

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter delineates the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

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

Community schools of Rolpa district are shifting paradigm from traditional methods to eclecticism in teaching English language. Community schools are changing their medium of instruction.

On the one hand, peoples are paying expensive fees for their children's bright future without questioning how is actual impact of that school's product and about process of teaching. Not only common people but also well educated parents of our community are sending their children in institutional school; even though some of them are teaching in community school. It shows that like peoples of other district, peoples of Rolpa district are not much believing on qualities of education of community school. In such context the researcher wants to keep unclosed actual distinction between community school and institutional school students' ability.

On the other hand, till now research is not done in actual ability to essay writing of grade X students in Rolpa district. On the researcher's own teaching experience; in community schools of Rolpa district teaching essay writing is still in traditional way. Teachers are using grammar translation method in their English language classrooms but in contrast institutional schools of Rolpa district are using direct and communicative language teaching methods to teach English subject and they are teaching other subjects in English medium.

Almost all English teachers in Nepal have been feeling that students have not been able to perform properly in essay writing. Keeping this reality into mind this research focuses on comparative study on essay writing proficiency of Grade X students between community and institutional schools in Rolpa district.

## **1.2 Statement of the problem**

In the context of Nepal, English is taught as a foreign language and the learner's proficiency is measured on the basis of written examinations and spoken test as well. While talking about secondary education exam, according to specification grid (2065, BS) thirty five marks out of hundred is given on the written test. According to above data it can be claimed that listening and speaking have received low priority whereas reading and writing has got high priority in language testing. Government has organized many training programs for community school teachers but still there is problem in proficiency of essay writing and not improved in satisfactory manners so this research has focused on finding out proficiency of grade X students on essay writing.

Learning is a lifelong process. Along with learning there comes teaching. Teaching and learning cannot be separated. In one teacher's life as s/he teaches and also learns. Here the researchers also have experience of teaching along with learning in both institutional and community school. While researcher changes his teaching profession from institutional school to community school he feels difference in students writing ability between community and institutional school. Researchers school students' major problems were on vocabulary, Subject verb agreement, exemplification and whereas for institutional school students these were minor problems.

In one hand, new methods are appearing and disappearing in the field of teaching and learning. Still teaching method in Rolpa district is not shifted from traditional to critical pedagogy, post method pedagogy and eclecticism. In

Rolpa district, there is less availability of modern technologies; textbooks are also unavailable in appropriate time and there are less availability of teaching materials in comparison with other districts school. In such ground reality, teachers of Rolpa district are teaching in traditional way. On the other hand, urban areas institutional school of Rolpa district students are using information communication technologies, World Wide Web in their learning whereas community school students are deprived from such facility. In such context it is relevant to study on students' proficiency on essay writing.

Moreover, the researcher has some experience in the field of English language teaching that has encouraged him to know his students ability to writing essay. To minimize such a problem in students writing, the researcher plans to use various approaches, methods and techniques to minimize students such errors in essay writing but still mysteriously problems in students writing have appeared in various form so the researcher became curious and ready to conduct research in this topic.

In conclusion, researcher's teaching experience in both community and institutional schools, due to his students result in essay writing has put him unstable and sleepless. Therefore he has become ready to carry out this research.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i) To find out the essay writing ability of the students of grade 'X' in Rolpa district.
- ii) To compare essay writing ability of grade 'X' students of community and institutional schools in Rolpa district.
- iii) To suggest some pedagogical implications.

## **1.4 Research Questions**

This research brought the answers of the following research questions:

- i) What is the ability of essay writing of grade X students in Rolpa district?
- ii) Who are better composer of the essay: either community or institutional school students?

## **1.5 Significance of the Study**

Much research has been conducted under essay writing proficiency between public and private school students' However, no study has yet been carried out under comparative study on essay writing proficiency of grade X students between community and institutional schools in Rolpa District. Findings of the study are expected to be beneficial to all those who are eagerly motivated towards language teaching and learning.

Especially this study compared essay writing proficiency between community and institutional school students of Rolpa District. Teachers also gained knowledge on either their learners are good or weak on writing essay. This study is also expected to be beneficial to know either private or public school students are good in writing essay. This study is also supposed to be able to give insight to the school supervisors, subject experts, syllabus designers, textbook writers and materials producers.

## **1.6 Delimitations of the Study**

This study was limited to the following points:

- i) As a sample population only 48 students of grade 'X' of Rolpa District took part in this study.
- ii) This research has been limited to the four schools of Rolpa district: two community and two institutional schools.

- iii) This study only compared and identified essay writing proficiency between community and institutional school's students of Rolpa district.

### **1.7 Operational Definitions of the Key Terms**

In this section, I have defined the following key terms which are related to my study.

**Essay Writing:** Essay writing in this research refers to the students' ability in writing essay of only those who are studying in grade X in Rolpa District.

**Community School:** The schools which are supported by the aid of government of Nepal are called public or community schools.

**Institutional Schools:** The schools which are not supported by the government of Nepal but financed privately are called private or institutional school.

## **CHAPTER TWO**

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

Literature review is an essential task for any research to acquire theoretical and practical knowledge. This chapter includes several sub-chapters like, review of theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework.

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

Review of related theoretical literature provides an insight to the researcher to relate number of aspect that has direct or indirect contribution on research topic. Review of related theoretical and empirical literature serves as a base to develop a theoretical and conceptual framework. It helps to investigate on the particular problem that researcher wants to. Therefore, this section includes theoretical review on language in relation to writing skills and essay writing proficiency. Relevant theories that are contributing to this research are discussed below:

##### **2.1.1 Writing Skills**

The writing skill is one of the most important language skills; it is a productive language skill. Writing is also a way to have intellectuality. By writing we can convey meaning, can save documents, and also can acquire knowledge. It is done at last then crossing all these three skills of language, viz. listening, speaking and reading. Before writing everybody should listen, speak and read. Writing is an act of transmitting thoughts, feelings and ideas on paper. It is complex cognitive process. Regarding this, Bhandari (2010) defines writing as “visual representation of speech through some conventional symbols” (p.142). It is not a single activity but a cluster of activities. Writing is complex cognitive

activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of content, format, sentence, structure, vocabulary, spelling, and letter formation.

