

**STYLES IN THE LONG ESSAY: A CASE STUDY OF SOME SECONDARY  
SCHOOLS STUDENTS IN KATSINA LOCAL GOVERNMENT**

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**BY**

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## **DEDICATION**

This dissertation is dedicated to my family, ZakiyyaLawal, ShamsiyyaLawal, SulemanLawal, MudansurLawal, Khadija Lawal, Hauwa'úLawal, AminatuLawal, FadimatuLawal, HalimatuLawal, Muzambillawal and Maryam Lawal.

## CERTIFICATION

This dissertation by Lawal SALELE has met the requirements for the award of the Degree of Masters of Arts of the UsmanuDanfodiyo University, Sokoto and is approved for its contribution to knowledge.

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## **ABSTRACT**

This study was carried out with a view to investigate how senior secondary schools students use several styles when writing their long essays. Observation method was designed, adopted and conducted after the respondents finished writing their long essays. Simple random sampling technique was used to select 127 participants out of the 190 target population. The respondents were selected from Government and Private Senior Secondary Schools, 12 Schools were selected, 6 from Government and 6 from Private Schools all in the Katsina Local Government Area. 3 past question papers were used to collect relevant data for the study. Tables and bar charts were used to find the percentages. Senior Secondary Schools Students must know what type of styles they are supposed to adopt, most especially final year students during their senior secondary school examinations. The purpose of this research is to encourage the senior secondary school students in the public and private schools within Katsina Local Government Area to use the correct and acceptable styles in their long essay. The result revealed that there is a significant relationship between their performance and the level of students, their gender and the nature of their schools. The implication of this finding is that students' academic performance cannot be determined alone but may be determined when they write long essays by themselves. Based on the findings of this study, it was recommended that great attention should be given to the senior students, provide adequate functioning styles in long essay writing in the formal, standard and accepted styles that senior students should lay emphasis on them.

## CHAPTER ONE

### GENERAL INTRODUCTION

#### 1.1 Introduction

This chapter deals with the styles, writing, difficulties of using styles by the students of the selected senior secondary schools. Again, the chapter concerns with the following sub-titles: background to the study, statement of the problem, aim and objectives of the study, research questions, significance of the study, scope of the study and theoretical framework.

#### 1.2 Background to the Study

According to Macarther (1996), style from old French means stile, from Latin *stilus* (variant stylus) means a stake, pointed instrument for writing, way of speaking or writing. A general term that primarily means a way of doing things, with additional senses such as doing them appropriately, doing them well or badly, doing them in a distinctive way, or doing them in one of a number of ways. The term first referred in English to a writing implement, then to ways of using it, then to ways of doing virtually anything. Latilo and Beckley (2001) opine that essay writing is to test students' ability to use the English language effectively as a means of communication. It is designed to examine students' ability to express themselves with clarity and coherence in a manner appropriate to the audience, purpose, topic and situation. According to Aliyu (2000), "Essay writing is the meaningful arrangement of words into sentences, and paragraphs for the purpose of making the reader know what the writer has in mind. William (2007) says with the exception of speaking, writing is the most popular and prevalent method of creating connections among people. As a means of building links between individuals and within communities, writing serve as the flexible

foundation for almost every type of communications media, print, video, audio, speech and interactive web media all begin with writing.

With this view above, essay writing is not a simple task, as it requires a lot of connection and self-dedication. Some students get over-whelmed by this task that they simply get lost and fail to achieve the needed result. That is why it is reasonable to subdivide it into smaller steps and look through each of them. Such steps are: topic selection, topic analysis, brainstorming key ideas, statement formulation, developing outline, writing drafts, editing and proofreading. Therefore, many students get confused about the word ‘opinion’, in academic writing, and think that academic writing should just stick to reporting the facts and forget about opinion altogether. However, there are important differences between an academic opinion and a personal opinion, and it is important to grasp these when you are putting together an essay. Writing on essay is not about simply surveying and retelling existing ideas. Instead, a good essay takes into account various opinions and points of view and puts forward argument that reflects the writer’s informed opinion.

William and White (2000) said style is the way in which something is written, as opposed to the meaning of what is written. In writing, however, the two are very closely linked. As the package for the meaning of the context, style influences the reader’s impression of the information itself. Style includes diction and tone. The main goal in considering style is to present your information in a manner appropriate for both the audience and the purpose of the writing.

### **1.3 Statement of the Problem**

Every year, Ministries of Education, in their reports, complained about the inability of the majority of candidates to construct grammatically correct sentences, use styles, spell common words correctly and to punctuate even simple sentences well. They even claimed that this illiteracy in mechanical skills is largely responsible for the students' mass failure in English language for many years. And it was observed that many students engage in the use of wrong styles in their long essay writing, most especially final year students of some secondary schools within Katsina Local Government. And a lot of failure was discovered in their English Language Examination. This happened particularly in the aspect of the long essay, because of the misuse of appropriate styles to develop their writing. There are increases of the failure in the area.

Furthermore, many students of Senior Secondary Schools do not have good choice of words that lead them to write clearly, the incorrect use of expressions, selected phrases and sentences that they should use to explain their viewpoints, and also to attract the mind of the readers. Lack of good choice of words and other reasons that have been mentioned above cause students' failure in English language examination. Because of the problems mentioned earlier, class work was given to selected public and private senior secondary schools students in Katsina local government in order to confirm this research and find how many students use formal and informal styles in their long essay, as well as the kind of styles used by the students after their responses. Again, such problems of using words, phrases, sentences, tenses, figures of speech, punctuations marks, parts of speech, proverbs, and idioms et cetera are the causes. All these are very difficult for many of the students to utilize. And it is very important for a senior student to utilize them, most especially the senior secondary three students (SS

III). And it is very important for the rest of the senior level, that is, senior secondary one and two (SS I and II) before they reach the higher level. In this respect, therefore, the concern of this research has been to examine not only the styles used in long essay, but also to know or find out its positive and negative effects on language and in schools (academic sessions).

#### **1.4 Aim and Objectives of the Study**

The aim of this research is to investigate the styles in the long essay among some selected secondary schools students in Katsina Local Government. However, the specific objectives are as follows:

1. To find out the level at which students must attain to learn how to write long essays.
2. To identify the level at which students should put more emphasis on using styles in long essays.
3. To find out if there is any style that is used by students in writing letter to their parents.
4. To find out if there is any relationship between the government and private senior secondary schools in using the styles in writing long essays.
5. To identify which style of writing is used by students in writing letters to the Minister of Education.
6. To identify the styles that are supposed to be used in writing articles for publication.
7. To find out where the senior students are supposed to use formal and informal styles in writing long essays.

## **1.5 Research Questions**

This study seeks to find answers to the following research questions:

1. What level must students attain to learn how to write long essays?
2. What level must students attain before putting more emphasis on using styles in long essays?
3. Is there any style that is used by students in writing letter to their parents?
4. Is there any relationship between the government and private senior secondary schools in using the styles in writing long essays?
5. Which style of writing is used by students in writing letters to the Minister of Education?
6. Which styles are supposed to be used in writing articles for publication?
7. Where are the senior students supposed to use formal and informal styles in writing long essays?

## **1.6 Significance of the Study**

The research work titled “Style in Long Essay”; A case study of some secondary schools in Katsina local government”, would be of great benefit to the students of senior secondary level, especially those concerned with the field of senior secondary school examination (S.S.C.E.). This is obvious because the research provides us with general knowledge of how to use the formal and informal styles during writing long essay. Those who write long essay, regardless of their area of studies, will find the research or study very useful and benefit from its findings. This is evident because styles are very significant in academics. Similarly, this research enhances the understanding of the styles that the students who wish to pass his or her English language examination in the area of essay writing. By the same token, the research will benefit teachers of English language in knowing some of the styles affecting the written

long essay of the entire senior secondary schools in both government and private schools.

### **1.7 Scope of the Study**

The research work is limited to only Katsina Local Government, and also restricted to the selected senior secondary schools. The research considered twelve schools; six government secondary schools and six private senior secondary schools. The research was conducted on one hundred and twenty-seven (127) students. The writing styles were collected from different individuals; a comparative analysis was carried out using the variables, a number of scripts was issued in both schools, male and female respondents, sex age, levels and so on.

### **1.8 Theoretical Framework**

Hicks (1998) said style definitions are fairly controversial. For this reason, it has multiple thoughts and different interpretations by different scholars. In fact, it has varying definitions depending on authors. This is so, because it exists in almost everything that people do, such as writing, dressing, walking and so on. Understanding the term prepares one for a better analysis of its many manifestations whether in speech or in writing. However, style is different from grammar since it cannot be qualified. It has no fixed rules. Style is concerned with the way a writer or speaker uses it to play on the feeling of the reader. Therefore, with the above view by Hicks (1998), there is the need to consider different definitions of style that various scholars have attempted as a proof that just as speakers or writers will not limit themselves to a single form of style while speaking or writing, so it is also that there is no one universally accepted definition of style. Some of the definitions of scholars are as follows:

For Fakuade (1998), style is governed by a number of contextual factors which comparison social circumstances, physical situation, attitudes, beliefs and capabilities of the participants and even relations between participants. Enkvist (1964) says style is the way of presenting a subject which differs more or less from the average which is motivated by the character of the subject, the purpose of presentations, the reader's qualification and the writer's personality. Crystal and Davy (1969) say style may refer to some or all of the language habits shared by a group of people at one time or over a period of time. Osgood (1960) defines style as an individual's deviation from norms for the situations in which he or she is encoding. Werburg (1964) defines style in terms of choice. Good style, it seems to consist of choosing the appropriate symbolization of the experience you wish to convey. Leech and Short (1981) further claim that style can be applied to both spoken and written, both literary and non-literary variety of language. Banjo (1982) defines stylistics as the exhaustive study of a taxonomic analysis of how language works, while according to him, stylistics analysis, on the other hand examines how linguistic devices are used to portray and reinforce the meaning of the text. Fakuade (1983) defines style as a controlled and guided manner of creating text. Lucas (2005) asserts that style is simply the effective use of language, especially in prose whether to make statements or to rouse emotions.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter deals with the review of related literature by several scholars. The chapter is structured under the following sub-headings: origin of style, a history of an essay, functions of style, the main styles in writing, aesthetic qualities of the long essay, some of the styles found in the students essays as well as an analysis of the styles found in student's long essay writing.

#### **2.2 Review of Related Work**

Strunk and White (2000) view style is not a matter of right and wrong but of what is appropriate for a particular setting and audience style is authoritative and impersonal, using technical terminology suite to a professional audience. Teach is appropriate for the particular audience. The elements of styles are word choice, sentence fluency; and clarity of voice. Mode (2005) said it is undisputable fact that the term style has several connotations that makes its multiple interpretations and definitions. This is because; style exists in almost everything that people do-dressing, writing, walking, talking, eating etc. Therefore, understanding the term prepares one for better analysis of its manifestation whether in speech or in writing.

