

# Relationship between Different Components of English Writing Skill

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## ABSTRACT

Theories of writing development suggest that the writing process requires a number of different components and skills. By examining secondary students' performance in English writing skills, this study sought to understand the relationship between writing skill components such as content, organization, vocabulary, grammar, and mechanics. Correlational analysis was employed in the study. In the current study, 1204 samples from four West Bengali districts were the participants. A descriptive survey was the research methodology employed. Data is gathered via stratified random sampling. Self-made achievement tests and scoring rubrics are employed as data collection and scoring techniques. The Pearson correlation method was used to assess all of the research's data. The outcome reveals a strong correlation between different English writing skill components with respect to gender, residence, and class.

**Key Words:** Writing skill, content, organization, vocabulary, grammar, mechanics, correlation.

## INTRODUCTION

In the Indian environment, learning English is essential. For many Indians, studying English systematically presents a hurdle. With foreign tutors and a competitive wage package, missionary institutions and elite schools made it possible. Thus, only a small number of students graduated with a high-quality education. The bulk of students from rural and suburban areas are of varying academic caliber. When rote learning and

memorization took precedence, skill acquisition was abandoned. Thus, for many L2 students in India, learning to communicate in the English language, particularly speaking and writing, is looked to be a challenge. To change the scenario, the Indian educational system places a high value on learning the English language. As a first or second language, it is taught and is the chief medium of instruction in many schools in India.

Writing is a productive skill, a kind of literacy, a communicative endeavor, and occasionally a way to evaluate students. Writing is a complex process that demands a great deal of information and cognitive effort just to put language into words on paper. Writing generates original word construction that is graphically captured. English writing proficiency is incredibly important in today's world. Most often, English is taught as a content subject instead of the language itself. Secondary-level students have a strong need for writing abilities in order to complete a variety of duties, such as homework, in-class activities, exercises, and examinations. To produce a quality piece of writing, a student writer also needs cognitive abilities connected to writing, such as the ability to balance ideas, content, language norms (spelling, syntax, and vocabulary), genre, and memory. They also need physical skills. These cognitive abilities are similarly low in Bengali-medium kids in the case of English writing.

A writer's primary goal is to make his writing understandable to the reader, and to achieve this, the writer must carefully arrange each and every word. The elements of writing always regulate the work's flow. The mechanics of the components must be used effectively and skillfully to produce a high-quality piece of literature. It's important to employ the supporting skills effectively while translating the writer's thoughts in order to judge the writing's quality. The correlational technique has been used in this study. A correlational technique is used to investigate the relationship between variables. Doing this, the researcher need not control or manipulate the variables (Sutradhar, 2022; Sutradhar & Sen, 2022; Sutradhar et al., 2023; Ansary et al., 2023; Mondal et al., 2018; Saha, 2012; Saha, 2013; Mahato & Sen, 2023; Mahato et al., 2023a; 2023b; 2023c; 2023d; Kar et al., 2016; Kar & Saha, 2021a; 2021b; Gorain et al., 2022; 2018; Gayen & Sen, 2021; Gayen et al., 2023; Sen et al., 2023).

## **LITERATURE REVIEW**

Writing is an incredibly sophisticated cognitive process, claims Nunan (1991). According to Nystrad (1998), writing is the process of creating text in accordance with what the writer can logically believe that the readers are aware of and anticipate. Writing is a significant cognitive task since it requires quick reconciliation of domain-specific knowledge about the issue from long-term memory. Writing is a test of memory, language, and reasoning abilities (Kellog, 2001). Students who are writers encounter a variety of writing difficulties at various learning levels, including linguistic, psychological, cognitive, and pedagogical categories (Haider, 2012; Hyland, 2003). In Harmer's words, "the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right" (2004). It is essential that students develop their writing skills. Researchers

have also looked into ways to help ESL students write better; at the moment, extended practice and the use of physical cognition give student-writers power over how to represent their language and subject-specific knowledge (Kellog & Raulerson, 2007).

English was referred to as a "library language" by the National Commission on Education (1964–1966), a language used in higher education. 'The Tale of English in India' (Krishnaswamy & Krishnaswamy, 2006) follows the development of the English language in India and explores its many facets. In their position paper on teaching English in light of the new sociopolitical climate, the National Curriculum Framework (NCF, 2005) and NCERT (2005) made various observations in their position paper on teaching English in light of the new socio-political situation in India.

Malaynathan (2016) noted that the majority of West Bengal Bengali-medium schools teach English improperly. The status of English as a second language in West Bengal is neither satisfactory nor commendable; many schools there rely solely on antiquated teaching tools like chalk and a chalkboard due to a lack of modern resources like audio-visual aids and projectors. Furthermore, English is taught by teachers who are not qualified to do so, according to Banerjee (2016), particularly in schools where Bengali is the primary language. So the acquisition of English writing skills by students remains elusive in most Bengali-medium schools.

