



Impact of Tense Instruction on Narrative Composition Writing in Senior Secondary Students

Noel D. Shiobial ^a and Rahila P. Gowon ^{b*}

^a Department of Basic Studies, Plateau State College of Agriculture, Garkawa, Plateau State, Nigeria.

^b Faculty of Education, University of Jos, Jos, Nigeria.

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJARR/2024/v18i2607

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/110807>

Original Research Article

Received: 24/10/2023

Accepted: 28/12/2023

Published: 25/01/2024

ABSTRACT

The study examined the effect of tenses instruction on sentence construction, paragraphing, and editing in senior secondary students' narrative composition writing achievements in Shendam Local Government Area, Plateau State, Nigeria. The study investigated three research questions and three hypotheses. The study adopted a quasi-experimental (non-randomised control group) research design. The study's population included all 959 senior secondary II English students in Shendam Local Government Area, Plateau State, Nigeria, and a sample of 90 students from two intact classes (Experimental group 50, control group 40) participated in the study. Students in the experimental group received six weeks of training on tenses instruction, while those in the control group received standard conventional instruction. The researchers used the Narrative Composition Achievement Test for obtaining baseline and after the intervention data. A reliability of 0.80 was calculated using the Pearson product moment correlation coefficient, which was satisfactory. Data were examined using descriptive statistics (means and SDI) and analysis of covariance ANCOVA. At baseline, students revealed inadequate abilities in sentence construction, paragraphing, and editing on the narrative composition accomplishment test. Students' ability to form sentences,

*Corresponding author: Email: noksrp@unijos.edu.ng;

generate paragraphs, and edit narrative composition writing was also significantly improved by tenses instruction. The study concluded that tenses instruction has significant effects on sentence construction, paragraphing, and editing in the achievement test for narrative composition.

Keywords: Writing; sentence construction; paragraphing; editing.

1. INTRODUCTION

“Writing is a form of communication whose primary purpose is to transmit ideas, feeling and thoughts or to share information. Writing according to Norquist [1] is an act of transmitting knowledge, ideas and opinions in prints. It involves the orderly presentation of words and meaningful sentences in accordance with the rules of grammar. For writing to be effective, the information must be consistent with the purpose of the writing. Writing is the accurate representation of ideas, thoughts, feelings, wishes and aspirations on paper in an orderly and coherent manner. It involves expressing the writer's ideas and thoughts in a comprehensible manner by utilising symbols, alphabetic letters, punctuation, and white space. Writing is a useful skill, a type of literacy, and a way to evaluate students. Writing is important in the school setting because it promotes instruction in various areas, the acquisition of information from various sources, and it is also used as a basis to test learning and check intellect” [2]. Writing entails developing ideas into paragraphs to create a complete piece of writing in any language, in this case English.

As one of the four language skills, writing is crucial for students because it enhances the acquisition of the other skills which is one of the primary objectives of language education (NPE, 2014). Oyetunde [3] corroborated this by asserting that the ability to write is one of the prerequisites for functional and permanent literacy. Magulod [4] explained that writing is an essential academic tool that fosters' students' ability to explain and refine ideas to self and to others using appropriate words and sentences in context. Mcquitty [5] stressed that proficiency in writing skills is an essential aspect of education and that students must exhibit before transition from high school to post-secondary education as well as beyond. Writing is the primary basis upon which learning and intellectual knowledge is judged in schools and colleges without proficiency in written communication, an individual stands at a disadvantage and risk of failing in academic activities as virtually all aspects of learning are evaluated using writing.

In other word writing is critical in appraising a student's intellectual ability in all levels of education.

In this study, writing is referred to as the process of generating larger units of text from smaller elements. “These smaller writing units feature a variety of words, phrases, sentences, and paragraphs to create meaningful sentences that allow students to grammatically and lexically construct and link relevant sentences to paragraphs to enhance meaning. These are critical duties in composition writing. The scoring of the student's composition after examinations to identify low, average, and great achievers is referred to as narrative composition writing achievements. As a result, good composition requires adequate idea production and organisation of these ideas into grammatically acceptable phrases, allowing students to produce grammatically and lexically accurate sentences and link related sentences to paragraphs to increase meaning” [6]. In spite of the crucial role of writing in the academic lives of students and even after school, students are not writing effectively both in their internal and external examinations and even other endeavours. Evidence abound that students have serious problems with composition writing because more often than not, learners engage in physical and not cognitive writing. In other words, most teachers employ traditional methods in teaching writing. In traditional method learning is very much seen as under the control of the teacher and is deeply teacher-centred.

