

A CRITICAL STUDY AND ANALYSIS OF STRATEGY MODEL IN IMPROVING THE WRITING SKILL

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Abstract

Learning to peruse and compose is a fundamental skill that unfortunately not every person obtains adequately. Absence of teachers and time in school are a portion of the reasons, however what's more the huge ascent in informational exercises because of the Internet and other information technology-empowered open doors has made literacy skills progressively essential to always individuals. The point of the present study is to explore the viability of the strategic writing techniques for advancing writing skills and changing aloof attitudes towards writing into positive ones. The design of this study is pre-post, test control gathering. The example of this present study incorporate students of Guru Gobind Singh College of Education, Giddarbaha (Punjab) (N = 70). They were allotted into two gatherings: the trial gathering (N= 35) and the control gathering (N= 35).

The trial assemble students were shown utilizing strategic writing techniques, while the control gather did not get any training aside from the took after strategy. The instruments of the present study incorporate a writing test and a rubric for correcting it arranged by the researchers and judged by the jury individuals. The writing test was connected on the study test before and after the execution. Aftereffects of the study uncovered that writing skills and attitudes enhanced among exploratory gathering students because of utilizing strategic writing techniques.

Keywords: *Writing skill, attitude, and strategic writing techniques.*

INTRODUCTION

Learning to peruse and compose is a fundamental skill that unfortunately not all children on the planet learn adequately. In a period when societal change puts expanding demands on people's competence in utilizing composed dialect it is essential that schools

can instruct such skills to all children. In many countries significant issues incorporate too brief period spent in school and absence of teachers. Yet, even in countries where children go to school many years and have teachers there are issues. The "information society" by and by means a gigantic ascent in informational exercises because of the internet and other ICT (information and communication technology) related exercises. More individuals on the planet require upgraded literacy skills to have the capacity to discover, select, decipher, examine, and deliver information. Students with writing issues are not exceptionally astute or are not setting off to a particular arrangement. They approach writing as though it includes a solitary procedure - content age. Incomprehensibly, their papers are ruined as far as content, vocab., association, conventions and reason. The previous writing skills should be great. The

devastated writing of battling essayists is to some extent a strategic issue since they experience issues accessing the knowledge they do have. Strategic journalists are the individuals who can utilize writing strategies in various writing circumstances or the individuals who can change writing strategies from hypothetical part into viable one.

Writing is a standout amongst the most imperative skills in teaching English as a foreign dialect. It mirrors the power of students in acing writing techniques, so the students should know about writing as a procedure and as an item too. Learning writing additionally incorporates the learning of writing skills, rules and conventions. Subsequently, students ought know these strategies as well as know how to manage and control them. The primary motivation behind strategic writing instruction is that learning to compose incorporates the learning of mental techniques to deliver writing and to control the generation of writing.

Research shows that viable or master authors are strategic. This means journalists have purposes for their writing and modify their writing to each reason and for each writing errand. Strategic authors utilize an

assortment of strategies and skills as they construct passages. A strategy is an arrangement chose intentionally by the author to accomplish a specific goal or to complete a given errand.

Many students discover writing the most troublesome zone of dialect. Meanwhile, teachers additionally think that its difficult to help students in delivering bits of quality academic writing. The basic reason can be drawn from various elements, for example, the intrinsic complexity of the skill, students' constrained knowledge of the theme, deficient practice and insufficient input. Also, investigations of dialect teaching tend to concentrate for the most part on precision and correctness of language structure and writing mechanics.

Phinney (2011) expressed that second dialect journalists are regularly accepted to have negative attitudes and dread towards writing than first dialect scholars. Students are at times given input on their writing in English dialect, or the chance to reexamine their bits of writing. The standard practice is to correct the syntactic blunders. Also, the teacher is the sole or the essential gathering of people for students' writing.

Forsyt (2013) showed that the reason for the powerless writing skills incorporates the poor attitudes that students display towards writing. Students regularly see themselves as incompetent scholars and therefore a low level of engagement happens in their writing.

