improvement

Stage Five: Evaluating ideas

In short brainstorming is very important pre-writing activity. It provides valuable rehearsal of thoughts and ideas. It helps to generate more ideas and helps to develop organizational skills which ultimately help to enhance free writing skill. It makes the students an autonomous learner because thinking and developing the ideas is on the part of students.

## **2.2 Review of Empirical Literature**

Adhikari (2011) conducted an action research on “Effectiveness of Invention Technique to Develop Writing Skills” in order to find out the effectiveness of invention techniques in developing skill. The main focus of this study was on essay, paragraph writing. Thirty

students of grade XI studying at Shree Jana Jyoti Higher Secondary School of Sankhuwasabha district were the sample population of this research study and they were selected through non-random purposive sampling procedure. Test items were the main tool for data collection and the findings of the research was that student writing skill was developed through using invention techniques in grade XI.

Mishra (2011) conducted a research study on “Effectiveness of Strip Story in Developing Writing Skill” in order to find out the effectiveness of strip story as a techniques in developing writing skill. Thirty two students of grade seven studying at Shree Mitrata Higher Secondary school at Tanahu district was the sample population of this study and they were selected using non-random purposive sampling procedure. It was an experimental research and subjective type of test items were the tool of the research. The effectiveness is found out by comparing the result of pre-test and post-test and he found out that strip story plays vital role in enhancing students writing skill.

Bhatta (2012) carried out a research work on “Use of Elicitation Technique in Developing Writing Skill”. The main objective of the study was to find out whether elicitation technique can improve students writing skill. He conducted action research on twenty eight students of grade nine on Darchula district and he researcher selected the sample population using non-random purposive sampling procedure. Test items were used as a tool for data collection and his research found that use of elicitation technique was more fruitful in developing writing skill.

Yadav (2012) carried out a research on “The Effectiveness of Process Approach in Developing Writing Skill”. The main objective of the study was to find out the effectiveness of teaching writing through process approach in terms of subject matter, coherence, cohesion and grammatical correctness in writing. He conducted action research on twenty students of bachelor level studying in Janakpurdham. He selected sample population using non-random purposive sampling procedure and test items were the main tool of this research. The findings of this research was that after the application



of process approach students improved their performance by 50% in subject matter , 11.50% in coherence , 9% in cohesion , 5% in grammatical correctness . In holistic comparison the students increase their performance by 40% in average

Paudyal (2014) conducted a research work on “The Effectiveness of Language Games in Teaching Writing Skill”, which aimed to find out the effectiveness of language games in teaching writing skill. It was an experimental research on 48 students of grade nine at Dolakha district and the researcher adopted the purposive nonrandom sampling procedure to select the sample population required for the study. The main tool of the research was test items and it found that language games can be one of the effective means of teaching writing skill.

Joshi (2015) carried out a research work on “Free Writing Ability of Grade Eight Students”. The main objective of this research study was to find out the free writing ability of grade eight students in case of essay writing. He conducted the research study using survey research design and the sample of the study consisted of eighteen students of grade eight. They were selected purposively. In order to collect the data, questionnaire was used as a tool. The finding of the research is that the writing proficiency of the students was not satisfied in first and second ability test but in third ability test students’ proficiency was satisfactory.

Paudyal (2015) conducted a research work on “Proficiency of Grade Eleven Students in Free Writing”. The main objective of research study was to find out students proficiency in free writing. It was survey research conducted on sixty students of grade eleven at Pyuthan district and the researcher used purposive nonrandom sampling procedure to select the informants. A set of test was used as a research tool including paragraph writing. And the finding was that the free writing proficiency of the students was not found satisfactory in the sense that their writing proficiency was found 43.33% in paragraph writing, 33.37% in letter writing and 331.82% in essay writing and 36.1% in dialogue writing and average percentage was 35% only.

Rana (2015) carried out of research work on “Effectiveness of Newspaper cut-outs in Developing Writing Skill” the main objective of this research is to find out the effectiveness of newspaper cut-outs in developing writing skill . In order to meet the objectives he conducted experimental research on thirty students of grade ten studying Nalanda Secondary Boarding School, Lalitpur. The sample population of the study was selected through random sampling procedure and test items were the main tools for data collection and the study reveals that using teaching materials while teaching writing skill has a significant role to enhance the students writing. So the researcher came to the conclusion that teaching writing skill using newspaper cut-outs are relatively more effective than conventional way of teaching. It has positive effectiveness.

Many researches have been carried out related to writing skills. However, no researchers have been dealt with the use of brain storming technique, which is very effective and essential pre-writing activity to enhance writing skill in general and free writing in particular. Though, the numbers of attempts have been made to find out the effectiveness of different methods regarding writing skills, the previous researches missed the investigation regarding the effectiveness of brainstorming techniques to develop writing skills. So, the researcher has attempted to find out the effectiveness of brainstorming technique in developing free writing skill at secondary level.

### **2.3 Implications of Literature Review for the Study**

Literature review is very important part of research. It is a backbone of research study. We cannot move forward without having sufficient theoretical knowledge about research topic. It leads the researcher towards right path. Furthermore, literature review provides clear guidelines along with practical ideas in order to carry out the research removing confusion.

While reviewing the literature the researcher has gone through various theoretical works and empirical research studies related to writing skills and they are helpful for the researcher. Theoretical review helped to develop theoretical background of this research.

She got ideas about the available body of knowledge related to the present research topic. Furthermore from the empirical research studies she got valuable information about various procedures needed to conduct research study like- formulating tool for data collection, sampling procedure, data analysis and interpretation procedures etc.

The researcher has reviewed many empirical research studies some of them are Bhatta (2012) Paudyal (2014) Paudyal (2015) Mishra (2011) Rana (2015) Paudyal (2015). She got practical ideas for carrying out the research. They are experimental research related to writing skill. She has got practical ideas of conducting experimental research. She has got opportunity to develop better understanding about writing skill in detail and also got some ideas for preparing test items, group division, preparing lesson plan and so on.

And from Adhikari (2011) she got ideas about the frame work of the research, she got practical ideas of conducting research. Similarly, Paudyal (2015) and Joshi (2015) provided her the ideas regarding free writing skill. Furthermore from Bhatta (2012) and Mishra (2011) she got ideas about using strip story, elicitation techniques effectively in teaching writing to enhance students writing skill and from these research works, she got better insight to use brainstorming techniques effectively during her experimentation as well. She also got opportunity to gain ideas about framing the research questions, writing objectives etc. Likewise Paudyal (2014) provided her the idea regarding methodology and procedure of the study and Rana (2015) provided the idea of tool formation and preparing lesson plan as well. In the similar vein, Yadav (2012) helped her to develop better understanding regarding writing skill and ultimately these all research works are prominent to make the present study in this form and these research were very beneficial to make her research findings contextual informative and reliable. The researcher is indebted towards them.

## 2.4 Conceptual Framework

Effectiveness of brainstorming in developing  
free writing

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## **CHAPTER THREE**

## **CHAPTER THREE**

### **METHOD AND PROCEDURES OF THE STUDY**

To obtain the intended objectives of the research work it is necessary to select the appropriate research design and follow appropriate methodology and procedures according to research design, which leads towards right path. So, methodology and

procedures are the vital elements of a research work. This chapter deals with design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

### **3.1 Design of the Study**

The research topic itself reveals the nature of research design. To be explicit, the researcher has adopted experimental research design. The experimental method is systematic and scientific approach to research in which the researcher manipulates one or more variables and controls and measures any change in other variables. According to Best and Kahn (2006, P.164) it is systematic and logical method for answering the research question. Experimental research is called true experiment. This is an experiment where the researcher manipulates one variable and control or randomizes the rest of the variables. It has ‘control group’ and ‘experimental group’. the researcher manipulates certain stimuli or treatment and that treatment is exposed to experimental group but control group does not get that treatment, observation are then made to determine what differences appear or what kind of modification occurs in experimental group as contrasted with control group. And it is necessary to control or remove other influencing factor to establish a logical association between manipulated factors and observed effects.

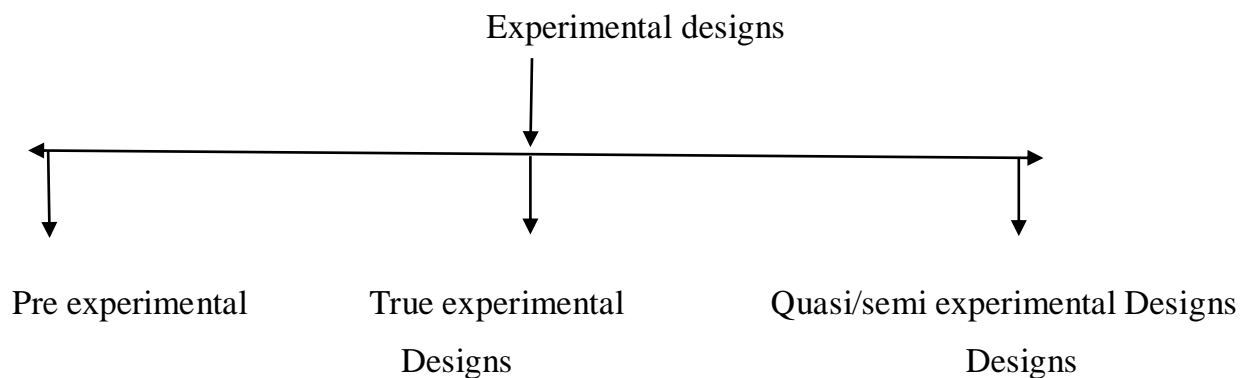
Experimental research is not conducted in a natural or regular setting. Regular activities are intervened by creating artificial situation in order to see the cause and effect relations of two variables, there are four criteria that help to change natural setting into artificial setting.

- Natural setting is intervened dividing a single group into two groups.
- Special treatment is introduced in one of the groups
- Treatment is carried out by researcher
- Appropriate time management for two groups.

To be specific experimental research design is blueprint of the procedures that enable the researcher to test the hypothesis by reaching valid conclusions about the relationship between independent and dependent variables (Best and Kahn, 2006).