The consequence of the foregoing is the perennial failure of students in their internal and external examinations conducted by WAEC and NECO. For instance, according to the West African Examinations Council (WAEC) Chief Examiners' report of [7] students' compositions in Nigeria, were unorganized and sketchy, indicating very low mastery of content. This is as a result of students' inability to generate ideas, develop them, organise such ideas using construct meaningful sentences and edit their compositions that would make their writing more comprehensible. The reports further showed that students' compositions are poor due to

inadequate exposure to some basic writing skills using the appropriate teaching methods. It is therefore, important for the teachers to have adequate knowledge of different strategies and or methods and their application in order to improve students' learning of composition writing. One of such strategies or approach is instruction in tenses.

Instruction in tenses is a mode of instruction or procedure in which a teacher identifies and isolates specific tenses which are strategic to a particular kind of composition be it narrative, descriptive, argumentative or exposition and carefully teaches them to students for specific period of time with the view to addressing learners' weaknesses in those particular tenses so as to enhance their performance in the use of such tenses and consequently improve on their composition writing. The uniqueness of this mode of instruction is that the learners are taught only tenses step by step for a given period of time and how to apply such tenses in their composition writing. Instruction in tenses is a procedure that helps students to gain mastery of the tenses taught thus improving on their achievement in composition writing and English language as a whole. Instruction in tenses is meant to improve senior secondary students' achievement in composition writing in Shendam Local Government Area Plateau State, Nigeria when properly and judiciously deployed by the teachers of writing.

1.1 The Present Study

The following parameters were developed and drawn up to guide the study. The research was aimed at investigating the effects of tenses instruction on sentence structure, paragraphing, and editing in narrative composition writing achievement of senior secondary II students in Shendam Local Government Area Plateau State, Nigeria. The study's specific objectives were to determine the effectiveness of tenses instruction on SSII students' sentence construction ability when writing composition, as well as the extent to which students will be able to develop paragraphs when writing composition after exposure to tenses instruction. Determine what effectiveness has instruction in tenses on students' abilities to revise their writing composition at the baseline. "Based on the study's objectives, the following research questions were posed: what are the levels of students' competence to compose cohesive sentences, organise coherent paragraphs, and

edit composition writing before and after exposure to tenses instruction? The following hypotheses were generated for the study: there is no significant difference between the experimental and control groups in students' abilities to construct cohesive sentences, compose coherent paragraphs, and edit content after exposure to tenses instruction" [6].

The study was hinged on the cognitive process theory of writing by Hayes and Flower [8]. The cognitive process theory of writing prescribes the process involved for meaningful writing to occur it sees writing as a mental process that needs to be followed step by step. The theory maintains that composition writing is a thinking process grounded in one's cognitive efforts. The theory and the study are related as both of them are expected to enhance students critical thinking skills, promote comprehension, improve problem solving skills boost confidence and encourage continuous learning. The study's findings are therefore hoped to be immensely beneficial to students, teachers who teach composition writing, guidance counsellors, and education authorities in Shendam Local Government Plateau State Nigeria.

2. LITERATURE REVIEW

Writing as a skill is required by all educated people to function effectively both in school and in their workplaces/professions. It is important in the school curriculum as it helps students to maximize their language learning and significantly increase the rate which one learns [9]. Writing is an important language skill that students should master in their language learning effort. It is an active ability that has always been taught as part of the English curriculum [10]. Students can freely express themselves through writing without having to face readers directly. Writing is needed in most spheres of human endeavours ranging from school to work place and daily interaction.

Similarly, Magshoudi and Haririan [11] remarked that writing encourages critical thinking and learning; it motivates communication and makes thoughts available for reflection as students generate ideas and organize thoughts and arguments to support key points and issues in life in a comprehensible manner thus enhancing their cognitive abilities.

