EFFECTS OF RAPID DEVELOPMENTAL WRITING STRATEGIES ON SENTENCE WRITING PERFORMANCE OF JUNIOR SECONDARY SCHOOL LOW WRITTEN ENGLISH ACHIEVERS IN KADUNA STATE

Abubakar Sadiq Rabiu PhD.
Department of Arts and Social Science Education
Kaduna State University (KASU) Nigeria
Abubakar.rabiu@kasu.edu.ng
Sadiqmalam79@gmail.com

Abstract

The study investigated the Effect of Rapid Developmental Writing Strategies on the Performance of Junior Secondary School one Low Written English Achievers after exposure to sentence construction strategies. The primary goal of the study was to enable Junior Secondary School 1, a student with low written English achievement, to quickly produce proper sentences. The study determined the effects of rapid-developmental writing techniques on the performance of Junior Secondary School 1 poor written English Achievers following exposure to sentence building strategies was one of the study's stated goals. The study set only one research question and one hypothesis that are in line with each other. Quasi-experimental design was used as the research design for the study. The population consisted of pupils from four government junior secondary schools spread over three educational zones. Drawings were made using a cluster sampling approach. The schools were selected using a cluster sampling approach, and a sample of 60 students ware purposefully drawn as the study's participants, consisting of experimental and control groups. Tests that included a sentence construction test employing English Entry Examination design made up the instrument used to produce data. The instrument was verified by the experts from the department of Language Education, curriculum and statistics department Ahmadu Bello University, Zaria. The instrument's validity and contentiousness were confirmed. An assessment of test-retest reliability was analyzed by using the independent sample t-test at 0.05 at level of significant. The study proved that there were significant effects on the performance of Junior Secondary School Students (1) in low written English Achievers exposed to sentence construction. The study recommended that there is need to actually teach low written English Achievers how to write sentences and get a range of experience writing variety of tasks so that they can see how writing varies depending on task.

Key Words: Low Written English Achievers Guided writing strategy, Lexical retrieval strategy.

Introduction

The goal of Rapid-Development writing methods for poor writing English achievers at the Junior Secondary School One Level is to use some of the already-existing writing strategies in written English for the current research. Effective writing techniques have a successful track record. On several instances, writing techniques have been found to be effective in improving pupils' writing (Graham, 2006). Scientific research analyzing the efficiency of particular teaching methods serves as the main resource for this kind of practice. They offer a reliable method for locating a successful technique. Writing exercises are likely to be

significantly more successful if they are incorporated within a framework that considers how poor writers go from the beginner level to competence, (Graham & Harris, 2006). According to Alexander, Graham, & Harris (1998); and Graham (2006), change in students' writing knowledge, motives for writing, strategic writing practices, and essential writing abilities lead the way from beginner to skilled in sentence writing.

The guided writing strategy: The Kellog (1988) noted that guided writing technique can improve writing ability and lessen cognitive burden. According to Chen (2011), the guided writing technique gives young writers more chances to develop important connections between letter, word, and sentence level selections. It assists pupils in revising their writing with a certain set of standards in mind. The instructor or teacher should, above all, consider how to support students in autonomous writing and to aid them in discovering their own skills by offering chances for choices, peer reaction, and more scaffolding (Muodomogu & Unwaha, 2013).

The foundation of the guided writing technique is the provision of educational resources or pertinent media to support students' writing. But organizing thoughts is a chore that comes with writing. The development of effective strategies for helping kids presents enormous problems for teachers (Kellog, 1996).

Regarding the applications of writing methods in the real world, Graham (2005) outlines planning strategy and strategy for rewriting. Here, planning strategy before starting to write, authors focus on figuring out what they want to say (Aayes, & Nash, 1996). Once students have decided what they want to write, they begin to construct sentences. The instructor can make use of visual materials including photos, animations, and videos. Here, visual instructional materials like visual organizers, cards, and charts help students who already have some thoughts to communicate before starting their work. Next is the rewriting strategy that calls for paying attention to media content while also editing sentence patterns. Writing tips on how to create and structure ideas as well as utilize the right media help with prewriting practice activities.

Guided writing teaches students how to construct sentences through practice, assistance, and modeling in a context cue for instructional writing. Offering instructional resources of pertinent media to aid students in writing is another guided writing method component. In supplementary writing instructions, the instructor often leads student(s) to convey ideas by offering paper-based text, image, and video. Media have many short-comings in terms of flexibility, accessibility, interoperability, reusability and convenience; in contrast, the web-based learning performance through such a writing instruction (Monoghan, 2007).

Writing guides might be used as a therapy technique where students will utilize it to aid with sentence composition. Students might benefit from the skills of planning and rewriting when they are writing. The use of media, in contrast, suffers from several shortcomings at this stage of writing instruction.

