

## District wise Comparative Study of English Writing Skill of Bengali Medium Secondary School Students of West Bengal

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### ABSTRACT

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. There are some pedagogical purposes of writing. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. Writing or learning to write especially in a second language is not simple matter of writing things down. Writing process requires a number of different components and skills. By examining secondary students' performance in English writing skills this study tries to get an idea of the achievement in English Writing skill of the of Bengali medium secondary students of West Bengal. A comparative study has been conducted among the Bengali medium secondary students of four districts of West Bengal. For this study, 1204 Bengali-medium students from four districts of West Bengal were taken as the samples. A descriptive survey has been applied as its methodology. Stratified random sampling is applied for gathering data. Self-made achievement tests and scoring rubrics are taken as data collection and scoring techniques. Hypotheses have been formed. District wise Group Statistics & independent sample t-test is used to assess all of the research's data. Findings demonstrated that there are differences in the acquisition of the components of English Writing Skill among the students of four districts.

**Keywords:** *Writing Skill, Content, Organization, Vocabulary, Grammar, Mechanics*

These days, writing is a necessary ability for many people, not just a luxury for a select few according to The National Commission on Writing in American Colleges and Schools. Writing is a process that allows pupils to generate meaning while also exploring and discovering their ideas (Zamel, 1983). Writing requires the writer to exhibit control over multiple factors at once, making it an incredibly difficult cognitive endeavor. Writing was regarded as an artistic endeavor, a creative process where the journey towards realizing oneself was just as significant as the final product.

Writing is an expanded language tool and the most significant intellectual advancement of the human species to date. Through the process of writing, a writer can construct and explore their thoughts, ideas, and visions that others may not see or hear. One of the language abilities that is most important in our daily lives is writing. We can communicate

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with others, complete transactions, convince, enrage, and express our emotions through writing. One of the abilities required to teach English is writing. It has always been taught in the majority of English language courses.

### LITERATURE REVIEW

Writing proficiency also depends on one's capacity for coherent thought on important issues (Nickerson et al., 1985). Varghese (1989) states that the student who learns to write English has to cope with the problems of ease and fluency of expression, of grammatical and lexical accuracy, and of the appropriateness of the style of writing as demanded by the occasion or situation in addition to the mechanical issues related to the language's script.

According to Dyan (2010), writing serves five pedagogical purposes: a. The introduction and practice of writing in one way or another allows us to accommodate various learning requirements and styles. b. Written assignments give students concrete proof that they are improving their language skills. c. It seems that exposure to a foreign language across multiple mediums is more beneficial than relying just on one, particularly if skills are appropriately incorporated, such as writing. d. Writing breaks up oral work and adds diversity to classroom activities. b. Both official and informal testing frequently need writing.

We have English as our main window of the world, as Jawaharlal Lal Nehru once said. According to Kachru (1983), there was a notable surge in educational establishments following World War I, with schools and colleges expanding throughout the interior regions of India. Naturally, this contributed to the middle and lower levels of Indian society adopting bilingualism more widely.

The English language is crucial from an educational perspective. Despite being a foreign language, since India's independence in 1947, it has played a significant role in the curriculum and served as a medium of instruction for learning and teaching at both the school and college levels. The significance of utilizing English is emphasized by the Radhakrishnan Commission in 1948. The Radhakrishnan Commission acknowledged the value of including English in our curriculum.

The Indian Education Commission, also known as the Kothari Commission (1964–1966), classified English as a library language, which is one of the most significant functions English plays as a subject today. The Kothari Commission (1964–1966) suggested that students study three languages in school: English, the state's official language, and their mother tongue or regional language. The Kothari Commission (1964–1966) advocated for the use of English as the library language. To cite the Kothari Education Commission report: "In fact, English would play a vital role in higher education as an important 'library language.'" Before a student is deemed eligible for a degree, especially a Master's degree, he must demonstrate that he can communicate in English quite well. The continued use of English language is desirable as it is the only language through which maximum knowledge can be imparted to students.

English has taken on such a prominent role in the educational curriculum and is now taught with such concentration in Indian colleges and schools. Learning how to write in English from the best writers of the era was the major assignment. However, pedagogical study revealed that this kind of instruction was failing to prepare its students to use the English

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language in everyday contexts. Prioritizing the usage of English for practical purposes, higher officials and curriculum planners soon realized the times demanded it and introduced and emphasized English language as a subject in Indian curriculum at schools and universities. The National Knowledge Commission (2007) emphasized the importance of the English language as a determinant of access as well as a medium of instruction and communication. Understanding and proficiency in the English language, according to NKC, is a critical factor in determining one's ability to pursue further education, career options, and social chances. According to Chakranarayan (2012), English language education plays a significant role in determining each person's destiny. English is regarded by many authors worldwide as the "queen of languages."

