COHERENCE AND COHESION IN DIALOGUE WRITING

A Thesis Submitted to the Department of English Education

In partial Fulfillment for the Master of Education in English

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated

to

my parents

whose inspirations, exhortations and encouragement have

boosted me to be whatever I'm today.

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wife, **Mrs. Saraswati Gairhe** for her continuous creative support to complete this thesis.

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Krishna Hari Gairhe

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ABSTRACT

The present thesis is a study on coherence and cohesion in writing dialogue. The main objective of the study was to find out and analyze the use of coherence and cohesion in terms of private and community school regarding gender wise comparison. The researcher collected data from the students studying in secondary schools in Tanahun district. The sample population consisted of 80 students and they were selected by using simple random sampling procedure. After collecting the data, the students' achievement was analyzed on the basis of ranks and percentage they secured. It was found out that the students studying in Tanahun district were good in achieving coherence and cohesion in dialogue writing. It is, however, recommended that students should be encouraged to write guided and free dialogues as well.

This research study consists of four chapters. Chapter one deals with general background, review of related literature, objectives of the study and significance of the study. Chapter two includes the methodology. It consists of sources of data, population of the study, tools for the data collection, process of data collection and the limitation of the study. Chapter three includes analysis, interpretation and explanation of data. Finally, chapter four consists of findings and recommends of the study. The findings and relevant recommendations have been presented on the basis of analysis and interpretation of the data. This chapter is followed by references and appendices.

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ABBREVIATIONS

C D C   =   Curriculum Development Centre

Con.   =   controlled

e.g.   =   for example

F.M.   =   full marks

Guid.   =   guided

H.S.   =   higher secondary

i.e.   =   that is

M.Ed.   =   master of education

No.   =   number

P.   =   page

Reg.   =   registration

Ss   =   students

T.U.   =   Tribhuvan University

V.D.C.   =   Village Development Committee

viz.   =   namely

CHAPTER ONE

INTRODUCTION

1.1. General Background

Language is a means of human communication. It is the system through which we can share our ideas, emotions, feelings, thoughts and desires. There are many living languages in the world. However, English is considered as one of the dominant languages. It is spoken as a first or second language in many countries. It is also a lingua franca in many countries. It occupies a significant role world wide no matter whether it is used as a second or foreign language.

Language is used in terms of different skills. A skill means an ability to do some thing well and expertly. Learning a language means learning the four skills viz. listening, speaking, reading and writing. For students learning to write the ability to write a readable text requires a broadened view and an ability to shift from the perspective of the writer to that of reader.

English is taught as a compulsory subject from grade one up to bachelor level in our country. However, many researches have shown that our students are not so good in writing skill in English because writing is the most difficult skill to master for the learners of English as a second language. The difficulty lies not only in generating and organizing ideas but also in translating these ideas in to readable text.

While writing a text, the writer should be able to connect the stretches of discourse to make a unified whole so that it makes the reader understand the message it wants to convey. To be specific, while writing a dialogue, there should be coherence in its component. Coherence refers to the relationship between an utterance and the meaning it conveys. So, in

order to strengthen our students in writing, we should be familiar with the role of coherence in dialogue writing.

1.1.1 Writing Skill

Writing is the productive or secondary skill. It is a very complex process requiring many composite skills viz. mental, psychological, rhetorical and critical. Describing its complexity, Nunan says (1989)

> Writing is an extremely complex cognitive activity in which the writer is or queried to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts (p. 36).

Writing skill has become a powerful pedagogical tool in the field of language teaching since the emergence of grammar translation method. Most of the classroom as well as exam activities are, by and large, dependent upon writing system. In this sense, writing is often needed for formal or informal testing. Writing as well as reading is productive skill, however, it needs more correction, editing and attention in writing.

Thus, writing is the most powerful medium of expression. According to Rivers (1968, p.242) 'writing can be the act of putting down in conventional graphic form some thing which has been spoken". Likewise, Harmer (1991, p.232) says "writing is an activity through which human beings communicate with the another and transmit their accumulated

ideas from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways".

Writing is the skill associated with the productive aspect of language. The writer should be able to import the message to the readers using language fluently and competently. Students should be taught to write from graphic symbols to creative writing according to the level and need of the students.

Different types of activities can be conducted in the classroom while teaching writing.

1.1.1.1　Types of Writing

There are mainly three types of writing activities we conduct in our classroom. They are controlled, guided and free writing.

a.　Controlled Writing

The term controlled means there is no freedom. The activities that are carried out under the direct supervision of the teacher and there is no freedom to use vocabulary or pattern in their answer are controlled writing exercises. Controlled writing includes such activities: combining, reproducing and completing.

b.　Guided Writing

Guided writing is that type of writing where there are some clues, hints or models to follow while writing. Students are given a model to follow, a plan or outline to expand form in this type of writing.

Guided writing is different from controlled writing that the writer has little freedom in the selection of lexical items and structure patterns for the writing. The clue may help them but allow them to have some individuality in their writing.

It is also said to be semi-controlled writing. It gives no total freedom to express their ideas in their answer. However, it is a bridge to lead our students towards free writing. Paraphrasing, parallel writing and developing a skeleton into a text are some activities of guided writing.

c.   Free Writing

In free writing, students will be given a topic and they are free to write as they like. They express their ideas or feeling in their own style and vocabulary. Free writing questions are open ended.

Free writing is the final stage of teaching writing in our classroom .When our students can achieve the ability to write freely and independently, we are successful in teaching writing. However, they will need explicit information about form, context, audience and purpose of writing. Writing report, project work, letter writing, writing stories, essay writing, dialogue writing come under free writing activities.

1.1.1.2   Dialogue Writing

Dialogue writing comes under writing skills. As we discussed, there are different writing activities, we can conduct dialogue writing activities in our classroom for teaching writing. Dialogue is a conversation. If it is in written form, it can be read anytime. However, a written dialogue should be life like where the participants equally take part and form a comprehensible text. In writing dialogue an individual student should have imagination and language skill to make it a meaningful and interpretive discourse.

A dialogue is a conversation between two or more people. It literally means 'talk between two people.' A dialogue may be written or spoken according to purpose. The roles of speaker and listener change constantly i.e. turn taking; thus, the person who speaks first becomes a listener as

soon as the addressee takes his/ her turn in conversation by beginning to speak.

A dialogue involves two participants in a form of speaker listener, addresser addressee and sender receiver. It is a discourse which can be analyzed how forms of language are used in communication. There should be place (location) where it takes place and topic what the interlocutors talk about. It can be understood by the words speech or may be mentioned as background information (Brown and Yule, 1986).