Kear (2010) confirmed that students move from a review to another review and their attitudes towards writing for the most part decline. To empower students to compose adequately, the researchers proposed this study as a sort of arrangement model to overcome writing troubles and change students' attitudes towards writing.

WRITING STRATEGIES

Writing strategies are methods for controlling writing procedure to create efficient generation solidified by high caliber. These strategies are cognitive and meta-cognitive methods used to control the creation of composed dialect and to take care of issues while writing. Scholars shouldn't be inactive while completing a writing assignment; they ought to have the capacity to utilize some writing strategies adaptably to be strategic author. Strategic writing is the capacity to screen and change writing amid writing process.

Consequently, strategic writing is a connection amongst cognitive and met-cognitive; that is to connect knowledge with considering. Strategic writing techniques demonstrate to essayists generally accepted methods to discover their own particular thoughts in a strategic strategy. The strategy requires a capacity to conceive the future and make potential outcomes. A successful strategy is a psychological teach consisting of wide extending, adaptable and innovative reasoning.

TYPES OF STRATEGIC KNOWLEDGE FOR STRATEGIC WRITING

There are three kinds of strategic knowledge required for strategic writing. Revelatory compose is knowledge about what writing is and about structures, rules and conventions. One essential part of strategic writing instruction is that it doesn't just stop at knowledge yet in addition the procedural and conditional knowledge too.

Procedural knowledge is the familiarity with how to transform an inactive construction into a dynamic one. Conditional knowledge means knowing when it is astute. These last two kinds of strategic knowledge really

come from utilizing this knowledge to evade aloof construction while writing or amending. Students as scholars ought to have the capacity to recognize aloof and dynamic knowledge and in addition applying the refinement between them in writing. They should make utilization of this knowledge in writing strategically. They should know how to screen and control writing process. In this study, strategic techniques will be educated by means of instruction and practice.

TEACHING STRATEGIC WRITING

The intelligent idea of strategic writing is seen in its primary pedagogical element. Strategies are not adapted best by perusing course books or by tuning in to teachers. The strategy must address a genuine concern and be constructed after some time with lessening measures of teacher help and expanding measures of students' discretion.

To this end, the researchers recommend a four stage instructional process which students know about. These means are as per the following:

1. Recognizing strategy worth teaching.

2. Presenting the strategy by modeling it.
3. Helping the students to attempt the strategy with help.
4. Helping the student's progress in the direction of autonomous authority of the strategy through rehashed practice and reinforcement.

The researchers make utilization of these means in a strategic writing workshop to elucidate and show how they can be utilized. In stage one, recognizing strategies worth teaching means searching for strategies that are no doubt supportive for students who are known as battling essayists. Utilizing such strategies may enable students to overcome their writing troubles by means of conversing with those students about their feelings of dread of writing and how to overcome these apprehensions, knowing their shortcoming in writing and endeavoring to treat this shortcoming.

Stage two, presenting strategies by modeling them means talking about contemplations while writing, pointing out a specific the proposed strategy requesting that students compose a comparable bit of writing in connection with the writing the teacher is doing. Stage three; assisting students to attempt a writing strategy with teacher help

is best done in a writing workshop environment. Writing might be as match work-collaboration singular work and some measure of it ought to be finished with teachers' help as it is important to ensure that scholars work on utilizing the strategy being instructed.

Stage four, helping students to compose autonomously through rehashed practices and reinforcement means giving students chances to strategy many circumstances with portraying measures of writing strategies.

CHOOSING STRATEGIES FOR TEACHING STRATEGIC WRITING

Out of the researchers' perusing in the field of strategic writing to a considerable measure of writers, they select some strategic techniques to enhance students' writing and their attitudes towards writing.

Stop strategy contains four stages truncated as stop; where "S" means suspending judgment and in this progression students are encouraged to compose more. Writing in this progression is free writing with no sort of confinement. The second step which is taken from "T" alludes to taking a side, in this stage; students choose and pick which thoughts they should concentrate on.

The third step is taken from "O" and alludes to sorting out thoughts. In this stage, students attempt to put thoughts according to their significance in constructing their sections. The fourth step is taken from "P" and it means planning more as students compose. In this stage, students change, redress and modify what they had composed.