Gentry et al. (2014) listed the following as the main characteristics of effective writing: ideas and content, organization, voice, word choice, sentence fluency, conventions, and presentation. Ideas are the major or central concept of the piece, as well as all the supporting aspects that support and improve that theme. Ideas are also the content or subject matter of the composition. Every piece of writing has an internal framework or order that helps it conform to the main idea of the subject. The organizational

structure is built on key patterns such as point-by-point analysis, the development of a primary subject, compare-and-contrast, deductive reasoning, the chronological history of an event, etc. Though word choice entails utilizing humorous, colorful, precise language that communicates in a practical way, vocabulary also includes selecting words that illuminate and clarify the reader's thinking. Sentence fluency is essential to achieving the rhythm and flow of the language. The elements of mechanics in writing are spelling, paragraphing, capitalization, grammar, and punctuation. Convention refers to a piece of writing's mechanical accuracy. Presentation consists of legible handwriting or consistent, appropriate fonts (when using a word processor), appropriate spacing, and placement of graphic images. The visual appeal of the piece of writing is as important as the content.

The elements of writing always regulate the work's flow. The mechanics of the components must be used effectively and skillfully to produce a high-quality piece of literature. The following are some of the components of writing, according to Knoblock & Drake (2005): Content (relevance, clarity, originality, logic), Organization (paragraphs, topic, and support for cohesion and unity), Word choice (vocabulary, idiom, tone) Grammar (rules for verb agreement, articles, pronouns, etc.), Mechanics (handwriting, spelling, punctuation), Syntax (sentence structure, sentence boundaries, and stylistic choices), Purpose (the reason for writing, justification) These seven elements aid in judging the writing's quality when taking the teaching, learning, or testing processes into account. All seven of these components—most notably the first five components—must be evaluated and appraised in order to comprehend the competency and performance of a student's literate behavior. Numerous studies and journal articles have been written about the necessity of emphasizing English writing in Indian secondary schools. Additionally, studies on

the attitudes of Bengali-speaking secondary school students toward the study of English as a second language have been conducted. This study focused on evaluating the co-relationship between the writing components among secondary school students in west Bengal who were learning English in a Bengali-medium setting.

### Methodology of the Study

- a. **Method:** This study used correlational analysis as its methodology. It was one of the techniques used to correlate one variable to another in order to describe the current situation and the correlation's outcome. It sought to describe how diverse components of English writing skills—including content, organization, vocabulary, grammar, and mechanics—correlate with each other by evaluating the achievement of Bengali Medium secondary school students in English writing as well as taking into account their class, gender, and place of residence.
- b. **Population and Sample:** Students in secondary schools with a Bengali-language curriculum made up the study's population. A total of 1204 students from four districts-Birbhum, Purba Bardhaman, Paschim Bardhaman & Murshidabad-made up the samples.
- c. **Sampling:** Different strata, including gender, residence, and class, have been determined, and data is collected using the stratified random sampling technique.
- d. **Data Collection:** Data has been collected from class ix and x students of both rural and urban schools, from different types of organizations like boys, girls, and co-educational schools. Self-made achievement tests are used as data collection techniques. Scoring has been done using rubrics.
- e. **Statistical Technique Used:** Co relational analysis is done using SPSS 26.0 version.

**RESULTS & DISCUSSIONS**

For this study, 1204 pupils were chosen from West Bengal's four districts of Birbhum, Purba Barddhaman, Paschim Barddhaman, and Murshidabad. All the students were Bengali-medium learners studying English as a second language. Boys' schools, girls' schools, co-ed schools, rural schools, and urban schools have all contributed to the data collection. Both class

X and class IX pupils are surveyed for data. A self-made achievement test is administered to all students to gauge their level of proficiency in English writing. After reviewing their answer papers, scores are assigned based on writing skill rubrics. Below are two-tailed Pearson co-relation statistics that are used to interpret correlations between different dimensions of writing skill for all students.

Correlations		Content	Organization	Vocabulary	Grammar	Mechanics
Content	Pearson Correlation	1	.898**	.867**	.861**	.862**
	Sig. (2-tailed)		.000	.000	.000	.000
Organization	Pearson Correlation	.898**	1	.886**	.854**	.854**
	Sig. (2-tailed)	.000		.000	.000	.000
Vocabulary	Pearson Correlation	.867**	.886**	1	.884**	.856**
	Sig. (2-tailed)	.000	.000		.000	.000
Grammar	Pearson Correlation	.861**	.854**	.884**	1	.891**
	Sig. (2-tailed)	.000	.000	.000		.000
Mechanics	Pearson Correlation	.862**	.854**	.856**	.891**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed). N=1204

**Table 1: Correlations of different dimensions of writing skill for all students**

It is found that the co-relation is significant at the 0.01 level between different components of writing (content, organization, vocabulary, grammar, and mechanics) in case the total sample.

