

CHAPTER ONE

INTRODUCTION

This study is entitled Free Writing Proficiency of Grade Eight Students: A Comparative Study. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is fundamentally a means of human communication. It is complex and highly versatile. It is dynamic and open system that allows human being to communicate their thoughts, feelings, desires, emotions, experiences and ideas. It is especially human possession. Language is a great accomplishment of human civilization. We cannot think of any academic, social and artistic activities without language.

Language acquisition is contrasted with language learning which is used with reference to a second language which a person learns deliberately; particularly in formal setting like school etc. The researchers like Little Fair (1991) Dockrell and Widdowson, (1978) distinguished language acquisition from language learning and used the expression of first language acquisition in contrast with second language learning but many researchers and theorists do not distinguish between the two. Farzen (2000) for instance, treated language acquisition as a purely stylistic alternate to language learning.

Crystal (1978. P. 282) defines language as the systematic conventional use of sound, signs or written symbols in a human society for Communication and self-expression". This definition includes different terms of language like written language, sign language, and speech.

However, language is used to share knowledge and experiences and transmit message, from one generation to another generation and from one individual to another. We can express our feelings, thoughts and ideas through language. The main function of language is to communicate. It is close to man's feelings, religion, culture, society and individuals. In this respect, language is a means of social contact. It is the social phenomenon and used in the society. Communication can be done through several means but language is, to the far extent, most common means for communication. It is undoubtedly the human possession. It is

distinctive property of human beings. In this regard, it is a means of communication as well as social control.

Every country had their language to communicate. By using language, they can communicate between one another. It means that language is a mean of communication. Learning a language needs an important skill that children must learn it. Learning English is not odd for everyone in our country. People realize that they need knowledge to survive their life. The knowledge that they need is not only from their own country but also in other countries. To make relationship with them, people need English communication because English is as one of the international language has an important role in international communication. People use language as a means of communication because through language, people can express their thoughts and feeling.

There are four skills in English; they are listening, speaking, reading, and writing. Since the language is a tool of communication, the teacher must be able to make the learner communicate information effectively both in spoken and written form as stated by Hasan (2009:p.23). The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991). Caron (2007) reveals reading is an individual's control and awareness about his competence in monitoring, arranging and interpreting cognitive activities with an aim to understand a text.

Writing means marking letters on a surface, especially with a pen or pencil. This means that marking letters or symbols on any surface using pen or pencil is considered as writing. But nowadays, people write using any tools. For example: typewriter or computer. Writing is the activity or occupation of writing, example: stories, books, or articles. (Breton, 1982: p38). Writing, we can say that it is more complex than the other language skills.

If a student uses both of foreign language orally, so the native speaker can understand and accept unperfected pronunciation or the ungrammatical expressions. The other hand, if the student uses both of language by writing so the native speaker who is reading it able to be more selective in evaluating it that has many mistakes either spelling or grammatical. Even though the delivered meaning is clearly enough and his writing is good enough, but writing should be better and as can as possible without any mistakes because it is supposed the writer's grade of education.

Writing is one of the language skills that plays important role in human communication. It is used to communicate with other people in society and also to express our opinion in writing form. In learning English, there are many difficulties of writing, the teacher should give more attention to increase the students' ability in writing. One of the ways in increasing the students' ability in teaching writing is to provide media which are interesting to them.

The skills involved in writing are highly complex. Second language learners have to pay attention to higher level of skills of planning and organizing as well as the lower level of spelling, punctuation, word choice, and so on. We are able to share ideas, arouse feelings, persuade and convince other people through writing. We are able to discover and articulate ideas in the way that only writing makes possible. Richards et al. (2007) say, "Writing is a system of written symbol which represents the sound syllabus or words of language". It means all languages of the world which have their written forms, used graphic symbol that represent spoken sounds.

The significance of writing is stressed by many researchers (Li, 2012. P.214 Choi, 2013; Olanezhad, 2015) who assured the crucial role that writing has played in the history of mankind. Writing provides people with a means to communicate their feelings, achievements, dreams, and opinions. Writing bridges the gap and connects people from different backgrounds and across borders. Writing is of paramount importance for EFL learners. It is a survival skill as students are obliged to use it as a medium for learning other courses, to prepare home assignments and projects and, eventually, to communicate with their instructors.

According to Condon and Kelly-Riley (2004.p.14), writing is a prerequisite for success in all academic fields and in workplace as well. However, writing is the most challenging language skill to master for both first and foreign language students (Umar & Radhakrishnan, 2012. P. 38). Writing is an extremely complex process that requires a control over a wide variety of tasks ranging from letter formation and spelling to effective use of rhetorical patterns

.Writing is one of the basic skills of the English language. It is generally considered one of the most difficult language skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, Ashbaugh & Warfield, 2002). The EFL teachers include writing skills in the syllabus because this is an essential element for students' academic success. (Kellogg, 2008) because writing helps to i) reinforce the

grammatical structure, ii) enhance the students' vocabulary, iii) and assist other language skills such as reading, listening and speaking.

1.2 Statement of the problem

In the context of Nepal, English is learnt as a foreign language. English is taken as compulsory subject according to curriculum of Nepal. Students are compelled to learn and do not know how to construct the sentences and weave them into paragraph for smooth and fluent writing. Most of the students commit errors and mistakes in writing English. The teachers do not emphasize writing. Teaching of writing is not seriously taken by the teacher to decide what to emphasize in the daily, weekly teaching schedule.

Writing skill is one of the important skills of learning English language. This is also one of the challenging, complicated and advance skills to teach in foreign language context. Writing skill is difficult skill and should be taught only after the students have received other skills and aspects of English language teaching. In the context of Nepal, since the English language has been taught as a foreign language, students face problems to develop skills of language. Here my concern is to find out free writing proficiency of grade eight students'. Developing writing skill in a learner is not an easy task. This will be more problematic for the beginners. The learners should be conscious about various elements related to writing .Thus for developing writing skill; students may face various problems which cause difficulties in writing.

The main problems in free writing in the case of Nepal might be the lack of writing habit of learners. A student can read more difficult passages and long sentences whereas he/she feels difficult to express himself /herself through writing. It is because we hear more than we write. Writing is a skill that improves with practice. It is necessary to give guidance, proper practices and proper feedback. Otherwise problems can frequently occur in the field of writing skill. All the students may not have the same ability of writing skill. We generally hear writing ability of students is better in institutional school. Is there really a difference in their free writing ability? So I am interested to compare the free writing ability of institutional and community schools students of Morang district.

1.3 Objectives of the Study

The objectives of this study were as follow:

- a. To find out the proficiency of grade eight students in free writing.
- b. To compare the free writing proficiency of institutional and community school students.
- c) To find out the differences in free writing proficiency between the students of institutional and community school.
- d) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as follow:

- a) Is the students' level of proficiency in free writing satisfactory?
- b) Which school (institutional and community) students are performing better in different free writing activities?

1.5 Significance of the Study

Writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. English has been taught and learnt as a foreign language in most of the countries in the world. Though, all four language skills are inseparable from the teaching learning activities, writing skill has a major role for better acquisition and learning of a language. Nepal is a multilingual country, where English is being taught as a foreign language from primary to bachelor level as a compulsory subject because of international status of English. Our curriculum and education program give more priority for writing skill rather than speaking and listening skills. Therefore, it is necessary to emphasize on writing skill in Nepalese context. So, this study will focus on the writing ability of eight graders in free writing.

This study will be significant for those people who are directly or indirectly involved in the field of teaching and learning language. It helps the teachers to develop remedial classes or materials to improve writing skill. Moreover, the findings of this study are expected to be significant for teachers, students and researchers. This will have remarkable contribution in the areas of teaching writing skills.

1.6 Delimitations of the Study

This research study was limited in the following points.

- It was limited to 40 students of grade eight from institutional and community school of Morang district.
- Among them 20 were from institutional and 20 were from government school. Out of 20 half of them were boys and half of them were girls.
- This study was limited to a set of test items including various free writing activities namely, paragraph writing, dialogue writing, letter writing, report writing and essay writing.
- The study was based on survey research design.

1.7 Operational Definitions of the Key Terms

This research study has some key terms which are define as:

Writing:	In this research, writing varieties of materials or texts: letter, paragraph, essay, report, note-making, précis, comprehension, notice, short-story and so on.
Free Writing:	In this study free writing means grade eights students' individual selection of vocabularies and structures for the expression of personal ideas
Proficiency:	Proficiency means the capacity of doing something appropriately and accurately. Here proficiency means the capacity of grade eight students in free writing.
Writing Proficiency:	In this study writing proficiency means the level of competency in which an individual is able to use language for both basic communicative task and academic purpose in writing.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter of research study consists of review of related theoretical and empirical literature, implication of reviewed literature, and conceptual framework of the study.

