

THE PROFICIENCY OF GRADE TEN STUDENTS IN GRAMMAR

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

**Submitted by
Umesh Bagale**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

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Roll No. 281046/069**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Umesh Bagale** has prepared this thesis entitled '**The Proficiency of Grade Ten Students in Grammar**' under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2016/05/08

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant,

Department of English Education,

T. U. Kirtipur, Nepal

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

T.U., Kirtipur

(Chairperson)

Ms. Madhu Neupane

Lecturer

Department of English Education

T. U., Kirtipur

(Member)

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department of English Education

T. U. Kirtipur

(Member)

Date : 2016/02/04

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Research Guidance Committee**:

Signature

Dr. Anjana Bhattarai

Professor and Head
Department of English Education
T. U., Kirtipur

(Chairperson)

Dr. Govinda Raj Bhattarai

Professor
Department of English Education
T. U., Kirtipur

(Member)

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant
Department of English Education
T. U. Kirtipur

(Member)

Date : 2016/05/08

DEDICATION

This research is dedicated

To

My family and relatives

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no any part of it was earlier submitted for the candidature of research degree to any university.

Date: 2016/04/27

Umesh Bagale

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ABSTRACT

The present study entitled "**The Proficiency of Grade Ten Students in Grammar**" attempted to find out the proficiency of class ten students in the use of both text based and context based grammatical items and to compare the proficiency of male and female. The study was carried out by collecting the data from 40 students who were selected by adopting non-random purposive sampling procedure from two public schools in Kathmandu district. The data were collected by using a set of test items. The collected data were analyzed and descriptively interpreted using mean, percentage and tabulation. After the analysis and interpretation of the data it was found that the students were more proficient in discrete text based items of the grammar than context based items. It was found that the male students were more proficient only in the use of conditionals but the female students were more proficient in the use of articles, prepositions, tag questions, concords and causatives in both text and context based items. The proficiency of students was satisfactory in the study since the sample 40 students obtained 62.96 percent average mark in all items.

The present study consists of five chapters. Chapter one deals with the introduction of the study. It consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms . Chapter two deals with the review of related literature, implication of the review for the study and conceptual framework of the study. The review of related literature includes the review of both theoretical and empirical literature. Chapter three deals with methods and procedures of the study. It includes design and method of the study, population, sample and sampling strategies, study area/ field, tools for data collection, data collection procedures, and data analysis and interpretation procedures. Likewise, chapter four deals with the analysis and interpretation of the result. It also includes the summary of findings of the study. Chapter five is the last chapter which deals with the conclusion and recommendations along with the recommendations given to the policy makers, practitioners and further researchers. Finally, references and appendixes are attached in the final part of this research report.

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LIST OF SYMBOLS AND ABBREVIATIONS

<i>A.M.</i>	-	Average Marks
<i>B.S.</i>	-	Bikram Sambat
<i>CBS</i>	-	Central Bureau of Statistics
<i>ELT</i>	-	English Language Teaching
<i>etc.</i>	-	et cetera
<i>F.M.</i>	-	Full Marks
<i>ibid.</i>	-	in the same book or piece of writing
<i>M. Ed.</i>	-	Masters in Education
<i>Obt. M.</i>	-	Obtained Marks
<i>p.</i>	-	Page
<i>pp.</i>	-	Pages
<i>Q.</i>	-	Question
<i>SLC</i>	-	School Leaving Certificate
<i>S.N.</i>	-	Serial Number
<i>T.U.</i>	-	Tribhuvan University