Among 1204 students, 542 boys were chosen from four West Bengali districts: Birbhum, Purba Barddhaman, Paschim Barddhaman, and Murshidabad. All types of schools, including coed schools and boys' schools in both rural and urban areas, are used for data collection. They are all

enrolled in Bengali Medium Secondary School's classes IX and X. Their curriculum includes English as the second language. To assess each boy's proficiency in English writing, a self-made achievement exam is given to them. After reviewing their answer papers, scores are assigned based on writing skill rubrics. Below are two-tailed Pearson co-relation statistics that are used to interpret correlations between different dimensions of writing skill for boys.

Correlations		Content	Organization	Vocabulary	Grammar	Mechanics
Content	Pearson Correlation	1	.874**	.844**	.847**	.844**
	Sig. (2-tailed)		.000	.000	.000	.000
Organization	Pearson Correlation	.874**	1	.867**	.839**	.835**
	Sig. (2-tailed)	.000		.000	.000	.000
Vocabulary	Pearson Correlation	.844**	.867**	1	.879**	.846**
	Sig. (2-tailed)	.000	.000		.000	.000
Grammar	Pearson Correlation	.847**	.839**	.879**	1	.897**
	Sig. (2-tailed)	.000	.000	.000		.000
Mechanics	Pearson Correlation	.844**	.835**	.846**	.897**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed). N=542

**Table 2: Correlations of different dimensions of writing skill for boys students**

It is found that the co relation is significant at the 0.01 level between different components of writing (content, organization, vocabulary, grammar, and

mechanics) in case of the total boys' students-

For this study, 662 female students were selected from four West Bengali districts:

Birbhum, Purba Barddhaman, Paschim Barddhaman, and Murshidabad. All types of schools, including coeducational and girls' schools in both rural and urban areas, are used for data collection. They are all enrolled in Bengali Medium Secondary School's classes IX and X. Their curriculum includes English as the second language.

For the purpose of evaluating each girl's proficiency in English writing, a self-made achievement test is given to them. The scores are determined using rubrics for writing skill after reviewing their answer sheets. Coefficients of correlation for different components of writing skill for girls are presented below:

Correlations		Content	Organization	Vocabulary	Grammar	Mechanics
Content	Pearson Correlation	1	.905**	.869**	.855**	.864**
	Sig. (2-tailed)		.000	.000	.000	.000
Organization	Pearson Correlation	.905**	1	.886**	.849**	.855**
	Sig. (2-tailed)	.000		.000	.000	.000
Vocabulary	Pearson Correlation	.869**	.886**	1	.873**	.849**
	Sig. (2-tailed)	.000	.000		.000	.000
Grammar	Pearson Correlation	.855**	.849**	.873**	1	.874**
	Sig. (2-tailed)	.000	.000	.000		.000
Mechanics	Pearson Correlation	.864**	.855**	.849**	.874**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

Table 3: Correlations of different dimensions of writing skill for girl's students

It is found that the co relation is significant at the 0.01 level between different components of writing (content, organization, vocabulary, grammar, and mechanics) in case of the total girl students. 723 Class IX students are included in the total sample from West Bengal's four districts: Birbhum, Purba Barddhaman, Paschim Barddhaman, and Murshidabad. They are all secondary Bengali-medium school students. All types of schools, including co-ed schools and boys' and girls'

schools in both rural and urban areas, are used for data collection. Their curriculum includes English as the second language. To assess each class IX student's proficiency in English writing, a self-made achievement test is given. Following a review of their answer sheets, scores are determined using rubrics for writing proficiency. Below, the 2-tailed Pearson correlation statistics are calculated to interpret correlations between different dimensions of writing skill for class IX students.

Correlations		Content	Organization	Vocabulary	Grammar	Mechanics
Content	Pearson Correlation	1	.900**	.866**	.863**	.871**
	Sig. (2-tailed)		.000	.000	.000	.000
Organization	Pearson Correlation	.900**	1	.887**	.858**	.863**
	Sig. (2-tailed)	.000		.000	.000	.000
Vocabulary	Pearson Correlation	.866**	.887**	1	.884**	.860**
	Sig. (2-tailed)	.000	.000		.000	.000
Grammar	Pearson Correlation	.863**	.858**	.884**	1	.895**
	Sig. (2-tailed)	.000	.000	.000		.000
Mechanics	Pearson Correlation	.871**	.863**	.860**	.895**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

Table 4: Correlations of different dimensions of writing skill for class IX students

It is found that the co relation is significant at the 0.01 level between different components of writing (content, organization, vocabulary, grammar, and mechanics) in case of the total class ix students.

