

# Enhancing Writing Skills for Grade 9 Students of Regional Science High School III through Explicit Instruction

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A Classroom-Based Action Research  
Presented to the Faculty of the  
College of Education, Arts and Sciences  
Gordon College  
Olongapo City

In Partial Fulfillment of the  
Requirements for the Degree of  
Bachelor of Secondary Education – English

May 2024

**Abstract:** *This study explores the writing skills and techniques, specifically the Grade 9 students of Regional Science High School III year 2023-2024. The main objective of this research is to determine the significant difference on the perception of the learners and post-writing test result. In addition, there is no significant difference between the scientific inquiry and academic performances of the learners towards the intervention activities and pre and post writing test results. To add, there is no significant difference between the before-writing test results and after-writing test results. The data gathered through the adapted instrument validated by ESLP 28 and ready-made rubric in assessing the writing of the students. It also recommends that the students in Regional Science High School III should implement advance writing techniques in English subjects. With this, the researcher recommends the enhancement program in writing techniques and school organizations may conduct series of writing techniques workshop. This could be done with the collaboration of student leaders and teachers. Also, work with the students to identify accommodations that can help alleviate their writing skills. Applying the advanced writing techniques will help the students to have coherence in writing and think critically through writing in all English subjects. Incorporate technology in writing, used digital tools and applications may improve writing skills of the students.*

**Keywords:** *writing skills, pre and post-test, techniques*

## CONTEXT AND RATIONALE

Writing is one of the macroskill and a complex process as it is a necessary skills to be able to generate signs, symbols and express our emotions. Therefore, individuals must first have comprehensive knowledge so that they can use effective and fluent language in the writing process. It is not dependent on ability alone; rather, it is a metacognitive process requiring being aesthetic, legible, and fluent in the affective aspect; self-motivation and readiness in pre- and post-writing in the psychological aspect; and gathering information on a specific area and arranging, organizing, and evaluating this information by considering grammatical rules in the cognitive aspect.

As conducted by the study of (Hikmah, N.F. et al 2019) The students' writing abilities are strong in terms of content, style, and organization, but they still struggle with mechanics and grammar; the students make more mistakes in mechanics, including punctuation, capitalization of proper nouns, proper indentation of the paragraph, and sentence breaks; and additional learning materials should be created to help students become more proficient writers.

Students going through these stages can write more effectively by creating a well-structured text at the appropriate level, in addition to having the opportunity to use self-regulation for writing abilities. In addition to that it is an infinite space where stories emerge, ideas come to life, and thoughts are given structure. It's a craft that combines technique, talent, and originality to inform, amuse, educate, or convince. Learning to write well is a lifelong process that involves a variety of strategies that turn words into an expressive medium. We will examine writing as an art, basic writing methods, and sophisticated approaches that take the written word to new heights in this investigation.

It is fundamentally the skill of putting ideas, feelings, and concepts into a concrete form that other people can relate to. Writing is the medium through which people express their emotions, whether it be through a small note expressing sincere sentiments or a convincing essay taking readers to far-off places.

To secure their success in the future, students must improve their writing abilities from the outset of their academic careers. Because of this, learners' writing skills and proficiencies should be taken into consideration when teaching the contextual, structural, and pedagogical principles of writing in a strategy-focused manner (Sever, 2011).

In the realm of education, the development of writing skills and techniques stands as an indispensable pillar for academic success and lifelong proficiency. High school marks a crucial juncture where students transition from foundational writing competencies to harnessing the nuanced techniques that distinguish exceptional writing.

The exploration of writing techniques among high school students serves as an integral pursuit, one that not only enhances academic achievements but also cultivates invaluable skills for future endeavors. Endeavors to delve into the realm of high school students' writing prowess, aiming to dissect the elements that characterize advanced writing abilities. As students progress through their educational journey, mastery of language, clarity of expression, and the adeptness to employ sophisticated writing strategies become pivotal. Yet, the transition from conventional to advanced writing remains a challenging and often uncharted terrain, demanding a comprehensive understanding of the multifaceted aspects that contribute to refined written communication.

The resource, process, and control levels are the three main stages of the writing process. All three levels are involved in journal writing that is free-form. The writing process is initially triggered by the learners' development of general and linguistic abilities and knowledge. The student's writing is then controlled by this level through interaction with their activities. Students who write in this format feel more in control of their work and are encouraged to write freely without worrying about receiving negative feedback. Personal essays and diary writing are vital exercises that can inspire students to write freely, according to Ferris (2014).

Numerous research have looked into the ways that EFL students might become better writers. Significant journal writing is one method of producing "comprehensible output," and states that foreign language learners could not become proficient writers until they produced "comprehensible output." Writing in a journal entails jotting down observations and opinions on a variety of subjects as well as discussing concepts such as everyday events.

