

EFFECTIVENESS OF WRITING COMPETENCY AMONG CLASS IX STUDENTS

C. Muthukrishnan

Principal, Kalvithanthai AKR College of Education, Madurai, Tamil Nadu, India

Abstract

This study aims at assessing the effectiveness of writing competency among the class IX students studying in high schools in Madurai district, Tamil Nadu. The sample consists 35 9th standard students, the researcher first administrated pre-test then he had administrated teaching programme on experimental for a month except Sundays. After performing the experiment post-test was administrated. Collected data were analysed by using Mean, Standard deviation and 't' test.

Key words: Effectiveness, Writing Competency.

Introduction

The practice of English language teaching is markedly different from that of other subjects. While the teaching of these other subjects is content based, the teaching of English is skill based. In fact, the four basic language skills- Listening, Speaking, Reading and Writing should be imparted to the learners and practiced often for a proficient grasp of the English language; much as the same is true for any language, native or foreign. It is a common experience including mine as a teacher that many students of English can read and understand English, but they cannot write English to a satisfactory level.

Background of the Problem

Some students particularly the average and slow learner's find difficulties in understanding and writing the structural usage in English language because of poor understanding. The English grammar is one area which challenges the average and slow learners. It is essential that practice and training in writing skill should be provided to learners to facilitate the teaching learning process. Unless some activities are made, these pupils cannot express the concept in the said content area. Here comes the teaching strategy particularly writing competency programme in teaching to rescue the English teacher from the said crisis.

Recent studies suggest that several aspects of modern tutorial device could make the subject matter intrinsically worth; some other studies indicate that motivation to learn particular subjects can be increased by using programmes. Using these circumstances, the present study assumes importance in exploring the unexplored potentialities of writing competency development programme in solving the problems faced by the learners and how the programme effectiveness is influenced by the learner achievement.

Objectives of the Study

1. To find out the effectiveness of writing competency and experimental group for 9th standard students from their last test presentation.
2. To study the effectiveness of writing competency for 9th standard students
3. To develop the writing competency of 9th standard students.

Hypothesis

1. There is significant difference between rural and urban students of experimental group in their Post-test.
2. There is significant difference between pre-test and post-test in their experimental group.

Methodology

In the present study, the effectiveness of writing competency programme for the pupils of standard IX was constructed and its effectiveness was also measured. It is also based on the text book of standard IX. The present study is intended to conduct an experiment; so this is an experiment research.

Population

Population for research for the present study consists of the 9th Students studying in a higher secondary school in Madurai.

Selection of the Sample

The sample consist 35 IXth standard students, the researcher first administrated pre-test then he had administrated teaching programme on experimental for a month except Sundays. After performing the experiment post-test was administrated.

Tool Used

This research was made by the researcher keeping in mind the basic language skill-writing competency. The major dimensions of the research are 1. If clause, 2. Sentence pattern, 3. question tag, 4. Degrees of comparison, 5. tense, 6. Simple compound and complex 7. infinitive/gerund, 8. kinds of sentences, 9. Articles, 10. Preposition, 11. noun, 12. Abbreviation, 13. Homophones/Homonyms, 14. Syllables, 15. British word to American word, 16. make sentence from the word, 17. prefix and suffix, 18. singular/plural, 19. Acronym word, 20. Match the following and all other formal writing. Pre-test and post-test of 25 marks each were prepared and was converted into 100 marks by the investigator.

Analysis of Data

According to John W. Best (1997) "Statistics is a body of mathematical techniques or process for gathering, organizing, analyzing and interpreting numerical data. Statistics is a basic tool of measurement, evaluation and research. It is used to

describe the numerical data that are gathered. Statistical data describe group behavior or group Characteristics abstracted from a number of individuals' observation which are combined to make a generalization possible".

Null hypothesis: 1

The level of percentage analysis in their experimental group post test

Table 1: Percentage Analysis in their Experimental Group Post Test

Low	%	Moderate	%	High	%	Total
9	25.71	20	57.15	6	17.15	35

The above table is inferred that 25.71% low level, 57.17 is moderate and 17.15 is high level of effectiveness of writing competence percentage analysis in their experimental group post-test.

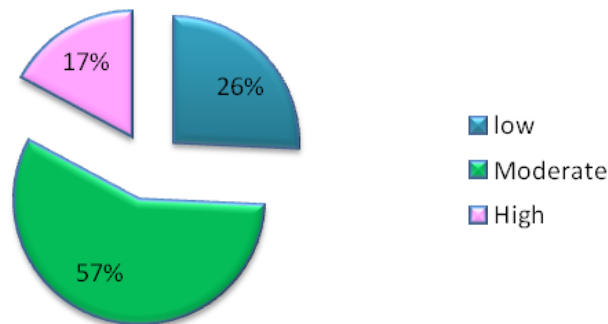


Fig 1: Percentage Analysis in their Experimental Group Post Test

Null hypothesis: 2

There is no significant difference between rural and urban students of experimental group in their Post-test.

Table 2: Significant Difference between Experimental Group and the Experimental Group in their Post Tests

Location of students	Rural (N=16)		Urban (N=19)		Calculate 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Post test	79.00	3.098	86.95	6.231	4.63	S

(At 5% level of significant the table value of 't' is 2.02)

It is inferred from the above table-3 that the calculated 't' value (4.63) is greater than the table value (2.02) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between rural and urban students of experimental group in their post test." is rejected. Hence there is significant difference between rural and urban students of experimental group in their post-test.

Null hypothesis: 3

There is no significant difference between pre-test and post-test in their experimental group.

Table 3: Significant Difference between Pre Test and Post Test in their Experimental Group

Location of students	Pre test		Post test		Calculate 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Experimental group	62.86	12.08	83.31	6.39	9.03	S

(At 5% level of significant the table value of 't' is 2.02)

It is inferred from the above table-3 that the calculated 't' value (9.03) is greater than the table value (2.02) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between pre-test and post-test in their experimental group." is rejected. Hence there is no significant difference between pre-test and post-test in their experimental group.

Findings

1. Based on the analysis of the study, it is observed that this study is effective in enhancing English writing competency among the students of IX.
2. There is significant difference between rural and urban students of experimental group in their post-test. This is may be due to fact that
3. There is no significant difference between pre-test and post-test in their experimental group. This is may be due to fact that

Suggestions for Further Research

1. The use of the competency programme was beneficial in the classroom interactions and this has to be investigated further.
2. A variety of writing should be maintained for students of IX, the teacher should organize projects based on writing activity making the students in group.
3. The rural students writing ability in English was found to be less than that of urban students along with the regular writing activity special weight age should be given to extra home work for English.
4. The language teacher should organise guidance programmes such as workshops, symposia and public lectures periodically for high school students to equip them with the needed skills to enhance for writing skill.
5. The present study could be extended to other schools in Tamil Nadu.
6. The present study could be extended to other levels such as higher secondary and college.

Conclusion

Data obtained through pre-test and post test scores, along with my own observations and views from the classroom teachers all show that competency study is a useful one to enhance the teaching and learning process. It is essential to vary teaching and learning strategies to avoid monotonous lesson. From this point of view

construction of enhancement of writing skill study is a right step in the school education.

References

1. Bajaj, Neha. *Principle Guide to Effective English Writing*, Rajat publication, New Delhi, 2012.
2. Best, J.W. and Kahn, J.V. *Research in Education*, Pearson, 2005.
3. "University News." *Association of Indian Universities*, New Delhi.