Therefore, a lot of scholars have undergone some insightful researches carried out by different scholars through different ways. An interesting and well researched works on styles as follows: Emmanuel (2006) used some of the following styles in his journal of the humanities. Such styles are: repetition, alteration and so on. Examples of repetition:

*“If the Holy Ghost takes over,  
If the Holy Ghost takes over,  
Let him take over,  
Let him take over in your church,  
Let him take over in your homes,  
Let him take over in your body...”*

Examples of alteration:

*“We can be holy, in heart, holy in life, holy in words and holy in deeds...”*

Therefore, the used of these styles above related to this research work. Sani (2013) used some of the following styles: acronyms, non-standard grammar, punctuation, abbreviation and so on in his research work titled “A study of styles in some selected text messages in English. Therefore, the use of these styles related to this study. Khalid (2010) used the following styles: punctuation marks, contractive form, numbering, and names. The used of the above mentioned styles by the scholar made this research to be related with this study. For examples: punctuation marks, (‘Mr.’ ‘Mrs.’, ‘Dr.’). The used of numbering, indicated the ideas he used in his writing. The used of names or title, like those in the bracket above are all styles used by the writer. Gwamna (2012) elaborates that this writer used his own styles, like the used of adjective of colour. For example, “He was a yellow glow over the moving grass”. The used of adverbs, example, “she lingered together then, tenderly passionately.” The used of the above styles made this research to be related to his own. Hicks (1993) says that styles used by this writer are the used of metaphor, alliteration. For example:

*“eager – to – pleas,” “flowerless green”*

These are some of the narrative devices the writer used in his written work. For example, the used of first person pronoun: ‘I’, second person personal pronoun, like

'you'. The writers used auxiliary verbs in their work, examples: "would", "shall", "should", and so on. Ahmad (2007) opines that the style used by this writer was symbolism. For example, "I closed my eyes against the night that had disappeared outside, and I was Baako roaming in unknown forbidden places, just born there again after a departure and a death somewhere ... I thought in my soul this was the way the sprit I and must be". The used of symbolism in his work related with this study. Aside (2007), observes that proverbs are the style used by this writer. For examples: "A Tyron woman will never buy a rabbit without a head for fear it is a cat", "take gift with a sigh, must men give to be paid, a boy's best friend is his another men are like bag pipes, no sound come from them, A foolish woman knows a foolish man". The used of proverbs by the writer, related it to this study. Ibrahim *et al.* (2015) used registers in their written work, for example, 'football', 'central', 'draw', and 'halftime'. The use of registers by the writers, made it useful to this study.

Alimole (2002) holds here that the writer's use of rhetorical devices, such as: metaphor, Quotes, and contractions. For example: 'The chief executive of a company is linked to three different professionals, namely; a surgeon, a chief and an orchestra conductor, a global human society based on poverty for many and prosperity for a few characterized by island of wealth and surrounded by a sea of pervert is unsustainable (metaphor)... "Nigeria's first prime minister said, during his address at the United Nations in 1960," it shall be the policy of my government to work for the settlement of international conflicts through peaceful means..." (Quote). The used of contractions by the writer as follows: "can't", "shouldn't", "isn't". All these examples of styles made it related to this research.

### **2.3 Origin of Style**

Fakuade (1998) said the word “style” etymologically is derived from a Latin word “stylus” which means a pointed object. As time went on, it was known as a pointed object used for writing and later as manner of writing. Arthur (1996) holds that the word style is derived from a Latin word “stilus” (Variant Stylus) it means a stake, a pointed instrument for writing, way of speaking or writing, it is a term generally used to mean mainly, a way of doing things appropriately, well or badly or even doing them in a distinctive way or otherwise. In English, it initially referred to a writing implement, then two ways it was being used, the two ways of doing virtually anything.

### **2.4 A History of the Essay**

Huxley (1690) said the word “essay” derives from the French infinitive essayer, “to try” or “to attempt”. In English, essay first meant “a trial” or “an attempt”, and this is still an alternative meaning. The Frenchman Michele Montaigne (1533 – 1592) was the first author to describe his work as essay; he used the term to characterize these as “attempts” to put his thought into writing, and his essays given out of his common placing. Inspired a particular by the work of plutara, a translation of those Euvukes morals (Moral works) into French had just been published by Jacques in 1572; the first edition, entitled Essay’s, was published in two volume in 1580. For the rest of his life he continued revising previously published essays and composing new ones. Francis Bacon’s essay, published in book form in 1597, 1612 and 1625, were the first works in English that described themselves as essays.

### **2.5 Function of Styles**

Wood (1999) said the following are the functions of the styles:

- Style helps to characterize the speaker or writer.

- Style creates tone which is the value, that style or gesture gives to words.
- Style can convey and author's judgement of a character.
- Style is also a means of persuasion.
- Style sharpens expressive meaning as well as referential meaning.
- Style result from linguistic choices; the frequently these choices are exercised and the more wide ranging they are, the higher the reality they will affectively express the writer's unique through and feeling.

## 2.6 The Main Styles in Writing

William and White (2000) said main styles of writing are kinds of writing that the students may encounter during their studies, and they are also expected to master them. There are two kinds of styles, formal writing style or standard and informal writing style or non-standard.

### 2.6.1 Formal Writing Style

Formal writing style is a type of writing that is standard and acceptable in writing, mostly in long essay. In formal writing style, there must to be the following points:

- **Complex:** Longer sentences are likely to be more prevalent in formal writing. You need to be introduced, elaborated and concluded.
- **Objective:** State main points confidently and offer full support arguments. Formal writing styles show a limited range of emotions and avoid emotive punctuation such as exclamation points, ellipsis, extra, unless they are being cited from another source.
- **Full Words:** No contractions should be used to simplify words (in other words use "it is" rather than "it's" abbreviations must be spelt out in full when first

used, the only exception being when the acronym is better known than the full name (BBC, ITV or NATO for example).

- **Third Person:** Formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we or second person [you])

### 2.6.2 Informal Writing Style

These are kinds of writing that are not standard but function in writing. Writing in informal styles are not standard, this writing contains the following points:

- **Colloquial:** Informal writing is similar to a spoken conversation. Informal writing may include slang, figure of speech, broken syntax, asides and so on. Informal writing takes a personal tone as if you were speaking directly to your audience (the reader). You can use the first or third person point of view (I and we and you are likely to address the reader using second person (you and your).
- **Simple:** Short sentences are acceptable and sometimes essential to making a point in informal writing. There may be incomplete sentences or ellipsis (...) to make points.
- **Contractions and Abbreviations:** Words are likely to be simplified using contractions (for example, I'm, doesn't, couldn't, it's) and abbreviation (e.g. TV, Photos) whenever possible.
- **Empathy and Emotion:** The author can show empathy towards the reader regarding the complexity of a through and help them through that complexity.

## 2.7 Aesthetic Qualities of the Long Essay

Mode (2005) said there are types of styles shows which what kinds of styles a writer used to present his or her writing, and indicated the quality and degree of the

writing by the writer, such as: Good Style, Bad Style, Elegant Style, Slipshod Style and Grand Style.

### **2.7.1 Bad Style**

This means unpleasant, full of problems; of poor quality; below an acceptable standard; not able to do something well; unappreciable in a particular situation. Normally unacceptable: not behaving well; the state of feeling annoyed or angry.

### **2.7.2 Elegant Style**

This is a type of style that is attractive and showing a good sense of style; clever but simple; an elegant solution to the problem.

### **2.7.3 Slipshod Style**

This is a type of style that done without care, doing things without care. That is the used of words by the writer(s) without selecting the vocabularies.

### **2.7.4 Grand Style**

This means the style that makes an individual an impressive making, you feel admiration; a feeling of respect and linking for somebody or something.

### **2.7.5 Good Style**

This means an acceptable standard sensible, logical or strongly supporting what is being discussed, showing or getting approval or respect, able to do something well, behaving in a way what is morally rights following strictly a set of rules or principles.

## **2.8 Some of the Styles Found in the Students Essays**

The researcher talks on the styles used by individuals from different schools in Katsina Local Government. The styles include use of: Abbreviation, auxiliary verb, acronyms, block address, bold writing, commitment, conjunction, contractive form,

demonstrative adjectives and pronoun, deviation, figures of speech, introduction, idioms, linkers and coordinators, linguistics device, lower case, outburst scatted, phonologically, punctuations, pidgin, punishment, proverbs, Quotations, Registers, Request, Reference, Responsibility, Recourse to the mother tongue, Numbering paragraphs, sense of belonging, suggestion, slanted address, upper case, vernacular, standard format, non-standard, greeting, command, and appealing etc. The research selected some styles and groups them into two, which are standard style and non-standard style.

### **2.8.1 Standard Styles**

These are the styles that are acceptable to be used in writing long essay. And they are also used in formal writing of a long essay. Such as: the used of appealing, auxiliary verbs, block address, command, demonstrative adjective, linguistics devices, upper case, lower case, and standard format etc.

### **2.8.2 Non-Standard Styles**

These are the kinds of styles that the writers used them somehow and they are not accepted to be used especially in writing formal writing. And they mislead to send the right messages or communication in long essay, unless the particular group can communicate with it. Such as: used of pidgin, vernacular, abbreviation, deviation, numbered/symbols of paragraphs, and outburst scattered etc.

## **2.9 Analysis of the Styles Found in the Student's Long Essays Writing**

### **Abbreviation**

According to Tom (1996), abbreviation means in French abbreviation from Latin abbreviatio/abbreviation is shortening, from brevis short. He also said, abbreviation means, the shorting of words and phrases. Sue and Marilyn (2002) said abbreviation is

the shortened form of a written word or phrase used in place of the whole. Abbreviations provide writers with shortens and shortcuts are certainly appropriate at times. Kate and Evalyn (2003) observed that abbreviation is a shortened version of a word or phrase. Note that abbreviations consisting of all capital letters usually don't require periods. Therefore, examples of these abbreviations from the long essay writing of students as follows:

- (a) "...family support *Sec. Sch.*  
*G.R.AKatsina.*  
Katsina State"
- (b) "...*S.S IP*"
- (c) "...many other similar cases of sch. bamblast named *e.t.c.*"
- (d) "...I missed one of his *C.A* test"
- (e) "...*F.C.T.*"
- (f) "...adequate and well qualified teacher *e.t.c*"
- (g) "...local government as well as *N.G.Os.*"
- (h) "...like facing *F.C.E.*"
- (i) "...*S.S.C.E...*"
- (j) "...*J.S.S.* Examination Certificate..."
- (k) "...*Govt.* (pilot) day *sc.* school,  
*p.m.b.* 2055,  
*K/sauri,*  
Katsina,  
Katsina State."
- (l) "...inadequate materials *e.g.* text books..."
- (m) "...people have degree, *N.C.E,* Masters..."

- (n) "...I want to change the school to *K.C.K...*"
- (o) "...determing who *UNKAG, UNN* and other University..."
- (p) "...*I.C.T...*"
- (q) "...other countries such as Canada, *USA, United Kingdom...*"
- (r) "...teachers should be with first degree, *HND's* and ..."

### **Appealing**

Robert (1996)opined that appealing means an urgent or formal request for help, money, medical aid, food and so on.Joanna (2010)holds appealing means showing that you want people to help you or to show you pity or sympathy. For examples, in the long essays. The following were found:

- (a) "...I wish to forward my message to you..."
- (b) "...please daddy..."
- (c) "...please sorry for disturbing you..."
- (d) "...I am pleading on behalf of these..."
- (e) "...please dady, I need text books such as English..."
- (f) "...I hope that the little I said before is convincing..."
- (g) "...I will be glad, if all the ways suggested above are put into consideration..."