In order to contribute to a literate society, students should be proficient writers. According to Schutz (2011), it incorporates active brain participation in his paper "Writing as a Mode of Learning," which was posted on the University of Delaware website (para. 2). Numerous academics have determined that writing enhances students cognitive abilities and that written language fosters the development of brain's cognitive functions (Cer, 2019)

High school students who are being taught writing approaches need to be encouraged to think critically, be creative, and express themselves precisely. To start, stress the value of order and structure. Instruct students on how to write strong thesis statements that sum up their essential points and captivating openings that grab the reader's attention. To ensure that their essays have coherence and flow, encourage them to use a variety of sentence forms and transitions.

In local set up, students find writing tasks quite challenging since they have to learn proper grammar and terminology and how to organize and clearly communicate their ideas. They might be motivated to master English by the use of suitable motivation as a sophisticated construct. By keeping an eye on the needs and interests of the students, teachers may better engage the students in meaningful learning experiences, such as classroom projects that allow students to choose engaging topics that are relevant to their learning goals.

Thus, in Regional Science High School writing is a productive activity to them that involves two basic stages, to summarize: putting thoughts, feelings, and ideas into written form and going through several revisions to produce grammatically correct and coherent compositions. It just need to enhance then the written work has been completed.

## CONCEPTUAL FRAMEWORK

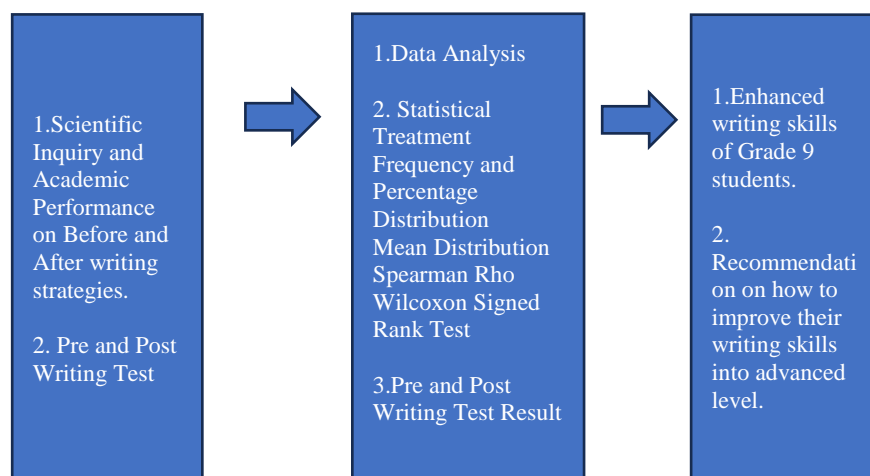


Figure 1. Conceptual Framework

### ACTION RESEARCH QUESTIONS

The purpose of this classroom-based action research is to enhance their writing skills into the advanced level of the Grade 9 English learners at the Regional Science High School III.

1. How may the respondents level of writing skills be described;
  - a. Beginning;
  - b. Developing;
  - c. Approaching Proficiency;
  - d. Proficient; and
  - e. Advanced
2. How may the perception of the learners about the intervention activities be described before and after writing?
3. Is there a significant relationship between the scientific inquiry and academic performances of the learners and the post- writing test results?
4. Is there a significant difference between the pre-writing and post-writing test results?

### HYPOTHESIS

1. There is no significant difference between the scientific inquiry and academic performances and pre-writing test results and post-writing test results
2. There is no significant difference between the before-writing test results and after-writing test results

### SIGNIFICANCE OF THE STUDY

The objective of this study specifies a great significance in the field of education. In addition to that, it will help the secondary level teachers and students. It is not just about mastering grammar and structure; it's about nurturing essential skills that are fundamental to success in academia, career, and personal growth. These skills pave the way for effective communication, critical thinking, and a deeper understanding of the world around them.

This research is highly significant to the following:

**Department of Education.** The study may encourage the department to spearhead writing techniques that can be incorporated to the English students throughout the country.

**Division of Olongapo City.** This study will serve as a tool for the implementation of writing skills in all schools of the division.

**School Administrators.** The findings of this study will serve as a basis towards the implementation of writing techniques in the Grade 9 English curriculum.

**Teachers.** This study will serve as their reference upon creating written activities as a tool for written outputs of their respective students.

**Students.** The findings from this study may be used as a guide in terms of enhancing their writing skills.

**Parents.** This study may be used in guiding their sons/daughters to practice their writing skills at home.

**Future Researchers.** This study may serve as a related literature to the future researchers who plan to explore the same topic.

### SCOPE AND DELIMITATION

The aim of the study is to introduce writing skills as a tool for enhancement of Grade 9 English students at the Regional Science High School III. The Grade 9 students and Regional Science High School III are selected because the researcher was assigned to this grade level and school.

The instrument in this study was from English as a Language Program 82 (ESLP). ESLP 82 Questionnaire is a self-assessment tool designed to evaluate English writing skills and the use of writing strategies. Participants rate their abilities on a Likert scale from Strongly Agree to Strongly Disagree for various aspects of writing.

