A Study of The Use of Metacognitive Strategies in Learning Writing Skill of English Language by Senior Secondary School Students of Jaipur

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Abstract

Metacognition refers to one's knowledge concern one's own cognitive processes and products In the developmental trajectory of a child, language plays a crucial role since it is linked with assorted phases of a child's growth Writing is a medium of human communication that represents language and emotion with visual signs and symbols.

Keywords: Metacognitive Strategies, Writing Skill.

Introduction

The term Meta Cognition means the cognition of cognition, thinking about thinking or knowledge of one's knowledge. Meta Cognitive experiences are reactions to an individual's own Meta Cognitive process and can be affective, self-monitoring, or evaluative, and guide strategy selection and use.

Meta Cognition is the monitoring of one's own thinking throughout the learning process. It is thinking before, during and after learning a task.

"Metacognition refers to one's knowledge concern one's own cognitive processes and products." Flavell[1]

Looking at the global importance of English it is accepted as the second language in the schools. We use language in order to communicate our thoughts and feelings.

According to Noam Chomsky (1976)[2], "Children are pre-programmed and have an innate ability to acquire language"

Writing andSpeaking involve some kind of production on the part of the language user. Therefore they are called 'productive skills' or 'skills of expression'[3].

Writing is a medium of human communication that represents language and emotion with visual signs and symbols.

It is complex skill and it has some special components. A person who can express himself in written English are:

1. Spell of the words correctly;
2. Recall appropriate words and put them in sentences;
3. Organize thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences;
4. Evaluate the significance of a word or a sentence in the overall context of the written passage

Statement of Problem

A study of the use of metacognitive strategies in learning Writing skill of English language by senior secondary school students of Jaipur

Objective of the Study

To study the metacognitive strategies used in learning English language writing skill.

Research question

Is there any difference in the percentage of writing skills of adolescent students who are using and not using metacognitive strategies while writing English?

1. Writing a paragraph
2. Writing a letter
3. Describing an incident
4. Writing composition
5. Writing a story

Is there any difference in the percentage of writing skills of adolescent students of arts, commerce and science streams who are using and not using metacognitive strategies while writing English?

Method

In the present study the descriptive survey method is used.

Sample

The sample is taken by using stratified random sampling technique in which 480 students are selected from 24 cbse schools of Jaipur

Tools

Self constructed questionnaire of writing skill for metacognitive strategies is used

Analysis

Qualitative analysis is done in which percentage is used.

While writing a paragraph, I

1. Prepare an outline
2. Remove unnecessary words
3. Edit content to make it impressive
4. Write whatever comes to mind

Table 1:   Writing a paragraph

S. No	N	Planning Prepare an outline	Monitoring Remove unnecessary words	Evaluation Edit content to make it impressive	Others Write whatever comes to mind	Total	%
1	480						
Gender : Boys	264	78 (29.55%)	56 (21.21%)	87 (32.95%)	43 (16.29%)	264	100%
Gender : Girls	216	72 (33.33%)	52 (24.07%)	62 (28.70%)	30 (13.89%)	216	100%
Stream							
Arts	180						
Gender Boys	97	36 (37.11%)	28 (28.87%)	26 (26.80%)	07 (07.22%)	97	100%
Gender : Girls	83	28 (33.73%)	23 (27.71%)	25 (30.12%)	07 (08.43%)	83	100%
Commerce	162						
Gender Boys	91	23 (25.27%)	17 (18.68%)	35 (38.46%)	16 (17.58%)	91	100%
Gender : Girls	71	24 (33.80%)	22 (30.99%)	11 (15.49%)	14 (19.72%)	71	100%
Science	138						
Gender Boys	76	19 (25%)	11 (14.47%)	26 (34.21%)	20 (26.32%)	76	100%
Gender : Girls	62	20 (32.26%)	07 (11.29%)	26 (41.94%)	09 (14.52%)	62	100%
Total							

Table 1 depicts use of metacognitive strategies by senior secondary school students while writing a paragraph. Out of 480 students 264 are boys and 216 are girls, 78 (29.55%) boys and 72 (33.33%) girls prepare an outline, 56 (21.21%) boys and 52 (24.07%) girls remove unnecessary words, 87 (32.95%) boys and 62 (28.70%) girls edit content to make it impressive and remaining, 43 (11.36%) boys and 30(07.87%) girls write whatever comes to their mind. In planning and monitoring strategies girls are better than boys while evaluation strategy boys are ahead. It indicates that gender difference is visible in use of metacognitive strategies while writing a paragraph.