2.1 Review of Theoretical Literature

Literature review is the most important part of any research study. It is the continuous process; it starts from early stage of writing and ends with findings and conclusions. Literature review helps the researcher to be familiar with the existing knowledge in the area of the study. According to Creswell (2012, p.376), "Literature review is a summary of journals articles, books and other documents that describe the past and current status of information on the topic of your research". Theoretical aspects of this study have been reviewed in this section.

2.1.1 The English Language

Among the different languages existing in different societies, English is the mostly used language in the world. It is the lingua franca of the world because of it is the only language that is widely adopted for communication between two speakers speaking different languages. Moreover, the English language is used to achieve worldwide knowledge related to different fields like culture religion, literature, education, science and technological discoveries. According to Phillipson (2007):

English is now entrenched worldwide as a result of British colonialism, international interdependence, 'revolutions' in technology, transport, communications and commerce and because of the English is the language of the USA, a major economic, political, and military force in the contemporary world it is not only Britain which has gravitated towards linguistic homogeneity but a significant portion of the entire world (p. 23-24)

The demand of English language is increasing day by day. English language has become a gateway to economic prosperity. It is inevitably necessary for individual and social empowerment. It has become the language of adjustment in the globe. It is a passport to cross the border. English language is a window to look out the world. It gives the access in the explanation of knowledge. It has made knowledge being scattered in the globe. Due to the above given versatile and dynamic used of English language, Nepalese people are highly motivated to learn English language.

2.1.2 Language Skill

The skills that are involved in manipulating a language are called language skills. They refer to the way or manners of using language. We use language in terms of four skills, i.e. listening, speaking, reading, and writing. The four language skills do not work in isolation rather they are interconnected. The skills are divided into receptive skills and productive skills. According to Hammer (2007, p.265), 'receptive skills' is a term used for reading and listening skills where meaning is extracted from the discourse. A 'productive skills' is the term for speaking and writing. It is the skill where students actually have to produce language themselves.

In conclusion, language is a means of communication by which the world becomes narrow. Every person uses language for different purposes and most activities are done through language

2.1.3 Writing

Writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. It is a productive skill in the sense that it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences, paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is an act of placing the graphic symbols that present language in order to convey the meaning so that the reader can grasp the information. It is the last language skill and also the most difficult of all the skills. It is difficult not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved are highly complex. Second language learners have to pay attention to higher level of skills of planning and organizing as well as the lower level of spelling, punctuation, word choice and

so on. We are able to share ideas, arouse feelings, persuade and convince other people through writing. We are able to discover and articulate ideas in the same way that only writing makes possible. Richards et al. (1985, p. 313) say, 'writing is a system of written symbol which represents the sound syllabus or words of language'. It means all languages of the world which have their written forms, used graphic symbol that represent spoken form.

Writing is visual representation of speech. This skill is regarded as the most difficult skill among the four skills. In this skill, we produce a sequence of sentence arranged in particular order and linked together in certain way. Hadely (2001, p. 53) defines writing as "

A set of discrete, value-free technical skills which included decoding and encoding meanings, manipulating writing tools, perceiving shape-sound correspondences, etc. which are acquired through formal education" (as cited in Harmer, 2008, p. 323).

Hence, Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing.

2.1.4 Importance of Writing

Learning a second language is the effective learning of four basic skills. Each and every skills has its own specific significance but writing is the most demanding language skills. The main goal of written language is to convey information accurately, effectively and appropriately. According to Harmer (2007, p. 323) "We judge people as literate in other words, if they can read and write in certain situation and for certain purpose some which are more prestigious than others".

Writing is the most important skill in language learning. It is often regarded as the visual representation of speech. A good writing skill draws one's attention toward him/her and provides a chance to leave impressive influences to others. The goal of writing skills is to convey information accurately, effectively and appropriately. Writing is the final step as it is taken as an advanced skill. Students who learn English language cannot be perfect without the knowledge of writing skill. Hence, Writing in English, however, is also emerging as an important English skill in many EFL countries. Secondary level EFL class is changing English testing system by adding a writing section to the existing tests or by creating an independent writing test.

According to Richards (1990, p.101), "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately".

The main purpose of writing is to enable the learners for free composition and creative writing is for being a simple matter of transcribing language into written symbols. It is a thinking process in its own. It demands conscious intellectual effort, which usually has to be sustained over considerable period of time. Writing is as very complex process consisting of many composite skills. Viz: mental, psychological, theoretical and critical aspects.

The writing proficiency plays a crucial role in securing good marks in the examinations and it can spread knowledge and experience to others. The goal of written language is to convey information accurately, effectively and appropriately. We come to know that the students who learn English language cannot be perfect without written skill. They can express their ideas correctly and appropriately when they are efficient in writing. In Nepalese context, for the development of general proficiency in the English language, reading and writing skills should be given emphasis. The best way to develop writing is to get the learners write, (Dyson, 1985).

Thus, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skills because language learning as a whole is to amalgamation of four language skills viz. listening, speaking, reading and writing. So the students' language competence is better if they can write well. So, writing is a powerful and permanent means of communication through which human beings express their ideas, thought and feelings in orthographic forms. Writing skill is associated with the productive aspect of language.

2.1.5 Components of Writing

Good written expression draws upon a wide array of underlying component abilities. Developing these abilities is a lengthy and challenging process for many children, not only those with learning disabilities. However, learning disabilities may impact writing in numerous ways and may make tasks involving written expression particularly arduous. For instance, children with reading disabilities often have serious difficulties with spelling that adversely affect writing; disabilities involving oral writing. These components are: grammatical skill, compositional skill, and domain knowledge. This element of good writing involves focusing on a clear, manageable idea, argument or thesis around which to organize

your material. Writing is not merely an activity of encoding verbal thoughts in printed symbols. The six components (Heaton, 1975) of writing are as follows:

i. Structures of Language

With modeling and explicit instruction, students learn to construct simple, compound, complex and compound-complex sentence structures using colorful sentence component shapes. As a result students communicate more clearly in speaking and writing and can tackle reading higher level texts.

ii. Grammar

Each Monday teachers instruct a new language, grammar or writer's craft skill engaging multiple learning channels. Throughout the week that skill is practiced in daily speaking, writing, sentence styling and revision. Grammar skills follow a prescribed scope and sequence at each grade level.

iii. Process

Instruction begins with the sentence, teaching it with hands-on sentence shapes to help students understand the components and importance of sentence structures in reading and writing. Students build their writing to paragraphs, compositions, stories and essays.

Teachers and students follow Writing Alive's Guided Interactive Writing Process weekly

- Plan
- Verbally Practice
- Draft
- Assess
- Revise
- Edit
- Write Final

iv. Models and Genres

Teachers model how to analyze fiction and nonfiction genres. Students organize their thoughts in brain stammers and planners for narrative, informative, explanative, opinion, analytical and argument writing. Since students learn to write from models, Writing Alive provides weekly writing models, editorials and articles in the genres in which they will write. Each week begins with a suggested mentor text. Students learn to use their writing skills across the curriculum.

v. Traits

Daily Sentence Styling gives students opportunities to master revision strategies that improve organization, ideas, content, word choice, voice, fluency, style and conventions. Explicit instruction and models equip students to personalize and improve the traits in their writing

vi. Assessment

Growth is intentional! Students view basic, proficient and advanced writing models, set goals on diagnostic rubrics before drafting and assess goals after drafting to guide their revision. Students celebrate success as they graph their scores and take ownership of their writing progress.

Writing is one of the most important superior skills for learning a language. It is a productive skill, which needs proper mechanics of writing to make sensible sentences and paragraphs. Writing helps to transmit, thoughts, feeling and ideas from past to present and present to future. Thus, it is a transparent mirror which can present our knowledge as well as experiences. Writing is the outcome of listening, speaking and reading skills.

Writing skill is thus an important productive skill which is called 'product and process'. In our examination system of all levels, the writing achievement plays a vital role in securing good marks. If the students are not trained in writing skill, they cannot give their answer in a limited time of examination. So, the students must develop their writing skill to pass the examination. The students cannot be perfect in any language without the knowledge of writing skill.