1.1.1.3　Types of Dialogue

Dialogues may vary in terms of purpose, situation, location and theme or topic. On the basis of the formality introduced in the dialogues, they can be classified as formal and informal.

a.　Formal Dialogue

Those dialogues that take place in formal situation such as seminars, programmers, classes are classified as formal dialogues because they consist of full and normative structures. The participants' relation is also formal. Their language is free from slang and colloquial form.

b.　Informal Dialogue

Informal dialogues take place in informal situations such as talk between two friends about their study, exam, game or likes or dislikes. In informal dialogues, contracted forms seem to be more suitable because they make the dialogues life like. The characters converse informally addressed by the first name or relation.

We can find out whether a dialogue is formal or informal by the use of formal or informal words, phrases in it. Let us compare two dialogues cited from *Dialogs For Everyday Use,* edited by Dean Curry.

I. Formal Greetings and Farewells.

  Paul : Hello, how are you?

  Don : Fine, thank you. How are you?

  Paul : Fine thanks. (bus sound - effect) Oh, excuse me. Here's my
     bus. Good bye.

  Don : Good bye.

II. Informal Greeting and Farewells.

  Dick : Hi, how are you?

  Hellen : Fine, thanks. And you?

  Dick : Just fine. Where are you going?

  Hellen : To the library.

  Dick : Ok I'll see you later. So long.

  Hellen : So long.

The first conversation is formal in the sense that *'hello'* is more formal than *'hi'*. Similarly, *'ok'* is less formal equivalent of *'all right'* and *'so long'* is an informal equivalent of *'good bye'*.

A good dialogue should maintain the different characteristics; spontaneity, exchange , balance, natural, colloquial language, clarity and brevity, supralinguistic features e.g. gestures, facial expressions, posture of the body , stress, tone, intonation and accent if it is in spoken form . Dialogue should be given top priority in learning, especially in early stage, because it helps learners internalize functional and communicative language structures and use them properly in day to day life.

1.1.1.4 Coherence and Cohesion

The term 'coherence ' is used in discourse analysis in order to interpret the linguistic message. It is the feature of the text that shows the logical connectivity of ideas and thought so as to make a comprehensible whole. It is the discourse where all the components fit tightly together. In order

to be a text coherent, there should be logical connection, order and natural lead of one sentence to another. Moreover, there should be the mutual relation of all the elements of the text.

To quote Carter (1996),

> For a text to be fully satisfactory to a listener or reader, it needs not only appropriate grammatical links between sentences but it also needs the concepts, propositions or events to be related to each other and to be consistent with the overall subject of the text . This semantic and propositional organization is called coherence (p.19).

While analyzing a text discourse, we can understand the meaning of a linguistic message solely on the basis of the words and structure of the sentences, used to convey that message. We certainly rely on the syntactic structure and lexical items to interpret but cohesion is not sufficient, we need more than a perfectly grammatical sentence to have understood because it needs more information. One example, cited in Brown and Yule (1986) is given below.

Here is a text from a beginning line of a novel by Tom Wolfe (1981). *within five minutes or ten minutes no more than that there of the other had called her on the telephone to ask her if she had heard that something had happened out there .* (p. 223)

Here, the writer is leading his reader to read on and find out what the first sentence though literally complete has partially described.

Labov (1970) points out that the recognition of coherence or incoherence in conversational sequence is not based on a relationship between utterances but between the actions performed with those utterances.

Even though there is a complete grammatical sentence and turn taking in dialogue, it can not be said logically coherent. Let's take another example.

(Wife calling for her husband who is ploughing bullocks far in the field.)

Wife   : Won't you come for lunch? It's too late.

Husband   : No, I don't sell these pairs of bullocks.

Wife   : May I have myself then?

Husband   : No, the black one is faster than the brown.

There is no coherence in the above conversation. Though we can understand the topic theme of their individual interest, it can not be a dialogue. There is the question answer set to be seen resembled, however.

Even an adjacency pairs, such as question- answer; greeting - greeting is not a must to recognize the coherence in a dialogue. Let's take an example.

A: What time is it?

B: Well, the children've been already.

Here B is answering to A's question and we can come to conclude that it's already ten or four o'clock. There is question and answer not exactly in the from of answer but indirect way. It shows that it is a coherent text.

Cohesion plays a vital role in a dialogue. A dialogue may remain meaningless in the absence of cohesion. A dialogue to be coherent and meaningful should maintain appropriate link markers i.e. cohesive devices: alliteration, assonance, rhyme etc. in phonological level: reference, substitution, conjunction, ellipsis in grammatical level, and reiteration and collocation in lexical level.

Cohesion is a relationship in different elements of a text, which is considered in terms of either similar construction or contrast between different sentences or between different parts of sentences. It is a property

of any text of any length. It is essential for effective writing. When some successive sentences constitute a text, these sentences are connected with each other in terms of meaning. The connection is grasped of any text. Writers or speakers relate their texts or utterances to previous one through the use of cohesive relations; a cohesive tie is established. Cohesive ties enter in to cohesive chains, which run through out a text, revealing how different parts of a text are related to each other.

According to Oxford Advanced Learners Dictionary (2000), "Cohesion is the state of sticking together". This definition clarifies that the relationship and unity of all the elements in a text refers to cohesion. Similarly, Halliday and Hason (1974) define it as 'a semantic unit', it refers to the relations of meaning that exist within the text, and that defines it as a text. In other words, a text stands as a text by means of cohesion.

Richards, et al. (1999) define cohesion as, 'the grammatical and or lexical relationship between the different elements of a text. This may be the relationship between different sentences or between different parts of sentences'. In order to analyze the text, we can use the devices of coherence as follows.

i.   Devices of Coherence

Devices of coherence refer to those grammatical and lexical forms in a text which make it coherent or stick together. Cohesive devices play important role to make a dialogue coherent.

Dialogue is a formal conversation either in speech or written form. Written dialogue is not merely an activity of encoding verbal thought in printed symbols but also a set of transaction or exchange, move and act. According to Brown and Yule (1986), "The analysis of the interaction

relies on the discourse structure in a particular social situation and the level of function of a particular utterance, at a particular palace in a sequence to a developing discourse." (p. 229)

A number of devices can be used to obtain coherence in a discourse. To make the text coherent and meaningful there should be cohesion either in intra sentential or inter-sentential level. The study of cohesive devices functioning within or inside the sentence at the sentential level is intra sentential cohesion. It is studied within the sentence boundary.

According to Honey (1983), The majority of the sentences in the discourse connect unambiguously with their neighbours in one of two ways some are connected by means of references i.e. anaphoric and cataphoric devices of several kinds (e.g. such , its, this) the remainder by simple repetition." (p. 6)

Similarly, there are other devices used in writing. They are conjunctions viz. additive, adversative, casual, temporal repetition of words, topic chain, known-new contract, chronological order, spatial order, logical order, parallelism, collocation, statement leading to a climax, comparison, and contrast.

a) **Conjunction**

Conjunction signals the ways in which the writer wants the reader / listener to relate what is about to be said to what has been said before. It makes the use of formal markers to relate one idea, syntactical elements to other. Actually it links two or more elements in written or spoken text with different manners or meaning.

