

A comparative study of English writing skill of secondary school students of Dholpur District

Veenu Chaturvedi,* Dr. Sonia Kaur Bansal, ** Dr. Rajesh Sharma***

* Research Scholar, S. Gyan Vihar University, Jaipur

** Supervisor & Assistant Professor, School of Education, S. Gyan Vihar University, Jaipur

*** Co-Supervisor, Associate Professor, Deptt. of Sociology, Govt. Girls College, Dholpur

Article History: Received: 2 February 2020; Accepted: 5 June 2020; Published online: 10 December 2020

Abstract

The objective of this study is to compare the English writing skill of secondary school students of Dholpur District with respect to gender, type of school and location of the school. The method used in this research is experimental design. The population of this research was all secondary school students of Dholpur district. However, the sample of this research consisted of 100 students using purposive sampling technique. The results found there is no significant difference in English writing skills of secondary school students of Dholpur district with respect to gender and type of school. Whereas, there is significant difference in English writing skills of secondary school students of Dholpur district with respect to location of the school.

Keywords: English Writing Skill, Secondary School Student

Introduction

Language is primarily an instrument of communication among human being in a community. Language is closely linked to the thoughts and identity of each individual because it's the medium through which, most knowledge is constructed. Language is said to be the verbal mode of communication and a means to communicate emotions, ideas and desires with the help of a system of voluntarily produced symbols. It is only with the advent of language one can express his emotions and feelings effectively. Language is necessarily the carrier of thoughts, ideas, messages and emotions. Every individual uses language throughout their life time, if language didn't exist, humans would have had to depend merely on signs and gestures to express their thoughts and ideas and it would be never sufficient. Hence, a life without language would be unimaginable.

Language is considered to be an articulated system of signs and with this it becomes easier for individuals to envisage the past, understand the present and approach the future. So, it is rightly said that language plays a vital role in the psychological, emotional and social development of an individual. It becomes easier to permeate our thoughts and mediate our relationship with others only because of language. Indeed, language used by an individual is one of the important means to determine if a man is good or bad. The type of language used by an individual can help him win the heart of others or can make him lose his dignity and degrade himself in society. Larsen (2003: 2) states that language is a means of interaction between and among people. Here, it has function as a tool which connects them in their surroundings. People realize that without language they cannot interact to each other.

Language can become a bridge to connect one another that live in different places and cultures. By using a language one can gain information, knowledge, and express one's feeling, and emotions. Nowadays, many people learn the international languages. One of the international languages is English.

English is an international language which has an important role in communication by people to interact with other people in the world. As international language, English is used to conduct communication, in almost the entire world in many countries. The English language plays a significant role in connecting the whole world via internet as it has become global language now. If any new advancement, incidents, disasters or innovation happens it may reach to whole world within seconds as it all happens with the help of English language.

According to University Education Commission 1948, "If under sentimental urge we give up English, we would cut ourselves from the living stream of ever growing knowledge. Unable to have access to this knowledge our standard of scholarship would fast deteriorate and our participation in the world movements of thought would be negligible. Its effect would be disastrous for our political life, for living nations must move with the times and must respond quickly to the challenges of their surroundings. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools, which will admit them either to university or vocation must acquire sufficient mastery of English to give themselves an access to the treasures of knowledge." The Secondary Education Commission (1952-53) emphasized the significance the English language as, "Our youth should acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective, study English is bound to play an important part".

The language skills such as speaking or listening, reading or writing are all considered to be generalized skills, and the key factor affecting the success of each child depends upon his mastery over them.

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of communication. However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome.

Writing is a skill that is acquired through study. Writing is one of English skills that should be taught integrally, but it is regarded as the most difficult language skill to learn for learners. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. In fact, the students are not capable to make a good writing.

The reason that they cannot make a good writing is caused by poor vocabulary, difficulty in generating their idea, poor grammar, and so on.

The writing process has steps or procedures which must be carried out by the learners. Writing is never a one-step action; it is a process that has several steps. In other word, writing has more than one step. The steps in writing process are prewriting, planning, writing and revising draft, and writing the final copy to hand in. A good writing is done from a set of rules and principles. In prewriting there are two steps: choosing and narrowing and brainstorming. There are three techniques in brainstorming: listing, free writing, and clustering.