This is composed into following parts: general writing strategies (before and after writing).

The researcher utilizes this assessment tool to identify the researcher's perception in their strategies in writing, and after this the intervention process will be conducted.

A ready-made rubric was used in this study to assess the writing skills of the students with the supervision of the cooperating teacher. In addition, there is a scale of general guidelines for the assessment and rating of learning outcomes from the Department of Education was used in conducting the pre and post writing test.

**METHODOLOGY**

**TYPE OF RESEARCH**

The researcher used purposive sampling method. It refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected “on purpose” in purposive sampling. Also called judgmental sampling, this sampling method relies on the researcher’s judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study’s objectives. Purposive sampling is common in qualitative research and mixed methods research. It is particularly useful if you need to find information-rich cases or make the most out of limited resources, but is at high risk for research biases like observer bias.

Purposive sampling should be used when you have a clear idea of the specific attributes you're interested in studying and want to select a sample that accurately represents those characteristics. Purposive sampling can be particularly useful in the following situations: when the population of interest is small, for interest in studying a specific subgroup within the population, to study a rare or unusual phenomenon.

It's important to note that purposive sampling is not suitable for all research studies and should be used cautiously. As the sample is not selected randomly, the results of the study may not be generalizable to the larger population, and the researcher must consider the potential for bias in the sample selection.

**RESPONDENTS**

The respondents in this study are the Grade 9 students in English Newton and Einstein with a total of 65 at the Regional Science High School- III. The respondents are under the extensive supervision of the proponent.

Section	Frequency	Percentage
Newton	33	50.8
Einstein	32	49.2
<b>TOTAL</b>	<b>65</b>	<b>100</b>

**Table 1** Distribution of Respondents in Grade 9

**SAMPLING METHOD**

The researcher used one group pre-test and post-test design wherein a single case is observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed.

An important drawback of pre-experimental designs is that they are subject to numerous threats to their validity. Consequently, it is often difficult or impossible to dismiss rival hypotheses or explanations. Therefore, researchers must exercise extreme caution in interpreting and generalizing the results from pre-experimental studies. One reason that it is often difficult to assess the validity of studies that employ a pre-experimental design is that they often do not include any control or comparison group. Without something to compare it to, it is difficult to assess the significance of an observed change in the case. The change could be the result of historical changes unrelated to the treatment, the maturation of the subject, or an artifact of the testing. Even when pre-experimental designs identify a comparison group, it is still difficult to dismiss rival hypotheses for the observed change. This is because there is no formal way to determine whether the two groups would have been the same if it had not been for the treatment. If the treatment group and the comparison group differ after the treatment, this might be a reflection of differences in the initial recruitment to the groups or differential mortality in the experiment.

**PROPOSED INNOVATION/INTERVENTION STRATEGY**

Writing is one of a top concern in acquiring the language, specifically some of the students cannot express themselves through writing. For this research, the English teacher is expected to utilize the stratified writing techniques as a tool to more engaging writing activities. Through the explicit instruction the teacher will teach concepts or skills in a very structured way.

Explicit teaching is a teacher-centered method that focuses on showing learners what to do and how to do it, leaving very little for students to construct for themselves. The teacher determines and articulates clear learning objectives and corresponding success criteria in order to demonstrate exactly what is required of learners to succeed (Victorian Government, 2022).

In addition, educators use modelling to work through new content and consistently check for understanding before ending each lesson with a summary, tying together the entire learning experience (Victorian Government, 2022). It is important that teachers plan sequential lessons that build on difficulty allowing students to practice what they have seen and heard in order to gain mastery.

It is very effective to utilize explicit teaching in Regional Science High School III because the students there are very active and ready to follow the teachers instruction.

## **INSTRUMENTS**

The instrument in this study was from English as a Language Program 82 (ESLP) that is composed into following parts: it comprises of general writing strategies (before, during and after writing).

The aim of this instrument is to have the needed data to describe the respondents and to have a record of assessments with regards to the level of writing skills coming from themselves and of their teacher.

In addition, in pre-writing and post-writing activities, the researcher utilizes ready-made rubrics to assess the level of writing skills of the respondents after filling-out the first research instrument through the validation of the cooperating teacher.

## **DATA COLLECTION PROCEDURE**

The target respondents will be given ELSP 82 assessment tool from Google Forms that consist of general writing strategies (before and after writing). The purpose of the said questionnaire is to assess the perceived level of writing skills of the Grade 9 English students at Regional Science High School III.

The researcher will compare the general writing strategies to investigate if the perceived writing ability of the respondents is noticeable by the English teacher.

The ELSP 82 will serve as the before-writing and after-writing tests to the target respondents, aiming to obtain data to describe the current level of writing skills of the respondents. And with this, the researcher will use the data gathered as a springboard to assess if there will be any changes on the proposed intervention once it is implemented. After implementing the proposed intervention in May 6-10, 2024, the researcher will again distribute the instruments as a post-test.