"Structurally, any sort of composition writing has three main elements: introduction, body, and

conclusion” [12]. “The first element, the introduction, clarifies the topic and provides background information. The body paragraphs describe the main tenets with supporting details [6]. According to Abdalla [13], “the conclusion is the composition element that summarises the important points presented in the body. Its purpose is to assist the reader in recapitulating and remembering the primary point of the article. Meaningful composition writing is achieved by clear sentence construction, efficient paragraphing, and quality editing”.

2.1 Sentence Construction

“The sentence is the highest unit of expression that gives a complete thought. It starts from the morpheme, word, phrase, and clause. Sentence building refers to the grammatical arrangement of a sentence; in writing, sentences are constructed in sequence, with meaning flowing from one sentence to another, thereby communicating views and relationships. This necessitates the use of appropriate words and punctuation to describe a complete thought” [14]. According to research, coherent sentence structure can aid in the clear written expression of our thoughts and communications [15]. In another study, Mastan, Maarof and Embi [16] recommended the adoption of writing strategy instruction as an essential part of ESL writing Pedagogy. Pinta [17] Highlighted that both deductive and inductive approach be use in the teaching of verb tenses and more emphasis be given to the use of deductive approach. For enhancement of writing, the researchers found that connecting words and phrases can improve writing quality and aid in achieving coherence and cohesiveness in composition writing.

2.2 Paragraphing

“Paragraphing has to do with a unit of thought in a connected composition of sentences that contain the main idea expressed in a sentence known as the topic sentence” (Silva, 2003). “The act of expanding the topic sentence through definition, explanation, or illustration is known as paragraphing. As a result, a paragraph is composed of a succession of sentences that are organised coherently and are tied to a single idea that is related to a large topic” [12]. Bukhari [18] discovered in a study that “learners who were taught composition writing utilising tenses teaching improved in sentence cohesion and coherence”. Mastan, Maarof and Embi [16] also found out that “writing strategy instruction had

significant difference in student writing performance”.

2.3 Editing

“Editing is a stage in the writing process in which a writer strives to improve the piece by correcting faults in words, sentences, and paragraphs in order to transmit information as effectively as possible” [19]. Editing can result in the clarity of ideas, the re-imagining of visuals, or the reconsideration of innovative approaches to the topic of the written debate. Some of the most successful editing, according to Abdalla [13], “entails tightening and cutting a piece of writing to improve it. Editing enables the writer to thoroughly examine each sentence and ensure that it is effectively written to convey the message intended”. Paudel et al. [20] examined “editing as a craft in academic writing and concluded that editing is of the utmost importance to making a paper formal, objective, accurate, consistent, logical, and meaningful to those who will utilise it”.

“Furthermore, students' achievement in composition writing is dependent on their level of expertise in sentence construction, paragraphing, and editing, among other things” [21]. “Despite the high degree of skill required in composition writing, senior secondary students' performance in the English language, particularly the composition portion, has been dismal in Nigeria. According to the 2019 WAEC Chief Examiners' Resume Report, students' composition in Plateau State, Nigeria, was hazy and unorganised, suggesting very low comprehension of topic. According to preliminary research, writing in English as a second language is a tough assignment for students, and many teachers teach writing without employing practical writing skills” [22]. The author further explained that one of the reasons for the widespread failure of secondary school students in the English language in Nigeria as an academic discipline is a lack of composition writing technique.

The study is hinged on the cognitive process theory of writing by Hayes and Flower [8]. The cognitive process theory of writing prescribes the process involved for meaningful writing to occur. These include: idea generation, organization, reviewing, editing and goal setting. The theory sees writing as a mental process that needs to be followed step by step. The proponents of the theory maintained that composition writing is a thinking process grounded in one's cognitive

efforts. The cognitive theory of writing is governed by four principles. The first one states that composition writing is best understood as a set of distractive thinking process which the writer orchestrates or organises their content during writing. Second, the theory suggests that these distractive thinking even though are hierarchical can be highly embedded within one another. In other words, composition writing has organizational stages, the stages are however, not linear; they are recursive throughout the composition writing process. Third, the theory declares that the act of composition writing is a goal directed thinking process guided by the writer's network of goals. Fourth, writers create their own goals in two folds, one by generating high level goals and two by generating supporting sub-goals to be developed based on the sense of purpose which can also be refined at times to establish the writer's clear meaning.

