

**DEVELOPING WRITING SKILL THROUGH STUDENTS'
QUALITY CIRCLE**

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

**Submitted by
Binu Prasad Parajuli**

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2011

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal
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2011**

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Date of Submission: 2068-02-02**

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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Binu Prasad Parajuli

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Binu Prasad Parajuli has prepared the thesis entitled “**Developing Writing Skill Through Students' Quality Circle**” under my guidance and supervision.

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DEDICATION

Dedicated to

My parents and teachers.

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ABSTRACT

The present study entitled "Developing Writing Skills Through Student's Quality Circles" in Green Village Secondary School in Kathmandu is an attempt of the researcher to develop students' writing skill through Students' Quality Circles. The main objective of the study is to develop the writing skill through students' Quality Circles. Its another objective is to identify the role of SQC to develop writing skill. The researcher used both primary and secondary sources of data. The primary data was elicited from the thirty students of grade seven, eight and nine of Green Village Secondary School, Kirtipur, Kathmandu by administrating pre-test, progressive test and post-test. Likewise, the researcher collected data through observation of SQC activities. After analyzing and interpreting the data the researcher found that the use of SQC activities is an effective technique in developing writing skill in the case of lower secondary and secondary level students. It is further found that SQC activities are helpful to develop students' creativity to develop ability to express their ideas as well as build confidence and make students self disciplined.

The study consists of four chapters. The first chapter introduces the study in terms of general background, review of related literature, objectives and significance of the study .The second chapter deals with the methodology which is sub chaptered as the sources of data, sampling procedures, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the scores on pre-test progressive test and post test and weekly analysis of circles' activities. The fourth chapter has the findings and recommendations of the study in which some pedagogical implications have been recommended. Finally it includes the references and appendices.

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LIST OF ABBREVIATIONS

BC	:	Before Christ
BS	:	Bikram Sambat
CMS	:	City Montessori School
ELT :	:	English Language Teaching
ICSQCC	:	International Conventional on Students' Quality Control Circles
MOE	:	Ministry of Education
NCSQC	:	National Convention on Students' Quality Circles
NELTA	:	Nepal English Language Teachers' Association
No	:	Number
P	:	Page
Ph.D.	:	Doctor of Philosophy
Prof.	:	Professor
QCC	:	Quality Control Circle
QUEST	:	Quality Circles in Education for Personality Development
S.No.	:	Serial Number
SQC	:	Students' Quality Circle
SQCC	:	Students' Quality Control Circle
T.U	:	Tribhuvan University
TQE	:	Total Quality Education
TQM	:	Total Quality management
TQP	:	Total Quality People
UK	:	United Kingdom
USA	:	United States of America

CHAPTER ONE

INTRODUCTION

1.1 General Background

'Quality' in its simplest form can be traced back to the beginning of our civilization. Human civilization has been developing gradually from Stone Age to Modern Age. The man, an amazing creature, who used to live in jungle, has proved himself/ herself a super being of all the creatures of earth due to its thinking quality superior to other creatures. Everybody considers quality as a prime factor for the development of people and the society in general. So, quality is considered the prime mover of our life. Quality in general sense is connected with the quality of goods, services which come from the quality management of the produces, any way quality is prime key for development.

In context of quality, quality products and services are not a matter of chance but it needs sincere effort by all the people who involve on it and only quality people can produce quality product and deliver quality services .The need of quality has been outcome of three distinctive phenomena they are: technological development, globalization of business or product and diversification of social values.

The second half of the past 20th century saw the emergence of the consumer society. The concept of giving utmost importance to quality actually evolved immediately after the Second World War. Japan was completely destroyed by the war and it became very difficult to get out of the disastrous effect of the war. Products and services produced by Japan were non-durable or non- functioning. To overcome this problem the Japanese union of scientists and engineers look upon quality exports from

the USA to teach them about quality Dr. W. Edwards Deming, the stalwart that turned around Japan economic misery was one of those invited. Dr. Deming's historical lecture on statistical quality control to about 200 Japanese managers, engineers and scientists in 1980 brought a revolution in the quality management field. At that time Dr. Deming gave several lectures to Japanese industrialists to take them out from the war torn economy. This lecturer became highly popular because he explained the concept of quality in very simple manner. He pointed out 14 points principle which is adopted by managers, engineers, scientists and educationalists to develop quality which is known as Total Quality Management. By applying and practicing the principles of Total Quality Management Japan started to become the super economic power since 1970. To develop the concept of Total Quality Management, services principles and practices, Joseph M. Juran, Ishikawa, Kano and many other from Japan, USA and Europe contributed a lot. Total Quality People are needed for Total Quality Management. Total Quality People are those who exhibit personality traits with characters of leadership like effective communication, emotional stability, team spirit, problem solving positive temperament, commitment, honesty and desire to excel. "It is said that quality people are not matter of chance but a constant and conscious effort is required to groom them". (Gandhi, 2010, Key note speech).

According to Kamren (2010):

Total Quality Management is a positive stepping stone for the growth and development of children, staff and organization and it is a dynamic process for continuous improvement. It is systematic methodology to bring about positive change through team

involving administrations, teachers, students and even parents. (p. 58)

So, under the Total Quality Management to prepare the Total Quality People different kinds of circles are formed i.e. Teachers' Quality Circle, Doctor's Quality Circle, Consumers' Quality Circle, Students' Quality Circle etc. Among them , Students' Quality Circles is one of them.

1.1.1 Students' Quality Circle: An Introduction

Students' Quality Circle (SQC) is an approach which was originated from Japan from the Philosophy of Total Quality Management that has already proved its success in corporation but is a relatively new approach in academics when it comes to the students' level in educational institutes. Quality Control Circle was initiated as far back as 1962 in Japan as empowering employees. In the recent year, some educationists started experimenting with quality control circle among students in the classroom. In some cases, students used the QCC tools and techniques directly and tried to apply; and many educationalists through out the world try to apply this quality management approach to develop the personality of students. This approach is known as Students' Quality Circle.

In the field of education, Dr. Jagdish Gandhi, the founder principal of the world largest school at present i.e. the City Montessori School, Lucknow, India has sighted that Total Quality Management would be more vital and useful in the field of studies and since then SQC was born. SQC soon got its popularity all over the world and Nepal too because of its benefits of innovative and creative approach that attract every educationalist of all the level. Professor Dr. Dinesh Chapagain established the first

organization in Nepal to promote the SQC, i.e. QUEST, Nepal in 2006 (Quality Circles in Education for Students Personality development).

In Chapagain's (2006) words Students' Quality Circle is a small group of voluntary students of the same educational institute who meet regularly in their institution to identify, analyze and solve their own problems.

Chapanign (2006) further adds Students Quality Circle is a team of students who work to solve their problems through group work and participatory approach. This helps to develop the leadership quality attributes of the members working in the team.

1.1.2 History of SQC

The first quality circle of students "Jai Jagat" received great recognition when the young children from CMS presented their case in the international conferences of Quality Control Circles held in Hong Kong in 1994. Quality experts around the world observed the personality development of students through quality circles. CMS first promoted the concept in its school and presented quality circle cases in international conference held in different cities of the world. Different international conferences have been organized for the promotion of it. In 1997 CMS organized the 1st international convention on Students Quality Control circles and second also was held in 1999 at the same school. Mauritius hosted the 3rd ICSQCC in 2000, the 4th, 6th and 8th in India and 5th in USA and 7th in Bangladesh. Similarly 9th, 10th, 11th and 12th in Turkey, India , Shrilanka and India respectively. Thirteenth international convention hosted by Nepal in 2010 November 1-3 in St. Xavier's School, Jawalakhel.

Similarly, the National convention of the SQC is also been regularly held in Nepal. There is no doubt each and every school and college in Nepal has the common slogan of quality education. But we are already late to redefine quality education according to the global need of present generation. We have accepted that the base for the national development is education but it is not enough in present context. It is total Quality Education which is an approach to prepare Total Quality Person which is the strong base for the development of students.

The philosophy of TQE can be brought into reality by adopting Students' Quality Circle in the academia. Quality movement in Nepal refers to initiation, implantation and effective functioning of SQC in the schools and colleges. The concept of quality circle in the school in Nepal was brought by Dr. Dinesh Chapagain, who is popular as quality Guru among the SQC practitioners, industrialists and others in Nepal. He has been leading quality movement of Nepal since 1999. "OM SQC" Himalayan Bidaya Mandir was the first SQC of Nepal formed in 1999 which participated in second international convention on SQC at Luknow, India.