### **Design of Experimental Research**

Within experimental research there are number of designs. Selection of particular design is based on the purpose of the experiment, the types of the variables to be manipulated and the condition and limiting factors under which it is conducted. According to Best and Kahn (2006, p.179), three categories are presented here:



### **True Experimental Research Design (The Pre- test Post- test Equivalent Group Design)**

When we call experimental research, generally we understand that this is true experimental research design which is further categories into three types they are:

- a. The post -test only, equivalent-group design.
- b. The pre- test, post -test equivalent group design.
- c. The Solomon four group design.

Among these research designs, the researcher has selected the pre- test, post -test equivalent groups design which is the strongest type of research design. It is most common design among the all experimental research design. At first subjects are randomly assigned into two groups , pre-test is administered before the application of experimental and control treatments and post-test is employed at the end of the treatment period. The pre-test is taken to find out the initial differences and being based on the result of pre-test, adjustments are made in the two group (if it is necessary) for the purpose of making the same level of proficiency in both groups. After that the experimental group gets the new treatment and control group does not. Control group is treated as usually. Post-test is administered at the end of the treatment. The test items in both pre and post-test are same for both groups. And the effectiveness of new treatment is found out by comparing the post-test mean score of with the pre-test mean score of respective groups. This is diagrammatically presented as follows:

R: O<sub>1</sub> X O<sub>2</sub>

R: O<sub>3</sub> C O<sub>4</sub>

Here, R = Random assignment of subjects

O<sub>1</sub> and O<sub>3</sub> = Pre-tests

O<sub>2</sub> and O<sub>4</sub> = Post-tests

X = Experimental group

C = Control group

The finding/ conclusion:  $(O_2 - O_1) - (O_4 - O_3)$

The researcher taught the experimental group using brainstorming techniques and the students of experimental group involved in brainstorming session before writing. And she taught the control group as usual. She used explanation and dictation in control group.

### **3.2 Population, Sample and Sampling Strategy**

This present research has included secondary level specially grade nine students. So, all students of grade nine were the population of the study. And in order to accomplish the research objectives, the researcher selected 30 students of class nine studying at Birendra Secondary School, Mareng, Arghakhanchi and those 30 students were the sample of the study.

She had selected the purposive non-random sampling procedure to select the Birendra Secondary School in order to accomplish the research work. Then she selected 30 students from class nine as sample of the study using simple random sampling procedure. She divided the total students into two groups experimental and control group before administering the pre- test. While assessing and calculating the mean scores of both groups, there was not any noticeable difference in the mean scores of both control and experimental groups in the pre-test, the existing proficiency level of both groups were found equivalent.

### **3.3 Research Tools**

Tools are the ways or methods that help researcher to collect data from different sources so they are the most important element of any research. In order to collect the required data of this research work, the researcher used test items (pre -test and post -test) especially subjective test items designed being based on grade nine English text book. Pre-test was employed to find out existing proficiency of both groups and post-test was employed to find out the effectiveness of treatment that is brainstorming.



### **3.5 Sources of Data**

Both primary and secondary sources of data were used in order to collect the required information.

#### **3.5.1 Primary sources of data**

The researcher collected firsthand information from the students of grade nine of Birendra Higher Secondary School through the use of subjective type of test item; pre-test and post-test.

#### **3.5.2 Secondary sources of data**

The researcher has used Ur (2012), Harmer (2008), Best & Kahn (2006), Bailey (2015), Oshima & Hogue (2008), Ibnian (2011), Al-khatib (2012) Artini (2014) and other various Books, Research Articles, previous Thesis, Journals etc. as the secondary sources of data for reviewing theoretical literature. And the researcher visited some related websites also.

### **3.6 Data Collection Procedures**

In order to collect the required data, it is necessary to follow appropriate data collection procedures. For this, the researcher adopted the following procedures:

At first, the researcher visited the selected school and established good rapport with authority, subject teacher and students. Then, she made them clear about the purpose and process of study and took permission from the authority and the students to conduct

experiment. After that, she randomly divided the students into two groups: experimental group and control group. Then, she prepared the required set of test items being based on grade nine text book for pre-test and administered it in order to find out the existing proficiency level of the students. She only prepared subjective type of test item in order to find out their current level of proficiency in free writing composition. After administering the pre-test to both groups the researcher assessed the test paper employing analytical scale and analyzed it using mean and percentage and the mean score of both groups were calculated and compared to find out the differences between them in average marks. It was found that the existing proficiency level of both groups was almost equivalent in free writing. So, adjustment was not needed. After that, she taught the writing skill in experimental group using brainstorming techniques. She involved them in brainstorming session before writing through the use of listing, cubing, journalist questions and other brainstorming techniques and control group was taught as usual. The experiment was carried out approximately for a month. After the completion of experiment, post test was administered. The test papers were assessed employing the analytical scale in pre-test focusing on five different sub-skills of writing they are content (3.0), organization (2.0) vocabulary (2.0), grammar (2.5) and mechanics (0.5). The mean scores of both pre-test and post-test were analyzed and compared to determine the effectiveness of brainstorming techniques in developing free writing skill.

### **3.7 Data Analysis Procedures**

The main purpose of analysis and interpretation of data is to obtain useful information and suggest conclusions. The data collected from the field is like raw materials. So, in order to make its meaning it is necessary to analyze and interpret the data. In short, achieving information from data is its interpretation. Generally the researcher analyze and interpret data being based on nature and purpose of the research study like qualitative data is analyzed using description and language and quantitative data is analyzed using statistical tool.

The researcher analyzed and interpreted the data using simple statistical tools in order to obtain useful information.

### **3.8 Ethical Considerations**

Simply, in research ethic refers to the norms or standards for conducting the research. And it is considered as the most important part of research. While conducting a research, researcher should give paramount important towards ethical consideration and follow seriously. To accomplish this research work, the researcher also followed the ethical consideration given paramount importance towards it.

At first, the researcher had taken the permission of the authority as well as students before conducting the research. And the participation of the students or respondents was voluntary in this research work. She kept the responses or test paper of the students confidential. Privacy and anonymity of the respondent was given paramount importance in this research work. All the ideas of other authors used in this research are acknowledged with due respect. Furthermore, she avoided the use of offensive, discrimination interaction throughout the experiment period. And she put an effort to maximize benefits and minimize harms of the students throughout research period.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

Data analysis is a process for obtaining raw data and converting it into information useful for decision making by users. Generally data is collected and analyzed to answer research questions or to test hypotheses. And data is collected and analyzed using appropriate techniques of data analysis and interpretation according to the purpose and nature of research work.

This chapter includes analysis of data and interpretation of results obtained from primary sources. Based on the analysis and interpretation of data, findings of the research study have been presented and meaningful conclusions have been derived.

#### **4.1 Analysis of Data and Interpretation of Result**

In this section, the researcher presented, analyzed and interpreted the data which were collected from pre-test and post-test in experimental and control groups. In order to find out the effectiveness of brainstorming technique in developing free writing skill, she carried out experimentation for a month. She conducted experimentation on 30 students of grade nine studying at Birendra Secondary School dividing them into control group and experimental groups. She taught the experimental group using the proposed technique that is brainstorming and the control group was taught as usual that means without using brainstorming technique. The primary data were collected from those 30 students through pre-test and post-test, using same set of test items in pre-test and post-test in both groups. The test item consists of five open ended questions based on grade nine English text book, each carries 10 marks. She assessed the learners' writing employing the analytical scale. And the results of pre-test and post-test were analyzed using simple statistical tools that is mean and percentage. And being based on the information discovered through analysis she interpreted the results using descriptive tool as well.

At first the individual scores of pre-test and post-test of both groups were presented and tabulated in different writing sub skills for analysis. Then the average scores of both tests were computed. After that average scores of pre-test were subtracted from the average score of post-test in order to find out the differences. Moreover, she analyzed and interpreted the mean differences of pre-test and post-test of control and experimental groups converting into percentage. If the percentage is higher than zero it shows progress. And the t- test was also used to test hypotheses. The holistic comparison of pre-test and

post-test of the experimental group and the control group has been presented in this section.

#### 4.1.1 Holistic Comparison

For the holistic analysis, the average score of pre-test and post-test of both control and experimental groups have been compared, analyzed and interpreted which is presented in this way.

**Table 1**

**Performance of Experimental Group and Control Group in Pre-test and Post-test**

Groups	Full Marks	Average Score in Pre test	Average Score in post test	Difference	Percentage
Control	50	25.24	26.30	1.06	4.24%
Experimental	50	25.84	29.56	3.72	14.14%

The table one shows that control group got the average score 25.24 in pre-test and 26.30 in post-test. This group increased its average score by 1.06 (4.20%) percentage, which is not statistically significant. On the other hand the average score of experimental group in pre-test was 25.84 and in post-test 29.56. This group increased its average score by 3.72 (14.14%), which is statistically significant difference. In order to be statistically significant, mean difference between pre-test and post-test should be more than 3.65 (Mohammed Ali-Anisi 2011, as cited in Kadel, 2013). It was proved that experimental group performed much better than control group in post-test. The mean difference of pre-test and post-test in experimental group was 3.72 whereas in the control group the mean difference was only 1.06. It shows that the students of experimental group did better improvement than control group in their free writing composition.

Furthermore, the researcher used t- test to test the hypotheses of the study. And the calculated value of t in the t- test of experimental group was 3.8493 and its tabulated value in T- Distribution Table was 1.76. Here, the calculated value of  $t = 3.8493$  was greater than the tabulated value of  $t = 1.76$ . So, the null hypothesis ( $H_0$ ) is rejected and therefore the alternative hypothesis ( $H_1$ ) is accepted at 0.05 level of significance. Thus, there is significant relationship between brainstorming and developing free writing skills of grade nine learners. Hence, this study reveals that the proposed technique i.e. brainstorming has a positive effect on developing free writing skill of grade nine learners.

