Developing Secondary Students' Writing Ability through Adopting "Analytical Writing" Approach

By

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Abstract

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The major focus of this study was to investigate the effect of adapting the "analytical writing" approach on students' written production in the secondary stage.

The study attempted to answer the following questions:

1. Is there a statistically significant difference in the quality of writing composition between individual students who use the "Reading→ Analyzing→ Writing" (i.e., Analytical Writing) approach and those who use the traditional method?

2. Is there a statistically significant difference in the quality of writing composition between the scientific classes and literary classes using the "Reading→ Analyzing→ Writing" approach?

3. Is there a statistically significant difference in the quality of composition writing among eleventh graders due to the type of writing task? (i.e., letter of application and comparison and contrast).

The population of the study consisted of all secondary students in North Ghor Educational Directorate. The total number was 305.
students. The study sample was 131 students. They wrote about 262 compositions.

The tools included two reading-comprehension passages, handout sheets and a composition evaluation checklist. The tools were piloted by a jury of teachers, supervisors, and professors to determine its validity. Reliability was computed using Test and Retest Strategy; it was 80.1.

Regarding data analysis, the following statistical procedures were implemented:

1. Mean of every item.
2. Mean of each group.
3. Analysis of variance "ANOVA" based on the factorial design (3×3) which was applied to examine the effect of the three independent variables of the study.

The study revealed the following conclusion:

1. The students' written production is weak and ineffective.
2. The adapting of "analytical writing" approach in writing classes would develop students' writing ability.
3. Scientific stream students' compositions were better than those of the literary stream.
4. The type of the writing task didn't affect the students' written production.

Some recommendations for the Ministry of Education in Jordan and for further research were suggested.