

Original Research Article

EFFECT OF THE USE OF WRITING RUBRICS IN ENHANCING CREATIVE WRITING AMONG SENIOR SECONDARY SCHOOL STUDENTS IN SOKOTO STATE, NIGERIA.

Abstract

This research work investigated effect of the use of writing rubrics in enhancing creative writing among Senior Secondary School Students in Sokoto State, Nigeria. The objective was to find out if the use of writing rubrics in creative writing will improve students' writing ability. Three research questions along with three null hypotheses guided the conduct of the research. The study used research adviser (2006) to select 364 participants from SSS 2 out of the total number of 12,220 students in SSS2 in the state to serve as samples for the study. A Quasi-experimental design was used where a pretest, treatment and post-test were conducted. Researcher developed test instrument called Essay Writing Performance Test (EWPT) which was used to measure students' writing ability and collect data for the study. A pilot study was carried out to establish the reliability of the instrument which indicated the reliability index of 0.76 using Pearson Product Movement Correlation Coefficient (PPMCC). Intact classes served as Experimental and Control Groups respectively. The Experimental Group received instruction on rubrics used in creative writing while the Control Group received instruction on creative writing with the conventional English text. Findings from the research revealed that participants in the Experimental Group performed better than those in the Control Group. Based on the findings, it was discovered that using writing rubrics in teaching creative writing would help students to write better in content development, organization of ideas and use of good expression.

Keywords: *writing, writing rubrics, creative writing, enhancement , approaches, content, expression, organization*

Introduction

In recent time, writing has not only been regarded as a means of evaluating students' performance but also as a means of attaining academic prowess and promotion. There has been decline in the performance of students in creative writing most especially in external examinations in Nigeria. Many scholars and researchers have attributed the decline in writing ability to poor learning facilities, lack of qualified teachers, over-population of students, social economic background among others. (Khadijat and Muhammed, 2018) argue that unqualified English Language teachers and inappropriate methodologies are top blamer for learners' inability to write good essays which include formal letter. Many recommendations have been made by scholars on improving writing ability among students. (Khadijat and Muhammed, 2018) posit that if adequate training is offered to teachers of English as a second language (l_2) and they are

encouraged to integrate instruction and metacognitive strategy into their classes, the performance of students in writing will improve drastically.

There is no doubt that many factors have been attributed to students' failure in writing and way forward has been offered by scholars but less attention has been paid to modalities involved in writing itself. Creative writing goes beyond having content, organization and correct use of expression at surface level. For students to be able to write appropriately and creatively, factors which must take into cognizance rubrics involving content development, organization of ideas and correct use of expression must be put into consideration. To this note, this paper aims at looking into such rubrics, viewing them as alternatives to providing solution to writing problems encountered by students using English as second language. It is therefore important to note that appropriate use of writing rubrics in the hands of professional tutors may be an alternative to improving correctness in creative writing.

Research Objectives

The broad objective of this research work is to find out if the use of writing rubrics can enhance creative writing among SS II students of Sokoto State, Nigeria. Specifically, the objectives are:

- To find out the difference between the performances of SS II students trained on writing rubrics in content development and the control group trained without writing rubrics.
- To find out the difference between the performances of SS II students trained on writing rubrics in organization of ideas and the control group trained without writing rubrics.
- To find out the difference between the performances of SS II students trained on writing rubrics in correct use of expression and the control group without writing rubrics.

Research Questions

The following research questions were formulated to guide the conduct of the study:

- What is the difference between the performances of students trained on writing rubrics in content development and the control group without the training?
- What is the difference between the performances of students trained on writing rubrics in organization of ideas and the control group without the training?
- What is the difference between the performance of students trained on writing rubrics in correct use of expression and the control group without the training?

Research Hypotheses

The following null hypotheses were formulated and tested for the study:

- There is no significant difference in content development of students taught using writing rubrics and the students in the control group taught without writing rubrics.

- There is no significant difference in the organization of ideas of experimental group taught with writing rubrics and the control group taught without writing rubrics.
- There is no significant difference in the performances of students in correct use of expression of the experimental group taught with writing rubrics and the control group taught without writing rubrics.

