

**EFFECTIVENESS OF COOPERATIVE  
LEARNING IN WRITING SKILL**

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

**Submitted by  
Sita Ram Chaudhary**

**Faculty of Education  
Tribhuvan University  
Sudur Pashchimanchal Campus  
Dhangadhi, Kailali, Nepal  
2010**

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2010**

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**Second Year Exam Roll no. 4640046**

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## **RECOMMENDATION FOR ACCEPTANCE**

This to certify that **Mr. Sita Ram Chaudhary** has prepared this thesis entitled, '**Effectiveness of Cooperative Learning in Writing Skill**' under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

.....

**Mr. Siddha Raj Joshi (Guide)**

Assistant Lecturer

Department of English Education

S P Campus

Dhangadhi, Kailali

## RECOMMENDATION FOR EVALUATION

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

**Mr. Laxman Datta Bhatta**

Lecturer and Head

Department of English Education

S P Campus, Dhangadhi

.....

Chairperson

**Mr. Siddha Raj Joshi (Guide)**

Assistant Lecturer

Department of English Education

S P Campus, Dhangadhi

.....

Member

**Mr. Bhuvan Bahadur Bohara**

Assistant Lecturer

Department of English Education

S P Campus, Dhangadhi

.....

Member

Date:

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee.'

**Mr. Laxman Datta Bhatta**

Lecturer and Head

Department of English Education

S P Campus, Dhangadhi, Kailali

.....

Chairperson

**Dr. Jai Raj Awasthi**

Professor and Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U. Kirtipur

.....

Expert

**Mr. Siddha Raj Joshi (Guide)**

Assistant Lecturer

Department of English Education

S P Campus

Dhangadhi, Kailali

.....

Member

Date:

## **DEDICATION**

Dedicated

to

my parents and all respected and honorable gurus  
who taught me at different academic levels and showed me  
the way in the darkness to open my discerning eye as well as my wife,  
Patirami Devi Chaudhary, who always helped me during my study.

## **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.

Date:

.....  
**Sita Ram Chaudhary**

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**Sita Ram Chaudhary**



## **ABSTRACT**

This study attempts to find out the effectiveness of the cooperative learning method on writing skill in grade ten students over traditional method. For the study, 60 students from class X of Shree Janata Higher Secondary School were taken as sample. Since it was an experimental study, the population was divided into two groups as Control Group and Experimental Group having equal number of boys and girls. They were divided into groups on the basis of odd-even ranking of the pre-test result. All odd ranks were kept in Control Group and even ranks were kept in Experimental Group. Each group consisted 30 students, 15 boys and 15 girls. The Control Group was taught to write essay through the current (traditional) method and the Experimental Group was taught through cooperative learning method. In order to carry out the study writing essay was taught based on the S.L.C. model. Two tests namely pre-test and post test were administered for the collection of primary data. The pre-test was conducted at the beginning to find out the level of their writing proficiency. The experiment continued for whole 24 consecutive days. At the end of experimental teaching the same set of the test item, which was used in pre-test, was administered to the population as post test. However, the subjects were not prior- informed. The answer sheets were collected checked and scores were tabulated, compared and analyzed. For the analysis of tabulated data two measurement tools mean (average) score and percentage were used. The analysis showed that cooperative learning method ensured better writing proficiency than that of the current methods of the students of government school of rural area.

This study consists of four chapters. Chapters-one consists of Introduction of the Study in terms of General Background, Definition and Importance of Cooperative Learning, Importance of Writing, Stages of Writing, Characteristics of Good Writing, Objectives of the Study, Review of the Related Literature etc. Chapter two deals with Methodology applied to carry out the research work. Both sources of data: primary and secondary were used in preparation for the research. For the primary data the researcher sampled 60

students of grade 'X' of Shree Janata Higher Secondary School, Gadariya-4, Kailali. For the secondary sources of data the researcher consulted books, journals, articles and theses earlier done by other researchers under the faculty of Education related to cooperative learning and writing skill. Chapter – three presents the Analysis and Interpretation of the Data. The researcher employed the statistical and descriptive measures to analyze and interpret the data. The performance of the students was analyzed on the basis of marks they obtained in the pre-test and the post test. Chapter-four deals with the Findings of the Study and Recommendations on the basis of the findings.

**Sita Ram Chaudhary**

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## ABBREVIATIONS AND SYMBOLS

A. S.	Average Score
C. G.	Control Group
CL	Cooperative Learning
Co. No.	Code Number
Dr.	Doctor
E.G.	Experimental Group
e. g.	exemplified gratia (for example)
et al.	et alia/alii (and other people)
etc.	et cetera
Fig.	Figure
F. M.	Full Mark
H. S.	Highest Score
Gr. Mem.	Group Member
i.e.	id est (used to explain exactly what the previous thing that you have mentioned means)
L. S.	Lowest Score
M. Ed.	Master's of Education
No.	Number
p.	Page
Po. T.	Post-Test
pp.	Pages
Pr. T.	Pre-Test
Prof.	Professor
Rem.	Remarks
S. L. C.	School Leaving Certificate
S. N.	Serial Number
S P	Sudur Pashchimanchal
Ss.	Students

T. S.  
%

Total Score  
Percentage