Review of Related Literature

Cuiming and Jiang (2020) conducted an Experimental Study of Teaching English Writing with OBE in Chinese Senior High School. In their study they found that in view of current conditions of English writing instruction in Chinese high schools, the English writing instruction model with OBE can help students improve their abilities of language production. Second, compared with the traditional English writing teaching mode, it can stimulate students' interest in learning and applying language, and reduce their negative emotions such as anxiety, passiveness and helplessness. **Peter and Singaravelu (2020)** analysed the problems in writing among high school learners. They found that several problems in grammar, syntax, spelling, punctuation and in choice of vocabulary. In addition to these problems redundancy of content, mother tongue interference and genre identification were also identified in the study. The findings of the study will be a yardstick to measure the level of achievement in English language writing in high school. **Keller et al. (2019)** studied on English writing skills of students in upper secondary education: result from an empirical study in Switzerland and Germany. They focuses on level and development of EFL writing as well as differences between groups (country, gender, language background). Results showed that in both countries over 70% of tested students achieved level B2 according to the Common European Framework of Reference for Languages (CEFR), thus mastering target standards one year before graduation. There were small effects for the development of writing skills over the school year, which were similar in size to studies on receptive skills. Swiss students outperformed German students while gender and language background did not have significant effects. **Efendi (2017)** studied on improving students' ability in writing English teaching by using portfolio assessment (an experimental study at SMKN 1 Blangpidie). The objective of this study is to investigate whether the improving students' ability in writing English teaching by using portfolio assessment. The results found implementation portfolio assessment improve students' writing skill. Therefore, the hypotheses of this study were accepted. There were significant improvement of students' writing skill by using portfolio assessment. It can be concluded that the used of portfolio assessment increase students' writing skill. **Haider, Ghulam (2014)** focused on the organizational problems in writing among the student writers with learning difficulties when they write an English essay. A questionnaire and a semi structured in-depth interview were utilized for understanding the problems. Findings reveal that these students found difficulty in writing the introduction, the thesis statement, the topic sentence, writing concluding sentences and writing the conclusion. The teachers of these students reported that besides these problems they also found problems in the transition of ideas and sequence of ideas. The reasons for these problems were identified. Lack of topic-specific background knowledge had an impact on the quality of writing. Secondly, the student writers' focus was on language matters alone without considering the sense it makes. Thirdly, it was identified that these students used a broad statement in the opening sections without introducing the topic sentence. Other reasons include the overuse of coordinate sentences and misused topic sentences that degraded the quality of writing.

Rationale of the Study

In today's era the importance of English is increasing in every field. If the students want to get the proper knowledge of different areas, they must get the mastery over English. If the students have fluency in language then their future is bright. It is the need of today that everyone should learn English & get mastery over it. But there are many difficulties for the students while learning English.

English language holds a unique position in India. It is even surprising to note that English has become a common language used in day to day life. The people who are uneducated and even the illiterates unknowingly use several English phrases. English today has become the language commonly used in by every common people in all common places. It has intermingled in the social life so minutely that it would be impossible to separate it or sieve it from one's life.

There is a great increase in the use of English at international level and at this point ignoring the use of English will be utter absurdity. Yet if ignored it will surely cost India a lot, because it will cause the country to remain backward and will India will get distanced from the rest of the world. Even though, the use of English is limitless, its use should never hinder the growth of the national language, Hindi. To accomplish this each individual should enhance their outlooks and help both the languages go hand in hand for the progress of the country.

To conclude English is used as a native or second language all over the world as it is considered to be an international medium of communication that is understood and reorganized by everyone. A good hold in English is the key factor to find better opportunities in employment, to enrich one's knowledge or to establish better status in society. Today English is the key factor that dominates the international media, which has been considered as the medium that unite the people around the world.

Rajasthan is basically a Hindi speaking state, in government offices and schools Hindi is main language, very few people use written and spoken form of English. Those who use English are not efficiently using it. So it is the need of today's era that there will be a research in English language. This gives a clear picture to investigator to find out the English writing skill of secondary school students.

Statement of the Study

"A comparative study of English writing skill of secondary school students of Dholpur District"

Objective of the Study

- 1 To compare the English writing skill of secondary school students of Dholpur District with respect to
 - Gender
 - Type of school
 - Location of the school

Hypotheses of the Study

- 1 There is no significant difference in English writing skill of secondary school students of Dholpur District with respect to Gender.
- 2 There is no significant difference in English writing skill of secondary school students of Dholpur District with respect to Type of school.
- 3 There is no significant difference in English writing skill of secondary school students of Dholpur District with respect to Location of the school.

Research Methodology

This study used an experimental research design to compare the English writing skill of students. The sample of the present study includes of 100 secondary school students of Dholpur district. The sample is selected by using purposive sampling technique.

To compare the English writing skills of secondary school students of Dholpur district, An Achievement test which was prepared by the investigator was administered on 100 students.

The achievement test for the present study comprised of two writing activities namely Application writing and story writing. Each writing task was marked for ten, thus the achievement test in English writing skills was prepared for the total marks of 20.

To analyse the data collected, the researcher employed the quantitative analysis. The data analysis was calculated mean, standard deviation, and t-test.

Analysis and Interpretation

Hypotheses 1 There is no significant difference in English writing skill of secondary school students of Dholpur District with respect to Gender.