Since the teaching of English in schools began, course books have featured distinct assignments for every language competence. Similar to other English language abilities, writing proficiency is crucial to kids' academic growth since it gives them the comprehension, fluency, ability, and confidence they'll need for future coursework and advanced education. Effective communication and writing abilities are necessary for managing day-to-day operations, making choices, and documenting and reporting vast volumes of complex information in the workplace, according to Jones (1995).

The hardest part of learning a second language is writing. "Students who speak a language other than English at home are traditionally referred to as speaking English as a second language, or ESLs. It is the general aim of students in elementary schools to attain proficient levels of literacy. For English language learners, this goal is particularly difficult, especially when it comes to writing. Its foundation is the appropriate and calculated application of language with communicative potential and correct syntax. (Dar & Khan, 2015; Hyland, 2003; Mahboob, 2014).

Over the past two decades, writing instruction has become increasingly important because of two things: first, it is a useful instrument for communicating ideas effectively; second, a lot of study has been done in this field to look at a variety of problems that ESL writers encounter (Hyland, 2003; Haider, 2012; Dar & Khan, 2015).

The primary goal of writing is to communicate ideas clearly and effectively; to do this, one must be proficient in the writing subskills. The following are among the elements of writing, according to Knoblock & Drake (2005): Grammar (rules for verb agreement, articles, and pronouns), mechanics (handwriting, spelling, punctuation), word choice (vocabulary, idiom, tone), and organization (paragraphs, topic, and support cohesiveness and unity), Sentence structure, sentence boundaries, and stylistic preference comprise syntax. Content: Relevance, originality, clarity, and logic; Purpose: Justification and the reason for writing.

Malaynathan (2016) observed that most Bengali-medium schools in West Bengal teach English incorrectly. West Bengal's English as a second language program is neither good nor sufficient; in the absence of more contemporary resources like projectors and audio-visual aids, many schools still rely only on antiquated teaching methods like chalk and a chalkboard. Furthermore, grammar, comprehension, and paragraphs are covered in the state school English curriculum. Since their standards are so low in comparison to those of other boards, thus the subject does not receive greater attention. in particular at schools where Bengali is the primary language, according to Banerjee (2016). Thus, in the majority of Bengali-medium schools, children still struggle to develop their English writing abilities.

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Several authors used t-test for comparing different groups to understand differences (Adhikari et al., 2023; Ahmed et al., 2020a; 2020b; Ansary et al., 2022; Chatterjee et al., 2016; Karmakar et al., 2016; Khatun et al., 2022; Mahato & Sen, 2021; Mahato & Sen, 2023; Mondal & Saha, 2013; Mondal et al., 2014; Roy & Saha, 2022; Roy & Saha, 2023; Roy et al., 2017; Saha, 2012; Saha, 2021; Saha et al., 2012; Sen et al., 2013; Sen & Kar, 2014; Sen & Samanta, 2013).

The need of emphasizing the development of English writing skills in secondary schools, higher secondary schools, and degree colleges in India has been the subject of numerous research and journal articles. Studies on attitudes of West Bengal Bengali-medium secondary school pupils on English as a second language in the curriculum have also been conducted.

The purpose of this study is to gain an understanding of the English writing achievement of students in West Bengal Bengali medium secondary educational institutions. A comparison study of secondary Bengali-medium students from four districts of West Bengal has been carried out for this reason.

### *Objectives of the Study*

Following objectives are taken into account:

- To make a District wise comparative study of English Writing Skill of Bengali Medium secondary School students of four districts (Birbhum, Purba Bardhaman, Paschim Bardhaman, Murshidabad);
- To analyze the achievement in English Writing skill of Secondary Students in respect to its components-content, organization, vocabulary, grammar and mechanics;
- To measure differences found in the achievement of students in English Writing Skill according to districts;
- To find out any difference present in writing skill in terms of components of writing (content, organization, vocabulary, grammar and mechanics) among the four districts (Birbhum, Purba Bardhaman, Paschim Bardhaman, Murshidabad).