In 2005 Kathmandu University High School started SQC program as its co-curricular activities and it also organized first national convention on Students Quality Circle. The first convention was the historic one which paved the way of formal quality movement in Nepal. On the base of the same historic event, second third and fourth NCSQC were organized by Quest Nepal (Quality Circles in Education for Students Personality Development Nepal) in association with DAV school, Little Angels' School and St. Xavier's school respectively in 2006, 2007 and 2008. Similarly fifth national convention of SQC was organized by Quest Nepal in association with Galaxy Public School and sixth National convention was merged in 13th ICSQC.

There are many private, government and community schools which introduced SQC as their co-curricular activities. SQC has been introduced and activated in many schools all over the country and according to the report of participating schools on 13th ICSQC there were nearly 60 selected schools were participated at that convention. In this way, quality movement is being institutionalized in Nepal day by day with the collaborative efforts of quality leaders, academicians, principals, teachers, students and Quest Nepal as the leading organization of this movement.

If we analyze the 13th international convention of SQC, which was held in Nepal on 1-3 November 2010 can be the milestone in the history of the SQC movement. In this program, there were many international and national scholars. There were special addresses by Dr. Jagdish Gandhi, Prof. Syed Ali, Mr. Ranjith Goonthilake, and Mr. PC. Bihari Dr. Vineeta Kamran, Mr. Abdul Wahid and Prof. Mr. Kabir who are the movers of quality circles. Similarly, panel discussion among the representatives of **UK, Srilanka, India, USA, Pakistan, Bangladesh, Nepal, Ministry of Education, Nepal, NELTA, QUEST Nepal** has also remarkable points. Likewise, the case study presentation, quiz contest and debate contest with other paper presentation program among students and teachers added some extra effort to flourish SQC in Nepal as well as world.

1.1.3 Action Research

In Cohen and Manion's (1985) view, action research is conducted aiming at the improvement of current affairs through the process of identifying and solving in a specific context. Action research is propounded by Kurt Lewin (1946) for the first time assuming to bridge the gap between theoretical and applied research. The main aim of action research is to improve the current state of affairs within the educational context in

which the research is being carried out. There are some steps in carrying out action research.

As suggested by Nunan (1992) the following are the steps to carry out action research.

Step 1: Initiation: The classroom practitioner notices students' weakness in teaching and learning certain item, and then decides to improve that weakness.

Step 2: Preliminary investigation: The researcher decides systematically to find out which problem is the most serious and faced by the majority of the students.

Step 3: Hypothesis: The researcher plans his/ her activity to solve the problem identified in previous step and postulates a hypothesis.

Step 4: Intervention: In this stage the teacher-researcher regular practice is intervened by introducing some new element in it. The teacher-researcher cannot afford to spend the whole period for a newly introduced element so s/he has to manage the classroom time in such a way that regular practice and new element go side by side.

Step 5: Evaluation: The researcher evaluates the change brought by the new action in this.

Step 6: Dissemination: This step highlights the value of sharing in action research. The researcher sits with the professional researchers then presents problem, action tried out and the findings are achieved.

Step 7: Follow up: The findings of the study are followed up by the practitioners. By this the regular way of teaching and learning is changed and the new one is adopted to introduce certain changes in the study.

1.1.4 Introduction of the Topic

Language is the most advanced and powerful means of communication. It is most widely used means of communication among people which is the universal medium for conveying facts including complex thought, emotion and feeling of everyday life. It is especially human possession. It is the universal medium to express human thought, feeling, idea and emotion. According to Richards et al. (1999, p.196) “Language is the system of human communication which consists of structural arrangement of sounds or their written representation into large units.” Language is defined as a system of conventional spoken or written symbols by means of which human beings as members of social group participate in its culture communication.

The purpose of learning any language is to get mastery over its basic skills. So that communication can be accomplished without any hindrance. In context of the English language, listening, speaking, reading and writing are the four basic skills. Many approaches, methods and techniques have been used in the field of language teaching and learning. Among them problem solving is one.

Students’ Quality Circle is a team of students who work together to solve their problems through a participatory approach. This helps to develop the leadership quality attributes of the members working in the team. So SQC is an approach to problem solving.

The word 'problem' portrays the connotation of something not pleasant and one to be avoided but problems are everywhere. If there were no problems and people were satisfied with the present state then development would cease. 'Problem' is defined as a gap between the ideal situation perceived by one and the actual situation in he/she lives. Viewed this way 'problem' does not become a problematic but rather a yardstick for continuous improvement. So, resolving the gap between the ideal and present situation is problem solving. Students are trained to solve problems in SQC.

According to Reber and Reber (2001) problem solving means the process involved in the solution of a problem. Problem solving is the ability to solve problem. A problem is simply a quest for satisfactory outcome to an ideal situation. Solving the problem is a method of organizing the given information and using that information along with knowledge we possess to obtain the desired outcome or solution.

Students encounter various types of problems in their lives. In case of language learning they have been facing many problems. Different aspects of language and four basic skills should be developed to learn any language. While learning such skills students have been facing different problems. Among four language skills there is no doubt, writing is the most difficult skills, it also can not be free from problems. Such problems better to be solved by students on their own efforts. For that SQC can be a useful tool.

Students' Quality Circle is a systematic approach of problem solving, students may not have enough experience to solve such problems. Therefore, they tackle the problem based on analysis of facts. Students exercise in problem solving as a team through SQC activities. They

analyze and solve their problems in a systematic manner on a continuous basis and in the process develop their leadership personality. The proponents of quality circle have outlined seven steps to problem solving systematically approaching the three core activities- identifying, analyzing and solving the problems. This approach to problem solving is primarily based on experience, intuition and trial and error. The three main steps are as follows.

A. Identifying the Problem

It is the first process of SQC, first student identify the problem to be tackled by them. There are two steps in this process.

(i) Select the topic

Topic selection is the first and the foremost step of the circle, although any problem may be selected for solving. The circle should strictly select the problems that the students face regularly. They only select the problem that they can solve themselves. The circle follows three sub steps to select the topic.

a. Identify students' role

In this step students in the circle discuss and identify their role. eg Saurab for data collection, Hari to list problem, Usha to prepare tools to collect data etc.

b. Identify and list problems

The circle sits together to identify problems of their own. This is done by using the technique of brainstorming and they list problems.

c. Prioritize and select topic

It is not easy to solve all the problems which have been identified and listed. So the problems have to be narrowed down. This is done by collecting data, discussing, getting the views of stakeholders.

(ii) Setting target

In the second stage, SQC team should understand the situation of the problem they have selected to solve. This means that students should know the types and amount of symptoms or phenomena of problems they are facing. In this step the circle follows three sub steps.

-)Identifying characteristics
-)Observe the characteristics
-)Set target

In this stage, students set the target for solving the problem. The target is nothing but the gap between the present situation and the ideal situation agreed by all participants of the SQC member. "The target should answer questions- What? How much? When? The facilitating teacher, facilitating administrator should facilitate while identifying target but they should not interfere the activities of circles. The target should be set by students themselves" (Chapagain, 2006, p. 90).

B. Analyze Cause of the Problems

After identifications and prioritization of the problems, it is the time to get things done. The students get busy in identifying the causes which have lead to the problem. The causes may be within their control or outside their control. There are two steps in this process:

(i) Plan activities

Planning is an important activity before any implementation. If any problems arise during the problem solving, students need to identify the reason and rectify it for improving effectiveness and efficiency of the process. In this step, students need to identify the sequential activities that have to be worked out for problem solving. Then, after identifying activities for the solving the selected problem, students in the circle set time for starting and finishing particular set of each activity and setting time students recognize appropriate members for allotting responsibility.

(ii) Analyze cause

The quality circle, a way of problem solving takes the systematic approach of eliminating the root cause of the problem and reducing the undesired gap permanently rather than just avoiding the symptoms of the problems. In this step, the students identify primary causes of the problems. Identify root causes and minimize minor causes this is done by using brain storming, survey research and presented using ishikawa or fishbone or cause effect diagram, etc.

After that students select few but vital causes responsible for the problems. At last step of analyze causes students identify counter

measures. In this step students decide on consensus the major causes that have to be tackled with appropriate counter measures.