In conclusion, writing is complex cognitive process. It is a paragraph with cohesive and coherent devices. It is an activity by which human beings communicate with one another. Through writing we transmit accumulated culture from one generation to another. It deals with not only single competence, but also, multiple competencies such as lexical, grammatical, morphological, phonemic, sentence and discourse level components. It is about cohesion, coherence, semantic, pragmatic and other competencies. Further, writing is production and saving of a spoken language. Writing system varies according to language to language.

### **2.1.2 Writing Proficiency**

Writing proficiency is a degree to which people understand, speak, read or write a language. It is the level of competency at which an individual becomes able to use language for both communicative purpose and academic purpose in writing. It is the degree where a person writes something in a skillful way because of training or practice.

Language ability being a broad term, also involves mental and physical skill. Language ability is a combination of various skills. On the other hand, language proficiency is a degree of doing something well. Language proficiency is proficiency of both receptive and productive language skills. In writing proficiency, according to Spencer (1983) “complex thoughts and feelings are crystallized in words and become more directly available for reflection, critique or response” (p.6). Further, writing proficiency is the combined form of cohesion, coherence, grammar, syntax, morphology and its degree of correctness. It is about how well writing is done.

### **2.1.3 Components of Writing**

The essential components of writing refer to those small elements of writing which plays vital role in writing. It is a like break of a house. Writing is the systematic use of symbols which represents sounds, syllabus or words of languages. It consists of a number of components. Regarding this, Heaton (2014) states writing as a “combination of the punctuation, grammatical correctness, expressions of the ideas and cohesion” (p.8). The details about those elements are presented below;

#### **a) Punctuation**

It is an art of system or it is beauty in beholders eye. Those symbols sometimes show relationship of the symbols, words, sentences and sometimes it separates words with word and sentence with sentence. Some symbols are boundary markers and some are connectors.

#### **b) Grammatical Correctness**

Like any other kind of composition, writing needs grammatical correctness. Grammatical correctness brings accuracy and fluency in writing. It adds beauty in the expression of the words.

#### **c) Expressions of the Ideas**

An expression of the ideas is another feature of writing. It refers to the expressions of the ideas and also refers to the technique to present ideas through writing.

#### **d) Cohesion**

Cohesion refers to the grammatical or lexical relationship between different elements of a text or conversation.



#### **2.1.4 Essay Writing**

The word 'essay' derived from French word 'essai' means trial or attempt. An essay refers to the piece of compositions on a topic. Purpose of writing essay is to provide pleasure, information and knowledge to the reader. It is one of the genres of the literature. It is long piece of composition. It contains introduction, body and concluding part. It is subjective expression.

#### **2.1.5 Parts of an Essay**

Parts of an essay refer to those small entities of an essay which matters in making complete essay. It is a like our body parts. According to Narayanaswami, (2005) all types of essay consist of "the introduction, body and conclusions" (p.50). The three major parts are discussed below:

##### **I) Introduction**

The introduction by its name gives us clue about what contains in the essay. It is beginning of the journey of an essay. Under introductory part of the essay we can find out about, essays topic, essays further destination and also about what type of essay this is. It is beginning of explorations of the ideas. In this part we can find out leading points of the essay. Beginning may be different according to audience, level of the target readers, purpose of readers etc.

##### **II) Body**

The body is a crucial part of the essay. Inside the body part of an essay, essay should develop according to leading points of the introductory part. This section presents argument, logic for and against the topic. It is second and important part of the essay. In this part, we can find out main points and supporting details of an essay. The composer of the essay attempts to present evidence as far as possible either for or against topic. This part must have

cohesion and coherence with introductory and final part of an essay. It is the extension of topic sentences.

### **III) Conclusion**

This part of the essay contains major evidence of the introductory and body part. It is the final part of the essay so it must be short and sweet. Under conclusion section, writers also may give their own opinion on the topic. It moves from general to specific nature. It is satisfactory and logical close of an essay.

#### **2.1.6 Types of Essay**

Types of essay refer to classifications of the essay on the basis of their nature and their distinct feature. Narayanaswami (2005) states “descriptive, narrative, reflective, imaginative and expository essays” (p.63). Those descriptive, narrative, reflective, imaginative and expository essays are detailed below:

##### **i) Descriptive Essays**

Descriptive essays are the accurate description of the place, person or things such as cities, countries, rivers, buildings, natural phenomena and so on. It is accurate account of something which conveys factual place of information to the readers. Descriptive essays do not make room for their own imaginations.

##### **ii) Narrative Essays**

Narrative essays are the narration of some events or incidents. This type of essay may describe incidents or episode from history or legends or from someone's biography or incidents. Those essays are on average accurate accounts of past events.

### iii) **Reflective Essays**

Reflective essays are reflection of the writer's experience on topics. They present the reflection of the writer's experience on a variety of topics.

Reflective essays are usually of abstract nature. They often have literary qualities.

### iv) **Imaginative Essays**

Imaginative essays are written on the ground of imaginations of any character or experience is called imaginative essay. In such essays, the writer is called to place him in imagination, in a position of which he has had no actual experience. Such subject as "If I were the kind" or "The autobiography of a House" is called an imaginative an imaginative essay.