Holliday and Hassan (1976) identify four different types of conjunctions in English. (p. 238)

i)   Additive

The additive conjunctions state the addition information to the given one some examples are*: and*, *or in addition to, besides, not only but also, in the same way* and *so on*.

Let's observe one example:

> A: How are you John?
> B: I'm fine. *And* you?

ii)   Adversative

Adversative conjunction introduces contrastive information by moderating or qualifying the information given in the previous sentence. Some examples of adversative conjunctions are given below:

but, *yet, though, only , instead, brow ever, nevertheless.* For example,

> X: Would you mind going to the cinema?
> Y: Thanks for your offer. *But* I'm busy today.

iii)   Casual

Casual conjunctions establish cause and effect relation in the body of a text. Some example of casual conjunctions are so, as a result, consequently, because, since, because of, that, this, therefore. Let's observe one example:

> A: Birds like singing in spring.
> B: So do I *because* of its beauty.

iv)   Temporal

Temporal conjunctions are those that establish temporal relationship between events in terms of the timing of their occurrence: e.g. *then, after that, at first, next, finally, at last, just then, before* are temporal conjunctions.

A: What did you do *first*?

B: I entered the house through the window.

A: *Then*?

B: I, slowly, walked to the room where he was sleeping. *Next*, I looked at the bed.

b) Reference

Reference is the items that refer to something by specifying its function or role in speech situation. Those items which have the property of reference to refer to something else for their interpretation are reference. There are two different ways in which reference items can function with a text. They can function in an anaphoric or and in a cataphoric way. The subsequent item that can only be understood with reference to the initial item is known as an anaphoric reference. The anaphoric device points the reader/ listener backwards to a previously mentioned entity process or state of affairs. For example

A: I saw bird on the top of a tree.

B: Did you hear *it* singing?

In this conversation, 'it' in the second sentence refers back to 'the bird' of the first remark. With this device we can keep the semantic coherence between the sentences.

Another referential device is cataphoric device which relates to the forward information. It draws us ahead in to the text in order to identify the elements to which the reference items refer. For example:

A: Do you want to know   *the man* who helped me?

B: Yes of course .Please.

A: *That* was Mr. Smith.

It is clear that the reference item 'the man' refers to Mr. Smith.

c.   Substitution and ellipsis

"Substitution is that type of cohesive relation which replaces one item by another within the text. Ellipsis can be interpreted as that from of substitution in which the item is replaced by nothing." (as cited in Halliday and Hassan 1976, p. 88)

1.   My axe is too blunt. I must get a sharp *one*.

2.   A: You think John already knows?
    B: I think every body *does.*

d.   Logical Order

Logical order refers to the sequential relation of adjacency pairs in a dialogue .It shows the relations of text in terms of logic. Let's see an example.

X:	i.	Hello	ii.	How are you?
Y:	i.	Hi	ii.	I'm fine, thanks.

In the above text, there is order of the remarks in the pairs *'hello'* and *'hi'* and *'how are you?'* and *'I m fine, thanks'*. Otherwise, the text would lack to analyze coherence in discourse analysis.

1.1.1.5 Role of Coherence in Dialogue Writing

A dialogue is either in written form or in spoken form. In written form there are various mechanisms used in the text. They are spelling, punctuation, cohesion, coherence, role, turn taking, adjacency pairs and paralinguistic features in spoken form. Coherence refers to the logical connectivity of ideas and thoughts so as to make a text, comprehensive whole. The knowledge of coherence in written discourse gives us immense ideas on how we should relate various information while forming a readable dialogue.

We can interpret the discourse using the device of coherence within and beyond the sentence to analyze whether the text is grammatically as well as semantically meaningful or not. We understand the meaning of a text message solely on the basis of words and structure of the sentence and its logical order coherence. If any text lacks coherence, it can not provide any reasonable meaning but behind this it becomes the hindrance to the reader / listener in order to grasp the proper meaning of the text. Without coherence, a written text becomes just like a heap of words which can not impart the intended meaning.

1.2   Review of Related Literature

Several researches have been carried out in the field of writing skill in the Department of English Education. But few researches have been carried out in the field of cohesion and coherence.

Poudel (2005) carried out a research on "Students ability in expressing cohesion in English writing". Her objective of the study was to find out the ability to establish cohesion in writing. She collected data from 120 students studying in bachelor level from T.U. constituent and affiliated campuses in Kathmandu. Her finding was that B.Ed. first year students under TU were better in receptive ability than in productive ability to establish cohesion in writing.

 Likewise, Paudel (2006) carried out a research on 'students' ability to establish cohesion in reading'. His main objective of the study was to find out the ability of tenth grade student to establish cohesion in reading. He collected primary data from six secondary schools from the Kathmandu valley. Two versions of cloze tests items were used to collect data. He found out that students were more proficient to establish cohesion in reading on cohesive ties format than on the fixed ratio format. He also

found out that their overall ability to establish cohesion in reading was to be very poor.

Similarly, Regmi (2009) carried out his research on "Achievement of coherence in writing ". His study was focused on coherence in writing paragraphs. He studied on the students' ability in achieving coherence specially in bachelor level students who were studying in different campuses of Chitwan district. He found out that controlled writing paragraphs were more satisfactory than free writing and guided writing. The majority of the students were found satisfactory in the use of references, conjunction, repetition of words and topic chain as devices of coherence.

Though the researches have been conducted in the field of discourse analysis especially in reading and writing, no researches have been carried out to test the ability of students on dialogue writing maintaining coherence and cohesion yet. The present study differs from the previous studies in terms of objectives, and the ways of analysis. The researcher focused on the devices of coherence -conjunction, reference and ellipses. It is a comparative study on coherence and cohesion in writing dialogue.

1.3 Objectives of the study

The objectives of the study were as follows:

a. To find out and analyze the use of coherence and cohesion in written dialogue in terms of :
   i) private and community school
   ii) boys and girls
b. To suggest some pedagogical implications.

1.4   Significance of the Study

The study would be significant mainly for the students of English and teachers as well who are directly involved in teaching learning activity. It would make students be aware of their writing ability as well as in conversation. It would also help the students of secondary level to develop their writing style especially in dialogue writing. It may also be useful for the educationists, policy makers, curriculum designees since it would find out our students' ability in achieving coherence and cohesion in dialogue writing. Moreover, this research would also help those who want to carry out further research on coherence and cohesion as well.