C. Solve the Problems

After identifying appropriate counter measures to eliminate the root cause of problem, again the research cycle of brain storming, incubating the ideas, more research begins till they come with and exhaust the possibilities available. And set down to implement the countermeasures. This may be done by undertaking different activities like raising the awareness about the problem, taking initiative on their own and ensuring that the implementation phase goes unhindered. According to Pathak (2009):

The process does stop at merely implementing the solutions or countermeasure to the problems. It starts another cycle of cross checking as how much the problem has been minimized as a result of implementing the countermeasures. Again another cycle of field work research, data collection, plotting the information using research tools like histogram, pie chart, pie diagram and wh question starts. This completes the cycles of problem solving. (p. 19)

1.1.5 Writing as a Skill

The main purpose of teaching or learning any language is to develop four basic skills, listening, speaking reading and writing. There is a famous quotation given by Francis Backon “Reading Maketh a full man, conference a ready man and writing an exact man”.

Writing is regarded as the visual representation of speech through some conventional symbols. Writing is not a single activity but a cluster of activities. Therefore, Rivers (1978) presents stage wise definition of writing. She writes in its simplest form that it can be the act of putting down conventional graphic form for something which has been spoken. This act involves nothing more than the correct association of conventional graphic symbols. In its most highly developed form writing refers to the expression of the ideas in a consecutive way according to the graphic convention of the language. The ultimate aim of writer at this stage is to express his/her ideas in literary form which requires the utilization of a special vocabulary and certain refinements of structures. Thus writing is a complicated task. When a person sets for writing he has to utilize the various sub skills.

While and Arndt (1993) say that writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own. Similarly, Harmer (1992,p.232) says “Writing is an activity through which human beings communicate with one another and transmit their accumulated cultures from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways.”

Writing is “frequently accepted as being the last language skill to be acquired” (Nunan, 1991, p. 91) as in EFL context that mastering written skill is a major challenge for learners. According to Hedge (1998):

An effective writing requires a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy. So that, there is no ambiguity of meaning the use of complex grammatical devices to focus and emphasis, and a

careful choice of vocabulary, grammatical pattern and sentence structures (p. 5).

So, to get mastery over such problem of writing, students have to do much work for sustainable learning which is clear from an old Chinese proverb

I hear, I forget,

I see, I remember,

I do, I understand.

If students participate to do any work themselves, they will understand clearly, which will be their permanent learning. In case of writing skill also students face many problems; through Students' Quality Circle they can solve their problems on the following aspects of writing.

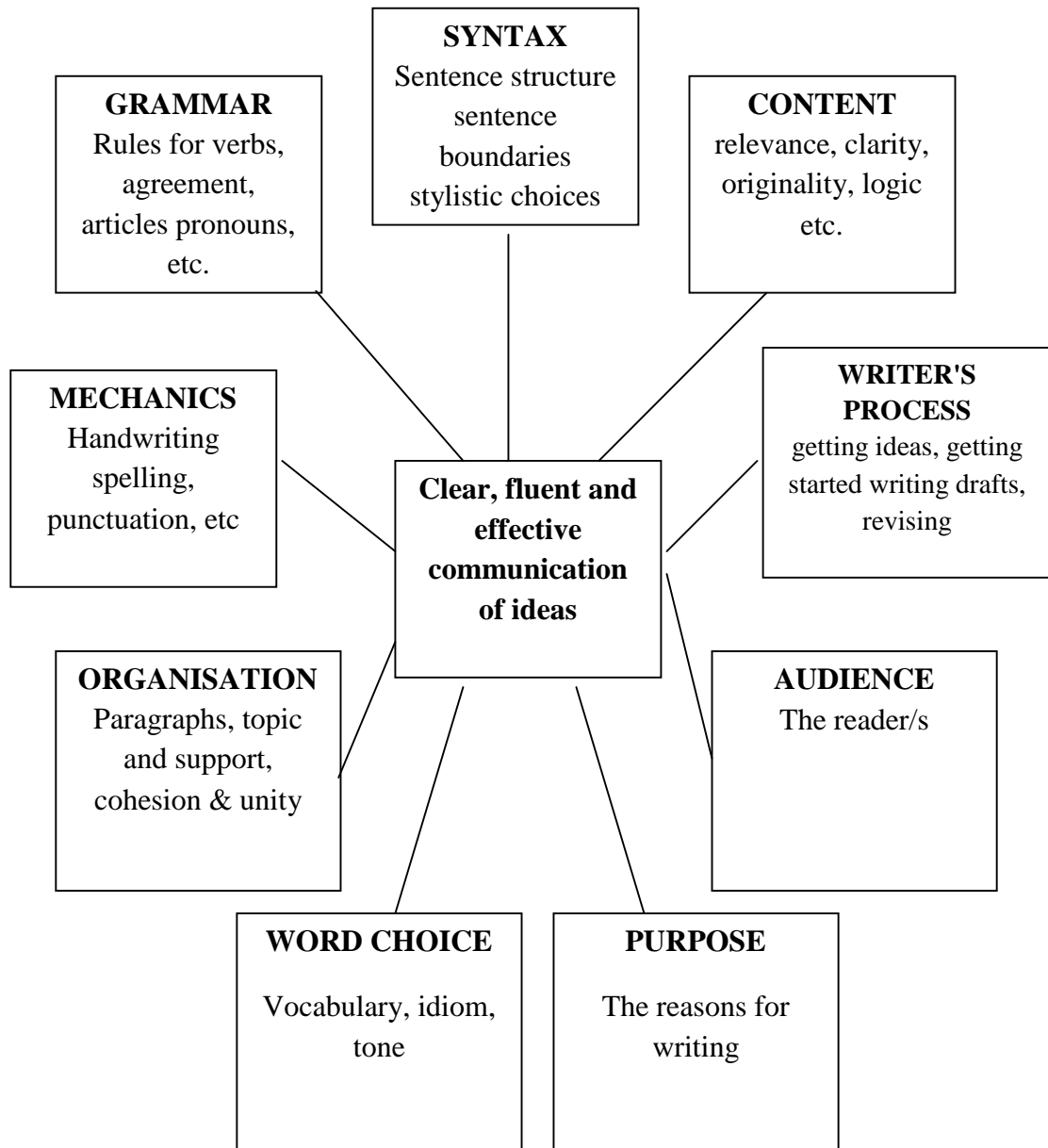


Figure 1: Aspects of Writing (Adopted from Raimes 1983, p. 6)

In the simple terms writing is a productive skill which involves manipulating, structuring and communicating. The skills which are involved in writing are highly complex. The sub skills of writing identified by Munby (1979 as cited in Sharma and Phayak 2006, p. 255) are listed below:

- i. Manipulating the script of a language.

- ii. Expressing information explicitly and implicitly.
- iii. Expressing the communicative value of sentences and utterances.
- iv. Expressing relations within sentences using.
 - v. Expressing relations between parts of a text through lexical and cohesion devices.
 - vi. Expressing relations between parts of a text through grammatical devices.
- vii. Using indicators in discourse.
- viii. Reducing the text through avoiding irrelevant information.

1.1.6 Components of Writing

- i. **Mechanics:** It refers to the aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and number which are often dealt.
- ii. **Coherence:** Coherence refers to the semantic relationship of different sense units between and among the utterances.
- iii. **Cohesion:** Cohesion refers to the grammatical and lexical relationship between different elements of text.
- iv. **Orthographic and Para orthographic text:** Orthographic system deals with linguistic system such as spelling, words, phrase, clauses etc and Para orthographic text is related to the use of charts, tables, graphs to convey some message.

1.1.7 Activities for Developing Writing Skill

There are various activities for the development of writing skills. In this context, for the students of lower secondary and secondary level there are some appropriable types of activities.

- a. Controlled writing: Controlled writing is the activities which are carried out under the direct supervision of the teachers.
- b. Guided writing: Guided writing stand as a bridge between controlled and free writing. It includes transformation, paraphrasing parallel writing developing skeleton into fuller text etc.
- c. Para orthographic text writing: Para orthographic text writing displays the information more vividly and accurately.
- d. Free writing: In free writing student are given a topic to write on as per their choice. Free writing exercises promote students' feeling emotion and desires. It includes paragraph writing, descriptive writing, essay writing, narrative writing, dialogue writing report writing letter writing story writing etc.

1.1.8 Process Writing

Writing is not only confined to forming or producing the graphic symbols or letters but to arrange and rearrange them in larger units, words or sentences. Usually the process of writing is divided into three stages i.e. manipulation, structuring and communication.

1.1.9 Aspects of Writing Process

Aspects of writing process refer to the duration and number of steps we take into account while writing. These aspects depend on the types of writing we are involved in. Before starting to write, the writer has to cross many steps. These aspects of the writing process are discussed below.