## **ETHICAL CONSIDERATIONS**

The target respondents voluntary participation in the pursuit of this study will be guaranteed by the researchers. A letter of consent explaining the goals of the study and the respondents role will be given. Hence, no money will be collected by the researchers in order to utilize the study that will be employed. The researcher choose to cover the costs of the aforementioned materials at their own expense or the Department of Education, more especially , the Schools Division of Olongapo City may decide in compliance with the institution, that funding this research is just and equitable.

Lastly, the Grade 9 students during their English classes are the only classes to be used in this endeavor.

## **DATA ANALYSIS**

All of the data gathered from the pre- and post- writing scores will undergo a data analysis procedure using Frequency and Percentage distribution wherein it is a display of data that indicates the percentage of observations for each data point or grouping of data points. It is a commonly used method for expressing the relative frequency of survey responses and other data. Secondly, the mean distribution for the perception of before writing and after writing. The mean of a distribution is the sum of all values divided by the total number of values. It is the most commonly used measure of central tendency and is often referred to as the "average". Third, Spearman Rho for the correlation of before and after writing test results. Spearman's rho is the correlation used to assess the relationship between two ordinal variables. Spearman's rho is a popular method for correlating unvalidated survey instruments or Likert-type survey responses. Lastly, the researcher utilize the Wilcoxon rank test to identify the significant difference between the pre and post writing test results. It is a nonparametric statistical hypothesis test that serves as an alternative to both the 1-sample t-test and the paired t-test.

## **RESULTS AND DISCUSSION**

In this last chapter, the summary of the findings, the conclusion drawn, and the recommendations offered by this study were presented. The findings and results from various literature reviews and from the survey questionnaire were also presented. The recommendations served as a guide to the following sectors as stated in the significance of the study.

### **Table 2**

*Proficiency Level of Students' on Pre-test and Post-test (N=65)*

	Pre-test		Post-test	
	Frequency	Percentage	Frequency	Percentage
Beginning	2	3.1		
Developing	3	4.6		
Approaching Proficiency	7	10.8		
Proficient	8	12.3	1	1.5
Advanced	45	69.2	64	98.5

Table 2 presents the proficiency level of students on pre and post test results. During the pre-writing, 45 students from both sections got the Advanced level of writing skills garnering 69.2 percentage. It suggests that the students accumulated the advanced writing skills taught by the teacher such as coherence and accuracy. While 8 students achieve the Proficient level, 7 for Approaching Proficiency, 3 for Developing and 2 for Beginning writers. Supported by the study of Redrico et al. (2019) Proficiency is defined as "the quality of being proficient; skilled; competent." Undoubtedly, most of the Filipinos can express themselves in speaking using the English language fluently, however, their ability to translate their proficiency in speaking into their writing is not fully observed and often times a failure. Developing proficient, skilled and competent individuals in both speaking and writing has always been a part of any curriculum which aims to produce globally competitive professionals in the future. Nonetheless, with the continuous implementation of these curriculum among educational institutions, achieving this particular goal among learners has remained out of reach.

For the post-writing, 64 students with 98.5 percentage achieve the advanced level of writing skills while 1 student with 1.5 percentage accumulate the proficient level of writing.

**Table 3**  
*Self-assessment of English Writing Skills before Writing*

Before Writing	Mean	Standard Deviation	Verbal Interpretation
1. I review my class notes, hand-outs, and assignment requirements before beginning to write.	3.98	.800	Agree
2. I consider the task or assignment and instructions carefully before writing	4.37	.547	Strongly Agree
3. I discuss what I am going to write with other students or my teacher.	3.48	1.017	Agree
4. I brainstorm and write down ideas before I begin to write.	3.92	.989	Agree
5. I make plans and notes in my native language before writing.	3.38	1.208	Neutral
6. I make an outline or plan in English.	3.66	.889	Agree
7. I make a timetable for when I will do my writing.	3.06	1.074	Neutral
8. Before writing the first draft, I do extra study outside the classroom to improve my writing.	3.37	.876	Neutral
9. I think of the relationships between what I already know and new things that I learn	3.88	.740	Agree
10. I notice vocabulary related to a topic that I will write about and try to remember the words.	4.12	.696	Agree
11. I use a dictionary to check things I am not sure about before I write.	3.37	1.180	Neutral
12. I use a grammar book to check things I am not sure about before I write.	3.45	1.046	Agree
<b>Average</b>	<b>3.67</b>	<b>.507</b>	<b>Agree</b>

The table presents the data indicates that students generally agree with most pre-writing activities, as reflected in the overall average mean score of 3.67, with the highest levels of agreement observed for carefully considering the task or assignment instructions before writing (mean = 4.37, SD = 0.547) and noticing vocabulary related to the writing topic (mean = 4.12, SD = 0.696), while activities such as making notes in their native language before writing (mean = 3.38, SD = 1.208), creating a timetable for writing (mean = 3.06, SD = 1.074), and using dictionaries to check uncertain items before writing (mean = 3.37, SD = 1.180) receive more neutral responses, indicating variability in the adoption of these strategies. This supports the study of Hung (2018) pre-writing stage has been considered very significant as it enhances writing performance in that learners can have discussions with the teacher and/or their peers. They can also outline and organize their ideas individually to prepare themselves for writing. This study investigated the effects of using pictures and interactions in the pre-writing stage. A cross-intervention research design was implemented on two experimental groups exposed to either strategy.