CHAPTER TWO

METHODOLOGY

The following methodology was adopted to conduct this research.

2.1   Sources of Data

Both primary and secondary sources of data were used.

2.1.1 Primary Source of Data

The primary sources of data for this research were the tenth graders who were studying in the public and private schools of Tanahun district.

2.1.2 Secondary Source of Data

In addition to primary source of data, the secondary sources of data were related theses, i.e. Poudel (2005), Poudel (2006), Regmi (2008), NELTA journal vol-6, various articles, SLC specification grid, old question of SLC and books related to discourse analysis i.e. Bhattarai (2001), Mishra (200). etc.

2.2   Population of the Study

The population of this study were the students of grade ten studying in public and private schools of Tanahun district.

2.3   Sampling Procedure

The sampling procedure which was adopted in the study is mentioned below.

I purposively selected Tanahun district as a research area of the study. I selected Kyamin Higher Secondary School, the government aided school and Barahi Higher Secondary School, one of the private boarding schools from the district. There were all together 80 students involved in the study. Forty students were selected from each school. Twenty of them were boys and 20 girls.

2.4   Tools for Data Collection

I prepared a test paper containing four questions: one free writing, two guided writing and one controlled writing to evaluate the students' ability in using coherence and cohesion in dialogue writing (See Appendix I).

2.5   Process of Data Collection

I prepared the test items and visited the selected secondary schools. With the cooperation of the school administration and subject teachers, I administered the writing activity to the students. I also instructed well to the respondents about time and weight the test items carry, and administered the procedure to collect the data. The writing task was finished within one hour.

2.6 Limitations of the Study

The study was limited in the following ways:

i)   The population of the study was limited to the tenth graders.

ii)   Only 80 students were included as the respondents in the research.

iii)   The study was limited only to two secondary schools of Tanahun district.

iv)   There were one open ended, two guided and one controlled dialogue writing questions.

v)   Both coherence and cohesion in dialogue writing was focused in the study.

vi)   The cohesive devices reference, conjunction and ellipsis were used in the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained by administering a writing test of the two schools of Tanahun, especially one from community schools and another one from private schools. For the test, 80 students i.e. 40 boys and 40 girls were selected. Altogether four questions viz. one from controlled waiting, two from guided writing and one from free writing were asked. They were administered to test the students' achievement. The answer sheets of the students were collected and their responses were marked with the help of the following evaluation scheme.

Table No. 1

The Evaluation Scheme

S.N.	Areas	Marks Given in Percentage
1.	Length	10%
2.	Content	15%
3.	Coherence between utterances/ remarks and their logical order	50%
4.	Proper use of cohesive devices	20%
5.	Grammatical correctness	5%

The correct responses of the students were tabulated. These tabulated responses were analyzed and interpreted as accurately as possible using the tools of percentage and level. The students' achievement of coherence in writing was categorized in five levels i.e. excellent, good, satisfactory, less satisfactory and poor on the basis of the percentage of their correct responses.

The analysis and interpretation of data have been carried out under the following headings.

a) Total ability to achieve coherence in writing.
b) School-wise analysis of coherence and cohesions
c) Gender wise analysis of coherence and cohesion.

3.1 Total Ability to Achieve Coherence in Writing Dialogue

In order to find out total ability of the respondents, the study was done to find out the average percentage of achieving total ability of writing dialogue obtaining coherence using the following formula:

$$X = \frac{\sum X}{N}$$

Where,   X = Average

          = Summation

          X = Marks in Percentage

          N = Number

Therefore, $X = \dfrac{\sum X}{N} = \dfrac{133.4}{2} = 66.7\%$

The total ability to achieve coherence is presented in table no. 2

Table No. 2   **Total Achievements in Coherence**

Test Items	Sample Size – 80									
	No.of Students Obtaining Coherence/Percentage									
	Exellent 81–100%		Good 61–80%		Satisfactory 41–60%		Less.S. 21–40%		Poor 1-20%	
	Ss	%	Ss	%	Ss	%	Ss	%	Ss	%
Controlled	62	77.5	9	11.25	7	8.75	2	25	-	-
Guided	30	37.5	23	28.79	26	32.5	1	1.25	-	-
Free	2	2.5	22	27.5	43	53.75	13	16.25	-	-

Note: Ss standing for students.

The table above shows the total number of students achieving coherence in dialogue writing. It shows that there were 80 students involed in the study. They were provided three types of test items for writing dialogue.They were controlled, guided and free dialogue writing. It shows that 62 students were excellent in controlled writing. They were able achieve 81% to 100% marks in totality. There were only 9 students to secure good position, seven students in satisfactory position and two students in less satisfactory position. However, no students stood in poor level.It can be said that the total percentage of their achievement is good. (See Appendix – III)

3.2   School-wise Analysis of Coherence and Cohesion

The research was conducted in two schools of Tanahun district namely Kyamin Higher Secondary School and Barahi Higher Secondary School purposively chosen for the study.

3.2.1   Kyamin Higher Secondary School

This school is a community school. It is located in Kyamin VDC ward no 1, Kalesti, a village. For this study, 20 boys and 20 girls were selected randomly who have been studying in grade 10 this year.

3.2.1.1 Achievement of Students on Coherence in Writing Dialogue

The achievement of the students on coherence in writing dialogue by Kyamin Higher School is presented in table no. 3.

Table No. 3
Achievement in Ccoherence by Students

Test Items	Sample Size – 40									
	No.of Students Obtaining Coherence/Percentage									
	Exellent 81–100%		Good 61–80%		Satisfactory 41–60%		Less.S. 21–40%		Poor 1-20%	
	Ss	%	Ss	%	Ss	%	Ss	%	Ss	%
Controlled	28	70	3	7.5	7	17.5	2	5	-	-
Guided	3	7.5	12	30	24	60	1	1.5	-	-
Free	-		3	7.5	29	72.5	8	20	-	-

Note: Ss standing for students.

The table no : 3 above shows that there were 40 students involed in the study, out of which 28 students were excellent in controlled writing. They were able to achieve 82.9% marks in totality. There were only 3 (7.5%) students to secure good position, 7 (17.5%) students in satisfactory position and 2 (5%) students in less satisfactory position. In guided writing, 3 (7.5%) students were placed in execellent position and 12 (30%) students were placed in good position and 24 (60%) students of them were palced in satisfactory position and only one student secured less satisfactry marks. In free writing, however, no students stood in excellent and poor level. Three (7.5%) students secured good position and 8 (20%) students secured less satisfactory marks. In totality, their score in average can be viewed good.

3.2.1.2 Achievement of Students in Cohesion

As one of the objectives of this study was to analyze the cohesion in writing dialogue, only three cohesive devices 'references', 'conjunctions' and 'ellipsis' were used for the purpose.