The writer has five different processes.

- a. **Brainstorming:** It is the first step of the writer's process. It is a widely used as effective way to getting ideas. It involves thinking quickly and without inhibition so as to produce as many ideas as possible in a given area or in a given topic or problem. It is an especially fertile means of generating ideas which can ultimately lead to an interesting piece of writing.
- b. **Outlining:** The writer makes an outline based on the brainstorming list. He/she leaves irrelevant points and arranges the relevant points in logical order
- c. **Drafting:** At the drafting stage "The writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft" (Richards and Renandya 2002). According to White and Arndt (1991), "drafting activities make the move from pre writing activities to actual writing process. They are moving from writer based writing to reader based writing". Any way at this stage, the writer writes the first draft using the outline using previously.
- d. **Revising:** After the rough draft the writer revises and edits it. In this stage, the writer checks the relevant information, readers' need and order of presenting information and revises it. "Revising is not merely checking of language errors (i.e. editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the readers" (Sew 2002).
- e. **Preparing the final copy or draft:** At this stage the writer writes the final version. Production of the final copy is the goal of writing. "This includes publishing, sharing, reading aloud, transforming

text of for stage performance or many displaying text on notice boards: (ibid).

1.1.10 Writing Activities in SQC

As SQC is considered an emerging approach to prepare Total Quality People for Total Quality Management, it is needless to say many activities related to writing occur in SQC activities. Generally, in SQC, students identify problem, find out cause of problems, analyze problems, and solve it. Besides it other many activities are also done.

After forming circle as long as they need to start to write e.g. for their regular meeting they need to write notice, proposal, agenda, minute, report conclusion etc. i.e. they involves different kinds of writing activities. To exchange information they need to write letter also etc. As considering writing as difficult skills they can take as problems and solve it by applying SQC approach. Particularly while involving SQC activities, students write both orthographic and Para orthographic text.

1.2 Review of the Related Literature

Since SQC has adopted as an approach to prepare Total Quality People for Total Quality Management, some how research works started to carry out on this topic.

In the department of English education some studies has been carried out in "writing proficiency and writing skill" those are more or less related to this study and reviewed as follows:

Karki (1996) carried out research on a comparative study on the English language writing proficiency between the students of public and private school of grade X in Lamjung district. This study aimed to find out the

differences writing proficiency of public and private schools students. He found that the students studying in private schools have good vocabulary in English language. In other hand, they used word, clauses and sentences in appropriate way rather than public school's students.

Poudyal (1999) carried out research on a comparative study of English language written proficiency in Higher Secondary School of Gulmi and Kathmandu. This research aimed to find out the writing proficiency in English language between the higher secondary students of Gulmi and Kathmandu district. He found the students of higher secondary school of Kathmandu had better English language than the students of Gulmi.

Similarly Barakoti (2001) carried out a research study on errors committed by PCL second year students in writing free compositions. He has the objectives to find out the errors committed by PCL second year students in free composition. It was found that the students had committed errors in sentence construction, spelling and organization of thought.

Sah (2003) carried out a study on writing proficiency of grade nine students. His objective was to find out the writing proficiency of grade nine students. He found that the students committed mistakes in the use of comma than in the use of other specific punctuation marks i.e. capital letter, full stop, apostrophe, question mark and so on.

Neupane (2008) has carried out an experimental research on effectiveness of teaching aids in the development of writing skill. This study aimed to determine the effectiveness of teaching aids in the development of writing skill to grade IX students. After experiment he found that experimental group has shown better result in writing skills than control groups.

Shrestha (2009) has carried out experimental research on "The effectiveness of teaching materials in developing writing skills. The objective of the study was to find out the effectiveness of teaching materials in writing skill in secondary level. The findings show that the experimental group has done better than controlled group.

Khanal (2010) carried out research on "Writing proficiency of the member and non member of the SQC. She has the objectives to investigate the writing proficiency of the members and non members of the SQC. She found that SQC members have better writing proficiency than non members of SQC.

The research works mentioned above related to SQC and writing skill show that none of the research has been carried out on development of writing skill through SQC in lower secondary and secondary level. So the researcher is interested to carry out research on this very topic.

1.3 Objectives of the Study

The study had the following objectives:

- i. to develop students' writing skill through Students' Quality Circle.
- ii. to make students identify the role of SQC activities in developing writing skill.
- iii. to suggest pedagogical implications of implementing SQC activities in school.

1.4 Significance of the Study

The study "Development of writing skill through students' Quality Circle" is significant in the sense that it is a new experiment how SQC can develop the writing skill of the students differently than other approaches.

This study is helpful to find out the students' problems in writing and analyze causes and explore the ways to solve the problems in writing.

This study is important in a sense that most of the SQC activities have been practiced to solve the students' problems related with behaviour, habit, personality development etc. but this study is totally concerned with how SQC can be implemented in ELT and how it can develop writing skills.

This study will be further beneficial to those who are working in the field of ELT as well as SQC. It is needless to say that most of the SQC activities have been conducted on very popular, highly equipped with materials, privately leading school in Nepal like St. Xaivers, Jawalakhel, Budnahilakantha School, LRI School and Little Angles' School but this research was carried out a poor school which is not equipped materials, language lab etc. it is challenging as well as significant in this sense also. This research will be a model for other poorly equipped schools, government and private schools in the context of implementing SQC in schools particularly solving the problems related to language skills.

CHAPTER TWO

METHODOLOGY

This chapter on methodology briefly describes the methods and procedures adopted to carry out this study. The sources of data, population, sampling procedures, research tools and their preparation, administration, and other procedures are described below.

2.1 Sources of Data

The researcher used both the primary and secondary sources for data collection.

2.1.1 Primary Sources

The primary sources of data for this research were the students of lower secondary and secondary level (Studying in Green Village Secondary School at Katmandu) .

2.1.2 Secondary Sources

The secondary sources of data for this research were the related books such as White and Arndt (1991), Chapagain (2006) journals, articles websites, magazines and the theses approved in the Department of English Language Education. The journals, handbooks, address in the 13th international convention of SQC by scholars, case study presentations and different views of SQC scholars were the secondary sources of data.

2.2 Population of Study

The total population of this study was the 30 students of Green Village Secondary School, Kirtipur.

2.3 Sampling Procedures

To carry out the research the researcher selected thirty students by using non-random judgmental (purposive) sampling procedure.

2.4 Tools for Data Collection

Record sheets and test items were the tools for data collection. Record sheets were used to keep the where record of students' activities and test items were used to evaluate their progress and performance. (See Appendix I).

2.5 Process of Data Collection

1. The researcher selected the school where Students' Quality Circles was already formed.
2. The researcher visited the selected school and talked to the concerned authority for permission to carry out this research in this school.
3. The researcher took information about the circles as to what sort of work they had already done through circles.
4. The researcher made students know about the research.
5. After that, the researcher took pre test to measure the proficiency of students in writing.
6. The researcher analyzed the score of pre-test.
7. Then he made students involve in step wise activities of problem solving (only related with writing what they had been facing, eg. in the pre-test).
8. The students were provided a form (mentioned in appendix-I) to keep record of their whole activities.

9. On the basis of their performance, (step wise activities of SQC) the researcher facilitated, guided and taught them to continue their tasks.
10. The researcher observed directly their cases, set progressive test in the interval of six days.
11. The post-test was administrated.
12. The researcher collected their answer sheets, and other forms, which were given to them.
13. Finally, the scores of the pre-test, progressive test, post test analyzed to determine the role of SQC to develop writing skill by using appropriate statistical tools in order to find out result.

2.6 Limitations of the Study

This study had the following limitations:

1. This study was limited to Green Village Secondary School, Kirtipur, Kathmandu.
2. The students of grade seven, eight and nine who are the SQC member were taken for this study.
3. This study was only related with writing skill.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This is the main part of the study. This section deals with the presentation, analysis and interpretation of the data collected from the primary sources. The main objective of this study was to identify the role of SQC activities in developing writing skill. For this purpose the researcher presented and analyzed the data in the given ways.

3.1 Analysis and Interpretation of the SQC Activities and Data

SQC is a volunteer group of students usually under the leadership of their supervisor, who are trained to identify, analyze and solve their own problems. Similarly, the students of Green Village Secondary School also formed three quality circles. The students of Grade 7, 8 and 9 were members of circles and each circle has 10 members. After the formation of the circles and before the participation of students in stepwise SQC activities to evaluate their existing performance the researcher administrated a pre-test on writing skill. The test included some questions related to different activities for developing writing skill. The questions were related with guided writing, controlled writing, free writing and paraorthographic writing.