The DARE strategy comprises four stages; where "D" means developing up a theme sentence. In this progression, students are requested to concentrate on the primary sentence to be clear and meaningful. In the second step "A" stands for including supporting thoughts. In this stage; students compose sentences firmly identified with the primary sentence. The "R" in the challenge step stands for dismissing contending with the opposite side. In this stage, students are requested that not concentrate on particular points of interest. In the fourth step "E"

alludes to expounding on every principle thought.

Results

The example of this present study incorporate students of Guru Gobind Singh College of Education, Giddarbaha (Punjab) (N = 70). They were allotted into two gatherings: the exploratory gathering (N= 35) and the control gathering (N= 35).

As Table I appear underneath, plainly there are no huge contrasts at 0.01 between the mean scores of the test and control gather students in the pre-test in each writing sub-skill. It can be concluded that both the exploratory and control bunches are homogenous and proportionate in general writing, as well as in writing sub-skills: familiarity, content, association, vocabulary, linguistic use and structures and convention as appeared in fig1 beneath.

TABLE I.
 RESULTS OF T-TEST OF THE PRE-TEST OF THE EXPERIMENTAL AND CONTROL GROUPS IN EFL WRITING SUB-SKILLS

WRITING SUB-SKILLS	GROUP	N	MEAN	S.D	T-VALUE	SIG.
FLUENCY	EXPERIMENTAL	35	12.1111	4.4432	-.085	.932
	CONTROL	35	12.0278	3.8154		
CONTENT	EXPERIMENTAL	35	8.0278	2.2739	-.243	.808
	CONTROL	35	8.1667	2.5579		
ORGANIZATION	EXPERIMENTAL	35	9.2778	2.6034	.184	.855
	CONTROL	35	9.1667	2.5242		
VOCABULARY	EXPERIMENTAL	35	8.9722	3.1576	.225	.823
	CONTROL	35	8.8333	1.9494		
GRAMMAR	EXPERIMENTAL	35	6.2222	1.9140	-.058	.954
	CONTROL	35	6.2500	2.1297		
CONVENTIONS	EXPERIMENTAL	35	11.3889	2.8911	-.362	.718
	CONTROL	35	11.6667	3.5777		

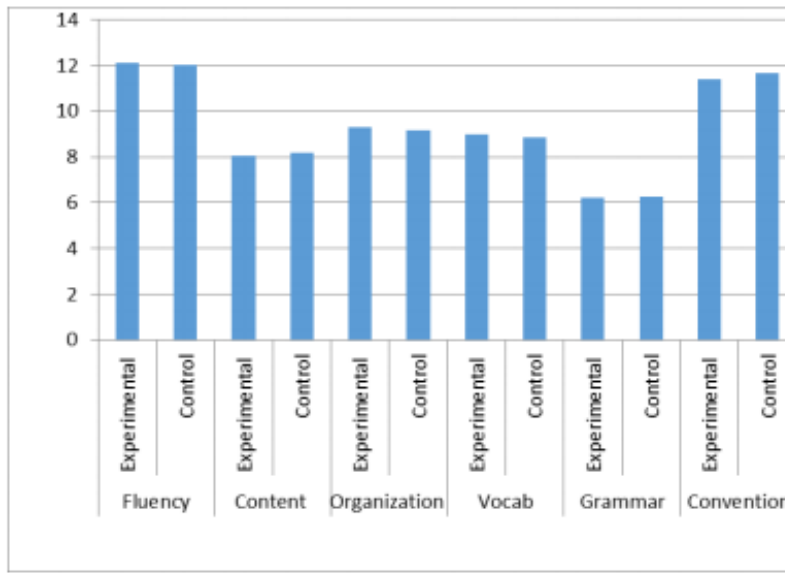


Figure 1. The mean scores of the experimental and control groups in the pre-test EFL writing

Table II beneath demonstrates that there are no factually huge contrasts at 0.01 between the trial and control aggregate students in the pre-trial of the considerable number of components of attitudes towards writing in English dialect as showed by t-esteem.

