

**Proficiency of Grade Seven Students in Essay Writing in Panchkhapan
Municipality of Sankhuwasabha**

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

**Submitted By
Sumitra Limbu**

**Department of English Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Declaration

I, hereby, declare that this thesis is original and has been prepared exclusively for the academic purpose. I am responsible for any issues concerning ethical consideration and plagiarism.

Date: 15/05/2023

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Recommendation for Acceptance

This is to certify that **Ms. Sumitra Limbu** has completed the research work of her M.Ed. thesis entitled **Proficiency of Grade Seven Students in Essay Writing in Panchkhapan Municipality of Sankhuwasabha** under my guidance and supervision.

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Dedication

Affectionately Dedicated

To

My Dad and Mom who encouraged me for my academic excellence all the time to
bring me to this position.

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Abstract

The present study entitled **Proficiency of Grade Seven Students in Essay Writing in Panchkhapan Municipality of Sankhuwasabha** aimed to find out the proficiency of grade seven students in essay writing in public schools. The researcher selected forty students from five different schools of Panchkhapan municipality in Sankhuwasabha district through purposive convenient sampling procedure. The test items were used (i.e., five essay types questions) as the main tool for data collection. The collected data were analyzed and interpreted with the help of the tables and using statistical tools such as mean and percentage. The finding of the study showed that most of the students were found better in content, grammar, correctness, coherence and cohesion respectively but they were found weak in selection of the appropriate vocabulary and punctuation marks. Likewise, most of students were found weak or lacking knowledge in three basic parts (introduction, body and conclusion) of the essay. The finding also showed that most of students have good knowledge on content in the comparison to other components of the essay. Similarly, this study found that the students' proficiency level in essay writing is acceptable.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, and the significance of the study, delimitation of the study and operational definition of key terms. The second chapter covers the related theoretical review, review of related empirical literature, implications of the review for the study and conceptual framework. The third chapter deals with methods and procedures of the study which includes design and methodology of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations. The fourth chapter deals with analysis and interpretation of the results. It also includes analysis of the collected data, interpretation the results and findings. The fifth chapter deals with conclusions and implementation followed by references and appendices. The implications are subsumed under policy related, practice related and further research related respectively.

Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
Chapter 1: Introduction	1-5
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Questions	4
Significance of the Study	4
Delimitations of the Study	5
Operational Definition of the Key Terms	5
Chapter 2: Review of Related Literature and Conceptual Framework	6-21
Review of Related Theoretical Literature	6
Writing Skill	6
Proficiency of Writing Skill	7
Importance of Writing Skill	8
Components / Elements of Writing	9
Essay Writing	11
Types of Essay Writing	11
Process of Writing Descriptive Essay Writing	13
Parts of the Essay	14
Characteristics of the Essay	15
Importance of Technical Essay Writing	16
Review of Empirical Literature	17
Implications of the Review of the study	20
Conceptual Framework	21

Chapter 3: Methods and Procedures	22 -25
Design and Method of the Study	22
Population, Sample and Sampling Strategy	23
Research Tools	23
Sources of Data	24
Primary Sources of Date	24
Secondary Sources of Data	24
Data Collection Procedures	24
Data Analysis and Interpretation Procedures	24
Ethical Considerations	24
Chapter 4: Results and Discussions	26-37
Holistic Analysis	26
Essay Topic Wise Analysis	27
Component Wise Analysis	32
Different Parts of the Essay Wise Analysis	35
Findings	36
Chapter 5: Conclusions and Implications	38-40
Conclusion	38
Recommendations	38
References	
Appendices	

List of Tables

Table 1: Letter Grading System 2079	8
Table 2: Essay writing proficiency of the students	26
Table 3: Proficiency of students on my favorite teacher	27
Table 4: Proficiency of students on my school	28
Table 5: Proficiency of students on my favorite festival	29
Table 6: Proficiency of students on myself	30
Table 7: Proficiency of students on village life	31
Table 8: Proficiency of students in coherent and cohesion	32
Table 9: Proficiency of students in grammar	32
Table 10: Proficiency of students in content	33
Table 11: Proficiency of students in vocabulary	34
Table 12: Proficiency of students in punctuation	34
Table 13: Different parts of the essay	35

Chapter 1

Introduction

The present study entitled “Proficiency of Grade Seven Students in Essay Writing in Panchkhapan Municipality of Sankhuwasabha” is concerned with the study of grade eight students' proficiency in essay writing in English Language. This chapter consists the background of the study, statement of the problems, significance of the study, objectives and research questions, delimitation of the study, and definition of the key terms.

Background of the Study

Writing is an activity through that the visual representation of our experience, knowledge, thoughts, ideas are expressed. It is one of the language skills. It is a way of keeping our thoughts, ideas, feelings, etc. permanent which can use or read by other in anytime and anywhere they desire but speaking language is temporary. It means to say is that, it does not remain for but the printed as written is permanent which remains for long time. So that, upcoming generation can experience the flavor of the materials. That is why, to keep necessary documents for long-term, writing is needed. If we go back to history of writing, it has very long history. As Harmer (2004) says, "The history of writing is an ancient as Hindu civilization. Some of the earliest writing found at a place called Harappa in the region where the target Marappa of Hindu civilization once flourished. There is a complete agreement in the meaning of the symbols that were discovered. However, when the discovery was modern archaeologist Richard Meadow sated that the inscriptions had similarities to what become Hindu Script, the first recognized language. Since then, many writing systems have involved around the world" (p. 49).

It can be concluded that writing is started with human civilization. Human beings started representing their feelings, thoughts, ideas, and experience to each other day by day and that become a trend of their upcoming generation. After that they use to hand over its generation to generation. Then it becomes a part of human beings. Each language has its own significance. Each languages have its different skills, among them writing is very important and necessary skill of the language. Writing is necessary in each field of the study. It is very important in educational field. The writing ability of a person is judged by his / her way of putting his / her

ideas, thoughts or words in chronological order and word in contextual meaning, vocabulary in appropriate way and use of proper way and so on in the paper. Each skill of the language has its own importance but writing skill plays vital role in the context of education field because without writing people cannot get any level of certificate and without certificate their career is not possible in the present world.

Essay writing is one of the parts of writing skill. It means putting ideas contextually on a particular subject matter in written form. It is a piece of composition giving expression to one's own personal ideas, knowledge, and experience on topic. Essay is a piece of writing usually in short and in prose in any subject. Narayan Swami (2000) says:

Essay is a long piece of composition on a theme of subject. It is self contains that is, it has a beginning part, middle part and an end part. The beginning part usually introduce the subject matter in general form. The middle of the essay develops the theme and presents the writers to express her/his thoughts, feelings and experience on it. The essay is brought to close in a suitable concluding passage. (p. 92)

On the basis of the aforementioned definition of the essay, it can be concluded that, it as a self-contained piece of writing in prose on a subject matter. It is a written composition where person expresses his / her own personal ideas, thoughts, and experience on a particular topic following the sequence of the beginning phase, middle phase and ending phase of the essay. In the beginning phase, an essay has introduction part where people write the introduction of the topic in their own language. Then in middle phase or body part, writer expresses his/her ideas, opinion, thought in detail on a particular topic and an ending phase or conclusion part, writer concludes his / her writing appropriately. Therefore, it must have unity, coherence and cohesiveness and systematic in whole writing.

Essay is a short piece of writing on a particular subject by a writer for publication. There are two characteristics of essay, according to the dictionary, it can be written in any subject such as science, culture, sport, literature, politics and it should be short, it should not be as long as novel or an epic.

Essay is classified into several different types. According to subject matter, it can be political or literary, science or social, etc. According to style, it can be

humorous or satirical, prosaic or poetic, and so on. According to the intention of the essayist, it can be descriptive or narrative, argumentative or explanatory. A writing proficiency is one in which the development of writing skills is an integral part of the course objectives. Writing skill do not develop in a vacuum; they develop as students arguments begin to form opinions, ideas, and understanding content. Proficiency of essay writing refers to the ability of the student in essay writing in appropriate way. Moreover, it is showed that how much students have knowledge on a particular topic and how well they can write by managing all elements of the essay. To produce a well construct essay students must have the knowledge on subject matter along with the knowledge of essay writing. Most of the students have the knowledge on the subject matter but they do not have the knowledge of essay writing which makes their writing less appropriate or low in proficiency level. In another hand, some students have ideas or knowledge of essay writing whereas they may have lack of knowledge regarding subject matter. Thus, I decide to study on proficiency level of grade seven students in essay writing.

Statement of Problem

Learning to write in English is one of the most important skills. Teaching writing skill of foreign language is one of the challenging and complicated tasks in the context of Nepal because Nepal is a multicultural and multilingual country where most of people use their mother tongue and they hardly acquire Nepali language. After gaining Nepali language as a second language, they feel too difficult to learn English language. I myself belong to Limbu community. I used to communicate only in my mother tongue (Limbu language) when I was young. I acquired Nepali language very hardly then I learned English language, still I am learning it. In the context of Nepal, since the English language has been taught as foreign language from grade one but teachers face problems to develop skill of language developing writing skill in a learner is very difficult task. It is more problematic for the beginners. To develop writing skill, learners should be conscious about various elements related to writing. Thus, most of the students may face many problems to developing writing skill.