3.1.1 Holistic Comparison between Pre-test and Post-test

Table No. 1

Holistic Comparison Between Pre-test and Post-test

Test item	Full Marks	Obtained marks	Total percent
Pre-test	1500	818	54.53
Post-test	1500	1058	70.53

This table clearly shows that in the pre-test the students obtained 818 marks which is the 54.53 percent of total full marks i.e. 1500. Similarly,

in the post test 1058 is the total marks obtained i.e. 70.53 percent. This result clearly shows that after being involved in stepwise SQC activities. The students scored 16 percent more marks in post-test than pre-test.

3.1.2 Comparison Between the Score of Pre-test and Post-test

Table No. 2
Individual Score in Pre-test and Post-test

S.N.	F.M.	Score on Pre-test		Score on Post-test		No., of Students in Pre-test	No. of Students in Post-test	Percent in pre-test	Percent in Post-test
		No.	%	No.	%				
1.	50	35	70	43	86	1	1	3.34	3.34
2	50	34	68	42	84	2	1	6.66	3.34
3	50	33	66	41	82	3	2	10	6.66
4	50	32	64	40	80	3	5	10	16.66
5	50	31	62	39	78	1	3	3.34	10
6	50	30	60	38	76	2	1	6.66	3.34
7	50	29	58	37	74	2	1	6.66	3.34
8	50	28	56	36	72	2	2	6.66	6.66
9	50	27	54	35	70	3	3	10	10
10	50	25	50	33	66	1	1	3.34	3.34
11	50	24	48	32	64	3	1	10	3.34
12	50	23	46	31	62	1	1	3.34	3.34
13	50	22	44	30	60	1	3	3.34	10
14	50	21	42	29	58	1	1	3.34	3.34
15	50	20	40	28	56	1	2	3.34	6.66
16	50	18	36	27	54	2	1	6.66	3.34
17	50	15	30	24	48	1	1	3.34	3.34
	1500					30	30	100	100
Pre-test Average Score: 27.26 (54.53%)									
Post-test Average Score: 35.26 (70.53%)									

As the table shows 3.34 percent of the students have scored 35 marks which is the highest score on the pre-test. Over 3 percent students obtained 15 marks which is the lowest score on the pre-test. Fifty five is the average percentage. Thirty-six percent students were above the

average and sixty four percent of them were below it. Whereas 43 out of 50 is the highest score obtained by 3.34 percent students (i.e. only one) in post-test. Twenty four out of 50 is the lowest mark in post-test which is forty-eight percent of total marks. The average score of post-test is 35.26. Sixty-four percent students were above average score and 36 percent students of them below average. This result clearly shows that SQC activities are helpful in developing wiring skill.

3.1.3 Analysis and Interpretation of Pre-test

Table No. 3
Individual Score in Pre-test

S.N.	F.M.	Obtained Marks		No. of students	Total marks with Frequency	Percentage
		No.	%			
1	50	35	70	1	35	3.34
2	50	34	68	2	68	6.66
3.	50	33	66	3	99	10
4	50	32	64	3	96	10
5	50	31	62	1	31	3.34
6	50	30	60	2	60	6.66
7	50	29	58	2	58	6.66
8	50	28	56	2	56	6.66
9	50	27	54	3	81	10
10	50	25	50	1	25	3.34
11	50	24	48	3	72	10
12	50	23	46	1	23	3.34
13	50	22	44	1	22	3.34
14	50	21	42	1	21	3.34
15	50	20	40	1	20	3.34
16	50	18	36	2	36	6.66
17	50	15	30	1	15	3.34
Total	1500			30	818	100
Pre test average score: 27.26%				Average Percentage: 54.53%		

As the table shows 3.34 percent students have scored 35 marks each which is the highest score on the pre-test designed with 50 full marks. Similarly 3.34 percent students have scored the lowest mark which is only 15. This result shows that there is variation in score as well as score range. The average score is 26.6. There are 4 students who got average score. Thirty-six percent students were above the average and sixty-four percent of them were below it. This result clearly shows students have many difficulties and problems in writing. To tackle with such problems the researcher motivated the students to follow the stepwise activities of SQC.

After this students of all three circles sat together and conducted a brainstorming session to find out their problems related to writing particularly what they have faced in pre-test .The problems in writing identified by students themselves through brainstorming are given below:

- i. Problems in expository writing
- ii. Contextual problems/ vocabulary
- iii. Lack of confident
- iv. Problem in mechanics
- v. Misunderstanding
- vi. Grammar and translation
- vii. Unable to write complete answer
- viii. Writing Process
- ix. Lack of ability to write answer related to topic
- x. Physical aspect etc.

After the identification of above mentioned problems the researcher checked whether the students have such problems in pre-test or not. Obviously he found such difficulties and problems. Then the researcher

motivated the students to prioritize the problems to solve. Then students prioritized the problems which are given below.

- i. Problems in grammar
- ii. Contextual problems (vocabulary)
- iii. Problems in Mechanics
- iv. Problems in translation
- v. Writing process
- vi. Lack of confidence, unable to write complete answer or unable to write information related to topic.

Then they divided the circles duty to solve their problems systematically. Their responsibility division was as given below. They decided to solve two problems led by one circle.

1. GVSQC “Lotus” (1st week)
 - a. Problems in Grammar
 - b. Contextual problems
2. GVSQC “Rose” (2nd week)
 - a. Problem in mechanics
 - b. Problem in translation (i.e. Nepali to English)
3. GVSQC “Lily” (3rd week)
 - a. Writing process
 - b. Lack of confidence, unable to write related with topic, unable to write complete answer etc.

3.1.4 Analysis of First Week (Led by Lotus Group)

This Lotus group has the responsibility to tackle the problems in grammar and context while writing. The activities done by the students are given below.

i. Introduction to the problems

The main purpose of writing is to convey ideas, message and information in accurate way to reader or audience but due to grammatical mistakes and contextual problems students were not able to convey the message, ideas in proper way. The problems found in grammar and context are as follows:

-) Problems in tense
-) Subject verb agreement
-) Speech
-) Ideas not related with topic etc.

ii. Then the students identified the effects caused by these problems

-) Teachers, receivers, readers, audiences are not able to get actual message.
-) Misunderstanding.
-) Getting low mark in examination and other test.
-) Misinterpretation of message etc.

iii. Cause of problems

-) Carelessness
-) Confusing in grammatical rules
-) Habit of guessing
-) Lack of teacher care
-) Lack of exposure
-) Not having reading habit with appropriate context
-) Lack of practice
-) Hesitation to consult teacher if problem arises.

After identifying the causes of the problems in grammar and context the students found the ways of solution and involved themselves in activities.

-) Self practice/ self analysis.
-) Conducting classes for grammar and contextual writing.
-) Taking care in every step while writing.
-) Spend more time for writing.
-) Request teacher to take care properly.
-) Asking teacher immediately if they have problems.

After doing the above mentioned activities they collected some data which shows that they have improved and they drew conclusion that their activities are helpful to improve them.

After the above mentioned activities the researcher administrated the first progressive test.

3.1.5 Analysis and Interpretation of the First Progressive Test

It was conducted after the participation of students in SQC activities for a week. These activities concentrated students to improve grammatical and contextual mistakes in writing. The following table clearly shows the score of first progressive test.

Table No. 4
Individual Score in the First Progressive Test

S.N.	F.M.	Obtained Marks		No. of students	Marks with frequency	Percentage of students
		No.	%			
1	25	18	72	2	36	6.66
2	25	17	68	4	68	13.34
3	25	16	64	6	96	20
4	25	15	60	2	30	6.66
5	25	14	56	3	42	10
6	25	13	52	4	52	13.34
7	25	12	48	5	60	16.66
8	25	11	44	1	11	3.34
9	25	10	40	2	20	6.66
10	25	8	32	1	8	3.34
Total	750			30	423	100
Average score 14.1		Average Percentage: 56.4				

As the table shows 6.66% students obtained 18 marks out of 25 which is the highest marks on the first progressive test. Similarly, 3.34 percent students scored the lowest mark which is 8. The average mark is 14.1. Fifty seven percent of the students were above average and nearly 43 percent of the students were below average.