Consequently, it can be concluded that both the trial and control bunches are homogenous in the pretest of the components of attitudes towards writing as appeared in fig.2.

TABLE II.
 RESULTS OF T-TEST OF THE PRE-TEST OF THE EXPERIMENTAL AND CONTROL GROUPS IN THE COMPONENTS OF ATTITUDES TOWARDS WRITING.

COMPONENTS OF ATTITUDES TOWARDS WRITING	GROUP	N	MEAN	S.D	T-VALUE	SIG.
DIFFICULTY OF WRITING	EXPERIMENTAL	35	17.2000	3.9541	-.817	.661
	CONTROL	35	18.0857	5.0490		
SELF-CONFIDENCE	EXPERIMENTAL	35	11.9143	2.7157	-.822	.922
	CONTROL	35	12.4571	2.8111		
WRITING INTEREST	EXPERIMENTAL	35	7.7143	1.7417	.270	.846
	CONTROL	35	7.6000	1.8020		
TEACHING METHOD	EXPERIMENTAL	35	11.8857	2.1569	1.167	.661
	CONTROL	35	10.7714	2.1432		

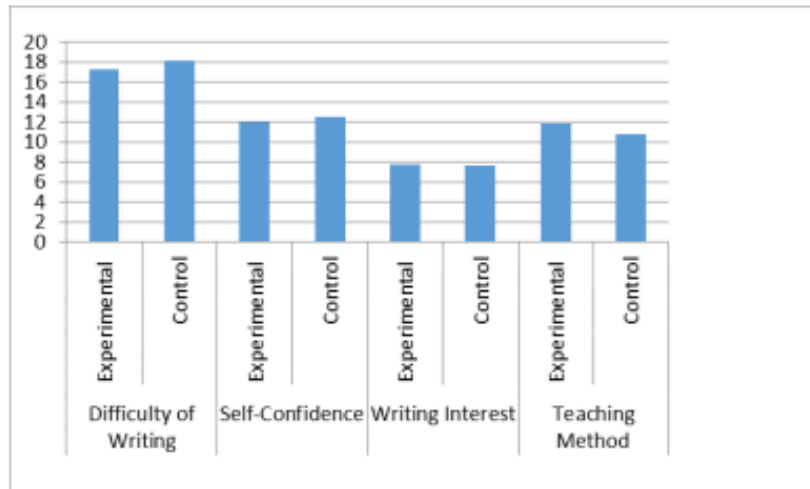


Figure 2. The mean scores of the experimental and control groups in the pre-test of attitudes towards writing

Table III delineates aftereffects of the study in the wake of conducting the test utilizing strategic writing techniques which demonstrates that there are factually noteworthy contrasts in the mean scores of the exploratory and control bunches students

in the post-trial of all the sub-skills of writing for the trial aggregate as t-esteem for free examples ended up being huge at 0.01 (one-followed) for all sub-skills: fluency, content, association, vocabulary, grammar and structures and conventions.

TABLE III.
 RESULTS OF T-TEST OF THE POST-TEST OF THE EXPERIMENTAL AND CONTROL GROUPS IN EFL WRITING SUB-SKILLS.

WRITING SUB-SKILLS	GROUP	N	MEAN	S.D.	T-VALUE	SIG.
FLUENCY	EXPERIMENTAL	35	29.1389	4.2638	6.159	0.01
	CONTROL	35	21.8889	5.6304		
CONTENT	EXPERIMENTAL	35	11.0833	2.2725	4.845	0.01
	CONTROL	35	8.5833	2.1027		
ORGANIZATION	EXPERIMENTAL	35	19.2222	2.6845	4.188	0.01
	CONTROL	35	15.9167	3.9015		
VOCABULARY	EXPERIMENTAL	35	19.2778	2.6791	4.250	0.01
	CONTROL	35	15.9167	3.9161		
GRAMMAR	EXPERIMENTAL	35	19.6667	2.7150	3.863	0.01
	CONTROL	35	16.5833	3.9452		
CONVENTIONS	EXPERIMENTAL	35	28.1389	4.0719	4.287	0.01
	CONTROL	35	23.3889	5.2551		

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