### **Acronyms**

Victoria, Robert and Nina (2002) said acronyms are words derived from the initials of several words. To Macarther (1996), acronyms meansan abbreviation formed from the first letters of a series of words and pronounced as one word.According to Sue and Marilyn (2002), an acronym is a shortened form of a name. The acronym is formed

from the initial letters of the words in the complete name. Examples as used by the students are as follows:

- (a) "...he will pay the money for NECO only..."
- (b) "...the money for WAEC...."
- (c) "...to write our JAMB examination..."
- (d) "...our WASSCE examination..."

### **Auxiliary Verbs/Helping Verbs**

According to Kate and Evelyn (2003), a helping verb is a verb that cannot appear alone in a sentence. Instead, it must be combined with the main verb. They also said, a helping verb may indicate the time of other verbs in the sentence. Macarther (1996) says helping verb from Latin means auxiliarius helping, and verb. Murthy (2007) defines auxiliary verb, as verb which helps other verbs to form different tenses. Examples from the essays of the students include:

- (a) "...a student WOULD be taught..."
- (b) "...youth COULD be channeled for...."
- (c) "...our dear country COULD be improved..."
- (d) "...I WILL not be able to eat..."
- (e) "...they HAVE to provide for their children..."
- (f) "...qualified teachers CAN improve the qualities of education..."
- (g) "... any applicant SHOULD bring his or her credential ..."
- (h) "...ministry of education MUST help schools with educated teachers...."

## **Bold Writing**

Joanna (2010) says bold writing means a printed word or letters in a thick, dark type; the highlight of the important words in bold type. Examples from the essays are:

- (a) “the first thing is **EXPAND** that is comprehensive”
- (b) “...second way is **SHARE** that is cooperative learning...”
- (c) “...by going on **STRIKE!**....”
- (d) “....started his **NABTEB** by now....”
- (e) “...are you laughing at me I said, **NO** sorry ....”
- (f) “...democracy in Nigeria? **NO** not so.....”
- (g) “...**WE** as Nigerians must understand our differences.....”

## **Command**

According to Robert (1996), Command means to have authority over or be in control of someone or something. Joanna (2010) defines command as an order given to a person or an instruction given to a computer, or controls an authority over a situation or a group of people and so on. Examples as used by the students are as follows:

- (a) “...the government must surely know that the law is put in practice...”
- (b) “...school authority must put some rules and regulation to improve knowledge...”
- (c) “...education must provide adequate infrastructure....”
- (d) “...money and good working environment are too motivating factors...”
- (e) “...topic bordering on entrepreneurial and computer skills should be included...”
- (f) “...I urged the minister of education to take note....”
- (g) “...government must test and interview fresh graduates....”

- (h) "...teachers must be evaluated based on professional teachers' standard..."
- (i) "...they must use the information derived from education to identify needs..."
- (j) "...teachers must have time to analyse the data and count on the necessary support to..."
- (k) "...Government must conduct periodic test and..."

### **Commitment**

According to Robert (1996), Commitment means the act of committing someone or oneself; a usually irrevocable undertaking or responsibility. To Joanna (2010), Commitment means the willingness to work hard and give your energy and time to a job or an activity; a promise to support somebody or something. Examples as follows:

- (a) "...there should be a system in place to reward hardworking teachers..."
- (b) "...vocational centers should be adequately equipped with the necessary modern facilities..."
- (c) "...internet facilities should be provided in our schools..."
- (d) "...be voted that regular review of teachers salaries will help put and end..."
- (e) "...through regular of our school curricular to accomodate new topics..."
- (f) "...subjects that teach creativity and innovativeness should be introduced..."
- (g) "...the present trend in education which seems to favour the mediocre would give way to a standard that will make learning easy...."
- (h) "...education is the pillar of development and technological..."
- (i) "...I thank you for your attendance....."
- (j) "...I promise to be committed and dedicated to my education..."
- (k) "...promise to make you proud of me one day, and graduated with flying colours..."

- (l) “...I need to visit the school, because to see what happen to it...”

### **Contractive Form**

According to Macarther (1996),contractive form from Latin means contractio/contraction is a drawing together. A reduction in form, often marked in English writing and print by an apostrophe (').Kate and Evelyn (2003) said a contraction is formed by combining two words with an apostrophe taking the place of the omitted letter(s). Examples are as follow:

- (a) “...the most hardship *I’m* facing...”
- (b) “...but I *Can’t* understand...”
- (c) “...I *didn’t* pass my qualifying...”
- (d) “...they *Won’t* have enough...”
- (e) “...I *don’t* have...”
- (f) “...although it *Wasn’t* the only important issue”
- (g) “...you know he *haven’t* because...”
- (h) “...to the speaker *he/she*...”
- (i) “...teachers can discharge *his/her*...”
- (j) “...the school *hour/period*...”
- (k) “...we have lack of *lab*...”
- (l) “...*pls.* father...”
- (m)“...English & Math &History & Catering...”

### **Conjunction**

Latilo and Beckley (2001) said a conjunction is a word used in joining words; a group of words or clauses. These include: and, but, both, because, as well as, although, while, along with, neither – nor, either – or, since, if, until, unless, as, whether – or, such

--- that, so that, and so on. Murthy (2007) opines that conjunction is a word which joins together sentences or words and clauses. According to Ayo, Olabisi and Ukoyen (2002), a conjunction is a word that joins words, phrases, clauses and sentences together. Sue and Marilyn (2002) said conjunctions are words that join words, phrases, or clauses within a sentence. Examples: and, but, or, nor, etc. Kate and Evelyn (2003) said that coordinating conjunctions connect two words, phrases, clauses, or sentences that are equally important. Examples: and, but, and or, etc. These are the most common coordinating conjunction above. Examples from students' writing:

- (a) "...to undergo research *and* learn further..."
- (b) "...E-library *and* original library..."
- (c) "...clear testing *and* scoring requirements known to all..."
- (d) "...from unwanted *and* harsh weather..."
- (e) "...adequate learning *and* teaching process..."
- (f) "...I hereby write *and* forward my application..."
- (g) "...some of them go *but* do not attend their classes..."

### **Demonstrative Adjective**

According to Macarther (1996), a demonstrative means showing a term used in association with pronouns and determiners as an adjective and a noun. Joanna (2010) defines demonstrative adjectives as words used to identify the person or thing that is being referred to. For examples: "This and 'that', 'these' and 'those', etc. Murthy (2007) says demonstrative adjective is used to point out which person or thing we speak about. Examples of students writing as follows:

- (a) "...in this country..."
- (b) "...that each one of us must have these equipment..."

- (c) "...father, this is the hardship that..."
- (d) "...this idea particularly attracted my attention..."
- (e) "...everyone in the family..."
- (f) "...some of these ways shall be discuss below..."
- (g) ".....whoseparent are not capable....."
- (h) "...those students can operate computer..."
- (i) "...these teaching materials will be enough..."
- (j) "...who attended the workshop..."

### **Deviation**

According to Robert (1996), deviation means not following the normal pattern, accepted, standards etc. Macarther (1996) said in linguistics, a unit of language is deviant if it does not conform to rules formulated in term of data or native speaker intuitions. Joanna (2010) says deviation means the act of moving away from what is normal or acceptable; a difference from what is expected or acceptable. Examples in the students' long essays as follow:

- (a) "...since last 2 weeks..."
- (b) "...at least N3000..."
- (c) We start lectures is early as 8:00 am
- (d) "...all our sins, and reward u with..."
- (e) "...4 figure and other..."
- (f) "...it is impossible for 500 students..."

### **Figure of Speech**

According to Ayo, Olabisi, and Ukoyen (2002), figures of speech are the various uses of language which differ from the conventional or customary usage in that they are

special ways of using language to achieve specific effects or meanings. David and Harvey (1993) said figurative language departs from the conventional meaning and expression of words to bring about special effects, usually emotional. Latilo and Beckley (2001) says figures of speech are words used in a special ways, quite different from the ordinary meaning for the purpose of creating a specific mental image or effect. Therefore, the following are examples of figure of speech:

### **Metaphor**

According to Macarther (1996), a rhetorical figure with two sense, of speech which concisely compares two things by saying that one is the other. Latilo and Beckley (2001) define metaphor as “a direct comparison drawn between tow essentially different things without using the words ‘like’ or ‘as’.” Murthy (2007) holds that a metaphor is an implied simile in which the two things are treated as one. David and Harvey (1993) define metaphor as a comparison that does without the word ‘like’ or ‘as’, thus establishing a closer helpful, however, to think of a metaphor as a word or phrase that is generally used in one frame of reference. Examples of metaphor from students’ writing are as follows:

- (a) “...Nigeria is literary bleeding...”
- (b) “...enough Frankenstein monster to haunt us...”
- (c) “...feed them red meat each time they cry for blood...”
- (d) “...education is a mirror of life of a Human being...”
- (e) “.....the biggest blunder of Nigerian ruling class....”
- (f) “...the most pot-holed roads spread across the country...”
- (g) “...education is the back-bone of our economy...”
- (h) “...Nigeria is one of the most popular country in the world...”

- (i) "...who are in clear majority, live in palpable darkness..."
- (j) "...Democracy is a global mariden which every nation woos..."
- (k) "...the democratic craze is sweep across the whole world..."

## **Simile**

According to Latilo and Beckley (2001), simile it is a comparison drawn between two things that are basically different in nature but are similar in one aspect or the other using the words 'like' or 'as'. Ibitola (2005) says simile as that figure of speech in which a likeness is definitely or formally expressed. The objects or situations compared may be of different kind and quality, but similarity can be noticed in certain areas and this resemblance can be easily seen. Murthey (2007) says a figure of speech which is used to compare two different things having a common quality. David and Harvey (1993) opine that a simile is a comparison using the word like or as. Examples from students' writings are as follow:

- (a) "...my exam is very essay likes statistical table..."
- (b) "...Nigerians are generally feared like mad dogs..."
- (c) "...approach like dangerous snakes..."
- (d) "...watchfully avoided like lepers..."
- (e) "...Democracy and Nigeria are like Siamese twins..."
- (f) "...to see their children learning like all other..."
- (g) "...as there are no doors and window to protect them..."

## Symbolism

Robert (1996) opines that the use of symbols to express ideas or emotions in literature. Joanna (2010) defines symbolism as the use of symbols to represent ideas, especially in art and literature. Examples from students' writing are as follow:

- (a) “..After thousand greeting about you...”
- (b) “...its failure to build strong and stable social system to...”
- (c) “...the professor must have used every cell of his brain...”