The major problem of essay writing in the context of Nepal might be the lack of writing knowledge and habit of leaners. Student can read long sentence and more

difficult passage but they feel difficult to express themselves through writing. Writing is a skill that improved by practice. The essay writing students may not have knowledge of coherence, clarity of subject matter, focus on topic sentence and its supporting sentences, of sequence between ideas and part of essay. All students do not have same similar ability of essay writing. Error may have in subject verb agreement, use of context word with contextual meaning, reference, capitalize, punctuation and word usage as well. Many researchers and educators continue to explore on students' proficiency in essay writing but they do not have studied the proficiency level of grade seven students in Sankhuwasabha district. I myself also used to write essays while I studied in basic level at that time our proficiency level in essay writing was not good. Neither we had the enough knowledge of subject matter nor had the knowledge on essay writing appropriately. So, I decided to study on proficiency of grade seven students in essay writing in Sankhuwasabha district of the community school.

Objectives of the Study

The objectives of the study were as follows:

- a. To find out students' proficiency in essay writing.
- b. To suggest some pedagogical implications.

Research Questions

The research question of this study was:

- a. What is the proficiency level of students in essay writing?

Significance of the Study

This study aimed to explore the essay writing ability of students who are studying in grade seven in public schools. This study will be beneficial to all those who are motivated towards language teaching and learning especially English language. It will be helpful especially for ELT teachers as they gain knowledge on the areas where learners may weak in presenting parts of the essay. Similarly, this study will be useful for the English Language practitioners who want to undertake research in the field of language teaching. The study will offer insights to English or Foreign Language learners who want to gain knowledge of second language (English

Language). Moreover, this study will highly significant for school supervisors, subject experts, syllabus designers, textbook writers, material producers and those who are directly and indirectly associated with teaching learning language. Likewise, this will help to ELT teachers in ELT classroom for develop their students' writing ability in essay. This will have remarkable contribution in the area of teaching writing skill.

Delimitations of the Study

The design of this study was based on survey research design. The survey research design has the following methods. This research study was limited to student's proficiency in essay writing of grade seven of four schools of Panchkhapan Municipality in Sankhuwasabha district. Purposive non random sampling strategy was used to select sample from the population. A set of test items was used as the tool for data collection. Forty students were given test item on essay writing in public school. Here, proposed method and the procedures were used in accomplishment of this study.

Operational Definition of the Key Terms

The key terms that were used in the study are listed and defined below:

Coherence. Coherence means semantic relationship of different sense units between and among utterances.

Cohesion. Cohesion is as grammatical or lexical relationship between different elements of text.

Essay writing. An essay is a short piece of that writing express writer's opinion form, information and as well in writing

Grammar. Grammar is the rule of a language where words are put together in order to make sense.

Mechanics. Mechanics refers to the rules of the written language which includes capitalization, punctuation and spelling.

Proficiency. Proficiency means a high degree of skills competence in something, well qualified, advanced knowledge, and skill.

Punctuation. It means the system of using certain conventional marks in writing to make clear sense.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter provides a comprehensive review of literature related to the present study. This section contains includes the theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework for this study.

Review of Related Theoretical Literature

Review of related the theoretical literature provides the insight to the researcher related to a number of different elements that have direct or indirect link with the research topic. It helps the researcher to develop conceptual framework to the researcher. So, this section includes following theoretical reviews on language in relation to writing or essay writing.

Writing skill. Writing is a productive skill and the most important among the four language skills. Writing skill includes all the knowledge and abilities related to expressing ourselves through the written form. It is a sound understanding of language through grammar, spelling and punctuation. It is a productive skill means to say is that to manipulate the mechanisms of writing, structuring them in meaningful or sensible words, sentences and paragraphs in order to make the reader understand the meaning of the subject matter. In another hand, writing is an act of putting words that present convey down the graphic symbol's language in order to some meaning so that the reader can get information which the writer has tried to import. Thus, writing is an act of transmitting person's thoughts, feelings and ideas on a paper for his/ her readers.

Writing is an activity through which human beings communicate with another and transmit their accumulated culture from generation to generation in written form. We are able to share our ideas, knowledge, feelings, thought and can convince other through writing. Nunan (1989) also says:

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate central of variables simultaneously. At the sentence level, these include central of context, format, sentence, structure, letter formation

vocabulary, spelling beyond and sentence the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. (p.20)

Through the above-mentioned definition of the writing, I came to say that writing is a very complex process and requires many composite skills, as; mental, psychological, critical, and soon aspects. Writing is a system of written symbols which represent sound, syllable, word, vocabulary, sentence structure, contextual meaning of language.

Likewise, writing skill requires different mechanism, syllables as capitalization, spelling and punctuation as well. So, by writing skill human beings can convey the meaning they desire. River's (1968; p. 254) says;

Writing refers to the expression of ideas in a consecutive way, according to the graphic conventions of the language; the ultimate aim of writer at this stage is too able to express himself in polished literary form which requires the utilization of a special vocabulary and certain refinement structure.

Similarly, writing is an activity to improve our understanding of any subject matter, without reading and gathering information about subject we cannot write properly about the subject. Writing is an ability not only to put ideas from mind to paper but also to generate more meaning and clear ideas in understandable way for readers. We speak is temporary but things as imprinted as written work or documents can be permanent which can be kept after future and for upcoming generation that they experience written decrements for long purpose. So written documents are for long term and security. Writing is a transcription person's knowledge, ideas, information for readers of written symbols. The symbol has to arrange according to certain convention and to form words and words have to be arranged to form sentences according to contextual meaning.

Proficiency of writing skill. Generally, we understand that proficiency is the high degree of skill on something as writing. So, proficiency of writing means having an advance knowledge of writing or skill in writing. We can measure proficiency level of writing on the basis of Letter Grading as a system that taken out by the NEB National Examination Board 2079. NEB-2979 has published Letter Grading System

by dividing into different 8 levels. According to NEB 2079 the letter Grading 2079 is as follows.

Table 1
Letter Grading System 2079

S.N.	Achievement of Percentage	GPA	Grade	Explanation
1	90 and above	4.0	A+	Outstanding
2	80 and below 90	3.6	A	Excellent
3	70 and below 80	3.2	B+	Very Good
4	60 and below 70	2.8	B	Good
5	50 and below 60	2.4	C+	Satisfactory
6	40 and below 50	2.0	C	Acceptable
7	35 and more than 40	1.6	D	Basic
8	Below 35	---	NG	Not Graded

Afore mentioned table showed different achievement percentages with GPA Grad and explanation. We can measure student's proficiency level in writing skill accordingly. If students obtained more than 80% on writing then they have excellence proficiency level and if they obtained less than 70%, we mention their proficiency as a good.

Importance of writing skill. Writing is an act of transmitting feelings, thoughts, ideas and experiences from one generation to another. It is a transparent mirror which can present our knowledge on a particular subject matter. Writing skill is the most important skill among other language skill because it has directly induced in educational curriculum. So that students have to have the knowledge of writing skill Students' writing skill` decide their further study and well future as well. Among the four skills writing is the output of listening, reading and speaking, Bacon (1987) says, "Writing attracts special importance because reading makes a full man, conference a ready man and writing in exact man" (p.2).

Writing proficiency plays vital role in securing good marks in examination. In all levels of students are asked to give the answer in written form in their examinations. Generally, secondary level students occasionally take part in writing contest such as: essay writing, poetry writing, letter writing, and story writing and so

on. If the students are not trained well in writing, then they cannot give answer in the limited time of their exam. That's why students have to develop their writing skills to pass their examination and score high in the final exam. Students cannot perfect in any language without the knowledge of writing skill. English language competence is supposed to be good if they have writing power.

Byrne (1991) highlights the importance of writing as: Writing provides clarity in classroom activities serving as a break from oral work. At the same time, it increases the amount of language contact through work that can set out of class, Writing is often needed for formal and informal testing. In some case of course a written text may even be appropriate for example, and exposure to the foreign language through more than one. Medium especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

Writing skill can be developed through homework exercises and other activities from its students acquire the vocabulary and the knowledge of grammar of the lesson. Richards (1996) says "Written language is transactional or message oriented". The goals of written language into convey information accurately, efficiently and appropriately. In this way the main purpose of writing is being able to write for free composition and creativity". So, writing is transparent mirror which present our knowledge and experience and that document can be kept for a long time. Writing is a permanent record of the human's activity and their accuracies. We can keep permanent record of our knowledge, experience on philosophy, politics, sociology, literature, culture, etc. that is possible only through writing. Therefore, writing has greater importance in the comparison of other language skills.

Components/ elements of writing. Writing is an important skill and art of manipulating words and sentences in an effective way with contextual meaning. It consists a number of components. Heatoti (1975. p. 63) also states that writing is the combination components which are given below:

Mechanics. It refers to the graph logical system in writing means to say is that the rules of written language, such as capitalization, punctuation, spelling and abbreviations. We must have the knowledge of mechanics while writing because proper use of spelling, abbreviations give well-meaning and punctuation,

capitalization, polish the meaning otherwise meaning can be different than winter desire to export.

Coherence. Coherence can be defined as semantic relationship of difference sense between and among the utterances. It describes that the elements in our sentences and paragraphs hang together in order to produce meaning. It makes our writing more logical and meaningful. The combination of sentences should be ordered in natural order and well-connected together. One sentence should lead the next and there should be continuous logical progress in the text.

Cohesion. Cohesion can be defined as the grammatical or lexical relationship between different elements of the text. It means that writing is well structured with linked ideas that follow a logical pattern. An appropriate cohesive device keeps the thoughts and parts of the text together which is required in an essay. Bailey says. "Cohesion means linking phrases together so that the whole text is clear and readable." (2010, p.73). Thus, cohesion refers to structure of the items that exist within a text.