Review of Related Literature

Writing is a method of representing language in visual or tactile form (Daniels *et al*,1996). It is an act of communication, it is considered as a skill that needs study and practice to be developed (Oshima and Hogue, 2007). Therefore, the ability to write is not naturally acquired, it is usually learned as a set of practices in formal institutions, or other environments settings. Writing is a group of organized expressions that form a whole and convey specific meanings. According to (Brooks, 1960, p.167): “Writing is much more than an auto-graphic symbolization of speech, it is more importantly a purposeful selection and organization of expressions”.

(Ur, 1996) mentions a scale classifying writing activities, they are correlating between two categories, namely, writing as an end and writing as a means.

Writing as an end in itself	Writing as means and end	Writing as a mean
Ur (1996, p.163)		

In addition, (Nunan, 2003) defines it as a process of thinking to invent ideas, exploring and arranging them into statements and paragraphs, rather than a mere production of graphic symbols. And again, it is considered as a productive skill because the writer creates new language and does not only interpret existing information

Specifically, there are several design principles to be considered when planning for L2 writing:

- Language activities should reflect plausible real-life communication
- L₂ writing can have same wide range of purposes as L₁ writing
- L₂ writing should be taught systematically, not as a random thing used here and there only as a support task. (Houria, 2013,p. 23)

The ability to write a second/foreign language is becoming widely recognized as a crucial skill for educational, occupational and personal reasons. One of the main goals of learning to write is to pursue careers that involve extensive writing. Moreover, at secondary and university level, writing is used as a tool for learning. However, some L₂ learners view it as a difficult activity, since it requires different abilities such as: mastering grammar, vocabulary, punctuation and higher level of productive language than speaking i.e. the written language needs to be more explicit, accurate, appropriate and effective than the spoken discourse.

Hence, the writer has to structure and integrate information into cohesive and coherent paragraphs. In addition to that, generate and organize ideas and translate them into a readable

text. Writers need to communicate their ideas clearly, and keep their readers in mind to enable them understand their compositions (Byrn, 1981). In addition to that, they need to choose relevant words to make their writing as explicit as possible and complete in itself, to convey the intended message. According to (Nunan, 1991,p.35) successful writing involves:

- Mastering the mechanics
- Mastering and obeying conventions of spelling and punctuation
- Using the grammatical system to convey ones intended message
- Organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures.

Approaches to Teaching Writing

Traditionally, writing was viewed as a tool for the practice and reinforcement of specific grammatical and lexical patterns. Focus was on accuracy and little attention was paid to content and self-expression. There are various approaches used in teaching English as second language writing. One of them is the habit-formation theory of learning. L₂ writing focused on controlled composition with its main emphasis on the sentence-level structure. According to the behaviourism, errors must be eliminated because they are believed to influence undesirable habits thus, free composition was not recommended. Nevertheless, this view of limited and controlled composition was criticized and the idea of whether one should mainly text sentence level structures has been controversial, (Raimes, 1983)

The second approach to L₂ writing is writing as a discourse level structure. This approach is against the sentence level approach claiming that L₂ writing is from L₁ structural transfer and writing is viewed as organizational structure. Accordingly, the researchers in this field focus on the study of rhetoric or contractive rhetoric. Later on, there was a paradigm shift in L₂ writing in which the emphasis was no longer on the written product. In the 1970s, writing was viewed as a process oriented rather than studying properties of the texts, the interest was shifted to the process of writing. Thus, inventory strategies, multiple drafts and teacher as well as peer feedback became activities used in composition classroom. However, in 1990s, process writing was questioned by a new approach-genre analysis. Within this new approach, the focus is one the language used in different contexts, (Badgeo and White, 2000). Thus, English for Specific Purposes (ESP) and English for Academic Purpose (EAP) have been developed.

Houria (2013) however summarises these approaches into three as cited by (Olorunfemi, 2020):

The Traditional Approach

Within this approach, focus was on form of language; syntax, grammar, mechanics and organization rather than content. Grammar is explicitly or implicitly presented to help learners understand and internalize the grammatical rules. This approach is concerned with the teaching of basic sentence-level and some organizational skills. Generally, models of writing are given to students and then they are asked to initiate these exemplary. Furthermore, little attention is paid to the rhetorical aspects of the text or its social contexts i.e. emphasis was on student writing as final product, as well as grammatical and linguistic accuracy.