Boys of arts stream, girls of commerce and science streams prepare an outline in planning strategy, boys of arts, science streams and girls of commerce stream monitor in removing unnecessary words in better way in monitoring strategy and girls of arts, science streams and boys of commerce stream are sharp in editing content to make it impressive in evaluation strategy so they are ahead.

Table 1:   Writing a paragraph
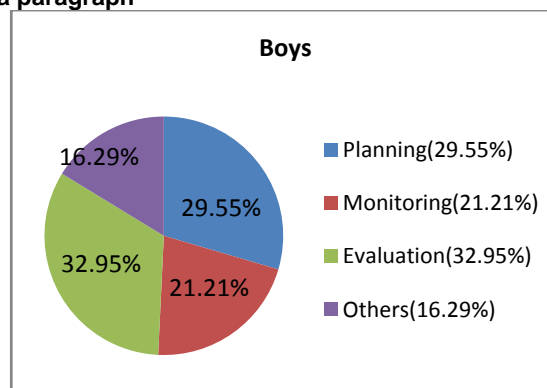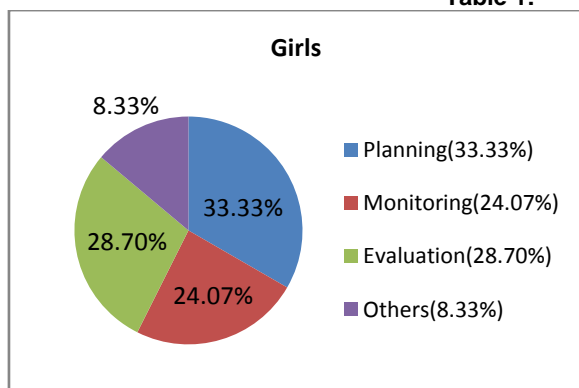
While writing a letter, I
1. Think basic principles of letter writing
2. Pay attention to the main body of the letter

3. Evaluate the letters, how far does it make sense
4. Do not reflect

Table 2:   Writing a letter

S. No	N	Planning Think basic principles of letter writing	Monitoring Pay attention to the main body of the letter	Evaluation Check before submission	Others Do not reflect	Total	%
1	480						
Gender Boys	264	95 (35.98%)	74 (28.03%)	68 (25.76%)	27 (10.23%)	264	100%
Gender Girls	216	74 (34.26%)	74 (34.26%)	47 (21.76%)	21 (09.72%)	216	100%
Stream							
Arts	180						
Gender Boys	97	37 (38.14%)	22 (22.68%)	30 (30.93%)	08 (08.25%)	97	100%
Gender Girls	83	26 (31.33%)	23 (27.71%)	22 (26.51%)	12 (14.46%)	83	100%
Commerce	162						
Gender Boys	91	29 (31.87%)	30 (32.97%)	20 (21.98%)	12 (13.19%)	91	100%
Gender Girls	71	26 (36.92%)	31 (43.66%)	10 (14.08%)	04 (05.63%)	71	100%
Science	138						
Gender Boys	76	29 (38.16%)	22 (28.95%)	18 (23.68%)	07 (09.21%)	76	100%
Gender Girls	62	22 (35.48%)	20 (32.26%)	15 (24.19%)	05 (08.06%)	62	100%
Total							

Table 2 depicts use of metacognitive strategies by senior secondary school students while writing a letter. Out of 480 students 264 are boys and 216 are girls, 95 (35.98%) boys and 74 (34.26%) girls think basic principles of letter writing, 74 (28.03%) boys and 74 (34.26%) girls pay attention to the main body of the letter, 68 (25.76%) boys and 47 (21.76%) girls check before submission and remaining, 27 (10.23%) boys and 21 (09.72%) girls do not reflect writing a letter.