Mechanism of writing. Mechanics of writing is known as graph logical system which mainly includes capitalization, spelling & punctuation. Learners must have knowledge of these mechanics of writing in any kind of writing skill that are mentioned below;

Capitalization. It refers to the correct use of capital letters. Capitalization is must importance in writing. We capitalize the first letter of first word in any sentences. There are rules of capitalization i.e., when and where to use capital letter, to use capital letter in writing is very important. While we write at that time, we must have knowledge of capitalization.

Spelling. Spelling is the combination of alphabetic letter to form written words. It is a linguistics process of correct writing with the necessary letters and diacritics present in a comprehensible usually standardized order. Spelling plays vital role since addition, deletion, omission replacement of one letter with another can change the entire meaning of the word in the whole message.

Punctuation. Punctuation is the system that divides what we write into separate parts a system that in order to make our meaning clear. The marks or signs are called punctuation marks. Punctuation marks are signals to readers. It is used to create sense, clarity and stress in sentences.

Essay writing. An essay is a piece of composition on a particular topic. Generally, it is a short piece of writing outlining the writer's perspective of story. The definition of it is different person to person. Johnson (as cited is Subedi 2003, p. 98) defines an essay as "a loose sally of the mind an Irregular, Indigested piece of not a regular and orderly composition" Literally the word which means an attempt or experiment. An essay is also regarded as a literacy composition on any subject matter usually on prose & short.

Likewise, Narayan Swami (2006, p.92) writes:

The essay long piece composition on a subject. It is self-contained which a beginning and middle of the essay has developed present introductory part, theme and writer's thoughts on it. Then an essay is brought to a close in a suitable concluding passage at the end. Essay can be literary or non-literary on any subjects or topics.

The main purpose of writing essay is to provide pleasure to reader and in another, hand it develops the writing skill of the learners. Similarly, writer can persuade readers by his/her opinion, or thought by putting in the essay. In the same way a writer can promote his-self/herself through writing the essay.

Types of essay writing. Essay can be classified on the basis of different criteria and here presented, according to Narayan Swami (2003, p.23) the different types of essays are;

Descriptive essay. Descriptive essays are the accurate description of some places, countries, doctors, experience, emotion, situation, down, and so on. So, these kinds of essay can be said to be accurate amount of something convey factual piece of information to the readers.

Narrative essay. A narrative essay tells a case, this is a story. In the most of the stories is about personal experience that writer had. This type of story along with descriptive essay, allows writer to get personal and creative, unlike most academic writing. Narrative essays test writer's ability to express their experiences in a creative and compelling way and to follow an appropriate narrative structure.

Expository essay or argumentative essay. An expository essay is used as a way to look into a problem and therefore compare it and explore it. For the expository essay, there is a little bit of storytelling involved but this type of essay goes beyond that. The main idea of it is that, it should explain an idea giving information and explanation. The major aim of argumentative essay is to convince the readers to accept or at least seriously consider that writer point of view in essay.

Reflective essay. A reflection is I thought on some subject on idea rising in the mind. So, reflective essay is the reflection of writer's experience on a variety of the topics. Normally the topic of the reflective essay can be abstract in nature for e.g., habits qualities, social, politics and theological topics. In fact, such compositions express the writer's original thoughts on topics in their writings.

Imaginative essay. Essay on subject such as the feelings and experiences where writer is called to place himself in imagination in a position of which he had no actual experience. Essay written, on the ground of Imagination of any character of experience are called imaginative essay.

Descriptive essay. The descriptive essay a genre of essay that asks the students to describe something like object, person, experience, emotion, situation, etc. This genre encourages students' ability to create a written account of a particular experience. Moreover, it allows for a great deal of artistic freedom to the writer. The goal of it is to paint an image that is vivid and moving in the mind of the reader. So, these types of essays can be said to be accurate account of something which conveys the factual pieces of information to the readers. The information to be included in these kinds of essay is seen and what is heard by the writers of the descriptive essay does not make room for their own imagination. Wren and Martin (L1989, p. 380) say: A descriptive essay consists of description of some place on thing; e.g.; Animals, plants, minerals (such as the elephant, papal tree, and coal), Towns, countries,

buildings (such as Bombay, Italy, the Tamahal). Aspects and phenomena of nature (such as volcanoes, the monsoon), Manufactured articles (such as motor cars steam engines, paper).

Process of writing descriptive essay writing. The process of essay writing is that explains how to do something as how something work by giving a step-by-step explanation. Descriptive essay means of painting photo of places, person and things in comparison to narrative essay, statement descriptive writing finds, meanings through detailed sensory observation, even though the previous work on the individual tale a descriptive essay.

Writer combines sensory faculties and also the energy of language to paint vivid picture of a topic. Hence, bringing it to life for the market. While we write descriptive essay we must follow some process step-by step which is given below:

Prewriting. Prewriting is the first stage of descriptive writing. In this stage students are asked to present different strategies to generate ideas from multiple sources e.g., Diagrams brainstorming line to develop personal organizational style. Students make plan for writing which address, purpose, audience, controlling idea, logical sequences and a time frame for completion.

Drafting. Drafting is the second stage of the writing process where students turn their outlined ideas into the first draft of their story or essay. These outlined ideas are formed during the prewriting stage, which is the first step in a standard writing process and it involves generating ideas, general organizing and outlining. As drafting as part of the writing process, students will write multiple drafts of the paper. Each rough draft improves upon the previous one. The final draft is simply the last draft that they submit.

Editing. Editing is a process that involves revising the content, organization, grammar and presentation of a piece of writing. The purpose of editing is to ensure that students' ideas are presented to their reader as clearly as possible. Proof- reading focuses on checking for accuracy smaller details their work. It is a part of the overall editing process, and is best done as the final stage of editing. In the next section of the workshop, water will discover how to implement an editing process that moves from big picture concerns through to the final step of proofreading.

Parts of the essay. An essay is a piece of composition which has well defined parts of its own. They are: the beginning part or introduction, middle or body part and next one is the ending or conclusion part. Each of these parts play vital to make essay comprise and well written. These parts are inter-related and they must be unity, coherence, cohesion and clear system in the whole writing. I have mentioned different parts of essay below, according to Narayan Swami (2000);

Introduction. Introduction is the first part of the essay where writer introduces the subject matter by giving general information of the topic. It captures the interest of the readers and motivates them to complete their reading. The main aim of the introductory part is to arrest or caught and draw the attention of the reader. Generally, introduction is written within a single paragraph where writer should include an opening hook and thesis statement to generate curiosity and interest to read further on in audience. Introductory part must be clear, simple, complete and impressive to give the exact account of the subject.

Body. Body is the second and most important part of the essay. Generally, it is written in three paragraph putting strong and weak arguments on each paragraph with the detail and supportive statements and examples. In this part, the writer elaborates the subject matter. It provides the supporting ideas details to explain and develop main idea. Here, illustration, description of the central idea should be included after the introduction of the subject matter. It contains appropriate facts, figures, examples, logic and so on which need to link systematically. Body part is also called discussion part where coherence should be well managed because descriptive should follow the logical order according to the requirements. The body part of the essay is like back bone of the human to and without it human can't be completed. In the same way, without the body part of essay cannot be completed and interesting for audience.

Conclusion. The conclusion is the final part of the essay. It gives the logical ending of the whole essay. The interest of the readers which has aroused in the introduction part should be satisfied in the conclusion. Generally, introduction makes from general to particular whereas conclusion moves from particular to general. The conclusion should be neither too long nor too short. It should be moderate in not too length with whole idea of the subject matter.

Characteristics of the essay. A good essay should be divided into various paragraphs and should follow the characteristics. The qualities of a good essay, as mentioned by Narayan Swami (2000) are given below:

Unity. An essay must have unity, developing one theme with a definite purpose. In another way an essay must have a single central idea to impart to the readers. The subject must be clearly defined. There should be clear description, examples illustration appropriately. All supporting details should be directly related to the central idea.

Balance. Everything mentioned in any essay should be balanced. All supporting ideas writer must be directly linked with the central idea. Balance refers to the stability among the different parts of the essay. The introduction, body part of conclusion deal with the same controlling idea. The introduction part should be shorter than the body part. Similarly, conclusion should deal with the whole idea of the subject matter and it should be shorter than the body part but need impressive. The theme of the essay should have a balanced thought leading to the conclusion.

Coherence. An essay must have or flow coherently. Coherence is different sense of unity a semantic relationships of different sense unit between and among utterances. The essay should follow a clear order and move towards. The goal specified before start writing Coherence can be maintained by presenting the material in a particular order.

Clarity. An essay should have clear idea and language use. The language style of the essay should be clear otherwise readers may lose interest in reading.

Length. The length of the essay depends on the writer and purpose of writing. The writer should specify for whom he/ she is writing because the length of the essay also depends on the reader's background and needs. The length of the essay should not be influenced the unity, coherence, balance and clarity of the essay.

Style. The style of writing an essay is formal if we are generally writing descriptive essay. Complete sentences, different and catchy vocabulary are used in essay.

Grammatical correctness. All the words and sentences used in the essay should be formal and standard of normative. Colloquialism and slang should not be introduced. On the other hand, in the sense of literacy expression, grammatically should not be broken.

Cohesion. Grammatical and lexical connectedness should be well introduced in the language of the essay. Cohesion refers to unity. Appropriate cohesive devices keep the parts and thoughts of the text together. Any kind of texts must have certain structure which depends on factors quite different from those required in the structure of a single "sentence. The lexical connectedness between and among the elements of the sentence grammatical kind can be termed as cohesion.

Climax. If any essay contains serve statements of varying importance, it is appropriate" to arrange them in an ascending scale of the importance. The thoughts as the supporting details are supposed to lead the matter of the climax.