The Modern Approach

In this approach, writing is seen as a communicative act. It helps students to understand genre constraints and develop audience awareness. In addition to that, focus is on meaning and contents rather than form. Furthermore, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing i.e. the generation of ideas and writing of multiple drafts to present writings that communicate learners' ideas. Teachers give their students a responsibility and an ownership of their own learning, because learning to write is seen as a developmental process in which students choose their own genres and write from their own experiences or observations. (Badger and White, 2000,p.157) state that:

the main advantages are that they (learners) understand the importance of the skills involved in writing and recognize that what learners bring to the writing classroom contributed to the development of writing ability" less emphasis is paid on linguistic knowledge such as "grammar and text structure

The Balanced Approach

(Raines, 1983) points out that all approaches to writing overlap and teachers should not focus on one approach and exclude the others; they should be eclectic, drawing from all available methods. Students need to learn how to keep their audience in mind, through selecting a variety of words to convey their intended message. In addition to that, they need to learn how to develop their ideas using different syntactical and grammatical rules.

It is pertinent for every teacher not to use a single approach since there are various writing approaches. It is certain that every approach has its own strengths and weaknesses and a new approach is not superior to an old one, however is a complement to the old ones. (Houria, 2010) observes that ESL writing experiments were conducted in 1970s, but L₂ writers were still placed in the basic writing course and taught by teachers who were inexperienced. Some teachers even agreed that L₁ and L₂ learners could study together in the same class.

Moreover, teachers usually emphasized only errors; thus, students could not express themselves or produce effective formal writing when they entered universities. Some remedial courses were provided in order to prepare students for their university lives, yet L₂ students could not write as fluently as native speakers. As a consequence, many interdisciplinary studies have emerged to meet the needs of L₂ writing practice. To date, there is no single theory that covers every aspect of L₂ writing, so different L₂ writing journals were established to support different theories. (Houria, 2010).

Rubrics

Rubrics refer to method of standardization in the assessment of individuals, their skills and quality. (Maya, 2018). (Dawson, 2017) recently summarized a set of 14 rubric design elements that characterize both the rubrics themselves and their use in context. The 14 areas of his interest include: specificity, Secrecy, exemplar, scoring strategy, evaluative criteria, quality levels, quality definitions, judgment complexity, users and uses, creators, quality processes, accompanying feedback information, presentation and explanation. There are two types of rubrics, general rubrics and the descriptive rubrics. For the purpose of this study, descriptive rubrics will be appropriate because it is a form of guidance which can significantly increase the

subject's understanding and promote the rethinking and thoughts organization of ideas and content development.

Works of scholars such as (Jonsson and Svingby, 2007; Reddy and Andrade, 2010; Panadero and Jonsson, 2013; Brookhart and Chen, 2015) as cited in (Susan, 2018) show that rubrics help students to improve learning through several mechanisms: increasing transparency, reducing anxiety, aiding the feedback process, improving students' self-efficacy or supporting students self-regulation.

A creative writing without contents lacks creativity. It is the content that triggers composition of ideas in a systemic approach. To have a creative write up, the tripartite of content, organization and correct use of expression to explain each content must be contextualized. It is therefore advisable for each instructor to be familiar with these three concepts that form the basis for creative writing within teaching-learning processes. Rudiments on creative writing specifically focusing on content, organization and expression are what I termed writing rubrics.

Content development is the process of adding informative and illustrative details to support the main idea in a paragraph or essay. The information in each paragraph must be adequately explained, exemplified or some cases, writers must support their topic sentence. In content, ideas presented must be relevant to the central theme. A writer who deviates from the central theme tends to be awarded lesser marks. Organization, the qualities to look for are:

- Suitable opening – a good write-up is expected to have a suitable opening
- Adequate development- every content presented must be well organized
- Good paragraphing – a good paragraphing brings out the beauty of every creative writing
- Balance- there must be balance opinion
- Coherence –deviation from the subject matter should not be allowed
- Suitable conclusion- a suitable conclusion is always needed to award good marks under organization

Expression, the qualities to look out for when writing a creative essay under expression include:

- Clarity and general appropriateness of style
- Variation of sentence structure and type
- Judicious use of figurative language
- Skillful and sophisticated use of punctuation

Errors that must be avoided by writers include:

Undeniable errors in grammar such as;

- The omission of essential sentence element eg, subject, predicator, complement.
- Wrong tenses, misuse of modal operators (may/ might, can/could, shall/should etc)
- Misuse or omission of articles
- Confusion or ambiguity in the use of pronouns
- Misuse of relatives, subordinators and conjunctions

- Errors in concord
- Misrelated participles
- Intransitive verb for the transitive and vice versa
- Active for passive and vice versa
- Errors in comparative constructions (WAEC, 2019)

Punctuation errors, the following be put into consideration by writers:

- If full stop, quotation mark or exclamation mark is used in an expression, the first letter in the next expression must begin with a capital letter.
- The misuse of colon, semi-colon, comma must be put into consideration
- The use of small letter for personal pronoun 'I' must be avoided
- The use of small letter at the beginning of a proper noun or a sentence must be avoided
- Where a proper noun consists of more than one element, each of which is expected to begin with a capital letter must be written as expected, eg, Usmanu Danfodiyo University Sokoto.

