
PROCESS-ORIENTED WRITING STRATEGIES AND STUDENTS' ACHIEVEMENT IN WRITING SKILLS IN JUNIOR SECONDARY SCHOOLS IN ABUJA

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***Abstract:** The study investigated students' achievement in writing skills in the Junior Secondary School, using process-oriented writing strategies (6+1 learning strategy and cooperative learning strategy) and adopted an experimental pre-test post test control design. The population of the study was about twenty nine thousand and ninety nine (29099) students in the Federal Capital Territory (FCT) Abuja in the 2013/2014 session. A sample of 150 students randomly selected into the experimental and control groups were exposed to treatments using the Students Achievement Test on Essay Writing (SATEW) and Students Socio-Economic Status Questionnaire (SSESQ). SATEW and SSESQ were validated by five experts in Language studies in the University of Port Harcourt while their reliabilities were estimated as 0.74 and 0.83 respectively, using the Cronbach Alpha (σ). The research questions and hypotheses were tested using descriptive statistics of percentage, mean, standard deviation and inferential statistics such as Analysis of variance (ANOVA) and Analysis of Covariance (ANCOVA) respectively. The study revealed that the mean achievement scores of the students taught using 6+1 learning strategy is greater than the mean achievement scores of those taught using cooperative learning strategy. The mean achievement scores of the experimental group is greater than the mean achievement scores of the control group. At 0.05 significance level and degree of freedom (3,150) there is a significant difference between the mean achievement scores of students taught using 6+1 learning strategy and cooperative learning strategy. No significance difference existed between the mean achievement scores of the male and female students in writing, classified by the instrumental strategies. There is no significance difference between the mean achievements scores of students taught using the instructional strategies, classified by the socio-economic background. Based on these findings, it is recommended that teachers' of English Language as a second language (ELS) should use the 6+1 Learning Strategy in teaching concepts in writing in order to improve students acquisition, development of writing skills and achievement in that subject area. Teachers should avail themselves of opportunities of use of alternative pedagogy discussed in seminars, workshops and get trained on the use of the strategies (CLS and 6+1 learning strategy) in order to alleviate students' difficulties in writing in the study of English Language.*

Key Words: Students' Achievement, Co-operative, 6+1 Trait Strategy, Teacher.

Introduction

Students’ understanding and use of English Language as a second language (ESL) can be effectively evaluated based on certain indices. The ability of the learner to effectively communicate (spoken) and write concisely, the quality and experience of the teacher of English Language as a second language, curriculum content and instructional modes. At the evaluation stage, in external examinations at the secondary level, students’ achievements have been poor (Adegbite, 2005; Ayodele, 2002; & Kolawole, 1998). Although Oyinbye and Gbenedio (2010) attributed this poor performance to students’ poor writing skills, Obanya and Okpala (1984) criticized the level of attention to students’ writing skills during English Language lessons as grossly inadequate while Adenuga (2002) was concerned about the negating effect of the decline of the key inputs to students’ quality of education such as poor infrastructural materials, libraries, teaching facilities, lack of manpower and differential teacher effectiveness. Writing is one of the ultimate language skills that determine the success of students’ in their communication need thus the art of writing involves learners’ ability to express themselves in the written form of the learnt language. The learner is required, according to Sylva (1990) to be verse in the use of the four cardinal approaches such as the controlled approach (learning to write as a habit formation achievable by practice). The current-traditional rhetorical approach (learning to write by identity and organization of pattern), the process approach (writing through an idealized and developed efficient and effective writing strategy) and the social approach (writing for community discourse). The essence of the process-oriented writing strategy is to teach students the basis of writing process in order to improve students’ creativity, intrinsic motivation and development of content. The advantage of this process-oriented approach in writing is that students improve in composition writing by effectively developing and expanding the relevant content ideals. It also allows for critical examination of the writer’s mind and ideas hence fostering understanding, as a product (Tribble, 1996).

A model put forward by White and Arndt; 1991 depicts the cyclical writing process.