The following points explain the significance of writing:

- Writing is the primary bases upon which our work, our learning and our intellect will be judged in college, in the workplace and in the community.
- Writing expresses who we are as a person.
- Writing is portable and permanent. It makes our thinking visible.
- Writing helps us more easily among facts, inferences and opinions without getting confused and without confusing our readers
- .Writing promotes our abilities to pose worthwhile question.
- Writing fosters our ability to explain a complex position to readers and to ourselves.
- Writing helps us to give feedback.
- Writing helps us to refine our ideas.
- Writing requires that we anticipate our readers' need, our ability to do so, demonstrate our intellectual flexibility and maturity.
- Writing out our ideas permits to evaluate the adequacy of our arguments.
- Writing stimulates us to extend a line of thoughts beyond our first impression.
- Writing helps us to understand how the truth is established in a given discipline.
- Writing equips us with the communication and thinking skills we need to participate effectively.
- Writing is a job skill.

2.2 Review of Related Empirical Literature

Every research study needs the knowledge of the previous studies related area of the study. There are many research studies which have been done in this field as well. The previous research provides guideline and direction to conduct research.

Karki (1996) carried out a study on “A Comparative Study on Free Writing Proficiency between the Students of Grade X in Lamjung District”. The main objective of this study was to compare the writing proficiency of students of those schools. In this study class ten students from three institutional schools and three government school of Lumjung District were selected. He used non-random sampling procedure to select the participants. There were altogether sixty students for the data collection. The finding of his study showed that writing skills of institutional school students were better than that of the community schools students

.Paudyal (1999) conducted a research on “A Comparative Study of Writing Proficiency in Higher Secondary Schools of Gulmi and Kathmandu District”. The main objective of this study was to investigate the writing proficiency of the twelfth graders of Gulmi and Kathmandu district. He selected 10 participants by using the non-random sampling procedure. The finding of his study showed that the students of urban areas were better than the students of the rural areas.

Sah, (2003) carried out a study on "A writing proficiency of class 9 students". The main purpose of this study was to find out the proficiency in writing. The population of the study was one hundred students of grade X of Siraha district through stratified non-random sampling procedure. Test items were major tools for data collection. Both subjective and objective text items were included within three sets of guided writing and free writing. He found that the students committed mistakes in the use of commas i.e. 20% than in the use of other punctuation marks i.e. 15% most of students i.e. 60% did not attempt the question of free writing.

Similarly, Kafle (2008) carried out a study on “A Study on the Proficiency in Guided Writing”. The main objective of this study was to find out and compare the students’ proficiency in guided writing and to find out their weaknesses and strengths in writing skills. He used non-random sampling procedure to select 60 students from ten different schools in Kathmandu. He used a set of test items as the tool for the data collection. The finding of his study showed that the proficiency of the girl students was better than that of the boy students and institutional school students’ proficiency was better than that of community school students in writing skills.

Pant (2011) carried out a study on “Proficiency in Free Writing.” The main objective of this study was to find out the free writing proficiency of higher secondary level students. Two

higher secondary schools of Kanchanpur district were selected conveniently and sampling population was selected using simple random sampling procedure. A written test was used as a tool for the data collection. The finding of this study presented that the total free writing proficiency of the students was not satisfactory.

Joshi (2011) carried out a research on “Teaching creative writing in ELT classroom”. The main objective of the study was to find out the effectiveness of creative writing in ELT classroom. She selected 16 students from the Banke district School through non-random purposive sampling procedure in Kathmandu. The major research tools were test items, pre-test and post-test were used to draw the required information. She found that there was 17% difference between pre-test and post-test i.e. 17% higher achievement of the students was found in post-test in comparison to the pre-test. Thus, it was concluded that creative writing is the most important process in ELT.

Pandey (2011) carried out a research entitled “Effectiveness of Task-Based approach in teaching creative writing”. The main objective of the study was to explore how far task-based approach is effective in teaching creative writing. She selected a group of students of grade seven through non-random sampling procedure. She used pre-test and post-test for collecting information regarding the study. She found out that the students’ achievement was higher in post-test in comparison to pre-test. So, Task-Based approach was effective for teaching creative writing.

Khadka (2012) has conducted the research entitled “Writing Proficiency of Higher Secondary Level Students”. The main objective of this research was to find out the writing proficiency of higher secondary level students and to find out the students proficiency in terms of stream and sex. He used purposive non-random sampling procedure in order to select the required number of students. Sixty students of class XII were selected from education and management streams and three different Higher Secondary Schools of Rautahat District. A set of test items was provided to collect required data. The finding of this study was that average proficiency of students was 24.11 out of 50. In case of sex wise comparison boys were found more proficient than girls. As there were two different streams in this research the students from management streams were found more proficient than the students from education streams.

Nazali (2013) studied on "Students' assessment in writing skills of the English language". This paper addresses to evaluate and assess the students' competency in writing skills at Secondary school level in the English Language focusing five major content areas: word completion, sentence making/syntax, comprehension, tenses/ grammar and handwriting. The target population was the male and female students of grade 10 of urban and rural Secondary schools from public and private sector. Forty (40) Secondary schools of District Bahawalnagar, Pakistan were taken using stratified sampling. A sample consisting of 440 students (11 students from each school)

were randomly selected using a table of random numbers. An achievement test consisting of different items was developed to assess the students' competency and capability in sub-skills of writing such as word completion, sentence making/syntax, comprehension, tenses/grammar and handwriting. Mean score and standard deviation were used to analyze the students' proficiency in each sub-skill. The t-test was applied to make the comparison on the bases of gender, density and public and private sector. The overall performance of all the students was better in comprehension as compared to other sub-skills namely word completion, sentence making/syntax, tenses/grammar and handwriting. The analysis, based on t-value, revealed no significant difference between the performance of male and female students and the students of public and private schools, whereas there was a significant difference between the performance of urban and rural students.

Paudyal (2015) carried out a study on "Proficiency of Grade Eleven Students in Free Writing." The main objective of this study was to find the free writing proficiency of grade eleven students. He used survey research design and selected 60 students from three different government schools in pyuthan by using non-random sampling procedure. A set of test items was used as a tool for data collection. The finding of this study presented that the writing skill of the students was not satisfactory and up to their level and it also showed that the boys were better than girls in free writing proficiency.

Shahi (2015) conducted a research entitled "Effectiveness of writing personal letters in developing learners writing skills". The main objective of the research was to find out the development of grade 10 students in writing skill through personal letters. The study area was Nepal Rastriya secondary school, Dullu, Dailekh. The grade 10 students of the schools were divided into two groups through stratified simple random sampling procedure. It was experimental research, so, pre-test and post-test were used as the major tools of data

collection. He used simple statistical tools like table, graphs and percentage to analyze the data. He found that the experimental group showed test wise better results in all tests in comparison to control group. It was proved that practicing on writing personal letters became effective in order to develop learners' writing skills.

Gautam (2015) carried out a research on "Strategies adopted by grade twelve students to develop writing skill". The main objective of the study was to find out the strategies adopted by grade twelve students of the Banke district . Thirty students from two different schools of the Banke district were selected through purposive sampling procedure as the subject of the study. She used questionnaire as the major tool of collecting data. She divided findings into three different categories: meta-cognitive strategies, cognitive strategies and socio-affective strategies. Making self-correction, using dictionary, collecting related vocabulary were found to be the broadly used strategies under meta-cognitive strategies. Similarly, under cognitive strategies, taking notes, doing homework and memorizing writing rules were mainly adopted by the students. Likewise, she found highly adopted socio-affective strategies as the teacher's encouragement, letting teachers to correct writing and interacting with the teacher.

Thapa (2015) conducted a study on "Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency" is carried out in order to find out Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency. In order to carry out the study, I chose twenty private schools of Banke district . Two teachers who were teaching English at secondary level teachers were selected from each school. Total number of teachers under study were 40 whom I selected using non random sampling procedure. Questionnaire was the main tool for data collection. The study found that almost all the teachers provided feedback to the students in their writing skills. The teachers' perception towards immediate feedback was positive and they practiced it to enhance writing skills of students. The teachers provided feedback and it was fruitful for the students because it facilitated or encouraged the students to rectify their errors and mistakes. As a whole, maximum number of teachers viewed that immediate feedback was necessary to enhance writing proficiency.

Sapkota (2016) carried out research on "Use of Continuous Assessment System (CAS) in Developing Writing Skill at Basic Level: A Narrative Inquiry" was to explore the practices, experiences and challenges of CAS faced by the basic level teachers in term of teaching writing skill and its other areas like punctuation, grammar, spelling and organization at the

basic level. To meet the objectives of the research, the four basic level teachers were selected using non-random purposive sampling method. As a narrative inquiry research design, teachers' narratives were used to explore the challenges and experiences of basic level teachers. The result of the study revealed that teachers are practicing CAS and its other tools like homework, portfolio and class work as major teaching task. They experienced that from the use of CAS, students are motivated, inspired and interested toward further learning about writing tasks. Although, teachers are also facing some challenges like lack of fundamental materials, training and monitoring system from the concern authorities like Resource Centre and school administration.