### *Hypotheses:*

On the basis of above maintained objectives, following hypotheses are constructed;

- **H<sub>01</sub>** There is no significant difference present in writing skill in terms of content between the students of two districts- Birbhum & Purba Bardhaman.
- **H<sub>02</sub>** There is no significant difference present in writing skill in terms of organization between the students of two districts- Birbhum & Purba Bardhaman.
- **H<sub>03</sub>** There is no significant difference present in writing skill in terms of vocabulary between the students of two districts- Birbhum & Purba Bardhaman.
- **H<sub>04</sub>** There is no significant difference present in writing skill in terms of grammar between the students of two districts- Birbhum & Purba Bardhaman.
- **H<sub>05</sub>** There is no significant difference present in writing skill in terms of mechanics between the students of two districts- Birbhum & Purba Bardhaman.
- **H<sub>06</sub>** There is no significant difference present in writing skill in terms of content between the students of two districts- Birbhum & Paschim Bardhaman.
- **H<sub>07</sub>** There is no significant difference present in writing skill in terms of organization between the students of two districts- Birbhum & Paschim Bardhaman.

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- **H<sub>08</sub>**There is no significant difference present in writing skill in terms of vocabulary between the students of two districts- Birbhum & Paschim Bardhaman
- **H<sub>09</sub>**There is no significant difference present in writing skill in terms of grammar between the students of two districts- Birbhum & Paschim Bardhaman
- **H<sub>10</sub>**There is no significant difference present in writing skill in terms of mechanics between the students of two districts- Birbhum & Paschim Bardhaman
- **H<sub>011</sub>**There is no significant difference present in writing skill in terms of content between the students of two districts- Birbhum & Murshidabad.
- **H<sub>012</sub>**There is no significant difference present in writing skill in terms of organization between the students of two districts- Birbhum & Murshidabad.
- **H<sub>013</sub>**There is no significant difference present in writing skill in terms of vocabulary between the students of two districts- Birbhum & Murshidabad.
- **H<sub>014</sub>**There is no significant difference present in writing skill in terms of grammar between the students of two districts- Birbhum & Murshidabad.
- **H<sub>015</sub>**There is no significant difference present in writing skill in terms of mechanics between the students of two districts- Birbhum & Murshidabad.
- **H<sub>016</sub>**There is no significant difference present in writing skill in terms of content between the students of two districts- Purba Bardhaman & Paschim Bardhaman.
- **H<sub>017</sub>**There is no significant difference present in writing skill in terms of organization between the students of two districts- Purba Bardhaman & Paschim Bardhaman.
- **H<sub>018</sub>**There is no significant difference present in writing skill in terms of vocabulary between the students of two districts- Purba Bardhaman & Paschim Bardhaman.
- **H<sub>019</sub>**There is no significant difference present in writing skill in terms of grammar between the students of two districts- Purba Bardhaman & Paschim Bardhaman.
- **H<sub>020</sub>**There is no significant difference present in writing skill in terms of mechanics between the students of two districts- Purba Bardhaman & Paschim Bardhaman.
- **H<sub>021</sub>**There is no significant difference present in writing skill in terms of content between the students of two districts- Purba Bardhaman & Murshidabad.
- **H<sub>022</sub>** There is no significant difference present in writing skill in terms of organization between the students of two districts- Purba Bardhaman& Murshidabad.
- **H<sub>023</sub>**There is no significant difference present in writing skill in terms of vocabulary between the students of two districts- Purba Bardhaman & Murshidabad.
- **H<sub>024</sub>**There is no significant difference present in writing skill in terms of grammar between the students of two districts- Purba Bardhaman & Murshidabad.
- **H<sub>025</sub>**There is no significant difference present in writing skill in terms of mechanics between the students of two districts- Purba Bardhaman & Murshidabad.
- **H<sub>026</sub>**There is no significant difference present in writing skill in terms of content between the students of two districts- Paschim Bardhaman & Murshidabad.
- **H<sub>027</sub>**There is no significant difference present in writing skill in terms of organization between the students of two districts- Paschim Bardhaman & Murshidabad.
- **H<sub>028</sub>**There is no significant difference present in writing skill in terms of vocabulary between the students of two districts- Paschim Bardhaman & Murshidabad.
- **H<sub>029</sub>**There is no significant difference present in writing skill in terms of grammar between the students of two districts- Paschim Bardhaman & Murshidabad.
- **H<sub>030</sub>**There is no significant difference present in writing skill in terms of mechanics between the students of two districts- Paschim Bardhaman & Murshidabad.