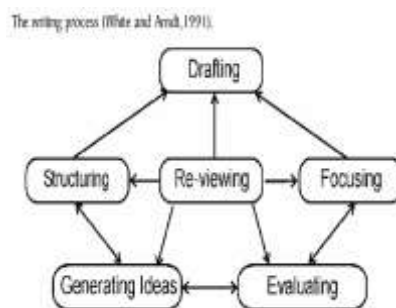


Figure 1.1 The Writing Process

Drafting, structuring, reviewing and focusing are rudimentary steps to generating ideas. They involve Meta cognitive strategies. These ideas are subjected to evaluation for coherence and representation, mostly by experts. The learners’ ideas are subjected to

evaluation by experts, but the mastery of the art of writing requires effective learning and practice. The use of 6+1 Trait writing strategy (6+1,TWS) and cooperative learning writing strategy (CLWS) are both process-oriented writing strategies capable of improving students' difficulties in writing (Kagan, 2002; Swartz, 2012). 6+1Trait Writing Model provides additional structure, content and guidance to instruction that is based on writing process, as a complementary set of tools to aid conceptualization, assessment and description to improve students' writing difficulties especially at the junior secondary level. The format will therefore guide students on how to plan, evaluate, discuss and revise their writing, sometimes using descriptors. The cooperative learning strategy, incorporated as a process oriented writing strategy (Kagan, 2002) involves students working in small groups, to find an understanding, solution or meanings and to create a product (Goodsell, Maher & Tinto, 1992). Students discuss debate, disagree and ultimately teach other in a cooperative learning setting. Hooper (1993) asserted that students who worked cooperatively, generated ideas, supported each others feeling when compared with students who worked alone they had difficulties in mastering the content and had a lot of time spent. It is therefore, the intent of this research to determine the effects of use of the process-oriented writing strategies (6+1Traits and Cooperative writing strategies) on the achievement of students in writing, in the junior secondary schools in Abuja.

Statement of the Problem

At present, Nigerian secondary school students have problems in the learning of English Language as revealed in their performance in the subject at public examinations (Kolawole, 1998; Anoma, 2005). Most of the students are unable to advance in their studies to higher schools of learning because of their inability to obtain a credit pass in the subject, which is a pre-requisite for admission into any course in the tertiary institutions (Fakeye, 2002). Many of the students normally pass every other subject but English Language and an excellent performance in other subjects without a credit pass in English is non-effective. Evidence abounds to show that students have not been doing well in the Language. (Oyeyebi, 1998; Adeosun, 2004). The efforts made over the years to improve the situation have not yielded consistently good results. Available statistics from West African Examination Council [WAEC] show that the students' poor performance in English Language are usually more than 75% of the total candidate that took examination each year. The erstwhile minister of Education, Professor Ruqayyatu Ahmed Rufa'i, who spoke while declaring open the 2012 National Conference on Education in Abuja, decried the poor quality of outcome in the country's education system. Professor Rufa'i said that a close look at students' result over the years showed that there had been a steady decline in the number of candidates who obtained five credits and above including English language and Mathematics. She noted that this was worrisome considering the fact that the subjects were basic entry requirements for transition to higher education in the country. (www.thisday.com,2012).

Many scholars such as Ayodele (2001), Ohia (2002), Obanya (2004) have revealed that the performance of many students in English Language and other subjects have fallen drastically. It is common knowledge that many teachers and parents have complained about the abysmal failure of their children in public examinations. The analysis of the Junior Secondary School Certificate Examination (JSCE), released by FCT Education Resource Centre (2013), shows that the performance of students in English Studies was poor. The percentage of students with ordinary passes and failure supersedes those with distinction and credit passes. A survey of teaching methods used by language teachers in Nigeria by Ubahakwe (1979) revealed that some of the methods used by language teachers cannot enhance effective learning of English language in English as a second language environment. The 6+1 Trait Writing and cooperative learning strategies have been found to be effective in the teaching of writing skills both at the primary school and also at the secondary school level when compared to other conventional strategies. (DeJarnette, 2008; Swartz, 2012; Kagan, 2002). The two strategies have been investigated by researchers and have been found to be learner-centred and encourage teachers' support towards achieving set learning objectives. It is on this note that this study focuses on examining the effectiveness of the 6+1 Trait Writing and cooperative learning strategies to see whether they would enhance the performance of Junior Secondary School students in writing skills.

Aims and Objectives of the Study

The aim of the study is to investigate the effects of the 6+1 Trait Writing strategy and the cooperative learning strategy on students' achievement in writing at the Junior Secondary School level. In specific terms; the study will be guided by the following objectives:

1. To compare the mean scores of students taught writing using 6+1 Trait and those taught using cooperative learning writing strategies.
2. To determine the mean achievement scores of male and female students in writing when taught using the 6+1 trait writing strategy and cooperative writing strategy.
3. To find out how the socio-economic status (SES) of students affect their achievement in writing when taught using the 6+1 trait writing strategy and cooperative writing strategy.

Research Questions

The following research questions guided the study.

