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## A Comparative Study of Improvement in Writing Skill of Secondary School Students Using Self Regulated Strategy Model and Conventional Mode of Instruction

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### **Abstract:**

*The present study “comparing the improvement in writing skill of students using self-regulated strategy model with conventional mode of instruction” was conducted to find out the significant difference in the improvement of writing skill in secondary class students using self-regulated strategy model with students using conventional mode of instruction. A sample of 80 IX class English medium students (40-treatment group, 40-control group) was selected on the basis of intelligence and general competence in English language required to write paragraphs in English language. Pre-test-Post-test control group experimental design was used to conduct this study. The data was analysed by using t-test; to find the significant difference between the mean scores of two groups (experimental & control group). Results showed that there is significant difference in the improvement of writing skill in two groups.*

**Key words:** *Self-regulated Strategy Model, Conventional mode of instruction, Writing Skill, Secondary school Students*

### **1. Introduction**

Writing skill is considered as an important linguistic skill. It is the skill which every student should learn. Writing is like a trade, which any one can master if he learns and practices in the right way. It is true that writing skill is often used frequently by some people like poets, novelists, newspaper reporters and editors. These might be called specialists in writing, and writing is their main occupation and way of making a living. But writing skill is a universally adopted trade and it is necessary for every student to learn it to a certain extent. Writing is considered important because

- Writing makes the ideas permanent: Writing is the best way of making the ideas permanent. It crosses the boundaries of time and culture and reaches to those who were not present when the ideas were written.
- Writing develops thinking: Writing is a highly complex act that demands the analysis and synthesis of many levels of thinking. Writing encourages the development of more complex thoughts as ideas are analyzed, evaluated, and compared.
- Writing develops initiative: In reading, everything is provided. In writing, the learner has to supply everything by himself: the right relationship between sounds and letters, the order of the letters and their form on the page, the topic, information.
- Writing develops courage: It is through this skill that a learner feels satisfied in expressing himself and in using the language. This satisfaction results in courage to express more through writing.
- Writing contributes to reading: Writing contributes strongly to reading comprehension as children grow older. The ability to revise writing for greater power and economy is one of the higher forms of reading.

Writing anything requires the knowledge of vocabulary, grammar, control over fingers and wrist and their co-ordination with brain. Apart from these mechanics of writing, it also needs relevant thoughts to write upon and its organization in sentences with consistency and coherence. In this study we are concerned with teaching students the strategies to collect ideas, select and organize these ideas in making a good paragraph. It also teaches how to manage, control, monitor and evaluate the writing process. These strategies are called self-regulated learning strategies.

In order to write paragraph independently students must learn self-regulated learning strategies. The self-regulated strategies for paragraph writing can be taught with the help of using model which elaborates different instructional strategies for developing paragraph writing skills. Self-regulated strategy makes Self Regulated Strategy Development Model developed by Steve Graham, Karen R. Harris, MacArthur, and Schwartz (1991) as the base and is adapted in this study for Indian students according to Indian situations.

## 2. Justification of the Study

Writing is a pivotal, fundamental skill not only for education but career as well. Though a career may not be primarily oriented around writing, the necessity to write well is obvious in a myriad of careers. If one is unable to acquire these pre-requisites before passing high school, the prospect of progression in the work field is limited. One who is able to write well is able to convey creativity, intelligence, and emotion into something that could influence others. Without the competency and practice of basic writing skills, no work of written art can be created nor can people be influenced. Paragraph writing is a tool of self-expression at all the levels of schooling. Teaching paragraph writing is an important but complex step in the instructional process. Self-regulated students who exhibit necessary skills and strategies for writing can write good paragraphs. A majority of our Indian secondary school students are not supplied with, or do not employ, the skills and strategies that are necessary to write paragraphs. Self Regulation does not develop automatically with maturation, nor is it acquired passively from the environment. Students learn self regulation through training, experience and self-reflection (Pintrich, 1995). Thus, it is critical that educators must teach their students not only the necessary writing skills but also self regulation strategies to write paragraphs so that they may succeed throughout their educational and professional experiences.

## 3. Objectives

- To compare the improvement in paragraph writing skill of secondary class students using self-regulated strategy model with students using conventional mode of instruction.

## 4. Hypothesis

- There is no significant difference between the improvement in paragraph writing skill of secondary class students using self-regulated strategy model with students using conventional mode of instruction.

## 5. Material and Methods

### 5.1. Sample

The sample of this study comprised of 80 students. For experimentation, a sample of eighty students from IX class was selected from P.K.R.Jain Public school of Ambala District, Haryana. This sample was selected after conducting Raven's Standard Progressive Matrices on these students and their scores on intelligence test were computed out. Furthermore the sample was also selected after conducting a self developed non standardized English Language Assessment Test. These students were then selected on the basis of intelligence level for making groups of forty students each for Experiment and Control Group.