## Symbol

According to Robert (1996), symbol means a letter or sign used to represent a quantity, idea, object, operation, etc. Macarther (1996) opines that the word symbol derived from Latin *symbolum*, Greek *silmbolon* (put together) means a mark, token, or sign, something that represents something else. Examples from students' writing are as follow:

- (a) “Using of asterisk in paragraphing:

“\*”, “\*”, “\*”,

- (b) “Using of arrow in paragraphing:

“→”, “→” “→”

- (c) “Using of letters in paragraphing:

“A or a”, “B or b”, “C or c”

- (d) “Using of Roman Figures in paragraphing:

“i”, “ii”, “iii”

## Upper Case

According to Macarther (1996), upper case means a technical term for capital letters or majusculers (that is, letters larger in size and form than lower case letters).Robert (1996) holds that upper case is referring or relating to capital letters as opposed to small or Lower – Case letters.Kate and Guy (2003) said that upper case means, if letters are in upper case, they are written as capitals: Upper Case letters compare lower case. Examples from students’ writing are as follows:

“WAYS TO IMPROVE QUALITY OF EDUCATION IN NIGERIA”.

“THE QUALITY OF EDUCATION COULD BE IMPROVE”

“IDEA ON HOW TO IMPROVE GOOD QUALITY EDUCATION”

“GOVERNMENT COLLEGE KATSINA

KOFAR SAURI,

P.O.BOX 145

KATSINA

KATSINA STATE

“THE PROBLEMS OF DEMOCRACY IN NIGERIA.

## Idioms

Macarther (1996) said, idioms from Latin means *idioma*, Greek *idioma* specific property, special phrasing, from *idios* one’s own, personal, private. An expression unique to a language, especially one whose sense is not predictable from the meanings and arrangement of its elements.Latilo and Beckley (2001) said that an idiom is a fixed group of words with a special meaning that cannot be guessed from the combination of the actual words used. Iduwoet *al.* (1998) view that an idiom is a phrase or expression

that has a special meaning which is often far removed from the literal meaning of the actual words that form it. Examples of this style by the students' writing are as follow:

- (a) "...all hope is not loss, as the desire for..."
- (b) "...seeing is believing..."
- (c) "...help them understand and colour with what their teachers has taught to them..."

### **Greeting**

According to Robert (1996), greeting means a friendly expression or gesture used on meeting or welcoming someone. Joanna (2010) says that greeting means a message of good wishes for somebody's health, work, happiness, situation or condition and so on. Examples of greeting in the students' writing are as follow:

- (a) "...Hello daddy, How are you? How is mummy? My brother and sister?..."
- (b) "...How are you? And how is everybody in the family?..."
- (c) "...Good day, How is work?..."
- (d) "...Good day Dad, and how is work?..."
- (e) "...How are you dad? How is my Mom, and all the family..."

### **Introduction**

According to Robert (1996), introduction means the act or process of introducing or process of being introduced; a presentation of one person to another or others; an outline the basic principles of a subject, suitable for beginners. Joanna (2010) views that introduction means a thing that is brought into use or introduced to a place

for the first time; the act of bringing something into use or existence for the first time etc. Examples from students' writing are as follow:

- (a) "...Education is very important to every human being because..."
  - (b) "...Democracy and Nigeria are like Siamese twins..."
  - (c) "...I write to suggest three ways by which the quality of education could be improved in our country..."
  - (d) "...the main purpose of writing this letter sir is to suggest some ways that education could be improved in this country..."
  - (e) "...to suggest ways by which the quality of education in..."
  - (f) "...it is quite obvious that the rate of unemployment and underemployment in this country is growing quickly..."
  - (g) "...education sector could improve the quality of education in Nigeria by the following ways..."
  - (h) "...democracy known as the people's rule can be defined as the system of government..."
  - (i) "...the standard of education of Nigeria has fallen drastically..."
- "...the important of education to human being cannot be overemphasized

### **Lower Case**

Robert (1996) defines lower case as referring or relating to small letters as opposed to capitals or Upper – Case letters. According to Macarther (1996), lower case in the present – day printed Roman alphabet, small letters of varying size, known as lower – case letters, as distinguished from capitals or upper case letters. Examples from students' writing are as follow:

- (a) “Family Support Programme,  
P.M.B. 2021,  
Katsina,  
Katsina State”.
- (b) “The Honorable Minister of Education,  
Federal Republic of Nigeria,  
Abuja”.
- (c) “Ways Of Improving The Qualitative of Education In Nigeria”.
- (d) “Dear Sir,”
- (e) “Yours Faithfully,”

### **Linkage Words**

According to Oladiran (2005), linkage words means link for any piece of writing to achieve coherence and unity – a process whereby the paragraphs are linked together for a flow of ideas and completeness, a writer employs appropriate link work. For example, a writer uses these: ‘also’, ‘in addition’, ‘but’, ‘however’, ‘yet’, ‘nevertheless’, ‘on the other hand’, ‘therefore’, ‘furthermore’, ‘consequently’, ‘as a result’, ‘similarly’, ‘firstly’, ‘secondly’, ‘similarly’, ‘finally’, ‘lastly’, ‘in conclusion’, etc. Joanna (2010) said that linkage means the act of linking things (writing); a device that links two or more things examples; ‘at the end’, ‘initially’, ‘in particular’, ‘in short’, ‘for example’, ‘as an illustration’, ect.Examples from students’ writing are as follow:

- (a) “...on the other hand...”
- (b) “...finally...”
- (c) “...additionally...”
- (d) “...moreover...”

- (e) "...lastly..."
- (f) "...furthermore..."
- (g) "...inconclusion..."
- (h) "...again..."
- (i) "...firstly," "secondly" and "thirdly"

### **Linguistic Devices**

According to Ibrahim *et al.* (2015), the use of linguistic devices here means, where the students used such as: first person pronoun, second person plural, first person possessive pronoun, second person singular, relative pronoun, third persons plural, thirds persons possessive pronoun, and first persons plural. Examples from students' writing are as follow:

- (a) "...*I* will use to perform..." (first person pronoun)
- (b) "...*my* practice..." (first person possessive pronoun)
- (c) "...because *they* are too old and..." (third persons pronoun plural).
- (d) "...and *you* will help me to..." (second person pronoun)
- (e) "...so as to have qualify students at the end of *their* graduation..." (third persons plural pronoun).
- (f) "...how is *your* work and family..." (second persons plural pronoun)
- (g) "...among *them* are excellent..." (third persons plural)
- (h) "...*they* shared the materials *themselves*..." (second person plural) and (third person possessive pronoun)
- (i) "...*our* country Nigeria..." (Second person possessive pronoun).

## Non-Standard Form

According to Robert (1996), non-standard means use of language different to the usage of educated speakers or writers and considered by some incorrect. Macarther (1996), opines that non-standard means a term for usages and varieties that are not part of a standard language. Examples from the students' writing are as follow:

(a) In writing the date:

i. 25/01/2016

ii. 20-01-2016

(b) Writing these body in acronyms;

“...Wassce and Necos fee” is 19,500.

(c) “Writing the address of the writer in capital letters;

i. “GOVERNMENT COLLEGE (PLLOT) KATSINA

P M B 2009

KATSINA

KATSINA STATE”.

(d) In writing the salutation;

“dearabubakar or father”.

## Numbering

Macarther (1996), said, numbering from Old French means *nombre*, Latin means *numerus*. A concept associated with quantity, size, measurement, etc. and represented by a word or figure such as three (3), four (4) ...Sue and Marilyn (2002) said that numbers are commonly used in business to express sums of money, quantities for

orders, discounts, time, measurements, percentages, addresses, dates, sales statistics, versions of computer programs, and so on. Example of students writing as follows:

- (a) “Using Numbers or figures in paragraphing “1”, “2”, “3”...).
- (b) “using of asterisk in paragraphing:  
“x”, “x”, “x”.
- (c) “using of arrow in paragraphing:  
“→”, “→”, “→”.
- (d) “Using of letters in paragraphing:  
“A or a,” “B or b”, “C”.
- (e) “Using of Roman figures in paragraphing:  
“i”, “ii”, “iii”.

### **Outburst Scattered**

Robert (1996) says outburst scattered means to depart or send off units of words in different direction; the act of scattering words, phrases, and sentences. Examples from the students’ writing are as follow:

- (a) “...has *some body* in the class...”
- (b) “...how is *every body*...”
- (c) “...*some time*...”
- (d) “...with *every thing*we have...”
- (e) “...Nigeria *Nowa days* can *notbe*...”
- (f) “...to the child *be cause*...”
- (g) “...to teach *their selves*...”
- (h) “...by *them selves*...”
- (i) “...because *any body*that did not pass...”

- (j) “...inform you the *hard ship* that...”
- (k) “...*How ever*, the issues of uniform...”
- (l) “...*further more*, the transport...”

## **Punctuation**

According to Murthy (2007), punctuation plays an important role in developing writing skills. It is very often proved that punctuation may alter the meaning of a sentence. Examples, comma, period, parentheses, exclamation mark hyphen etc. Macarther (1996) said that punctuation from Latin means *punctuatio/punctuationis* making a point, marking with points from *pungere/punctum* to pierce: compare point. The practice in writing and print of using a set of marks to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses, and by indicating parentheses and asides. Examples as follows in the students' writing:

The used of:

“Full stop”

“Comma”

“Apostrophe”

“Capital letter”

“Exclamation marks”

“Question marks”

“Quotation marks and so on.

## Phonologically

According to Victoria *et al.* (2003), phonology refers either to the representation of the sounds and bound pattern in a speaker's or writer's mental grammar. Joanna (2010) said that phonology means the speech sounds of a particular language. Examples from students' writing are:

- (a) "...*please* and *please* daddy..."
- (b) "...*first* and *foremost* ...."
- (c) "...by *trained teachers* students learn the skills..."
- (d) "...step by step...."
- (e) "...each schools *time* to *time*..."
- (f) "...to my *Nation Nigeria*..."
- (g) "...as much anthesmothday to *day* activities..."
- (h) "...*private* and *public* schools..."
- (i) "...the *nitty – gritty* of democracy..."
- (j) "...Nigeria are still *suffering* and *smiling*..."
- (k) "...about its *existence* *electricity* supply..."
- (l) "...the *professor* and *preferred* that of..."
- (m) "...*political inequality* is a *prominent* and *permanent* features..."
- (n) "...government of the *few* by the *few* and for the *socio – economic* benefit..."
- (o) "...education not just employ any *jick* and *jack* who does not know..."

## Pidgin

Robert (1996) said that pidgin means a type of simplified language used especially for trading purpose, between speakers of different languages, consisting of a combination and often simplification of the vocabulary, grammar and pronunciation

systems of the languages concerned, etc. According to Macarther (1996), pidgin means a term used in a general and a technical sense for a contact language which draws on elements from two or more languages. Examples as follows from the students' writing:

- (a) "...Which *collification* or *non-collification*, of education..."
- (b) "...teaching is a *propetional*, itself..."
- (c) "...I need more for *Banding*, typing, *photostarting*..."
- (d) "...We did the *order* day..."
- (e) "...cannot be *compaited* to schools..."
- (f) "...*affectiveacademic* performance should be *concidar*..."

### **Proverbs**

According to Robert (1996), Proverb means any of body of well-known neatly-expressed sayings that give advice or express a supposed truth. Macarther (1996) says that the word proverb was derived from the Latin word '*proverbium*' meaning a saying supporting a point, from pro-on behalf of, verbum word. It can also mean a short traditional saying of a didactic or advisory nature, in which a generalization is given specific, often metaphorical expression. Below are the examples of students proverbs in their writing:

- (a) "...all work and no play makes jack a dull boy..."
- (b) "... if you plant it for a one year, plant rice, if you plant it for ten years, plant tree and if you it for hundred years, educated children..."
- (c) "...the common man occupies the bottom rung on the ladder of the properties of the anchors of Nigerian democracy..."
- (d) "...I believed that whatever has a beginning must have an end..."