From a total sample of 1204, 481 Class X pupils were selected from West Bengal's Birbhum, Purba Barddhaman, Paschim Barddhaman, and Murshidabad districts. They are all secondary Bengali-medium school students. All types of schools,

including coed schools, boys' schools, and girls' schools in both rural and urban areas, are used for data gathering. Their curriculum includes English as the second language. To assess each class X student's mastery of the English writing language, a self-made achievement test is given. Rubrics

for Writing Skill are used to assign points after reviewing the students' answer sheets. The 2-tailed Pearson co-relation statistics are used to interpret correlations between different dimensions of writing skill for class X students.

Correlations		Content	Organization	Vocabulary	Grammar	Mechanics
Content	Pearson Correlation	1	.896**	.870**	.857**	.848**
	Sig. (2-tailed)		.000	.000	.000	.000
Organization	Pearson Correlation	.896**	1	.884**	.847**	.841**
	Sig. (2-tailed)	.000		.000	.000	.000
Vocabulary	Pearson Correlation	.870**	.884**	1	.883**	.850**
	Sig. (2-tailed)	.000	.000		.000	.000
Grammar	Pearson Correlation	.857**	.847**	.883**	1	.885**
	Sig. (2-tailed)	.000	.000	.000		.000
Mechanics	Pearson Correlation	.848**	.841**	.850**	.885**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed). N=481

Table 5: Correlations of different dimensions of writing skill for class X students

It is found that the co relation is significant at the 0.01 level between different components of writing (content, organization, vocabulary, grammar, and mechanics) of the total class X students. Out of 1204 students, 564 rural students from four districts—Birbhum, Purba Barddhaman, Paschim Barddhaman, and Murshidabad—were the subject of the study. They all attend Bengali-medium schools in the rural area for classes IX and X. It comprises pupils from all different

kinds of schools, including coed and boys' and girls' schools. They are being taught English as a second language. They are subjected to an achievement test to gauge their proficiency in English writing. Following the exam, their written responses are reviewed and graded using rubrics for writing proficiency. Correlations of different dimensions of writing skill for rural pupils are analyzed using the 2-tailed Pearson co-relation statistics in the table below.

Correlations		Content	Organization	Vocabulary	Grammar	Mechanics
Content	Pearson Correlation	1	.895**	.852**	.847**	.841**
	Sig. (2-tailed)		.000	.000	.000	.000
Organization	Pearson Correlation	.895**	1	.865**	.839**	.839**
	Sig. (2-tailed)	.000		.000	.000	.000
Vocabulary	Pearson Correlation	.852**	.865**	1	.868**	.833**
	Sig. (2-tailed)	.000	.000		.000	.000
Grammar	Pearson Correlation	.847**	.839**	.868**	1	.886**
	Sig. (2-tailed)	.000	.000	.000		.000
Mechanics	Pearson Correlation	.841**	.839**	.833**	.886**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed). N=564

Table 6: Correlations of different dimensions of writing skill for rural students

It is found that the co relation is significant at the 0.01 level between different components of writing (content, organization, vocabulary, grammar, and mechanics) in case of the total rural students.

Out of 1204 students, 640 urban students from four districts—Birbhum, Purba Barddhaman, Paschim Barddhaman, and Murshidabad—were included in the study. They all attend Bengali-medium schools in urban areas for classes IX and X. It comprises pupils from all different kinds of

schools, including coed and boys' and girls' schools. They are being taught English as a second language. They are subjected to an achievement test to assess their proficiency in English writing. Following the exam, their written responses are reviewed and

graded using rubrics for writing proficiency. The 2-tailed Pearson co-relation statistics are used to interpret correlations of different dimensions of writing skill for urban students.

Correlations		Content	Organization	Vocabulary	Grammar	Mechanics
Content	Pearson Correlation	1	.900**	.878**	.872**	.881**
	Sig. (2-tailed)		.000	.000	.000	.000
Organization	Pearson Correlation	.900**	1	.904**	.865**	.866**
	Sig. (2-tailed)	.000		.000	.000	.000
Vocabulary	Pearson Correlation	.878**	.904**	1	.897**	.875**
	Sig. (2-tailed)	.000	.000		.000	.000
Grammar	Pearson Correlation	.872**	.865**	.897**	1	.892**
	Sig. (2-tailed)	.000	.000	.000		.000
Mechanics	Pearson Correlation	.881**	.866**	.875**	.892**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed). N=640

Table 7: Correlations of different dimensions of writing skill for urban students

It is found that the co relation is significant at the 0.01 level between different components of writing (content, organization, vocabulary, grammar, and mechanics) in case of the total urban students-

**CONCLUSION**

Findings demonstrated a strong correlation between the various components of writing skill in English of secondary school students who attend Bengali-medium schools. The results additionally showed that, with regard to the various strata (gender, class, and residence) of Bengali-medium pupils, the relationships regarding components of writing skill remain constant.

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