

THE EFFECTIVENESS OF PROCESS WRITING

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in English Education**

**Submitted by
Ram Chandra Dahal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009**

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(Specialization in English Education)**

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2009**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ram Chandra Dahal** has prepared this thesis entitled “The Effectiveness of Process Writing” under my guidance and supervision.

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DEDICATION

DEDICATED TO

*my Parents and Teachers
who always inspired me
to make a person*

I am today

DECLARATION

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

Date: 2065-12-20

.....
Ram Chandra Dahal

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ABSTRACT

The thesis entitled “The effectiveness of process writing” enhances at finding out the effectiveness of process writing in written composition. Process writing indicates that the writing in a systematic, coherent and coherence order for the fruitful output, the researcher himself was involved in the experiment teaching for the purpose of carrying out the research. The researcher collected data from the sampled population of 38 students of grade six of a private school of Kathmandu valley. A pre-test was taken by using the test items prepared beforehand. After that, they were ranked according to their individual scores. They were divided into two equal groups (group ‘A’ and group ‘B’) on the basis of odd even ranking of the individual scores of the pre-test. Between them, group ‘A’ was taught using proper process writing mainly being based on White and Arndt. (1991), with the help of lesson plan and modified input. But, group ‘B’ was taught using text book and interaction was based on it only. Though the same subject matter and medium were used in both groups, there was the difference in the use of materials and process of writing. The researcher taught 32 periods to both the groups. After the experimental teaching, a post test had been administered and results of both the tests were compared to find out the effectiveness of process writing in free composition.

The thesis consists of four chapters. The first chapter is an introductory chapter. It is a composite of the general background, objectives, review of the study. The second chapter deals with the methodology adapted to carry out the research. The third chapter deals with analysis and interpretation of data. The data are analyzed and interpreted on the basis of the group average increment percentage. The fourth chapter consists of findings and recommendations of the study. The steps of process writing in creating free composing is found relatively more effective than the teaching of free writing without it. Finally, references and appendices have been listed along with this chapter.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	Ii
Recommendation for Evaluation	Iii
Evaluation and Approval	Iv
Acknowledgments	V
Abstract	Vi
Dedication	Vii
Table of Contents	Viii-ix
List of Tables	x
List of Figures	x
List of Symbols and Abbreviations	xi

CHAPTER ONE: INTORDUCTION

1	General Background	1
1.1	Importance of Writing Skill: At a Glance	4
1.1.1	Stages of Teaching Writing	6
1.1.2.	Mechanics of Writing	7
1.1.3	Process Writing	9
1.1.4	Activities under Process Writing	11
1.1.5	Approaches to Process Writing	12
1.1.6	Free Writing	17
1.2	Review of the Related Literature	18
1.3	Objectives of the Study	19
1.4	Significance of the Study	20

CHAPTER TWO: METHODOLOGY

2.1	Sources of Data	21
2.1.1	The Primary Sources of Data	21
2.1.2	Secondary Sources Data	21
2.2	Sampling Procedure	21

2.3	Tools for Data Collection	22
2.4	Process of Data Collection	22
2.5	Limitation of the Study	23
CHAPTER THREE: ANALYSIS AND INTERPRETATION		
3.1	Comparison in General	25
3.2	Function –Based Comparison on Process Writing	26
3.2.1	Comparison in Writing an Essay	26
3.2.2	Comparison in Writing a Story	27
3.2.3	Comparison in Writing an Invitation Letter	28
3.2.4	Comparison in Writing Paragraphs on ‘Dashain’	29
3.3	Holistic Analysis	29
CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS		
4.1	Findings	31
4.1.1	In Writing an Essay	31
4.1.2	In Writing a Story	32
4.1.3	In Writing an Invitation Letter	32
4.1.4	In Writing Paragraph	32
4.1.5	In General	33
4.2	Recommendations	33
4.2.1	Recommendations for Pedagogical Implications	33
4.2.2	Recommendations fro Further Researches	35
	References	36-37
	Appendices	

LIST OF TABLES

S.N.	Tables	Table No.
1.	In composing free writing	1
2.	Comparison in writing essay ‘ My School’	2
3.	Comparison in writing a Story	3
4.	Comparison in writing an invitation Letter	4
5.	Comparison in writing paragraph on Dashain	5
6.	Holistic analysis of both group	6

LIST OF FIGURE

S.N.	Figure	Table No.
1.	General Comparison of both Groups	1

ABBREVIATIONS AND SYMBOLS

etc.	-	et cetera
e.g.	-	For example
i.e.	-	That is
T	-	Teacher
Ss	-	Students
S	-	Student
Pre-T	-	Pre-Test
Post-T	-	Post-Test
D	-	Difference
D%	-	Difference percentage
pp	-	Past participle
No.	-	Number
S.N.	-	Serial Number
%	-	Percentage
FM	-	Full Marks
PM	-	Pass Markss
ELT	-	English Language Teaching
A.D.	-	Anno Domini
NELTA	-	Nepal English Language Teacher's Association
Vs	-	Versus
FOE.	-	Faculty of Education