Lexical Retrieval Strategy

To generate fluent and effective spoken and written productive language usage, lexical retrieval method is another crucial writing process. Lexical retrieval techniques are very important for authors who are preparing their texts (Hayes & Nash, 1996). This approach

requires the JS ones' writing attention ability to have some level of automated control over their language resources, which includes lexical access, in order for overloading to occur. All phases of learning to compose sentences need the use of lexical retrieval techniques (Archibald, 2001).

Access to a wide vocabulary is crucial while writing. The greatest models of L2 composing were proposed while writing was being done (Brieter & Scardamalia, 1987). This theory, the psychology of written composition, presuppose that many processes, primarily planning, formulation, and revision, are in charge of the activity of text production. Writers set objectives during planning and create a strategy to direct the creation of a text that will achieve these objectives (Hayes & Flower, 1980:12). Writers give their concepts verbal shape during conceptualization. Additionally, authors develop a mental image of their material when revising. They make an effort to reconcile any discrepancies between their objectives and how they express themselves linguistically. Thus, each of these three macro-writing processes depends on lexical retrieval processes.

The concept of low written English achievers

Education professionals have favored a common definition for low writing achiever when writing in order to have access to a large vocabulary. While writing was being done, the best models of L2 composition were put out (Brieter & Scardamalia, 1987). The theory, the psychology of written composition, assumes that the activity of producing texts is controlled by a number of processes, chiefly planning, formulations, and revision. Underachievement is defined as delivering less than expected. According to Leake (2007), identifying the traits of a child who is considered to be an underachiever is a challenging issue for psychologists and educators. Leake (2007) argued that students encounter particular obstacles to success including language issues, particularly in written English. Underachievers in the context of written English are those who significantly fall short of expectations in written English performance, according to Launch (2006).

However, promising definitions have made significant contributions to tackling written English underachievers. Here, underachievers are those whose ability in written English significantly falls short of what is anticipated, according to Launch (2006). However, helpful definitions have greatly aided in addressing the problem of underachievers. Examples include Whitemore (1980); Dowdal & Colongelo (1982) opined that many definitions of underachievers highlighted the difference between prospective sentence-writing skill and performance or achievement in written English.

In other words, a reoccurring theme across these definitions has been the capacity to optimize potentials in sentence authoring at the JS one level. While this may provide a generic description of underachievement, the dynamics of performance and ability must also be taken into consideration. For second language learners, writing is seen as a vital ability. Writing is one of the four skills, generally acknowledged as the objectives of learning a foreign language that a JS one student must have (Zen, 2005:2). It necessitates expertise and knowledge in several fields. The reason for teaching sentence writing (construction) to English language learners is that it is a multifaceted skill and complex writers' knowledge, experience, skills, and the cognitive demands of the task are lacking in JS one low written English achievers (Archibald, 2001; Harmer, 2001. 79–84).

The most crucial justification for teaching writing up to the point of generating a text is sentence writing ability. It is a fundamental linguistic ability. In order to employ writing norms and get academic acknowledgment, JS one poor written English achievers need to know how to compose proper sentences. According to Cumming (2002, 123–134), sentence writing exercises for JS 1 students who score poorly on written English should be broken down into easy and complicated components. At different points in their attempts to learn how to create sentences, learners' writing demands change.

Statement of the Problem

Students in Kaduna state's Junior Secondary School 1 classes struggle to be productive because of their poor writing abilities. Today, students at this level cannot write their personal information in their entry forms in Kaduna State. Since earlier research has shown that writing is a significant component of the Junior Secondary School curriculum, good writing abilities necessitate training. However, most Junior Secondary School 1 students are often wary of word writing exercises, and writing instructions continue to be of little interest to Junior Secondary School 1 students who score poorly on written English tests. For Junior Secondary School I pupils, the move from elementary to Junior Secondary School can be difficult and overwhelming if they don't have a good learning technique for writing. Period of conquering elementary works in writing' is how the transition from primary to post primary is defined. Students in Junior Secondary School 1 graduate from elementary school with strong test results that cannot be rationally explained. The nine-year Basic Education Curriculum has been shown to be insufficient since instructors are unable to fill grasps of its goals. For instance, writing is included last in skill acquisition exercises with objectives. There is no exact illustration of how to write other than the fact that it comes last.

Objectives of the Study

The main objective of this study was to examine the effects of rapid – developmental writing strategies on sentence writing performance of Junior Secondary School one low written English achievers in Zaria Education zone, Kaduna state, Nigeria.

Research Question

The study was guided with the following research question. What are the effects of rapid-developmental writing strategies on the performance of Junior Secondary School one low written English achievers after exposure to sentence construction?

Hypothesis

The following hypothesis was formulated to guide the study.

The rapid developmental writing strategies have no significant effects on the performance of Junior Secondary School one low written English Achievers exposed to sentence construction.