## **Quotations**

According to Joanna (2010), quotation means the act of repeating something interesting or useful that another person has written or said. Kate and Evelyn (2003) said that quotation is used to show that you are repeating a speaker's or writers' exact words. Examples of quotations in the students' writing are:

- (a) "...Education as defined by the Oxford English mini dictionary, "as the process of training the mind, ability, or character" (Oxford)
- (b) "...Democracy is a system of government by the people of the people and by the people..." (Abraham Lincoln)
- (c) "...Democracy refers to the brand of rules that makes use of false principles of the institution of democracy..." (Peter Ekeh)
- (d) "...All men are created equal" and defined democracy..." (Abraham Lincoln)
- (e) "... Democracy has no ancestors or parents in indigenous Nigerian political culture..." (AdieleAfigbo)

## **Request**

According to Joanna (2010), request means the action of asking for something formally and politely; to ask for something or ask somebody to do something in a polite or formal way. Robert (1996) says that request is the act or an instance of asking for something. Example in the students' writing:

- (a) "...I hope that our educational sector will undergo drastic..."
- (b) "...I hope my request will be done..."
- (c) "...We want you to improve our education..."
- (d) "...I hope my letter will be given enough attention..."
- (e) "...I hope my request would considered..."

- (f) "...I want you to come and pay the money..."
- (g) "...I need some exercise and text books..."
- (h) "...I need some money for my projects..."
- (i) "...I need the medicine urgently..."
- (j) "...I do hope each and every member of the family are aware..."
- (k) "...I pray my points will be looked into possible ways..."

## **Responsibility**

According to Robert (1996), responsibility means the state of being responsible or of having important duties for which one is responsible. Joanna (2010) holds that responsibility means a duty to deal with or take care of somebody or something; a duty to help or take care of somebody because of your job, position, etc. Examples from students' writing are as follows:

- (a) "...parents can be sure that their children are getting proper education in well organised..."
- (b) "...Government should look into the issues of late salary payment..."
- (c) "...Government should also contribute to some of our downfall..."
- (d) "...there is need for all stake holders as well as co-operative bodies to support in executing such project..."
- (e) "...Government should be able to provide house for teacher in the school premises..."
- (f) "...Ministry of education should sponsor teachers to further their education..."
- (g) "...Government should provide the library in each school..."
- (h) "...Ministry of education must help schools with experienced and qualified teachers..."

- (i) "...state ensure that primary education at least is made free..."
- (j) "...Government should also assist school with the laboratory equipment..."

## **Registers**

According to Latilo and Beckley (2001), register means is used to describe a list of words, expressions or terms that are frequently used when talking about a particular area of human activity. Idowuet *al.* (1998) hold that registers are the technical words, style and grammar used by speakers and writers in particular conditions. For Ayo *et al.* (2002), registers are the appropriate words or vocabularies used in or associated particular human activity or endeavour. Examples from students' writing are as follow:

- (a) "...equipped laboratories, libraries, text books, and qualified teachers..."  
(Education)
- (b) "...spending of money, contestant, win, vote, printing posters, campaign, materials, rigging, election, not fair result, electoral violence, candidates, winner, opponent, followers, and losers..." (Politics)
- (c) "...I want to buy: sugar, milk, cornflakes, pepper, and other item..." (Business)
- (d) "...the three stages of education, that is primary, secondary and tertiary..."  
(Education)
- (e) "...I want to pray Almighty Allah to help you..." (Muslim)
- (f) "...by the grace of God I will make it, in Jesus name Amen..." (Christian)
- (g) "...I need textbooks such as English, Physics, Chemistry, Biology and Math's..."  
(Education)
- (h) "...may Almighty Allah give you Aljannah Firdausi amen...?" (Muslim)
- (i) "...we were promised good roads, health care, electricity supply and good government ..." (Politics)

- (j) “...the delivery of services which they entitled: Electricity, religious, intolerance, incompetence, greed, insincerity, and insensitivity...” (Politics)

## Reference

Macarther (1996) holds that reference means, referring to or mentioning someone or something, either directly or indirectly, and often in the form of an allusion or a quotation. Robert (1996) opines that reference means the providing of facts and information a source of facts or information, the directing of a person, question, etc. to some authority for information, a decision, etc. Examples from students’ writing are as follow:

- (a) “... the problems that we are facing (students)...”
- (b) “...they are uncomfortable and...” (politicians)
- (c) “...we are not having enough time to rest...” (politicians)
- (d) “...we just look our books and go...” (teachers)
- (e) “...to provide them as soon as possible...” (materials)

## Recourse to the Mother Tongue

According to Robert (1996), recourse to mother tongue means the act of turning to someone, or resorting to a particular course of action, for help or protection, especially in a emergency or a case of extreme need. Joanna (2010) says that recourse means use something that can provide help in a difficult situation. Examples from students’ writing are as follow:

- (a) “...students that have good *viheveous*....”
- (b) “...so the *hoffingoftheyferyrent* will *accive* but...”

- (c) “...*Wensaffinga* time *derris* a bus *wethenthe* the student in his *learnin*, so student they *esfecting* something *lacwesworkinmaterials* ...”
- (d) “...I introducing the group *discosion*...”
- (e) “...my friend any evening *neigh*...”
- (f) “...the *reasing* of *latter*...”
- (g) “...I want buy school *Baj* and ...”
- (h) “...the *festtin* in education...”
- (i) “...I *wented* to *notising* what a *wrot*...”
- (j) “...pay them good salary *mounthly* because...”
- (k) “...*thear* no *enoupelectrycity*...”
- (l) “...*thear* is no *enoupchearsin* the class...”
- (m) “...*sofestly*, the minister of education...”
- (n) “...the title of this *later* is shows...”

### **Standard Form**

According to Robert (1996), standard means an established or accepted model, something that is basic and without any extra features. Kate (2003) opines that standard means a pattern or model that is generally accepted. Examples from students’ writing are as follow:

- (a) “22<sup>nd</sup> January, 2016”.
- (b) “23<sup>rd</sup> January, 2016”
- (c) “24<sup>th</sup> January, 2016”
- (d) “Dear Sir,”

(e) “Yours sincerely”

Name

(f) “Yours faithfully,”

Signature

Full name

### **Sense of Belonging**

Kate and Guy (2003) said that sense of belonging means the feeling people has when there is a very important event or celebration; a general feeling or understanding. Joanna (2010) views sense of belonging as a feeling about something important; an ability to judge something; good understanding and judgment; the ability to think clearly etc. Examples from students’ writing are as follow:

- (a) “...We as Nigerian must understand our differences...”
- (b) “...my aim of writing this letter is to enlight...”
- (c) “...I am writing in my capacity, as the senior student...”
- (d) “...to ensure qualitative education in our dear Nigeria...”
- (e) “...shame my greeting to the family members...”
- (f) “...by their own circumstances...”
- (g) “...we are receiving from our teachers...”
- (h) “...we are proud to have a good hand worker like you...”
- (i) “...about our final year examination...”

## Vernacular

According to Macarther (1996), vernacular derived from Latin '*vernaculus*' meaning domestic, indigenous, native, from verna a home – born slave, native. The term is used contrastively to compare the mainly or only oral expression of a people, a rural or urban community, or a lower social class. Robert (1996) says that vernacular means the language or jargon of a particular group. Joanna (2010) observes that vernacular means the language spoken in a particular area or by a particular group, especially one that is not the official or written language. Examples of the vernacular in the students' writing are as follow:

- (a) "...Most of the student now are being *canattymiaded* most *xpecially* if the class have females.."
- (b) "... I hope every one and every thing is *chiking* fine, *it'sgodwin*..."
- (c) "...*Wallahi* I will beat you now....."
- (d) "...I am *Hinking* something ....."
- (e) "...teacher are giving us writing in our *bladablehand* and ..."
- (f) "...students refer to this trend as *19 cram, 19 pour, 19 forget*..."
- (g) "... student *flagrantly* disobey their teachers....."

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with methodological orientation of this research, analytical tools and how these tools have been used to analyze data. It equally explains how data are collected as well as the problems faced while collecting data. In other words, this chapter stands to be the conceptual organize of this study, as it describes the type of approach adopted in the research. Again, the following titles and sub-titles feature in our discussion. The research design, target population, sample, sampling techniques, instrument of the research, method of data collection, validity and reliability of research instruments, problems encountered and method of data analysis.

#### **3.2 Research Design**

This research is designed to investigate different styles used by the writers of long essay in some senior secondary schools within Katsina Local Government. It equally examines the different kinds of styles used by the students and its merit on students in the schools, the relationship between the level, gender, and the schools in using the styles, to measure the influence of using styles in students' formal communication in writing. To find out the correct information about this, one hundred and twenty-seven senior secondary school students of the government and private schools were sampled to answer the questions. The method used in carrying out this research work was questions. There were three questions to which the respondents were expected to answer.

Having seen the responses, sixty (60) senior students' writers of long essay were selected. Therefore, thirty questions administered to each school, fifteen questions for

male in each school, and fifteen questions also for female in each school. And those questions shared three – three to each levels (SS I, II, III) of public and private schools as a sample written test from them. This is to determine whether frequent testing might affect students' performance in use of the styles in writing long essay. In the same way, sixty-seven (67) questions were also administered to sixty-seven writers who served as our respondents. They were exactly required to provide the information about the writers of the long essay: Government and Private schools, levels, age, sex and so on.

### **3.3 Target Population**

In order to get the correct target population of this research work, the table of Krejcie and Morgan (1997) was consulted and found out the exact population. The total population for this study consisted of one hundred and ninety writers from different selected senior secondary schools students. The reasons for using up to these students are: the study is trying to find both negative and positive effects of using writing styles in long essay. Equally, the study tries to find out how the variable influences one's style in written communication. In this respect, sixty long essays were collected from the sixty students who most frequently write long essays. Therefore, other sixty-seven long essays were also collected from the students of sixty-seven writers and almost sixty long essays were sourced from the compilation of different long essays. Thus, making the total of one hundred and twenty-seven long essays for our analysis.

### **3.4 Sampling**

One hundred and twenty-seven long essays sampled were administered and one hundred and twenty-seven respondents which cut across male and female (sex) levels, Government and Private Schools and so on were the sample of this work. The table of

Krejcie and Morgan was used to find out the sample and sampling technique of this research work.

### **3.5 Sampling Techniques**

In selecting the sample of this research work, one hundred and twentyseven long essays were collected from the respondents, after which the researcher randomly selected long essays and match them with the habits of their particular style to see where they depart from the norm, that is the limits the way in which the style can be use include: graphical representation of each words. All with a view to examining the departure from normal conventional writing and which further determine what brings the departure. The researcher further looked into the point of adherence to the conventional writings. Random sampling was adopted to select one hundred and twenty seven students from twelve (12) senior secondary schools in Katsina Local Government Area. Furthermore, the researcher group some long essays into ten and fifteen, thereby measuring the different styles used by different personalities. This is because as well known, class and language variety are related socio-linguistic, variable which tells the standard and non-standard variety of language used.