1. What is the difference in the mean achievement scores of students taught writing using 6+1 trait and cooperative learning strategies
2. What are the mean achievement scores of males and females in writing when taught writing, using 6+1 trait and cooperative learning strategies.
3. How does the socioeconomic status (SES) of students affect their achievement in writing when taught using 6+1 trait and cooperative learning strategies

Research Hypotheses

The following null hypotheses were formulated for the study. The hypotheses were tested at 0.05 level of significance.

HO₁: There is no significant difference between the mean achievement scores of students taught writing using 6+1 Trait strategy and co-operative learning strategy.

HO₂: There is no significant difference between the mean achievement scores of male and female students taught writing using 6+1 Trait strategy and cooperative learning strategy.

HO₃: There is no significant difference in the mean achievement scores of students taught writing using 6+1 Trait strategy and cooperative learning strategy, given their socio-economic status.

Scope of the Study

The study examined the effects of the process-oriented writing strategies (6+1 Trait strategy and cooperative learning strategy) on students' achievement in writing in public Junior Secondary Schools in Abuja. The study is delimited in content to the effects of gender and socio-economic status of students on essay writing. The teaching and learning strategies are delimited to the use of 6+1 Trait Writing and the cooperative learning strategy.

Significance of the Study

The study on the Process-oriented strategies and students achievements in writing skills in Junior Secondary Schools is aimed at alleviating students' difficulties in writing skills. The results of this work will be beneficial for academic purposes especially to teachers who would adopt the strategies in their teaching of writing skills. Moreover, students will also benefit in the use of the skills to improve their performance in writing skills. Curriculum planners would also be interested in recommending the strategies for the pedagogical purposes, for pre-service and in-service teachers.

Research Design

The research design for this study is a quasi-experimental research design of the pre-test-post-test control group type. This design is chosen because it provides opportunity to determine how the independent variables interact, to influence the dependent variables. It also permits the manipulation and checking of more variables simultaneously.

The design is systematically presented in Fig 3.1

O₁ X₁ O₂ ----- E₁

O₃ X₂ O₄ ----- E₂

O₅ X₃ O₆ ----- C₃

Fig. 3.1: Research Design

Where O₁, O₃ and O₅ are pretests.

And O₂, O₄ and O₆ are post-tests.

X_1 represent 6+1 learning strategy

X_2 represent cooperative learning strategy

And X_3 represent conventional (lecture) learning strategy

E_1 represent experimental group I

E_2 represent experimental group II

And C_3 represent the control group.

The study will adopt a $3 \times 2 \times 2$ factorial matrix consisting of the instructional strategy at 3 levels, moderator variables of: (socio-economics (low or high) and gender (male or female)).

Table 3.1 shows the factorial matrix of $3 \times 2 \times 2$.

Table 3.1: $3 \times 2 \times 2$ factorial matrix.

Treatment	Gender	Socio-Economic Status	
		High	Low
Experimental Group I (E_1)	Male		
	Female		
Experimental Group II (E_2)	Male		
	Female		
Control Group (C)	Male		
	Female		

The variables for the study are:

a. The independent variables.

These are the instructional strategies which were manipulated at three levels:

- (i) 6 + 1 Writing strategy
- (ii) Cooperative learning strategy
- (iii) Conventional teaching strategy

b. Moderator Variables

There are two moderator variables in the study:

- (i) Socio-economic status (SES) at two levels (High, Low)
- (ii) Gender at two levels (male and female)

c. Dependent Variables (Learning Outcome in Writing)

The independent variables in the study is students' achievement in essay writing

Population of the Study

The population of study comprises of about twenty nine thousand and ninety nine (29099), students in the Junior Secondary School III in the Federal Capital Territory

(FCT) Abuja in the 2013/2014 academic session, at the time of this research (FCT Education Centre, 2014).

Sample and Sampling Techniques

The sample size of intact classes which comprises of males and female students in Junior Secondary School (JSS) III were randomly selected from three schools in Abuja municipal which were used as the experimental groups for the strategies 6 + 1 writing and cooperative learning group while the third school was used as control group. Intact classes were used in order to avoid multiple treatment interference (MTI). Purposive sampling technique was used for this study. The selection was based on the following criteria:

- (i) Schools which are public and co-educational
- (ii) Schools that have qualified English language teachers at the Junior Secondary school levels, for at least four years.
- (iii) Schools' that have presented candidates for the Junior School Certificate Examinations, for the past four years.
- (iv) Schools whose authorities, teachers and students are willing to participate in the study.

Research Instruments

The research instruments used for this study are categorized into stimulus and Response instruments.