Basnet (2016) studied on "Teachers Perceptions on the Role of Reading in Developing Writing Skill" firstly, aimed at exploring different activities used by the teachers for developing writing skill at higher secondary level. Secondly, it had the objective to explore the teachers' perceptions on the role of reading in developing writing skill in the students. I used non-random purposive sampling procedure to select forty higher secondary level English language teachers teaching in private and public schools in Kathmandu district. He used questionnaire as the tool to collect required data. The collected data have been presented in tables, bar diagrams and pie-charts; and analyzed and discussed quantitatively as well as qualitatively. The major findings of the research showed that exposing reading materials such as dictionary, newspapers, grammar books, pictures, maps, charts and photographs to the students for developing writing skill was found to be only 'very often' practiced in schools. However, most of the teachers supported that the reading had significant role in developing writing skills writing as they develop vocabulary, enhance accuracy in students writing, develop spontaneity in writing, and maintain coherence and cohesion in the students and help them expand the horizon of knowledge of subject matter in the students.

Ghimire (2016) studied on "Use of Class work and Homework in Controlled Writing and Guided Writing" aimed to find out the importance of classwork and homework for the students and how they are useful in controlled writing and guided writing. For this purpose, the data were collected through the questionnaire and test items selecting 30 students and 11 teachers from Gauriganj Secondary School. The research was carried out using both primary and secondary sources of data. A set of test items consisting guided writing and controlled writing was the tool for the data collection. The data were analyzed and interpreted. The finding showed that homework is better than class work for the students. Similarly, the

students were more proficient in controlled writing than guided writing. The students have been found poor in describing the points or hints with their opinions in guided writing.

Ardila, et al. (2017) studied on " Reading and Writing: An Interdisciplinary Journal, "written bilingualism represents a particular type of bilingualism that is not frequently approached. The aim of this study was to investigate the writing and reading abilities of second-generation immigrants, Spanish-English bilinguals in South Florida. 58 participants (36 females, 22 males; 18-39 years of age) were selected. Both parents were native Spanish speakers and the home language was Spanish; 37 were born in the United States and 21 were born in a Latin American country, but arrived to the US before the age of 10. Equivalent reading and writing tests were administered both in Spanish and English. Performance was significantly higher in English than in Spanish in the following tests: reading aloud (speed and errors), writing sentences, spontaneous writing number of words, and spontaneous writing errors (spelling and grammatical). When comparing those participants born in the US and abroad, no significant differences were found in Spanish, but in English; participants born in the US did better in reading aloud (errors), and spontaneous writing errors (spelling and grammatical). It was concluded that reading and writing abilities are in general higher in English than in Spanish in this group of bilinguals, which is correlated with the language used in the school they attended. This study emphasize the importance to analyze not only oral but also written bilingualism. Toward the future, it would be particularly important to study written bilingualism in other types of bilingualism.

After reviewing previous research studies, I conceptualized my research study very clearly. My research study explored free writing ability of Institutional and community schools students in Morang District

2.3 Implications of the Review for the Study

Literature review is an ongoing process that begins from topic selection to writing the findings of the study. It is an integral part of any research study to complete the study successfully. It is more important for the researcher as it helps to identify area of study, selection of objectives, methods, procedures, data collection and interpretation and all aspects of study. It helps the researcher to develop the basic knowledge and idea of research study.

From the review of above mentioned theoretical and empirical literatures, I got sufficient insights regarding this study. Some reviewed studies are to some extent similar to my study.

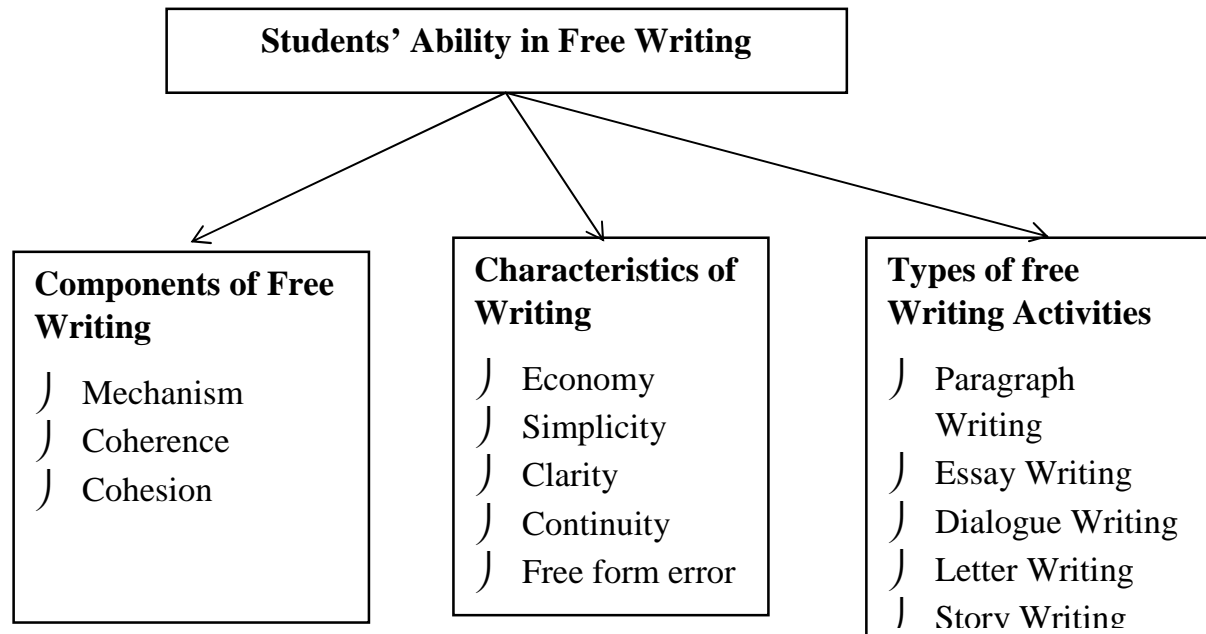
Theoretical literatures such as Harmer (2007) and Hedge (2008) provided me more theoretical ideas regarding my study. From the review of these literatures, I got sufficient ideas about reading and importance of extensive reading. Similarly from Harmer (2008) and Hadly (2001) I got knowledge about writing skills, importance of writing skills and components of writing. From the Heaton (1975) I got concept about types of writing and from Seow(2002) I got concept about stages of writing.

Similarly, from the review of empirical literatures, I got ideas about reading and writing skills in ELT field. From the review I got the ideas of the free writing proficiency and its challenges, its importance, characteristics and major components. I understood that free writing skill is most essential for all the language learners to express their ideas and feelings in a readable text. Review of literature helped me to bring clarity and focus on the research methodology. The review also helped me to develop the theory to my study and to understand the conceptualization of the research problems clearly. The review helped me to develop the idea, determine the research design, objective and research problem; selecting sample and research tools, improve techniques and procedures, prepare the test item and to draw the findings of the study.

In this way all reviewed literatures provided me clear ideas about research frame, design, and way of analysis and interpretation of data.

2.4 Conceptual Framework

A conceptual framework is the pictorial representation of the research study. It helps to direct the researchers towards his/ her study. It is the conceptualization of different required variables of the research study. The conceptual framework of my research study is given in Figure



This study, consequently, is an attempt to analyze the students' free writing by identifying the category of mistakes that often appear on their writing assignment. There is one question only to be answered in this study, which is what kind of the category of mistakes appears more often in the students' free writing.

1. Components of Free Writing:

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. They are given below.

Mechanics: It is also known as graph logical system. Mechanics refers to those aspects of writing such as spelling, use of punctuation marks, (e.g. apostrophes, hyphens) capitals, abbreviations and numbers which are often dealt within the revision or editing stage of writing. Many students whose native language orthography is very different from English difficulty in forming English letters. Incorrect spelling does not often prevent the understanding of a written message. Similarly over use or underuse of punctuation do not give meaning.

Coherence: Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the share knowledge between the writers and readers. For example,

A: What time is it?

B: Sorry, sir. There was a traffic jam.

There is no grammatical or lexical link between A's question and B's reply but the exchange has coherence because both A and B know that A is asking why B is late, and B is replying that it is due to traffic jam.

Cohesion: It refers to the grammatical or lexical relationship between different elements of text. This may be the relationship between different sentences or between different parts of sentences. For example,

A: Is Tom going to London?