The choice of cognitive process theory of writing is because it is appropriate as it will inform and guide the researcher especially in the use of the tenses. This is to enable the writer to produce a coherent and unified piece of writing which embodies generation of adequate ideas, correctness of form, appropriateness of style and unity of theme. The theory and the study are related as both of them are expected to enhance students' critical thinking skills, promote comprehension, improve problem solving skills, boost confidence and encourage continuous learning.

3. METHODS AND PROCEDURES

3.1 Research Design

A quasi-experimental (non-randomised control group) design was adopted in the investigation. The design had two intact classes: experimental and control, with only the experimental receiving the intervention (Cohen et al 2007). The desire to minimise the consequences of disrupting the school's usual academic routines necessitated the modification. Participants in the experimental group received six weeks of tenses instructional training, while those in the control group did not.

3.2 Population and Sample

The population for the study comprised nine hundred and fifty (959) senior secondary two students in all the 21 public secondary schools in Shendam Local Government Area, Plateau State in the 2022/2023 academic session. Sample of ninety (90) SSII students in the 2022/2023

academic session in two intact classes in two public senior secondary schools were randomly selected. One school was selected from each of the schools. One of the two selected schools was randomly assigned as the experimental group (A) and the other as the control group (B), the experimental group was taught using instruction in tenses while the control group was taught using the conventional method.

3.3 Research Instrument

The researchers collected data from the participants using the narrative composition achievement test (NCAT). The instrument was developed in accordance with the senior secondary school standard in the intensive English for senior secondary II. The measure was designed by Olukpe et al. [23] and implemented by the researcher to assess specific writing skills such as sentence creation, paragraphing, and editing. NCAT had two sections A and B, section A consisted of students demographic data such as school name, class, gender and ID number, section B which contained a narrative composition test which required the students to write on the topic "How I spent my las holiday". In The analytic scale rated scripts on aspects of writing including as substance, grammatical accuracy, the use of tenses, spelling, text structure (coherence and cohesiveness), punctuation, paragraphing, and others. The scores obtained by Galti et al. [24] were categorised as excellent, very good, average, fair, and weak.

NCAT was validated by two experts from the English education unit and one expert from the research test and measurement unit at the University of Jos. A Pearson product moment reliability coefficient of 0.80 was regarded sufficient (Ugodulunwa, 2008).

3.4 Procedure

The researcher initially contacted the school/authority/principals and offered a letter of introduction from the department of Arts education faculty of education university of Jos Nigeria. The letter was intended to obtain clearance from the various school heads and to request the usage of certain of their school resources. The researchers then offered the students a consent form to fill out and sign for ethical consideration. The permission had to be obtained before to initiating the research. The first data was collected as a pre-test using NCAT

prior to intervention, and the second data was obtained as a post-test utilising a direct mode of administration following six weeks of an intervention programme.

Students were guided and directed to complete the instrument independently after reading the introductory letter and instructions. They were given 40 minutes to complete the NCAT and return it to the current researchers or research assistants. The researchers later expressed gratitude to the volunteers and research assistants for their time and effort. Participants were notified that their responses would be kept strictly confidential.

3.5 Experiment Procedure

Two research assistants were trained for three days and assisted with the study throughout. The researchers managed the experimental group, while students in the experimental group had been taught using tenses instruction. The programme lasted six weeks and enabled students to practise writing skills such as sentence formation, paragraph creation, and editing. The sessions were taught during school hours, using the standard two double periods (40 minutes each) for a total of 80 minutes each week of English language classroom time. Participants were given NCAT to write before and after the intervention programme. The participants in the control group were exposed to traditional teaching while receiving no instruction in tenses from the research assistants. The control group received traditional English language instruction according to the timetable. They were instructed using the identical textbook as the experimental group. The placebo was carried out during school hours, much like the experimental group counterpart, utilising the typical two double sessions (40 minutes each) totaling 80 minutes per week of the English language school timetable for the intact courses. They were given the Narrative Composition Achievement Test NCAT and were instructed to

write the composition before and after the control group placebo treatment.