Importance of technical essay writing. If a language student ever needs to write anything in second language, it will probably be an essay. Essay is one of the widest forms of written communication, for this we have to be devoted classroom time to teach and learn essay writing. But essay writing also gives us. The chance to deals with variety of the terms and function that are essential parts of language mastery. We can write essays to express to describe something, narrate some events, give logic about the topic to make students consider evidence as well as their accuracy. We can share our knowledge, experiences ideas, thought through essay. In this regard; Wren and Martin (1389) say:

An essay can give real image to the readers from any subject mat matter. Each of these language functions has its own associated vocabularies, connotations, sensitive structures and appropriate choice of words and tone to fit the audience as well as international Language our students should be competent in its description of same things on objective may necessary be to persuade readers to accept or particulars judgment. The description should be accurate and successful to catch convey our own feelings, thought, ideas, interests, knowledge about subject matter through writing essay. (p. 372)

Similarly, Rivers (1968) says:

Composition exercises which are not closely related to intensive reading assignment should be so designed that they do not become tests of originality and invention. Precise description of persons, places and things provide excellent training in exact expression. (p.254)

Thus, essay writing encouraged the students to interpret their experiences logically. They could express their experiences logically on the specific subject matter. They can give excellent image to the readers through essay, we also can get original expression of the writer, and creative thinking and creative writing can provide insight to the laborious person on any subject matter. In this way essay this writing activity had got international value. So English language had been teaching and it should be taught from school level in each country of government schools.

Review of Empirical Literature

Any study requires the knowledge of previous background to obtain the target objectives and deepen the study. So, I have made an attempt to review related studies and articles and Such There are earlier research works that have been conducted on a particular topic. Such works will help a researcher to see knowledge gap and methods and procedures. Some of them related empirical literature reviews, have been given below;

Pant (2011) carried out the research on "Writing Proficiency of Higher Level". The main objective of this study was to find out the writing proficiency of higher-level students. She adopted survey research design in her study. She selected 60 students (30boys/30 girls) of class nine as sample population from management and education faculty in different higher secondary school of Rautahat district. She used purposive judgmental nonrandom procedure in order to select sample. She used test item as the tools to collect data in the study. The test item includes different test item as descriptive, narrative and argumentative essay for assessing their writing proficiency. She analyzed and interpreted data by following quantitative approach. Then she found the result that the most of the students look the organization skill even if they had a good idea upon the problem. This study showed that students have lack of organization skill of ideas in essay writing.

Khadka (2012) carried out the research on “Writing Proficiency of Higher Secondary Level Students”. The main objective of the study was to find out the meaning writing proficiency of the higher secondary level students. He used survey research design in this study. For the population sampling he selected sixty students (30 boys & 30 girls) of class XII from education and management stream from different higher secondary school of Rautahat district. He used non-purposive random sampling procedure in order to select the 30 required number of students. He used test items as the tool to collect the data and information through the required number of students. The test items included three different types of essay question for assessing their writing proficiency. He used quantitative approach to analyze and interoperate the data. Then he found that in his study is that most of the students had lack of organization skill even they have had good ideas on the subject matter. Moreover, students were unable to organize their ideas in the essay.

Gyawali (2013) carried out the research on "Developing Writing Skill through Essay Writing". The main aim of this study was to find out the developing writing skill through essay writing. She adopted the survey research design in this study. The population of this study were the students of Motherland Academy School. She selected 30 students as sample through purposive non random sampling strategy. She used test item as the tool of data collection in this study. He used quantitative approach for data analysis. Then she found that the remarkable progress in writing skill through essay writing. This study also showed that the girls are seemed relatively more proficient in the comparison to the boys in essay writing.

Baral (2015) carried out the research on “Essay Writing Proficiency of Grade ten Students”. The main purpose of was to find out descriptive essay writing proficiency of the students of public and private schools to compare the essay writing proficiency. He followed survey research design the population of the study were the students of grade ten. Altogether 60 students from 6 schools were the (3 public and 3 private school) where the# sample population of his study. The researcher schools selected by using purposive non-random sampling procedures from Letang VDC of Morang district. The researcher used test item as the tool for data collection and conduct test in to essay writing providing two topics that were descriptive in nature. He used quantitative approach for data analysis. Then he found 18.21 as overall

average out of 24 marks. This study showed that the proficiency level was not satisfactory in essay writing.

Poudyal (2015) carried out study on "Proficiency of Grade Eleven Students in Free Writing." The major aim of this study was to find out the free writing proficiency of grade eleven students. He adopted the survey research design in his study. Students of government schools in Pyuthan as the population of this study. He selected forty students as sample by using non-random sampling procedure. He used a set of test items as a tool for collecting data in the study. He used quantitative approach for data analysis and interpretation. Then he found the result of his study, presented that the writing skill of the students was not satisfactory, and it also showed that the boys were better in the comparison of girls in free writing proficiency.

Chaudhary (2017) carried out a study on "Essay Writing Ability of Students of Grade Eight". The main objective of this study was to find out the grade seven students' ability in essay writing. He adopted and compared the ability between public schools & private schools in essay writing. The researcher adopted a survey research design. In this study, all the students of grade seven were the population of his study. He selected forty-eight students as the sample from different schools (2 public. & 2 private). The researcher selected twelve students from each school by using non-random sampling procedure. He used test item as the tool to collect data in this study. His test items were related essay writing providing three topics which were descriptive in nature. He used quantitative approach for data analysis. Then the researcher found that students of public schools were poor in comparison of to the students of most of private school. Moreover, students of private found better in subject matter, grammar, language and style than public school students.

Saud (2020) carried out a study on " Essay Writing Proficiency of Grade Nine Students". The major objective of this study was to find out the essay writing proficiency of grade nine students of public school and private school. He adopted the survey research design in the study. The researcher population of this study were all the students of Kailali district. He selected 40 students, among them, 10 boys and 10 girls from grade nine of private school and 10 boys and 10 girls from public school on the basis of purposive nonrandom sampling procedure. He used a set of test items as the tool for collecting data in this study. He used quantitative approach for data

analysis and interpretation. Then the researcher revealed that the students of public school were poor in comparison to the students of private school as the students of public school got 59.83% whereas the private school were found weaker in coherence, cohesion spelling & grammar punctuation that set students of private school.

After reviewing previous research studies, I conceptualized my study clearly. Afore mentioned research studies are mainly focus on proficiency of writing of secondary level in different places of students and comparison between institutional and community schools whereas my study is about proficiency of essay writing of grade seven students of Panchkhapan Municipality in Sankhudabha district which one is not study yet by anyone. It seems little bit similar with the study of Saud but my study is different than his study. He studied in grade nine but my study is in grade seven and I am focusing on students of that local area because students are different according to place and according to the variety of students their proficiency in writing is also different. Thus, my research study is different than previous studies.

Implications of the Review for the Study

Literature review plays vital role in any research work. It provides insight on the specific topic that the researcher is going to conduct a research work. Literature review help to develop theoretical and conceptual framework, develop the methodological tools, and analysis strategies for the result.

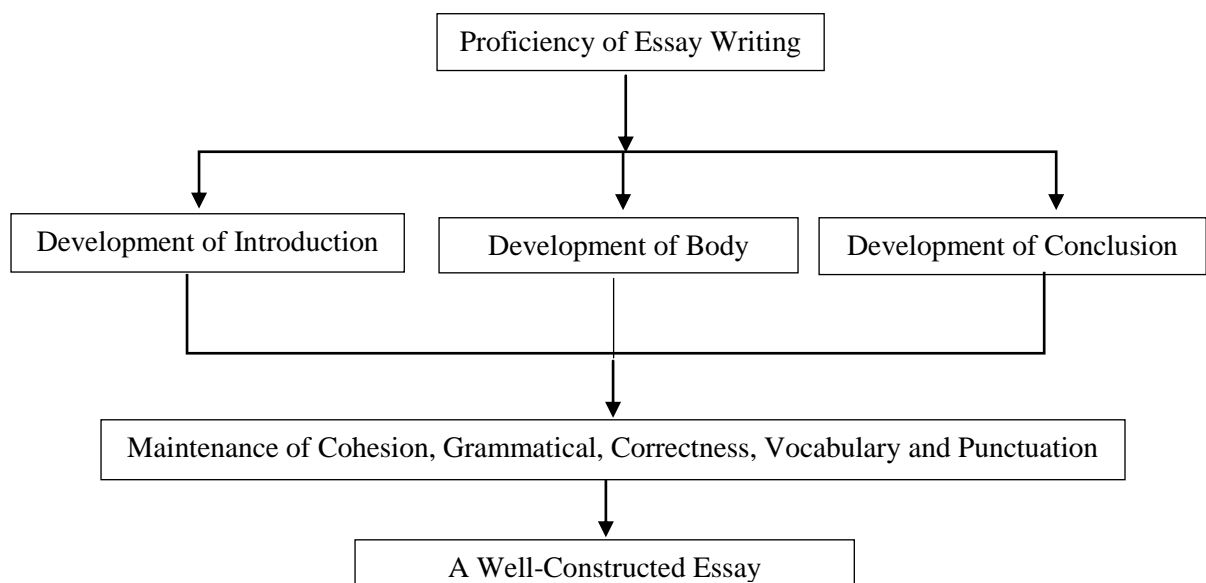
For this study I have reviewed both empirical and theoretical literatures regarding the development of objectives, research questions, development of theoretical and conceptual understanding about research problem to get the insight of methodology and wider my knowledge in the selected field. I have got benefit in different aspect from these research studies. Harne (2007), Nunan (1989), Rivers (1968), Bacon (1987), Bymel (1991), Richards 1990), Heatoti (1975), Baily (2010), Mastin (1989) and Narayan Swami (2000) helped me to see the data of writing skills of descriptive essay, its type, characteristics, elements, and so on. Similarly, it helped me the process of describing writing, importance of writing proficiency and co on. Through these literature reviews I got the deeper insights on intrinsic & extrinsic descriptive essay writing.