### v) **Expository Essays**

Expository essays are explanatory in nature. They define or explain the subject. The writer first defines and familiarizes the subject being explained in expository essay and also attempts to describe the inner aspects. Thus it is different from descriptive essay. Here my focus is in this kind of essay in comparison with other essay.

## **2.1.7 Characteristics of Good Essays**

Characteristics of an essay refer to those features or identities of the essay which distinguishes from one another. Characteristics are also uniqueness of something. In the words of Narayanaswami (2005) an essay contains “unity, clarity, balance, grammatical correctness and cohesion” (p.54). These features are discussed below briefly:

- i) **Unity:** An essay should have one central idea and many more supporting ideas. Central idea remains as the nucleus and other ideas

goes towards the nucleus to various directions. One essay should not discuss more than one subject matter but, it will be better to discuss more and more sub aspects of the subjects.

- ii) Clarity:** The essay should clearly state what the essay writer's intention is in writing the particular essay. It is said that ambiguity should not be introduced in the sense of high soundness.
- iii) Balance:** From introduction to body and from body to conclusion, there must be balance between main idea and supporting details. All parts of the essay must be well balanced.
- iv) Grammatical Correctness:** All the word, morpheme, sentence, syntax and discourse must be in grammatical order. Jumbled words or ideas and colloquialism should not be introduced.
- v) Cohesion:** Cohesion refers to the unity. An appropriate cohesive device keeps the parts and thoughts of the text together. Such that readers do not get stuck to understand the author's view point.

## **2.2 Review of Empirical Literature**

This section, deals with the empirical research works which are related to the field of learning strategies and communicative competence. The researcher had made an attempt to review those related studies, articles and reports related to the present study. Major relevant works reviewed are presented below:

Subedi (2008) carried out research on "Proficiency in writing skill in English" a case of letters. The objectives of this research were to find out the grade nine students' proficiency in personal letter, condolence and sympathy letter. Fifty students from Grade nine in Pravat district were selected using a non-random sampling procedure. Test items have used to collect data. It was found that overall proficiency of grade nine students in letter writing was satisfactory as they secured 61.55 percent of the marks. The students showed their performance in writing personal letter than sympathy or condolence letter.

K.C. (2009) carried out a research on “Writing Proficiency of Primary English Teachers”. Main objective of this research was to determine the writing proficiency of primary level English teachers before and after training. The effectiveness of English teachers training was relatively better and more effective than other types of teacher training. Most of the teacher had improved their writing proficiency in post test in comparison to pre test such as spelling, punctuation mark, use of capital letters.

Dhakal (2013) conducted a research on “Proficiency of Grade Eight Students of Rupendehi district in Essay Writing” The researcher aimed to find out essay writing proficiency of grade eight students of Rupendehi district. Survey research design was used to conduct this research. The participants were selected using a purposive non random sampling procedure. This quantitative research administered questionnaires to collect the data. The researcher found that female participants were more proficient than their male counterparts in writing an essay.

Gywali (2013) carried out research on "Developing Writing Skills through Essay Writing." The main objective of this study was to find out the writing skill of the students through essay. Thirty students of 'Motherland Academy Secondary school', Baluwatar, Kathmnandu were selected for the purpose. Test items as well as questionnaires were used as research tools for the collection of the data.

Baral (2015) carried out a research on "Essay Writing Proficiency of Grade 10 Students in Morang District”. The main objective of this study was to find out descriptive essay writing proficiency of the students of public and private schools. The researcher also compared the essay writing proficiency of the participants from both public and private schools. He followed survey design for data collection. Fifty students were selected, 3 public from and 3 private

from schools for the study purpose. Test items were used as tools of data collection.

Bhandari (2015) carried out research on “Proficiency of Primary Level English Teachers in Essay Writing”. The objective of the research was to find out the essay writing proficiency of primary level English teachers in Gulmi district. The researcher selected 30 English teachers as a sample population from 15 primary schools. Purposive non random sampling procedure was used to select the sample. Finding of this study showed that the teachers’ performance was not excellent. They were found to be very good as per set criteria.

Chaudhary (2017) carried out a research entitled “Essay Writing Ability of Students of Grade Seven”, this research aimed to find out the essay writing ability of the students of grade seven, and to compare the essay writing ability of the grade seven students of public and private schools. Sample populations were forty-eight Students two from public and two from private schools. This quantitative research used questionnaire as a tool for data collection. Finding of this research showed that, the students of public school were poor in comparison to the students of private school as the students of public school got 57.81% whereas the students of private school got 68.04% in average.

All these empirical research works were conducted on writing proficiency. Among them one of the research work was done in the proficiency of the teachers on essay writing; other research works were conducted on the proficiency of private and public schools. There is not any single research conducted on Essay Writing Proficiency of Grade 10 students, Therefore, the researcher put interest on this topic.

### **2.3 Implication of the Review of the Study**

To gain proper direction to complete any research, researcher has to review theoretical and empirical literature. This review of the study worked as a

milestone for this research. Major aim of the review of literature was to expand the knowledge upon the context and background of the research. The researcher consulted with various books to expand theoretical knowledge to conduct this research.