From Torres et al. (2022) previous studies have focused on the description of learners' composing process, while a dearth of literature as regards the description of the writing process based on the learners' personality types has been observed. To inform and strategize the delivery and approach in teaching writing, it is interesting to explore the learners' composing process, their writing strategies, and the latter's relationship with their personality types.

**Table 4***Self-assessment of English Writing Skills after Writing*

After Writing	Mean	Standard Deviation	Verbal Interpretation
1. I give myself a reward when I have finished writing.	3.52	1.105	Agree
2. I go back to my writing to revise the content and make my ideas clearer.	3.83	.993	Agree
3. I go back to my writing to revise and improve my organization.	3.91	.931	Agree
4. I go back to my writing to edit the grammar, vocabulary, spelling, and punctuation.	4.14	.846	Agree
5. I use a dictionary after I finish writing a draft	3.25	1.186	Neutral
6. I edit for organization as I am writing.	3.94	.933	Agree
7. I use a grammar book after I finish writing a draft.	3.38	1.100	Neutral
8. I discuss my work with other students to get feedback on how I can improve it.	3.48	1.120	Agree
9. I discuss my work with my teacher to get feedback on how I can improve it.	3.37	.977	Neutral
10. If I can't think of an English word, I use a word or phrase that means the same thing.	3.89	1.002	Agree
11. I evaluate others students' writing and give them feedback on how they can improve it.	3.43	1.089	Agree
12. If I do not understand a comment when getting feedback, I ask the person to explain it to me.	4.11	.753	Agree
13. I make notes or try to remember feedback I get so I can use it the next time I write.	4.03	1.030	Agree
14. I record the types of errors I have made so I do not keep making the same types of errors.	3.82	1.029	Agree
15. I read the feedback from my previous writing and use this feedback in my next writing.	4.14	.808	Agree
16. I use the feedback to help with my other English skills (reading, speaking, and listening).	4.22	.718	Strongly Agree
<b>Average</b>	<b>3.78</b>	<b>.575</b>	<b>Agree</b>

The self-assessment data on English writing skills post-writing reveals that students generally agree on engaging in various self-improvement and feedback practices. The highest mean score of 4.22 (SD=0.718) indicates strong agreement on using feedback to enhance other English skills such as reading, speaking, and listening, while the lowest mean score of 3.25 (SD=1.186) reflects a neutral stance on using a dictionary after drafting. Students frequently revise their content for clarity (mean=3.83, SD=0.993) and organization (mean=3.91, SD=0.931), edit grammar and vocabulary (mean=4.14, SD=0.846), and make notes on feedback for future use (mean=4.03, SD=1.030). Although they agree on discussing their work with peers (mean=3.48, SD=1.120), their engagement with teachers for feedback is neutral (mean=3.37, SD=0.977). Overall, with an average mean score of 3.78 (SD=0.575), the data suggests that students are proactive in revising their writing and incorporating feedback, but less consistently use external resources like dictionaries and grammar books after writing draft. Based on the study of Rijlaarsdam (2007), when writing a text, students are required to do several things simultaneously. They have to plan, translate and review, which involve demanding cognitive processes. In order to handle this complexity, writers need to develop a writing strategy. The two most well-defined writing strategies that have been identified are those of a planning strategy and a revising strategy. The effect of instruction based on a planning strategy interacted with the level of planning or revising strategy: the greater the use of such a strategy, the larger the effect on writing skill. In contrast, the effect of instruction based on a revising writing strategy did not interact with the level of planning or revising strategy. Results imply that students with strong tendencies to plan or revise profited from writing instruction based on a planning strategy, while students with a low tendency to plan or revise profited more from instruction based on a revising strategy.