Moreover, the theses had been reviewed for empirical literature. Different researchers had carried out their study with different objectives and methodologies. The researcher Pant (2011) had carried out research to find out writing proficiency of higher level. The researcher had found out higher level students had lack of organization skill of ideas in essay writing. Similarly, the researcher Baral (2015) had carried out research to find out essay writing proficiency of grade ten. The researcher had found proficiency level was not satisfactory in essay writing. Likewise, Chaudhary (2017) had carried out research to find out essay writing ability of students of grade eight. The researcher had found out students of private school were found good in grammar, subject matter, language and style than public school students. Moreover, Saud (2020) had carried out to find out essay writing proficiency of grade nine students. He had also found out public students were weaker in the comparison to public school students.

These reviews helped me familiar with the past and current research trends. They also helped me to develop objectives, research questions, to select methodologies for this research. Thus, both theoretical and empirical literature reviews were equally important to me for this study.

Conceptual Framework

This research study was based on the following conceptual framework.



Chapter 3

Methods and Procedures

This chapter deals with the methodological procedures that was incorporated to carrying out this thesis research. It includes design and methodology of the study population, sample and sampling strategy, study area, research tools source of data collection procedure, data collection and interpretation procedure and ethical considerations.

Design and Method of the Study

In order to achieve the specified objective of my study, I used a survey research design for studying on "Proficiency of Grade Seven Students' in Essay Writing". It has an equal importance to large scale investigation like census to a small-scale study. Cohen and Manion (2007) say: Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. Thus, survey may vary in their levels of complexity from those that provide simple frequency counts to those that present relational analysis (p.205). They further state that purpose of survey is generally to obtain snapshot of conditions, attitudes or event at single point time. In this sense Survey research is different than other research design as experimental, quasi experimental research in terms of population of the study and nature of collecting data.

The basic purpose of survey research is to find out the existing situation of a particular case. Survey research in educational sector seeks to solve the problems related to the education and generate its finding on the basis of representative sample of specified target population. In survey, data are gathered from relatively large number of populations.

Different scholars have suggested the steps of the survey research design differently. For this study I have followed the steps given by Creswell (2012). According to Creswell (2012) survey research follows the following step-wise procedures:

Step 1: Defining the purpose and objective of the study

Step 2: Selecting and defining the target population

Step 3: Choosing and selecting techniques for data gathering.

Step 4: Sampling

Step 5: The process of data gathering.

Step 6: The questionnaire (if used) is then followed up.

Step 7: The data gathered is processed, analyzed and interpreted.

Step 8: The whole study is then presented in the form of research report.

In survey research design, researcher have to follow afore mentioned procedures to conduct the survey research. The researcher conducted the survey research design to achieve the objectives of the study. This research design is also commonly used method in the field of educational research. Through, this designs the researcher can easily collect opinion and attitude of despondences via questionnaire, interview and the set of test items. It seemed more appropriate and easier in the comparison to other research designs for this study so, I have chosen this design for my study to collect the information about proficiency of grade seven students in essay writing.

Population, Sample and Sampling Strategy

Population is the large number of people that required for data collection in the study. The population were selected from Panchkhapan Municipality in Sankhuwasabha district by using convenient sampling procedure. The sample for this study were 40 students of public schools.

Research Tools

Tools and techniques are important for the study. Necessary data were collected to fulfil the objectives of this study. I have used a set of test items consisting five questions to collect data and information from the selected students. The test items were descriptive essay writing in different topics. Each item has earned 10 marks. The total marks of the itemwere 50 and students were given 2 hours to answer those items.

Sources of Data

Both primary and secondary sources were used to gather data and information in this study.

Primary sources of data. The primary sources of data were collected through respondents by going in the field and that were given more priority.

Secondary sources of data. The secondary sources of data were used as optional sources and were used in the case of insufficient data.

Data Collection Procedures

A researcher should follow the certain systematic procedures for data collection. First of all, I selected some certain public schools in Sankhuwasabha district then I visited the selected schools and talk to concern authorities for permission to give the test to students by informing things in details about my students. Then I consulted students to make them about the study. After that, the test items along with answer sheets were distributed to the participants. Then, after two hours later answer sheets were collected from the participants. At last, I thanked all the participants and school authorities for their participation and kind co-operation.

Data Analysis and Interpretation

After collecting the data from sampling population through test items, I started to score each paper of participants answer sheet. Then I arranged data systematically and analyzed and interpreted descriptively using appropriate table, diagram, and illustration list and so on.

Ethical Considerations

Ethical aspects play important role while conducting research study. So, the researcher should be conscious about the ethical aspects. To maintain the ethical consideration while conducting research, the researcher adopted different ethical considerations. First, the researcher informs the respondents about the purpose of the study. Then, the researcher conducted the research by taking consent from the participants. After that, the researcher ensured to keep the responses of the

respondents. Then, the researcher ensured that the achieved data will not be used for any other purposes except this study and it will be kept the basic privacy of the participations including their personal information and identification to avoid the potential harm in future. In the same way, the researcher also maintained the privacy, trustworthiness, openness and credibility in this study.

Chapter 4

Results and Discussion

This chapter deals with the analysis and interpretation of data that collected from the primary sources. The data was collected through the help of a set of test items consisting five different essays. The test items were made being based on the objective of the study. To find out the performance of all the students, data were collected from the 40 students of public school in Panchkhapan municipality of Sankhuwasabha district then analyzed and interpreted their obtained marks and found the average marks. On the basis of average and below average with their percentage.

Holistic Analysis of Essay Writing Proficiency of the Students

The performance of different public schools was analyzed and interpreted. For it, there were five essays with the weightage of 50 marks. This table shows the holistic analysis of the proficiency of the students in the use of content, grammar, correctness, vocabulary, punctuation, cohesion and coherence in essay. To find out the performance of all the students, it analyzed and interpreted their obtained marks and found the average marks. On the basis of average and below average with their percentage.

Table 2
Holistic analysis of essay writing proficiency of the students

No. of Students	Average marks secured	Above Average		Below Average	
		No. of Students	Percent	No. of Students	Percent
40	26.5	21	52.5	19	47.5

The table 2 presents the overall percentage of the students in essay writing. The overall average is 26.5 marks out of 50 full marks. The percentage of the students scoring above average is 52.5% and below average is 47.5%. Most of the students have scored above average. According to NEB 2079, letter grading 2079 shows that 50% and above it represents 2.4 GPA and “C+” grade which is explained as acceptable. So, it means 21 out of 40 students were acceptable in essay writing and 19 out of 40 students were weak in essay writing.

Thus, aforementioned table showed that students are acceptable in essay writing in overall. More than average students were found acceptable percent and less than average found basic percentage. Most of the students were acceptable in essay writing but it does not mean it's enough. They need more practice on essay writing to perform good or proficiently.

Essay wise Tabulation of Data

In this section essay wise tabulation and their presentation with analysis is given in separate paragraphs.

My favorite teacher. My favorite teacher is one of the essays among five essays which is used for collecting data for this study. Eight despondences were participated on this topic and their obtained marks are given in the table.

Table 3
Proficiency of the students on my favorite teacher

Total No. of Students	Full Marks	Obtained Marks	Percentage	Average Marks	Above Average		Below Average	
					No. of Students	Percentage	No. of students	Percentage
A	10	5.5	55					
B	10	6	60					
C	10	5.5	55					
D	10	5.5	55	5	5	62.5	3	31.5
E	10	4	40					
F	10	5.5	55					
G	10	3.5	35					
H	10	4.5	45					

The above table shows that the proficiency of students on the particular topic "My Favorite Teacher" where the topic weight had 10 marks. It seems that 6 out of 10 marks is the highest marks that obtained by "B" student and 5.5 marks is seen average that obtained by "A", "C", "D" and "F" students respectively. But 3.5, 4, and 4.5 marks out of 10 marks is the lowest marks obtained by "G", "E", and "H" students on this topic. Here average mark is 5 out of 10 marks i.e., 55% that is found out on the base of students obtained marks. There were 5 students out of 8 who have scored

above average i.e., 62% and 3 students were found below average score i.e., 31.5% on this particular topic of the essay.

Thus, aforementioned data shows that, most of the students have quite well in essay writing on the particular topic whereas some students seem weak on this topic for essay writing. So, they must do hard practice to get proficient in writing.

My school. My School is another essay among five essays which is also used for collecting data for this study. Eight despondences were participated on this topic and their obtained marks are given in the table.

Table 4
Proficiency of the students on my school

Total No. of Students	Full Marks	Obtained Marks	Average	Percentage%	Above Average		Below Average	
					No. of Students	Percentage	No. of students	Percentage
A	10	7		70				
B	10	7.5		75				
C	10	6		60				
D	10	4	5.8125	40	5	62.5	3	37.5
E	10	4.5		45				
F	10	4		40				
G	10	7		70				
H	10	6.5		65				

The above table shows that the proficiency of students on the particular topic “My School” where the topic weight had 10 marks. It seems that 7 and 7.5 marks out of 10 marks is the highest marks that obtained by “B”, “A” and “G” students and 5.5 marks is seen average that obtained by “A”, “C”, “D” and “F” students respectively. But 3.5, 4, and 4.5 marks out of 10 marks is the lowest marks obtained by “G”, “E”, and “H” students on this topic. Here average mark is 5 out of 10 marks i.e., 55% that is found out on the base of students obtained marks. There were 5 students out of 8 who have scored above average i.e., 62% and 3 students were found below average score i.e., 31.5% on this particular topic of the essay.