I. Stimulus Instruments (for teaching).

- (i) Instructional Guide on 6 + 1 Trait Writing Strategy (IGTWS)
- (ii) Instructional Guide on Cooperative Learning Strategy (IGCLS)
- (iii) Instructional Guide on Conventional Teaching Strategy (IGCTS)

II. Response Instruments

- (i) Student Achievement Test on Essay writing (SATEW)
- (ii) Students' Socio-Economic Status Questionnaire (SSESQ)

Students Achievement Tests on Essay Writing (SATEW)

This instrument consists of Essay topics adapted and modified by the researcher to measure the achievement levels of the students before and after treatment. The essays were designed to test students' ability to write essays based on certain specifications. The SATEW lasted for a period of one hour.

Table 3.3: Table of Specification for Students Achievement -Test on Essay writing (SATEW)

Essay	Knowledge of content (ideas)	Organization	Expression	Mechanical Accuracy	Total
I	25%	25%	25%	25%	100%
II	25%	25%	25%	25%	100%
Total	50%	50%	50%	50%	200%

The essay topics include: the market place; the worship place; infrastructural needs in the school. These topics are to enable the researcher evaluate students knowledge of content (idea), organization (the internal structure of the piece), expression (voice; word choice sentence fluency), mechanical accuracy (convention) and presentation (as it applies to the 6+1 Trait Writing group). Essay paper I (The Market Place) was used as pre-test while the essay paper II (the Worship Place) was used as the Post-test. Essay paper III (Infrastructural Needs in the School) was used as a treatment exercise.

Students Socio-Economic Status Questionnaire (SSSQ)

The Socio-economic status questionnaire is made up of two sections – section A and section B. section A seeks students' background information while section B is made up of two sub-sections B1 and B2. Section B (B1) is the modified Nakao and Treas (Okey & Awiri 2012) occupational prestige scales the scale matched the parental occupation with a rating which is used to discriminate between low and high parental socio-economic status based on occupation. While section B2 comprises of 20 item questionnaire rated using the four Likert type scale of Strongly Agreed -4 points; Agreed- 3 points; Disagreed-2 points and strongly Disagreed- 1 point.

Validity of the Instruments

(i) Students' Achievement Tests on Essay Writing (SATEW)

The three essay questions were validated by experts in the department of Curriculum Studies and Educational Technology especially, on content and face validation. The essay questions were basically on current affairs to elicit students' ideas, organization, voice, word choice, sentence fluency, convention and presentation.

- Instructional Guide on 6 + 1 trait Writing Strategy (IGTWS)

The IGTS was developed by the researcher and given to the research assistants (participating teachers) in the 6 + 1 Trait group. This is to ensure the uniformity in application of the strategy during instruction in the experimental group.

- Instructional Guide on Cooperative Learning Strategy (IGCLS)

The IGCLS was developed by the researcher showing instructional guide on the content using the cooperative learning strategy. This instrument for instruction was given to the participants (teachers for the experimental group II would ensure conformity and uniformity.

- Instructional Guide on Conventional (Lecture) Teaching Strategy (IGCTS)

This instructional instrument was prepared by the researcher for English language teachers in the study to acquaint them with this strategy throughout the control group.

(ii) Students' Socio-Economic Status Questionnaire (SSESQ)

To validate this instrument, the 20-item questionnaire was given to one expert in Research and Statistics and also three English Language education experts in the Department of Curriculum studies and Educational Technology, in the University of Port Harcourt, for their assessments of the face and content validity. Their suggestions were finally incorporated into the items of the instruments. The instruments were adjudged valid for this research work.

Trial Testing and Reliability of Instruments

In order to estimate the reliability of the instrument: Students Achievement Test on Writing (SATEW) and Students Socio-Economic Status Questionnaire (SSESQ), twenty-five (25) students were randomly selected in the local educational areas of Abuja. These students are not the sample for the study.

The data obtained from their response were analyzed for determination by their reliabilities of using the Cronbach Alpha (α) formula which stated thus:

$$\alpha = \frac{n}{N - 1} \left(1 - \frac{\sum v_i}{V_w} \right)$$

Where n = number of items in the instrument

$\sum v_i$ = summation of all the item - variances

V_w = variance for the whole test.

The reliabilities of the instruments SATEW and SSESQ are 0.74, and 0.83 respectively. These results indicate acceptable internal consistencies of instruments for this study.

Method of Data Analysis

The responses from the students were analyzed using both descriptive and inferential statistical tools. In order to answer the research questions, mean, standard deviation (SD) and percentages were used while the Analysis of Variances (ANOVA) and Analysis of Covariance and chi-square inferential statistics were used for test of the stated hypotheses. For cases of significance on the dependent variables, the Scheffe's post-hoc analysis was used to predict the direction of significance.