The individual score of pre-test and post-test of each group were analyzed and interpreted separately in the following section:

#### **4.1.2 Analysis and Interpretation of Results in Control Group**

**Table 2**

**Performance of Control Group in Pre-test**

Learners	Content	Organization	Vocabulary	Grammar	Mechanics	Total
LCG1	7.8	5.1	4.7	6.1	1.6	25.3

LCG2	6.8	4.8	4.4	5.4	1.7	23.1
LCG3	11.2	7	6.4	7.5	1.9	34
LCG4	9.3	5.9	5.8	6.4	1.6	29
LCG5	8.7	5.5	4.9	6.8	1.2	27.1
LCG6	6.7	3.8	3.8	3.5	1.3	19.1
LCG7	7.4	5.1	4.8	6.3	1.6	25.2
LCG8	6.5	3.8	3.8	4	1.3	19.4
LCG9	8	5.8	5	6.6	1.6	27
LCG10	7.2	4.7	4.6	5.3	1.3	23.1
LCG11	7.8	5.3	4.7	5.6	1.5	24.9
LCG12	6.8	4.5	4.2	5.2	1.3	22
LCG13	7.8	5.3	5.5	6.2	1.6	26.4
LCG14	7.6	5.1	4.8	6.7	1.5	25.7
LCG15	8.6	5.3	5.5	6.4	1.5	27.3
Total Score	118.2	77	72.9	88	22.5	378.6
Mean Score	7.88	5.1333	4.86	5.8666	1.5	25.24

The researcher administered the pre-test in order to find out the existing proficiency level of learner in free writing composition before starting intervention in experimental group. The test items consist of five open ended questions, each carries 10 marks. Then students test paper were assessed employing analytical scale focusing on five different sub skills of writing such as content (3.0), organization (2.0), vocabulary (2.0), grammar (2.5) and mechanics (0.5). Table 2 shows the scores obtained by control group in pre-test. As mentioned in the above table the aggregate score of learner in pre-test was 378.6. Likewise, the aggregate score of learner in content, organization, Vocabulary, grammar and mechanics were 118.2, 77, 72.9, 88, and 22.5 respectively. And the mean score of pre-test was 25.24 (i.e. 50.48%). So, the proficiency level of control group in free writing found tolerable.

**Table 3**

**Performance of Control Group in Post-test**

Learners	Content	Organization	Vocabulary	Grammar	Mechanics	Total
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LCG1	7.9	5.9	4.9	6.1	1.7	26.5
LCG2	6.9	5	4.9	5.4	1.7	23.9
LCG3	11.1	7.1	6.5	7.6	2	34.3
LCG4	9.4	6.4	7	7	1.8	31.6
LCG5	9.9	6.8	6.4	8	1.9	33
LCG6	6.5	3.7	3.7	2.7	1.2	17.8
LCG7	7.5	5.3	5.1	6.5	1.7	26.1
LCG8	6.7	3.9	3.8	3.9	1.3	19.6
LCG9	8	5.9	5.4	6.7	1.7	27.7
LCG10	7.4	4.9	4.9	5.5	1.5	24.2
LCG11	7.8	5.2	4.6	5.4	1.4	24.4
LCG12	6.8	4.4	4.1	5.1	1.4	21.8
LCG13	7.6	5.2	5.3	6.1	1.7	25.9
LCG14	8.1	7.4	5.4	7.2	1.7	29.8
LCG15	8.6	5.3	5.7	6.8	1.6	28
Total	120.2	82.4	77.3	90	24.3	394.6
Mean	8.0133	5.4933	5.1533	6	1.62	26.30
Increase d mean score	0.1333	0.36	0.2933	0.1334	0.12	1.06

Having taught the control group through the usual methods of teaching writing for one month, the researcher administered the post-test using the same set of test items used in pre-test. And the test papers were assessed employing analytical scale focusing on five sub skills of writing as in the pre-test. The table 3 shows the scores obtained by control group in the post test. As mentioned in the above table, the aggregate score of control group in the post test was 394.6. Similarly, the aggregate score of learners in different writing sub skills: content, organization, vocabulary, grammar and mechanics in post-test were 120.2, 82.4, 77.3, 90, and 24.3 respectively. The learner of control group increased their mean scores in writing sub-skills: content, organization, vocabulary, grammar, mechanics by 0.13, 0.36, 0.29, 0.13 and 0.12 respectively. It shows that the learners of control group got slightly higher marks in almost all sub-kills in the post test in comparison to pre-test.

The mean score of pre-test was 25.24 and the mean score of post-test was 26.30.

Likewise, the mean difference was 1.06. The control group increased its mean scores by



4.20% only. There was not any significant improvement in the free writing composition of the learner in post-test in comparison to pre-test. To some extent, they got little bit higher marks in different writing sub skills in the post test but there is not any substantial development in their free writing composition.

In the control group the researcher taught the writing skill adopting the conventional methods of teaching writing, mainly explanation and dictation were dominant. The learners were not given opportunities to involve in brainstorming session. They did not get chances to think and generate the ideas before writing. They were not encouraged to create their own ideas rather the learners were asked to write what they read.

### **4.1.3 Analysis and Interpretation of Results in the Experimental Group**

**Table 4**

**Performance of Experimental Group in Pre-test**

Learners	Content	Organization	Vocabulary	Grammar	Mechanics	Total
LEG1	6.7	5	4.2	5.1	1.5	22.5
LEG2	10.3	6.1	5.6	6.9	1.9	30.8

LEG3	9.4	5.8	5.1	6.8	1.8	28.9
LEG4	7.4	5.4	4.9	5.6	1.6	24.9
LEG5	7.4	4.8	4.3	5.6	1.5	23.6
LEG6	9	6	5.9	7.1	1.9	29.9
LEG7	11.4	6.8	6.8	8.8	1.9	35.7
LEG8	6.7	3.8	3.9	4.1	1.2	19.7
LEG9	6.8	5	4.6	5.6	1.5	23.5
LEG10	7	3.7	3.7	3	1.3	18.7
LEG11	6.6	3.8	3.7	2.8	1.1	18
LEG12	7.6	4.4	4.1	3	1.3	20.4
LEG13	7.1	4.4	4.4	4.2	1.4	21.5
LEG14	12	6.9	6.8	7.4	1.9	35
LEG15	12	6.7	6.3	7.7	1.8	34.5
Total	127.4	78.6	74.3	83.7	23.6	387.6
Mean	8.4933	5.24	4.9533	5.58	1.5733	25.84

In the experimental group also, the researcher administered the pre-test simultaneously with control group prior to intervention in order to find out the existing proficiency level of experimental group in free writing composition. The researcher used the same set of test items in both tests in the both groups. The table 4 shows the scores obtained by experimental group in the pre-test. As mentioned in the above table, the aggregate score of experimental group was 387.6. Similarly, the aggregate scores of learners in different writing sub-skills content, organization, vocabulary, grammar, mechanics were 107.4, 78.6, 74.3, 83.7 and 23.6 respectively. And the mean score of experimental group in the pre-test was 25.84 (i.e. 51.68). So, it found that the proficiency level experimental group was also fairly good. And the existing proficiency level of both control and experimental group in free writing seemed nearly equivalent in pre-test.

**Table 5**

**Performance of Experimental Group in Post-test**

Learners	Content	Organization	Vocabulary	Grammar	Mechanics	Total
LEG1	7.9	6.2	5.7	6.5	1.8	28.1
LEG2	12.1	7.4	7.1	8.7	2	37.3
LEG3	11.2	7	6.2	8.7	1.9	35

LEG4	9.1	6.4	6.3	7.9	1.8	31.5
LEG5	9.8	6.1	5.4	7.5	1.8	30.6
LEG6	7.4	5.2	4.8	6.1	1.7	25.2
LEG7	9.7	5.9	5.7	7.9	1.8	31
LEG8	8.1	4.7	5.1	5.4	1.7	25
LEG9	7.4	5.7	5.3	6.4	1.7	26.5
LEG10	7.4	4.6	4.6	4.7	1.6	22.9
LEG11	7.2	4.1	3.9	2.9	1.6	19.7
LEG12	7.2	4.7	4.7	4.2	1.5	22.3
LEG13	7.7	4.5	5.4	5.8	1.5	24.9
LEG14	13.2	8	8.2	10.4	2	41.8
LEG15	13.4	8.1	8	10.1	2	41.6
Total	138.8	88.6	86.4	103.2	26.4	443.4
Mean	9.2533	5.9066	5.76	6.88	1.76	29.56
Increase d marks	0.76	0.6666	0.8067	1.3	0.1867	3.72

In the experimental group, the researcher conducted experimentation for a month by using brainstorming techniques. After the intervention the researcher administered the post-test using same set of test items in order to find out the effect of brainstorming technique in developing free writing skill. And the table-5 shows the marks obtained by experimental group in the post test. Rendering the above mentioned table into description, the aggregate score of post-test was 443.4. The experimental group increased its mean score by 14.14%. The aggregate score of learner in different writing sub skills- content, organization, vocabulary and mechanics in the post test were 138.8, 88.6, 86.4, 103.2 and 26.4 respectively. It shows that learners of experimental group secured better marks in almost all sub skills of writing in post-test.

Furthermore, the mean score of experimental group in pre-test was 25.84 and the mean score of post-test was 29.56. The experimental group increased its mean score by 3.72 (14.14%) which is statistically significant. The researcher found that there was better improvement in developing content, in organizing ideas, use of appropriate vocabulary appropriate sentence structures and mechanics as well. And the written composition seems more creative. The experimental group performed much better in post-test than the control group.

The researcher taught the experimental group using brainstorming techniques. The learners were involved in group and individual brainstorming. They got opportunities to brainstorm the ideas before writing. The researcher encouraged them to think and generate the ideas giving some hints. Eventually brainstorming leads towards considerable progress in free writing composition.

#### **4.1.4 Item Based Comparison of Test Items**

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

##### **4.1.4.1 The Results in Descriptive Writing**

The first question of test items was related to descriptive writing which carried 10 full marks. In this question students were required to explain the given statement relating to the story mentioned in the question. And the analysis and interpretation of results in descriptive writing has mentioned in table six:

**Table 6**

#### **Results in Descriptive Writing**

Groups	Average score in pre test	Average score in post test	Difference	Difference in percentage (%)
Control	5.54	5.62	0.08	1.45%
Experimental	5.50	6.62	1.12	20.33%

This table shows that control group obtained 5.54 average score in pre-test and 5.62 in post-test out of 10 full marks with the increment of 0.08 (1.14%) mean score. On the other hand average score obtained by experimental group in pre-test and post-test was 5.50 and 6.62 respectively out of 10 full marks. Experimental group increased its average score by 1.12 (20.33%). It reveals that experimental group did better improvement in post-test than the control group in descriptive writing.

