

Relationship between English writing Skills and Performance of 6th Grade Students

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Abstract

Writing is fourth basic skill of English language which is essential in students' life. It plays an essential role in language learning. The main purpose of this research was to explore the relationship between English writing skills and overall subjects' performance of 6th Grade Students. Current research was quantitative in design and correlation research method was used. The accessible population was all elementary School students of tehsil Lahore, Pakistan. Sample size of this study was 18 schools of boys, 24 schools of girls, 20 school of girls from private elementary schools, and 20 of boys were selected by using non randomly on convenient basis. Total samples size was 1167 students from 82 schools. Descriptive statistics and inferential statistics were applied. Pearson Correlation was used to find the relationship between English subject score and overall performance of the 6th grade students. Furthermore, independent samples t-test was applied to compare the difference based on demographical variables. It was found that strong relationship existed between students' English subject marks and their total obtained marks. There was also considerable difference was found in results of females and males students, government and private school students. It recommended that there should be teacher trainings in rural areas with the same frequency of the urban areas. There should be same instructional guidelines in public and private schools.

Keywords: Writing skills, Vocabulary, Academic achievement

Introduction

Writing is one of the most important English language skills that is essential in our lives (Mallia, 2017). Writing includes activating a composite set of properties that contain content, understanding, knowledge of linguistic (text structure, grammar and vocabulary) and planned acquisition (provision of related information). Students who are aware of learning process and what makes it effective learn more (Agbadogun, 2012). Through writing people should communicate to others and also

update about the culture and inform others carry out dealings, encourage, anger, philosophy and feelings. Writing skills are measured through punctuation marks, grammar and sentence structure. (Brown, 2001). Writing is a basic part of human communication and appreciated influence and addition in society. It is very difficult and complex for learning. Writing is endless evidence, without any changing should transfer it through one generation to another generation (Javed, Nazli, & Nazli, 2013).

"Writing is structured in two ways that are; it has incompetent association to language, and it has a logical internal organization of its own" (Shaffer, 2008). English is an important subject for all 6th graders and also plays a dynamic role in achieving student's whole achievement. Now it's not only focused on private students but also government students because it has become a compulsory subject (Troia, Harbaugh, Shankland, Wolbers, & Lawrence, 2013).

Unluckily, the students' information about writing skill is quiet far from what is being likely. Most learners are unable to write a straightforward sentence in English while examining in writing (Graham, MacArthur, & Schwartz, 1995). They are unable to write structural phrases, significance, vocabulary and punctuation. It makes the students chop uninterested and they can't be careful to join the class. Indeed, for the daily exams, many learners fail to achieve the normal score (Graham, MacArthur, & Schwartz, 1995; Moradi, 1996a).

Pratama (2016) recommended that writing is to describe the realistic signs representative a language an entity recognizes so that people can deliver the realistic signs. Hedge (2005) explained that writing is identical with comprising. Comprising is a sequence of actions for a person to precise thought and to convey it throughout written words in command to be comprehended by the person who reads. Writing might be precise as an orderly and logical wording, and the material conveyed is reasonable to the readers. The writer who conveys thought or knowledge must be able to establish the words applies into sentence. It is very difficult to understandable for all readers, of individual's written language (Adiguzel, & Orhan, 2017).

Moreover, Writing is a significant linguistic component. When a teenager writes, views and data form an exclusive significance together (Lesaux, Lipka, & Siegel, 2006) pupils then recognize writing skills as

more challenging than listening and reading (Berman & Cheng, 2010). In addition, writing is the ability in which many learners are unable to obtain a fresh language (Agbadogun, 2012).

Writing has all the time been considered as an essential accomplishment in English language. This meaning is all about enhancing grammar organizations and vocabulary that teachers try to teach their learners (Daud, Daud, & Kassim, 2016). It is the phase in which learners need adequate time to enhance their writing skills, so more time should be dedicated to it in schools, so that they can interact in actual life and in educational circumstances effectively. (Bagheri, 1994; Smokotin, Petrova, & Gural, 2017).

Since globalization began, the English language has become the global language, and many persons who cannot rapid themselves in English are reflected illiterates. Every language in the world got its pillars and fundamentals (Mohanty, 2017). It is obvious that the pillars are its rules of grammar. Whatever the culture of the learner is wide in language, s/he cannot present it properly except through a strong structure and bases that depend primarily on the grammatical rules (Smokotin, Petrova, & Gural, 2017).