In the pre-test 70 is the highest percentage whereas 72 is the highest percentage in the first progressive test which is the highest than that of the pre-test. Similarly, the lowest percentage is 32 in the 1st progressive test which is higher than the lowest percentage of pre-test. So, the result shows that the SQC activities are helpful in improving writing skill.

3.1.6 Analysis of Second Week (Led by Rose Circle)

This circle mainly focused on solving the problems related to mechanics and translation (i.e. Nepali to English). The activities done by them are given below:

1. Introduction to the Problems

It is said that no search in heap of garbage even if there is gold also. So, to attract attention of reader/ audience writing should be clear but students have not good hand writing, missing different punctuation marks etc. In case of Nepali learners, they have ideas about related subject matter in their minds, when they try to translate this idea from Nepali to English there is problem as a result students were weak in writing.

2. Effect Caused by the Problem

-) Unclear writing, teacher, or receivers are not able to get actual message.
-) Students are not able to pass or reflect actual message which they knew in Nepali.
-) The outlook is not seen attractive which affects in getting marks in the exam etc.

3. Causes of the problem

They have found the following causes of the problems.

- i. Negligence/carelessness
- ii. Teachers are not taking immediate action
- iii. Difference between the Nepali and English languages (i.e. Syntax, meaning) etc.

- iv. Lack of knowledge about mechanics and translation.
- v. Not applying direct method.
- vi. Lack of physical facilities (i.e. not appropriate desk, bench, table, light which affect in writing) etc.

After the identification of effects and causes of these problems they identified the ways of solution and applied the same as well.

- i. Conducting handwriting class.
- ii. Self practice.
- iii. Request teachers to take immediate action to avoid negligence and carelessness.
- iv. Request to the administration to manage appropriate desk, bench and light.
- v. Conducting some translation classes by the English teacher.
- vi. Try to use direct method rather than translation.

After implementing the above mentioned ways they checked some data; they found that they have improved in their writing and drew out the conclusion that SQC activities are helpful to improve problems of mechanics and translation.

After the participation of students in the second week, the researcher conducted the second progressive test.

3.1.7 Analysis and Interpretation of the Second Progressive Test

Table No. 5

Individual Score of Students in Second Progressive Test

S.N.	F.M.	Obtained Marks		No. of students	Marks with frequency	Percentage
		No.	%			
1	25	19	76	3	57	10
2	25	18	72	6	108	20
3	25	17	68	3	51	10
4	25	16	64	3	48	10
5	25	15	40	4	60	13.34
6	25	14	56	4	56	13.34
7	25	13	52	3	39	10
8	25	12	48	2	24	6.66
9	25	11	44	1	11	3.34
10	25	10	40	1	10	3.34
	750			30	464	100
Average 15.46		Average percentage: 61.86				

As the table shows the highest score 19, out of 25, has been obtained by 10% of students on the second progressive test. The lowest score is 10 which has obtained by 3.34 percent students. The average score is 15.46. Sixty-four students were above the average and 36% were below average.

In the first progressive test 72 percent was the highest score. Similarly, in the second progressive test 76 is the highest score. Likewise, the lowest percent is 32 in the first progressive test whereas 40 in the second progressive test which shows that there is gradual progress in writing after involving students in SQC activities.

3.1.8 Analysis of Third Week (Led by Lily Group)

This circle focused particularly on solving the problems related to writing process and other problems such as lack of confident inability to write complete answer etc. while writing. To tackle such problems, the students have done the following activities.

1. Introduction to the Problems

Writing is a systematic process, so one needs to follow certain steps but if students are not able to follow certain steps (as brain storming, planning, preparing first draft, editing final draft) etc. which creates problems. Similarly, due to lack of confident, difficulty in managing time, students are unable to write complete and related answer in subject matter. So there is problems while writing.

2. Effects Caused by the Problems

-) Disorder in writing
-) Writing becomes too lengthy and or too short due to using only simple and functional words rather than content words.
-) Unable to express ideas clearly and in a noble way.
-) Low mark in examination etc.
-) Low mark in other tests.

3. Causes of the Problems

Focus on speaking skill rather than writing.

-) Lack of practice
-) Teacher's negligence
-) Students' negligence

) Not conducting classes for writing process, lack of habit of self correction and analysis, examination phobia etc.

After the identification of causes and effects of their problems, students have done the following activities.

)Conducted classes focusing on writing process with the help of English teachers.

)Requested all teachers to care every steps of writing.

)Focus on self correction and self analysis.

)Tried to be careful in every step.

)Realized exam is part of study not more than this etc.

)Practice and peer correction, cross checking etc.

After adopting the above mentioned ways to overcome these problems, students themselves found change in their writing ability and they drew the conclusion that their own activities or circle activities are helpful in improving their writing skill.

At the end of the third week the researcher administrated the third progressive test.

3.1.9 Analysis and Interpretation of the Third Progressive Test

Table No. 6
Individual Score in Third Progressive Test

S.N.	F.M.	Score		No. of students	Marks with frequency	Percentage
		No.	%			
1	25	21	84	1	21	3.34
2	25	20	80	3	60	10
3	25	19	76	8	152	26.66
4	25	18	72	3	54	10
5	25	17	68	3	51	10
6	25	16	56	2	32	6.66
7	25	15	60	4	60	13.34
8	25	14	56	3	42	10
9	25	13	52	2	26	10
10	25	12	48	1	12	3.34
Total	750			30	510	100
Average Score 17, 68%		Average Percentage: 68				

As the table shows, 3.34% of the students have scored 21 marks which is the highest score on the third progressive test; 10% of the students obtained 13 marks which is the lowest mark on the third progressive test. The average mark is 17 which is scored by 10 percent students. There were 50 percent students above average and 40 percent below it.

In the second progressive test 76 percent was the highest score whereas in the third it is 84. The lowest percentage of second progressive test was 40 whereas it is 52 in the third progressive test. This result clearly shows that students have remarkable progress in writing after they were involved in stepwise SQC activities.

3.1.10 Analysis of Last Week (Revision Week)

This is the last week of students' participation in SQC activities to solve problem related to writing. In this week, they analyzed all circles' activities. They collected data and evaluated their work themselves. They revised all the activities in this week and focused on practice. They consulted the related teachers and other related person and tried to solve their problems and on the last day they organized free writing competition. They submitted their copy to subject teacher and they realized that they have improved in their writing skill and they have found some benefits for their circles. Some of them are given below:

-) Learn to tackle problem systematically.
-) Learn to prioritize.
-) Develop creativity.
-) Raise consciousness towards quality.
-) Learn to manage time.
-) Develop quality among SQC members.
-) Good Co-ordination with teacher and students.
-) Develop ability to express their ideas.
-) Develop creativity and writing skills.
-) Realize the concept of learning by doing.
-) Build confidence.
-) Develop presentation skills.
-) Self discipline.
-) Get practical knowledge etc.

3.1.11 Analysis and Interpretation of Post-test

After administrating third progressive test and students' participation in the activities of the last week, the final test i.e. (post test) was administrated which had already been administrated as pre-test. This test also included the questions related with different types of writing i.e.

guided writing, controlled writing, free writing, and paraorthographic writing.

Table No. 7
Individual Score of Post-test

S.N.	F.M.	Obtained Marks		No. of students	Marks with frequency	Percentage
		No.	%			
1	50	43	86	1	43	3.34
2	50	42	84	1	42	3.34
3	50	41	82	2	82	6.66
4	50	40	80	5	200	16.66
5	50	39	78	3	117	10
6	50	38	76	1	38	3.34
7	50	37	74	1	37	3.34
8	50	36	72	2	72	6.66
9	50	35	70	3	105	10
10	50	33	66	1	33	3.34
11	50	32	64	1	33	3.34
12	50	31	62	1	32	3.34
13	50	30	60	3	90	10
14	50	29	58	1	29	3.34
15	50	28	56	2	56	6.66
16	50	27	54	1	27	3.34
17	50	24	48	1	24	3.34
	1500			30	1058	100
Average Score 35.26		Average Percentage: 70.53				

As the table shows 3.34% of the students have scored 43 marks out of 50 which is the highest score of the post-test. Similarly, 16.66% students have scored 40 marks which is the highest percentages of the students on post-test. The lowest mark of the post-test is 24 obtained by 3.34%

students. The average score of post test is 35.26i.e. (70.53%). Around 64 percent students were above average and nearly 36 percent students were below average.

