

**A STUDY ON ENGLISH LANGUAGE WRITING
PROFICIENCY OF GRADE EIGHT
IN CHITWAN**

A Thesis Submitted to the Department of English Education, Faculty of
Education, Saptagandaki Multiple Campus, Bharatpur, Chitwan
in Partial Fulfillment for Master's Degree in Education
(Specialization in English Education)

**By
Keshav Raj Kaphle**

Faculty of Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan
Nepal, 2008

T.U. Regd. No : 21336-93
2nd year Exam Symbol No. : 2400037

Date of Approval of the thesis:
Proposal: 2064-09-23
Date of Submissions: 2064-.....-.....

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Keshav Raj Kaphle** has prepared the thesis entitled "**A Study on English Language Writing Proficiency of Grade Eight Students**" under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 4th Chaitra, 2064

17th March, 2008

.....

Mr. Prem Prasad Shiwakoti

(Guide)

Department of English Language Education

Saptagandaki Multiple Campus

Bharatpur, Chitwan

RECOMMENDATION FOR EVALUATION

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

Mr. Dharamaraj Ghimire

Head Chairperson

Department of English Language Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

Mr. Prem Prasad Shiwakoti

Guide, Member

Department of English Language Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

Mr. Rishi Bhakata Gautam

Asst. Lecturer, Member

Department of English Language Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

Date: 17th Chaitra, 2064

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following
Research Evaluation Committee.

Mr. Dharamaraj Ghimire

Head

Chairperson

Department of English Language Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

Prof. Dr. Jai Raj Awasthi

Chairman

Expert

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

Mr. Prem Prasad Siwakoti

Guide

Member

Department of English Language Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

Date: 18th Chaitra, 2064

31 March, 2008

DEDICATION

*To My Late Mother who
Devoted her entire life for making me
What I am now.*

ACKNOWLEDGEMENTS

At first, I would like to express my sincere gratitude to my thesis supervisor, Mr. Prem Prasad Shiwakoti, lecturer of English at Saptagandaki Multiple Campus, Bharatpur, for his continuous guidance, enlightening ideas and invaluable suggestions. Without his encouragement, rigorous cooperation, assistance and the constructive suggestions, this would not have certainly taken this shape.

I am profoundly grateful to Professor Dr. Jai Raj Awasthi, Chairman, English and Other Foreign Languages Education Subject Committee, for kind and constructive suggestions for making the study appear more reliable and systematic.

I am fully indebted to my guru Dharma Raj Ghimire, Lecturer and head of the department of English Saptagandaki Multiple Campus, Bharatpur, Rishi Bhakta Gautam, Asst. Lecturer and Om Prakash Pokhrel, Lecturer, Min Prasad Sharma, Lecturer, Padam Lal Bharati, Asst. Lecturer, Kamal Devkota, Asst. Lecturer, Saptagandaki Multiple Campus, Bharatpur for giving me constant encouragement and valuable suggestions.

I would like to express my sincere thanks to all the students who responded to my questionnaire patiently and enthusiastically and helped me to obtain the required data. I would like to express my gratitude to the principal of Saraswati Niketan Boarding School, Bharat Babu Kandel. My dear friends Ramji Kandel, Laxmi Acharya, Bimal Poudel, Ram Kumar Shrestha, Govinda Upadhaya, Yadhab Adhikari, Buddhi Adhikari, Achut Paudel my brother Kishor, nephews Manoj, Sushil deserve special mention for their help finding various materials.

My thanks are due to Mr. Madhav Prasad Sharma for his efficient and timely Computer work from PERFECT COMPUTER INSTITUTE and Milan Rana, Suju Photocopy Saptagandaki Chowk, Bharatpur, Chitwan

Last, but not the least, my sincere thanks to my wife, Kalpana Kaphle, daughter, Stuti Kaphle, and all who directly and indirectly supported me to carry out this research work successfully.

Chaitra, 2064

March, 2008

Keshav Raj Kaphle

ABSTRACT

The research entitled "A study on English Language writing proficiency of grade Eight in Chitwan" is an attempt to identify students' writing proficiency of Lower Secondary Level (Class eight). In order to find out the writing proficiency, the researcher studied different course books, work books and textbooks related to class 8 to collect the data and then prepared 4 different test tasks. The test tasks were measured under the criteria of students' performance under the layout, spelling, grammar and punctuation marks. No research as yet has been done in this level to see writing proficiently of the students. For the study, four community based and four private schools of Chitwan District were selected. The total population was 80, 10 students from each school were randomly selected. The data were tabulated, analyzed and interpreted descriptively using simple statistical tools.

After analyzing the data the researcher found that the students' of community based schools were weaker than students of private schools' students in writing students committed many errors in grammar, i.e. sub-verb agreement. In the some manner, urban area students were found better than rural area students and comparatively, girls' writing proficiency was found better than boys. The researcher also found that students' guided writing proficiency was found better than free writing proficiency.