Group	N	Mean	S.D.	t-value		Level of significance	Result
				Cal.	Tab.		
Boys	50	14.54	2.27	0.99	1.98	0.05	Accepted

Girls	50	14.04	2.74				
-------	----	-------	------	--	--	--	--

(df= N₁+N₂-2), df=98

Analysis and interpretation-

The above table indicates that the mean score of English writing skill of boys and girls are 14.54 and 14.04. The Standard deviation is 2.27 and 2.74. The tabulated value of ‘t’ at 0.05 level of significance is 1.98 whereas, the calculated value of ‘t’ is 0.99. The calculated value is not significant, it shows that there is no significant difference in English writing skill of secondary school students of Dholpur District with respect to Gender. Hence, the null hypothesis is accepted.

Hypotheses 2 There is no significant difference in English writing skill of secondary school students of Dholpur District with respect to Type of school.

Group	N	Mean	S.D.	t-value		Level of Significance	Result
				Cal.	Tab.		
Government School	50	13.96	3.08	0.85	1.98	0.05	Accepted
Private school	50	14.44	2.49				

(df= N₁+N₂-2), df=98

Analysis and interpretation-

The above table indicates that the mean score of English writing skill of government and private secondary school students are 13.96 and 14.44. The Standard deviation is 3.08 and 2.49. The tabulated value of ‘t’ at 0.05 level of significance is 1.98 whereas, the calculated value of ‘t’ is 0.85. The calculated value is not significant, it shows that there is no significant difference in English writing skill of secondary school students of Dholpur District with respect to type of school. Hence, the null hypothesis is accepted.

Hypotheses 3 There is no significant difference in English writing skill of secondary school students of Dholpur District with respect to Location of the school.

Group	N	Mean	S.D.	t-value		Level of significance	Result
				Cal.	Tab.		
Urban	50	14.92	2.01	2.84	1.98	0.05	Rejected
Rural	50	13.54	2.77				

(df= N₁+N₂-2), df=98

Analysis and interpretation-

The above table indicates that the mean score of English writing skill of urban and rural secondary school students of Dholpur district are 14.92 and 13.54. The Standard deviation is 2.01 and 2.77. The tabulated value of ‘t’ at 0.05 level of significance is 1.98 whereas, the calculated value of ‘t’ is 2.84. The calculated value is significant, it shows that there is significant difference in English writing skill of secondary school students of Dholpur District with respect to location of the school. Hence, the null hypothesis is rejected.

Conclusion

This study concludes that secondary school students of Dholpur district have not differ significantly in English writing skill with respect to their gender and type of school but on the other hand significant difference was found in English writing skill of secondary school students with respect to location of the school.

Education Implication

The findings of this research will be helpful for the students to learn the English language easily & effectively. By this research the confidence of the students about English will be built up. This research is also helpful for the English teachers. The teacher will know the defects in English language ability of their students. They will also know about the development of English writing skills in secondary school students and will be able to improve the language abilities of the student. The English teachers also use such type of remedial programmes for the improvement of their students. This research is helpful for the teachers to do their teaching effectively.

References

1. Cuiming and Jiang (2020). Experimental Study of Teaching English Writing with OBE in Chinese Senior High School. *Theory and Practice in Language Studies*. 10(8), 905-915. <http://dx.doi.org/10.17507/tpls.1008.08>
2. Efendi (2017). Improving students' ability in writing English teaching By using portfolio assessment (an experimental study at smkn 1 Blangpidie). *Getsempena English Education Journal (GEEJ)* 4(2), 152-163.
3. Haider, Ghulam. (2014). An exploratory study of organizational problems faced by Pakistani student writers with learning difficulties (Ld) in EFL writing. *International Journal of English and Education*, 3(1), 127-145.
4. Jesa M. (2009): "Efficient English Teaching", APH Publishing Corporation, New Delhi.
5. Joseph C. Mukalel: "English Language teaching", Discovery Publishing House, New Delhi.
6. Keller et al. (2019). English writing skills of students in upper secondary education: result from an empirical study in Switzerland and Germany. *Journal of Second Language Writing*. <https://doi.org/10.1016/j.jslw.2019.100700>
7. Pandey, K.P. & Amita (2004). "Teaching of English in India", Varanasi: Vishwavidyalaya Prakashan.
8. Peter and Singaravelu (2020). The problems in writing among high school learners. *Aegaeum journal*. 8(9), 1502-1515. <http://aegaeum.com/>
9. Sachdeva, M.C. "Teaching English as a Foreign Language", Ludhiana: Tandon Publication.
10. Sharma, S.R. (2006). *How to Teach English Language*, Jaipur: Mark Publisher.
11. Singh, P. (2017). Status of spoken English in government schools of Rajasthan. *Scholarly Research Journal for Humanity Science & English Language*. 4(23), 5926-5930. <https://doi.org/10.21922/srjhsel.v4i23.9633>
12. Tarafder, S.K. (2010): "How to learn flawless English", New Delhi: APH Publishing Corporation.