Boys and girls plan in similar way in writing a letter. Girls in monitoring and boys in evaluations strategy do better. Boys of arts, science streams and girls of commerce stream think basic principles of letter writing than girls of arts, science streams and boys of commerce stream. Girls of all streams pay attention to the main body of the letter than all boys in monitoring strategy. Boys of arts, commerce streams and girls of science stream are onwards than girls of arts, commerce streams and boys of science stream in checking before submission in evaluation strategy.

Table 2:   Writing a letter
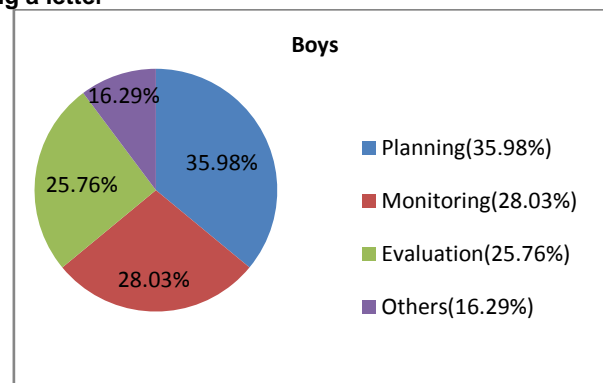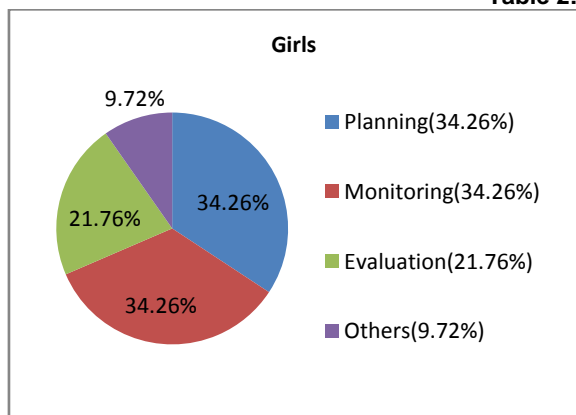
While describing an incident, I
1. Plan to put the events in sequence
2. Ask myself, if any important details are missing

3. Check the detail and sequence of incident
4. Write whatever I remember

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Table 3:   Describing an incident
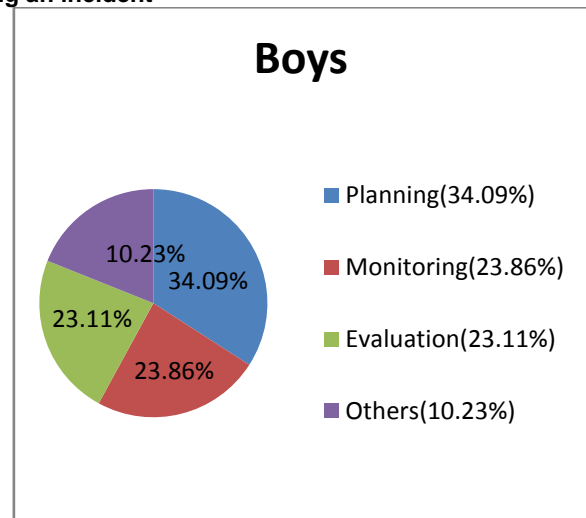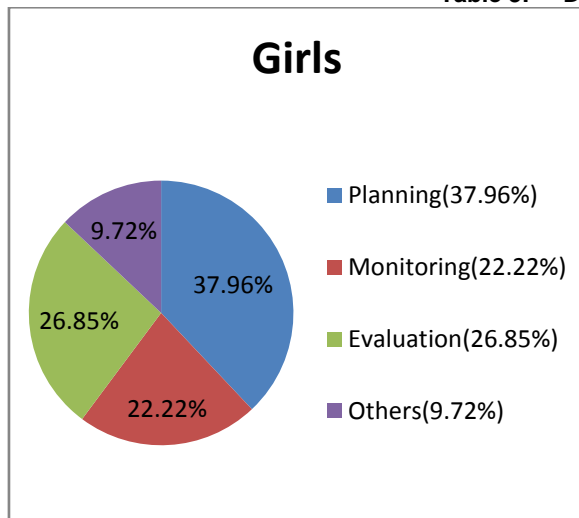
S. No	N	Planning Plan to put the events in sequence	Monitoring Ask myself, if any important details are missing	Evaluation Check the detail and sequence of incident	Others Write whatever I remember	Total	%
1	480						
Gender : Boys	264	90 (34.09%)	63 (23.86%)	61 (23.11%)	50 (18.94%)	264	100%
Gender : Girls	216	82 (37.96%)	48 (22.22%)	58 (26.85%)	28 (12.96%)	216	100%
Stream							
Arts	180						
Gender Boys	97	29 (29.90%)	26 (26.80%)	25 (25.77%)	17 (17.53%)	97	100%
Gender : Girls	83	29 (34.94%)	23 (27.71%)	25 (30.12%)	06 (07.23%)	83	100%
Commerce	162						
Gender Boys	91	30 (32.97%)	24 (26.37%)	23 (25.27%)	14 (15.38%)	91	100%
Gender : Girls	71	29 (40.85%)	16 (22.54%)	13 (18.31%)	13 (18.31%)	71	100%
Science	138						
Gender Boys	76	31 (40.79%)	13 (17.11%)	13 (17.11%)	19 (25%)	76	100%
Gender : Girls	62	24 (38.71%)	09 (14.52%)	20 (32.26%)	09 (14.52%)	62	100%
Total							