### **3.6 Instruments of the Research**

In order to obtain the relevant information for this research as follows: The instruments used in the research for data collection include: past questions which contains questions related to the hypothesis of the study. In the questions, there were questions of which respondents have right of taking any one to enable them give their views. The researcher's source of data collection is the "style in long essay", a case study of Katsina Local Government.

### **3.7 Method of Data Collection**

The researcher had visited selected senior secondary schools (private and government) in Katsina local government area for data collection. The three past question papers have been administered in each of the sample schools. This method facilitated on the support collection of the written essays as well as on the support observation of the utilization of styles in the long essays. Although, the population of this research is up to one hundred and ninety, but our target population is one hundred and twenty-seven long essays, sixty out of one hundred and ninety long essays were collected from the Government and Private schools (senior) whom were served with past questions that require them to write how frequently they receive or send long essays in their various schools. It was from their responses we selected sixty most frequent writers of long essays. Later, the researcher administered sample writing. This was to test how far the influence of using non-standard styles in their writing affects their grammar, that is, in spoken or written and language use in general. Other sixty-seven respondents the researcher randomly selected and served each with questions (essay writing). While they wrote in answer sheet, their permission was sought to access the materials of their writing. In each level, the researcher selected about three long essays. Equally, the questions required the respondents to provide information about the writers of the long essay that student came from, the levels, the sex, the age and so on. In doing this, the researcher met the respondents at their various schools.

### **3.8 Validity and Reliability of Research Instruments**

In order to find out the correct information, the validity of our instrument, a special testing was conducted earlier with a small sample size of fifteen respondents with similar instruments. The researcher has measured the effectiveness of the instrument; the researcher also observed some of the likely problems that the research

may face during the real data collection and the researcher tried very hard to find ways of solving or reducing the problems. In the end, the researcher was able to find out the validity and reliability of the instruments.

### **3.9 Problems Encountered**

Because of the security situation during the period of conducting this research, the researcher had to visit the selected secondary schools with attestation letter from the researcher's school and presented it to its particular schools, most especially the selected private schools, to seek permission for the conduct of the research within the school. The researcher administered a pilot test on a small group of fifteen respondents with similar instruments, request to help the respondents information was majority brought negative reaction. The researcher encountered resistance when collecting long essays, because respondents were reluctant to give out their correct information. That was why the researcher requested the respondents to write down a long essay from their own information on the questions, after providing all other necessary information requested them by the researcher.

Also, the researcher realized that the question on "style in long essay", seem to be ambiguous as it request the respondent to indicate the school, level age, sex... and so on of the writer of long essay, but most of respondents end up interpreting it to mean the languages they heard, or found themselves in, the writer is capable of speaking or writing. Therefore, most of their responses to the question which says "As a final year student, write a letter to your father informing him about the hardship you are facing in school and what you need to complete your project." Some of the students answered this question as like somebody finish his study, that is, N.C.E. holder, Diploma or Degree holder project. And this question "write an article for publication in one of the national dailies on the topic: The Problems of Democracy in Nigeria". Some of the

writers wrote their long essays to the Newspaper Editor or director. And lastly, some of them used vernacular to answer the questions. With these problems above made it difficult to distinguish which of the language serves as the native language of the writer.

### **3.10 Method of Data Analysis**

The methods used to analyze the data are: firstly by use of tabulation, the researcher tabulated the one hundred and twenty-seven long essays into thirteen tables, each table contains certain number of information. This is in consideration of the unique nature of every personality in all spheres of life, working, speaking and writing the provision of this information guides the researcher to examine the different characteristic that marks each respondents use of language under the following headings; sex, level, age, form, school nature and so on. Equally, another way of analysis used for this research is twenty-four most frequent writers of style in long essay were selected and administered a sample long essay. This was in order to determine the truth of the part that frequent texting affects their use of language use in general. Similarly, bar chart is another way that the researcher used for finding which level of students in both senior schools carried the highest percentage of using styles in writing an essay. And who among the senior schools uses styles in their writing essays medium and lowest. And there is also simple arithmetic.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter deals with the interpretation and discussion of the data obtained from the twelve (12) selected senior secondary schools in public and private schools – six (6) government schools and six (6) private schools, all in Katsina Local Government Area. The chapter also contained the data analysis, descriptive data, bar chart analysis, interpretation of tables and charts, discussion of the writings of the students and examples of the writing.

#### **4.2 Data Analysis**

Data analysis is the instrument used for giving meaning to the data collected. Percentages have been used to interpret the result of the data. Tables were drawn to represent the questions on each of the responses were found. Bar charts were also used to interpret different of questions and styles that have been answered by the respondents according to their level, and the nature of the school. Again, data collection is the procedure used by the researcher in presenting the data collected and the interpretations of data effects as in frequencies, percentage and the styles in long essay used by selected senior secondary schools students in Katsina local government area. The twelve sample schools were located with letters from A – L for the researcher to easily identify the particular school and mark the writing of each school. The schools were divided into two groups, public and commercial schools, all in Katsina Local Government Area.

### 4.3 Descriptive Data

Table 1: Personal Data of the Respondents

S/N	Schools	Combined Schools	Male schools only	Female schools only
1.	Sex	M and F	M	F
2.	Marital status	-	-	-
3.	Level	SS I, SS II, SS III	SS I, SS II, SS III	SS I, SS II, SS III
4.	Age	13 – 16, 15 – 17 and 17 – 20	13 – 15, 14 – 16 and 15 – 18	13 – 15, 14 – 17 and 17 – 19
	Number of Respondents	56 + 52	47	35
				Total = 190

In the personal data, there were three classifications of senior schools, such as schools that comprised both gender (mixed schools), the male schools only and the last class was the schools of female only. The researcher identified that there were no married students that were selected for this research, and the academic level of all the students within the schools were SS I, SS II and SS III. Also, the age of all students from both schools were started from 13 – 20 years old. The Table 1 above shows the number of male students from the combined schools and vice versa, where 56 for male, 52 for female, 47 for male in the male schools only and 35 for female schools' students. The total number of participants were one hundred and ninety. In analyzing the data, descriptive statistics was used to analyze the data from Tables 2 to 14 and bar charts were used also to identify which schools, the level and styles used in comparison with the others schools in terms of answering the questions.

Table 2

<b>Item</b>	<b>Frequency</b>
No. of scripts issued in Government Schools	82
No. of scripts issued in Private schools	108
<b>Total</b>	<b>190</b>

Table 2 above shows the number of scripts used in government and private senior schools. 82 scripts were issued to government school while 108 scripts were issued to private schools.

Table 3

<b>Item</b>	<b>Frequency</b>
No. of male respondents in Government schools	36
No. of male respondents in private schools	35
No. of female respondents in Government schools	21
No. of female respondents in private schools	35
<b>Total</b>	<b>127</b>

Table 3 above identified the number of respondents in both senior schools between male and female and their total number were 127.

Table 4

<b>Item</b>	<b>Frequency</b>
No. of scripts missed in Government schools	33
No. of scripts missed in private schools	30
<b>Total</b>	<b>63</b>

Table 4 above shows the number of scripts missed in both schools. Thirty three (33) scripts were missed in government schools while 30 scripts were missed in private schools.

Table 5

	Item	Frequency
Sex	(i) No. of male respondents in the whole schools	71
Sex	(ii) No. of female respondents in the whole schools	56
	Total	127

Table 5 explained the total number of both students, male and female, that responded to the questions, 71 were the whole male from each schools and 56 were the total number of female from each schools.

Table 6

Item	Frequency
No. of male and female respondents in Government schools	(36+21=57)
No. of male and female respondents in private school	(35+35=70)
Total No. of respondents in Government schools plus total No. of respondents in private schools	(57+70=127)

Table 6 above identified the number of male and female respondents in each particular schools. 57 respondents were obtained from government school while 70 were obtained from private. The sum of the respondents from both schools are 127.

Table 7

Total No. of scripts issued in Government and private schools are = $82+108= 190$
---

Table 7 shows the total number of scripts given in government and private schools. 82 were issued in government schools while 108 were issued in private school. Therefore, a total of 190 scripts were issued to both schools.

Table 8

Total No. of scripts answered in Government schools plus private and missed scripts = $57+70+63=190$
---

Table 8 shows the total number of scripts answered by the students plus the missed scripts from each school. The total number of scripts are 190.

Table 9

Respondents of Government Schools students in Question one	Number	Percentage
SSI	14	8.92%
SSII	14	8.92%
SSIII	13	8.3%

From the table above, it was observed that SSI and SSII answered Question one, which is formal letter and the percentage of their responses in use of style is 8.92% for SS I and SS II, while 8.3% respondents from SS III responded to the use of style in each long essay.

Table 10

Respondents of Government Schools students in Question two	Number	Percentage
SSI	02	1.3%
SSII	02	1.3%
SSIII	05	3.2%

The table above shows that SSIII students answered question two, which is an article, and 3.2% of the respondents used style while SSI and SSII percentages indicated that they had 1.3% each used the style in long essay.

Table 11

Respondents of Government Schools students in Question three	Number	Percentage
SSI	09	5.73%
SSII	05	3.2%
SSIII	12	7.6%

The data indicated that SSIII students chose question three, which is an article, they had the percentage of 7.6% and also shows they are far away from SSI and SSII in use of style to answer the question. SSI had 5.73% while SSII had 3.2 % in use of styles to answer the question.

Table 12

Respondents of Private Schools students in Question one	Number	Percentage
SSI	11	7.0%
SSII	19	12.1%
SSIII	21	13.4%

In this table above, shows that, SSIII of private schools, had the percentage of 13.4% of use of styles in long essay, and SSII has the second percentage of use styles in long essay with 12.1% then SSI and had 7.0% of used the styles in long essay.

Table 13

Responses of Private Schools students to Question two	Number	Percentage
SSI	03	1.91%
SSII	02	1.3%
SSIII	05	3.2%

In the Table 13, SSIII carried 3.2%, SSI contains 1.91% while SSII had the least percentage of 1.3% with regard to the use of styles in answering particular question.

Table 14

Respondents of Private Schools students in Question three	Number	Percentage
SSI	06	3.82%
SSII	11	7.0%
SSIII	03	1.91%

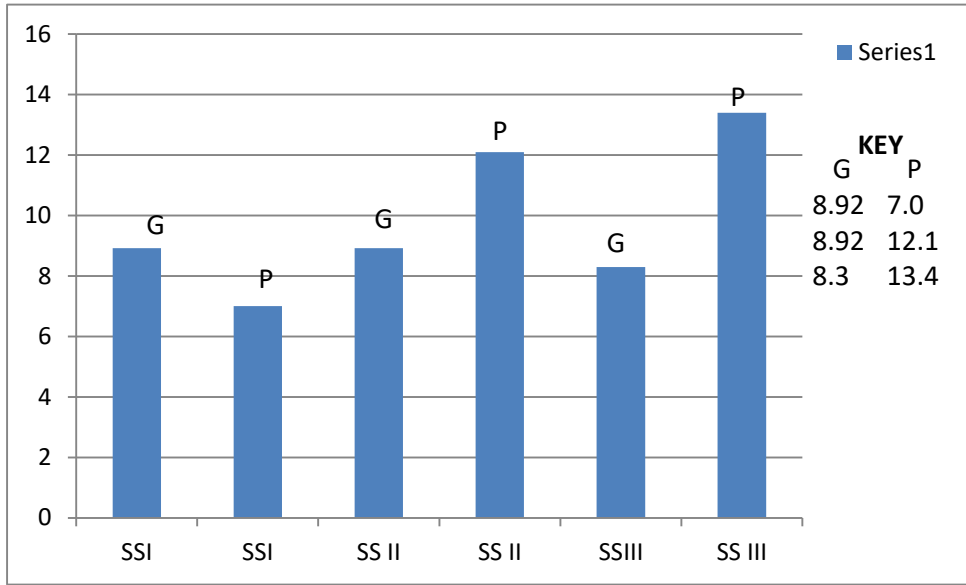
The data above shows that SSII students of private schools had 7.0% with regard to use of styles in long essay, SSI had 3.82%, and the least percentage of 1.91% for SS III.