### 5.2. Design

In order to compare the effect of two methods of teaching that is self-regulated strategy model and conventional Method, the pre-test-post-test-control group experimental design was used.

### 5.3. Tools Used

The investigator used tools for measurement and tools for instruction. For the selection of sample a self developed English Language Assessment Test and Raven's Standard Progressive Matrices was used. Four paragraphs based on the syllabi of IX class students were developed using self-regulated strategy model. Similarly four paragraphs based on the syllabi of IX class students were developed using conventional mode of instruction. The Investigator also used self developed Criterion Referenced Tests and Retention Tests to measure whether the students have achieved instructional objectives after undergoing a sequence of instructions.

## 6. Procedure of Experimentation:

The experiment was conducted under three phases. Those are:

### 6.1. Instructional Phase

In this phase i.e. before being exposed to the paragraph writing task & material, both the groups were pre-tested with criterion referenced test for each paragraph. After this, the students were provided orientation and instructions about the self-regulated strategy model and conventional mode of instruction. The students of the experimental group were given a demonstration of developing paragraphs using self-regulated strategy model & support material so that they might be able to know what they have to do while going through the program. Likewise, the students of the control group were made familiar about the objectives, etc. so that they might not feel a total novelty in the experimental set-up.

### 6.2. Executional Phase

This was concerned with the real execution of the experiment. During this phase, the group designated as experimental group was exposed to adapted self-regulated strategy model and the group designated as control group was taught through conventional teaching using Lesson Plans. Lesson plans were developed by mixing both Herbart's approach and RCEM approach.

After treatment i.e. at the end of each unit both the groups were post-tested with criterion referenced test to measure their improvement. Then the scores of criterion referenced test were compared in order to assess the improvement in paragraph writing skill.

### 6.3. Evaluation Phase

In this the retention of the material by the students of both treatment groups was measured. Thus, after a period of one week, after teaching each paragraph retention test was administered on each group to measure the retention of students. Scores obtained by the two groups on the retention tests were compared to see the retention of ideas in paragraph writing skill.

## 7. Results

To compare the improvement in paragraph writing skill of IX class students, the post-test scores of both groups were computed using t-test and the result is presented in Table1-Table 4.

Groups	N	Mean	SD	t value	Level of Significance
Experimental Group	40	20.05	3.82	8.35	
Control Group	40	13.7	2.91		

Table 1: Result of t-test on post-test scores of IX class students of experimental and control group for paragraph 1 (Pollution)

Table I shows that the calculated t value of post test scores of both the groups is 8.35 which is significant at 0.01 level. Mean of Experimental group is higher than the mean of Control group. It highlights that there is more improvement in writing skill in Experimental group in comparison to control group.

Groups	N	Mean	SD	t value	Level of Significance
Experimental Group	40	17.1	2.86	5.95	0.01
Control Group	40	13.22	2.96		

Table 2: Result of t-test on post-test scores of IX class students of experimental and control group for paragraph 2 (Smoking)

Table II shows that the calculated t value of post test scores of both the groups is 5.95 which is significant at 0.01 level. It means that mean of Experimental group is higher than the mean of Control group. It indicates that there is more improvement in writing skill in Experimental group in comparison to control group.

Groups	N	Mean	SD	t value	Level of Significance
Experimental Group	40	15.67	3.48	5.29	0.01
Control Group	40	11.85	2.97		

Table 3: Result of t-test on post-test scores of IX class students of experimental and control group for paragraph 3 (Global Warming)

Table III shows that the calculated t value of post test scores of both the groups is 5.29 which is significant at 0.01 level which can be further interpreted that mean of Experimental group is higher than the mean of Control group. It shows that there is more improvement in writing skill in Experimental group in comparison to control group.

Groups	N	Mean	SD	t value	Level of Significance
Experimental Group	40	17.17	2.75	7.22	0.01
Control Group	40	12.72	2.75		

Table 4: Result of t-test on post-test scores of IX class students of experimental and control group for paragraph 4 (An Embarrassing Experience)

Results of Table IV show that the calculated t value of post test scores of both the groups is 7.22 which is significant at 0.01 level. Mean of Experimental group is 17.17 which is higher than the mean scores of Control group (12.72). So it is interpreted that students of Experimental group showed more improvement in writing skill than control group.

In view of the above results the hypothesis "there is no significant difference between the improvement in paragraph writing skill of secondary class students using self-regulated strategy model with students using conventional mode of instruction" stands accepted.

## 8. Conclusion

In conclusion, writing is the basis for all education and is too often overshadowed in schools today. It is considered as a complex skill to master. Writing is so complex activity, so closely tied to a person's intellectual development, that it must be nurtured and practiced over all the years of a student's schooling and in every curricular area.

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## 10. Declaration

It is declared that this research paper is written by kirti Aggarwal & Dr. Neelam Dhamija. The material in this paper is original, has not been published elsewhere in part or full and the same has not been submitted for publication in any other book or journal or elsewhere.