Spelling errors

Errors committed in spelling is usually taken into account under mechanical accuracy according to a marking rubrics provided by an external examination body in Nigeria, West African Examination Council,(WAEC). Therefore, writer must watch over every written vocabulary to ensure correctness.

Inability to write appropriately by students especially those using English as second language has prompted researchers to seek alternatives to effective writing among students. (Ensslin, 2006) studied the literary hypertext in the foreign language classroom. The study explore if learners improve their written performance after students had studied with literary hypertext in the foreign language classroom. This study also explores the effect of collaborative narrative writing classroom on learners' confidence, and the development of autonomous learning. The participants in this case study were 13 second-year university students who studied German over a period of ten weeks. An output based approach and communicative approach were adopted. The major instruments of the study were a website, created by the researcher, a questionnaire, and an interview. During ten weeks, students learned through computers displaying the literary hypertexts. Students read extract from novels in class as literary examples; then, they were engaged in a pressure-free discussion about the texts they read. Afterwards, they wrote through macromedia Dreamweaver, major hypertext software.

The writing assignments were narrative writing. Students were encouraged to use forms and structures they had learnt from reading the authentic literature. Moreover, students were free to choose individual or paired composition according to their personal learning styles. At the classroom activities were videoed as data. The results revealed that students' performance on grammatical competence was improved, particularly among intermediate and advance learners. Furthermore, collaborative, narrative writing in hypertext format could stimulate motivation, confidence and autonomy. The data from questionnaire and interview revealed positive opinions towards the literary hypertext. Therefore, Ensslin suggests using literary hypertext of every educational level, as it combines linguistics, IT (information Technology) and literary skills.

A research on impact of metacognitive learning strategy on formal letter writing ability of senior secondary school students was conducted in Sokoto State, Nigeria by (Khadijat and Mohammed, 2018). Five research questions along with five null hypotheses guided the conduct of the research. Ninety-five (95) students from SS11 in the state served as samples for the research. A Quasi-experimental design was used where a pre-test, treatment and post-test were conducted. Researchers developed test instrument called Formal Letter Writing Test (FLEWT) was used to collect data for the study. Two intact classes were used as experimental and control groups. The experimental group received instruction on formal letter writing with training on met cognitive strategy of learning. The control group received instruction on formal letter writing using the product approach to essay writing. The statistical tools used in the analysis of the data were mean, standard deviation and t-test. Findings from research revealed that students in the experimental group performed better than those in control group. The researchers therefore concluded that metacognitive strategy can help improve students' formal letter writing ability.

(Houria, 2013) conducted a research on how the use of literature texts enhances students' writing ability. The researcher conducted the research among second year EFL undergraduate students of Djilali Liabes University of Sidi Bel Abbes, Algeria. Fifty (50) participants comprise of male and female were sampled. The researcher had two groups: the control group and the experimental group. She taught the first group without literary texts on writing skills while the second group was taught with literary texts. Pre-test and post-test scores were conducted for both groups respectively. The researcher found out that, students who were taught writing with the use of literary texts performed better in writing, reading and thinking. She therefore recommended that literary texts should be used in writing classes.

Another piece of research which investigates whether teaching writing through responding to literary texts yielded different effects than responding to non- literary texts was carried out by (Sirirat, 2010). The participants of the research were sixty (60) third year Hotel and Tourism majorly students. The students were matched according to their previous grades in writing and randomly assigned to the experimental and control groups. The experimental group read the literary texts: short stories, as supplementary reading while the control group read the non-literary texts as supplementary reading. The teaching method of these two groups was similar. Students were required to read a supplementary text, discuss in groups, and write journal entries. The experiment lasted for 16 weeks from the end of October to the end of February. The writing test was developed by the researcher was used as the pretest and post-test. Two types of rubrics were employed to see the students' development in writing, and critical thinking.