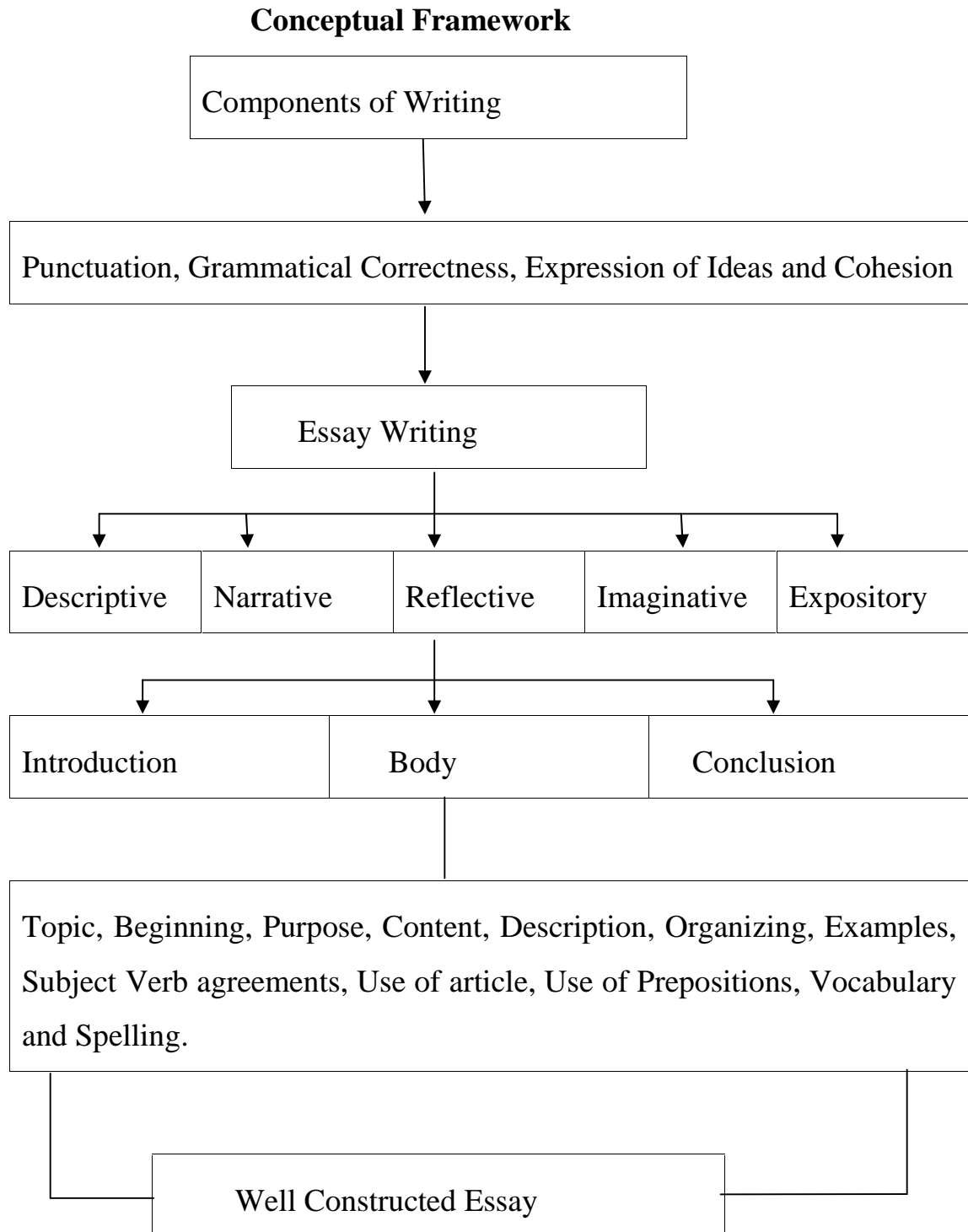
The researcher reviewed and acquired following things from empirical research work:

The researcher acquired insights from the empirical research carried out by a number of researches. The researcher got insight to compare the data from Subedi (2008) whereas the knowledge of formulating the objectives was the result of K.C. (2009). Dhakal (2003) helped the researcher to form research questions. The review of Gyawali (2013) supported the researcher to learn about sampling procedure while Baral (2015) gave the researcher an idea about test designing test items and how to conduct a test. After review of the research conducted by Bhandari (2015), the researcher learnt how to delimit the research study and Chaudhari (2017) supported the researcher on carrying out the task of citation and references.

To be specific, those theoretical and empirical research review showed researcher proper guidelines for sampling population, in selecting and designing the research study and in selecting the methodology, procedure for data collection and analysis.

## 2.4 Conceptual Framework

This research is based on the following conceptual framework:





## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter presents the design and methodology of the study, population sample and sampling strategy, data collection tools and techniques, sources of data, data collection procedure, data analysis and interpretation procedures and ethical considerations.

#### **3.1 Design and Method of the Study**

The research design and a proper methodology is an overall plan of a research work. Survey research is the most popular design of research in social science including in the field of education. According to Nunan (1992) “survey researches are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics”. (p.140). Survey research design was used to complete this study. The study follows a quantitative research design. Data in this survey design collected through questionnaires, interviews, attitudes scale and so on. Among various tools to collect data, test was used to collect data for this research. There are several advantages of using survey research design. We can administer them in a short time and economical in data collection. There are different survey designs like, cross-sectional and longitudinal. The researcher not only visited the determined areas to find out the existing data but also used both primary and secondary sources of data in its completion.

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

Sample is a representative of the real objects. Sample population for this research was all the students of Grade X studying in both community and institutional schools in Rolpa district. For selection of the sample, the researcher selected students from two community and two institutional schools of Rolpa district. Twenty four students were selected from two community

school and other twenty four students were from institutional school. Twelve students were selected from each four school. Total sample populations were forty eight students of grade X studying in Rolpa district. Purposive non-random sampling procedure was used as a strategy to select sample populations.

### **3.3 Research Tools**

The data collection was carried out with the help of test items. The researcher provided topic to the sample population. Purposive non- randomly selected sample took forty minutes test for this research.

### **3.4 Sources of Data**

To complete this research, the researcher used both primary and secondary source of data. The data used to complete this study are presented below:

#### **3.4.1 Primary source of data**

The data that is collected from first-hand experience is called primary source of data. Primary data is collected from primary sources. Primary source of data for this research were students of both community and institutional school students' studying in grade ten. (i.e. students of Rolpa district) The researcher visited four different schools sample population, conducted test and collected data.

