

Influence of Writing Attribute on English Writing Performance of Pre-Service Technical Teachers

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Abstrak

Penelitian ini menguji pengaruh atribut menulis pada kinerja menulis bahasa Inggris guru teknik pra-jabatan. Penelitian ini mengadopsi penelitian deskriptif dengan tipe survei. Populasi untuk penelitian ini adalah semua guru pra-jabatan. Populasi target adalah guru pra-jabatan di tiga (3) perguruan tinggi Pendidikan yang dipilih. Prosedur pengambilan sampel multi-tahap diadopsi untuk penelitian ini. Instrumen pengumpulan data adalah angket yang diadaptasi. Statistik deskriptif dan inferensial digunakan untuk menjawab pertanyaan penelitian dan menguji hipotesis yang diajukan dengan bantuan statistik product and service solution (SPSS) versi 20.0 pada taraf signifikansi 0,05. Temuan menunjukkan bahwa guru pra-jabatan memiliki atribut yang memadai dalam menulis bahasa Inggris. Tidak ada perbedaan yang signifikan antara guru pria dan wanita dalam penulisan Bahasa Inggris mereka di South West. Studi menyimpulkan bahwa atribut menulis adalah elemen penting yang menentukan kinerja menulis guru prajabatan dalam Bahasa Inggris dan tidak ada pengaruh yang signifikan antara guru prajabatan pria dan wanita pada atribut menulis mereka. Direkomendasikan bahwa pemerintah di semua tingkat harus menyediakan sekolah dengan guru yang cukup terlatih, memberikan kesempatan pelatihan dan pelatihan ulang bagi para guru dan mendanai kesempatan lokakarya dan seminar untuk tenaga pengajar.

Kata kunci: Gender, Guru Prajabatan, Atribut Menulis

Abstract

This study examines the effect of writing attributes on the English writing performance of pre-service engineering teachers. This research adopts descriptive research with a survey type. The population for this study was all pre-service teachers. The target population is pre-service teachers in the three (3) selected Educational Colleges. A multi-stage sampling procedure was adopted for this study. The data collection instrument was an adapted questionnaire. Descriptive and inferential statistics were used to answer research questions and test the proposed hypothesis with product and service solution statistics (SPSS) version 20.0 at a significance level of 0.05. The findings show that pre-service teachers have sufficient attributes in writing English. There is no significant difference between male and female teachers' English writing in the South West. The study concludes that writing attributes are an essential element that determines pre-service teachers' performance in English, and there is no significant effect between pre-service teachers and women on their writing attributes. It is recommended that governments at all levels should provide schools with sufficient teachers, provide training and training opportunities for teachers, and grant grants and seminars for teaching staff.

Keywords: Gender, Pre-service Teacher, Writing Attributes

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1. INTRODUCTION

Writing is one of the expressive language skills and a veritable index of language is competence and performance (Kamariah et al., 2018; Kurniaman et al., 2018; Moning & Roelle, 2021). Scholars and researchers have delved extensively into the impact of writing on L2 learners' language acquisition. The art of effective teaching is multi-dimensional in its approaches and strategies. Writing is a complex activity that requires numerous cognitive processes to be used and coordinated (Imelda & Astuti, 2019; Ismuwardani et al., 2019). Many students are challenged with writing and many teachers are struggling to discover ways to teach talent efficiently. Writing effectively is not an acquired talent, but that it is generally taught or transmitted culturally as a set of practice informal educational settings or other places. Skills in writing must be practised and experienced. Writing also means creating,

which includes the capacity, as in expository or argumentative writing, to communicate or retell bits of information in tales and descriptions or convert knowledge to new texts (Hanjani, 2018; Wijekumar et al., 2016). It may best be seen as a continuum of actions ranging from the more mechanical or formal elements of 'writing down' on the one hand, to the more complicated process of composing on the other. But, without question, writing may cause difficulties for students, particularly in academic settings for those who write in a second language (L2) (Fleckenstein et al., 2020; Shao & Purpur, 2016). It may be challenging to formulate new ideas since it requires converting or refining material that is considerably more complicated than writing. In assembling ideas and addressing issues, the author participates in "an interplay between the ongoing development of knowledge and the ongoing development of text".

Academic writing involves deliberate work and experience in the composition, development and analysis of ideas (Nayak, 2016; Sholah, 2019). However, in contrast to students who write in their language (L1), the students who write in their L2 must also learn language abilities as well as methods, approaches and skills (Abrams & Byrd, 2016; Guo & Huang, 2018). They may also have to deal with teachers and subsequent members of the faculty who, when assessing their work, can or cannot get beyond their language difficulties. While it may be justified to raise the language of readers, students desire to produce texts that are error-free and take linguistic lessons in the hope of increasing their skills in L2. In its methods and practices, the art of successful teaching is multidimensional. Effective teaching is not a series of general techniques but rather a collection of context-driven teaching choices. Good teachers do not use the same practice set for each course, but instead, what effective teachers do is continuously think about their jobs, see whether or not students learn, and then modify the practice appropriately (Fareed et al., 2016; Kaya & Ateş, 2016). Several attempts have been made by many researchers, classrooms, teachers and the general second language teaching communities through different approaches to improving L2 learners writing abilities. The development of new language teaching methods and approaches indicates a desire to discover more effective and efficient ways to teach languages (Alqahtani, 2015; Hien, 2021). Teaching techniques cannot be discussed in isolation but in the context and interrelationship with methods and approaches.