Table 3 depicts use of metacognitive strategies by senior secondary school students while describing an incident. Out of 480 students 264 are boys and 216 are girls, 90 (34.09%) boys and 82 (37.96%) girls plan to put the events in sequence, 63 (23.86%) boys and 48 (22.22%) girls ask themselves, if any important details are missing, 61 (23.11%) boys and 58(26.85%) girls check the detail and sequence of incident and remaining, 50 (18.94%) boys and 28 (12.96%) girls write whatever they remember.

In planning and evaluation strategies girls are ahead while in monitoring strategy boys do better in giving description of an incident. Here gender difference is visible. Among boys and girls of three streams in planning strategy girls of arts, commerce streams and boys of science stream think in arranging thinks in sequence than boys of arts, commerce streams and girls of science stream. No difference is visible in boys and girls of arts stream in monitoring strategy. Boys of commerce, science streams are ahead in describing an incident. Girls of arts, science streams and boys of commerce stream have better evaluation strategy in comparison to boys of arts, science streams and girls of commerce stream.

Table 3:   Describing an incident

Girls
- Planning(37.96%)
- Monitoring(22.22%)
- Evaluation(26.85%)
- Others(9.72%)

Boys
- Planning(34.09%)
- Monitoring(23.86%)
- Evaluation(23.11%)
- Others(10.23%)

While writing composition, I
1. Make a list of the words
2.   Go through my composition and edit

3. Edit needless sentences
4. Complete the composition based on the ideas in my mind

Table 4: Writing composition

S. No		N	Planning Make a list of the words	Monitoring Go through my composition and edit	Evaluation Edit needless sentences	Others Complete the composition based on the ideas in my mind	Total	%
1		480						
Gender : Boys		264	65 (24.62%)	84 (31.82%)	53 (20.08%)	62 (23.48%)	264	**100%**
Gender : Girls		216	57 (26.38%)	49 (22.69%)	36 (16.67%)	74 (34.26%)	216	**100%**
Stream								
Arts		**180**						
Gender Boys		97	27 (27.84%)	41 (42.27%)	20 (20.62%)	09 (09.28%)	97	**100%**
Gender : Girls		83	25 (30.12%)	23 (27.71%)	21 (25.30%)	14 (16.87%)	83	**100%**
Commerce		**162**						
Gender Boys		91	22 (24.18%)	21 (23.08%)	24 (26.37%)	24 (26.37%)	91	**100%**
Gender : Girls		71	21 (29.58%)	16 (22.54%)	06 (08.45%)	28 (39.44%)	71	**100%**
Science		**138**						
Gender Boys		76	16 (21.05%)	22 (28.95%)	09 (11.84%)	29 (38.16%)	76	**100%**
Gender : Girls		62	11 (17.74%)	10 (16.13%)	09 (14.52%)	32 (51.61%)	62	**100%**
Total								