The picture of the total cohesive devices used by the students of Kyamin Higher Secondary School is presented in table no. 4 below.

Table No. 4

Cohesive Devices Used by Students

Devices	No. of Students	Frequency	Percentage
Reference	40	477	64.89%
Conjunction	40	99	13.46%
Ellipsis	40	159	21.63%
Total	120	735	

The above table shows that among the three devices, the reference was seen highly used. The frequency of its use was 477 times which is 64.89% in totality. The highly used references in their writing were pronouns. It was found that the test items were limited. In controlled writing, they could not write their own words, sentences, the frequently would be more otherwise.

Besides *reference, ellipsis* was another device used by the students of this school, the freequency of occurrence of which device was 159 times i.e. 21.69%.

Conjunctions were found to be the least used device among all. The frequency of occurrence of this device was only in 99 places altogether 13.46% (See Appendix II).

3.2.2 Barahi Higher Secondary School

This school is one of the private schools in this district. It is located in Vyas Municipality word no:10, Damauli. Altogether 40 students, twenty boys and 20 girls were taken as respondents

3.2.2.1 Achievement of Students in Writing Dailogue

The achement of students from Barahi H.S School is presented below in table no. 5.

Table No : 5

Achievement in Coherence by Students

Test Items	Sample Size – 40									
	No.of Students Obtaining Coherence/Percentage									
	Excellent 81–100%		Good 61–80%		Satisfactory 41–60%		Less.S. 21–40%		Poor 1-20%	
	Ss	%	Ss	%	Ss	%	Ss	%	Ss	%
Controlled	34	85	6	15	-	-	-	-	-	-
Guided	27	67.5	11	27.5	2	5		-	-	-
Free	2	5	19	47.5	14	35	5	12.5	-	-

Note: Ss standing for students.

The above table shows the total achievement in coherence by the students of Barahi Higher Secondary School. Out of 40 students involved in the study, 34 students were excellent in controlled writing. There were 6 (15%) students to secure good position, in guided writing 27 (67.5%) students were placed in execellent position and 11 (27.5%) students were placed in good position and only 2 (5%) students were palced in satisfactory position. In free writing, only 2 (2%) students secured excellent position and 19 (47.5%) students secured good position. In

satisfactory position, 14 (35%) students were placed. However, 5 (10%) students were placed in less satisfactory level. In total, their score in average can be termed satisfactory..

3.2.2.2   Achievement of Students in Cohesion

The analysis of the achievement under cohesion of the private school is given below in table no. 6.

Table No. 6

Cohesive Devices Used by Students

Devices	No. of Students	Frequency	Percentage
Reference	40	503	65.58
Conjunction	39	102	13.29
Ellipsis	39	131	17.8
Total		736	

According to the table above, the students of Barahi Secondary School also used "*reference*" most in their written dialogue as cohesive device. All the students were found using *reference* as cohesive device in their dialogue at 503 times in totality. It means nearly 66% space of cohesion was covered by *reference*.

One or two students failed to use *conjunction* and *ellipsis* in their dialogue. Those who used *conjunctions* and *ellipsis* in their dialogue also seemed to be less satisfactory specially in free writing. That is to say, five students out of 40 fell under less satisfactory level.

3.3   Gender-wise Analysis

The gender-wise analysis included the achievement of girls and boys from both schools who were studying in grade 10. The analysis of the result is presented below.

3.3.1. Analysis of Girls' Writing Achievement

As the research work was concerned with the study of coherence and cohesion, the girls' achivement was analyszed by dividing into two sub titles i.e. coherence and cohesion.

3.3.1.1. Achievement of Girls in Coherence

The achievement of girls in coherence is presented in table no. 7 below.

Table No. 7

Achivement of Girls in Coherence

Test Items	Sample Size – 40									
	No. of Students Obtaining Coherence/Percentage									
	Exellent 81–100%		Good 61–80%		Satisfactory 41–60%		Less.S. 21–40%		Poor 1-20%	
	Ss	%	Ss	%	Ss	%	Ss	%	Ss	%
Controlled	36	90	4	10	-	-	-	-	-	-
Guided	16	40	12	30	12	30			-	-
Free	2	5	14	35	22	55	2	5	-	-

Note: Ss standing for students.

The above table shows that there were 40 girls involved in the study out of which 36 were able to secure excellent position in coherence. In other words, 90% of the girls could secure excellent position in controlled dialogue writing. Only 4 (10%) students were placed in good position.

But, in guided items, only 16 (40%) girls were able to be placed in excellent position. In good and satisfactory positions, 12 (30%) students were found to obtain coherence in guided items in each. However, only 2 (5%) girls could secure excellent marks in free dialogue writing. In this type, 14 (35%) girls could obtain good position. 22 (55%) girls secured satisfactory position and only 2 (5%) girls stood in less satisfactory position. It shows that no students were found to be obtained poor position. To sum up, they were found better in controlled dialogue than in guided and free dialogues writing.

3.3.1.2 Achievement of Girls in Cohesion

In order to analyze the achievement of girls in cohesion, their written dialogue was studied to find out how much cohesive devices were used to make their written dialogue coherent. Here, only three devices references, conjunctions and ellipsis were taken as devices to measure their achievement.

The achievement of girls in cohesion is presented in table no. 8.

Table No. 8

Use of Cohesive Devices by Girls

Devices	No. of Students	Frequency	Percentage
Reference	40	493	65.90
Conjunction	39	100	13.36
Ellipsis.	40	155	20.72
Total	129	748	

The table given above shows that among the three devices, reference has the highest frequency of occurrence i.e. 493 times in totality. Similarly, the next highly used device was *ellipsis*. They used *ellipsis* in 155 places

altogether. Conjunctions were also used in the dialogue but they were found the least of all, 100 times altogether by 39 girls. Those devices were found more in controlled than in guided and free dialogue.

3.3.2 Analysis of Boys' Writing Achievement

The sample population size of the boys was also 40 in total from two schools as those of the girls. Written dialogues were analyzed under two sub headings coherence and cohesion. The analysis is interpreted below.

3.3.2.1 Achievement of Boys in Coherence

The achievement of boys in coherence is presented in table no. 9.

Table No. 9

Boys' Achievement in coherence

Test Items	Sample Size – 40									
	No.of Students Obtaining Coherence/Percentage									
	Exellent 81–100%		Good 61–80%		Satisfactory 41–60%		Less.S. 21–40%		Poor 1-20%	
	Ss	%	Ss	%	Ss	%	Ss	%	Ss	%
Controlled	27	67.5	6	15	5	12.5	-	-	-	-
Guided	14	35	12	30	13	32.5	1	2.5	-	-
Free	-	-	17	42.5	12	30	11	27.5	-	-

Note: Ss standing for students.