B: No, he is not going there.

There is a link between 'Tom' and 'he', between 'is'and.....

'going', and between London and there.

ii. Characteristics of writing:

Writing is an art of using language. But, it is very complex task to write clearly and explicitly. A good writing should have the following characteristics.

Simplicity: A good writing must be simple and understandable to the readers. Karki (2053, p.13) says that reducing the complexities, unnecessary expressing ideas and thoughts, unnatural or unpretentious way is the best characteristics of good writing.

Clarity: A good writing should be clear and meaningful. It must be free from ambiguity. Presenting ideas clearly, orderly, readably, understandably and informatively is clarity. Good writing should avoid exaggeration.

Economy: Good writing must be brief. It is the capacity of expressing writer's ideas briefly and effectively. Economy is the way of presenting the ideas effectively on subject.

Continuity: Perumal (1984, p.16) says, Continuity of thought and natural link of ideas are very important features of writing."Continuity means link of ideas from word to word. There

must be continuity of thought from one word to the following word, from one phrase to another, from one sentence to another from the first paragraph to another and from the first chapter to another chapter.

Free from error: Good writing must be free from error. It must be accurate. Every piece has to be free from orthographic, idiomatic, factual, punctuation and others errors.

iii Types of free writing activities:

Free writing is a complex task activity which requires a variety of skills. Learners should have know how to select the appropriate vocabulary and structures to express their ideas in a meaningful way. Under this topic and in my research study I used focused on the paragraph writing, dialogue writing, letter writing, essay writing and story writing which are described below.

Paragraph Writing: A paragraph writing a group of related sentences that discuss and elaborate a single, complete idea. The sentences are connected like the links of a chain and together they develop a theme or a topic sentence. The central or main idea of the paragraph should be expressed as a complete sentences stating the ideas and explaining it with details and examples. Be sure to express your topic sentences that clearly express the main idea in the form of a conclusion, observation or opinion. A topic sentence should be general enough to explain or supported with further discussion. Do not make the mistake confusing a topic sentence with a subject or a little for writing. Remember the topic sentence expresses the entire theme of a paragraph in one sentence which serves a base. Avoid personal remarks and express the topic sentence in a simple language.

Dialogue Writing: A dialogue is a literary technique in which writers employ two or more characters to be engaged in conversation with one another. The literal meaning of dialogue is the conversation or talk between people but there can be more than two participants in conversation. Dialogue takes place in real life situation. There must be topic or subject for dialogue. In literature, it is a conversational passage, or spoken or written exchange of conversation of group, or two persons directed towards a particular subject. The use of dialogue can be seen back in classical literature, especially in Plato's Republic. Several other Philosophers also used this technique for rhetorical and argumentative purposes. Generally it

makes a literary work enjoyable and lively. Moral dialogues are social processes which allow societies and communities to form new share moral understandings.

Letter Writing: A letter is written message that can be hand written or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not requirement as such. In other words a letter is a writer message conveyed from one person to another person through a medium. Any message that is transferred via post is a letter, a written conversation between two parties. It is complete conversation between friends, relatives and organization. The information imparted by letters should be clear and natural. The language and style differ from one letter to another. Let us first understand that there are broadly two types of letters, namely Formal Letters and Informal Letters.

Essay Writing: An essay means a piece of composition on a topic. It is generally a short piece of writing outlining the writer's perspective or story. Essay can be a rewarding and challenging type of writing and often assigned either to be done in class, which requires previous planning and practice (a bit of creativity)on the part of the students, or as homework, which demands a certain amount of preparation. Essays can be formal and informal. Formal essays are generally academic in nature and tackle serious topics where as informal essays are more personal and often have humorous elements. According to the mode of expressions essays can be descriptive, narrative, argumentative, reflective, expository, and personal.

Story Writing: A story is simply a tale of events that are linked by cause and effect. It is a description of imaginary people and events, which is written or told in order to entertain. It is the description of some events based on the life of some characters. Stories have a beginning, middle and end; they involve at least two characters and some events takes place. Plot, character, dialogue, setting, language and theme are the essential elements of story.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This methodological part consist design and methods of the study, population, sample and sampling procedures, study area, data collection tools, techniques and procedures and data analysis and interpretation procedures of the study. To accomplish the objective, I adopted the following methodology.

3.1 Design and Method of the Study

Survey research design is most commonly used in educational research. It is equally important to social inquiry, politics and development studies and most significantly for education and linguistics aspects. It has an equal importance to large scale investigation like census to a small scale study. According to Cohen and Manion (1985), “Survey is the most commonly used descriptive method in educational research and may vary in scope from large governmental investigations through to small scale studies carried out by a single researcher”. They further state that the purpose of a survey is generally to obtain snapshot of conditions, attitudes and or event at a single point in time. In this sense, survey research is different from other type of research as experimental and quasi-experimental research in terms of population of the study and nature of collecting data. This is single time data collection in a survey research and conduct in a natural setting. Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizing the findings. It is an assumed to be the best research in educational and public operations, professional behavior and attitude and so on. Cohen et al. (2010, p.209) have given the following processes of survey research.

The basic purpose of survey research is to find out the existing situation of a particular case. Survey research in educational sector seeks to eliminate the problems related to the education and generalize its finding on the basis of representative sample of specified target population. In a survey, data are gathered from a relatively large number of populations. It's more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. Therefore, survey was appropriate to fulfill the objectives of this study. It is an assumed to be the best research in educational and public operations, professional behavior and attitude and so on. Cohen et al. (2010, p. 209) have given the following processes of survey research.

a. Define the Objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So it was the case with survey research. If we conduct research without defining objectives it leads us nowhere. Therefore, defining objective is the first and important thing in survey research. The objectives of this research study is to find out the proficiency of grade eight students in free writing from institutional and community schools.

b. Decide the kind of survey required (e. g. Longitudinal, cross trend study and Cohort study sectional,)

After defining formulating objectives we need to be clear regarding the types of research that we are going to do conduct. There are four different kinds of survey method. For this study I used cross trend study.

c. Formulate research questions or hypothesis

This is the third phase in survey research. In this phase researchers prepare a series of questions for the purpose of gathering information from respondents. In this study I prepared a set of test items consisting of five questions related to the free writing.

d. Decide the issues on which to focus

Within one area there might be numerous issues, we cannot conduct research on all areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research. So for my research I decided to conduct on the one issue that is proficiency of students only in free writing of grade eight.

e. Decided the Information that is needed to address the issue

This is the fifth phase of survey research. In this phase we have to decide whether we have sufficient data or not to address the issue which we are going to conduct .It means, in this phase we need to be clear regarding our study population. So thinking this point I decided to conduct this research in 40 students which were needed to address the issue of my study.

f. Decide the Sampling Required

This is the phase to decide what kind of sample procedure that we are going to use to select the study population e. g. random sampling, non-random sampling or mixed sampling. For this study I did non-random sampling process. I selected only 40 students and out of 40, 20 were boys and 20 were girls, 20 from institutional and 20 from community school.

g. Data the Instrumentation and Metrics Required

Here, in this phase we as a researcher have to decide instruments and metrics that are required to conduct the research. In this study I decided to use figures of marks scheme and mean, standard deviation to find out the average marks which were obtained by students.

h. Generate the Data Collection Instruments

In this phase we have to generate instruments required for data collection e. g. questionnaire, opinion form, and test items. In this research study, I prepared a set of test items consisting of five questions to find out the proficiency of students in free writing.

i. Decide how the data be collected (e. g. postal survey, interviews)

In this phase we need to be clear regarding the systematic process of data collection. I made a set of test items of five questions on paper and asked the students to write on it.

j. Pilot the Instruments and Refine them

After preparing the instruments it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instruments do what is intended to do. After piloting the instruments in small scale population we find its strengths and weakness and refine them accordingly before implementing it in the real field.

k. Analyzing the data

Raw data themselves may not give any sense or information. Therefore, after collecting the data I used appropriate statistical descriptive tools, mean and median.

3.2 Population, Sample and Sampling Strategy

The sample population consisted of 40 students of grade eight from institutional and community schools of Morang district. Among 40 students 20 were boys and 20 were girls. The participants were selected on the basis of purposive non random sampling procedure.