#### 4.4 Bar Chart Analysis

According to Joanna (2010), bar chart means a diagram that uses lines or narrow rectangles of different heights (but equal width) to show different amounts, so that they can be compared. Therefore, in this research work, the bar chart was used to shows the amount of question(s) and used styles by the respondents of government and private selected senior secondary schools in Katsina local government area and their level respectively.

**Question One**

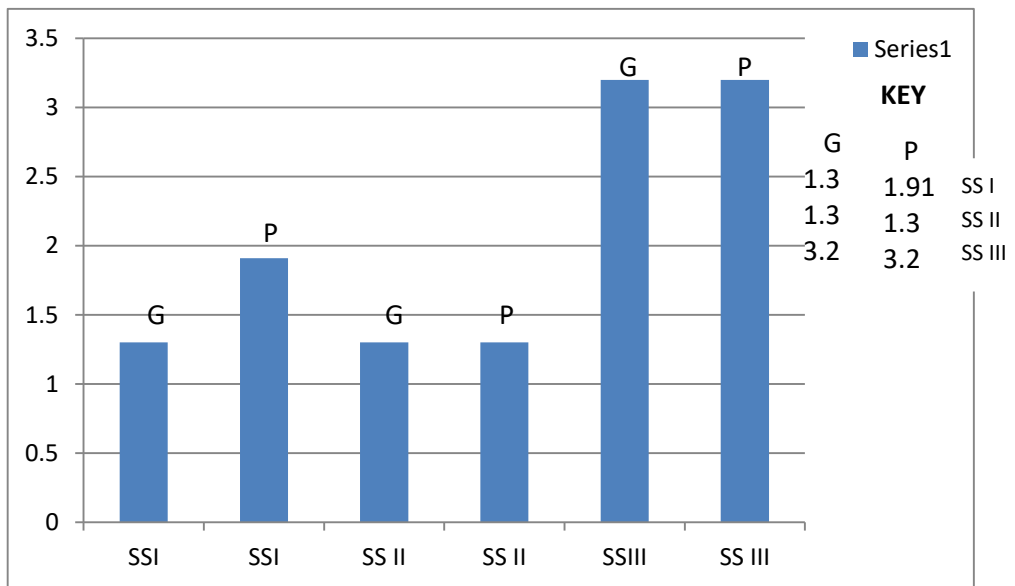
**Figure 1**



The bar chart above shows the number of respondents on question one and used the lower, middle and highest styles. Where G stand for Government schools and P for Private schools of SSI, SSII, and SSIII.

**Question Two**

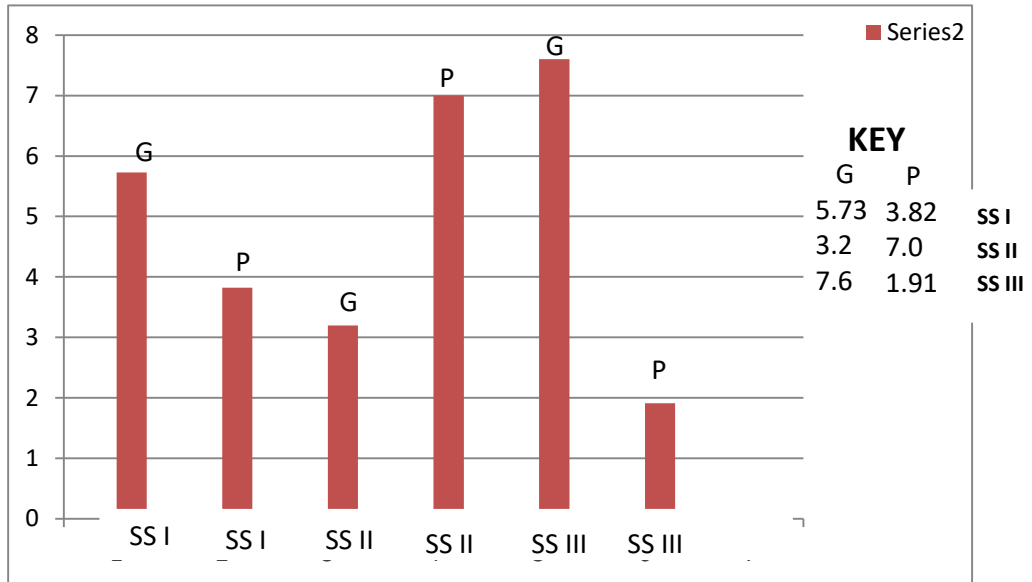
**Figure 2**



The chart shows the number of students that have been answered question two and used the styles in their long essays.

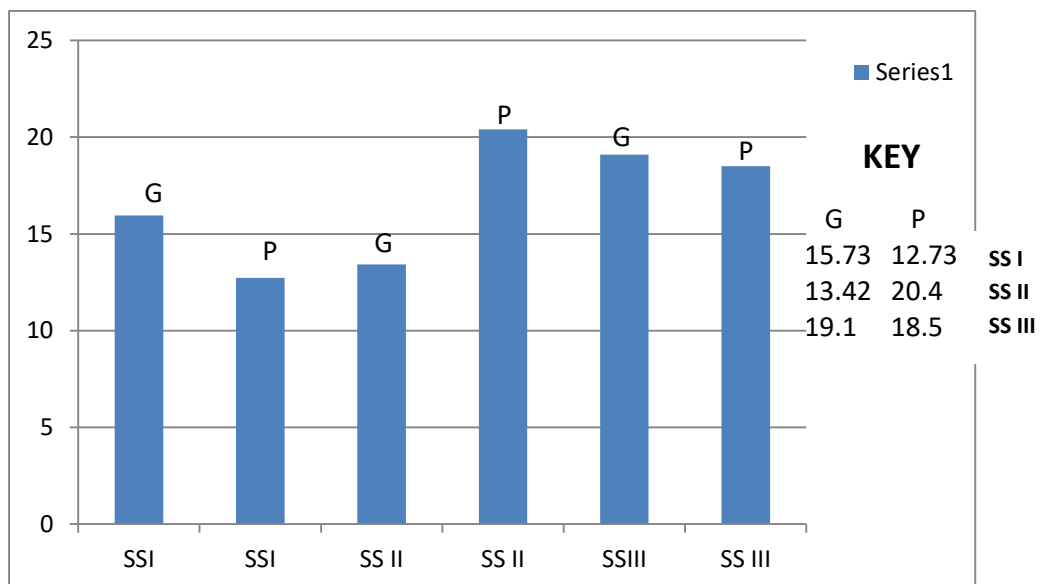
### Question Three

Figure 3



The illustration above indicated who answered questions three and used the styles among the level of students (SSI, II, and III) of Government and Private Senior Secondary Schools.

### Cumulative Result Figure 4



In this chart above indicated that the senior secondary schools that became the highest, middle and lowest of used styles in long essays by the students of SSI, II and SSIII.

#### **4.5 Interpretation of Tables and Charts**

Having carefully collected the data through class work, it is necessary to discuss what generally the data indicated. The results in Table 2, shows the total number of scripts administered in Government Secondary Schools (Senior) was eight-two. And the total number of scripts issued in private secondary schools (senior) was one hundred and eight. Therefore, the total number of scripts of Government and private secondary schools administered was one hundred and ninety. Table 3 indicated the male respondents from each schools, in Government schools there were thirty-six, and in private schools there were also thirty five male. There were twenty one female respondents from Government schools and thirty five female students from private schools. The total number of all respondents were one hundred and twenty seven respondents. Table 4 shows the number of scripts missed in Government senior secondary schools were thirty three and private schools had thirty. These made the total number of both to be sixty three. Table 5 indicated the number of male respondents in both government and private schools (senior) were seventy one. Female respondents in the whole schools (government and private schools) were fifty six. These gave the total number of one hundred and twenty-seven respondents.

Table 6 shows number of male and female respondents in government schools were thirty six plus twenty one, giving a total number of fifty seven. The number of male and female in private schools were thirty five plus thirty five giving a total

number of seventy. And the total number of respondents in both government and private schools was, seventy – six plus eighty – one, gave one hundred and fifty – seven respondents. Table 7 shows the number of scripts administered in government and private schools was, one hundred and eight plus eighty – one, gave one hundred and eighty – nine scripts. In Table 8, the total number of scripts answered in both government and private schools plus missed scripts were fifty seven plus seventy plus sixty three, giving one hundred and ninety.

Table 9 shows the respondents number in question one that used styles and their percentage by the government schools. SSI number of respondents 14 and the percentage is 8.92%. SSII number of respondents 14 and percentage is 8.92%, and SSIII was 13 number and 8.3%. Table 10 indicated the respondents number in question two that used styles and their percentage by the government schools. SSI number of respondents 02 and the percentage 1.3%, SSII number of respondents 02 and the percentage is 1.3%, and SS III number of respondents 05 and the percentage is 3.2%. Table 11 shows the respondents number in question three that used styles, and their percentage by the government schools. SSI number of respondents 09 and the percentage is 5.73%, SSII the number of respondent 05 and the percentage is 3.2%, and the number of respondents of SS III is 12 and the percentage is 7.6%. Table 12 shows the number of styles used in question one and the percentage in private schools. SSI number of styles used was 11 and the percentage is 7.0%, SSII the number of styles used and percentage was 19 and 12.1%, and the number of styles used in SSIII was 21 and percentage is 13.4%. Table 13, indicates the number of styles used in question two and the percentage of respondents in private schools. SSI respondents number 03 and percentage 1.91% in SSII number of respondents 02 and the percentage 1.3%, and in SS III the number of respondents 05 and the percentage is 3.2%. Table 14 shows the styles

used in question three and the percentage by the private schools. SS I has this number 06, percentage is 3.82%, SS II has 11 numbers and percentage is 7.0% and SS III with 03 number had 1.91%.