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**METHODOLOGY OF THE STUDY**

**Method:**

This study used descriptive survey as its methodology.

**Population and Sample:** All the students of Bengali medium secondary schools under West Bengal Board of Secondary Education is the population for the study. A total of 1204 students from four districts—Birbhum, Purba Bardhaman, Paschim Bardhaman & Murshidabad—are taken as the sample.

**Sampling:** Different strata, including gender, residence, and class, have been considered, and data is collected using the stratified random sampling technique.

**Data Collection:** Data has been collected from class ix and x students of both rural and urban schools, from different types of organizations like boys, girls, and co-educational schools. Self-made achievement tests are used as data collection techniques. Scoring has been done using rubrics.

**Statistical Technique Used:** Group Statistics & Independent Samples t-testis done using SPSS 26.0 version.

**RESULTS & DISCUSSIONS**

For this study, 1204 pupils were chosen from West Bengal's four districts of Birbhum, Purba Bardhaman, Paschim Bardhaman, and Murshidabad. All the students were Bengali-medium learners studying English as a second language. Boys' schools, girls' schools, co-ed schools, rural schools, and urban schools have all considered for the data collection. Both class X and class IX pupils are surveyed for data. A self-made achievement test is administered to all students to gauge their level of proficiency in English writing. After reviewing their answer papers, scores are assigned based on writing skill rubrics.

**Table 1: Group Statistics for students of Birbhum & Purba Bardhaman districts**

Group Statistics					
	District	N	Mean	Std. Deviation	Std. Error Mean
Content	Birbhum	335	2.86	1.003	.055
	Purba Bardhaman	252	3.24	.905	.057
Organization	Birbhum	335	2.65	1.098	.060
	Purba Bardhaman	252	3.04	1.059	.067
Vocabulary	Birbhum	334	2.43	1.183	.065
	Purba Bardhaman	252	2.87	1.099	.069
Grammar	Birbhum	335	2.39	1.193	.065
	Purba Bardhaman	252	2.75	1.132	.071
Mechanics	Birbhum	335	2.29	1.117	.061
	Purba Bardhaman	252	2.52	1.076	.068

The total no of students of Birbhum district is 335. The total no of students of Purba Bardhaman district is 252. In content the statistic mean of all students of Birbhum district is 2.86, In content the statistic mean of all students of Purba Bardhaman district is 3.24, In organization the statistic mean of all students of Birbhum district is 2.65, In organization the statistic mean of all students of Purba Bardhaman district is 3.04. In vocabulary the statistic

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mean of all students of Birbhum & Purba Bardhaman are 2.43 & 2.87 respectively. In grammar the statistic mean of all students of Birbhum & Purba Bardhaman are 2.39 & 2.75 respectively. In mechanics the statistic mean of all students of Birbhum & Purba Bardhaman are 2.29 & 2.52 respectively. So, it is found that the students of Purba Bardhaman are doing well in all the components of writing skill (content, organization, vocabulary, grammar and mechanics) than the students of Birbhum district.

**Table 2: Results of t-Tests between Birbhum & Purba Bardhaman districts on different components of writing skill**

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Content	-4.680	585	.000	-.375	.080
Organization	-4.347	585	.000	-.392	.090
Vocabulary	-4.531	584	.000	-.434	.096
Grammar	-3.708	585	.000	-.361	.097
Mechanics	-2.554	585	.011	-.234	.092

It is evident that there is 0.00 level of significance between the achievement of students of Birbhum and students of Purba Bardhaman in terms of content, organization, vocabulary, grammar. It is also evident that there is 0.011 level of significance between the achievement of students of Birbhum and students of Purba Bardhaman in terms of Mechanics in case of English writing skill. As 0.00 & 0.011 both are less than 0.05 level of significance so it is clear that there is significant difference present between the achievement of students Birbhum and students of Purba Bardhaman in terms of content, organization, vocabulary, grammar and mechanics in case of English writing skill.