According to Harmer (2004) writing is a composite action variable, multidimensional procedure that rejects trick evidence constructions to write. The writing as a complicated activity, while pupils assume about a subject, are already starting to selecting the words and constructing sentences, in other words to outline (Brown, 2000). However, teaching English in primary classes to university levels is necessary and taught as compulsory subject in allover Pakistan. English as language is not the native language of knowledge seekers in Pakistan. It was taught as a secondary language to students. This is the reason why students consider it too much difficult to study (Azher, Anwar, & Naz, 2010). Majority students and inferiority have complex and free handicapped, due to not have of proficiency in learning the subject. English learning attractiveness in Pakistan in all stages of life with the passage of time is increasing and becoming a vigorous sign and basic to achievement (Agbadogun, 2012).

Most research on writing in Pakistan was discovered to have considerably less favorable attitudes in the highest grade, both boys and girls, and concluded that the more years learners spend studying a topic, the more disappointed they grow with it (Fareed, Ashraf, & Bilal, 2016).

Therefore, the conclusion to be taken was that there was a failure in attitudes towards the absence of adequate understanding of various writing abilities. At the moment of writing, learners must take into consideration many characteristics such as: vocabulary, mechanics, grammar, association and content and not just one of these things as learners must take into consideration each feature to generate suitable arrangements. In this paper, researcher rationale was to determine the relationship between English writing skills and overall subjects' performance of 6th grade students.

Research Objectives

The objectives of the study were:

1. to obtain the English subject achievement scores of the 6th grade students,
2. to find out the relationship between achievement scores of English and total achievement,
3. to compare the performance of private government school students, to compare the performance of rural and urban students, and to compare the performance of girls and boys students.

Methodology

The design of this research was quantitative in nature based on descriptive technique to quantify and measure the numerical responses. Correlational design of research was used to find out the association between student English subject result and overall results.

Population and Sample size

All the students studying in public private both elementary and secondary schools for girls and boys from sixth class of District Lahore were the population of study. According to school education department website, there were 230 middle schools in Lahore. The data were collected on the basis of convenient sampling. Only those schools were selected that allowed permission to collect data.

Data Collection

For the purpose of data analysis Result Sheets of 6th graders were collected from the selected schools. School gazette was considered for data gathering. Data were analyzed by the use of SPSS for Descriptive statistics and inferential statistics. Fraenkel and Wallen (2007) He stated that for descriptive evaluation, co-relational research is also suggested when the research abbreviates the relationship between factors. Co-relational study description somehow differs from other types of studies. Co-relational research narrative states ' the extent to which more than two quantitative variables are linked and achieved using a coefficient of correlation. Thus, so far in this research coefficient (r), pointed to examine the level of association concerning the independent variables and students' academic achievement. Pearson Correlation was used to find out the association between English subject scores and overall performance of the 6th grade students.

Findings

Table 1: Relationship between performance scores of English and overall performance of 6th grade students

		Overall Performance	
Variable	N	<i>r</i>	<i>P Value</i>
English Marks	1167	.528**	.000

** Correlation is significant at 0.01 level(=2 tailed)

Table 1 represented that Pearson coefficient moment statistics of determines association was used to establish the relationship between students English subject marks and overall obtained marks. It was showed in the table that the significance value is equal to .000. Table showed the relationship between students English subject scores and overall obtained $r=.528$ $n=1167$. It was established that relationship existed that was strong and positive. If English subject scores were increased, overall obtained marks also increased.

Table 2: Statistical difference between the performance of government private school students

<i>School</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>Sig.</i>
Govt.	472	354.84	87.738	-5.548	1163	.000
Private	693	408.20	195.97		2	

Table 2 represented that Differential statistics t-test was used to explore the difference between government schools and private schools' student's scores of means regarding their performance. The table represented that there was a considerable statistical difference existed between government and private school students mean score regarding their performance. Table showed that government elementary school students ($M= 354.84$, $SD=87.73$) and private elementary school students ($M= 408.20$, $SD=195.97$) sig.=.000 (n=11163). It was found that private school students' academic performance is better than government school students.

Table 3: Statistical difference between the performance of rural and urban students

<i>School Area</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Urban	762	420.1421	184.57383	10.050	1163	.000
Rural	403	323.1985	80.41915		2	

Table 3 represented that Differential statistics t-test was used to determine the difference between urban area schools and rural area schools' students mean scores about their performance. The table represented that there is considerable statistical difference, between rural and urban school students mean score regarding their performance. Table showed that urban area school students ($M= 420.1421$, $SD=184.57383$) and rural school students ($M= 323.1985$, $SD=80.41915$) sig. =.000. It was found that school from urban areas academic performance was better than the schools of rural areas. Urban area schools mean score was clearly better than rural areas schools' mean score.

Table 4: Statistical difference of male, female students performance

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>Sig.</i>
Male	557	379.9695	106.17666	-1.338	1163	.03
Female	608	392.7751	201.64955		2	

It was showed in table 4 that Differential statistics t-test was used to find the distinction between Female and male students mean scores regarding their performance. The table showed that there was a considerable statistical difference, between Female and male students mean score regarding their performance. Table presented that male students ($M=379.9695$, $SD=106.17666$) and female school students ($M=392.7751$, $SD=201.64955$), sig .03. On the basis of established mean score, it was assumed that females are better than males with regard to the academic performance. Female students mean score was relatively better as compared to male students.