It shows that, some students are good in writing and few students need more practice in essay writing to be proficient in essay writing.

My favorite festival. My favorite festival is next essays among five essays which is used for collecting data for this study. Eight despondences were participated on this topic and their obtained marks are given in the table.

Table 5
Proficiency of the students on my favorite festival

Total No. of Students	Full Marks	Obtained Marks	Average Marks	Percentage%	Above Average		Below Average	
					No. of Students	Percentage	No. of students	Percentage
A	10	7.5		75				
B	10	7.5		75				
C	10	4		40				
D	10	6.5	5.56	65	4	50	4	50
E	10	5		55				
F	10	3.5		35				
G	10	6.5		65				
H	10	4		40				

The above table shows that the proficiency of students on the particular topic “My Favorite Festival” where the topic weight had 10 marks. It seems that 7.5 out of 10 marks is the highest marks that obtained by two students “A” and “B” students and 6.5 marks is seen average that also obtained by “D” and “H” students respectively. But 3.5, 4, and 5 marks out of 10 marks is the lowest marks obtained by “F”, “H”, and “C” students on this topic. Here average mark is 6.5 out of 10 marks i.e., 65% that is found out on the base of students obtained marks. There were 4 students out of 8 who have scored above average i.e., 65% and 4 students were found below average score i.e., 50% on this particular topic of the essay.

Aforementioned data shows that all students are satisfactory in the level of essay writing on the particular topic. No one is neither good nor bad. It means to say is that, all are equal in writing on this topic.

Myself. My self is one of the essays among five essays which is used for collecting data for this study. Eight despondences were participated on this topic and their obtained marks are given in the table.

Table 6
Proficiency of the students on myself

Total No. of Students	Full Marks	Obtained Marks	Average	Percentage %	Above Average		Below Average	
					No. of Students	Percentage	No. of students	Percentage
A	10	5.5		55				
B	10	4.5		45				
C	10	6.5		65				
D	10	7.5	5.375	75	5	62.5	3	37.5
E	10	3		30				
F	10	4		40				
G	10	6.5		65				
H	10	5.5		55				

The above table shows that the proficiency of students on the particular topic “My Self” where the topic weight had 10 marks. It seems that 7.5 out of 10 marks is the highest marks that obtained by “D” student and 5.375 marks is seen average that obtained by “A”, “C”, “D” and “F” students respectively. But 3.5, 4, and 4.5 marks out of 10 marks is the lowest marks obtained by “G”, “E”, and “H” students on this topic. Here average mark is 5 out of 10 marks i.e., 55% that is found out on the base of students obtained marks. There were 5 students out of 8 who have scored above average i.e., 62% and 3 students were found below average score i.e., 31.5% on this particular topic of the essay.

Aforementioned data shows that, some students have good proficient in essay writing on the particular topic “Myself” whereas few students seem weak in essay writing.

Village life. Village life is another essay among five essays which is used for collecting data for this study. Eight despondences were participated on this topic and their obtained marks are given in the table.

Table 7
Proficiency of the students on village life

Total No. of Students	Full Marks	Obtained Marks	Average	Percentage	Above Average		Below Average	
					No. of Students	Percentage	No. of students	Percentage
A	10	3		30				
B	10	4		40				
C	10	4		40				
D	10	4	3.5	40	5	62.5	3	37.5
E	10	3		30				
F	10	3.5		35				
G	10	3		30				
H	10	3.5		35				

The above table shows that the proficiency of students on the particular topic “Village Life” where the topic weight had 10 marks. It seems that 4 out of 10 marks is the highest marks that obtained by “B”, “C”, and “D” students and 3.5 marks is seen average that obtained by “F”, and “H” students respectively. In the same way 3 marks out of 10 marks is seen the lowest marks obtained by “E” and “G” students on this topic. Here average mark is 3.5 out of 10 marks i.e., 40% that is found out on the base of students obtained marks. There were 5 students out of 8 who have scored above average i.e., 62.5% and 3 students were found below average score i.e., 37.5% on this particular topic of the essay.

Overall, we can see that most of students have scored good marks on the topic; My School, My Favorite Festival and Myself and My Favorite Teacher where they have scored more than 50% and very few have scored less than 50% or near to 50% but on a particular topic; village life many students were seen little bit weak on this topic in the comparison to other topics.

Component Wise Analysis

In this section students' achievements are presented component-wise and component-wise analyzed by separating tables and analysis paragraphs.

Coherence and cohesion. Coherence and cohesion are very important components in essay writing. In this study, 2 marks out of 10 was allocated for each essay for coherence and cohesion. So, the total marks for five essays in coherence and cohesion were 10 out of 50.

Table 8

Proficiency of the students in coherence and cohesion

Total no of Students	Full Marks	Average Marks	Percent	Above average		Below average	
				No of Student	Percentage	No of Student	Percent
40	10	4.5	45	24	60	16	40

The above table shows that the average scores in coherence and cohesion was 4.5. i.e., 45%. The above average, it is 60% and below average is 40%.

The majority of students are seen above average and it is found their proficiency is good in coherence and cohesion in essay writing.

Grammar. Grammar is the most important component for any language and it is equally important component of the essay. It helps the words and sentences to keep in correct order in any language. In this study 2 marks was allocated for grammar in each essay out of 10. So total marks for five essay was 10 out of 50 for 5 grammar in essay. The proficiency of grammar in essay writing of students is showed below in table.

Table 9

Proficiency of student in grammar

Total no of Students	Full Marks	Average Marks	Percent	Above Average		Below Average	
				No of Student	Percent	No of Student	Percent
40	10	5	50	24	60	16	40

The table shows that the overall average marks is 5 out of 10, i.e., 50 percent for grammar in essay writing. Above average is 35 percent that is scored by 14 students out of 40 students and below average is 60 percent that scored by 24 students out of 40 students. Similarly, the below average is 40 percent that scored by 16 students out of 40. Thus, this aforementioned data shows that, the proficiency of the students in grammar in essay is good.

Content. Content is the most important in essay writing without its essay may be meaningless. So, essay writer must have the content knowledge while writing essay. In this study, 2 marks is separated out of 10 marks for content in essay. So, there is allocated 10 marks out of 50 for content in essay where 2 marks carried each essay for content out of 10 marks. The proficiency of the students for content in essay is as follow in the table.

Table 10
Proficiency of students in content

Total no of Students	Full Marks	Average Marks	Percent	Above Average		Below Average	
				No of Student	Percentage	No of Student	Percent
40	10	6	60	21	52.5	19	47.5

The table shows that the average score is 6 out of 10 i.e., 60% in content of essay. Above average is 52.5% that is scored by 21 students and below average is 47.5% that is scored by 19 students out of 40 students respectively. Thus, this table shows that the students' proficiency in content is satisfactory in essay.

Correctness. Correctness is equally important in essay writing. Without having the knowledge of correctness essay may become low in meaning and quality. In this study, 2 marks is separated out of 10 for correctness in essay. There is total 10 marks separated out of 50 marks for correctness where 2 marks carried each essay out of 10 marks in essay. The student proficiency in correctness in essay is showed in the given table below.

Table 11
Proficiency of the students in correctness

Total no of Students	Full Marks	Average Marks	Percent	Above Average		Below Average	
				No of Student	Percentage	No of Student	Percent
40	10	4.9	49	26	65	14	35

The table shows that the average marks is 4.9 out of 10 i.e., 49%. Above average is 65 percent that is scored by 26 students out of 40 students. Similarly, below average is 35 percent that is scored by 14 students out of 40 students.

The majority of students are fall in above average so, this table showed that students' proficiency is good in correctness in essay.

Vocabulary. Vocabulary is another important component in essay. Essay writer most have the knowledge on it. Selection of vocabulary makes the essay standard and high in quality. In this study, 1 mark is separated out of 5 marks for vocabulary. So, there is 5 marks separated out of 10 marks for vocabulary in essay where 2 marks carried each five essays for vocabulary.

Table 12
Proficiency of the students in vocabulary

Total no of Students	Full Marks	Average Marks	Percent	Above Average		Below Average	
				No of Student	Percentage	No of Student	Percent
40	5	3	60	7	17.5	33	82.5

The table shows that the average scored marks is 3 out of 5 i.e., 60 percent. Above average is 17.5 percent scored by 7 students and below average is 82.5 percent respectively scored by 33 students out of 40 students in the selection of the vocabulary in essay. 33 students out of 40 are found in below average. Thus, it shows that, students' proficiency in the selection of the vocabulary is basic in essay writing.

Punctuation. Punctuation is another important component not only in essay writing but also in all writing. It consists comma, capital letter, full stop, etc. which used to make boundaries and relationship between and among the words and sentences. In this study, there is 1 mark separated out of 10 in essay. There is total 5 marks separated out of 50 where each essay carried 1 mark for punctuation in essay. The proficiency of the students in punctuation while writing essay is as follow in the table.