Methodology

The non-equivalent pre-test and post-test comparison group design was used in this investigation. A total of 60 junior secondary school pupils make up the study's population. Purposive sampling was utilized in the study to choose the participating schools for the quasi-experiment. The purposeful sampling is a type of non-probability sampling in which the research makes the selections about who should be included in the study. Classification of achievers was carried out through the per-test in which score below average was identified as low or underachievers. However, an intact class of 30 students was sampled.

For this sort of study, Olayiwola (2007) indicated that 30 volunteers for each group (treatment and control) are sufficient. Based on Olayiwola's recommendations, this study included 60 hundred Junior Secondary School 1 students, 30 of whom served as the experimental group and the other 30 as the control group. As a result, Government Junior Secondary School Taka Lafiya served as the experimental group while Government Junior Secondary School Kargi served as the control group. The therapy was divided into three steps (test using graphic organizers, support it, and model it). As a tool for data collecting, the Junior Secondary School One Method of Test was used. The study's data consisted of the teacher-made test results from the control and experimental groups' pre- and post-tests. Mean and standard deviation were used to provide a response to the study's research question. However, the null hypothesis was examined using the independent samples t-test at the 0.05 level of significance.

Results

Research question one: what are the effects of rapid-developmental writing strategies of the performance of Junior Secondary School one low written English achievers after exposure to sentence formation?

Table 1:   Descriptive Statistics for sentence formation

Ability	Group	N	Mean	SD	DF	T-Value	P-Value
Medium	Experimental	30	38.96	3.65			
	Control	30	11.02	1.50	58	13.81	0.01
High	Experiment	30	72.98	5.56			
	Control	30	20.67	1.85	58	10.92	0.00

Detail of descriptive statistics in table 1 shows that the performance of low written English Achievers during the treatment. Treatments were in activities such as letter-word recognition, practicing how to write simple sentences for three weeks using guided writing strategy and lexical retrieval strategy. The data obtained in table 1 above indicated that development in sentence formation of the low written English Achievers in terms of the ability to form sentences relating person, places, thing and actions increased. Individual low written English achievers made significant improvement in sentence formation skills. For example low written English Achievers before the treatment could not write simple

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declarative and interrogative sentences correctly during the placement test. After the administering treatment, the experimental group made remarkable progress in sentence formation. For instance students were able to form sentences such as: Alabi is a truck driver, the dresses are short, I went to Kaduna today etc, the mean difference of 58 between the experimental and control groups performance support the fact of increased improvement. The classification of performance (medium and high) was determined from the post-test using the indices below:

60 - above = high

40 – 59 = medium

39- 0 = low

Furthermore, in order to determine if there was any significance difference in the development of low written English Achievers ability to write sentences, an independent sample t-test was used. The result indicated that the mean performance of the experimental low written English achieves was greater than that of the control subjects, where P-value = 0.00, thus the decision of the hypothesis was rejected. Here it was maintained that there was significant difference between low written English Achievers, exposed to sentence formation and low written English Achievers not expose to sentence formation skills.

Discussions

As instructions continued over the weeks, level of low written English achiever's interest and involvement increased. From phase of activity to another, quality of ability to form/write sentences increased. It was clearly demonstrated in the data of this investigation that letter-word recognition exercises and rigorous practice in phrase formation contributed to the improvement of low written English achievers' sentences formation skills. Additionally, the sincerity of pertinent actions like honing your ability to construct and compose sentences with a single topic, such "The boy ate the application," A guy and his son arrived on the scene, for example, as did those with complex subjects. Statements including compound verbs, such as the singer bowing to the crowd before sitting down at the drum. Here, sentences have a compound subject and a compound verb like *my sister and brother, who like swimming but detest dancing.*

The guided writing technique and the lexical retrieval writing strategy both contributed to the improvement. Model it stage of writing, practice stage, and support stage were components of the tactics adopted. In the think-aloud approach, which stressed the "why" and "how" of the method, poor written English achievers were used to model how to utilize the strategy. The idea of creating goals was then introduced, and each student (poor achievers in written English) set personal objectives based on his or her baseline performance as determined in stage 1. Here, the researcher had to repeatedly model phrases. The goal of the practicing stage was to become high written English Achievers comfortable with the stages in the techniques via repeated practice. While, low written English achievers who had a hard time remembering prompts like those with compound nouns, verbs, and phrases with compound subjects and verbs were encouraged to remember by continual repetition.

Conclusion

This study aimed to create rapid writing techniques and utilize them to improve low written English Achievers' sentence-writing skills. Rapidly evolving writing techniques were crucial in the process of creating sentences. The right use of the rapid developing writing procedures and visual aids is thought to result in more positive writing behavior.

Recommendation

The following recommendations are made in respect of the study:

1. There is need to actually teach low written English Achievers how to write sentences.

2. Language teachers must ensure that low written English Achievers get a range of experience writing variety of tasks so that they can see how writing varies depending on task.

3. To improve the writing of low written English Achievers, language teachers need to require them to write more frequently to get sufficient practice.

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