The above table shows the achievement of the boys in writing dialogue coherently. There were 40 boys involved in the study. It shows that in controlled dialogue, 27 boys out of 40 were able to secure excellent position. In other words, 67. 5% controlled dialogues completed by the boys were evaluated excellent. Only 15% boys were grouped under good.

5 (12.5%) students achieved satisfactory level and no boy was placed under poor category.
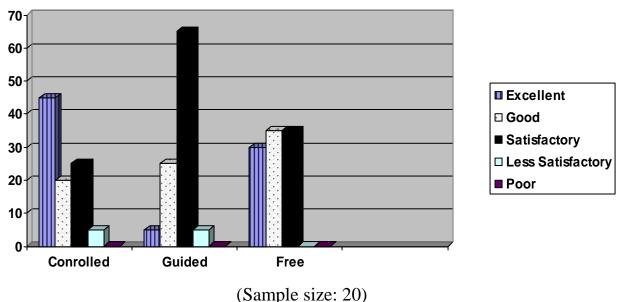
In guided writing test items, however, there were less number of boys than in controlled writing to achieve excellent position. The percentage of boys securing good and satisfactory position increased in guided writing than in controlled writing items. One of the boys secured less satisfactry marks in this test item. But in free writing, there was no one to hold the excellent position. There were 17 out of 40 to secure more than 61% up to 80% marks in coherence in this test item. Similarly, 12 (30%) boys were placed in satisfactory level and 11 (27.5%) in less satisfactory level in free writing items. Boys can be said to be good in controlled but not so satisfactory in guided and free dialogue writing.

3.3.2.2 Comparision of Boys Achievement in Coherence

The achievement of boys from Kyamin H.S. School in coherence is presented in the following diagram no. 1 (a).

Diagram No. 1 (a)
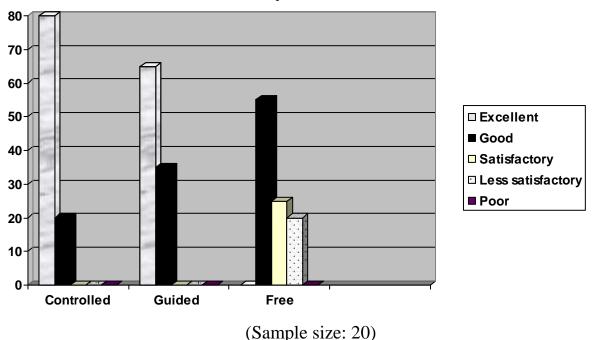
Achievement of Boys from Kyamin H.S. School.

(Sample size: 20)

The above bar diagram no. 1(a) shows the achievement of the boys in coherence. The sample size was 20. The bars show the percentage of boys scoring marks in controlled, guided and free dialogue writing. As the diagram shows, there were 9 (45%) students to achieve excellent position in controlled. Four (20%) boys were found to have scored good position in controlled type. Five (25%) boys were found to be placed in satisfactory position and 2 (5%) boys were placed in less satisfactory level. No student fell under poor category.

The achievement of boys in writing dialogue from Barahi H.S. School is presented in diagram no. 1 (b) .

Diagram No. 1(b)

Achievement of Boys from Barahi H.S. School.

(Sample size: 20)

The above diagram 1 (b) shows the number of boys from Barahi school scoring their achivement in coherence in dialogue writing. It shows that in controlled writing there were 80% boys to secure excellent position and only 20% boys securing good position. In guided writing items, there were 65% and 35% boys in excellent and good categories respectively.

But in free writing, 55% boys in good, 25% in satisfactory and 20% were found in less satisfactory positions respectively.

According to diagram no. 1(a) and 1(b), we can compare the boys' writing. The writing of Barahi, a private school, was better coherent than those of communicaty school. Eighteen boys out of 20 secured excellent position in controlled writing. In guided writing too, more boys from this school were able to achieve coherence than from a community school in free writing dialogue.

3.3.2.3 Achievement of Boys in Cohesion

The achievement of boys is analyzed below in table no. 10.

Table No. 10

Cohesive Devices Used by Boys

Devices	No. of Students	Frequency	Percentage
Reference	40	503	67.88%
Conjunction	40	101	13.64%
Ellipsis	40	155	18.49%
Total	120	741	100.00%

The above mentioned table shows the frequency of used devices of cohesion i.e. *reference, conjunction* and *ellipsis* by the boys in writing dialogue. According to the table, all the boys used three devices . Among them *reference* had the highst frequency of occurrence. i.e. 503 times . It covered more than 67 per cent in totality. Similarly, the next highly used device was *ellipsis*. They used *ellipsis* in 137 places. *Conjunction* has the lowest occurence of all i.e. in only 101 places.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The following findings and reommendations have been derived from the analysis of the research .

4.1. Findings

The findings of the study are as follows :

i.   It was found that the overall ability of students to achieve coherence and cohesion was good in writing dialogue. They were found more satisfactory in controlled dialogue writing than in free and guided dialogue writing.

ii.   The use of coherence in dialogue writing of the tenth graders from Tanahun district was found to be good with the average percentage of 70.17.

iii.   It was found that the students studying in the private school were better than the students studying in community school in overall ability to achieve coherence and cohesion in their written dialogue.

iv.   Both boys and girls from both community and private schools were found weaker to achieve coherence in free writing than in guided and controlled dialogue writing.

v.   The girls were found better than the boys to achieve coherence in the dialogue.

vi.   The majority of the students used reference, conjunction and ellipsis as devices of cohesion which were used satisfactorily.

vii.   Among the above mentioned devices the device, reference had the highest frequency (i.e. 996 times).

4.2. Recommendations

The researcher would like to make the following recommendations :

i.   Although the use of coherence and cohesion in dialogue writing of the tenth graders in Tanahun district was found good with the average percentage of 70.17%, it should be increased to meet higher level achievement and be able to make life like dialogue with coherence and cohesion.

ii.   The study showed that the students studying in community school could not achieve cohesion and coherence as satisfactorily as the students of private school. Though the achievement level was good, it should be further increased so that they can write coherent dialogue well in future.

iii   The students were found weaker to achieve coherence in free than in guided and controlled dialogues. They practised only to complete dialogue since the SLC grid 2065 showed so . They should be asked to write free dialogue in the examination too.

iv.   This study was limited to three cohesive devices i.e. reference, conjunction and ellipisis only. Further research would be suggested to be done addressing more other devices.

v.   The population and the area of this study was limited to Tanahun district. The further researches can be carried out taking a larger population from different parts of the country.

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Appendix I

Test Item

This test item is prepared to collect the data for a research study on "Coherence in Dialogue Writing" for M. Ed. Thesis in English Education. The researcher hopes that you'll cooperate in making this study complete.