3.6 Data Analysis

Data from respondents' compositions were analysed using descriptive statistics (means and standard deviation (SD) to compare the levels of sentence structure, paragraphing, and editing in narrative composition writing skills before and after intervention. In addition, at the 0.005 level of significance, analysis of covariance (ANCOVA) was utilised to evaluate the hypotheses. This tool assessed the significance differences in post-test mean scores of sentence structure, paragraphing, and editing in composition writing between experimental and control groups while controlling for pretest scores.

4. RESULTS

Results are presented according to the research questions and hypotheses.

Table 1 what are the pretest and posttest achievement mean scores of SSII students in sentence construction when writing narrative composition?

Table 1 shows the pretest and posttest achievement mean scores of SSII students in sentence construction for the experimental and control groups. Students in the experimental group had a pretest mean score of 4.50 and a standard deviation of 2.22, and a post-test mean score of 7.32 and a standard deviation of 1.77, with a mean difference of 2.82. The control group students had a pretest mean score of 2.88 and a standard deviation of 1.74, and a post-test mean score of 5.35 and a standard deviation of 1.90, with a mean score difference of 2.47. This implies that the mean scores of students in the experimental and control groups were low before intervention, but after intervention, the students in the experimental group had a higher posttest mean score than students in the control group.

Table 1. Pretest and posttest achievement mean scores of ssii students in sentence construction for experimental and control groups

Groups	N	Pre-test scores		Post-test scores		Mean score difference within group	Post-test mean score difference between groups
		Mean	SD	Mean	SD		
Experimental	50	4.50	2.22	7.32	1.77	2.82	1.97
Control	40	2.88	1.74	5.35	1.90	2.47	

Table 2 how different is SSII students' achievement in paragraph development when writing narrative composition in the experimental and control groups?

Table 2 reveals the pretest and posttest achievement mean scores of SSII students in paragraph development for the experimental and control groups. The experimental group had a pretest mean score of 3.26 with a standard deviation of 2.02 and a post-test mean score of 6.50 with a standard deviation of 1.80 and a mean difference of 3.24. The control group students had a pretest mean score of 1.83 and a standard deviation of 1.69, and a post-test mean score of 4.48 and a standard deviation of 1.81, with a mean score difference of 2.65. This indicated that before intervention, the mean scores of students in the experimental and control groups were similar, but after intervention, students in the experimental group had a higher posttest mean score than students in the control group.

Table 3 what are the pretest and posttest achievement mean scores of SSII students in editing when writing narrative composition in the experimental and control groups?

Table 3 shows the pretest and posttest achievement mean scores of SSII students in editing for experimental and control groups. Students in the experimental group had a pretest mean score of 3.04 and a standard deviation of 1.71, and a post-test mean score of 5.06 and a standard deviation of 1.19, with a mean

difference of 2.02. In the control group, students had a pretest mean score of 1.68 and a standard deviation of 1.38, and a post-test mean score of 3.00 and a standard deviation of 1.63, with a mean score difference of 1.32. This indicated that students in both the experimental and control groups had low mean scores before intervention, but after intervention, students in the experimental group had a higher posttest mean score than students in the control group.

Table 4 there is no significant difference between the posttest achievement mean score in sentence construction of SSII students in the experimental and control groups in narrative composition.