The TOEFL scoring writing rubric was used to discern the students' development in writing while the holistic critical thinking rubric by (Facione and Facione, 1994) were used to investigate the students' development in critical thinking. In terms of syntax as a part of the writing ability, t-unit analysis was used. The development of the overall writing, critical thinking, and syntactic abilities of the two groups of students was assessed by comparing their pretest scores and post-test scores; the dependent t-test was used. To determine whether the two types of reading texts had different effects on students' overall writing, and syntactic abilities- the gains between pretest and post-tests of the two groups were compared. An independent t-test was used to test the significant of the difference. The analysis indicated that the writing and critical thinking

ability of experimental group of students significantly improved. The students in the experimental group perform better in syntax, content, organization of ideas than the participants in the control group.

The literature reviewed indicates clearly that measures put in place as alternative for effective writing ability among students have significant impact in ensuring academic excellent in writing. This present study attempts to focus on the neglected but significant rubrics to writing and how, if used often in teaching creative writing can enhance students' use of correct expression, organization of ideas and development of meaningful contents in creative writing.

Research Methodology

The study adopted quasi-experimental research design. Quasi experimental research design was chosen because is a means of generating reliable empirical data upon which conclusion and recommendations would be based. It uses alternative ways of assigning subjects to treatment and control groups. The design deals with such practical problems as how subjects were assigned to experimental and control groups, the way the variables were manipulated and controlled, the way extraneous variables were controlled etc. random assignment ensures that any characteristic of the subjects which may be associated with the outcome of interest will be distributed throughout the two groups according to the law of probability.

The study used secondary schools under Sokoto State Teachers Service Board (SSTSB) which consisted of 161 secondary schools across six educational zones which include (Bodinga, Goronyo, Gwadabawa, Sokoto North, Sokoto South and Yabo). The study focused on Senior Secondary School two (SSS II) students in Sokoto which consisted of 22,000 participants. The justification for using SSS 2 was that the class is not a beginner neither is it an examination class that may disrupt the result desired from the research work. The study used simple random sampling techniques to select six (6) schools, two (2) schools from each educational zone. The study used deliberate sampling technique to select number of schools under the Control and Experimental Groups. The justification for selecting six (6) schools was to give adequate time to the participants for enriching treatments within the stipulated time of the research.

The schools were selected because they have similar characteristics. Simple random sampling technique was used to ensure that every subject has equal chance of being selected without being biased. The study used (Research Adviser, 2006) to select 364 participants out of the total population of 12,220 from the three educational zones selected. Proportionate sampling technique was used to determine the sample size required per schools under study. It means taking the population of each school divided by the total population under the zones selected multiply by sample size. The study used Essay Writing Performance Test (EWPT) to collect data from the participants. It was a self-constructed instrument by the researcher, designed to achieve the appropriate results. The instrument contains one item, the item which is capable of treating variables such as expression, organization and content. The item of the instrument was deliberately sorted out as appropriate for testing the students on the construct under study.

The research instrument was validated by experts in the field of Language Education and Curriculum in the department of Curriculum Studies and Educational Technology as well as

other experts from the Departments of Educational Foundation, Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto, Nigeria. Based on the expertise advice, some items were modified, rearranged and reconstructed in order to be in line with research questions and objectives. After the adjustments and corrections, the instrument was adjudged to have content validity.

In order to ascertain the reliability of the research instrument, a pilot test was conducted in which research instrument was administered to thirty (30) participants (students) of Government Day Secondary School, Dundaye which was not part of the sampled secondary schools. After an interval of 3 weeks, the same instrument was re-administered to the same participants as retest method of reliability. Three weeks were used to ensure that participants did not remember how initial instrument was answered. The scores of test and retest were correlated and analysed using Pearson Product Moment Correlation Coefficient (PPMCC) and the study had a reliability index of 0.76 which made the research instrument reliable for data collection.

Treatment

During the first week, tests were conducted in the participating schools to gather information about the subjects and the subject matter using the designed instrument as pre-test. This was to serve two purposes: to establish the equivalents of both experimental and control groups and also to establish baseline of the subjects' knowledge before the treatment. The second week was characterized by intensive teaching of creative writing for both groups in the participating schools. Definition of creative writing was examined, features of creative writing and ways of writing good creative essays were equally examined.

The third week of the study was utilized on writing rubrics as treatment for the experimental groups in the schools sampled out taking note on how it could improve correct use of expressions. Some grammatical errors that must be avoided were pointed out. Grammatical structures were equally treated such as: simple, complex, compound and various categories of sentences were examined.