3.3 Research Tools

Tools and techniques are important for the study to collect necessary data. The major tool of this study was a set of test items consisting of five questions to collect the data and information from the students. The items were paragraph writing, letter writing, essay writing, dialogue writing, and story writing. Each item carried 20 marks. The total marks of the items was 100 and students were given 2-hour time to answer those items. To make marking more objective and systematic, I developed marking criteria for each aspect as shown in Table

Question wise Marking Scheme

S.N.	Criteria	Marks allocated
1	Proper use of mechanics	4
2	Grammar	4
3	Clarity of writing	4
4	Coherence and cohesion	4
5	Economy and completeness	4
	Total	20

3.4 Sources of Data

I collected the data and information from both primary and secondary sources.

3.3.1 Primary Sources of Data

The primary sources of data for this study were the 40 students studying in grade eight of institutional and community schools of Morang district. Among them 20 students were from institutional school named, Bhanubhakta Memorial Secondary School and 20 were from community school named, Laxmi Higher Secondary School.

3.3.2 Secondary Sources of Data

The secondary sources of data for this research study were various research works carried out by different scholars in the field of ELT. Some of secondary sources were Rivers (1968), Bell and Burnaby (1984), Hedge (1986), Richards (1990), Harmer (1991), White and Arndt (1991), Crystal (1992), Brown (1993), Brown (1994), Karki (1996), Poudyal (1996), Sah (2003), Joshi (2011), Pandey (2011), Poudyal (2012), Panta (2011), Creswell (2013), Gronblad (2013), Nazali (2013), Shahi (2015), Gautam (2015), Thapa (2015), Sapkota (2016), Basnet (2016), Nouwens, et.al.(2017) and Ardila,et.al (2017) etc.

3.5 Data Collection Procedures

First of all, I visited the selected schools and talked to the concerned authority for permission to give the test to students. Then, I consulted with the students to make them familiar about my study. After that, the test items and answer sheets were distributed to the selected participants. It took them two hours to complete the test. At last, answer sheets were collected from the participants after completion of the answers. I thanked all the participants and school authority for their participation and kind co-operation.

3.6 Data Analysis and Interpretation Procedures

For the analysis and interpretation of the collected data, I used the quantitative and qualitative, holistic and analytical approaches as well. The quantities data was analyzed and interpreted descriptively with the help of simple statically tools like tables and illustration and qualitative data was analyzed and interpretation the narrative and descriptive form the researcher was collect data through questioner. The collected data through observation was analyzed, interpret and present separately.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter consisted of analysis of data and interpretation of results and summary of findings. The analysis is done under two headings: Overall proficiency of students in free writing and comparison of their proficiency.

4.1 Proficiency of Grade Eight Students in Free Writing.

Free writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. It is used mainly by prose writers and writing teachers. Some writers use the technique to collect initial thoughts and ideas on a topic, often as a preliminary to formal writing. Free writing is not the same as automatic writing. Free writing is based on a presumption that, while everybody has something to say and the ability to say it, the mental wellspring may be blocked by apathy, self-criticism, resentment, anxiety about deadlines, fear of failure or censure, or other forms of resistance. Free-writing is all about loosening and limbering the thought process, not about a product or a performance for a student or a writer.

The overall proficiency of the students of selected school in free writing has been analyzed and interpreted in details using mean and percentile calculation. To find out the free writing proficiency, students were asked to write about a dialogue, a paragraph, an essay, a letter, and a story. The marks they obtained are presented in Table 1.

Table 1
Marks Obtained by the Students of Community and Institutional School in Free Writing

Tools	Marks obtained in Free writing		
	Institutional school	Community school	Difference
Mean (Average)	19.9	17.62	2.28
S.D.	7.11	8.06	-0.95

Table 1 demonstrates the average marks and standard deviation obtained by both institutional and community school students. The students of institutional school obtained 19.9 average marks out of 100 whereas the average marks obtained by the students of community school are 17.62 out of 100. So, the difference between total marks secured by both institutional and community students mean difference is 2.28. The marks obtained by both students of institutional and community school is satisfactory.

There will always be time later to look back at what we've created during a free writing session and shape it into something meaningful, useful, or marketable, but true creativity requires a free flow of ideas. Free writing gives unfettered access to thoughts and feelings. It gives us permission to jump into the river and see where it takes us. We don't have enough of a chance in our culture to do this kind of thing. We're expected to produce, but we're not often given the creative space we *need* to produce and this space is vital. It's necessary. It's where we play and experiment, where we make connections and form thoughts.

4.2 Question Wise Comparative Analysis

4.2.1 Question One Story Writing

In order to find out the proficiency in story writing, students were asked to write story. The question carried 20 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carried 4 marks. The performance of students in story writing is presented in Table 2

Table 2

Performance of Students in Story Writing

S.N.	Criteria	Full marks	Marks Obtained				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	4	2	50	1.66	41.66	
2	Grammar	4	1.8	46.66	1.6	40	
3	Coherence And Cohesion	4	1.72	43.33	1.6	40	
4	Clarity	4	1.4	35	1.4	35	
5	Economy and Completeness	4	1.4	35	1.52	38.33	
Total			8.4	41.9	7.8	39	

Table 2 demonstrates that community school students obtained 2 average marks (i.e. 50%) in mechanics out of 4 whereas institutional school students obtained 1.66 average marks (i.e. 41.66%). The students committed errors in capitalization, spelling, comma and full stop. Similarly, the community school students scored 1.72 average marks (i.e. 43.33%) in coherence and cohesion out of 4 whereas institutional school students secured 1.60 average marks (i.e. 40%). The students committed errors in using connectors, link between ideas and use of pronoun.

The above result shows that community school students were more proficient than institutional schools students in story writing.

4.2.2 Question two Letter Writing

In order to find out the proficiency in letter writing, students were asked to write a letter. The question carried 10 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carried 2 marks. The performance of students in letter writing is presented in Table 3

Table 3
Performance of Students in Letter Writing

S.N.	Criteria	Full marks	Marks obtained (Out of 20)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	4	2.12	53.33	2.12	53.33	
2	Grammar	4	1.52	38.33	1.8	45	
3	Coherence And Cohesion	4	1.8	45		48.33	
4	Clarity	4	1.4	35	1.8	45	
5	Economy and Completeness	4	1.66	41.66	1.8	45	
Total			8.52	42.66	9.46	47.33	

Table 3 shows that students from both community and institutional schools have scored 2.12 average marks (i.e. 53.33%) in mechanics out of 4. The students committed errors in capitalization, spelling, full stop and comma. Some errors committed by students are exemplified.

In total community school students scored 8.52 (i.e. 42.66%) whereas institutional school students scored 9.46 (i.e. 47.33%).

The above result shows that community school students were less proficient than institutional school students in letter writing

4.2.3 Question three Dialogue Writing

In order to find out the proficiency in dialogue writing students were asked to write about summer holiday plan in 10 exchanges. The question carried 20 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carried 4 marks. The performance of students in dialogue writing is presented in Table 4.

Table 4
Performance of Students in Dialogue Writing

S. N.	Criteria	Full Marks	Marks obtained (Out of 20)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	4	1.86	46.66	1.86	46.66	
2	Grammar	4	1.66	41.66	1.6	40	
3	Coherence And Cohesion	4	2	50	1.6	41.66	
4	Clarity	4	1.66	40	1.52	38.33	
5	Economy and Completeness	4	1.72	43.33	1.32	33.33	
Total			8.9	44.33	8	40	

Table 4 demonstrates that students from both institutional and community schools have scored 1.86 as average marks (i.e. 46.66%) in mechanics out of 4. The students committed errors in capitalization, full stop, comma, question marks and spelling.

In total community school's students scored 8.9 (i.e. 44.33%) and institutional school students got 8 (i.e. 40%). Table 4 shows that community school students were found more proficient in comparison to institutional school students in dialogue writing.

4.2.4 Question four Paragraph Writing

To find out the proficiency in paragraph writing, students were asked to write about childhood life in 200 words. The question carried 20 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carries 4 marks. The performance of students in paragraph writing is presented in Table 5.

Table 5
Performance of Students in Paragraph Writing

S.N.	Criteria	Full marks	Marks obtained (Out of 20)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	4	1.6	40	2	50	
2	Grammar	4	1.26	31.66	1.92	46.66	
3	Coherence And Cohesion	4	1.32	33.33	1.92	48.33	
4	Clarity	4	2	25	1.8	45	
5	Economy and Completeness	4	0.86	21.66	1.52	38.33	
Total			7.04	30.33	9.12	45.66	

Table 5 presents that community school students scored 1.6 average marks (i.e. 40%) whereas institutional school students scored 2 average marks (i.e. 50%) in mechanics out of

4. The students committed error in capitalization, full stop, comma and spelling. Some errors committed by students are exemplified here:

In the same way, community school students secured 1.26 average marks (i.e. 31.66%) in grammar out of 4 whereas institutional school students obtained 1.86 average marks (i.e. 46.66%). The students committed errors in subject verb agreement, tense, preposition and numbers.