Previous research also stated that errors in writing English are correct grammar, different vocabulary, use of punctuation marks and correct punctuation, and use of many sentences for subject expansion. (Fleckenstein et al., 2020; Olowoyeye et al., 2014). Summarily identified five dimensions of writing as the scoring yardstick for higher institution students' writing (Babalola, 2012; Hanjani, 2018). They are an organization of the text, generation of ideas, expression of ideas, linguistic accuracies cohesive devices and coherence. There should be a structural arrangement that will give a definite shape. For example, an international aptitude test in 35 nations for fourth graduates revealed that women outnumbered men in all countries when reading literacy. While there were no fourth-grade disparities in mathematics between boys and girls, males started doing better than girls on fourth-grade scientific testing. Girls are still better able to speak in high school, but after graduation, they start losing territory to children in both scientific and mathematics exams. These gender disparities in mathematics and science have consequences for the future careers of girls and educators in every part of the world. In 1995, the figure of 22 per cent in America, compared with half in the social sciences, was women. Women who are working in science, engineering and mathematics most frequently pick biological science where they constitute 40% of the workforce, with less input in mathematics (33%), physical science (22%) and engineering (9%).

The findings of previous studies also state that girls get bigger results than boys (Dufur et al., 2016). Another study has also demonstrated a decrease in gender disparities in

Standardised testing in recent decades, indicating that when greater exposure to mathematics and science is achieved for women, their results are better. While this study challenges if there are any gender disparities in academic success, many scientists still discover variations in performance and the overall interest in math and science. Thus, the only motivation for women to choose professional choices cannot be successful alone. One of the major concerns today is that there is a mismatch between graduate skills acquired from higher institutions and the sets of skills needed in industries (Doherty & Stephens, 2021). Many of the current graduates are seen to be lagging in creativity, communication skills, and analytical and critical thinking skills (Al-Shehab et al., 2020). Therefore, there is a need for higher institutions to focus on training graduates to be more adaptable to the needs of the industry (Osmani et al., 2019). The education that leads to vocational and skill acquisition is the ideal tool for national development, economic enlightenment, self-reliance and citizenship empowerment (Nwosu & Micah, 2017). The pre-service technical teachers, therefore, need to be prepared to acquire generic skills. The general purpose of this study is to examine the influence of writing attributes on the English writing performance of pre-service technical teachers in Southwestern Nigeria. Specifically, the study examined: 1) the general writing attribute of pre-service technical teachers in South-western Nigeria. 2) the difference between male and female pre-service technical teachers in their English writing attributes teachers in South-western Nigeria.

2. METHODS

The researcher adopted a descriptive research design of the survey type (Loeb et al., 2017). This is because the descriptive research design of the survey type involves the collection of information from a large population at once or at several points in time to describe the characteristics of members of the population based on the phenomenon under consideration for the study without involving any external manipulations. Therefore, the survey type enabled the researcher to generate relevant information from the respondents on the influence of writing attributes on the English writing performance of pre-service technical teachers in Southwestern Nigeria. The population for this study were all pre-service teachers in South-west Nigeria. The target population were pre-service teachers in South-west Nigeria in the three selected colleges of Education in South-west Nigeria. A multi-stage sampling procedure was adopted for this study. The purposive sampling technique was used to select the three sampled colleges of Education for this study because they are the only three universities in South-west Nigeria. Proportional sampling techniques were used to allocate the number of respondents in each school based on their estimated population using Israel Model at a 5% level of precision, simple random sampling technique was used in the selected school to select Three Hundred and Sixty-Four lecturers from sampled universities to serve as the respondents in this study (Singh & Masuku, 2014).

Data was collected using a researcher-designed questionnaire titled; Influence of Writing Attribute on English Writing Performance of Pre-Service Technical Teachers in South-Western Nigeria. The questionnaire was constructed to specifically reflect on the various research questions of the study. The questionnaire was divided into three sections. Section A consisted of demographic information of the respondents; Section B was designed to elicit information on respondents' writing attributes using the Likert scale as response mode. The questionnaire was subjected to both face and content validity by three Lecturers from the Department of Educational Technology to check the arrangement of the questionnaire items if they are in line with the major purposes of the research. Their suggestions and advice were used to modify the items in the questionnaire to produce a final draft. The questionnaire was tested for reliability on (10) randomly selected lecturers from

the Department of Educational Technology, University of Ilorin, Ilorin. The data gathered from the pilot study were analyzed to check for internal consistency of reliability and the Cronbach alpha value on awareness was 0.96. Ethical consideration was maintained throughout data collection. The researcher ensured that respondents were not coerced to fill out the questionnaire and respondents were allowed to participate voluntarily. Also, utmost confidentiality and secrecy of the respondents were maintained during the administration, collation, and report of research findings. The data collected were analyzed using Descriptive Statistics. Mean and Standard deviation was used to analyze collected data with the aid of the Statistical Package for Social Science (SPSS).