So please read the instruction and supply necessary information and answer to all the items that follow.

Thank you

Researcher

Krishna Hari Gairhe

Name   : ....

Sex   : Male (   ) Female (   )

School : ....

1.   Here is dialogue between a teacher and a student. Complete the dialogue with the appropriate sentences in the box given below:

Teacher   : Congratulations! .... in the first division.

Student   : Thank you sir……………………………………….

Teacher   : No this is the fruit of your hard work.

Student   : Yes, sir. It's pretty true. It's...

Teacher   : Ok, thank you .Which stream do you like to join now?

Student   : .... I have to consult my parents.

Teacher   : ....

Student: Can you suggest me about it sir?

Teacher: I think..   .

- That's a good idea.

- Mostly the result of your proper guidance.

- You will get a better result.

- You have passed the exam.

- It depends on your inclination.

- This is the result of your blessings.

- Thank you for your kind suggestion.

- I have not decided yet.

---

2. **The following is a conversation between two friends. Use your imaginations to write Raju's side of the conversation:**

Manoj :   Hello , Raju! How are you?

Raju   :   ....?

Manoj :   I haven't planned anything for tonight. What had you in   mind?

Raju :   ....?

Manoj :   No, I haven't. What's it called?

Raju :   ....

Manoj: Who are stars?

Raju :   .... Please join me.

Manoj :   It sounds good . I'll come. Where shall I meet you ?

Raju :   ....

Manoj: What time?

Raju :   ....

Manoj: All right, Bye.

3. **The following is a conversation between two friends. Use your imagination to write Suniti's side of the conversation:**

Arati: Hello! How are you?

Suniti: Fine! But I'm very busy at caring my sister. She   broke her ankle.

Arati: How did she break her ankle?

Suniti :   ....   I took her to hospital by an   ambulance .

Arati: Did you have to pay for the ambulance?

Suniti :   ....

Arati: What did he say she will be all right?

Suniti: ....

Arati: Is she at home now or in hospital?

Suniti: ....

Arati: Tell her I'll come to her tomorrow. Bye.

4. **Write a dialogue between two friends talking about their coming holiday. (At least five exchanges)**

Appendix II

Use of Cohesive Devices by the Students of Kyamin Higher Secondary School

S.N.	Name of the Students	Reference	Conjunction	Ellipsis
1.	Jharana Thapa	12	2	6
2.	Aarati Gurung	12	3	5
3.	Nanda Kumari Gurung	14	4	6
4.	Sarmila Neupane	13	3	5
5.	Nirmala Sapkota	13	4	5
6.	Lali K.C.	12	4	4

7.	Rajya Kumari	10	1	3
8.	Amita Gurung	12	2	5
9.	Shanta Gurung	13	3	4
10.	Asmita Thapa	12	2	5
11.	Sunita Sapkota	13	2	5
12.	Sunita Darai	10	1	3
13.	Bipana Wagle	12	4	6
14.	Bishnu Adhikari	10	3	4
15.	Parbati Pariyar	10	1	3
16.	Arpana Gurung	11	2	3
17.	Sarita Thapa	11	3	4
18.	Sajita Shrestha	11	2	3
19.	Bishnu Shrestha	12	2	3
20.	Kiran Kshetri	12	2	4
21.	Santosh Gurung	13	2	3
22.	Prabin Gurung	12	3	3
23.	Jayaram Sunar	13	2	3
24.	Prakash Kandel	12	1	4
25.	Avash Shahi	10	2	3
26.	Padam Bahadur Darai	13	2	4
27.	Im Bahadur Darai	12	2	3
28.	Shiva B.K.	10	1	2
29.	Sujan Sunar	13	3	3

30.	Chij Bahadur Sunar	12	3	2
31.	Ashis Gurung	16	5	7
32.	Sujan Gurung	14	4	6
33.	Santosh Subedi	13	4	6
34.	Dil Bahadur Darai	14	2	4
35.	Santosh Neupane	12	4	3
36.	Roshan Gurung	10	2	3
37.	Hari Bahadur Darai	10	1	4
38.	Ganesh Bahadur Darai	10	2	3
39.	Shankar Lamichhane	11	2	3
40.	Pradeep Kunwar	12	2	4
		477	**99**	**134**

Use of cohesive devices by studnts of Barahi School.

S.N.	Name of the Students	Reference	Conjunction	Ellipsis
1	Divya Gurung	14	2	7
2	Semika Adhikari	13	3	6
3	Divya Banstola	14	4	5
4	Stijane Sigle	12	3	6

5	Ninka Tamrakar	13	2	4
6	Prosomss Batas	14	4	4
7	Pimaya Thapa Magar	13	1	2
8	Kriti Thapa Magar	13	3	2
9	Shrijana Lohani	12		4
10	Bina G.C.	11	4	3
11	Sarita Shrestha	14	1	
12	Kiran Thapa Magar	13	3	2
13	Anjana Adhikari	14	3	2
14	Sapana Thapa	13	1	6
15	Manju Mauriti	14	3	1
16	Kishan Shrestha	12	2	3
17	Monika Lamsal	12	2	2
18	Pratigya Shrestha	13	3	5
19	Samiksha Wagle	14	2	3
20	Usha Thapa	13	4	2
21	Anil Pantha	12	2	3
22	Anish Adhikari	13	2	4
23	Rayash Shrestha	12	2	2
24	Bipin Thapa	13	3	4
25	Sagun Kunwar	14	2	2
26	Prakash Khanal	13	1	3
27	Sujeet Khanal	13	2	3

28	Prabin Shahi	14	3	2
29	Prakash Koirala	13	4	5
30	Sandeep Naurati	13	3	4
31	Prakash Baral	12	2	3
32	Utsav Shrestha	12	3	3
33	Ramjan Ale	12	3	4
34	Sandeep Khanal	13	4	3
35	Kailash Pandey	14	4	5
36	Rohit Shrestha	12	2	3
37	Nikesh Shrestha	12	3	2
38	Sunil Shrestha	13	2	2
39	Anil Ale	13	3	4
40	Sanjib Khanal	12	2	1
		503	**102**	**131**

Appendix III

Marks Secured by The Students of Private School

(Girls)