Results and Discussion

Research Question 1

What is the difference in mean achievement scores of students taught writing using 6+1 trait and cooperative learning strategy (CLS)?

Table 4.1: Mean achievement scores of student’s classified by instructional strategies.

S/N	Group	N	Instructional strategy	Mean achievement score (pre-test)	Mean achievement score (post-test)	Gain
1	Experimental	50	6+1 trait L.S	41.28	53.14	11.86
		50	CLS	36.54	51.84	15.30
2	Control	50	CLM	32.44	42.46	10.02

6+1 L.S – 6+1 trait learning strategy

C.LS – cooperatives learning strategy

CLM – Conventional (Lecture) learning method

Table 4.1: shows that the mean achievement gain scores of those students who learn writing using the cooperative learning strategy is greater than those of the 6+1 trait teaching strategy (\bar{x} : 15.30 > 11.86) while the post test score of students in the 6+1 instructional strategy is higher than those taught using the cooperative learning strategy (\bar{x} : 53.14 > 51.84). The analysis shows that students in the cooperative learning strategy had better mean achievement scores than those in the control group and the 6+1 trait learning strategy.

Research Question II

What are the mean achievement scores of male and female students in writing when taught using 6+1 trait and cooperative learning strategies?

Table 4.2: Mean achievement scores of male and female students in writing classified by instructional strategies.

S/N	Group	Instructional strategy	Pretest mean score \bar{x}		NM	N	F	Post-test means score (\bar{x})		Gain		Gain	
			M	F				M	F	M	F	M	F
1	Experimental	6+1 trait L.S	42.37	40.00	27	23	54.00	52.87	11.63	21.87	21.54	24.58	
		C.LS	37.19	35.78	27	23	52.63	53.35	15.44	17.57	27.6	32.93	
2	Control	C.LM	34.70	23.78	27	23	46.37	40.13	11.67	16.35	25.19	40.74	

Table 4.2 revealed that the post test score of the females taught using the cooperative learning strategy is greater than their counterparts in the 6+1 trait learning strategy and the lecture learning method (LLM) \bar{x} : 17.57 > 16.35 > 12.87). The gain mean score of the female taught using the cooperative learning strategy is greater than those of their counterparts taught using the 6+1 trait learning strategy and the lecture learning method. However, the female students in the lecture learning method had a greater percentage gain achievement scores than the other participants taught using 6+1 trait and cooperative learning strategy. Furthermore, the percentage gain in achievement scores of the female

students is greater than those of their counterparts (\bar{x} : 32.93 > 17.05) irrespective of the teaching strategy adopted. The bar chart (figure 4.1) pictures the differential male and female achievement among students when taught using the 6+1 trait strategy, cooperative learning strategy and the lecture teaching method (product method).