3. RESULTS AND DISCUSSION

Results

The general writing attribute of pre-service technical teachers in South-western Nigeria in [Table 1](#). It is revealed that the pre-service technical teachers possess various writing attributes. The result indicates students' various writing attributes and it shows that Linguistic accuracy has the highest mean value of 3.65, followed by generation of ideas having a mean score of 3.64, organisation of ideas, expression of ideas each having the mean score of 3.45 and 3.22 respectively. However, the least mean score was 3.22 with the use of cohesive devices and coherence as the writing attribute. The grand mean score was 3.48. Since the mean score of the writing attributes stated is greater than the benchmark of 2.5., it shows that the pre-service teachers possess the stated writing attributes.

Table 1. General Writing Attribute of Pre-Service Technical Teachers in South-Western Nigeria

S/N	Attributes	Mean	Standard. Dev
1	Organisations of ideas;	3.45	1.72
2	Generation of ideas;	3.64	1.78
3	Expression of ideas;	3.23	1.03
4	Linguistic accuracy and	3.65	1.79
5	Use of cohesive devices and coherence	3.22	1.02
	Grand Mean	3.48	

There was no significant influence between male and female pre-service teachers on their writing attributes shown in [Table 2](#). This is reflected in the findings of the hypothesis tested $df = 348$, $t = 1.882$, $p > 0.05 = 0.061$. This means that the hypothesis was accepted. This was a result of a t-value of 1.882, resulting in a 0.061 p-value greater than the 0.05 significant alpha level. Therefore, this implies that there was no significant influence between male and female Pre-service teachers on their writing attributes.

Table 2. The significant influence between male and female pre-service teachers in their writing attribute

Variable	N	X	SD	Df	T	Sig (2-tailed)
Male	190	1.49	0.35	348		
Female	160	1.41	0.34		1.882	0.061

0.05 alpha level

Discussion

Writing is a complex activity that requires multiple cognitive processes to be used and coordinated (Fleckenstein et al., 2020; Shao & Purpur, 2016). Acquired but ineffective writing is generally taught or transmitted culturally through informal education or elsewhere (Nayak, 2016; Sholah, 2019). Writing skills must be practiced and experienced. Writing also means creating, which includes the ability, in expository or argumentative writing, to communicate or retell pieces of information in a fairy tale and transform knowledge into a new text. Academic writing involves both work and experience enjoyed in the composition, development, and analysis of ideas (Nayak, 2016; Sholah, 2019). However, unlike students who write in their language (L1), students who write in L2 also have to learn language skills and their methods, approaches, and skills (Abrams & Byrd, 2016; Guo & Huang, 2018). They may also have to deal with difficulties with the teacher and subsequent members when assessing their work and may or may not be able to cope with their language.

The general writing attribute of pre-service technical teachers in South-western Nigeria. It is revealed that the pre-service technical teachers possess various writing attributes. L2 learners have to spend more time on all stages of the writing process and need more discussion and feedback than native speakers (L1 writers) (Alam & Mizan, 2019; Gonzalves, 2021). Four main elements in the writing process: planning, drafting, editing (reflecting and revising), and the final version (Al-Gharabally, 2015; Guo & Huang, 2018; Wang & Wen, 2002). These were presented via the process wheel, showing the many directions that writers can take. The writing process is composed of prewriting, composing (drafting), revising, and editing, indicating that the whole process is not a fixed sequence but rather dynamic and unpredictable (Flores, 2021; Qiu & Lee, 2020). A principled eclectic approach for foreign language writing instruction, indicating the integral need to search for the most effective and efficient approach to enhance students' writing skills (Cekaite, 2017; Chan, 2021; Meşe & Sevilen, 2021). The principled eclectic approach adapts imported mainstream instructional approaches to local needs and stresses the creation of local practices. Some factors affecting the process and product of ESL writing as language proficiency, L1 writing competence, use of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' characteristics (Choi & Deane, 2020; Gonzalves, 2021).

The findings of this study also indicate that there is no significant difference in the English writing attributes of the pre-service technical teachers based on their gender. It revealed that there was no significant difference in students' performance in the Language writing based on writing attributes identified nine features that produce a piece of writings such as content, the writer's process, audience, purpose, word choice, organisation, mechanics, grammar and syntax (Moning & Roelle, 2021; Wijekumar et al., 2016). There was no significant difference in students' English Language writing attributes which include knowledge that writers need - content knowledge, context knowledge, language system knowledge, and writing process knowledge - a daunting task for any L2 writer.

4. CONCLUSION

The study concluded that writing attributes are an essential element that determines pre-service teachers writing performance in English Language and there was no significant influence between male and female Pre-service teachers on their writing attributes. It was recommended that government at all levels should supply schools with adequately trained teachers, provide training and re-training opportunities for the teachers and fund workshop and seminar opportunities for teaching manpower.

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