Table 4 shows the analysis of covariance (ANCOVA) on posttest achievement mean scores in sentence building of SSII students in the experimental and control groups in narrative composition. The experimental group had a post-test mean score of 7.32 and a standard deviation of 1.77, while the control group had a pretest mean score of 5.35 and a standard deviation of 1.90, with an F-value of 25.82 and a p-value of 0.00. Because the p-value was smaller than the prior value of 0.05, there was a significant difference between the experimental and control groups' post-test sentence formulation. In addition, $p < 0.05$, partial $\eta^2 = .227$, the null hypothesis was rejected since the p-value of 0.000 is below than the 0.05 level of significance with an effect size of 22.7%, showing that there was a significant effect of treatment on SS II students in sentence formation. The results also

Table 2. Pretest and posttest achievement mean scores of ssii students in paragraph development for experimental and control groups

Groups	N	Pre-test scores		Post-test scores		Mean score difference within group	Post-test mean score difference between groups
		Mean	SD	Mean	SD		
Experimental	50	3.26	2.02	6.5	1.80	3.24	2.02
Control	40	1.83	1.69	4.48	1.81	2.65	

Table 3. Pretest and posttest achievement mean scores of ssii students in editing for experimental and control groups

Groups	N	Pre-test scores		Post-test scores		Mean score difference within group	Post-test mean score difference between groups
		Mean	SD	Mean	SD		
Experimental	50	3.04	1.71	5.06	1.19	2.02	2.06
Control	40	1.68	1.38	3.00	1.63	1.32	

Table 4. Summary of analysis of covariance (ANCOVA) on posttest achievement mean scores of ssii students in the experimental and control groups in sentence construction

Source	Type III sum of squares	Df	Mean square	F	Sig.	Partial eta squared
Corrected Model	86.242 ^a	1	86.242	25.816	.000	.227
Intercept	3567.309	1	3567.309	1067.839	.000	.924
GROUPS	86.242	1	86.242	25.816	.000	.227
Error	293.980	88	3.341			
Total	4118.000	90				
Corrected Total	380.222	89				

a. R Squared = .227 (Adjusted R Squared = .218)

revealed an adjusted R squared value of 0.218, which suggests that variation in the treatment explains 21.8 percent of the variation in the dependent variable, sentence structure, while the remaining 78.2% is related to other factors not included in this study.

Table 5 there is no significant difference between the posttest achievement mean scores in paragraph development of SSII students in experimental and control groups in narrative composition.

Table 5 shows the analysis of covariance (ANCOVA) on posttest achievement mean scores of SSII students in the experimental and control groups in paragraph development in narrative writing. Students in the experimental group had a post-test mean score of 6.50 and a standard deviation of 1.80, while students in the control group had a post-test mean score of 4.48 and a standard deviation of 1.81, with an F-value of 27.992 and a p-value of 0.00. The p-value was less than 0.05, indicating that there was a significant difference between the experimental and control groups' post-test achievement of SS II students in paragraph composition. In addition, $p < 0.05$, partial $\eta^2 = .241$, since the p-value of 0.000 is less than 0.05 threshold of significance with an effect size of 24.1%, the null hypothesis

was rejected, showing that there was a significant effect of treatment on SS II students in paragraph development. The adjusted R squared value was 0.233, indicating that variation in the treatment explains 23.3 percent of the variation in the dependent variable, paragraph development, while the remaining 76.7% is related to other factors not included in this study.

Table 6 there is no significant difference between the posttest achievement mean scores of SSII students in the experimental and control groups in editing in narrative composition.

Table 6 summarises the analysis of covariance (ANCOVA) on posttest achievement mean scores of SSII students in the experimental and control groups in editing in narrative writing. The experimental group had a post-test mean score of 5.06 and a standard deviation of 1.19, while the control group had a post-test mean score of 3.00 and a standard deviation of 1.63, with an F-value of 48.02 and a p-value of 0.00. Since the p-value was smaller than the prior value of 0.05, there was a significant difference in post-test achievement of SS II students in the experimental and control groups in editing in narrative composition. Furthermore, $p < 0.05$, partial $\eta^2 = .353$, the null hypothesis was rejected since the p-value of 0.000 is less than

Table 5. Summary of analysis of covariance (ANCOVA) on posttest achievement mean scores of SSII students in the experimental and control groups in paragraph development in narrative composition

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	91.125 ^a	1	91.125	27.992	.000	.241
Intercept	2676.681	1	2676.681	822.228	.000	.903
GROUPS	91.125	1	91.125	27.992	.000	.241
Error	286.475	88	3.255			
Total	3200.000	90				
Corrected Total	377.600	89				

a. R Squared = .241 (Adjusted R Squared = .233)