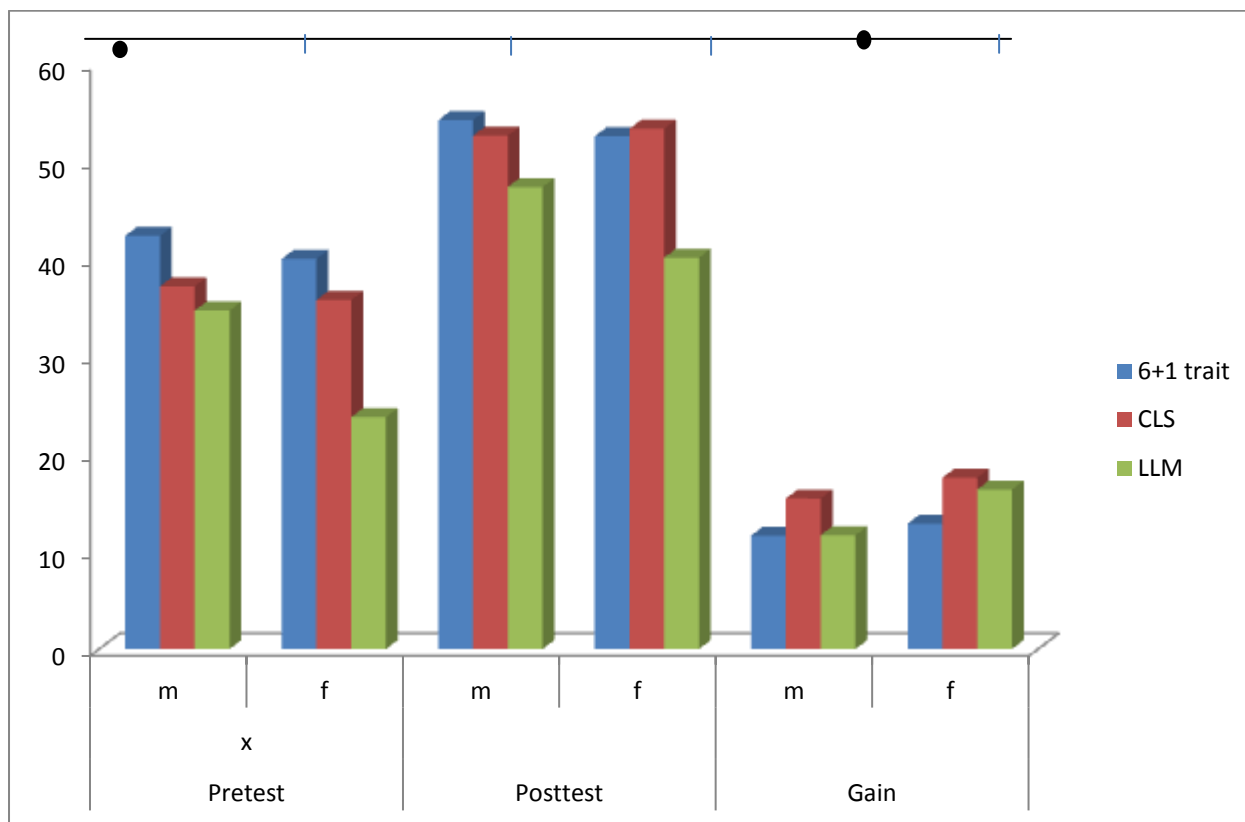


Fig 4.1: Differences in achievement of male and female students classified by instructional strategies.

Research Question III

How does the socioeconomic status (SES) of students affect their achievement in writing when taught using 6+1 trait and cooperative learning strategies?

Table 4.3: Mean scores of students in the various groups classified by parent socioeconomic status (SES).

Group	Strategy	High SES		Low SES		N
		N	N=68	N	N=82	
Experimental	6+1 LS	18	15.25	32	27.12	50
	CLS	29	21.57	21	15.61	50
Control	CLM	21	14.57	29	14.60	50

Table revealed that students of high parental socioeconomic status had mean scores of 15.25 and 21.57 in the 6+1 learning strategy and cooperative learning strategy while those

who learned writing in the control group who are of high parental socioeconomic status, had mean score of 14.57. However, students of Low SES parental had mean scores of 27.12, 15.61 and 14.60 in the experimental groups and control group respectively. The sum of mean scores of the students of Low SES is slightly greater than those of the students of high parental SES in the experimental group ($\bar{x}: 42.73 > 36.82$) are the centre group (14.60 > 14.57).

Test of Hypothesis

Hypothesis 1 (H₀1)

There is no significant difference between the mean achievement scores of students taught writing using 6+1 trait strategy and cooperative learning strategy.

Table 4.6: Summary of ANOVA on mean achievement scores of students classified by instructional strategies.

Tests of Between-Subjects Effects

Dependent Variable: PostTest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4599.211 ^a	11	418.110	4.201	.000
Intercept	40469.576	1	40469.576	406.649	.000
Strategy	97.199	2	48.599	.488	.615
PreTest	17.901	1	17.901	.180	.672
Strategy * Pre Test	14104.163	3	14104.163	15.296	0.0154
Error	13733.729	138	99.520		
Total	393033.000	150			
Corrected Total	18332.940	149			

a. R Squared = .251 (Adjusted R Squared = .191)

The F calculated value is 15.296 while the F-critical value at degree of freedom df (1,147) at 0.05 significance level is 3.84. The F-calculated is greater than the F-critical (15.26) hence the null hypothesis is rejected. There is a significant difference between the mean achievement scores of students taught using the 6+1 trait learning strategy and those taught using the cooperative learning strategy.

Post Hoc Analysis

Table 4.5: Post Hoc analysis of significance of learning strategies on mean achievement scores of students

Treatment	Treatment	Mean difference	Std error	Sig	95% confidence interval for difference	
Cooperative	6 + 1 LS	-.291	1.602	.856	-3.448	2.865
	Lecture method	3.212	1.602	.046	0.56	6.369
6 + 1 LS	Cooperative	.291	1.602	.856	-2.865	3.448
	Lecture method	3.504	1.602	.030	.348	6.660
Lecture method	Cooperative	-3.212	1.606	.046	-6.369	-.056
	6 + 1 LS	-3.504	1.602	.030	-6.660	-.348

The multiple comparison of the Scheffe's post hoc analysis shows that the use of 6+1 Trait learning strategy contributed most to the significant difference in effect of the strategies to writing. This meaning that the use of 6+1 learning strategy contributed most of the achievement of students in writing, when compared with other strategies such as cooperative and lecture learning strategies.