**Table 3: Group Statistics for students of Birbhum & Paschim Bardhaman districts**

<b>Group Statistics</b>					
	District	N	Mean	Std. Deviation	Std. Error Mean
Content	Birbhum	335	2.86	1.003	.055
	Paschim Bardhaman	366	3.06	.814	.043
Organization	Birbhum	335	2.65	1.098	.060
	Paschim Bardhaman	366	2.87	.940	.049
Vocabulary	Birbhum	334	2.43	1.183	.065
	Paschim Bardhaman	366	2.66	1.012	.053
Grammar	Birbhum	335	2.39	1.193	.065
	Paschim Bardhaman	366	2.52	.992	.052
Mechanics	Birbhum	335	2.29	1.117	.061
	Paschim Bardhaman	366	2.39	.961	.050

The total no of students of Birbhum district is 335. The total no of students of Paschim Bardhaman district is 366. In content the statistic mean of all students of Birbhum and Paschim Bardhaman district are 2.86 and 3.06 respectively. In organization the statistic mean of all students of Birbhum and Paschim Bardhaman district are 2.65 and 2.87 respectively. In vocabulary the statistic mean of all students of Birbhum & Paschim Bardhaman are 2.43 & 2.66 respectively. In grammar the statistic mean of all students of

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Birbhum & Paschim Bardhaman are 2.39 & 2.52 respectively. In mechanics the statistic mean of all students of Birbhum & Paschim Bardhaman are 2.29 & 2.39 respectively. So, it is found that the students of Paschim Bardhaman are doing better in the components of writing skill (content, organization, vocabulary) than the students of Birbhum district. It is also found that the students of Paschim Bardhaman and the students of Birbhum district are almost same in Mechanics & Grammar.

**Table 4: Results of t-Tests between Birbhum & Paschim Bardhaman districts on different components of writing skill**

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Content	-2.833	699	.005	-.195	.069
Organization	-2.943	699	.003	-.227	.077
Vocabulary	-2.805	698	.005	-.233	.083
Grammar	-1.622	699	.105	-.134	.083
Mechanics	-1.288	699	.198	-.101	.079

It is evident that there is 0.005 level of significance between the achievement of students of Birbhum and students of Paschim Bardhaman in terms of content, there is 0.003 level of significance in terms of organization between the achievement of students of Birbhum and students of Paschim Bardhaman. It is evident, there is 0.005 level of significance in terms of vocabulary. It is also evident that there is .105 level of significance between the achievement of students of Birbhum and students of Paschim Bardhaman in terms of grammar. It is also evident that there is .198 level of significance between the achievement of students of Birbhum and students of Paschim Bardhaman in terms of mechanics in case of English writing skill. As 0.005, 0.003, 0.005 are less than 0.05 level of significance so it is clear that there is significant difference present between the achievement of students Birbhum and students of Paschim Bardhaman in terms of content, organization & vocabulary in case of English writing skill. As .105 & .198 are not less than 0.05 level of significance so it is clear that there is no significant difference present between the achievement of students Birbhum and students of Paschim Bardhaman in terms of grammar & mechanics in case of English writing skill.

**Table 5: Group Statistics for students of Birbhum & Murshidabad districts**

Group Statistics					
	District	N	Mean	Std. Deviation	Std. Error Mean
Content	Birbhum	335	2.86	1.003	.055
	Murshidabad	251	2.80	.898	.057
Organization	Birbhum	335	2.65	1.098	.060
	Murshidabad	251	2.58	.990	.062
Vocabulary	Birbhum	334	2.43	1.183	.065
	Murshidabad	251	2.35	1.037	.065
Grammar	Birbhum	335	2.39	1.193	.065
	Murshidabad	251	2.17	.978	.062
Mechanics	Birbhum	335	2.29	1.117	.061
	Murshidabad	251	2.04	.922	.058



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The total no of students of Birbhum district is 335. The total no of students of Murshidabad district is 251. In content the statistic mean of all students of Birbhum and Murshidabad district are 2.86 and 2.80 respectively. In organization the statistic mean of all students of Birbhum and Murshidabad district are 2.65 and 2.58 respectively. In vocabulary the statistic mean of all students of Birbhum & Murshidabad are 2.43 & 2.35 respectively. In grammar the statistic mean of all students of Birbhum & Murshidabad are 2.39 & 2.17 respectively. In mechanics the statistic mean of all students of Birbhum & Murshidabad are 2.29 & 2.04 respectively. So, it is found that the students of Birbhum are doing well in the components of writing skill (Grammar and Mechanics) than the students of Murshidabad district. It is also found that the students of Birbhum & the students of Murshidabad district are almost same in in the components of writing skill(Content, Organization & Vocabulary).