The study contains altogether four chapters. The first chapter deals with the introduction. It consists of general background, introduction of writing, components of writing, stages of development of writing, the essential characteristics of good writing, cohesion, organization, spelling, punctuation, capitalization, writing an overview of writing, correction of

students' writing script, review of the related literature, objectives of the study, significance of the study and definition of the terms.

Chapter two introduces the methodology adopted for the study. It encompasses sources of data, sampling procedure, tools and processes of data collection and limitations of the study.

Chapter three consists of analysis and interpretation of the data. The chapter deals with the proficiency in terms of schools, area, sex and item. In this chapter the proficiency of the students were tabulated. Actually the total writing proficiency in each school, area, sex and items were calculated using simple statistical tools.

Chapter four presents the summary of findings and recommendations.

ABBREVIATIONS

e.g.	: For example
ELT	: English Language Teaching
Et al	: And other People
Etc.	: Et cetera
i.e.	: That is
L1	: First Language
L2	: Second Language
M. Ed.	: Master of Education
No.	: Number
Nos	: Numbers
Pro.	: Professor
T.U.	: Tribhuvan University
U.K.	: United Kingdom
U.S.A.	: United State of America

CONTENTS

	Page No.
Recommendation for Acceptance	I
Recommendation for Evaluation	II
Evaluation and Approval	III
Dedication	IV
Acknowledgements	V
Abstract	VII
Abbreviation	IX
Table of Contents	X
List of Table	XII
 CHAPTER ONE: INTRODUCTION	
1.1 General Background	1
1.1.1 Introduction of Writing	2
1.1.2 Components of Writing	3
1.1.3 Stages of Development of Writing	5
1.1.4 The Essential Characteristic of Good Writing	7
1.1.5 Cohesion Devices	10
1.1.6 Organization	11
1.1.7 Spelling	12
1.1.8 Punctuation	15
1.1.9 Capitalization	21
1.1.10 Writing: An Overview of Writing	22
1.1.11 Correction of Students' Written Scripts	31
1.2 Review of the Related Literature	34
1.3 Objectives of the Study	36
1.4 Significance of the Study	36
1.5 Definition of the terms	37

CHAPTER TWO: METHODOLOGY

2.1 Sources of Data	38
2.1.1 Primary Sources of Data	38
2.1.2 Secondary Sources of Data	38
2.2 Sampling Procedure	39
2.3 Tools of Data Collection	39
2.4 Process of Data Collection	40
2.5 Limitations of the Study	42

CHAPTER THREE: ANALYSIS AND INTERPRETATION

3.1 Status of the Writing proficiency of the Students in the Whole Test	44
3.2 School-wise Analysis of the Total Writing Proficiency in the Whole Test	45
3.3 Writing Proficiency of Community Based and Private Schools Students'	46
3.4 Writing Proficiency of Urban & Rural Area	49
3.5 Gender-wise Analysis	51
3.6 Item-wise Analysis	58

CHAPTER FOUR: SUMMARY, FINDINGS AND RECOMMENDATIONS

4.1 Summary	64
4.2 Findings	64
4.3 Recommendations	66

REFERENCES

APPENDICES

Table of Contents

Table no. no.		Page
1.	Status of the Writing Proficiency of the Students in the Whole Test	44
2.	School-wise Analysis of the Total Writing Proficiency in the Whole Test	45
3.	Analysis of Writing Proficiency of Private Schools' Students	46
4.	Analysis of Writing Proficiency of Community Based Schools Students	47
5.	Analysis of Writing Proficiency of Both Private and Community Based Schools' Students	48
6.	Analysis of Writing Proficiency of Urban Areas of Both Community and Private Schools' Students	49
7.	Analysis of Writing Proficiency of Rural Areas of Both Community and Private Schools' Students	50
8.	Analysis of Writing Proficiency of Both Urban and Rural Areas Students	51
9.	Status of Girls' Writing Proficiency of Both Private and Community Based School's Students	51
10.	Status of Boys' Writing Proficiency of Both Private and Community Based Schools' Students	54
11.	Analysis of Writing Proficiency of Girls' and Boys' of Both Community Based and Private Schools' Students	56
12.	Status in Guided Writing Proficiency of Community Based Schools Students	58
13.	Status of Guided Writing Proficiency of Private Schools' Students	59
14.	Status of Guided Writing Proficiency of Both Community Based and Private Schools' Students	60
15.	Analysis of Free Writing Proficiency of Community Based Schools' Students	61
16.	Status of Free Writing Proficiency of Private Schools' Students	62
17.	Analysis of Both Guided and Free Writing Proficiency of Both Community Based and Private Schools' Students	63