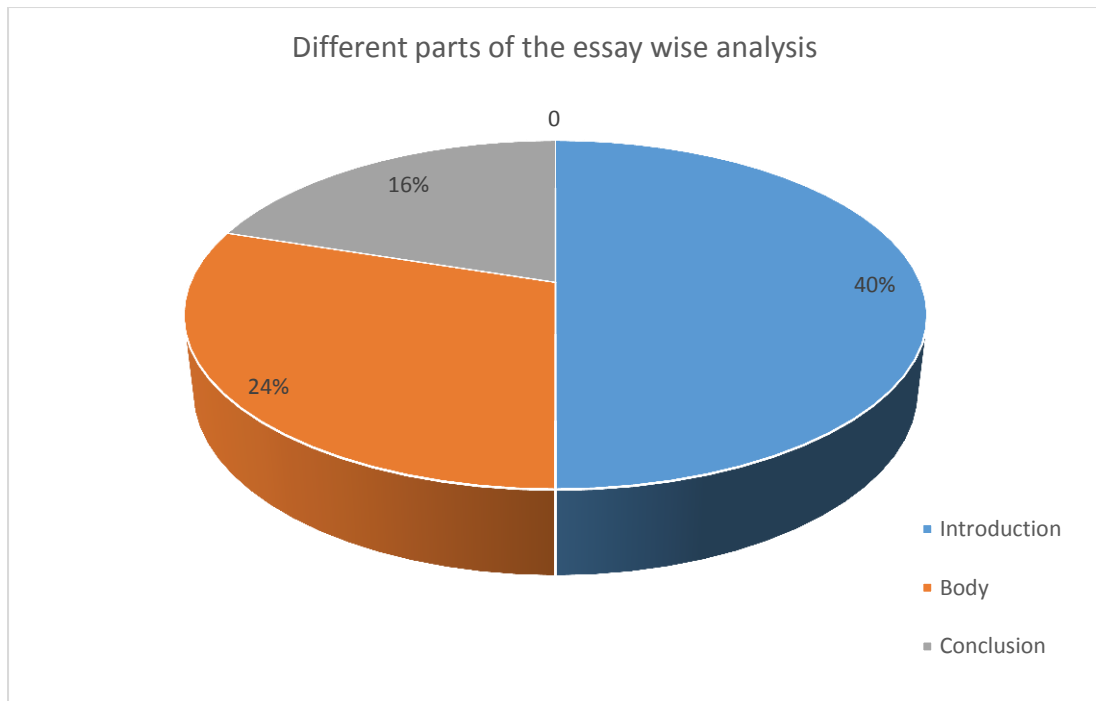
Table 13
Proficiency of the students in punctuation

Total no of Students	Full Marks	Average Marks	Percent	Above Average		Below Average	
				No of Student	Percentage	No of Student	Percent
40	5	2.75	55	7	17.5	33	82.5

The table shows that the proficiency of students in punctuation in essay. The average scored marks are 2.75 out of 5 marks i.e., 55 percent. There are 7 students out of 40 who have score above average i.e., 17.5 percent. Similarly, there are 33 students out of 40 who scored below average i.e., 82.5 percent. Thus, the table shows that, most of students are weak in punctuation while writing an essay.

Different Parts of the Essay Wise Analysis

This section shows and describes the difference three parts of the essay and the participation of the students in these parts while writing essay.



The pie chart shows that the difference three parts of the essay and the participation of the students in these parts while writing essay. According to the chart, 40 students out of 40 have written introduction part in essay. Similarly, 24 students out of 40 students have written introduction and body part respectively. But very low number of students have written all parts of the essay. Only 16 students have out of 40 have written the essay by dividing introduction part, body part and conclusion part respectively.

This pie chart shows that very low number of students have knowledge of essay writing. The majority number of students have written essay only in one paragraph. So, it is found that only 16 students have the knowledge of different parts of the essay.

Findings

The main concern of this study was to find out the students' proficiency of grade seven in essay writing. On the basis of analysis and interpretation of data, the findings were divided. The following findings on the proficiency of grade seven students in essay writing has been given.

Finding on the basis of holistic analysis. Overall, the essay writing ability of grade seven students was found acceptable in four public schools of Panchkhapan

municipality in Sankhuwasabha district. Many students were above average. In total 52.5 percent students were above average and 47.5 percent students were below average. It means to say is that, most of students are found only acceptable level in proficiency in essay writing and remaining other are found weaker than it. There was almost no one was excellent and outstanding level of proficiency in any topic of the essay.

Essay topic wise findings. We have found some results on the base of essay topic as well that showed different abilities of vary students on different topics. Most of students were found satisfactory and good in related topic as; “My School”, “My Favorite Teacher”, “Myself” and “My Favorite Festival” and very few students were found weak on these topics. In another hand, there was another essay as; “Village Life” where only few students have scored good marks and most of students were found weak in this topic. Thus, high and low score of participants depends not only on their ability of essay parts and language knowledge but on essay topic as well.

Findings on the basis of component wise analysis. The essay writing proficiency of the students was also analyzed on the basis of the different components of the essay and found that, some students were good in grammar whereas some were weak in it but they were good in content knowledge. Similarly, some students were found satisfactory in coherence and cohesion but some were only acceptable in it. Some of students were found good in coherence and cohesion, grammar, content and correctness but some students were acceptable level of proficiency in essay writing and few were found weak in these components while writing essay. Likewise, most of students were found basic level knowledge or proficiency in selection of vocabulary and punctuation mark while writing the essay.

Findings on the basis of three parts of the essay. The essay writing proficiency of the students found weak on the basis of the three parts of the essay (introductory/ beginning part, body part/ middle part and conclusion/ final part). Most of the students had written in a single paragraph where some students had written essay by dividing two paragraphs as; introductory and body part and very few students had written by following three parts of the essay. Thus, it showed that only few students have proper knowledge about essay writing with three different parts.

Chapter 5

Conclusions and Implications

This is the final chapter of the study which consists of the conclusions and implications on the based on the findings.

Conclusions

This research was concerned with investigating the proficiency of grade seven students in essay writing. As survey research design was used following convenient procedure, the data were analyzed and interpreted systematically and descriptively. The result and the findings were analyzed and interpreted carefully to draw appropriate conclusion for this study. One of the major conclusions of this study is, most of the students of four schools of Panchkhapan municipality in Sankhuwasabha district who were in grade seven have acceptable proficiency in essay writing and few are basic level in it.

Another conclusion is almost students have good knowledge on content in the comparison of other components (grammar, correctness, coherence and cohesion) of the essay whereas only few students have proper knowledge on section of vocabulary and punctuation marks for essay writing.

Similarly, almost students do not have the proper knowledge of different parts of the essay as: instruction, body and conclusion. Only few students have proper knowledge of these parts of the essay while writing the essay. Thus, almost students are found weak in these three parts of essay writing compare to components of the essay.

Implications

Based on the major findings of the study, the implications related to policy, practice and further are presented.

Policy Related

On the basis of findings of this study, some policy related implications can be draw. Generally, the findings of this study can be practical input to the schools

whether in public or private schools by school administration or teachers and even by concerned people to formulate the policy at school level on this field.

Similarly, curriculum and syllabus designer who design the syllabus and curriculum according to the students' level that highlights the more practice aspect of writing skills. It would be helpful for curriculum development center to incorporate more course related to essay writing while designing the new course. Likewise, to maintain the course in proper organization of different aspects of writing. The text book writer also can use it to write the text books by considering the students level and capacity and include the many exercises for writing.

Practice Related

On the basis of the findings of this study, some practice related implications can be made. Basically, the findings of this study can be useful for the lower secondary English teachers. With the help of the findings of this study, teachers can find out students' difficulties regarding essay writing and make them practice more in these areas by providing feedback with motivation. Similarly, one of the findings of this study talks about three different parts of the essay writing so teachers or students can practice accordingly while teaching or learning essay writing in the classroom. Students can get benefit of the different components of the essay through the findings of this study and write essay having the knowledge on these components which can help them to get proficiency in writing.

Similarly, teachers can get help through findings to follow the proper strategies while teaching writing skill to the students in the classroom by focusing on weak students and conducting different types of writing activities according to different level of students. Teacher can get benefit to emphasize different types of practice materials to enhance writing proficiency of the students in the classroom.

Further Research Related

This section deals with implication related to the further research. The study was limited to the Department of English Education, T.U., and Kirtipur. The purpose of this study was to investigate the proficiency of grade seven students in essay writing. The findings of the study have been drawn based on the lower secondary

level students' response of the different schools in Sankhuwasabha district. Survey research was used for this study. Therefore, further research can be done to the secondary or higher level in another district or place of Nepal by following narrative, ethnographic design or any other designs in order to get different findings from the current research and with having other objectives for their study

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Appendix 2
Participant Consent Form

Faculty of Education
Department of English Education
T.U., Kirtipur, Kathmandu
Nepal

Thesis Supervisor

Mr. Resham Acharya, Teaching Assistant

Proficiency of Grade Seven Students in Essay Writing.

1. What is study about?

You are requested to take part in the research entitled; **Proficiency of Grade Seven Students in Essay Writing**. It aims to identify the learning strategies used learners at grade seven, there has not been sufficient research related to the topic in this area. Therefore, it helpful to make the students familiar about how they are capable in essay writing.

You have been requested to participate in this study because I am interested to writing excuse of language focusing on proficiency of essay writing ability which makes the students able essay writing on their interest. Your responses will be helpful in making effective implementation of evaluation.

This participation information statement tells you about the research study.

Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and asked questions about the study.

Participation in this research is voluntary. So, it up to you whether you wish to take part or not.

By giving your consent to take part in this study, you are telling us that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use of your personal information as described.
- You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried out by Miss Sumitra as the master education in English at Tribhuvan University of Kathmandu. This study will take place under the

supervisor of **Mr. Resham Acgarya**, Teaching Assistant Department of English Education T.U., Kirtipur.

3. What will the study involve for me?

This study involves completing essay writing on five topics each topic contains 10 marks and all five-topic content 50 marks. They are a, our school b, yourself c, favorite festival d, your village, and e, favorite teacher.

4. How much of my time will study take?

I will take you about 150 minutes to complete the essay writing.