**Table 6: Results of t-Tests between Birbhum & Murshidabad districts on different components of writing skill**

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Content	.723	584	.470	.058	.080
Organization	.752	584	.452	.066	.088
Vocabulary	.901	583	.368	.085	.094
Grammar	2.358	584	.019	.218	.092
Mechanics	2.927	584	.004	.254	.087

It is evident that there is 0.470 level of significance between the achievement of students of Birbhum and students of Murshidabad in terms of content, there is 0.452 level of significance in terms of organization between the achievement of students of Birbhum and students of Murshidabad. It is evident, there is 0.368 level of significance in terms of vocabulary. It is also evident that there is .019 level of significance between the achievement of students of Birbhum and students of Murshidabad in terms of grammar. It is also evident that there is .004 level of significance between the achievement of students of Birbhum and students of Murshidabad in terms of mechanics in case of English writing skill. As 0.004 & 0.019 are less than 0.05 level of significance so it is clear that there is significant difference present between the achievement of students Birbhum and students of Murshidabad in terms of Grammar & Mechanics in case of English writing skill. As .0.470, 0.452 & 0.368 are not less than 0.05 level of significance so it is clear that there is no significant difference present between the achievement of the students of Birbhum and the students of Murshidabad in terms of Content, Organization & Vocabulary in case of English writing skill.

**Table 7: Group Statistics for students of Purba Bardhaman & Paschim Bardhaman districts**

Group Statistics					
	District	N	Mean	Std. Deviation	Std. Error Mean
Content	Purba Bardhaman	252	3.24	.905	.057
	Paschim Bardhaman	366	3.06	.814	.043
Organization	Purba Bardhaman	252	3.04	1.059	.067
	Paschim Bardhaman	366	2.87	.940	.049

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<b>Group Statistics</b>					
	<b>District</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Vocabulary	Purba Bardhaman	252	2.87	1.099	.069
	Paschim Bardhaman	366	2.66	1.012	.053
Grammar	Purba Bardhaman	252	2.75	1.132	.071
	Paschim Bardhaman	366	2.52	.992	.052
Mechanics	Purba Bardhaman	252	2.52	1.076	.068
	Paschim Bardhaman	366	2.39	.961	.050

The total no of students of Purba Bardhaman District is 252. The total no of students of Paschim Bardhaman district is 366. In content the statistic mean of all students of Purba Bardhaman & Paschim Bardhaman districts are 3.24 and 3.06 respectively, in organization the statistic mean of all students of Purba Bardhaman & Paschim Bardhaman district are 3.04 and 2.87 respectively. In vocabulary the statistic mean of all students of Purba Bardhaman & Paschim Bardhaman are 2.87 & 2.66 respectively. In grammar the statistic mean of all students of Purba Bardhaman & Paschim Bardhaman are 2.75 & 2.52 respectively. In mechanics the statistic mean of all students of Purba Bardhaman & Paschim Bardhaman are 2.52 & 2.39 respectively. So, it is found that the students of Purba Bardhaman are doing well in the components of writing skill (Content, Organization, Vocabulary, Grammar) than the students of Paschim Bardhaman district. It is also found that the students of Purba Bardhaman & Paschim Bardhaman are almost same in the component of writing skill (Mechanics).

**Table 8: Results of t-Tests between Purba Bardhaman & Paschim Bardhaman districts on different components of writing skill**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>Std. Error Difference</b>
Content	2.590	616	.010	.181	.070
Organization	2.040	616	.042	.165	.081
Vocabulary	2.344	616	.019	.201	.086
Grammar	2.636	616	.009	.227	.086
Mechanics	1.610	616	.108	.133	.083

It is evident that there is 0.010 level of significance between the achievement of students of Purba Bardhaman and students of Paschim Bardhaman in terms of content, there is 0.042 level of significance in terms of organization between the achievement of students of Purba Bardhaman and students of Paschim Bardhaman, it is also evident, there is 0.019 level of significance in terms of vocabulary between the achievement of students of Purba Bardhaman and students of Paschim Bardhaman. It is also evident that there is .009 level of significance between the achievement of students of Purba Bardhaman and students of Paschim Bardhaman in terms of grammar. It is also evident that there is .108 level of significance between the achievement of students of Purba Bardhaman and students of Paschim Bardhaman in terms of mechanics in case of English writing skill. As 0.010, .042, .019 & .009 are less than 0.05 level of significance so it is clear that there is

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significant difference present between the achievement of students Purba Bardhaman and students of Paschim Bardhaman in terms of content, organization & vocabulary Grammar in case of English writing skill. As 0.108 is not less than 0.05 level of significance so it is clear that there is no significant difference present between the achievement of students of Purba Bardhaman and students of Paschim Bardhaman in terms of in terms of Mechanics in case of English writing skill.