#### **4.1.4.2 The Results in Narrative Writing**

The second question of test items was related to narrative writing which carried 10 full marks. In this question students were required to write narrating the memorable events happened in their life. And the analysis and interpretation of results in narrative writing are stated below:

**Table 7**

#### **Results in Narrative Writing**

Groups	Average score in pre test	Average score in post test	Difference	Difference in percentage (%)
Control	4.42	4.81	0.39	8.83%
Experimental	4.75	5.68	0.94	19.65%

As mentioned in the table 7 the mean score of control group in pre-test and post-test were 4.92 and 4.81 respectively, whereas experimental group obtained 4.75 and 5.68 average score in pre-test and post-test respectively. The increment in the mean score of control group and experimental group were 0.39 (8.83%) and 0.94 (19.65%) respectively. It shows that brainstorming technique has better impact on developing narrative writing as well.

#### 4.1.4.3 The Results in Essay Writing

Essay writing was also included in test items allocating the 10 full marks. In the third question of test items, students were required to write an essay about beautiful place. And the analysis and interpretation of results in essay writing is given below:

**Table 8**

#### **Results in Essay Writing**

Groups	Average score in pre test	Average score in post test	Mean difference	Difference in percentage (%)
Control	4.99	5.35	0.36	7.07%
Experimental	4.94	5.94	1	20.24%

According to this table control group got 4.99 mean score in pre-test and 5.35 in post-test and the mean difference was 0.36 (7.07%) whereas experimental group got 4.94 average score in pre-test and 5.94 in post-test .the mean difference was 1 (20.24%). From this analysis we can interpret that in essay writing experimental group was able to improve the performance in post-test than the control group leading to 13.17 mean percentages. So, brainstorming technique is very fruitful in developing essay writing skill as well.

#### 4.1.4.4 The Results in Paragraph Writing

Paragraph writing was incorporated in fourth question of test items, in which students were required to write couple of paragraph describing the person who has great influence in their life. The analysis and interpretation of results in paragraph writing is mentioned as follows:

**Table 9**

#### **Results in Paragraph Writing**

Groups	Average score in pre test	Average score in post test	Mean difference	Difference in percentage (%)
Control	4.74	4.96	0.23	4.64%
Experimental	4.61	5.64	1.03	22.26%

It is clearly mentioned in the table 9 that the control group obtained 4.74 average score in pre-test and 4.96 in post-test with the increment of 0.23 (4.64%) average score. Contrary to this, experimental group obtained 4.61 average score in pre-test and 5.64 in post-test with the increment of 1.03 (22.26%) average score. It reveals that in paragraph writing also, experimental group performed much better in post-test than the control group. The proposed technique play very significant role to enhance paragraph writing skill.

#### 4.1.4.5 The Results in Letter Writing

The researcher included the letter writing in the fifth question of test items, in which students are required to write the letter to their friend giving suggestions and advices for the preparation of final examination. The mean scores of both groups obtained in letter writing were presented in table 10 in comparative form:

**Table 10**

**Results in letter writing**

Groups	Average scores in pre test	Average scores in post test	Mean difference	Difference in percentage (%)
Control	5.52	5.56	0.4	0.73%
Experimental	5.08	6.35	1.28	25.09%

The table 10 shows the achievement of students in letter writing. Control group obtained 5.52 average score in pre-test and 5.56 in post-test. This group increased its mean scores only by 0.4 (0.73%). On the other hand experimental group acquired 5.08 mean score in pre-test and 6.35 in post-test. The experimental group increased its average score with 1.28 (25.09%). It shows that in letter writing also, experimental group achieved much better marks in post-test than control group leading with 24.36 average percentages. Therefore, brainstorming has very positive impact on developing letter writing skill as well.

This item based comparison discloses that experimental group did better improvement in post-test than the control group in almost all activities of free writing incorporated in test items. So, we can interpret that brainstorming techniques play very significant role in developing all types of activities of free writing composition .It has very positive impact to enhance free writing skill of grade nine learners.



#### 4.1.5 Error Improvement of Students

**Content:** In the pre-test the learner were unable to write the content of given question elaborately, there was not specific development of ideas, less creative. After the intervention the learners of experimental group wrote the content elaborately and relatively creative than pre-test.

**Organization:** In the pre-test students writing was not coherent, cohesive and well organized. And after the intervention, they improved their organizational skill in some measure. Few lines written by the learner of experimental group are presented here for example, while writing the paragraph narrating the memorable events the student started to write like this

*“I always remember one event, among many events happened in my life and that event happen when I was in grade eight. I was able to take second position. I was very happy in this time.....”*(pre-test).

*“Though I am very young, many memorable events happened in my life. Some of them are very pleasing and some of them are very miserable. Among them I would like to describe very happy event happened in my life. That is I met my best friend.....”* (post-test).

**Vocabulary:** In the pre-test, most of the learners repeated the same words in many times and there were many words that give obscure meaning and after the treatment mostly they used appropriate vocabulary. Like

*Agriculture is the chief occupation of the people* (pre-test)

*Many people adopted agriculture as the main occupation of their survival* (post-test)

**Grammar:** In pre-test students committed many common grammatical mistakes and after the intervention, they improved it to a certain degree in post-test. One example is mentioned here:

*I always remembered one event that happened in my life.* (pre-test)

*I always remember one event that happened in my life.* (post-test)

**Mechanics:** Mechanics deals with spelling, capitalization and punctuation. And the learners of experimental group committed errors at mechanics in pre-test and after the intervention they improved such errors in post-test. For example

*malarani temple is situated in the Top of kanadaha bazzar.*(pre-test)

*Malarani temple is situated in the top of Khanadaha bzzar.* (post-test)

This shows that how errors were improved by experimental group in post-test in each subs-kills of writing due to the intervention. And the control group improved very few errors in post-test, mostly they repeated the same errors.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings of the research, conclusions and recommendations. Furthermore, recommendation incorporates three level: policy related, practice related and further research related.

#### 5.1 Findings

On the basis of analysis of data and interpretation of results following findings have been drawn:

- I. In the control group, the aggregate score of pre-test and post-test were 378.6 and 395.3 respectively. Likewise in the experimental group the aggregate score of pre-test and post-test were 387.6 and 443.4 respectively. It indicates that control group achieved slightly higher marks in post-test rather than pre-test whereas the in aggregate score of experimental group there seemed remarkable progress.
- II. In different writing sub skills: content, organization, vocabulary, grammar and mechanics control group increased its aggregate marks with 3, 5.7, 4.4, 2 and 1.8 respectively whereas the experimental group increased its aggregate score in content, organization, vocabulary, grammar and mechanics by 11.4, 10, 12.1, 19.5 and 2.8 respectively. Hence, it shows that the use of brainstorming technique has relatively better impact in almost all sub skills of writing.
- III. In the control group, the mean score of pre-test was 25.24 and the mean score of post-test was 26.30. The mean difference between pre-test and post-test was 1.06

(4.20%) which is not statistically significant difference. Therefore, there was no any significant progress in free writing composition in the post test of control group.

- IV. In the experimental group the mean score of pre and post-test was 25.84 and 29.56 and the mean difference was 3.72 (14.14%) which is statistically significant difference. Therefore, there was significant improvement in free writing composition in the post test of experimental group. It indicates that brainstorming techniques had positive effect on students' achievement in free writing composition.
- V. In descriptive writing control group got the mean score 5.54 and 5.62 in pre-test and post-test respectively whereas experimental group got 5.50 and 6.62 in pre-test and post-test respectively. The control group increased its mean score by 0.08 (1.45%) and experimental group increased its mean score by 1.12 (20.33%). It shows that brainstorming has positive effect in developing descriptive writing.
- VI. Likewise, in narrative writing control group increased its mean score by 0.39 (8.83%) whereas experimental group increased its mean score by 0.94 (19.65%). So it seems that brainstorming has positive impact in teaching narrative writing as well.
- VII. Similarly, in essay writing control group increased its mean score by 0.36 (7.07%) whereas experimental group increased its mean score by 1.0 (20.24%). It shows that in essay writing also, experimental group performed better in post-test rather than control group.
- VIII. In the similar vein, in paragraph writing control group increased its average score by 0.23 (4.64%) and experimental group increased its average score by 1.03 (22.26%). It shows that brainstorming play crucial role for the improvement of paragraph writing skill also.

- IX. In the same way, in letter writing control group increased its average score by 0.4 (0.73%) whereas experimental group increased its average score by 1.28 (25.09%). It reveals that use of brainstorming technique in teaching letter writing leads towards considerable growth. So, brainstorming has positive impact in almost all activities of free writing.
- X. Furthermore, from t-test of experimental group the computed value of  $t = 3.8493$  was greater than the critical value of  $t = 1.76$  in T-Distribution table. So, the null hypothesis is rejected and research hypothesis is accepted.

Based on the above mentioned findings, it can be said that brainstorming is one of the effective technique in teaching writing. And it is proved that there is significant relationship between brainstorming and developing free writing skill of grade nine learners.

## **5.2 Conclusion**

The ultimate goal of teaching writing is to enable the learner for free writing and to develop free writing skill, brainstorming techniques play very significant role. Therefore, the present research study is an attempt to find out the effectiveness of brainstorming techniques in developing free writing skill. The researcher conducted experimental research on 30 students of grade nine studying at Birendra Secondary School who were divided into control and experimental groups. And she collected the required data from those 30 students through pre-test and post -test. The data were analyzed statistically and interpreted descriptively. After the analysis and interpretation of data it was found that control group increased its average score by 1.06 in post-test, which is not statistically significant, whereas experimental group increased its average score by 3.72 in post-test, which is statistically significant. It indicates that the experimental group had considerable growth in free writing composition in the post-test.

In addition to this the researcher found that while teaching writing skill adopting the brainstorming technique, the learners were found proactive, interactive, creative and

motivated towards the lesson. In brainstorming session, they felt free while generating the ideas, they expressed themselves freely without hesitation and sometimes they generated unique and unexpected ideas as well. Moreover, brainstorming techniques enabled the learner to generate ideas, exchange opinions and develop new thoughts about the raised topics. It helps them to sharpen their thinking skills. As a result, experimental group performed much better in post-test than the control group.