The fourth and fifth weeks were used to teach the participants in the experimental groups on how ideas could be organized and content developed with the help of writing rubrics. The researcher and his research assistant administered the research instrument to the participants of secondary schools under study. The researcher with the help from teachers of the secondary schools selected, arranged the participants according to groups for treatments and administration of tests.

The data was collected according to the following procedures, the researcher administered the instrument on the students first as pretest, and that was followed by six weeks of treatment to both their experimental and the control group using different packages (the Experimental Group was asked to answer the written test based on the treatment given). The treatment was followed by immediate administration of the same instrument on the same respective groups as post-test. The researcher ensured that adequate research instruments were produced according to the number of participants selected. Instruction was given to the students on how to answer the question in order to avoid errors and the participants were conditioned under strict examination to avoid examination malpractices. Maximum time of fifty (50) minutes was allotted for the

participants to answer the research question after which the researcher and his assistant retrieved the scripts from the participants accordingly. The scripts that were retrieved after the test were marked according to West African Examination Council (WAEC) standard following the criteria for scoring essays. The eventual scores were collated as data for subsequent analysis.

Results

Data collected from the study were presented and analyzed using the selected statistical tools i.e, means and standard deviations. The statistical instrument like (t-test) was used to test the three null hypotheses raised at 0.05 alpha levels of significance. The criterion for decision making was that if the value of alpha exceeds the p-value, the null hypothesis would be rejected, otherwise the null hypothesis would be retained. The analysis of data was done with the help of Statistical Package for Social Science (SPSS) software 20.0 versions.

Results

Data obtained from the study were presented and analysed using the selected statistical tools. The null hypotheses were tested using t-test statistical techniques at 0.05 alpha level of significance. The criterion for decision making was that if the value of alpha level exceeds the p-value, the null hypothesis would be rejected, otherwise, the null hypothesis would be retained

- H_{01} : There is no significant difference in content development of students taught using writing rubrics and the students in the control group taught without writing rubrics.

Variable	Group	N	M	SD	Df	T.cal	P.value	Decision
Content	Experiment	182	4.47	1.13	362	20.05	.000	HO ₄ Rejected
	Control	182	2.13	1.14				

Table i: T-test Result of Post-Test of the Experimental and the Control Group in Content (Alpha value= 0.05)

The result in table i contained the performance of students in both experimental and control groups in content. The figures in the table show that the mean score of participants in experimental group was 4.47 while those in control group had a mean score of those in control group was 2.13 resulting in a mean difference of 2.34 in favour of the experimental group. The standard deviations were 1.13 for experimental group and 1.14 for the control group. The t-calculated was 20.05 while the p-value returned was .000 as against alpha value of 0.05. Consequently, the null hypothesis which stated that there was no significant difference in students' ability to develop content of the experimental group treated with drama text and the control group treated with conventional English text was thereby rejected. Thus, the use of drama text in narrative essay writing was effective in content aspect of narrative writing of junior secondary school students in Sokoto State.

- H₀₂: There is no significant difference in the organization of ideas of experimental group taught with writing rubrics and the control group taught without writing rubrics.

Variable	Group	N	M	SD	Df	T.cal	P.value	Decision
Organization	Experiment	182	4.54	1.11	362	23.76	.000	H ₀ ₃ Rejected
	Control	182	1.70	1.32				

Table ii: T-Test Result of Post-Test of the Experimental and the Control Group in Organization (Alpha value= 0.05)

The data on table ii showed the performance of the participants in the experimental and the control groups on content organization of narrative essay writing. The mean scores for the participants in the experimental group were 4.54 while the control group had a mean score of 1.70 respectively with a mean difference of 2.84. The experimental group had a standard deviation of 1.11 while the control group recorded a standard deviation of 1.32. The t-calculated was 23.76 with a p-value of .000. Since the alpha value of 0.05 was greater than the p-value, the null hypothesis which states that there is no significant difference in students' ability to organize idea better of the Experimental Group treated with drama text and the Control Group treated without drama text was thereby rejected. Therefore, the treatment given through the use of drama text on narrative writing has improved students' ability to organize idea better in narrative essay writing.

- H₀₃: There is no significant difference in the performances of students in correct use of expression of the experimental group taught with writing rubrics and the control group taught without writing rubrics.