Hypothesis (H₀₂)

There is no significant difference between the mean achievement scores of male and female students taught writing using 6+1 trait strategy and cooperative learning strategy.

Table 4.6: Summary of ANOVA on achievement scores of male and female students taught using the instructional strategy

Tests of Between-Subjects Effects

Dependent Variable: PostTest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4599.211 ^a	11	418.110	4.201	.000
Intercept	40469.576	1	40469.576	406.649	.000
Strategy	97.199	2	48.599	.488	.615
PreTest	17.901	1	17.901	.180	.672
Strategy * Gender	497.995	3	165.998	1.668	.177
Strategy * Gender * PreTest	821.458	5	164.292	1.651	.151
Error	13733.729	138	99.520		
Total	393033.000	150			
Corrected Total	18332.940	149			

a. R Squared = .251 (Adjusted R Squared = .191)

Table 4.6 showed that F-calculated value is 1.668 while the F-critical value at significance difference of 0.05 and degree of freedom $df(3, 150)$ is 2.60 since the F-critical value is greater than F-calculated value, the null hypothesis is retained. There is no significant difference between the achievement of the males and females in writing when taught using the instructional strategies.

Hypothesis 3 (H_03)

There is no significance difference between the mean achievement scores of students taught writing using 6+1 trait strategy and cooperative learning strategy given their socio-economic background.

Table 4.7 showed that the F-calculated value is 1.207 while at 0.05 significance level and degree of freedom (3,150), the F-critical value is 2.60 $F_{\text{critical}} > F_{\text{calculated}}$ hence the null hypothesis is accepted. There is no significant difference between the mean achievements scores of students taught writing using the instructional strategies, classified by their socioeconomic background.

Discussion of Findings

Table 4.7: Summary of ANCOVA on achievement of students classified by instructional strategies, given their Socio, economics status (SES).
Dependent Variable: Post Test

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	265192.812	1	265192.812	2073.335	.000
	Error	15270.356	119.387	127.906 ^a		
Strategy * SSES	Hypothesis	9719.218	72	134.989	1.207	.209
	Error	8613.722	77	111.867 ^b		

a. $.694 MS(\text{Strategy} * \text{SSES}) + .306 MS(\text{Error})$

b. $MS(\text{Error})$

- 6+1 Learning strategy and students' achievement in writing:
This study revealed that the mean achievement scores of these students taught using the 6+1 learning strategy had a difference of 11.86 in writing. There is a significant difference in students achievement classified by the instructional strategies. The Scheffe's post hoc analysis showed that the 6+1 learning strategy contributed most to the significance difference in the achievement of students in writing. This means that those who studied writing using the 6+1 Trait learning strategy had greater achievement than those who were taught using other learning strategies, such as the cooperative learning strategy and the conventional (lecture) method in the experimental and control groups respectively. This result agreed with the views of Spandel (2000) that 6+1 trait assessment, as a strategy, helps students take charge of their own writing process and understand the difference between strong and weak writing. Coe (1999) and Kozlow and Bellamy (2004) in different research

studies came up with results which agreed with this finding that the 6+1 Trait learning strategy diagnoses specific strength and weaknesses of students hence helping them attain an overall improved writing skill hence the model gained acceptance by different researchers in order to obviate the difficulties faced by students writing, and remedy their achievement (South Dakota, Department of Education, 2010). Importantly, the advantage of the teacher facilitating during the writing process and the learners' centeredness of the strategy may have contributed to the change in achievement behaviour of the learners' who adopted this strategy of learning writing.

