

**INQUIRY BASED LEARNING FOR DEVELOPING
WRITING SKILL**

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

Submitted by

Mahesh Raj Bhatta

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2018

**INQUIRY BASED LEARNING FOR DEVELOPING
WRITING SKILL**

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

Submitted by

Mahesh Raj Bhatta

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2018

T.U.Regd.No.: 9-2-60- 159-2010

Exam Roll no.: 28710118 / 072

Date of submission:

Proposal: 03/08/2017

Thesis:18/02/2018

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Mahesh Raj Bhatta** has worked and completed his M.Ed. thesis entitled "**Inquiry Based Learning for Developing Writing Skill**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 18/02/2018

.....

Dr. Prem Bahadur Phyak (Supervisor)

Lecturer and Head

Department of English Education

Faculty of Education,

T.U., Kirtipur, Kathmandu, Nepal.

RECOMMENDATION FOR EVALUATION

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

Dr. Prem Bahadur Phyak (Supervisor)

.....

Lecturer and Head

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Bal Mukund Bhandari

.....

Professor

Member

Department of English Education

T.U., Kirtipur

Ms. Madhu Neupane

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Prem Bahadur Phyak (Supervisor)

.....

Lecturer and Head

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Chandreshwar Mishra

.....

Professor

Member

Department of English Education

T.U., Kirtipur

Dr. Anju Giri

.....

Professor

Member

Department of English Education

Chairperson, English and Other Foreign Languages

Education Subject Committee,

T.U., Kirtipur

Date: 09/3/2018

DEDICATION

Dedicated to

My parents and all family members who devoted their entire life to make me what
I am today.

DECLARATION

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

Date: 17/02/2018

.....

Mahesh Raj Bhatta

ACKNOWLEDGEMENTS

From the core of my heart, I would like to express my sincere and heartiest gratitude to my respected and honorable guru as well as research guide, **Dr. Prem Bahadur Phyak**, Lecturer and Head, Department of English Education, T.U. who, enlightened me a lot by providing me with all sorts of ideas, techniques and information essential for carrying out this research work from the very beginning to the end. His scholarly guidance, continuous assistance, inspiration, encouragement, cooperation and constructive suggestions were indebted for my work. I feel very lucky and privileged to conduct my research under his guidance.

I would like to express my deep sense of gratitude to **Prof. Dr Chandreswar Mishra**, Department of the English Education, **Dr. Bal Mukund Bhandari**, professor, Department of the English Education, **Dr. Anju Giri**, professor, Department of the English Education. **Dr. Anjana Bhattarai**, professor, Department of the English Education. **Mr. Raj Narayan Yadav**, Reader, Department of English Education, **Dr. Purn Bahadur Kadel**, Lecturer, Department of English Education, for their constructive suggestions.

I am greatly thankful to all of my respected Gurus **Mr. Bhesh Raj Pokhrel**, lecturer, Department of English Education, **Mr. Laxmi Prasad Ojha**, lecturer, Department of English Education, **Mr. Jagadish Paudel**, lecturer, Department of English Education. Similarly, I would like to thanks to all respected teachers; **Mr. Guru Prasad Paudel**, **Mr. Khem Raj Joshi**, **Mr. Resham Acharya**, **Mr. Ashok Sapkota**, Teaching Assistants, Department of English Education for their kind suggestions for this study. Last but not least, my thank goes to **Ms. Madhavi Khanal**, Liberian, Department of English Education for her continuous help.

2018

Mahesh Raj Bhatta

ABSTRACT

This study entitled "Inquiry based learning for developing writing skill" aimed at finding out the role of inquiry based learning on developing writing skill.

Specially, this study has been carried out to analyze the positive impact of inquiry based learning for developing writing skill. For the accomplishment of the research work, I selected thirty students of Shree Nepalaya Higher Secondary School Kalanki Kathmandu. While completing this work, I administered a pre-test to get the students initial proficiency level on writing skill and I administered a post- test to know about the students' progress on writing by adopting inquiry based techniques. During the four week teaching period, I administered progress test as well. The cause of taking pre-test and post-test was to observe and analyze the impact of inquiry based learning approach in students writing. The students' answer sheets were analyzed to see the improvement in their writing. By comparing the answer sheets of pre- test and post- test, it was found that writing skill of students was highly improved in post-test writing. The average score in pre test was 16.43(i.e.54.74%), in progress test the average score was 19.9(i.e.66.33%) and in the post- test the average score was 24.73(i.e.82.44%). I used holistic marking scheme to score the students writing. The result indicates that the inquiry based techniques has positive impact on students writing. It was found that writing ability of the students was improved after adopting the inquiry techniques in writing.