#### **3.4.2 Secondary source of data**

The data which is previously available and is not collected for the present research purpose is called secondary source of data. For the secondary source of data, the researcher consulted related theoretical books, websites and unpublished M.Ed. Theses to complete this research.

### **3.5 Data Collection Procedures**

The researcher went to the selected four different schools of Rolpa District with an official letter from the Department of English education T.U. Kirtipur then, the researcher asked for permission with the administrations. It took 45 minutes to administer test. Purposive nonrandom sampling procedure was used to select sample population. It took four days to collect data. Before administering the test, students were told about topic and aim of the study, thus the students agreed to involve in the test. They were given a paper with title of an essay and asked them to write. They wrote the essay and submitted answer sheets to the researcher. Finally the researcher thanked them for their valuable time for the test.

### **3.6 Data Analysis and Interpretation procedures**

The data were systematically analyzed. Data were analyzed using simple statistical tools (i.e. percentage and tables). The data for this study were marks obtained by the students in essay writing test.

### **3.7 Ethical Consideration**

Before collecting data for this research, the researcher asked for permission with his supervisor for conducting this study. Researcher followed norms, terms and condition of the research. Researcher became careful about citation and reference of the used source. Researcher only took desired data and information. Researcher could not go against their supervisor and participants while analyzing and interpreting data. This research brought nothing which was harmful to the sample population and administration after or while carrying out the research, while speaking about the students' ethical consideration, No students were forced to involve in this research. All participant students were free to involve in this test. Students and their schools name was not mentioned anywhere while analyzing data. All sample students' personal information was not flashed out. Researcher did not go against sample populations. Students' school name is not flashed directly while analyzing and interpreting data.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATIONS OF DATA**

This chapter mainly deals with analysis and interpretations of the data collected from primary sources of data. The data were collected with the help of the test consisting of the open ended questions. The data were collected from forty eight students from four different schools of Rolpa district. Sample students were from grade ten. Among four schools: two were community and other two were institutional schools.

This study was carried out to find out and compare grade 'X' students' proficiency in writing essay of community and institutional schools in Rolpa district. For this purpose, the collected data were analyzed and interpreted under the following main headings.

- ) Analysis of Essay Writing Proficiency of the Students
- ) Gender wise Analysis of Proficiency of the Students on Essay Writing
- ) Component wise Analysis of Essay Writing Proficiency of the Students
- ) School wise Analysis of Proficiency of the Students on Essay Writing
- ) Comparison of community and institutional schools Students Proficiency on Essay Writing

#### **4.1 Analysis of Essay Writing Proficiency of the Students**

The performance of the students from both community and institutional school was observed, analyzed and interpreted. For this, there was only one essay with the weight age of 25 marks. To find out over all performance of the students, the researcher analyzed and interpreted their obtained marks and found the average marks. On the basis of average marks, the researcher placed them either above average or under average with the percentage.

Table 1 Analysis of Essay Writing Proficiency of the Students Score which is shown in the next page:

**Table 1: Analysis of Essay Writing Proficiency of the Students Score**

No. of students	Average marks secured	Above average		Below average	
		No. of students	%	No. of students	%
48	17.6	26	54.16%	22	45.8%

Table 1 shows the overall performance of the students in descriptive essay writing. The overall average mark is 17.6 out of 25 full marks. The percentage of students scoring above average is 54.16% whereas 45.8% is the percentage of students who scored below the average. After viewing analysis of the data presented in table 1 can be concluded that more than fifty five percent of the students scored above average in an essay writing.

#### **4.2 Gender -Wise Analysis of Proficiency of the Students on Essay Writing**

The essay writing ability of boys and girls of community and institutional school were observed, analyzed and interpreted. The gender wise performance in essay writing has been analyzed as given in table 2 below.

**Table 2: Gender -Wise Analysis of Proficiency of the Students on Essay Writing**

Text	Tools	Marks obtained in Essay Writing		
		Boys	Girls	Difference
Community School	Mean ( Average)	15.32	11.45	3
	Percent %	60%	48%	12%
Institutional School	Mean ( Average)	20.85	22	1.15
	Percent %	83.4%	88%	4.6%

Table 2 shows the essay writing proficiency of boys and girls from both community and institutional schools. According to this data, the average marks obtained by the boys in community school is 15.32(60%) and girls is 11.45(48%) and average difference between girls and boys in the same test is 3 (12%) out of 25 full marks. Similarly the average marks of the boys, in institutional schools is 20.85 (83.4%) and the girl is 22 (88%) and average score difference between boys and girls in institutional school is 1.15 (4.6%) out of 25 full marks. In community school, boys scored better than the girls whereas girls scored better than boys in institutional schools.

### 4.3 Component -Wise Analysis of Essay Writing Proficiency of the Students

The component wise analysis of proficiency of the students of community and institutional school in essay writing has been observed interpreted and analyzed in table no 3 below.