Table 5: Descriptive statistics of the sample difference urban government Female and male students performance

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>Sig.</i>
Male	150	390.1533	77.35586	.074	265	.049
Female	117	389.3846	92.77242		2	

It was showed in table 4.5 that Differential testing t-test was used to determine the distinction between urban government schools Female and male students mean scores regarding their performance. The table demonstrated that there was a considerable statistical difference, between government schools Female and male students mean score regarding their performance. Table showed that urban government male students ($M=390.1533$, $SD=77.35586$) and urban government female school students ($M=389.3846$, $SD=92.77242$) sig. = (265) .049.

Table 6: Descriptive statistics of sample difference between the performance of rural government Female and male students

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>Df</i>	<i>Sig.</i>
Male	137	298.5766	51.00472	-3.316	204	.000
Female	69	331.8116	92.87631			

It was showed in table 4.6 that Differential statistics t-test was applied to determine the distinction between rural government Female and male students mean scores regarding their performance. The table demonstrated that there was a considerable statistical difference, between rural government female and male students mean score regarding their performance. Table showed that rural government male students ($M=298.5766$, $SD=51.00472$) and rural female government school students ($M=331.8116$, $SD=92.87631$) sig. = .000.

Table 7: Statistical difference of sample between the performance of urban private Female and male students

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Male	154	464.2468	119.80079	1.901	493	.255
Female	341	423.9686	250.23137			

It is showed in table 7 that Differential statistics t-test was applied to find the difference between urban private female and male students mean scores regarding their performance. The table showed that there was no considerable statistical difference, between urban private female male students mean score regarding their performance. Table showed that urban private male students ($M=464.2468$, $SD=119.80079$) and rural school students ($M=423.9686$, $SD=250.23137$) sig. = (493) .225.

Table 8: Statistical difference of sample between the performance of rural private Female and male students

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>Sig.</i>
Male	115	351.8174	78.62509	2.670	195	.030

Female	82	318.2683	97.42437			
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It is showed in table 8 that Differential testing t-test was applied to determine the distinction between *rural private* Female and male students mean scores regarding their performance. The table demonstrates that there is considerable difference was found between rural private female and male students mean score regarding their performance. Table shows that rural private male students ($M= 351.8174$, $SD=78.62509$) and rural private female school students ($M= 318.2683$, $SD=97.42437$) sig. = .030.

Discussion

The aim of this research study was to explore the association between students English subject achievement and total obtained marks. In a research study of Applebee and Langer (2006), it was mentioned that in countries where English was taught as second language, there was strong relationship existed. It is because English was taught as compulsory subject in most of non-native countries. So the achievement of the English subject effected and correlated on the overall performance of the students. This research study also supports the findings of the Applebee and Langer (2006) that in Pakistan, the achievement of the elementary school students in the English subject is correlated with the total obtained marks.

As recognized by (Nik, et al., 2010), on the other side, primary school students learning on the basis of public and private school sector matters. Current research study also support that findings, private school students English subject achievement was better than public school students. In addition, Rafiu and Nwalo,(2016) findings on the relationship between students ' English skills and academic accomplishment showed major impact of English language skills on the overall academic success of the students.

This study also explored many other reasons and difference between locality, gender and the public, private students. In another research study Ahmad (2010) found that there was differentiation existed in Pakistani rural and urban school students English subject achievement. He stated that learning environment in a classroom vary according to the area. In rural areas there was a lack of expert second language teachers. As

a result their student's achievement in second language effected. This research study also matched with the study of Ahmad that showed statistical significant difference existed between urban and rural areas school students English subject achievement.

Conclusion, Recommendations

It was concluded and confirmed that there was correlation existed in English writing performance of class 6 students and their overall achievement. The numerical values showed that there was significant correlation. Study also found that there was statistical difference found between rural and urban, female and male, and private and public school students' English writing performance. On the base of results, it was also assumed that English writing skills vary according to location, gender and effect on students' achievement.

The recommendations were as follows on the basis of findings:

On the basis of results, the number of students in English subject is increasing day by day in our schools. It is essential for teachers to serve and accommodate to all the students linguistically.

It is suggested that there should be teacher trainings in rural areas with the same frequency of the urban areas. There should be same instructional guidelines in public, private schools.

Teacher in a classroom must focus on the ways that enhance the student's language acquisition. There should be freedom for teachers to use the best instructional strategy for teaching English at school level. More emphasis should be on developing the students' writing skills rather than rotary learning.

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