In the same way, community school students obtained 0.86 average marks (i.e. 21.66%) in economy and completeness out of 4 whereas institutional school students obtained 1.52 average marks (i.e. 38.33%). The students wrote incomplete sentences and ambiguous words.

4.2.5 Question five Essay Writing

In order to find out the proficiency in essay writing, students were asked to write an essay about current political system in Nepal in 200 words. The question carried 20 marks under the five criteria (i.e. mechanics, grammar, coherence and cohesion, clarity and economy and completeness). Each aspect carried 4 marks. The performance of students in essay writing is presented in Table 6.

Table 6
Performance of Students in Essay Writing

S.N.	Criteria	Full marks	Marks obtained (Out of 10)				Remarks
			Community		Institutional		
			Av.	%	Av.	%	
1	Mechanics	4	2.2	55	2.32	58.33	
2	Grammar	4	1.92	48.33	2.06	51.66	
3	Coherence And Cohesion	4	2.32	58.33	2.32	58.33	
4	Clarity	4	2	50	2.06	51.66	
5	Economy and Completeness	4	1.8	45	1.86	46.66	
Total			10.24	51.33	10.62	53.33	

Table 6 shows that community school students scored 2.2 average marks (i.e. 55%) in mechanics out of 4 whereas institutional school students scored 2.32 average marks (i.e. 58.33%). The students committed error in capitalization, full stop, comma and spelling. Some errors committed by students.

In total community school students obtained 10.24 average marks (i.e. 51.33%) and institutional school's students have obtained 10.62 average marks (i.e. 53.33%). The above result shows that institutional school students were found more proficient in comparison to community school students in essay writing.

4.3 Summary of Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

- i. The students of institutional school obtained 19.9 average marks out of 100 whereas the average marks obtained by the students of community school are 17.62 out of 100. So, the difference between total marks secured by both institutional and community students mean difference is 2.28. The marks obtained by both students of institutional and community school is satisfactory.
- ii. The community school students obtained 2 average marks (i.e. 50%) in mechanics out of 4 whereas institutional school students obtained 1.66 average marks (i.e. 41.66%). The students committed errors in capitalization, spelling, comma and full stop. Similarly, the community school students scored 1.72 average marks (i.e. 43.33%) in coherence and cohesion out of 2 whereas institutional school students secured 1.60 average marks (i.e. 40%). The above result shows that community school students were more proficient than institutional schools students in story writing.
- iii. The research shows that students from both community and institutional schools have scored 2.12 average marks (i.e. 53.33%) in mechanics out of 4. The students committed errors in capitalization, spelling, full stop and comma. Some errors committed by students are exemplified. In total community school students scored 8.52 (i.e.

- iv. 42.66%) whereas institutional school students scored 9.46 (i.e. 47.33%). The above result shows that community school students were less proficient than institutional school students in letter writing.
- v. This study demonstrates that students from both institutional and community schools have scored 1.86 as average marks (i.e. 46.66%) in mechanics out of 4. The students committed errors in capitalization, full stop, comma, question marks and spelling. In total community school's students scored 8.49 (i.e. 44.33%) and institutional school students got 8 (i.e. 40%). Table 4 shows that community school students were found more proficient in comparison to institutional school students in dialogue writing.
- vi. The study presented that community school students scored 1.6 average marks (i.e. 40%) whereas institutional school students scored 2 average marks (i.e. 50%) in mechanics out of 4. The students committed error in capitalization, full stop, comma and spelling. Some errors committed by students are exemplified here: In the same way, community school students secured 1.26 average marks (i.e. 31.66%) in grammar out of 4 whereas institutional school students obtained 1.86 average marks (i.e. 46.66%). The students committed errors in grammar.
- vii. The research shows that community school students scored 2.2 average marks (i.e. 55%) in mechanics out of 4 whereas institutional school students scored 2.32 average marks (i.e. 58.33%) The students committed errors in capitalization, full stop, comma and spelling. Some errors committed by students.
- viii. In the same way, community school students obtained 0.86 average marks (i.e. 21.66%) in economy and completeness out of 4 whereas institutional school students obtained 1.52 average marks (i.e. 38.33%). The students wrote incomplete sentences and ambiguous words.
- ix. The research shows that community school students scored 2.2 average marks (i.e. 55%) in mechanics out of 4 whereas institutional school students scored 2.32 average marks (i.e. 58.33%). The students committed error in capitalization, full stop, comma and spelling. Some errors committed by students.
- x. In total community school students obtained 10.2 average marks (i.e. 51.33%) and institutional school's students have obtained 10.66 average marks (i.e. 53.33%). The above result shows that institutional school students were found more proficient in comparison to community school students in essay writing.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Writing is one of the most important skills in learning a new language .It is often regarded as the visual representation of speech. It is productive and expressive skill of language in the sense that we encode meaning by means of certain graphic symbols.

The marks obtained by both students of Institutional and community schools are satisfactory. Likewise, community schools students were found more proficient in comparison to institutional school students in dialogue writing. Similarly regarding the paragraph writing institutional school students were more proficient than community school students. In the same way, institutional school students were found more proficient in comparison to community school students in essay writing. Likewise, community school students were found less proficient than institutional school students in letter writing. Similarly regarding the story writing community school's students were found more proficient in comparison to institutional school's students.

From the present study it can be concluded that free writing proficiency of both institutional and community schools students is satisfactory. Similarly, in this study five terms such as dialogue writing, paragraph writing, essay writing, letter writing and story writing proficiency were compared of institutional and community schools students. It can be concluded that students are more proficient in essay writing than in other types of writing. Institutional school students found least proficient in story writing and community school students found least proficient in paragraph writing in comparison to other writing. The study concludes that comparatively the students of institutional school are more proficient than the students of community school but there is no vast different. It was found negligible difference between institutional and community schools students.

5.2 Recommendations

On basis of the findings obtained from the analysis and interpretations of the collected data, some suggestions have been made. These are discussed in the following sub- headings.

5..2.1 Policy Related

The following recommendations have been suggested for the policy level on the basis of findings and conclusion of the study:

- a. Educators and curriculum developers should take extra measures to achieve maximum pedagogical benefits in ELT classroom by the proper use of reading writing skills.
- b. Reading for developing writing should be included in teacher education courses as a major strategy for teaching writing skills to the students.
- c. The teachers should be directed for following exposing reading to the students before they really engage in writing activities as a major strategy of developing writing skill.
- d. Training packages should be designed in addressing the teachers' perceived challenges and difficulties of exposing reading materials to the students before engaging them in writing activities in ELT classes.
- e. The teachers who expose reading materials to the students while teaching writing skill should be awarded with certain incentives for developing it as a culture in schools.
- f. The policy of organizing different seminars, workshops and trainings on 'Role of reading for developing writing should be determined.
- g. The teachers of English in different secondary level schools should be well trained regarding the role of extensive reading at secondary level.

5.2.2 Practice Related

The following recommendations have been suggested for the practice level on the basis of findings and conclusion of the study.

- a. The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers on selecting appropriate reading materials and exposing them to the students for teaching writing effectively.
- b. The schools or educational institutions should provide a certain time for the teachers to select the materials and expose them to the students.

- c. The school administration should encourage the teachers for exposing suitable reading materials to the students while teaching writing in English language classrooms.
- d. The schools should develop a trend of introducing reading materials while teaching writing for bringing future changes.
- e. The teachers should select appropriate and suitable reading materials expose them to the students as often as possible while teaching writing skill.
- f. The teachers should select appropriate and suitable reading materials to expose them to the students as often as possible while teaching writing skills.

5.2.3 Further Research Related

The following recommendations have been suggested for the further research level on the basis of findings and conclusion of the study:

- a. Any researchers can study on the effectiveness reading for developing writing.
- b. Any researchers can study on the role of reading exposure for minimizing errors and mistakes in students' writing.
- c. Any researchers can study on the correlation between developing writing through exposing reading materials and any other technique for it.
- d. Any researchers can search about the role of a particular reading material in developing writing skill in the students.

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APPENDEX-I

Items for Participants

School Name:Time:.....

Address:Date:.....

Student's Name: Class:

Attempt all the questions.

Q. N. 1. Write a story that you have heard from others or read in any books. (2)

.....
.....

Q. N. 2. Write a letter to your parents requesting for a laptop and describing its importance for your study. (20)

.....
.....

Q. N. 3. Write a dialogue between the teacher and a student about the summer holiday plan. (20)

.....
.....