Variable	Group	N	M	SD	Df	T.cal	P.value	Decision
Expression	Experiment	182	8.59	1.79	362	27.21	.000	H ₀ ₂ Rejected
	Control	182	3.46	1.97				

Table iii: T-Test Result of Post-Test of the Experimental and the Control Group in Expression (Alpha value= 0.05)

Table 3 presented the data related to null hypothesis iii. The table showed that the mean score of the experimental group in expression was 8.59 with standard deviation of 1.79. The control group on the other hand recorded a mean score of 3.46 and a standard deviation of 1.97 with a mean score difference of 5.13. The t-calculated was 27.21 with p-value of .000. when compared to the alpha value of 0.05 set for the study, the result indicated that since the p-value is less than the 0.05 apha level of significance, the null hypothesis which states that there is no significant difference in the expression of the Experimental Group treated with writing rubrics and the Control Group treated without writing rubrics was rejected. Based on this, the use of writing rubrics is considered to have improved the expression aspect of writing among senior secondary school students in Sokoto State.

The following are the summary of the major findings:

- The study found out that there was significant statistical difference in the performance of the SS II students in Experimental and Control Groups in content development. Students in the Experimental Group were able to develop content better than the students in the Control Group. The study found out that the use of writing rubrics helps students' ability to develop content better in creative writing.
- The study found out that there was significant difference in the performance of SS II students in the Experimental and the Control Group under the organization of idea. The participants in the Experimental Group were able to perform better than Control Group as a result of the treatment the Group was exposed to. Writing rubrics was found to enhance student's ability to properly organize thought and ideas better in creative writing.
- The study found out that the SS II students did not perform as expected under the variable of expression. However, the Experimental Group exposed to the use of writing rubrics recorded a statistical improvement in their use of correct expression. It is therefore in line to draw a conclusion that the use of writing rubrics in teaching writing improves students' use of correct expressions.

Discussion

The findings indicate that there was improvement in the performance of the students in experimental group in their ability to develop content in better in creative writing this is because the use of writing rubrics in teaching creative writing enhance teachers' effort to logically concede ideas to the students' cognitive ability. The findings is line with the findings of (Sirirat, 2010) who found out that the use of literary text helps students to gather enough of what they knew from the knowledge and experience of what they have read to develop their own ideas in a meaningful context through critical thinking.

Similarly, the second finding indicates that writing rubrics were found to enhance students' ability to properly organize thoughts and ideas in narrative essay writing. An improvement was noticed in the use of different words that link individual sentences and part of sentences to form larger paragraphs, events were logically and chronologically presented. This is because the use of writing rubrics in creative writing ensures thoughts and ideas are sequentially organized to enhance students, ability for easy and better understanding. This finding agreed with the findings of (Maya, 2018) who found that the use of rubrics in creative writing enhance students' ability to coherently, aesthetically and sequentially organized ideas unambiguously. (Khadijat and Mohammed, 2018) also found out that metacognitive strategy facilitating the content organization aspect of formal letter writing ability.

The results of the third findings showed that the use of writing rubrics has improved students' use of correct expression in creative writing. This is because the use of rubrics in creative writing is an invaluable tool for students' improvement in expression. The participants in the experimental group were able to use range of vocabulary acquired and correct grammatical structures when compared with the participants under control group. This finding was supported by the findings made by (Ensslin, 2006) who found that the use of authentic literature as an alternative to improving writing in teaching student's essay writing has over the years has positive impact on students' expression. He supported the view that using authentic literature improves students' use of correct expression and grammatical competence.

Recommendations

In the light of the findings of the research, the following recommendations are projected:

- It was established by the study that the use of writing rubrics in teaching creative essay writing has improved students' general performance creative among the SSS II students in Sokoto State. In view of this, the Sokoto State Government should through its Ministry of Education, should organize a workshop for all the teachers teaching English language on the use of writing rubrics in teaching creative writing across the state.
- Improvement was recorded in the proper use of vocabulary and correct expression among the students. It will be a credit to the students and teachers if the use of writing rubrics in teaching creative essay is introduced not just at the senior secondary level but also at the elementary and JSS level to address language usage deficiency.
- It was established by the study that there was an achievement in the proper organization of ideas and the ability to develop content better in essay writing among SS II students. Therefore, teachers teaching creative essay writing in Secondary schools should incorporate writing rubrics to buttress how ideas are organized and content developed in creative essays.

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