Hence, it reveals that the proposed technique i. e. brainstorming helps to develop free writing skills of grade nine learners. It has positive effect on developing free writing skills. Moreover, from the t- test it was found that the calculated value of  $t = 3.8493$  was greater than tabulated value of  $t = 1.76$  in experimental group. So, the null hypothesis is rejected and the research hypothesis is accepted. Thus it can be said that there is significant relationship between brainstorming and developing free writing skills of grade nine learners.

### **5.3 Recommendations**

Findings of the research became worthless without the actual use and application in the concerned area. So, after drawing the findings and deriving meaningful conclusions, following recommendations are presented in three different levels:

#### **5.3.1 Policy Related**

Simply policy refers to course of action adopted and pursued by governmental body to systematize the activities of the people belonging to a particular field. And the findings of the present research study could be helpful in planning and policy making level in order to formulate the policy related to ELT curriculum. The study suggests the following recommendations for the policy makers.

- I. Since it is proved that free writing skill of grade nine learners was developed through brainstorming technique, in the policy of teaching writing use of brainstorming should be emphasized.

- II. The curriculum designer should take the brainstorming technique into consideration while designing ELT curriculum.
- III. The ELT supervisors or the concerned authority should conduct training and workshop for proper application of new methods and techniques like brainstorming, so that the teachers can run effective classes in teaching writing.
- IV. The policy maker should formulate the policies, which encourage and foster teachers' knowledge in implementing student centered technique like brainstorming by replacing the conventional way of teaching writing.
- V. The textbook writer should include brainstorming techniques in the textbook, so that teachers can teach writing involving students in brainstorming session in an active manner.
- VI. The curriculum designer should employ the step of process writing in grade nine text book giving paramount importance on those activities which are useful for developing free writing skill.

### **5.3.2 Practice Related**

The findings of the research study are very beneficial or applicable in day to day teaching practice as well. The practitioners of ELT such as teachers, textbook writers, and students can equally benefited from the study. It assists the teachers providing better understanding in the use of brainstorming specially in teaching writing. In this level, following recommendations are stated.

- I. Teachers are suggested to emphasize on pre writing phase not only the final product while teaching writing.
- II. Teachers are suggested to implement brainstorming techniques to teach writing skill, since it proved that writing skill can be developed by using brainstorming techniques.

- III. Teachers are advised to provide enough time for students to write in the classroom under their supervision to monitor their writing skill with positive immediate feedback.
- IV. It is recommended that teachers should emphasize on pre writing phase in order to facilitate the students to generate enough ideas required to write on given context.
- V. Teacher should select different types of brainstorming techniques according to nature of course like journalist's question to teach narrative writing.

### **5.3.3 Further Research Related**

This research study was conducted in a government aided school situated in Arghakhanchi district. And the experimentation was conducted on 30 students of grade nine focusing only in the free writing skill. Therefore, the result of single study is not sufficient to decide the effectiveness of brainstorming in all situations. The findings may not be applicable in all situations. Thus it is suggested to carry out further researches on other samples from different levels and from different environments for more valid accurate and authentic findings of the study. Furthermore it advocates for the implementation of such study on a larger scale for more diverse themes.

Moreover, the researcher who wants to carry out the research in this area can conduct the further researches by steeping in it being a bit specific like-

1. Use of journalist questions as brainstorming technique in developing narrative writing
2. Use of rapid free writing in developing essay writing
3. Developing cohesion through brainstorming technique



## APPENDICES

### Criteria for the Analysis of Data Collected from Pre-test and Post-test

The researcher assessed the students' test paper focusing on five different sub skills of writing. They are content, organization, vocabulary, grammar and mechanics. The first criteria emphasizes on the relevancy of content to the writing topic. And the organization concerned with the degree to which the ideas are coherent, cohesive and well organized. Similarly vocabulary is concerned with appropriate and accurate use of words that gives clear meaning. The next criteria is grammar which deals with language accuracy. It takes care about grammatical mistakes. And mechanics deals with spelling, capitalization and punctuation. Which are presented in the following table in detail:

<b>Scoring range-3</b>	<b>Language component - Content</b>
3.0-2.7	Relevant to topic, write with clear purpose, specific development of ideas, creativity in writing.
2.6-2.2	Write with some understanding of purpose, present some ideas relevant to the topic
2.1-1.7	Little relevance, presents few ideas without elaboration, incomplete development.
1.6-1.3	Content vaguely address the topic, not clear development.
<b>Scoring range -2</b>	<b>Language component – Organization</b>
2.0-1.8	Effective topic sentence and it is effectively supported by supporting details, logical order between introduction body and conclusion.
1.7-1.4	Adequate topic sentence and it has some sequence and organization with

	supporting details but lacks some elements, no precise conclusion.
1.3-1.0	Weak topic sentence, sequence in the paragraph is not clear, no conclusion.
0.9-0.7	No main ideas, stated few general ideas, without any organization.
<b>Scoring range-2</b>	<b>Language component - Vocabulary</b>
2.0-1.8	Accurate and appropriate word form that expresses the clear meaning required for the given text.
1.7-1.4	Mostly appropriate vocabulary that gives understandable meaning.
1.3-1.0	Simple vocabulary, some variety in word choice that gives obscure meaning in the given context.
0.9-0.7	Limited word choice, repetition of same words in many times, not clear meaning.
<b>Scoring range-2.5</b>	<b>Language component – Grammar</b>
2.5-2.2	Complete sentences with correct verb tense, adequate subject verb agreement, combination of simple compound and complex sentences that express clear meaning.
2.1-1.8	Mostly simple complete sentence with clear meaning , occasional errors in verb, tense word order, subject verb agreement articles negation etc.
1.7-1.1	Few complete sentences, several errors in tense, subject verb agreement, articles, negation etc.
1.0-0.5	Incomplete sentences, random verb tense word order etc.
<b>Scoring range-0.5</b>	<b>Language component – Mechanics</b>
0.5	Spelling capitalization and punctuation is consistently correct.
0.4	Occasional errors in spelling capitalization, and punctuation
0.3	Several errors in spelling, capitalization and punctuation.

0.2	Dominated by errors in spelling capitalization and punctuation.
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(Based on Gottlieb, Margo 1999, Illinois State Board of Education)

### **Question wise Checklist for Assessing Test Paper**

#### **Question NO 1**

1. Brief explanation about the statement.
2. How this statement is related to story?
3. What happens in the story?
4. Who were the main characters?
5. Who had the problem?
6. How it is solved?
7. Who made the trick for solving the problem?
8. Conclusion with personal opinion.

#### **Question No2**

1. What happened?
2. Where and when did it happen?
3. What happened after that event?
4. How did you feel?
5. How does it bring change in your life?

#### **Question No3**

1. Which place?
2. Where it is located?
3. What are the special features of that place?
4. What sorts of facilities are available in that place?
5. Lifestyle of the people of that place.
6. Why you like that place?

#### **Question No 4**

1. Who has great influence in your life?
2. Your relative, friend or famous celebrity.

3. What is his/her profession?
4. How s/he looks like, his/her nature, behavior, special qualities that s/he has.
5. Which aspects of his/her life impress you?

**Question No 5**

1. Follow the mode of personal letter.
2. Include all possible suggestion and advices.
3. Use appropriate structures of giving suggestion and advices.
4. Like- you should/ought to +verb1
5. Why do not you +verb.....?
6. How about +verb...ing etc.



Subject: English

Full marks: 50

Class: Nine

Pass marks: 20

Time: 1 hour 30 min.

Dear students,

I am a student of Central Department of English Education, Tribhuvan University, Kirtipur. I am going to carry out a research work entitled "Effectiveness of Brainstorming in Developing Free writing Skill at Secondary Level". And the test item is prepared to collect the data for the research, your co-operation and your response will have great value to accomplish my research work. And this test is taken only for research purpose.

**Answer the following questions in your own words as far as possible. (5x10)**

1. 'Intelligence always leads to the solution of the problem'. Explain this statement relating to the story 'The Trick of Fox'.

2. Remember the memorable event in your life and write a couple of paragraph describing the events in chronological order including following points.

What happened?

Where and when did it happen?

What happened after the event?

How did you feel?

How did it bring change in your life?

3. Write an essay about the beautiful place that you have visited or the place you like most including its location, special features, available facilities and way of life there.

4. Write a couple of paragraph describing the person who has great influence in your life.

5. Write a letter to your friend giving suggestions and advices for the preparation of final examination.

## **Participant Information Statement**

Supervisor Faculty of English Education  
Dr. Purna Bahadur Kadel University Campus, T.U.  
Lecturer Kirtipur, Kathmandu, Nepal

### **Effectiveness of Brainstorming in Developing Free Writing at Secondary Level**

You are invited to take part in a research entitled “Effectiveness of Brainstorming in Developing Free Writing at Secondary Level” which aims to find out the effectiveness of brainstorming in developing free writing skill and to provide some pedagogical implications. This is an experimental research related to brainstorming. Though, the brainstorming is very important pre-writing technique, it is not applied in the classroom. Therefore, this is an effort to find out the effectiveness of brainstorming to develop free writing skill and make language teachers and other stakeholders aware about its positive effectiveness and motivational role.

This research study is being carried out by Laxmi Acharya as in the partial fulfillment for Master degree in English Education from Tribhuvan University, Kirtipur under the supervision of Dr. Purna Bahadur Kadel, Lecturer. This is an experimental research which is carried out approximately one month dividing the participants into two groups and pre-test is administered to know the existing proficiency level of the learner and post-test is administered to identify the effectiveness of new treatment that is brainstorming. And subjective types of test items are used. I hope, your participation and response will be helpful to conduct my research study and to make decision on my research objectives.

This participant information tells you about the research study. It will be beneficial for you if you want to take part in this study. You can ask me if you have any confusion about the study. Your participation in this study is completely voluntary. So, it is up to you whether you wish to take part or not.

### **Participant Consent Form**

Thesis Supervisor

Faculty of Education

Dr. Purna Bahadur Kadel

Department of English Education

Lecturer

Kirtipur Kathmandu, Nepal **Effectiveness**

**of Brainstorming in Developing Free Writing at Secondary Level**

I, .....agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/ benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in the study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
5. I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission.
6. I understand that the results of this study may be published and that publication will not contain my name or any identifiable information about me.

I consent to:

Participate in experimentation: Yes  No

Signature.....

Name.....

Date.....