Table 3 : Component-Wise Analysis of Essay Writing Proficiency of the Students

Components	Tools	Marks Obtained in Elements of Essay Writing			Full Marks
		Community Schools	Institutional Schools	Difference	
Beginning	Mean (Average)	1.37	1.95	0.58	25
	Percent	68.5	95.5	29	
Purpose	Mean (Average)	0.68	0.85	0.17	
	Percent	68	85	17	
Content	Mean (Average)	1.25	2.45	1.2	
	Percent	41.66	81.66	40	
Description	Mean (Average)	0.75	1.8	1.0	
	Percent	37.5	90	52.5	
Organizations of Essay	Mean (Average)	0.43	0.85	0.42	
	Percent	43	85	42	
Examples	Mean (Average)	0.083	0.25	0.16	
	Percent	8.3	25	16.7	

Subject Verb Agreement	Mean (Average)	0.58	1.7	1.12
	Percent	29	85	56
Use of Articles	Mean (Average)	0.41	0.81	0.4
	Percent	41	81	40
Use of Prepositions	Mean (Average)	0.35	1	0.65
	Percent	35	100	65
Spelling	Mean (Average)	1.7	2.54	0.84
	Percent	56.5	84.6	28.2
Punctuations	Mean (Average)	4.08	4.45	0.37
	Percent	81.6	89	7.6
Conclusions	Mean (Average)	0.9	0.97	0.58
	Percent	39	97	58

Table 3 shows the essay writing ability of students in both the community and institutional schools. The average marks of the students of community school in the beginning is 1.37 (97.5%) and that of institutional school is 1.95 (7.83%) and the average difference between them is 0.58 (29%) out of 2 full marks.

Similarly, students of community school obtained 0.68 (68%) in purpose of writing and institutional school students obtained 0.85 (85%) and the average difference between them in purpose of writing is 0.17 (17%) out of full marks one. Marks obtained by the students of community school in content explanation is 1.25 (41.66%) and institutional school is 2.45 (81.66%) and average difference between them on content explanation is 1.2 (40%) out of 3 full marks.

Further, community school students' average score on description of essay is 0.75 (37.5%) and that of institutional school is 1.8 (90%). The average difference between them is 1 (52.5%) out of two full marks. Students of community school obtained is 0.43 (43%) in organization of essay whereas institutional school students obtained 0.85 (85%) and average difference between them is 0.42 (42%) out of one full marks.

Furthermore, average marks obtained by the students of community school in giving examples is 0.083 (8.3%) and the students from the institutional school

score is 0.25 (25%) and average difference between them in including examples in essay writing is 0.16 (16.7%) out of one full marks

Moreover, community schools students' average score on subject verb agreement is 0.58 (29%) whereas institutional school students' average score on that topic is 1.7 (85%) and average difference of the score is 1.2 (56%) out of two full marks. Community school students' average score is 0.41 (41%) in use of articles in essay writing and institutional school students' average score is 0.81 (81%) and average difference between them on this topic is 0.4 (40%) out of 1 full marks. Average marks of the students of community school in the use of prepositions is 0.35 (35%) and that of institutional school is 1(100%) and average score difference between them is 0.65 (65%) out of one full marks.

Community school students achieved 1.7 (56.5%) in spelling, whereas institutional school students obtained 2.54 (84.6%) and average score difference on that topic between students from both types of schools is 0.84 (28.2%) out of 3 full marks.

Finally, community school students' average score is 4.08 (81.6%) in punctuations whereas institutional students' average score on that topic is 4.45 (89%) and average score difference between them on punctuation is 0.37 (7.6%). an average score achieved by the students of community school on conclusion is 0.39 (39%) and institutional school students' average score is 0.97 (97%) and average score difference between the students of two types of schools in essay writing in conclusion is 0.58 (58%).

Thus on the basis of beginning, purpose, content, description, organizations, exemplification, subject verb agreement, use of articles, prepositions, spelling, punctuation and conclusions of essay writing, institutional school students showed better performance compared to students from community schools.



#### 4.4. School Wise Analysis of Proficiency of the Students on Essay Writing

The proficiency of the students based on both community as well as institutional schools have been analyzed and interpreted in Table 4 next page.

**Table 4: School-wise Analysis of Proficiency of the Students on Essay Writing**

S. N.	Name of the schools		Total marks obtained by the students	Average marks obtained by the students	% Obtained	Average marks to students
1	Community schools	Araniko Secondary School	171	14.25	57%	13.68
		Nepal Rastriya Secondary School	157.4	13.11	52.44%	
2	Institutional schools	Holi Vision English Boarding School	261	21.75	87%	20.70%
		Bright Future English Boarding School	236.023	19.66	78.67%	

Table 4 shows the school wise analysis of the students essay writing proficiency. The total marks obtained by the students of Araniko secondary school is 171 and average marks achieved by each student is 14.25 (57%) which is second last scores among students from four different schools. Similarly, the students of Nepal Rastriya secondary school obtained a total score of 157.4 and an average score of 13.11 (52.44%). This average marks is the lowest marks among four school students score.

The students of Holi Vision English boarding schools student scored 261 in total and average score of each student is 21.75 (87%). The marks obtained by the students from Holi vision English boarding school students is the highest score among selected schools. Total marks obtained the students from Bright

future English boarding school is 236 and average score they scored is 19.66 (78.67%) which is the second highest score among the selected school.

#### **4.5 Comparison of Community and Institutional Schools Students Proficiency on Essay Writing**

The many of the empirical research studies have shown that students from institutional school have performed better than their counterparts from community schools. Comparatively, students from the institutional school have been found more proficient than those from the community schools. Table 5 below presents the data of the students representing both types of school.

**Table 5: Comparison of Community and Institutional Schools Students Proficiency on Essay Writing**

Tools	Marks obtained in Essay Writing		
	Community school	Institutional school	Difference
Mean (Average)	13.68	20.7	7.02
Percent %	57%	86%	29%

Table 5 shows the average marks obtained by the students from community and institutional schools. The average mark obtained by the students of community school is 13.68 (57%) whereas the total average marks obtained by students from institutional schools 20.70 (86%). The total average difference score between the students from two community and institutional school is 7.02 (29%) out of 25 full marks. From the data present in the table in this chapter it was found that essay writing ability of the students in community school was not much satisfactory whereas essay writing ability of students from institutional school was good.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with findings, conclusions and recommendations of the research. This is the final and important stage of the research study. The researcher draws findings, conclusion and recommendations on the basis of analysis and interpretation of the response of the students from four different schools of Rolpa district.