Q. N. 4. Write a paragraph about your childhood life in 200 words. (20)

.....
.....

Q. N. 5. Write an essay about current political system in Nepal. (20)

.....
.....

APPENDIX II

School's Name: Bhanubhakta Memorial Secondary School

Address: Morang

Time: 2 hours

Student's Name: Bishal Tamang

Date:

Class: 8

Q. N. 1. Write a story that you have heard from others or read in any books. (20)

Hansel and Gretal

Once in a time, nearby the large forest of a poor woodcutter lived with his wife and two children. His son's name was Hansel and daughter was Gretal. The children were always neglected by their step mother. She did not love them and wanted to get rid of them and felt burden because of their presence of house. There was the sacrifice of food and famine in the region so their father was unable to give food to them. The step mother was cruel and unkind to the children. So the stepmother made a plan to leave the children. They went to jungle. They lost there. They followed a singing bird. They saw the bread house and pieces of sugar on the way. They began to eat the house they felt it was heaven. The woman was wicked witch. She wanted to kill them. So she imprisoned Hansel in a stable and gave food to fatten them. But Gretal was clever and punished the witch woman in to the oven. After they ran from there and lived happily.

Q. N. 2. Write a letter to your parents requesting for a laptop and describing its importance for your study. (20)

Dear Father,

Namaste, I am fine and hope also fine there. I need laptop for my study.

Laptops are a mobile computer, that weight around 2 kilo and are quite study. The laptop is very essential equipment for further study. I need a laptop soon. Importances of laptops are as follows:

1. To join internet and communicate with family and relatives.
2. They allow students to download whole books.
3. They make students self sufficient and learn to type, manage their schedules.

4. They encourage learning and keep students a breast of news.

Therefore I request you to buy a laptop for me.

Your son

Bishal Tamang

Q. N. 3 Write a dialogue between the teacher and a student about a summer holiday plan. (20)

Teacher : Hi, student. The school year is almost over. Do you have any plans for the summer holiday?

Student : I am planning on sleeping all day, every day.

Teacher : Oh, come on. Do not joke.

Student : Actually, I am going to Pathivara.

Teacher : Really? Why would you go to Pathivara. Is it not a very popular tourist site.

Student : Exactly, It is not very popular, so it won't be too crowded. I enjoy my trip to there.

Teacher : I am sure Pathivara won't be so crowded but won't it be so hot in summer?

Student : No, according to one of my friend it is cold in summer. He said It is naturally air conditioned.

Teacher : Where do you stay there?

Student : We will in a hotel and enjoy the natural beauty.

Teacher : very good .Have a nice journey.

Student : Thank you sir.

Q. N.4 Write a paragraph about your childhood life in 200 words. (20)

Never return back my childhood life. I always remember my childhood friends and my cousins. I missed my grandmother food like roti, puri, and meat.

I am a very clever boy in my childhood. My mind is thinking about adventures like in that time. In the same way, I also visited Maipokhari, Illam, with my father. I enjoyed and

make a memorable trip. I found that was falling asleep more easily as there wasn't way I could check my newsfeed in the bed. I fell happier, fresher and more alert in the morning.

Childhood life is never repeated, it's more simple and adorable. I always miss my grandmother in every steps of my life and every movement.

Q.N.5 Write an essay about current political system in Nepal. (20)

The politics of Nepal function within a framework of a republic with a multiparty system. Currently the position of Nepal is occupied by Bidhya Devi Bhandari. The position of prime minister is held by khadga Prasad oli. Executive power is exercised by the prime minister and his cabinet and his cabinet while legislative power is vested in the parliaments. The parties of Nepal including communist party.

In Nepal political intuition created during and through the peace process have not rich the stage what the people demand. Elections under a fairly good constitution along with not bring about stability.

The most important institution to sustain democracy is its electrical system. Nepal mixed electrical system is design such a way that in a multiparty democracy that Nepal practice, that is almost impossible.

APPENDIX III

School Name: Shree Laxmi Higher Secondary School

Students Name: Sumitra Khatri

Time: 2 hours

Address: Morang

Date:

Class: Eight

Attempt all the Questions.

Q.N.1 Write a story that you have hear from other or a read in any books. (20)

Greedy wood cutter

Once upon a time there was in old woodcutter. He was very poor and had nothing to eat. He went to the jungle to cut wood for earning. One day while he was cutting wood his axe fall into the pond. He begin to cry later after river god come and asked him why are you crying. He answered my axe is fell. Then he showed many axes, golden axe, silver axe, but he chose his own axe. God was happy gave him all axes he went back and tell his brother. His brother did same action what his elder brother did. The god came out and showed many axes but he claimed golden one. God was angry and did not give any one.

.Q.N.2 Write a letter to your parents requesting for a laptop and describing its importance for your study. (20)

Dear father,

I am well hoping you also well there. Laptops are very important thing for study I need a laptops soon. The important of laptops are as follows:

1. They are important to communicate with people and do chatting, video call.
2. They help us to search necessary materials for our study through internet on online.
3. They help us to type different massage, letters etc.
4. They encourage us to be active and keep update
5. They are supportive materials of our books.

Therefore I kindly request you to buy a laptop for my further study I hope you accepts my request.

Your daughter

Sumitra khatri

Q.N.3 Write a dialogue between the teacher and a student about the summer holiday plan (20)

- Teacher : Hello student good morning. Do you have any plan for Summer holiday?
- Student : I am going to Illam with my parents.
- Teacher : Really? It is a nice place. What do you do there?
- Student : I will visit my grandfather and grandmother. Except that I will go Shreeantu to watch the view of sunrise.
- Teacher : very nice. I have heard that the weather of ilam is cold. Do you stay in a hotel?
- Student : no sir. I stay in my grandparent's house.
- Teacher : ok very good have a nice time.
- Student : Thank you sir.

Q.N.4 Write a paragraphs about your childhood life in 200 words. (20)

I was very clever girl in my childhood. i used to dance all the time during my school day. My childhood friends were very helpful. I missed all of them especially anu I missed her much.

In my childhood I visited many beautiful places of Nepal with my parents. I was so kidding and stubborn. My parents fulfilled all my demands. I got whatever I wished. I played with my toys after my school. I was very free and had god freedom to do anything. It was memorable time. I never get that time again.

Childhood time is never repeated once it is passed. Only it is in my memory. I always miss my friends my valuable time.

Q.N.5 Write an essay about current political system in Nepal. (20)

Nepal prime minister is k.p. oli. Present government is combined to parties moist in communist amale.

The frequent change in Nepal government is badly hamper countries government and growth. Even after the constitution has made there is no sign of development.

The game of government parties of Nepal is toppling there is no sign of peace and political stability.

In Nepal political parties only fight for chair. They fight each other. They do not do any progress. They blame each other works. Our country is going backward instead of developing. Everywhere there is conflict people murder and killed. There is no constitution for them.

Appendix IV
Scored Marks By the students

S.N.				(X-Mean)	
1	44	25	19	-10.95	119.903
2	50	25	25	-4.95	24.5025
3	63	31	32	8.05	64.8025
4	61	30	31	6.05	36.6025
5	58	27	31	3.05	9.3025
6	54	27	27	-0.95	0.9025
7	49	26	23	-5.95	35.4025
8	66	30	36	11.05	122.103
9	52	27	25	-2.95	8.7025
10	47	25	22	-7.95	63.2025
11	50	29	21	-4.95	24.5025
12	60	36	26	5.05	25.5025
13	49	30	18	-5.95	35.4025
14	47	17	30	-7.95	63.2025
15	46	24	22	-8.95	80.1025
16	79	41	38	24.05	578.403
17	68	35	33	13.05	170.303
18	63	33	30	8.05	64.8025
19	58	30	28	3.05	9.3025
20	63	28	35	8.05	64.8025
21	76	36	40	21.05	443.103
22	60	27	33	5.05	25.5025
23	50	27	23	-4.95	24.5025
24	56	29	27	1.05	1.1025
25	46	26	20	-8.95	80.1025
26	69	35	34	14.05	197.403
27	52	31	21	-2.95	8.7025
28	78	42	36	23.05	531.303
29	68	39	29	13.05	170.303
30	50	22	28	-4.95	24.5025
Total	62	24	38	7.05	49.7025

	50	27	23	-4.95	24.5025
	56	29	27	1.05	1.1025
	46	26	20	-8.95	80.1025
	69	35	34	14.05	197.4025
	52	31	21	-2.95	8.7025
	78	42	36	23.05	531.3025
	68	39	29	13.05	170.3025
	50	22	28	-4.95	24.5025
	62	24	38	7.05	49.7025