In comparison with the third progressive test, 84 was the highest percentage whereas 86 is the highest percentage in the post-test. Forty eight percent was the lowest score in the third progressive test whereas forty eight percent also the lowest score in the post-test.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

In order to draw the finding of this study the researcher analyzed score of pre-test progressive and post-test. At each point, the researcher found the students showing better performance on writing activities after involving stepwise activities of SQC. The findings of the study have been put as follows:

4.1 Findings

- a. The students average scores on the post test (70.53%) compared to the pre-test score (54.53%) shows a remarkable progress made by them students in writing using SQC activities. They were involved in stepwise activities of SQC which is an effective way to develop writing skill.
- b. The students average score on the first progressive test (56.4%) compared to the pre-test score (54.53%) shows a considerable progress made by them in writing skill.
- c. The students average score on the second progressive test (61.86%) compared to the first progressive test score (56.4%) shows that they have again shown satisfactory progress in writing.
- d. The students average score on the third progressive test (68%) compared to the second progressive test at scores (61.86%) shows that the students have again shown satisfactory progress in writing.
- e. The students average score on the post-test (70.53%) compared to the third progressive test score (68%) shows that they have satisfactory progress in writing.
- f. By analyzing the students' or circles' all activities, it is clear that students became competent, self-disciplined, creative,

hardworking to solve their own problem. They learnt such things through SQC activities.

- g. In SQC students thought and worked in free environment so they took their own problems without any hesitations, analyzed the problems i.e. difficulties in writing and solved the problems themselves. So, it is found that creative learning is possible in an environment where there is no boundaries but freedom with responsibilities.

4.2 Recommendations

Based on the findings of the study the following recommendations have been made for pedagogical purposes.

- a. Since the students' have shown the progressive result in the different tests i.e. pre-test, progressive tests and post test, it can be inferred that SQC proved an effective technique or way in developing writing skill. So the teachers are advised to conduct SQC activities and students are suggested to participate in SQC activities and apply SQC to improve all skills.
- b. SQC is a team work, which helps to develop analytical skill and problem solving attitude where students learn to think 'out of box' to be creative and regularly innovate new ideas. Inventions do not happen overnight nor it can be taught. It is such an extraordinary capacity of human brain which takes lots of preparation yet cannot be predicted. It is unique solution to existing problem with the use of available resources. So SQC should be implemented in all schools.

- c. SQC is a student-centered approach because students have major role in it so, the first priority should be given to the students in course of learning.
- d. The study can be done in other skills and other activities.

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Appendix I

Question for pre test and post test

Group 'A' (Class 7)

F.M. 50

2 Marks is given for neatness

1. Write a similar paragraph using given clues. 6

Miss Rockbeat, the famous film star, has made over twenty films. She started acting at the age of fourteen. She has travelled to many parts of the world. We spoke to her last week and she said that her favourite place was Australia. She went there last year. She has won several prizes. She won the first one eight year ago and she has given concerts all over the world.

Mr. Rajesh Hamal- famous actor – make over 100 films – starts again age of-16 – travels many part of world. America – favourite place – 3 years ago – win several awards – 3 years ago – acting only in Nepal.

2. Write a letter to you friend who hasn't return your book for 3 months and suggest him/her to buy book himself/herself rather than borrowing from friends. 8

3. Write an interesting story with the help of outlines given below. Give a suitable title. 8

A village boy – daily taken sheep out for grazing – gets tired of work shouts 'wolf' as a fun – villagers run for help – find no wolf --- boy laugh at the – plays the same joke again – villagers angry – at last wolf really comes – boy shout – No villagers come – Moral

4. Write an essay on any other following: 10

My School

Student life

5. Write a report (News article) with the help of given picture and given words.

8

1

2

3

4

trekker	telephone - telephoned
police	ledge
cliff	unconscious
lowered on a rope	rescue-rescued
pulled up	wave-waved

6. There are many facilities available in town than village and the environment of village in good and pleasant than town. Where do you like to live in town or village? Justify your answer giving suitable examples.

8

Best of Luck

Group B (Class 8 & 9)

Question for pre-test and post-test

Full Marks: 50

Pass Marks. 20

2 marks is given for neatness.

Attempt All questions:

6x8 = 48

1. Write a couple of paragraph on "Education and its need" keeping following ideas in your mind (Education is why it is important why people should have it what happen if there is no education.
2. Write a letter to your friend who hasn't returned your book for 3months and suggest him/her to buy book himself/ herself rather than borrowing from friends.
3. Suppose your SQC team is going to organize first meeting of SQC, write a notice to inform all members of your team.
4. Construct a readable story with the help of outlines given below.
A girl age of 15 work in boss house goes to school completing household works faces the different problems every day discouraged in study by the boss doesn't pay fee request in school for free education school provides becomes school top in final exam moral.
5. Write an essay on any of the following (180 words)
J Importance of English Language
J Tourism in Nepal
6. Draw a pie-chart to show the Ram's family expenses and describe it on your own language

Education	Health	Food	Entertainment	Others	Total
2000	1000	3000	500	1500	8000

Best of Luck

A proposed form given to the students.

Circle's name:

1: Brainstorming

Problems (only related with writing.)

- | | |
|------|-------|
| i) | vi) |
| ii) | vii) |
| iii) | viii) |
| iv) | ix) |
| v) | x) |

2. Identification of problems.

- i)
- ii)
- iii)
- iv)
- v)

3. Prioritizing the problems.

- i)
- ii)
- iii)
- iv)
- v)

4. Introduction to the problem.

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5. Effects caused by the problems.

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6. Causes of the problems.

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7. Activities for solving problems.

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8. Overall activities to solve problems.

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9. Results.

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10. Conclusion

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11. Benefits to Circles

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Questions for progressive tests

1st Progressive Test

Full Marks: 25

(1 mark is given for neatness)

1. Write an editorial to the editor of the Kathmandu post to draw the attention about increasing road accident in Kathmandu. 12
2. Write a letter to your friend describing about the potentialities of tourism in your country 12

2nd Progressive Test

Full Marks: 25

(1 mark is given for neatness)

1. Have you ever visited a zoo/ a museum/ a park? Where does it lie and whom you go with? Write a few paragraphs in about 200 words describing about the journey, the environment, the things you observed there, the rules and regulations you had to cultivate and your impression about the visit: 12
2. Write an introduction of "Modern Language Institute" using following clues: 6
In the heart of Bishalnagar - est. 1998. - English, French and German - Teachers native speakers - language labs - well equipped with audio and visual aids - clean canteen - park - library and computer facilities - e-mail and internet - always full of seats - model in the region.
3. Write a short readable story with the help of the outlines given below and give a suitable title to it: 6
A washerman and milkman neighbours - the former's donkey and the latter's cow tied in the same compound - at night animals talk - donkey complains of his master's treatments - cow satisfied with her master - asks donkey to give up complaining - to be grateful - donkey does not agree - angry and revengeful - kicks his master next morning - is beaten in return - not fed - cow affectionate to her master - gets good green fodder - moral.