#### **5.1 Findings**

After the analysis and the interpretation of the data, the researcher comes up with the summery of the finding as given below:

- a) The essay writing ability of the students of both community and institutional school was found satisfactory, community school students' average score is 13.68(57%) in essay writing and institutional school students' average score is 20.7(86%). Average difference between them is 7.02 (29%).
- b) The female students from the institutional schools performed better in essay writing test than those of male counterparts. Institutional school girls achieved 22(88%) and boys achieved 20.85(83.4%). On contrary to this, the male students from community schools performed better than their female counterparts. The students from the institutional schools are founded to have performed better in writing an essay than those from the community schools.
- c) Component wise analysis of essay shows that institutional school students are better in composing essay. They were measured on the basic of ability to begin writing essay, content of essay, description of

essay, and exemplification of essay, subject verb agreement, spelling and pronunciations.

- d) Total marks obtained by the students of Araniko secondary school is 171 and average marks achieved by each student is 14.25 (57%). Students of Nepal Rastriya secondary school obtained a total score of 157.4 and an average score of 13.11 (52.44%). Holi Vision English boarding schools student scored 261 in total and average score of each student is 21.75 (87%). Total marks obtained the students from Bright future English boarding school is 236 and average score they scored is 19.66 (78.67%) which is the second highest score among the selected school.
- e) The essay writing ability of the grade X students was found satisfactory in institutional school whereas community school students' achievement was not more satisfactory. Fifty four point sixteen percent of the students from the community schools were above average and 45.8% students had been below the average. In institutional schools 75% of the students scored above average and only 25% scored below the average marks.

## **5.2 Conclusion**

After observing analysis and interpretations of the data, it can be conclude that, the essay writing ability of the students of Rolpa district, in both community and institutional school was found satisfactory. In comparison with community school students, institutional school students in Rolpa district are better composer of essay. While teaching essay writing in grade 'X' in Rolpa district, teacher must pay attention on teaching techniques, process of teaching writing and also use teaching materials while teaching writing. The students also should develop habit of writing and they should have more free writing practice. Community school students need more improvement in their writing

than institutional school students but both of them; community and institutional school students have to improve on their writing ability.

Finally, to improve students free writing skills, concerned administration of Rolpa district, subject teachers, subject expert and teacher trainer and the students must think about it. Rural Municipality or local government should have plan of seminars, workshops and training on developing free writing skills. Secondary level English subject teacher also should think about their professionalism, professional development and also about action research on knowing and solving such problems.

### **5.3 Recommendations**

On the basis of findings of the study, some recommendations have been listed below along with some guidelines for improving essay writing abilities of the students.

- a) The students of community school were found to have had lower writing ability in comparison with students from the institutional schools. The students should be encouraged in writing practice to improve their writing proficiency.
- b) Teachers of community school should follow various strategies while teaching writing in comparison with the teachers from institutional schools. The teachers from the community schools should pay extra attention while teaching components of writing.
- c) Teachers must scaffold their learners while composing essay. In addition, students should also be encouraged to use additional reference material such as English news papers, magazine, articles for knowledge and to compose paragraph on specific topic.
- d) English language teachers from both schools should emphasize on writing techniques and should use teaching materials while teaching writing skills.

- e) Federal government should provide special training, seminars, and workshops for novice and experienced teachers on how to teach writing skills.

### **5.3.1 Recommendations for Policy Level**

The recommendations of the research at policy level are as follows:

- ) Syllabus designer and curriculum designer of English language subject should design the syllabus and curriculum that pays attention to practical aspects of writing skills.
- ) Policy of the English subject should be formulated to encourage the teachers to attend, involve in seminars and also to prepare ELT journals in essay composition.
- ) CDC would be able to in co-operate more courses related to essay writing, while reviewing the course.
- ) Proper organization of course content and organization of different aspects of writing must be maintained.
- ) Text book writers also must pay attention to learners' level while writing English text book.
- ) Novice teachers and experienced teachers should be given training by the subject experts and trainers in time and again.

### **5.3.2 Recommendations for Practice Level**

The recommendations at practice level are presented as follows;

- ) Learners should be assigned to compose as many essays as they can.
- ) Teachers must be aware of selecting appropriate strategy while teaching writing skills to the students in the class room.
- ) Teachers must be paid extra attention on weak students while conducting different types of writing task.

- ) While teaching essays the teachers must use additional supplementary materials i.e. not only depending on course book.
- ) Teachers should emphasize on use of different types of practical materials to support writing ability of the students in both inside and outside the classroom.

### **5.1.3 Recommendations for Further Research Level**

This study has only been limited to the essay writing proficiency of students of grade ten at Rolpa district. This is why other aspects and areas of the study need further research. This research work can surely be used as a reference document for those who are interested and eager in carrying out further research on strategy adopted by teachers in teaching creative writing.

Recommendations can be as follow:

Free Writing Ability of Students of Grade X in Rolpa District

Comparative Study on Controlled Writing Abilities of Grade X Students between Community and Institutional Schools Students and

Essay Writing ability of Students of Grade IX in Rolpa district.

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**APPENDIX 'A'**  
**Questionnaire for the Students**

Dear Students,

This test is a research tool for my thesis writing entitled '**Comparative study on essay writing proficiency of grade ten students between community and institutional schools**'

This research will be conducted under the supervision of lecturer **Dr. Purna Bahadur Kadel**, Department of English Education, T.U. Kirtipur, Kathmandu. Your cooperation in completing the test will be of great value to me. I am only interested in your style / manner of writing. Please feel free to write essay on any one of the following topics.

I would appreciate your honest writing and assure you that your response will be completely anonymous.