- Cooperative learning strategy (CLS) and students' achievement the writing:
The advantage of the cooperative learning strategy (CLS) is that learners contribute largely to their learning through the brainstorming of their ideas about the subject matter is a way that prompts cognitive development among learners. Secondly, there is a level of motivation among learners who according to Garner, R; Alexander, P. A. and Gredhead, R (2004) is the attribute that moves us to do or not to do something. The findings of this study revealed that students had mean achievement score of 15.30. although the achievement of students were enhanced when taught using the 6+1 learning, learners had improved understanding and application of writing in the cooperative group. This finding agreed with the views of Adenuga (2002) that the learning strategy is useful is the development and understanding of an unfamiliar essay. Furthermore, the finding that cooperative learning improved students' writing skills also agreed with the views of Li and He (2012) that cooperative language learning in network environment can achieve better effects in improving the English writing skills. Jones and Carrusquillo (1998); Kagan (2002) in different studies agreed to the fact that in cooperative learning, students had improved achievement in writing.
- Conventional (Lecture) learning method (CLM) and the student achievement in writing:
The findings of this study revealed that students using lecture learning method (in the control group) performed least when compared to the experimental group (\bar{x} *gain* : 10.02). Students' achievement in writing was not significantly improved when exposed to the conventional learning method (CLM) of teaching comparing with those taught using the 6+1 learning strategy and the cooperative learning strategy. This corroborates Zamel (1983) which opines that product-oriented writing approaches such as the CLM, ignored the whole notion of writing process. Consequently, writing became a mere mechanical exercise, void of creativity and cognitive mastery.
- Gender and students' achievement in writing:
The study revealed that there is no significance difference between the achievement of male and female students in writing, at 0.05 significance level and degree of freedom

(df) 3, 150). However, the post test scores of the female students was greater than those of the male students who were taught using the co-operative learning strategy (CLS) and the gain of the female students greater than those of the male students who were taught using the 6+1 learning strategy. This finding agreed with the views of Tunde-Awe (2006) and Okebukola (1993) who in different studies found out that there was no significant difference in the performance of male and female students exposed to visual illustrations of different words in writing and that all students irrespective of sex can perform equally in any given task. Furthermore, the finding of this work on gender, is in contrary with the findings of Oladunjoye (2003) who found a significant difference between male and female students achievement in verbal communications.

- Students' socio-economic status and achievement in writing:
Socio-economic status of students (SES) according to the study did not influence their achievement in writing. There is no significant difference between the mean achievement scores of students taught writing, using the instructional strategies and their socio-economic status. However, the descriptive statistics showed that students of low socioeconomic status (N=82) had greater mean score in writing than their counterparts of high socioeconomic status (N=68). However, Ajelabi (1998) disagreed with these findings of non-significance in achievement of students irrespective of their socio-economic status. He maintained that socio-cultural approaches have been shown to influence students' attitude and achievement favourably while Spring (2002) asserted that schools of higher socio-economic status are more likely to work with adolescents to improve their thinking skills.

Summary of Findings

The following were obtained from the study:

1. The mean achievement scores of the students taught using the 6+1 learning strategy is greater than the mean achievement scores of those taught using cooperative learning strategy in the experimental group as well as that of those in the control group.
2. The mean achievement scores of the experimental group is greater than the mean achievement scores of the control group in writing.
3. The mean achievement scores of the female students in the experimental group is greater than the mean achievement scores of the male students.
4. There is a significance difference between the mean achievement scores of students taught using the instructional strategies in writing. The post hoc analysis showed that the use of 6+1 learning strategy enhanced most of the achievement of the students in writing followed by those of the cooperative learning strategy (CLS) then the lecture learning method (LLM).
5. At 0.05 significance level and degree of freedom (3,150) there is no significance difference between the meal achievement scores of the male and female students in writing classified by the instructional strategies.

6. At 0.05 significance level there is no significance difference between the mean achievements scores of students taught using the instructional strategies that were classified by their socio-economic background.

Conclusion

The process-oriented writing strategies improved students' achievement in writing. In particular, the use of 6+1 trait learning strategy in instruction in writing skills among Junior Secondary School Students in the research area is mostly facilitating in enhancing their achievement in writing, followed by the use of the cooperative learning strategy (CLS) then the use of the Conventional (lecture) learning method (CLM).

Recommendations

The following recommendations are made based on the findings of this study.

1. Teachers of English language as a second language (ELS) should use the 6+1 learning strategy in teaching concepts in writing in order to improve students' acquisition, development of writing skills and achievement in the subject area.
2. In order to avail students of the use of alternative pedagogy for improved learning and achievement, seminars and workshops where teachers should be trained on the use of strategies such as the cooperative learning strategy (CLS) and the 6+1 learning strategy.
3. Textbook authors should adopt the use of 6+1 learning strategy in the lesson development of writing skills in the various registers or context, while writing their books on essay writing.

Contributions to Knowledge

The potency in the use of 6+1 learning strategy in improvement of the achievement of students in writing skills in the Junior Secondary Schools is an important contribution to knowledge of this study. Secondly, the use of the instructional strategies (6+1 learning strategy, cooperative learning strategy, lecture learning method), have no significance difference on the achievement of students in writing skills that were classified by gender and socioeconomic background.

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