## Lesson Plan (For experimental group)

Unit: One (Making Plan and expressing Intentions)

Date: 2073-11-06

Teaching item: Paragraph Writing

Time: 45min

Topic: Making Plan

Level: Grade 9

No of Ss: 15

### Specific Objectives;

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

### Teaching Materials

Daily use materials

Chart containing structures used to make plan

### Teaching Learning Procedures:

Time	Stage	Teachers task	Students task	objectives
5 min.	Lead-in	T -Starts the lesson telling about her own plans of coming vacation -Asks students to tell about their plans as well -Makes brief discussion over it relating to lesson	-Listen and response -Take part in discussion actively	-To arouse students interest and link the lesson
15 min.	Presentation and discussion	-Briefly explain about the lesson and ask them to read the text ‘A Day Off’ and find out the structures used to make plans like ( I think, I will+v1.....,May be I will + v1..... etc. for plan and planning/ intending to + v1,	-Read the lesson -Find out the structure used to make plans -Ask for queries	-Make them familiar with lesson along with structure used to make plan.

		<p>thinking of + V4 for intention)</p> <ul style="list-style-type: none"> <li>-Makes discussion over it</li> <li>-Presents more examples using chart for further detail and describe it.</li> </ul>	-Take part in discussion	
10 min.	Practice of brainstorming (clustering)	<ul style="list-style-type: none"> <li>-Asks them to write their name at the middle of their exercise book then think of plans for tomorrow morning afternoon, evening etc. and write around it</li> <li>-Gives them some hints to make their task easier.</li> <li>-After they completed the task asks them to exchange their paper with friends and read and provide feedback</li> <li>-Then teacher also provides corrective feedback to refine their ideas removing repetitious unsuitable ideas and adding important missing points.</li> </ul>	<ul style="list-style-type: none"> <li>-Write the plans using clustering techniques</li> <li>-Exchange with friends and refine the ideas</li> </ul>	-Engage them in clustering technique to generate ideas
15 min.	Paragraph writing	<ul style="list-style-type: none"> <li>-Encourages them to develop the paragraph from those ideas.</li> <li>-Helps them to select topic sentence and add supporting details in an effective way and use of structures as well</li> <li>-Guides them and facilitates them</li> </ul>	-Develop paragraph using the ideas that are already generated and the structure	To make practice in writing about future plans.

		to do their task -Finally after they completed the task, goes through it and provide corrective feedback and encourage them to rewrite.	of making plans.	
	Assignment	Write couple of paragraph about your plan after your final examination.	Do the task at home	For extended practice

## Lesson Plan (For controlled group)

Unit: One (Making Plan and expressing Intentions)

Date: 2073-11-06

Teaching item: Paragraph Writing

Time: 45min

Topic: Making Plan

Level: Grade 9

No of Ss: 15

### Specific Objectives:

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

### Teaching Materials:

Daily use materials

Chart containing structures used to make plan

### Teaching Learning Procedures:

Time	Stage	Teachers task	Students task	objectives
5 min.	Lead-in	T -Starts the lesson telling about her own plans of coming vacation -Asks students to tell about their plans as well -Makes brief discussion over it relating to lesson	-Listen and response -Take part in discussion actively	-To arouse students interest and link the lesson
20 min.	Presentation and discussion	Briefly explain about the lesson and ask them to read the text 'A Day Off' and find out the structures used to make plans like ( I think, I will+v1.....,May be I will + v1..... etc. for plan and planning/ intending to +	-Read the lesson -Find out the structure used to make plans -Ask for queries	-Make them familiar with lesson along with structure used to make plan.

		v1,thinking of + V4) for intention -Makes discussion over it presents more examples using chart for further detail and describe it.	-Take part in discussion	
20 min.	Practice (Paragraph writing)	-Encourage them to write the paragraph describing their plans for tomorrow -Gives them some hints to make their task easier and also help them to use appropriate structures as well -Guide them and facilitates them to do their task -Finally after they completed the task, goes through it and provide corrective feedback and encourage them to rewrite.	-Write the paragraph describing their plans for tomorrow taking the help of teacher	-To make practice in writing about future plans.
	Assignment	Write a couple of paragraph about your plan after your final examination.	Do the task at home	For extended practice

## Lesson Plan (for experimental group)

Unit:8

Date:2073-11 -10

Teaching item: Narrative Writing

Time: 45 Min.

Topic: Talking about past; narrating past events

Level: Grade 9

No of students: 15

### Specific Objectives:

To enable the learner write narrating past events.

### Instructional materials:

Daily use materials

Chart containing clues

### Teaching learning procedures:

Time	Stage	Teacher's task	Students' task	Objectives
5 min.	Lead –in	T: starts the lesson telling about one interesting event of her own life and ask students to tell the memorable events of their life as well -Makes brief discussion relating to lesson	-Listen to the teacher and response	-To motivate the learners towards lesson
15 min.	Presentation and discussion	-Introduces the lesson -Asks them to read providing background information -Makes discussion over the lesson focusing on the	-Read the lesson Notice the forms of verb used to narrate past events -Take part in discussion actively	-Make them familiar with the lesson and the verbs used to narrate past events

		forms of verb used in the lesson to narrate past events -Presents clues and more examples for further detail		
10 min.	Practice of brainstorming (act like journalist)	-Asks them to recall a memorable event that happened in their life -Encourages them to collect as much information as possible about that event -Gives some clues using chart to help them in collecting the necessary ideas (like-what happened? Where and when did it happen? What happened after that event? How did you feel? Changes occur in your life after that event etc.) -Helps them to refine their ideas removing inappropriate points and adding missing points	-Think about the memorable events of life and collect ideas using 5W/1H questions and write in the exercisebook	-Engage them in brainstorming to collect ideas
15 min.	Practice of writing paragraph	-Encourages them to put the events in chronological order and develop in paragraph form	-Arrange the events in chronological order and write it in the form of	-To make practice to write narrating the events

		<ul style="list-style-type: none"> <li>-Guides and helps them in their difficulty</li> <li>-After they do the task, goes through their writing and provide constructive feedback and encourage them to rewrite making correction</li> </ul>	paragraph	
	Assignment	Write in about 200 words narrating the memorable event of your life.	Do the task at home	For further practice



## Lesson Plan (for controlled group)

Unit:8

Date: 2073-11-10

Teaching item: Narrative Writing

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### Specific Objectives:

To enable the learner write narrating past events.

Instructional materials:

### Teaching Materials:

Daily use materials

Chart containing clues

### Teaching learning procedures:

Time	Stage	Teacher's task	Students' task	Objectives
5 min.	Lead –in	T: starts the lesson telling about one interesting event of her own life and ask students to tell the memorable events of their life as well -Makes brief discussion relating to lesson	-Listen to the teacher and response	-To motivate the learners towards lesson
20 min.	Presentation and discussion	-Introduces the lesson -Asks them to read providing background information -Makes discussion over the	-Read the lesson -Notice the forms of verb used to narrate past events -Take part in	-Make them familiar with the lesson and the verbs used to narrate past

		<p>lesson focusing on the forms of verb used in the lesson to narrate past events</p> <p>-Presents clues and more examples for further detail</p>	discussion actively	events
20 min.	Practice of writing paragraph	<p>-Asks them to recall a memorable event that happened in their life and write paragraph describing about it.</p> <p>-Guides them and facilitates them to do their task</p> <p>-After they completed the task, goes through their writing and provide constructive feedback and encourage them to rewrite making correction</p>	-Write the paragraph describing the memorable event of their life	-To make practice to write narrating the events
	Assignment	Write in about 200 words narrating the memorable event of your life.	Do the task at home	For further practice

LCG 1 Amit Bhusal

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1.1	1	1.4	0.3	5.5
2	1.4	0.9	0.8	1.1	0.3	4.5
3	1.5	1.1	1.1	1.3	0.3	5.3
4	1.3	0.7	0.7	0.7	0.4	3.8
5	1.9	1.3	1.1	1.6	0.3	6.2
Total	7.8	5.1	4.7	6.1	1.6	25.3

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1.1	1.1	1.3	0.4	5.6
2	1.5	0.9	0.9	1.1	0.3	4.7
3	1.5	1.7	1.1	1.3	0.3	5.9
4	1.3	0.9	0.8	0.8	0.4	4.2
5	1.9	1.3	1	1.6	0.3	6.1
Total	7.9	5.9	4.9	6.1	1.7	26.5

LCG 2- Hari Khatri

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.3	1	0.9	1	0.3	4.5
2	1.3	0.8	0.7	0.8	0.3	3.9
3	1.4	1.1	1	1.3	0.4	5.2
4	1.3	0.9	0.7	1	0.3	4.2
5	1.5	1	1.1	1.3	0.4	5.3
Total	6.8	4.8	4.4	5.4	1.7	23.1

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.4	1	0.9	0.9	0.3	4.5
2	1.3	0.9	0.8	0.8	0.3	4.1
3	1.4	1.1	1.1	1.3	0.4	5.3
4	1.3	0.9	0.9	1	0.3	4.4
5	1.5	1.1	1.2	1.4	0.4	5.5
Total	6.9	5	4.9	5.4	1.7	23.9

LCG 3- Sudhak Pandey

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.5	1.6	1.5	1.5	0.4	7.5
2	2.2	1.3	1.2	1.4	0.4	6.5
3	2.1	1.3	1.2	1.5	0.4	6.5

4	2	1.2	1.2	1.4	0.3	6
5	2.4	1.6	1.4	1.7	0.4	7.5
Total	11.2	7	6.4	7.5	1.9	34

Post test

Q. N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.5	1.7	1.5	1.5	0.4	7.6
2	2.2	1.4	1.2	1.4	0.4	6.6
3	2.2	1.3	1.3	1.5	0.4	6.7
4	1.9	1.2	1.1	1.5	0.4	6.1
5	2.3	1.5	1.4	1.7	0.4	7.3
Total	11.1	7.1	6.5	7.6	2	34.3

LCG 4 Sagar Nepali

Pre test

Q. N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.3	1.3	1	1.3	0.4	6.3
	1.5	1.7	1	1.3	0.2	4.7
2	1.5	1.3	1.1	1.2	0.3	5.4
4	1.5	1.4	1.2	1.1	0.3	5.5
5	2.5	1.2	1.5	1.5	0.4	7.1
Total	9.3	5.9	5.8	6.4	1.6	29