Researcher  
Krishna Bahadur Gharti  
Department of English Education,  
T,U. Kirtipur. Kathmandu Nepal

## APPENDIX 'B'

### Participant Consent Form

**Thesis Supervisor**

Faculty of Education

**Dr. Purn Bahadur Kadel**

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

**'Comparative Study on Essay Writing Proficiency of Grade X Students between Community and Institutional Schools'**

I, .....agree to take part in this research study. I am giving my consents I state that: I understand the purpose of the study, what I will be asked to do, and any risk/ benefits involved.

1. I have read the participant information statements and have been able to discuss my involvement in the study with the researcher if I wished to do so.
2. I have got answer to any questions that I had about the study and I am happy with the answer.
3. I understand that I withdraw from the study at any time before I submit my responses to the researcher.
4. I understand that being in this study is completely voluntary and I do not have to take part.
5. I understand that personal information about me that is located over the course of this project will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
6. I understand that the result of this study may be published, and that publication will not content my name or identifiable information about me.

I consent to:

    ) Completing Written Test      Yes ( ) No ( )

**Signature**.....

**Name**.....

**Date**.....

Student's Name.....

Date.....

Roll No.....

School's Name.....

QN. N (1) Write essay on **'Mobile phone and its impact in our study.'**

## **PARTICIPANT INFORMATION STATEMENTS**

**Thesis Supervisor**

Faculty of education

**Lecturer Dr. Purna Bahadur Kadel**

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

### **Comparative study on essay writing proficiency of grade ten students between community and institutional schools**

#### **1) What is this study about?**

You are requested to take part in this research entitled ‘Comparative study on essay writing proficiency of grade ten students between community and institutional schools’. This aims to identify ability of the secondary level students’ on writing essay on Rolpa District. Up to now, there has not been any research related to this topic in this department. Therefore, it is helpful to have comparative study on essay writing proficiency of grade ten students between community and institutional schools.

You have been requested to participate in this study because I am interested in finding out what is the present status of students in writing essay and I eager to have comparative study between community and institutional schools students ability to writing essay. Your response will be writing essay on the topic which I have given to you.

This participant informant consent statement tells you about the research study. Knowing what is involved in the will you help you decide if you want to take part in this research. Please read this sheet carefully and ask question s about that you do not understand or want to know more about the study. Participation this study is voluntary so it is up to you whether you wish to take part or not.

By giving consent to take part in this study you are writing:

- ) Understand what you have read.
- ) Agree to take part in this research study as outlined below.

J Agree to use of your personal information as described.

You will be given a copy of this participant information statement to keep.

**2) Who will carry out this study?**

This study is being carried out by Mr. Krishna Bahadur Gharti as the master of Education in English at the Tribhuvan University of Kathmandu. This study will take place under the supervision of **Dr. Purna Bahdur Kadel** lecture of Department of English education T.U., Kirtipur.

**3) What will the study involve for me?**

This study involves writing essay on the particular topic which I have given to you.

**4) How much of my time will the study take?**

It will take you about 40 minutes to complete the question.

**5) Who can take part in this study?**

All the students who are in the grade ten in Rolpa District both community and institutional school students can participate in this research.

**6) Do I have to be in the study? Can I withdraw from the study once I have started?**

Participation in this study is completely voluntary. Your participation in this study will not harm in your career and future. It will help you to understand Comparative study on essay writing proficiency of grade ten students between community and institutional schools. If you decide to withdraw from my study you are free but submitting your complicated questionnaire is your consent to participate in the study.

**7) Are there any risks or costs associated with being in the study?**

Beside from your time investing to response questionnaire, there will not be any risk or costs associated with taking part in this study.

**8) Are there any benefits associated with being in the study?**

This study will help you to write essay properly. This study will be helpful to know ability of the students in composing essay. Furthermore the research will be helpful in writing essay.

**9) What will happen to information about me that is associated during the study?**

Your information n will only be use in the purpose informed in your consents. Your information will be keep securely and your identity will be keep secretly. Except required by law. Study finding may be published; you will not be individually identifiable in these publications.

**10) Can I tell other people about the study?**

Yes you are welcome to tell other people about the study.

**11) What if I would like further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact Mr. Krishna Bahadur Gharti (email kgharti48@gmail.com).

**12) Will be told result of the study?**

You will get the summery of the overall findings of the study and whole thesis paper through the Department of English Education T.U., Kirtipur Kathmandu.

**13) What if I have a complaint or any concerns about the study?**

The ethical aspects of the study have been approved by the Tribhuvan University Department of English Education Kirtipur, Kathmandu. Any person with concerns or complains about the conduct of a research study can contact the researcher.

**APPENDIX C**

**Write essay on mobile phone and its impact in our study**

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## APPENDIX D

### Marking Scheme for the essay

The researcher went to the two government aided and two institutional schools. The researcher measured the student's proficiency in writing essay by administering test item of essay of 25 marks. The researcher measured them on the basis of their proficiency on subject, content, grammatical correctness, spelling, vocabulary and punctuation. The researcher gave one test item, or writing the essay. For making scoring more reliable and scientific, the researcher used the following marking scheme.

#### Introduction

- ) Topic 1
- ) Beginning 2
- ) Purpose 1

#### Body

- ) Content 3
- ) Description 2
- ) Organization 1
- ) Important points/ example 1

#### Conclusions 1

#### Grammar

- ) Subject verb agreement 2
- ) Use of article 1
- ) Use of preposition 1
- ) Vocabulary 1
- ) Spelling 3



Punctuation marks

- ) Capitalization 2
- ) Full stop 2
- ) Comma 1
- ) Total 25

The researcher checked the answer sheet on the basis of the marking scheme allocated on the basis of the different headings. Proficiency of the students' writing was explained on the different heading as mentioned above.