

**THE EFFECTIVENESS OF CLASS TEST ON STUDENTS'
PERFORMANCE ON READING AND WRITING SKILLS
OF GRADE-EIGHT**

**A Thesis Submitted to the Department of English Language
Education, T.U., Kirtipur, Kathmandu
In Partial Fulfillment for the Master's Degree in
English Language Education**

**Submitted by
Krishna Prasad Adhikari**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Krishna Prasad Adhikari** has prepared the dissertation entitled **“The Effectiveness of Class Test on Students’ Performance on Reading and Writing Skills of Grade Eight”** under my guidance and supervision.

I recommend the dissertation for acceptance.

Date:

Dr. Chandreshwar Mishra
(Supervisor)
Reader and Head
Department of English Education
Faculty of Education
University Campus, Kirtipur
Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Chandreshwar Mishra (Guide)

Reader and Head

Department of English Education

T. U., Kirtipur

Chairperson

Dr. Tirth Raj Khaniya

Professor

Department of English Education

T. U., Kirtipur

Member

Dr. Bal Mukunda Bhandari

Lecturer

Department of English Education

T. U., Kirtipur

Member

Date: 2063-3-30

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

T. U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

T. U., Kirtipur

Member

Dr. Bal Mukunda Bhandari

Lecturer

Department of English Education

T. U., Kirtipur

Member

Date:

DEDICATION

To:

My parents who devoted their lives to make me what I am today.

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Krishna Prasad Adhikari

ABSTRACT

The main purpose of the present study was to find out the effectiveness of class-Test (Class progress Test) in English language Learning in Grade Eight. The researcher selected one High School of Nawalparasi District. The total sample population of this study consisted of forty students of grade eight who were chosen in a systematic random way. The total population was divided into two equal proficiency level groups: experimental and controlled on the basis of their pretest results. Both groups were taught by the researcher himself for 42 days on the same lesson plans but the experimental group was taught with the application of class tests. The experimental group was given continuous feedback and encouragement after class tests during the experiment but such treatments were not given to the controlled group. After the experimental treatment, the same set of test items which was administered in pre-test was used in post-test to collect the data. The collected data from the students of both groups were compared, analyzed and interpreted to find out the effectiveness of class-test (class-progress test) in English language learning. By this study it was found that class-test (class-progress test) is very effective on students' performance on reading and writing skills.

This thesis consists of four chapters: Introduction, Methodology, Analysis and Interpretation, and Findings and Recommendations.

The first chapter includes the general background, review of related literature, statement of the research hypotheses, objectives of the study and significance of the study.

The second chapter deals with the methodology adopted during the research study which consists of sources of data, population of the study,

sample population, tools for data collection, process of data collection, the design of the study, and limitations of the study.

The third chapter deals with analysis and interpretation of data. The raw scores obtained by the students of both groups were tabulated item-wisely and holistically. The mean scores of both groups in each item were compared to find out the effectiveness of class-test.

The last chapter comprises of the findings and recommendations of the study followed by bibliography and appendix.

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ABBREVIATIONS USED IN THE STUDY

B.S.	:	Bikram Sambat
A.D.	:	Anno Domini
T.U.	:	Tribhuvan University
N.E.S.P.	:	National Education System Planning
NEC	:	National Education Commission
CDC	:	Curriculum Development Centre
CAS	:	Continuous Assessment System
eg	:	For example
TOFEL	:	Test of English as a Foreign Language
IELTS	:	International English Language Testing System
EFL	:	English as a foreign language
SLC	:	School Leaving Certificate
C.G.	:	Controlled Group
EG	:	Experimental Group
Av	:	Average
MD.	:	Mean Difference
Dr.	:	Doctor
Var:	:	Variance
Neg	:	Negative
Affir	:	Affirmative
Sd	:	Standard deviation
viz	:	that is to say
UN	:	United Nations
SN	:	Serial Number
Prof	:	Professor
P	:	Page
No.	:	Number
i.e.	:	that is

ELT : English Language Teaching
et. al : and other people