**Table 5**

*Spearman's rho Correlation on the Scientific Inquiry and Academic Performance*

	Post-Writing Test		
	Correlation Coefficient	Asymp. Sig	Remarks
Before Writing	.162	.197	Not Significant
After Writing	.052	.683	Not Significant

The analysis of the relationship between scientific inquiry and academic performance, as measured by Spearman's rho correlation coefficient, revealed that before the writing intervention, there was a weak positive correlation of 0.162 with a p-value of 0.197, indicating no statistically significant relationship; similarly, after the writing intervention, the correlation coefficient further decreased to 0.052 with a p-value of 0.683, reinforcing the lack of a significant relationship, thereby suggesting that the writing intervention did not substantially alter the dynamics between scientific inquiry and academic performance, and any observed associations were likely attributable to random variation rather than a genuine connection. Strong writing skills enable individuals to communicate their ideas and opinions clearly and concisely, making it easier for readers to understand and absorb the intended message. This is particularly important in the workplace, where employers seek candidates with excellent written communication abilities for various job roles. Furthermore, in the digital age, written communication has become the primary avenue for obtaining information and interacting with others, emphasizing the need for continuous improvement in this area. By developing and refining one's writing skills, individuals can enhance their personal and professional growth and contribute positively to their surroundings by facilitating better understanding and collaboration with others. Ultimately, the significance of writing skills cannot be overstated, as they are instrumental in achieving success in various aspects of life Jenkins (2019).

**Table 6**

*Wilcoxon Signed Rank test on the Pre-writing and Post-writing test results*

	Median	QD	Z Value	Asymp. Sig	Remarks
Pre-Writing test	19	3	-5.799	.000	Significant
Post-Writing test	20	1			

The Wilcoxon Signed Rank test conducted on the Pre-writing and Post-writing test results indicates a significant improvement in performance, as evidenced by the Pre-writing test median of 19 and a quartile deviation (QD) of 3, compared to the Post-writing test median of 20 and a quartile deviation of 1, with a Z value of -5.799 and an asymptotic significance (Asymp. Sig) of .000, thereby confirming that the difference between the pre-test and post-test scores is statistically significant. Based on the study of Raviv (2021) writing self-efficacy has been found to be associated with writing achievement and can even be improved with the help of an intervention program. However, with regards to writers who are college students, there is still ambiguity or partial information. First, unlike the case with primary and secondary school students, findings on the relationship between self-efficacy and achievement in college students are inconsistent, and second, when findings from intervention programs designed to improve self-efficacy, for the most part do not refer to differences in improvement between students with varying levels of language



proficiency. Thus, the aim of the present study is to offer a possible explanation for the inconsistency in the findings and also to analyze the differences between more and less skilled writers following an intervention programs

### Conclusions

Based on the findings, the researchers made the following conclusions which follows:

1. In the pre-writing, students from both sections got the Advanced level of writing skills. While remaining students achieve the Proficient level, Approaching Proficiency, for Developing and Beginning writers. For the post-writing, most of the students achieve the advanced level of writing skills while one percentage accumulate the proficient level of writing.
2. There is no significant difference between the perception of the learners towards the intervention activities and pre and post writing test results.
3. There is no significant difference between the before-writing test results and after-writing test results
4. There is a significant relationship between the perception of the learners and the post- writing test results
5. There is a significant difference between the pre-writing and post-writing test results.

### Recommendations

Based on the conclusions, the researchers recommend the following:

1. School organizations may conduct series of writing techniques workshop. This could be done with the collaboration of student leaders and teachers. Also, work with the students to identify accommodations that can help alleviate their writing skills.
2. Applying the advanced writing techniques will help the students to have coherence in writing and think critically through writing in all English subjects.
3. Incorporate technology in writing, used digital tools and applications may improve writing skills of the students.
4. Diverse reading materials and writing in encouraging students to read a variety of genres and styles of writing through creative and writing techniques.

### Work Plan

The work plan is expected to begin on December 30, 2024 and shall be completed on May 23, 2024. The table below presents the plan of activities.

Activities	Date
Writing a Research Proposal	December 30- January 12, 2024
Submission of the Research Proposal for approval	January 13, 2024
Approval of the Research Proposal	January 13, 2024
Floating of Questionnaire	February 12-16, 2024
Intervention for Enhancement	May 8, 2024
Data Collection	May 18, 2024
Writing the Results, Conclusion and Recommendation	May 21, 2024
Proofreading of the CBAR	May 22, 2024
Revisions, rewriting and etc	May 23, 2024
Submission of the Final Copy	May 25 2024
Dissemination of Results	May 30, 2024

Table 7 Work Plan

**Cost Estimates**

The table presented the cost estimates wherein it shows the breakdown of material use in the pursuit of research.

**Table 8**  
*Cost Estimates*

Activity/Materials	Estimated Budget in Php.
1 rim of A4	280 php
Ink	400 php
Other materials	200 php
	880 php
<b>TOTAL</b>	

**Plan for Dissemination and Utilization**

Once completed, the researcher will submit a copy of this study towards their respective schools; namely; Regional Science High School III and Gordon College. The findings from this study will be presented to the classroom-based action research final defense. Moreover, this study can be a basis for a proposal to consider the enhancement of advanced writing techniques of the learners of secondary level.

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APPENDICES

Appendix A

PRETEST ASSESSMENT TOOL

Pre-Writing: What specific lesson in English struck you the most?