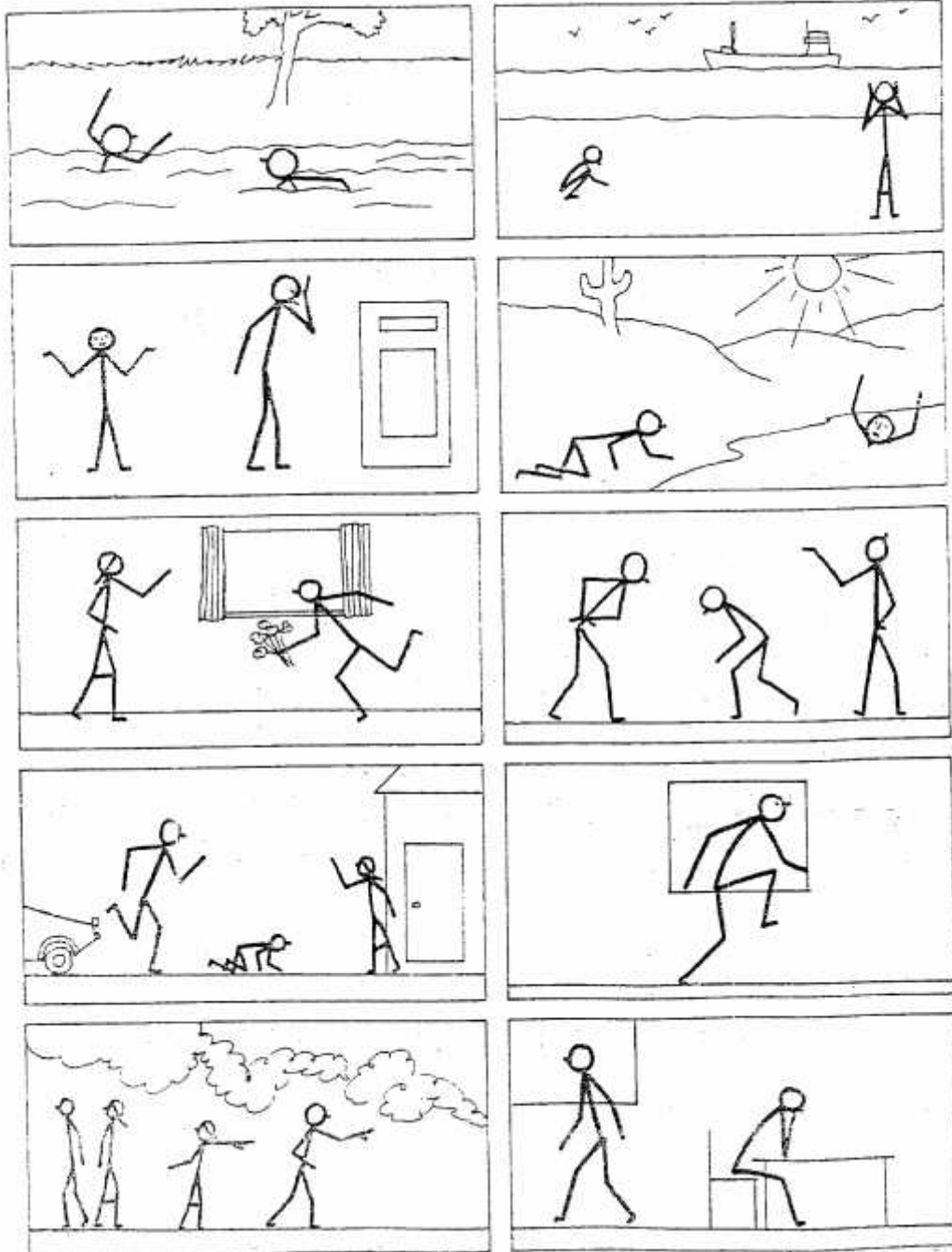
3rd progressive test

Full Marks : 25

(1 mark is given for neatness)

1. Write a story on the basis of given picture

12



2. Write an essay on the topic "Peace and constitution in context of New Nepal"

12

Appendix-III

Lesson Plan

Class: SQC Group (A & B)

Date: 2067-11-

Time: 45 minutes

Topic: Brainstorming

Title: Golden rules of brainstorming

1. Specific objective: At the end of the lesson, the students will be enabled to:

) tell the 5 rules of brainstorming.

) explore the some ideas about given picture through brainstorming rules.

2. Teaching materials:

List of rules of brainstorming, some pictures, (which are helpful to collect ideas)

3. Warming up/Revision

The teacher will motivate the students by showing some pictures which are helpful to collect some new ideas and ask some questions from previous lesson for revision.

4. Presentation

First the teacher will tell about brainstorming and he will write five golden rules on white board. Then he will collect some ideas from students. Then the teacher describe about all rules by showing list of rules.

Rule 1 – No criticism

Rule 2 – Freewheeling

Rule 3 – Maximum contribution

Rule 4 – Note down all ideas

Rule 5 – Incubate ideas

Then he will provide following examples to support all rules.

Examples: Topic for brainstorming: Cow

- I. No criticism: The students present ideas about cow
e.g. Cow is a domestic animal.
Cow has four legs.
(In this step no one criticize)
 - II. Freewheeling : The students will present ideas and they will encourage correct and effective ideas rather than criticize.
e.g. Cow is considered as goddess of Hindu. Cow is national animal of Nepal.
 - III. Maximum contribution: Student will contribute a lots. They encourage essential ideas and minimize redundant ideas.
e.g.
 - IV. Note down all ideas
In this step students note down all ideas after analyzing.
 - V. Incubate ideas: They will a combine the whole ideas about cow.
5. Practice: The teacher will provide them a topic or pictures to students to collect ideas as much as possible.
6. Evaluation: The teacher will ask some questions to evaluation them.
- i. What are the five golden rules of brainstorming?
 - ii. What do you do in no criticism phase?
 - iii. What is freewheeling?

Appendix - V

Individual Score of Students in Pre-test, Progressive Tests and Post Tests

S.N.	Name of Students	Pre test FM : 50	1 st Progressive test FM: 25	2 nd Progressive test FM: 25	3 rd Progressive test FM: 25	Post test
		Obtained Marks	Obtained Marks	Obtained Marks	Obtained Marks	Obtained Marks
1.	Rachita Basnet	34	18	19	20	42
2.	Dipika Maharjan	32	16	17	19	40
3.	Aashish Budhathoki	21	12	14	15	32
4.	Prashant Basnet	24	13	15	17	36
5.	Amrit Maharjan	18	10	11	13	27
6.	Puja Basnet	33	17	18	20	40
7.	Pratima Basnet	28	13	15	17	35
8.	Pujan Basnet	27	15	16	19	39
9.	Ramesh Gautam	34	17	18	19	40
10.	Manisha Thapa	33	16	18	19	39
11.	Pallawi Ghimire	32	17	19	20	40
12.	Usha Gautam	33	17	18	19	39
13.	Sumit Basnet	24	12	13	15	31
14.	Namuna Dhakal	30	16	18	19	40
15.	Nabin Dhakal	32	16	17	19	41
16.	Kirti Thapa	28	15	16	18	38
17.	Salina Adhikari	29	14	15	17	35
18.	Manish Sunuwar	30	16	17	18	36
19.	Saurabraj Aryal	27	13	14	15	30
20.	Susan Deula	15	8	10	13	28
21.	Niraj Basnet	23	12	13	15	30
22.	Kirti Basnet	25	12	14	16	35
23.	Prathibha Ghimire	31	16	18	19	41
24.	Sofiya KC.	29	14	16	18	37
25.	Muna Basnet	27	14	15	16	33
26.	Sumit Bhusal	22	12	13	14	30
27.	Ashisha Bista	24	13	14	14	28
28.	Manish Basnet	18	10	12	12	24
29.	Karuna Basnet	35	18	19	21	43
30.	Bibek Basnet	20	11	12	14	29
	Total	818	423	464	510	1058

Name of list of Students according to different circles

GVSQC "Lotus" Group

S.N.	Name	Class
1.	Manish Sunuwar (Leader)	9
2.	Niraj Basnet	9
3.	Muna Basnet	9
4.	Susan Deula	9
5.	Nabin Dhakal	8
6.	Usha Gautam	8
7.	Aashish Bista	8
8.	Manisha Thapa	7
9.	Aashish Budhathoki	7
10.	Rachita Basnet	7

Facilitator: Sandesh Maharjan

Sagun Rai

Evaluation and Monitoring By: Binu Prasad Parajuli

GVSQC "Rose Group"

S.N.	Name	Class
1.	Karuna Basnet (Leader)	9
2.	Saurab Raj Aryal	9
3.	Sophiya K.C.	9
4.	Salina Adhikari	9
5.	Sumit Bhusal	8
6.	Sumit Basnet	8
7.	Pratima Basnet	7
8.	Pallawi Ghimire	7
9	Amrit Maharjan	7
10	Ramesh Gautam	7

Facilitator: Yogesh Kafle

Prawati K.C.

Evaluation and Monitoring: Binu Prasad Parajuli

GVSQC "Lily Group"

S.N.	Name	Class
1.	Prathibha Ghimire (Leader)	9
2.	Bibek Man Singh Basnet	9
3.	Kirti Basnet	9
4.	Namuna Dhakal	8
5.	Kirti Thapa	8
6.	Manisha Basnet	8
7.	Puja Basnet	7
8.	Pujan Basnet	7
9.	Prashant Basnet	7
10	Dipika Maharjan	7

Facilitator: Jamuna Dulal

Yogendra Adhikari

Evaluation and Monitoring: Binu Prasad Parajuli

Appendix-IV

Model question for Progressive test

F.M. 20

Attempt all questions:

(1 mark is given for neatness)

1. What do you mean by brainstorming? Write any two golden rules of brainstorming. 5
2. Look at the picture below and identify the problems to compose a short story and what can be possible causes write the ways of solution. 9



3. Write a short story on the basis of above picture. 5

Best of luck