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2	1.5	1.5	1.5	0.4	6.9
2	1.7	1.1	1.1	1.3	0.3	5.5
3	1.8	1.3	1.4	1.5	0.4	6.4
4	1.9	1.1	1.5	1.3	0.3	6.1
5	2	1.4	1.5	1.4	0.4	6.7
Total	9.4	6.4	7	7	1.8	31.6

LCG 5 Anita Sejwal

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1.3	1	1.6	0.4	6
2	1.3	1	0.9	1.1	0.3	4.6
3	1.8	1.1	0.9	1.2	0.3	5.3
4	1.9	1	1	1.1	0.4	5.4
5	2	1.1	1.1	1.8	0.4	6.4
Total	8.7	5.5	4.9	6.8	1.2	27.8

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.9	1.3	1.5	1.9	0.4	7

2	1.7	1.3	1.1	1.4	0.3	5.8
3	1.9	1.5	1.2	1.5	0.4	6.5
4	2	1.2	1.3	1.3	0.4	6.2
5	2.4	1.5	1.3	1.9	0.4	7.5
Total	9.9	6.8	6.4	8	1.9	33

### LCG 6- Samjhana Pariyar

#### Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.4	0.7	0.9	0.9	0.3	4.2
2	1.3	0.8	0.7	0.5	0.2	3.5
3	1.4	0.9	0.8	0.9	0.3	4.3
4	1.3	0.7	0.7	0.6	0.3	3.6
5	1.3	0.7	0.7	0.6	0.2	3.5
Total	6.7	3.8	3.8	3.5	1.3	19.1

#### Post test

Q. N.	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.3	0.7	0.7	0.6	0.3	3.6
2	1.3	0.8	0.8	0.5	0.2	3.6
3	1.3	0.7	0.8	0.5	0.2	3.5
4	1.3	0.7	0.7	0.6	0.3	3.6
5	1.3	0.8	0.7	0.5	0.2	3.5
Total	6.7	3.7	3.7	2.7	1.2	17.8

### LCG 7 Teku Sejwal

#### Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.5	1.2	1	1.6	0.4	5.7
2	1.3	0.8	0.7	0.9	0.3	4
3	1.3	1	1	1.1	0.2	4.5
4	1.5	1	1	1.2	0.3	5
5	1.8	1.1	1.1	1.5	0.4	5.9
Total	7.4	5.1	4.8	6.3	1.6	25.2

#### Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.2	1	1.6	0.4	5.8
2	1.3	0.9	0.9	0.9	0.3	4.3
3	1.4	1	1	1.2	0.3	4.9
4	1.5	1.1	1.1	1.3	0.3	5.3
5	1.7	1.1	1.1	1.5	0.4	5.8
Total	7.5	5.3	5.1	6.5	1.7	26.1

LCG 8- Kamal Nepali

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.3	0.7	0.9	0.9	0.3	4.1
2	1.3	0.8	0.7	0.6	0.2	3.6
3	1.3	0.8	0.7	0.9	0.3	4
4	1.3	0.7	0.7	0.6	0.2	3.5
5	1.3	0.8	0.8	1	0.3	4.2
Total	6.5	3.8	3.8	4	1.3	19.4

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.4	0.7	0.8	0.8	0.3	4
2	1.3	0.7	0.8	0.5	0.2	3.5
3	1.4	0.8	0.7	0.9	0.3	4.1
4	1.3	0.9	0.7	0.7	0.2	3.8
5	1.3	0.8	0.8	1	0.3	4.2
Total	6.7	3.9	3.8	3.9	1.3	19.6

LCG 9 Sabita Acharya

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.3	1.1	1.6	0.4	6.5
2	1.3	0.8	0.7	0.9	0.3	3.5
3	1.4	1.1	1	1.2	0.3	5
4	1.6	1.1	0.9	1.2	0.2	5
5	2.1	1.4	1.3	1.7	0.4	7
Total	8	5.8	5	6.6	1.6	27

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.3	1.2	1.6	0.4	6.1
2	1.4	0.9	0.9	1	0.3	4.5
3	1.3	1.2	1.1	1.3	0.3	5.2
4	1.5	1.1	1	1.2	0.3	5.1
5	2.2	1.4	1.2	1.6	0.4	6.8
Total	8	5.9	5.4	6.7	1.7	27.7

LCG 10 Sirjana Sunar

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.1	1	1.4	0.3	5.4
2	1.3	1	1.1	1	0.3	4.7
3	1.5	0.9	0.8	1	0.2	4.4

4	1.3	0.7	0.7	0.8	0.2	3.7
5	1.3	1	1	1.1	0.3	4.9
Total	7.2	4.7	4.6	5.3	1.3	23.1

Post test

Q. N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.1	1	1.3	0.4	5.4
2	1.4	1	1.2	1.1	0.3	5
3	1.6	0.9	0.9	1.2	0.3	4.9
4	1.3	0.8	0.8	0.9	0.2	4
5	1.5	1.1	1	1	0.3	4.9
Total	7.4	4.9	4.9	5.5	1.5	24.2

LCG11 Rekha B.K.

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.5	1.2	1.3	0.3	5.9
2	1.5	0.9	0.9	1	0.2	4.5
3	1.8	1	0.8	1.1	0.3	5
4	1.4	0.8	0.7	0.9	0.3	4.1
5	1.5	1	1	1.1	0.3	4.9
Total	7.8	5.2	4.6	5.4	1.4	24.4

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.5	1.2	1.3	0.3	5.9
2	1.5	0.9	0.9	1	0.2	4.5
3	1.8	1	0.8	1.1	0.3	5
4	1.4	0.8	0.7	0.9	0.3	4.1
5	1.5	1	1	1.1	0.3	4.9
Total	7.8	5.2	4.6	5.4	1.4	24.4

LCG 12 Smriti Bhandari

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.4	1	1.1	1.4	0.3	5.2
2	1.3	0.7	0.7	1	0.3	4
3	1.3	0.8	0.7	0.5	0.2	3.5
4	1.3	0.9	0.8	1	0.2	4.2
5	1.5	1.1	0.9	1.3	0.3	5.1
Total	6.8	4.5	4.2	5.2	1.3	22

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.4	0.9	1	1.2	0.3	4.8

2	1.3	0.7	0.7	1	0.3	4
3	1.4	0.8	0.9	0.7	0.2	4
4	1.3	1	0.8	1	0.3	4.4
5	1.4	1	0.7	1.2	0.3	4.6
Total	6.8	4.4	4.1	5.1	1.4	21.8

### LCG 13 Bandana Sejwal

#### Pre test

Q. N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.5	1	1	1.1	0.4	5.
2	1.7	1.1	1.2	1.3	0.3	5.6
3	1.8	1.3	1.1	1.5	0.3	6
4	1.5	1.2	1.3	1.6	0.4	6
5	1.3	0.7	0.9	0.7	0.2	3.8
Total	7.8	5.3	5.5	6.2	1.6	26.4

#### Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.5	1	1	1.1	0.4	5
2	1.6	1.1	1.2	1.2	0.3	5.4
3	1.7	1.2	1.1	1.5	0.3	5.8
4	1.5	1	1.2	1.5	0.3	5.5
5	1.3	0.9	0.8	0.8	0.2	4
Total	7.6	5.2	5.3	6.1	1.5	25.7

### LCG 14 Durga Khatri

#### Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.4	1.3	1	1.6	0.3	5.6
2	1.3	0.7	1	1	0.2	4.2
3	1.3	0.8	0.7	1	0.3	4.1
4	1.6	1.1	1.1	1.2	0.3	5.3
5	2	1.2	1	1.3	0.4	5.9
Total	7.6	5.1	4.8	6.1	1.5	25.1

#### Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1.4	1.2	1.6	0.4	6.3
2	1.4	1.7	1	1.5	0.3	5.9
3	1.3	1.8	0.9	1.3	0.3	5.6
4	1.6	1.2	1.2	1.5	0.4	5.9
5	2.1	1.3	1.1	1.3	0.3	6.1
Total	8.1	7.4	5.4	7.2	1.7	29.8



LCG 15 Sabita Banjade

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.8	1	1.2	1.3	0.3	5.6
2	1.5	0.8	1	1	0.2	4.5
3	2	1.3	1.2	1.5	0.4	6.4
4	1.8	1.2	1.1	1.3	0.3	5.7
5	1.5	1	1	1.3	0.3	5.1
Total	8.6	5.3	5.5	6.4	1.5	27.3

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1.1	1.2	1.5	0.3	5.8
2	1.6	0.9	1.1	1	0.2	4.8
3	1.9	1.2	1.3	1.6	0.4	6.4
4	1.8	1.1	1.1	1.3	0.3	5.6
5	1.6	1	1	1.4	0.4	5.4
Total	8.6	5.3	5.7	6.8	1.6	28

Experimental group

LEG 1 Roma B.K.