Table 4 depicts use of metacognitive strategies by senior secondary school students while writing composition. Out of 480 students 264 are boys and 216 are girls, 65 (24.62%) boys and 57 (26.39%) girls make a list of the words, 84 (31.82%) boys and 49 (22.69%) girls go through their composition and , 53 (20.08%) boys and 36 (16.67%) girls edit needless sentences and remaining, 62 (23.48%) boys and 74(34.26%) girls complete the composition based on the ideas in their mind.

Girls are ahead in planning strategy and evaluation strategies while boys are in monitoring strategies while writing composition. Girls of arts, commerce streams and boys of science stream make a rich list of the words than boys of arts, commerce streams and girls of science stream in planning strategy. Boys of arts, science streams display better editing of composition than girls of arts, science streams. Boys and girls of commerce stream are similar in monitoring strategy. Girls of arts, science streams and boys of commerce stream are better in removing needless sentences than boys of arts, science streams and girls of commerce stream evaluation strategy
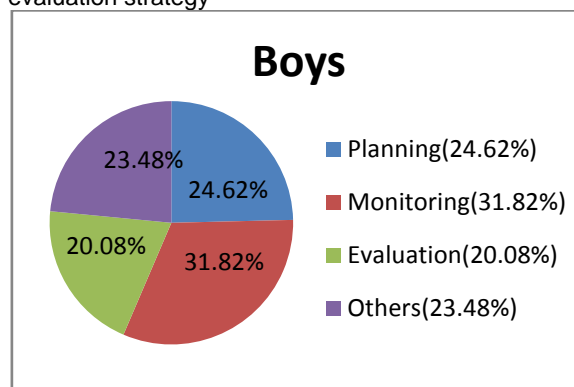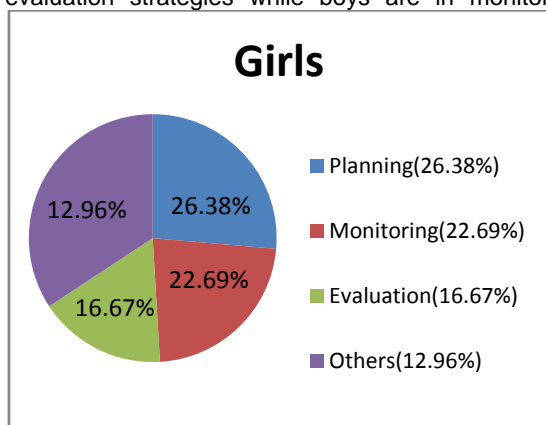
While writing a story, I
a. Pay attention to the plot
b. Monitor story line and characters

c. Judge whether the story is interesting and has a flaw
d. Finish the story in time, following instructions

Table 5: Writing a story

S. No	N	Planning Pay attention to the plot	Monitoring Monitor story line and characters	Evaluation Judge whether the story is interesting and has a flaw	Others Finish the story in time, following instructions	Total	%
1	**480**						
Gender : Boys	264	71 (26.89%)	71 (26.89%)	89 (33.71%)	33 (12.5%)	264	**100%**
Gender : Girls	216	65 (30.09%)	58 (26.85%)	62 (28.70%)	31 (14.35%)	216	**100%**
Stream							
Arts	**180**						
Gender Boys	97	31 (31.96%)	26 (26.80%)	27 (27.84%)	13 (13.40%)	97	**100%**
Gender : Girls	83	27 (32.53%)	22 (26.51%)	27 (32.53%)	07 (08.43%)	83	**100%**
Commerce	**162**						
Gender Boys	91	23 (25.27%)	27 (29.67%)	31 (34.07%)	10 (10.99%)	91	**100%**
Gender : Girls	71	19 (26.76%)	20 (28.17%)	17 (23.94%)	15 (21.13%)	71	**100%**
Science	**138**						
Gender Boys	76	17 (22.37%)	18 (23.68%)	31 (40.79%)	10 (13.16%)	76	**100%**
Gender : Girls	62	19 (30.65%)	16 (25.81%)	18 (29.03%)	09 (14.52%)	62	**100%**
Total							