**Table 9: Group statistics for students of Purbabardhaman & Murshidabad districts**

<b>Group Statistics</b>					
	<b>District</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Content	Purba Bardhaman	252	3.24	.905	.057
	Murshidabad	251	2.80	.898	.057
Organization	Purba Bardhaman	252	3.04	1.059	.067
	Murshidabad	251	2.58	.990	.062
Vocabulary	Purba Bardhaman	252	2.87	1.099	.069
	Murshidabad	251	2.35	1.037	.065
Grammar	Purba Bardhaman	252	2.75	1.132	.071
	Murshidabad	251	2.17	.978	.062
Mechanics	Purba Bardhaman	252	2.52	1.076	.068
	Murshidabad	251	2.04	.922	.058

The total no of students of Purba Bardhaman district is 252. The total no of students of Murshidabad district is 251. In content the statistic mean of all students of Purba Bardhaman & Murshidabad districts are 3.24 and 2.80 respectively, in organization the statistic mean of all students of Purba Bardhaman & Murshidabad districts are 3.04 and 2.58 respectively, in vocabulary the statistic mean of all students of Purba Bardhaman & Murshidabad are 2.87 & 2.35 respectively. In grammar the statistic mean of all students of Purba Bardhaman & Murshidabad are 2.75 & 2.17 respectively. In mechanics the statistic mean of all students of Purba Bardhaman & Murshidabad are 2.52 & 2.04 respectively. So, it is found that the students of Purba Bardhaman are doing well in all the components of writing skill (Content, Organization, Vocabulary, Grammar and Mechanics) than the students of Murshidabad district.

**Table 10: Results of T-Tests between Purba Bardhaman & Murshidabad districts on different components of writing skill**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>Std. Error Difference</b>
Content	5.390	501	.000	.433	.080
Organization	5.009	501	.000	.458	.091
Vocabulary	5.440	501	.000	.518	.095
Grammar	6.134	501	.000	.579	.094
Mechanics	5.458	501	.000	.488	.089

It is evident that there is 0.000 level of significance between the achievement of students of Purba Bardhaman and students of Murshidabad in terms of all the components of writing skill-content, organization, vocabulary, grammar & mechanics in case of English writing

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skill. As 0.000 is less than 0.05 level of significance so it is clear that there is significant difference present between the achievement of students Purba Bardhaman and students of Murshidabad in terms of content, organization & vocabulary Grammar & Mechanics in case of English writing skill.

**Table 11: Group Statistics for students of Paschim Bardhaman & Murshidabad districts**

<b>Group Statistics</b>					
	<b>District</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Content	Paschim Bardhaman	366	3.06	.814	.043
	Murshidabad	251	2.80	.898	.057
Organization	Paschim Bardhaman	366	2.87	.940	.049
	Murshidabad	251	2.58	.990	.062
Vocabulary	Paschim Bardhaman	366	2.66	1.012	.053
	Murshidabad	251	2.35	1.037	.065
Grammar	Paschim Bardhaman	366	2.52	.992	.052
	Murshidabad	251	2.17	.978	.062
Mechanics	Paschim Bardhaman	366	2.39	.961	.050
	Murshidabad	251	2.04	.922	.058

The total no of students of Paschim Bardhaman district is 366. The total no of students of Murshidabad district is 251. In content the statistic mean of all students of Paschim Bardhaman & Murshidabad districts are 3.06 and 2.80 respectively, in organization the statistic mean of all students of Paschim Bardhaman & Murshidabad districts are 2.87 and 2.58 respectively, in vocabulary the statistic mean of all students of Paschim Bardhaman & Murshidabad are 2.66 & 2.35 respectively. In grammar the statistic mean of all students of Paschim Bardhaman & Murshidabad are 2.52 & 2.17 respectively. In mechanics the statistic mean of the students of Paschim Bardhaman & Murshidabad are 2.39 & 2.04 respectively. So, it is found that the students of Paschim Bardhaman are doing well in all the components of writing skill (content, organization, vocabulary, grammar and mechanics) than the students of Murshidabad district.