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.2	1	1.3	0.4	5.5
2	1.4	0.9	0.8	1.1	0.3	4.5
3	1	0.9	0.7	0.8	0.3	3.7
4	1.1	0.9	0.6	0.7	0.2	3.5
5	1.6	1.1	1.1	1.2	0.3	5.3
Total	6.7	5	4.2	5.1	1.5	22.5

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.9	1.5	1.5	1.5	0.4	6.8
2	1.5	1	1	1.4	0.4	5.3
3	1.2	1.2	0.9	1.2	0.3	4.8
4	1.3	1.1	1	1.1	0.3	4.8
5	2	1.4	1.3	1.3	0.4	6.4
Total	7.9	6.2	5.7	6.5	1.8	28.1

LEG 2 Sandesh Khatri

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.2	1.3	1.2	1.5	0.4	6.6
2	2.1	1.3	1.1	1.5	0.4	6.4

3	1.7	0.9	1	1.3	0.4	5.3
4	2.2	1.2	0.9	1.2	0.3	5.8
5	2.1	1.4	1.4	1.4	0.4	6.7
Total	10.3	6.1	5.6	6.9	1.9	30.8

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.5	1.5	1.5	1.9	0.4	7.8
2	2.4	1.4	1.4	1.7	0.4	7.3
3	2.3	1.3	1.3	1.6	0.4	6.9
4	2.2	1.5	1.3	1.6	0.4	7
5	2.7	1.7	1.6	1.9	0.4	8.3
Total	12.1	7.4	7.1	8.7	2	37.3

### LEG 3 Sushila Pariyar

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2	1.3	1.2	1.6	0.4	6.5
2	1.7	1.1	1	1.4	0.3	5.5
3	1.7	1.2	1	1.1	0.4	5.4
4	1.9	1	0.9	1.3	0.3	5.4
5	2.1	1.2	1	1.4	0.4	6.1
Total	9.4	5.8	5.1	6.8	1.8	28.9

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	total
1	2.2	1.4	1.5	1.9	0.4	7.4
2	2.1	1.3	1.2	1.7	0.3	6.6
3	2	1.5	1.1	1.5	0.4	6.5
4	2.4	1.3	1	1.7	0.4	6.8
5	2.5	1.5	1.4	1.9	0.4	7.7
Total	11.2	7	6.2	1.9	1.9	35

### LEG 4 Susmita Pariyar

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.9	1.3	1.1	1.4	0.4	6.1
2	1.3	1	0.9	1	0.2	4.4
3	1.4	1.1	1	0.9	0.3	4.7
4	1.5	0.9	0.8	1	0.3	4.5
5	1.3	1.1	1.1	1.3	0.4	5.2
Total	7.4	5.4	4.9	5.6	1.6	24.9

Post test

Q. N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
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1	2.2	1.5	1.5	1.6	0.4	7.2
2	1.6	1.2	1.2	1.9	0.3	6.2
3	1.5	1.2	1.1	1.5	0.4	5.7
4	1.7	1	1	1.2	0.3	5.2
5	2.1	1.5	1.5	1.7	0.4	7.2
Total	9.1	6.4	6.3	7.9	1.8	31.5

#### LEG5 Bishal Kunwar

##### Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.5	0.9	0.8	1	0.3	4.5
2	1.3	0.8	0.7	0.8	0.2	3.8
3	1.3	1	0.9	1.1	0.3	4.6
4	1.4	0.9	0.8	1.2	0.3	4.6
5	1.9	1.2	1.1	1.5	0.4	6.1
Total	7.4	4.8	4.3	5.6	1.5	23.6

##### Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.9	1.1	1	1.5	0.4	5.9
2	2	1	0.9	1	0.3	5.2
3	2.1	1.2	1.1	1.6	0.4	6.4
4	1.7	1.3	1.1	1.5	0.3	5.9
5	2.1	1.5	1.3	1.9	0.4	7.2
Total	9.8	6.1	5.4	7.5	1.8	30.6

#### LEG 6 Bikash K.C.

##### Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.5	1	1	1.2	0.3	5
2	1.3	1	0.9	1	0.3	4.5
3	1.6	1.1	1.1	1.4	0.4	5.6
4	1.3	0.9	0.7	1	0.3	4.2
5	1.7	1.2	1.1	1.5	0.4	5.9
Total	7.4	5.2	4.8	6.1	1.7	25.2

##### Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1.1	1.2	1.5	0.4	5.9
2	1.6	1.2	1	1.2	0.3	5.3
3	2.1	1.4	1.4	1.7	0.4	7
4	1.4	1	0.9	1.1	0.4	4.8
5	2.2	1.3	1.4	1.6	0.4	6.9
Total	9	6	5.9	7.1	1.9	29.9

LEG 7 Mahesh Pandey

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.1	1.2	1.2	1.7	0.3	6.5
2	2	1.3	1.2	1.6	0.4	6.5
3	1.9	1.1	1	1.6	0.4	6
4	2.5	1	1	1.2	0.3	5
5	2.2	1.3	1.3	1.8	0.4	7
Total	9.7	5.9	5.7	7.9	1.8	31

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.3	1.5	1.5	1.9	0.3	7.5
2	2.2	1.5	1.5	1.9	0.4	7.5
3	2.1	1.2	1.3	1.7	0.4	6.7
4	2.6	1.2	1.2	1.5	0.4	6.9
5	2.2	1.4	1.3	1.8	0.4	7.1
Total	11.4	6.8	6.8	8.8	1.9	35.7

LEG 8 Adarsha Rana

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.3	0.8	0.8	0.9	0.3	4.1
2	1.4	0.7	0.7	0.6	0.2	3.6
3	1.3	0.7	0.8	0.9	0.3	4
4	1.3	0.8	0.7	0.7	0.2	3.7
5	1.4	0.8	0.9	1	0.2	4.3
Total	6.7	3.8	3.9	4.1	1.2	19.7

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.3	1.1	1.2	1.2	0.3	5.7
2	1.4	0.9	0.9	0.9	0.3	4.4
3	1.5	0.8	1	1.1	0.4	4.8
4	1.6	0.9	0.9	0.9	0.3	4.6
5	1.7	1	1.1	1.3	0.4	5.5
Total	8.1	4.7	5.1	5.4	1.7	25

LEG 9 Dipendra Khatri

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.5	1.2	1.1	1.5	0.3	5.6
2	1.3	0.9	0.7	0.7	0.2	3.8

3	1.3	1	0.9	1.1	0.3	4.6
4	1.3	0.8	0.8	1	0.3	4.2
5	1.4	1.1	1.1	1.3	0.4	5.3
Total	6.8	5	4.6	5.6	1.5	23.5

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1.2	1.1	1.5	0.4	5.9
2	1.4	1.3	0.9	0.9	0.3	4.8
3	1.3	1.1	1.3	1.5	0.3	5.5
4	1.5	0.9	0.9	1	0.3	4.6
5	1.5	1.2	1.1	1.5	0.4	5.7
Total	7.4	5.7	5.3	6.4	1.7	26.5

LEG 10 Rajesh Kunwar

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	0.8	0.8	0.7	0.3	4.2
2	1.3	0.7	0.7	0.5	0.2	3.4
3	1.3	0.8	0.8	0.7	0.3	3.9
4	1.5	0.7	0.7	0.6	0.3	3.8
5	1.3	0.7	0.7	0.5	0.2	3.4
Total	7	3.7	3.7	3	1.3	18.7

Post test

Q,N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1	1	1	0.3	5
2	1.5	0.9	0.9	0.9	0.2	4.4
3	1.4	0.9	1	1.1	0.4	4.8
4	1.5	1	0.8	0.9	0.4	4.6
5	1.3	0.8	0.9	0.8	0.3	4.1
Total	7.4	4.6	4.6	4.7	1.6	22.9

LEG 11 Bishal K.C.

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.3	0.7	0.7	0.5	0.2	3.4
2	1.3	0.7	0.7	0.7	0.3	3.7
3	1.4	0.9	0.8	0.5	0.2	3.8
4	1.3	0.7	0.7	0.5	0.2	3.4
5	1.3	0.8	0.8	0.6	0.2	3.7
Total	6.6	3.8	3.7	2.8	1.1	18

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
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1	1.5	0.9	0.8	0.6	0.3	4.1
2	1.4	0.7	0.7	0.7	0.2	3.7
3	1.5	0.9	0.8	0.5	0.4	4.1
4	1.5	0.8	0.7	0.5	0.4	3.9
5	1.3	0.8	0.9	0.6	0.3	3.9
Total	7.2	4.1	3.9	2.9	1.6	19.7

### LEG 12 Bikash Pachhain

#### Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.5	1	1	1	0.3	4.8
2	1.3	0.7	0.7	0.5	0.2	3.4
3	1.7	1	1	0.5	0.3	4.5
4	1.8	1	0.7	0.5	0.2	4.2
5	1.3	0.7	0.7	0.5	0.3	3.5
Total	7.6	4.4	4.1	3	1.3	20.4

#### Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.6	1.1	1.1	1.2	0.3	5.3
2	1.3	0.9	0.8	0.5	0.2	3.7
3	1.5	1	1.1	0.7	0.3	4.6
4	1.5	1	1	1	0.4	4.9
5	1.3	0.7	0.7	0.8	0.3	3.8
Total	7.2	4.7	4.7	4.2	1.5	22.3

### LEG 13 Laxmi Nepali

#### Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.5	1	1	1.7	0.3	5.5
2	1.3	0.7	0.7	0.5	0.3	3.5
3	1.7	1	1	1	0.3	5
4	1.3	0.7	0.7	0.5	0.2	3.4
5	1.3	1	1	0.5	0.3	4.1
Total	7.1	4.4	4.4	4.2	1.4	21.5

#### Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	1.7	1.7	1.7	1.9	0.4	7.4
2	1.5	0.8	0.8	1.1	0.3	4.3
3	1.7	1.1	1.1	1.2	0.3	5.4
4	1.4	0.9	0.7	1	0.3	4.3
5	1.4	1	1.1	0.6	0.2	4.3
Total	7.7	4.5	5.4	5.8	1.5	24.9

LEG 14 Sirjana Nepali

Pre test

Q. N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.3	1.5	1.5	1.6	0.4	7.3
2	2.5	1.3	1.3	1.5	0.4	7
3	2.3	1.4	1.3	1.2	0.3	6.5
4	2.4	1.3	1.4	1.5	0.4	7
5	2.5	1.4	1.3	1.6	0.4	7.2
Total	12	6.9	6.8	7.4	1.9	35

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.7	1.8	1.8	2.1	0.4	8.8
2	2.8	1.5	1.4	1.8	0.4	7.9
3	2.5	1.4	1.6	2.2	0.4	8.1
4	2.5	1.6	1.7	2.1	0.4	8.3
5	2.7	1.7	1.7	2.2	0.4	8.7
Total	13.2	8	8.2	10.4	2	41.8

LEG 15 Harikala Kunwar Chhetri

Pre test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.4	1.4	1.3	1.5	0.4	7
2	2.5	1.5	1.3	1.6	0.3	7.2
3	2.2	1.2	1.2	1.5	0.4	6.5
4	2.3	1.2	1.2	1.5	0.3	6.5
5	2.6	1.4	1.3	1.6	0.4	7.3
Total	12	6.7	6.3	7.7	1.8	34.5

Post test

Q.N	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	2.7	1.7	1.7	2.1	0.4	8.6
2	2.8	1.8	1.8	1.8	0.4	8.6
3	2.6	1.3	1.5	1.9	0.4	7.7
4	2.6	1.7	1.4	2.2	0.4	8.3
5	2.7	1.6	1.6	2.1	0.4	8.4
Total	13.4	8.1	8	10.1	2	41.6

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