Rubric for Essay: High School

Criteria	1	2	3	4	Score
<b>Focus/ Main Point</b>	The essay poorly addresses topic and includes irrelevant ideas	The essay is focused on topic and includes few loosely related ideas	The essay is focused on the topic and includes relevant ideas	The essay is focused, purposeful, and reflects clear insight and ideas	
<b>Support</b>	Provides little or no support for the main point	Supports main point with some underdeveloped reasons and/or examples	Supports main point with developed reasons and/or examples	Persuasively supports main point with well-developed reasons and/or examples	
<b>Organization &amp; Format</b> <i>(Paragraphs, Transitions)</i>	Little or no organization of ideas to build an argument	Some organization of ideas to build an argument	Organizes ideas to build an argument	Effectively organizes ideas to build a logical, coherent argument	
<b>Language Use, Style &amp; Conventions</b> <i>(Sentence structure, word choice, grammar, spelling, punctuation)</i>	Little or no use of elements of style  Many errors in grammar, spelling, and punctuation, makes reader's comprehension difficult	Some use of elements of style  Contains frequent errors in grammar, spelling, and punctuation	Appropriate use of elements of style  Uses correct grammar, spelling, and punctuation with few errors	Effective and creative use of elements of style to enhance meaning  Uses correct grammar, spelling, punctuation throughout with very few errors	
<b>Originality</b> <i>(Expression of the theme in a creative way)</i>	No experimentation nor enhancement of concepts  No adherence to the theme	Very little experimentation to enhance concepts  Does not exhibit creativity	Sufficient experimentation with language and usage to enhance concepts  Applies basic creative skills to relay ideas	Distinctive experimentation with language and usage to enhance concepts  Applies higher order thinking and creative skills to relay complex ideas	

**Appendix B**

**DECLARATION OF ANTI-PLAGIARISM AND ABSENCE OF CONFLICT OF INTEREST**

1. I, WHENDELL JAN O. BULAN, do hereby understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgment and referencing.
2. I hereby attest to the originality of this research study and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this study shall be of original content. I shall use appropriate citations in referencing other works from various sources.
3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

WHENDELL JAN BULAN  
RESEARCHER

**Appendix C**

**CONSENT/ASSENT LETTER**

Republic of the Philippines  
 Department of Education  
 REGIONAL OFFICE - III  
 SCHOOL DIVISION OFFICE - DAVAO CITY

OFFICE OF THE SCHOOL DIVISION SUPERINTENDENT

April 11, 2024

**Ms. MONDA L. ESTRADA**  
 Student Teaching Supervisor  
 Regional Science High School - II,  
 Marikina City

**Dear Ms. Estrada:**  
 Student Teaching Supervisor - Mathematics

Dear Ms. Estrada:

Good day!

This refers to your communication received by this office on April 11, 2024, regarding the request to conduct CBAR (Classroom-Based Action Research) in the laboratory in science classroom. This request is pending approval. Enclosed are the instrument/questionnaire materials for research subject.

Very truly yours,

**HERNAN P. MARICAP, PhD**  
 Student Teaching Supervisor  
 Office of the School Division Superintendent  
 DAVAO CITY

DepEd  
 DAVAO CITY  
 Address: General Santos, Marikina, Marikina City  
 Contact No. 075 228 628 070  
 Email Address: o3s@deped.gov.ph  
 Website: www.deped.gov.ph  
 "DepEd is the Heart of Education"

STATE UNIVERSITY  
**DOX COLLEGE**  
 EDUCATION, ARTS AND LETTERS  
 BANGAL, DOX, BANGAL DISTRICT, MARICINA CITY

RECEIVED  
 APR 11 2024

INFORMATION

Dear students from Davao College will conduct Research (CBAR) on our department laboratory as part of our program. This research aims to further the possibility to improve the learning experience and the students.

As we write to formally request your permission to do the research under the Department of Education, we will be conducted in collaboration with the teachers and will strictly adhere to ethical guidelines and respect the privacy of all participants involved. The data collected will be for purposes and will be handled with the utmost care and confidentiality.

We believe that this research has the potential to make a positive impact on the educational practice in DepEd and contribute to the overall improvement of student learning. Your permission and support for this research project would be greatly appreciated.

Thank you for considering this request. We are hoping for your positive response regarding this.