5. Who can take part in the study?

The students who are studying in grade seven in public schools of Panchkjan Municipality in Sankhuwasabha district can participate in this study.

6. Do I have to be in the study? Can I withdraw voluntary your participation in this study?

You will not harm in your career and future it will help to understand about the ways of writing essays. If you decide to withdraw from this study, you are free.

7. Are there any risk or costs associated with being in this study?

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

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

This study will help you to improve in your effective learning activity.

Furthermore; the finding of the research will be helpful to understand this.

9. What will happen to the information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be securely required by law.

10. Can I tell other people about the study?

Yes, you can tell other people about the study.

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

If you would like to know more about the study, at any time stage during the study, please feel free to contact Miss Sumitra Limbu

(sumitralawati01@gmail.com)

12. Will I be told the result of the study?

You will get the summary 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 concern about the study?

The ethical aspect of this study has been approved by the Tribhuvan University of English Education, Kirtipur, Kathmandu. Any person with concern or complaints about the conduct of a research study can contact the researcher.

Appendix 3
Questionnaire for Students

Dear respondents,

This questionnaire is a research tool for getting information for my research entitled **Proficiency of Grade Seven Students in Essay Writing** under the supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur. Your cooperation in responding the questionnaire and your response will have a great value in accomplishing my research, I completely anonymous. Please feel free to put your responses as required by the questionnaire. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher
Sumitra Limbu

Appendix 4

Essay Writing Task for Grade Seven Students

Class: Seven

Full Marks: 50

Subject: English

Pass Marks: 18

Time: 2 hrs.

Students will require to give answer in their own language / words as far as possible.

Attempts all questions.

- a. Write an essay about "Your Village" in 100 words. (10)
- b. Write an essay about "Our School" (10)
- c. Write an essay about your "Favorite Festival". (10)
- d. Write an essay about "Yourself". (10)
- e. Write an essay about your "Favorite Teacher". (10)

Appendix 5

The following marking schema will use in evaluating the students' essays.

1. On the basis of the essay part

I. Beginning / Introduction	2 Marks
II. Body	6 Marks
III. Conclusion	2 Marks

2. On the basis of whole essay

I. Content	2 Marks
II. Grammar	2 Marks
III. Correctness	2 Marks
IV. Vocabulary	1 Mark
V. Punctuation	1 Mark
VI. Coherence and Cohesion	2 Marks

My self

My name is Mission Rai. My father gave me this name. I love my name. I am 11 years old and studying in class seven. I live in sibhuwa, the capital of Nepal. In my family, we are four members. My sister name is soni and my father name is Dan Bhadur Rai and my Mother name is Alisha Rai. I love my family. My family is helpful. I am the second child of my family. I get up early in the morning at 6.00 am. and sleep at 10:00 p.m. I am very punctual and humble. I do take proper care of my time and try not to waste my time. My favourite subjects are English and Nepali. I like to practice English ~~grammar~~ grammar every day and my hobbies is ~~the~~ Army. I always focus on my studies and my career. I work hard just to achieve my aim, and my aim is that I want be a Army in the future. I am a good person, I try to help people when I can. I am very humble.

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our school

my school name is Shree Jambawatee Secondary school. my school address name is sankhuwasd sibhuwa. my school very big play ground. and there are 10 buildings. school head teacher name is Nepal man stha. school has a big labary room. there find meny books. school total student 200 and teacher total teacher 21. school has a very beauty full ptee. my school nice computer lab, canteen, science lab, toilet, office and drinking water. school english teacher names is sumitra, limbu and chandra prasat khana. in our school there is narsery to +2. abuction equality is goot in our school. I love my school and friends all. our school ~~teacher~~ teacher are helpfull and frendly in our school. School time is a to o'clock.

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My Favourite Teacher

I am Bikash Waiba. I study in grade seven. My school's name is Kalika Secondary School. There are altogether eighteen ~~sta~~ teachers. All the teachers friendly and qualified enough. They are smart enough in their subject matter. They have different teaching style. Among all good teachers my favourite teacher is Babita Thapa.

My best teacher is very confident, smart and beautiful too. She ~~sa~~ motivates us to do progress everyday. She participates us in many activities. She loves every student. She never gets irritated on asking questions. So, she is best of all.

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My self

My name is Mission Rai. My father gave me this name. I love my name. I am 11 years old and studying in class seven. I live in sibhuwa, the capital of Nepal. In my family, we are five members. My sister name is soni and my father name is Dan Bhadur Rai and my Mother name is Alisha Rai. I love my family. My family is helpful. I am the second child of my family. I get up early in the morning at 6.00 am. and sleep at 10.00 p.m. I am very punctual and humble. I do take proper care of my time and try not to waste my time. My favourite subjects are English and Nepali. I like to practice English ~~grammar~~ grammar every day and my hobbies is ~~the~~ Army. I always focus on my studies and my career. I work hard just to achieve my aim, and my aim is that I want to be a Army in the future. I am a good person, I try to help people when I can. I am very humble.

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our school

our school name is three jambalatee
secondary school.

our head teacher name is Nepal man chrestha
There are ten total buildings. There are
20 teachers. There are 200 students. There is a
library room. There are many books like story
books, novels, grammar practice book,
math practice etc. There is a big
computer room. There are many computers
we use computers daily. There is a science
lab in our school. There are kept
different animals. There are play
grounds. There we play football, volleyball.
There are two toilet for boys. There are
two toilet for girls. There are two toilet
for teachers. There are six drinking water tap.
There is one canteen there is our school.
Mrs. Januka Januka chrestha cooks
delicious food for us. She cooks,
chappi, chatpati, panipuri, etc. Our school
has compound around it. There are
two gates, one is for entrance and

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another is for exit. our school has
good education quality. our teachers
and friends are helpfull and friendly.

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My favourite Teacher

My favourite teacher is Asha Rai. She teach English. She teach very good. I like her. She very beati. She smil good. She tak good. She never bit me. She love me very. She is Rai I Rai. I love her. She live in same vilag with me. She have her son. She come school with me. She teach math also. She come school dajy. She come in my school in first. And go to class six. All like her. She alway tell me to read. She alway tell me to write. Not write I fail. I do who she tell. My name is Subhani Rai. She is my sister and teacher also. I love she love. we love.

Handwritten scribbles in red ink.

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A

13/10

village life

I live in village. my village name is
Dolagau. my life is villogelife

village life

My name is subash tamang syangtan.
I live in villoge. my villoge is very
clean and beautiful. my villoge name
is holagau. my life is villoge life.
people heart is very very big. my there
are many population in my villoge.
people help is heart need. my villoge
is very greenlay.

people are wake up early. my villoge
is are stanley is very stoley devploing
I always love uh my villoge. my villoge,
my villoge is very big. I am waiting
for my villoge devploing. people are very
hard working.

my dad is farmer. I love my villoge
my villoge said belkot and deyala between
my villoge. I always love my villoge.

Name = subast tmg syangtan

Roll : 13

class : 9

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My Self 'F'

My name is mangal chof Dai. I am 11 years old. I live in pachkapan with my parents, brother and grandparents. My father is a Farmer and my mother is a Farmer. I wake up early in the morning. I am strong and healthy. I love to eat healthy food. My favourite food is I dly sambhar.

I learn in 6th standard. My school name is Shree jamawati secondary school. My favourite subject is Nepali. I have many friends in my school. My best friend's name is ~~Wants~~ Kumar. I play in the evening every day. My favourite games are cricket and football is my favourite cricketer. My hobbies are singing and playing football.

My aim is to become a teacher who gives us lots of knowledge that never fails.

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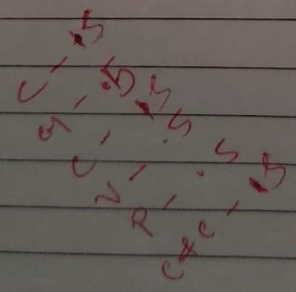
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My village

My name is mission Rai. My village name is sibhawa. It is located in sankhuwasava, district.

My village is very beautiful and clean. It is a small village contains 60 families. Every body loves his/her village or town. In my village there is so much peace in the morning that birds sounds very sweet.



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My self

My name is pranisha rai. I am ten years old. I study in shree Jambawatee secondary school. and ~~now~~ I am studying in class 7. I live in sibhuwa shankhwasava with my ~~pat~~ family. we are five members. I have one sister and one brother. My father is ram kumar rai and my mother's name is shanti rai. My family is a farmer.

~~I love my family. The care of my heart. I love my family with~~

I love my family with the care of my heart

I get sleep at 9:00 pm. and the morning at 5:00 am

~~I am very poor and humble.~~ I do take proper care of my time and try not to waste my time. My favorite subjects are English and Nepali. I like to practice math every day.

My hobbies are playing volleyball, dancing, and watching movies. I also help my father and mother in house hold. I am a good person. I try to help people when I can. I am very humble and I believe in being polite with people.

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My favourite Teacher

My school's name is Kalika secondary school. I study in grade seven. There are more than twenty teachers in my school. Our teachers teach very nicely. Their way of teaching is very impressing and good. This way of our teachers make us ~~ste~~ understand all the lessons nicely.

Among all teachers, my favourite teacher is Bikash Limbu. He teaches ~~us~~ Social Studies to us and his way of teaching is different and unique as compared to other. He is very good teacher among all other teacher as he teaches all the chapters in interesting way which makes him the best teacher in my school. He motivates we students to do good in our studies. Due to his motivation, my ~~set~~ best subject is also Social studies. So, among all the teachers in my school, Bikash Limbu Sir is the my favourite teacher.

A.A.S. 4/15
V.V.R.C.

2023/5/