**Table 12: Results of t-Tests between Paschim Bardhaman & Murshidabad districts on different components of writing skill**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>Std. Error Difference</b>
Content	3.631	615	.000	.253	.070
Organization	3.718	615	.000	.293	.079
Vocabulary	3.788	615	.000	.317	.084
Grammar	4.352	615	.000	.352	.081
Mechanics	4.579	615	.000	.355	.077

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It is evident that there is 0.000 level of significance between the achievement of students of Paschim Bardhaman and students of Murshidabad in terms of content, organization & vocabulary, Grammar & Mechanics in case of English writing skill. As 0.000 level is less than 0.05 level of significance so it is clear that there is significant difference present between the achievement of students of Paschim Bardhaman and students of Murshidabad in terms of content, organization & vocabulary Grammar & Mechanics in case of English writing skill.

### **CONCLUSION**

Findings demonstrated that the hypotheses  $H_{01}$ ,  $H_{02}$ ,  $H_{03}$ ,  $H_{04}$  &  $H_{05}$  are rejected as there is significant difference present between the achievement of students Birbhum district and students of Purba Bardhaman district in terms of content, organization, vocabulary, grammar and mechanics in case of English writing skill.

From result it may be concluded that the students of Purba Bardhaman district have more achievement in every component of writing skill.

$H_{06}$ ,  $H_{07}$  &  $H_{08}$  are rejected as it is clear that there is significant difference present between the achievement of students Birbhum district and students of Paschim Bardhaman district in terms of content, organization & vocabulary.  $H_{09}$  &  $H_{10}$  are established as it is clear that there is no significant difference present between the achievement of students Birbhum district and students of Paschim Bardhaman district in terms of grammar & mechanics in case of English writing skill.

From result it may be concluded that the students of the students of Paschim Bardhaman district are doing better in the components of writing skill (content, organization, vocabulary) than the students of Birbhum district. It is also clear that the students of Paschim Bardhaman district and the students of Birbhum district are almost same in achievement in Mechanics & Grammar.

$H_{011}$ ,  $H_{012}$  &  $H_{013}$  are established as there is no significant difference present between the achievement of students Birbhum district and students of Murshidabad district in terms of content, organization & vocabulary in case of English writing skill.  $H_{014}$ ,  $H_{015}$  are rejected as it is clear that there is significant difference present between the achievement of students Birbhum district and students of Murshidabad district in terms of Grammar & Mechanics in case of English writing skill. From result, it may be concluded that the students of Birbhum district are doing well in the achievement of components of writing skill like Grammar and Mechanics than the students of Murshidabad district. It is also clear that the students of Birbhum district & the students of Murshidabad district are almost same in achievement of the components of writing skill like Content, Organization & Vocabulary.

$H_{016}$ ,  $H_{017}$ ,  $H_{018}$  &  $H_{019}$  are rejected as there is significant difference present between the achievement of students Purba Bardhaman district and students of Paschim Bardhaman district in terms of content, organization & vocabulary, Grammar in case of English writing skill.  $H_{020}$  is accepted it is clear that there is no significant difference present between the achievement of students of Purba Bardhaman district and students of Paschim Bardhaman district in terms of Mechanics in case of English writing skill. From result, it may be concluded that the students of Purba Bardhaman district are having more achievement in the components of writing skill-Content, Organization, Vocabulary, Grammar than the students

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of Paschim Bardhaman district. It is also found that the students Purba Bardhaman district & Paschim Bardhaman district are almost same achievement in Mechanics.

H<sub>021</sub>, H<sub>022</sub>, H<sub>023</sub>, H<sub>024</sub> & H<sub>025</sub> are rejected as it is clear that there is significant difference present between the achievement of students Purba Bardhaman district and students of Murshidabad district in terms of content, organization & vocabulary Grammar & Mechanics in case of English writing skill. From result it may be concluded that the students of Purba Bardhaman district have more achievement in every component of writing skill.

H<sub>026</sub>, H<sub>027</sub>, H<sub>028</sub>, H<sub>029</sub> & H<sub>030</sub> are rejected as it is clear that there is significant difference present between the achievement of students Paschim Bardhaman and students of Murshidabad in terms of Content, Organization & Vocabulary Grammar & Mechanics in case of English writing skill.

Finally, it is evident that there are differences- sometimes to a great extent and sometimes not significantly in the performance of English writing skill among the students of four districts.

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***Conflict of Interest***

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