The thesis consists of five Chapters, Chapter 1 presents the introduction. It consists of background of the study, statements of the problems, significance of the study, objectives of the study, research questions, and delimitations of the study and operational definitions of the key terms. Similarly, Chapter 2 consists of the review of related literature and conceptual framework. Similarly Chapter 3 presents methods and procedures of the study. This includes design of the study, population and sampling procedures, data collection and data collection

procedures. In the same way, Chapter 4 consists of results and discussion of the data. Finally, Chapter 5 incorporates summary, conclusion, and implications. On the basis of results and discussion, some important findings and implications for the policy level, practice level and further research have been made. And finally references and appendices are presented to finalize the study.

TABLE OF CONTENTS

Page No.	
	<i>DECLARATION</i> <i>II</i>
	<i>RECOMMENDATION FOR ACCEPTANCE</i> <i>III</i>
	<i>RECOMMENDATION FOR EVALUATION</i> <i>IV</i>
	<i>EVALUATION AND APPROVAL</i> <i>V</i>
	<i>DEDICATION</i> <i>VI</i>
	<i>ACKNOWLEDGEMENTS</i> <i>VII</i>
	<i>ABSTRACT</i> <i>VIII</i>
	<i>TABLE OF CONTENTS</i> <i>X</i>
	<i>LIST OF SYMBOLS AND ABBREVIATIONS</i> <i>XIV</i>
	LIST OF TABLES XV
	CHAPTER ONE: INTRODUCTION 1-7
1.1	Background of the Study 1
1.2	Statement of the Problem 3
1.3	Objectives of the Study 5
1.4	Research Questions 5
1.5	Significance of the Study 6
1.6	Delimitations of the Study 7
1.7	Operational Definitions of the Key Terms 7

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-29
2.1 Theoretical Framework	8
2.1.1 Inquiry Based Technique	8
1.2 Characteristics of Inquiry Based Approach	10
2.1.3 Importance of Inquiry Based Learning	11
2.1.4 Benefit of Inquiry Based Learning	12
2.1.5 The Writing Skill	12
2.1.6 Relation Between Inquiry Based Learning and Writing Skill.	14
2.1.7 Importance of Writing Skill	14
2.1.8 Components of Writing	15
2.1.9 Types of Writing	17
2.1.10 Writing Process	19
2.1.11 Characteristics of Good Writing	20
2.2 Review of Empirical Literature	21
2.3 Implications of the Review of the Study	26
2.4 Conceptual Framework	28

CHAPTER THREE: METHOD AND PROCEDURE OF THE STUDY 30-35

3.1 Design and Method of the Study	30
3.2 Characteristics of Action Research	31
3.3 Population, Sample and Sampling Strategies of the Study	32
3.4 Sources of Data	32
3.5 Research Tools	32
3.6 Data Collection Procedures	33
3.7 Data Analysis and Interpretation Procedures	34
3.8 Ethical Considerations	35

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS 36-45

4.1 Holistic Analysis	36
4.2 Analysis of Different Test Score	39
4.2.1 Analysis of the Pre-test Scores	39
4.2.2 Analysis of the Post-test scores	41
4.2.3 Analysis of the Progress- test Scores	42
4.5 Error Improvements	43

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS

46-51

5.1 Summary 46

5.2 Conclusion 47

5.3 Implications 49

REFERENCES

APPENDICES

LIST OF TABLES

Table 1 : Students' Score in the Pre-test

Table 2 : Students' Score in the Post-test

Table 3 : Students' Score in the Progress-test

Table 4 : Holistic Comparison of Test Scores

Table 5 : Examples of Errors Found in Students Writing

LIST OF SYMBOLS AND ABBREVIATIONS

IBL	Inquiry Based Learning
ELT	English Language Teaching
i.e.	id est (= Latin for that is')
P	Page
Vol.	Volume
M.Ed.	Master's Degree in Education
CUP	Cambridge University Press
T.U	Tribhuvan University
AR	Action Research
%	Percentage
S.N	Serial Number
TA	Total Average
LG	Language
ETC	etcetera
CAS	Continuous Assessment System