The bar charts in Table 2 and question one (1) indicated that SS III students of private schools has the highest number of used styles in the question with 13.4%. SS II of private schools has 12.1%, and SS I has 7.0%. And SS I and SS II of government schools had the same of 8.92% percentage, and SS III with 8.3%. In Table 3, question two (2) SS III of private schools has 3.2%, SS I has 1.91% and SS II has 1.3% . And SS III of government schools got 3.2%, SS I and SS II has 1.3% respectively. In Table 4, question three (3) of the bar chart, SS II of private schools got 7.0%, SS I with 3.82%, and SS III has 1.91%. In government schools, SS III has 7.6%, SS I got 5.73%, and SS II has 3.2%. The last bar chart result is the cumulative result of government and private selected senior secondary schools in Katsina local government area. In government schools, SS III has 19.1%, SS I got 15.3%, and SS II with 13.42%. And in private schools, SS II has 20.4%, SS III got 18.5%, and lastly, SS I has 12.73%.

#### **4.6 Discussion of the Writing of the Students**

After collecting the writing from the selected senior secondary schools by the researcher, the researcher found out that one hundred and ninety (190) questions were administered in the whole schools. The one hundred and ninety were the expected to collect back by the researcher and it was the target population of this research work. The researcher was already given the latter sounds to each school from A to L for easy identification of the particular writing of each participant from the selected schools within Katsina Local Government Area. The selected schools were divided into two groups, which are government and private senior secondary schools, six (6) senior

schools from the government and other six (6) from the public schools. The total senior secondary schools selected by the researcher were twelve (12). The researcher marked the whole papers written by the participants. Later, the schools were also regrouped again into several sections in order to find out those participants who used styles in their writing. Such groups according to their types of schools, the level, the gender, the age and so on.

Therefore, the researcher collected one hundred and twenty seven long essays written by the students. The researcher marked the assessment of the participants of government senior secondary schools according to their variables, even though the government senior secondary schools were divided into three groups, that is: mixed schools (male and female), male schools and female schools. The researcher marked each participant's long essay and brought out the styles used by each writer (student) according to his or her own level (SS I, SS II and SS III). The same with the private senior secondary schools, the writing of the participant (he or she) was marked and picked out the different styles from the long essay of the students. From the both senior secondary schools, the researcher selected another sample out of the total number of one hundred and twenty seven (127) long essays and remarked them again in order to find out the styles used in each question given to write on, such as formal, informal and article. In the research, the researcher found out that male in the government senior secondary schools were better in the use of styles in their long essays than female students of government schools. Also, SS III level students were better in use of styles compared to the SS II and SS I. In the private senior schools, female students were better than male in writing long essays. And between the two types of the senior schools, government SS II and SS III students were better in the use of styles than the private SS II and SS III students. Also, in the whole level of both schools, SS III of

private schools were the highest in use of styles followed by the SS III of government schools. The SSI of government were better in use of styles than the SS I of private school. And SS II of private schools were the highest in use of styles. Finally, SS III of government senior secondary schools became the highest in use of style than the SS III of private schools. Twenty four most frequent writers of both schools were picked out by the researcher to be another sample of writers that use several styles in their long essays.

At the end of marked assessment, the researcher picked out the several styles used by the students of both schools. The researcher identified that lack of use of appropriate style in a particular essay led students to fail their essay writing, as the area carried about fifty marks. Again, mix of styles in a particular essay brought about the mass failure in English language examination.

#### **4.7 Examples of the Writing of the Students**

Based on the twenty four frequent writers that the researcher considered and picked out, some of the styles that the selected senior students used in their long essays were identified. In the writings, some of the students used styles in the appropriate ways that led them to get credit, but only few of the writers from both schools used the wrong styles in their long essay. These wrong ways led the students to fail their long essays. The full details of these kinds of styles used by the students were in Chapter Two of this research work. Examples of these writing (styles) are listed below:

1. “... I wish to forward my message to you ...” (appealing)
2. “... those students can operate computer ...” (demonstrative adj.)
3. “... Nigeria is literary bleeding ...” (metaphor)
4. “... My exams is very simple like statistical table ...” (simile)
5. “... I missed one of his C.A. test ...” (abbreviation)

6. "... since last 2 weeks ..." (Deviation)
7. "... how is every body ..." (Outburst scattered)
8. "...we did the order day ..." (pidgin)
9. "...Wallahi! I will beat you now ..." (vernacular)
10. "... I don't have time ..." (contractive form)

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of major findings on styles in long essay, a case study of selected secondary schools in Katsina local government area. The chapter contains the research findings, summary of the findings, conclusion, recommendations and suggestions for further studies.

#### **5.2 Research Findings**

The following list (styles) were the selected findings that the researcher found after the conduct of this research work and assessed (marked) the long essays of each writer. Findings were arranged alphabetically as follows:

1. Abbreviation
2. Appealing
3. Acronyms
4. Auxiliary verbs
5. Bold writing
6. Command
7. Commitment
8. Contractive form
9. Conjunction
10. Demonstrative adjectives
11. Deviation
12. Figures of speech
13. Metaphor

14. Simile
15. Symbolism
16. Symbol
17. Idioms
18. Greeting
19. Introduction
20. Lower case
21. Linkage words
22. Linguistics devices
23. Non-standard form
24. Numbering
25. Outburst scattered
26. Punctuation
27. Phonologically
28. Pidgin
29. Proverbs
30. Quotations
31. Request
32. Responsibility
33. Registers
34. References
35. Recourse to the mother tongue
36. Standard form
37. Sense of belonging
38. Upper case
39. Vernacular

### **5.3 Summary**

Based on the study the researcher presented in chapter one (1) to five (5), the following summarized were made:

The study was designed to investigate the styles in long essay, a case study of selected secondary schools students in Katsina local government area. It was an observation research. Styles in long essay were the predictors, while students' academic performance was the dependent variable. A detail review of related literature facilitated the identification of relevant procedures and strategies as well as the instruments used in this study. From the nature of the problem and basis of information gathered in the literature review, a conceptual framework was developed while three past questions of West African Examination Council (WAEC), National Examination Council (NECO), and National Business and Technical Board Examination (NABTEB) were administered to the students and statistically tested. The sets of past questions were used by the researcher and validated by writers in selected senior secondary schools students in government and private schools, as well as statistics formed the selected senior secondary school students. These past questions of examinations included where availability of styles in its. In addition, a performance carried out and observation on students' academic performance. The population of this research consisted of 12 selected senior secondary schools, six government schools and six private in Katsina local government area. In all, 12 selected senior secondary schools across the local government area responded to the pass question papers on styles used in long essay and 127 students responded to the three past question papers. The questions prepared sought for information on students' academic performance in formal writing, an article, and in informal writing. These were collected across the schools to arrive at the students' academic performance in the stipulated time.

#### **5.4 Conclusion**

The findings of this study and the conceptual framework in the bar chart diagrams of number one (1) to four (4) have clearly shown that: There were high positive relationship exists between government and private senior secondary schools in Katsina local government area, there were students' academic performance in their level. The successes of an academic performance was largely determined by the relationship between the used of styles in long essay. There were high positive relationship exist between SS I, SS II and SS III of commercial/private senior secondary schools students in particular, and the utilized of styles in long essay shows the students' academic performance, and it shows that SS II students used styles higher than SS II and SS I, and SS III followed in the next position, while SS I became at the last. There were positive relationship exist in the government/public senior secondary schools students in particular, SS III students were the highest used of styles in long essay, SS I became the second users of styles, while SS II became the third position in the use of styles in long essay. There were positive relationship exist also in use of styles in long essay of the senior secondary school students, and determined on the academic performance of students' in SS I of public school used highest styles in long essay than the SS I of commercial schools. In the SS II students, it shows that commercial senior secondary school students used the styles in long essay higher than SS II of public schools. In the next level, which is SS III, government students used the highest styles in long essay than the SS III of private schools. There were significant relationship between the government/public and private/commercial selected senior secondary schools, where private schools have 51.63% of used styles in long essay, while government schools have 48.25% of used styles in long essay.

## **5.5 Recommendations**

Based on the conclusion of this study, the following recommendations were made to both students in government and private senior secondary school students:

- Students must know what a long essay is.
- Students should know the types of essay.
- They must know the format of an essay.
- Students should learn how to write essay.
- Students must understand the question of essay writing before they answer it.
- They are supposed to know what styles are in long essay.
- Students should know how to use style in their long essay.
- Students should know different kinds of styles.
- They are supposed to know or learn what types of styles are to use in long essay.
- Students should learn how to apply the styles in formal and informal long essay.
- Students must be guided how to write an essay and insert different styles in each kind of long essay.
- Students should know that styles help to characterize their writing.
- Students should know styles sharpen expressive meaning as well as referential meaning.
- Students should master aesthetic qualities of long essays.

## **5.6 Suggestions for Further Studies**

Because of the limitations of this research the following areas of study were suggested to other researcher who may be interested in conducting a related or similar work. The suggestions include the following:

It is suggested that the research could be replicated in other local government in Katsina State and Nigeria in general.

It is also suggested that other researchers should determine the correlation among selected senior secondary schools and for the students' academic performance.

Researchers on styles that will improve students and teachers' academic achievement could be undertaken.

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## **Appendices**

### **Appendix A**

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Master of Art English Language  
Modern European Languages  
And Linguistics,  
UsmanuDanfodiyo University  
Sokoto,  
Sokoto State.  
8<sup>th</sup> January, 2016.

Dear Respondents,

I am a student of the above named “institution, currently undertaking a research work title “styles in long essay” A case study of some secondary schools students in Katsinalocal government. I would be grateful if you can supply me with the required information to ensure the success of this research work.

Your responses would be treated with the required confidentiality.

Thanks.

## **Appendix B**

### **Selected Examinations Past Questions Papers**

1. Write a letter to the minister of education in your country discussing at least, three ways by which the quality of education could be improved. (WASSCE 2014).
2. As a final year student, write a letter to your father informing him about the hardship you are facing in school and what you need to complete your project. (NABTEB 2013).
3. Write an article for publication in one of the national dailies on the topic: the problems of democracy in Nigeria. (NECO 2011).

## **Appendix “C”**

These were the names of the selected senior secondary schools within Katsina Local Government Area that the researcher used to conduct this research. Twelve (12) schools were used and each senior school was given letter from A to L in simple ways that the researcher can identify the particular senior secondary schools. The selected senior secondary schools were divided into two groups as follows:

### **Government or Public Senior Schools**

#### **Government Senior Schools**

1. Government College (Pilot) Katsina ‘A’
2. Government College Senior Katsina (Day-Wing) ‘B’
3. Sir UsmanNagogo College of Arabic and Islamic Studies ‘C’
4. Government Girls Secondary School Katsina ‘D’
5. Government Day Secondary School KofarSauriKatsina ‘E’
6. Family Support Senior Secondary School Katsina ‘F’

#### **Private or Commercial Senior Schools**

7. MaryamuAjeri Secondary School ‘G’
8. Alhuda Academic Secondary School ‘H’
9. Global Science Secondary School ‘I’
10. Salama International Secondary School ‘J’
11. Hope International Secondary School ‘K’
12. Saldefi Secondary School ‘L’

## Appendix D

**TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	130	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	376
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

**Source:** Krejcie, Robert, V, Morgan, Daryle W. (1971)

**Note:** "N" is population size

"S" is sample size.

Appendix D is the sample of table by Krejcie and Morgan (1970). The researcher used it for determining the sample size of this research work.

## **Appendix E**

Below are the twenty four (24) samples of the students essay writing of the selected public and private senior secondary schools in KatsinaLocal Government Area.