Table 6. Summary of analysis of covariance (ANCOVA) on posttest achievement mean scores of ssii students in the experimental and control groups in editing in narrative composition

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	94.302 ^a	1	94.302	48.019	.000	.353
Intercept	1443.636	1	1443.636	735.100	.000	.893
GROUPS	94.302	1	94.302	48.019	.000	.353
Error	172.820	88	1.964			
Total	1813.000	90				
Corrected Total	267.122	89				

a. R Squared = .353 (Adjusted R Squared = .346)

0.05 threshold of significance with an effect size of 35.3%, showing that there was a significant effect of treatment on SS II students in editing. The results also revealed an adjusted R squared value of 0.346, which suggests that variation in the treatment explains 34.6 percent of the variation in the dependent variable, editing, while the remaining 65.4% is related to other factors not included in this study.

5. DISCUSSION

The study intended to explore the effects of instruction on sentence construction, paragraph development, and editing in the composition writing successes of senior secondary students in Shendam Local Government Area, Plateau State, Nigeria. According to the findings of the data analysis, the quality of education received by English language learners is a crucial factor of their achievement of higher posttest mean scores in composition writing.

The results of question one of the study revealed that students who received treatment had higher posttest mean scores in sentence construction than those who did not. This supports the findings of Gowon and Yashim [2], who observed that pupils exposed to the concept mapping approach outperformed those who were not.

The results of research question two revealed that students who received treatment had higher posttest mean scores in paragraph creation than those who did not. This is consistent with the findings of Anyebe [14], Gowon and Yashim [2], who discovered that the process approach and idea mapping strategy had substantial effects on the accomplishment of junior secondary school students in paragraph development. Hypothesis two also revealed a substantial effect of treatment on the paragraph development of SSII pupils. This is consistent with the findings of Anyebe [14], who discovered that the process

approach had a substantial effect on the paragraph development of junior secondary school students.

The results of research question three showed that students who received treatment had higher posttest mean editing scores than those who did not. This is consistent with Pinta [17]'s findings, who discovered that students exposed to a communicative method to teaching English tenses had higher posttest mean scores in their ability to employ suitable tenses. Similarly, hypothesis three demonstrated a substantial effect of treatment on SSII editing students. This is consistent with Pinta [17]'s findings, who discovered a significant effect of communicative strategy on students' capacity to employ proper tenses.

6. CONCLUSION/IMPLICATION

The importance of sentence construction, paragraphing, and editing in composition writing frequently gets undervalued. As a result, effective strategies such as tenses education are required for make improvements. Tenses education, according to the study's findings, is a very effective technique for enhancing students' sentence construction, paragraphing, and editing skills in composition writing. Students who are exposed to tenses training in composition writing courses will be more proficient in cohesive sentence structure, coherent paragraphing, and quality editing since they will be able to employ the method both in and out of the classroom. Second, as teachers and students gain confidence in using instruction in tenses in composition writing abilities or strategies, they may be translated to writing in other subject areas across the curriculum.

7. LIMITATIONS

In Nigeria, we discovered that composition writing achievement is gender related;

nevertheless, our research looked at composition writing regardless of gender. In the future, researchers can look into if there is a gender difference in composition writing success. Again, the current study does not take into account Nigeria's diverse socio-cultural perspectives. The majority of the students evaluated speak English as a second language, which influences how they express themselves in English. The socio-cultural factors, on the other hand, must be examined more in future studies.

ETHICAL APPROVAL

As per international standards or university standards written ethical approval has been collected and preserved by the author(s).