Table 5 depicts use of metacognitive strategies by senior secondary school students while writing a story. Out of 480 students 264 are boys and 216 are girls, 71 (26.89%) boys and 65 (30.09%) girls pay attention to the plot, 71 (26.89%) boys and 58 (26.85%) girls monitor story line and characters, 89 (33.71%) boys and 62 (28.70%) girls judge whether the story is interesting and has a flaw and remaining, 33 (12.05%) boys and 31 (14.35%) girls finish the story in time, following instructions.

Less difference is visible in boys and girls of arts and commerce stream while girls of Science strem are ahead in planning strategy. Less difference is seen in boys and girls of Arts and commerce stream while girls of science stream do better in monitoring strategy. Girls of arts and boys of commerce and science stream judge whether the story is interesting and has a flaw in comparison to boys of arts and girls of commerce and science in evaluation strategy

Table 5: Writing a story
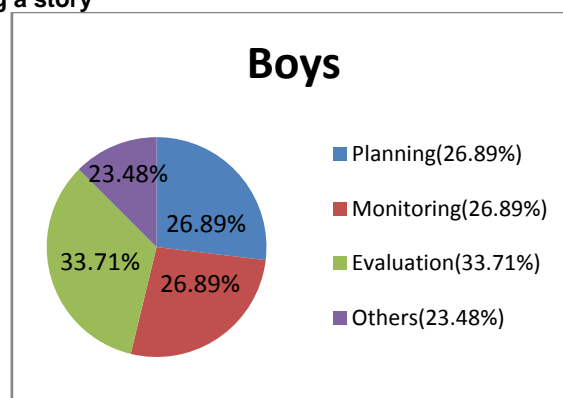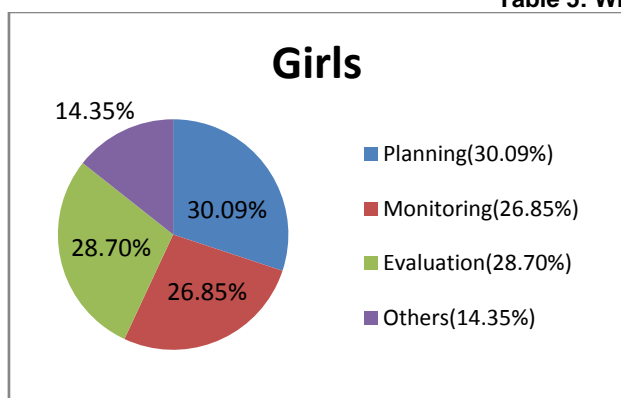
Findings
1. It is found that 83.71% boys and 86.11% girls use of metacognitive strategies while 43 (16.29%) boys and 30 (13.89%) girls do not use metacognitive strategies in writing a paragraph. Less difference is visible in gender in use of metacognitive strategies.
2. It is found that 89.77% boys and 90.28% girls use metacognitive strategies while 27 (10.23%) boys

and 21 (09.72%) girls do not use metacognitive strategies in writing something. It denotes that negligible difference exists in boys and girls in use of metacognitive strategies.
3. It is found that 81.06% boys and 87.04% girls use metacognitive strategies while 50 (18.94%) boys and 28 (12.96%) girls do not use metacognitive strategies in describing an incident.

4. Findings indicate that 76.52% boys and 65.74% girls use metacognitive strategies while 62 (23.48%) boys and 74 (34.26%) girls do not use metacognitive strategies in writing composition. Boys are ahead in metacognitive strategies while writing composition
5. It is seen that 87.5% boys and 85.65% girls use metacognitive strategies while 33 (12.5%) boys and 31 (14.35%) girls do not use metacognitive strategies in writing a story. Less difference is found in use of metacognitive strategies in boys and girls.

Implications
1. There is a need to aware the students about metacognitive strategies.
2. Use of metacognitive strategies improves writing skills so the teacher should make efforts to explain the importance of metacognitive strategies to students.

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