	Test Items	Controlled	Guided	Free	Total

S. N.	Name of Students	F.M. 6	%	F. M. 12	%	F. M. 10	%	F. M 28	%
1	Divya Gupta	6	100%	9	75%	4	40%	19	7.85%
2	Semika Adhikari	6	100%	11	91.66%	7	70%	24	85.71%
3	Divya Bastola	6	100%	11	91.66%	6	60%	23	82.14%
4	Srijana Sigdel	6	100%	10	83.33%	7	70%	23	82.14%
5	Ninka Tamrakar	6	100%	10	83.33%	6	60%	22	78.57%
6	Prasamsa Batas	4	66.66%	7	58.33%	5	50%	16	57.14%
7	Pimaya Thapa Magar	6	100%	10	83.33	5	50%	21	75%
8	Kriti Thapa Magar	4	66.66%	9	75%	7	70%	20	11.42%
9	Srijana Lohani	6	100%	9	75%	6	60%	21	75%
10	Bina G.C.	6	100%	10	83.33%	6	60%	21	21.75%
11	Sarita Shrestha	5	83.33%	6	50%	6	60%	27	64.28%
12	Kiran Thapa Magar	6	100%	11	91.66%	6	60%	23	82.14%
13	Anjana Adhikari	4	66.66%	10	83.33%	9	90%	20	71.42%
14	Sapana Thapa	6	100%	10	83.33%	7	70%	23	82.14%
15	Manju Maurati	6	100%	10	83.33%	6	60%	22	78.57%
16	Kishan Shrestha	6	100%	10	83.33%	8	80%	24	85.71%
17	Monika Lamsal	6	100%	10	83.33	7	70%	23	82.14%

					%			
18	Protigya Shrestha	6	100%	10	83.33%	8	80%	24	85.71%
19	Samiksha Wagle	6	100%	10	83.33%	9	90%	25	84.28%
20	Usha Thapa	6	100%	8	66.66%	8	80%	22	78.57%
	Total	113	94.16%	185	77.08%	133	66.57%		76.96%
Boys									
21	Anil Pantha	6	100%	10	83.33%	4	40%	20	71.42%
22	Anish Adhikari	6	100%	10	83.33%	6	60%	22	78.57%
23	Rayash Shrestha	6	100%	10	83.33%	7	70%	23	82.14%
24	Bipin Thapa	6	100%	9	75%	7	70%	22	72.57%
25	Sagun Kunwar	6	100%	9	75%	8	80%	23	82.14%
26	Prakash Khanal	6	100%	8	66.66%	5	50%	19	67.71%
27	Sujeet Khanal	6	100%	10	83.33%	8	80%	24	85.71%
28	Prabin Shahi	6	100%	10	83.33%	7	70%	23	82.14%
29	Prakash Koirala	6	100%	10	83.33%	7	70%	23	82.14%
30	Sandeep Maurati	4	66.66%	8	66.66%	7	70%	19	67.85%
31	Prakash Baral	6	100%	11	91.66%	4	40%	21	75%
32	Utsav Shrestha	6	100%	10	83.33%	5	50%	21	75%

33	Ramjan Ale	6	100%	9	75%	8	80%	23	82.14%
34	Sandip Khanal	6	100%	9	75%	4	40%	19	67.85%
35	Kailash Pandey	6	100%	10	83.33%	7	70%	23	82.14%
36	Rohit Shrestha	6	100%	9	75%	6	60%	21	75%
37	Nikesh Shrestha	6	100%	11	91.66%	8	80%	25	89.28%
38	Sunil Shrestha	6	100%	10	83.33%	6	60%	22	78.57%
39	Anil Ale	4	66.66%	10	83.33%	4	40%	18	64.28%
40	Sanjib Khanal	66	100%	11	91.66%	8	80%	25	89.28%
	Total	116		204	85%	126	63%	446	79.64%

Marks Secured By The Students of Community School

(Girls)

	Test items	Controlled		Guided		Free			
S.N.	Name of Students	F.M.6	%	F.M.12	%	F.M.10	%	F.M.28	Total
1	Jharana Thapa	6	100	9	75	7	70	22	78.57
2	Aarati Gurung	6	100	9	75	7	70	22	78.57
3	Nanda Kumari Gurung	6	100	10	83.33	8	80	24	85.71

4	Sarmila Neupane	6	100	8	66.66	6	60	20	71.42
5	Nirmala Sapkota	6	100	6	50	6	60	18	64.28
6	Lali K.C.	6	100	6	50	7	70	19	67.85
7	Rajya Kumar Shrestha	6	100	8	66.66	6	60	20	71.42
8	Amita Gurung	6	100	9	75	6	60	21	75
9	Shanti Kumar	6	100	5	41.66	7	70	18	64.28
10	Asmita Thapa	6	100	5	41.66	6	60	17	60.71
11	Sunita Sapkota	6	100	6	50	6	60	18	64.28
12	Sunita Derai	6	100	5	41.66	6	60	18	64.28
13	Bipana Wagle	6	100	5	41.66	6	60	17	60.71
14	Bishnu Adhikari	6	100	6	50	6	60	17	60.21
15	Parbati Pariyar	6	100	5	41.66	7	70	19	67.85
16	Arpana Gurung	5	83.33	8	66.66	6	60	16	57.14
17	Sarita Thapa	6	100	5	41.66	5	50	19	67.85
18	Sajita Shrestha	6	100	5	41.66	5	50	16	57.14
19	Bishnu Shrestha	6	100	9	75	5	50	16	57.14
20	Kiran Kshetri	3	50	10	83.33	4	40	16	57.14

	Boys								
21	Santosh Gurung	3	50	9	75	5	50	16	64.28
22	Prabin Gurung	6	100	6	50	5	50	18	71.42
23	Jaya Ram Sunar	3	50	6	50	5	50	20	50
24	Prakash Kandel	2	33.37	6	50	3	30	10	39.28
25	Avash Shali	3	50	6	50	4	40	13	46.42
26	Padam Bahadur Darai	5	83.33	6	50	6	60	17	60.71
27	Im Bahadur Darai	2	33.33	9	75	7	70	18	64.28
28	Shiva B.K.	5	83.33	8	66.66	4	40	17	60.71
29	Sujan Sunar	3	50	7	58.39	6	60	16	57.14
30	Chij Bahadur Sunar	4	66.66	8	66.66	4	40	16	57.14
31	Ashish Gurung	6	100	9	75	8	80	23	82.14
32	Sujan Gurung	5	83.33	6	50	7	70	18	64.28
33	Santosh Subedi	4	66.66	6	50	4	40	14	50
34	Dil Bahadur Darai	4	66.66	6	50	5	50	15	53.57
35	Santosh Neupane	4	66.66	10	83.33	8	80	22	78.57
36	Roshan Gurung	5	83.33	7	58.39	3	30	15	53.57
37	Hari Bahadur Darai	3	50	5	41.66	4	40	13	46.42
38	Shankar Lamichhane	5	83.33	5	41.66	5	50	15	53.57
39	Ganesh Bahadur Darai	6	100	4	33.33	7	70	17	60.71
40	Pradeep Kunwar	5	83.33	6	50	7	70	18	64.28
Total		199	82.92	274	57.08	229		704	62.85