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Nordquist R. Grammar composition: A writer's guide. New York: St. Martins Press; 2016.
2. Gowon RP, Yashim HY. Effects of concept mapping strategy on sentence construction, paragraphing and editing in junior secondary school students' composition writing achievement. *Frontiers in Education*. 2022;7:973844. DOI: 10.3389/feduc.2022.973844
3. Oyetunde TO. Steps in clear writing in T. O Oyetunde (Ed), *Issues in post graduate studies promoting higher education*. Jos: School of Post Graduate Studies; 2018.
4. Magulod GC. Use of innovative prewriting techniques in enhancing the writing performance and attitude of second year information technology students. *Asian Pacific Journal of Multidisciplinary Research*. 2018;6(2):1-9.
5. Mcquitty V. Process-oriented writing instruction in elementary classrooms. *Research, Literature, Writing and Pedagogy*. 2014;6(1):467-495.
6. Gowon RP, Yashim HY. Effects of concept mapping strategy on sentence construction, paragraphing and editing in junior secondary schools students' composition writing achievements. *InFrontiers in Education*. *Frontiers*. 2022 Oct 12;7:973844.
7. West African Examinations Council (WAEC). The chief Examiner's report. Lagos: The West African Examinations Council; 2019-2022.
8. Flower L, Hayes JR. A cognitive process theory of writing. *College Composition and Communication*. 1981;32(1):365-387.
9. Webbi RK. Teaching English writing for a global context: An examination of NS, ESL, EFL, learning strategies that work. *PASAA*. 2015;49:171-198
10. Apsari Y. Reflective Reading Journal in teaching writing. *Indonesian EFL Journal*. 2018;4(2):39-47.
11. Maghsoudi M, Haririan J. The impact of brainstorming strategies on Iranian EFL Learners' writing skills reading their social class status. *Journal of Language and Linguistics*. 2013;1(1):60-67.
12. Mohammed IS. Suggested strategies for writing narrative essay. *Int. J. Linguistics Lit. Transl*. 2021;4:30-39.
13. Abdalla L. How to write conclusion for an essay; 2021. Available:<https://www.bestcollege.com/blog/how-to-write-a-conclusion/> (Accessed Aug 26, 2022).
14. Anyebe MO. Effects of the process approach on senior secondary school students' achievement in composition writing in Bassa Local Government Area of Plateau State Nigeria. Ph.D. Thesis. Jos: University of Jos; 2017.
15. Jimenez L. The importance of sentence structure; 2017. Available:<https://prezi.com/vhuglxcoiava/the-importance-of-sentence-structure/> (Accessed August 25, 2022).
16. Mastan ME, Maarof JL, Embi MA. The effect of writing strategy instruction on ESL intermediate proficiency learners' writing performance. *Educational Research, Review*. 2017;5(5):71-78.
17. Pinta JA. Effects of communicative approach to teaching English tenses on students' ability to write scientific reports in Plateau State Polytechnic, Nigeria. (Unpublished Ph.D Thesis). University of Jos, Nigeria; 2017.
18. Bukhari SSF. Mind mapping techniques to enhance EFL writing skill. *Int. J. Linguist. Commun*. 2016;4:58-77.

- DOI: 10.15640/ijlc.v4
19. Oyedele V, Chikwature W. English composition writing skills at ordinary level and its effect on students' performance in three day secondary schools in Mature District Manicaland. *European Journal of English Language, Linguistics and Literature*. 2016;3(1):39-50.
 20. Paudel P, Campus PN, Nepal P. *Editing as a craft in academic writing*; 2019.
 21. Trapman M, Gelderen AV, Schooten EA, Hulstin J. Writing proficiency level and writing development of low-achieving adolescents: The roles of linguistic knowledge, fluency and metacognitive knowledge. *Read. Writ.* 2018;31: 893-926.
DOI: 10.1007/s11145-018-9818-9
 22. Okeke OJ. *Effect of mind mapping teaching strategy on student's interest retention and achievement in senior secondary school chemistry*. Ph. D. Thesis Nsukka: University of Nigeria; 2010.
 23. Oluikpe BO, Anasiudu NB, Otagburuagu EJ, Onuigbo S, Ogbonna EA, Ngonebu C. *Intensive English for senior secondary schools II*. Onisha: Africana First; 2015.
 24. Galti AM, Saidu S, Yusuf H, Goni AA. *Rating scale in writing assessment: Holistic vs Analytical Scales*; 2018.
Available: https://www.researchgate.net/publication/328676063_Rating_scale_in_writing_assessment_Holistic_vs_Analytical_scales_A_review
(Accessed September 22, 2022)

© 2024 Shiolbial and Gowon; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:
<https://www.sdiarticle5.com/review-history/110807>