Sincerely yours,

*Monda L. Estrada*  
 Student Teaching Supervisor - 2024  
 Email: mestrada@dox.edu.ph

Need by:  
**LEON A. FORTINO**  
 Student Teaching Supervisor - Mathematics

COLLEGE OF EDUCATION, ARTS AND SCIENCES  
 Davao City State College Building, OCS, 2001 N. J. Road, Marikina City, Davao

**CLASSROOM-BASED ACTION RESEARCH**  
 Regional Science High School II

Student/Teacher	Cooperating Teacher	Title
1. Alvaro, James Maric Jr.	Ms. Lorraine L. Umagay	"TALA-RAHAYAN: PANGPANGALAN NG BAKASABAN SA PANGKALAN NG BAKASABAN NG MGA MAG-AARAL MULA SA BASAMPUNG BANTANG NG REGIONAL SCIENCE HIGH SCHOOL III BY 2023-2024"
2. Aradra, James Maric Jr.	Ms. Zaldy Jose P. Lanza Jr.	EFFECT OF BANGUNG TALA ACTIVITIES AS A LEARNING RECOVERY PLAN ACTIVITY FOR GENERAL PHYSICS 2 IN RSHS III
3. Banzon, Paul Ryan O.	Ms. Ime Anna Y. De Guzman	LEARNER-DRIVEN DEVELOPING COOPERATIVE MANAGEMENT AND COLLABORATIVE LEARNING AMONGST GRADE 7 STUDENTS OF RSHS II
4. Blasco, Karlo Chino G.	Ms. Emyra P. Iorio	WAGAS BUNAS (BETA) ANG MATATAN SA PANGKALAN: PANGKALAN NG KAHAYAG SA MATHS NG PANGKALAN NG MGA KALITA NG MGA MAG-AARAL SA 9 NAARAL
5. Bolar, Whendal Jan D.	Ms. Mercedes L. Ojeda	BEYOND THE FUNDAMENTALS: UNVEILING STRATEGIES IN ACADEMIC WRITING: A BASIS FOR ENHANCEMENT PROGRAM FOR GRADE 9 STUDENTS OF REGIONAL SCIENCE HIGH SCHOOL II
6. Cabaylan, Arsher Nhyka B.	Ms. Ma. Mag Nuanza	ENHANCING EDUCATIONAL INTELLIGENCE IN GRADE 10-GOLD STUDENTS THROUGH THE INTEGRATION OF PHYSICAL EDUCATION IN REGIONAL SCIENCE HIGH SCHOOL II
7. Calang, Cristel Anne M.	Ms. Emyra L. Darang	UTILIZING GROUPS ORGANIZERS IN IMPROVING THE READING COMPREHENSION SKILLS OF GRADE 7 LEARNERS AT RSHS II BY CIRCULAR ANTE CASUAL
8. Cavigolan, Kenneth E. Delacruz	Ms. Marisa A. Del Bernal	ALABAN-ALABAN: LINGGARAN ANG BAKASABAN NG PANGKALAN SA TALAMAYAN NG MGA MAG-AARAL SA FELIPINO 7.
9. Castillo, James T.	Ms. Emyra Nee N. Lanza	ENHANCING THE ACADEMIC PERFORMANCE OF GRADE 9 STUDENTS IN BANTU AND EPSIC

**Appendix D**  
**POSTTEST ASSESSMENT TOOL**

Post-Writing: What life lessons you have learned this school year?

Rubric for Essay: High School

Criteria	1	2	3	4	Score
<b>Focus/ Main Point</b>	The essay poorly addresses topic and includes irrelevant ideas	The essay is focused on topic and includes few loosely related ideas	The essay is focused on the topic and includes relevant ideas	The essay is focused, purposeful, and reflects clear insight and ideas	
<b>Support</b>	Provides little or no support for the main point	Supports main point with some underdeveloped reasons and/or examples	Supports main point with developed reasons and/or examples	Persuasively supports main point with well-developed reasons and/or examples	
<b>Organization &amp; Format</b> <i>(Paragraphs, Transitions)</i>	Little or no organization of ideas to build an argument	Some organization of ideas to build an argument	Organizes ideas to build an argument	Effectively organizes ideas to build a logical, coherent argument	
<b>Language Use, Style &amp; Conventions</b> <i>(Sentence structure, word choice, grammar, spelling, punctuation)</i>	Little or no use of elements of style  Many errors in grammar, spelling, and punctuation, makes reader's comprehension difficult	Some use of elements of style  Contains frequent errors in grammar, spelling, and punctuation	Appropriate use of elements of style  Uses correct grammar, spelling, and punctuation with few errors	Effective and creative use of elements of style to enhance meaning  Uses correct grammar, spelling, punctuation throughout with very few errors	
<b>Originality</b> <i>(Expression of the theme in a creative way)</i>	No experimentation nor enhancement of concepts  No adherence to the theme	Very little experimentation to enhance concepts  Does not exhibit creativity	Sufficient experimentation with language and usage to enhance concepts  Applies basic creative skills to relay ideas	Distinctive experimentation with language and usage to enhance concepts  Applies higher order thinking and creative skills to relay complex ideas	

Appendix E  
 SURVEY QUESTIONNAIRE

**Beyond the Fundamentals, Unveiling Advanced Writing Techniques for Grade 9 Students of Regional Science High School III**

We invite you to participate in classroom-based action research entitled "Beyond the Fundamentals, Unveiling Advanced Writing Techniques for Grade 9 Students of Regional Science High School III". This study aims to delve in introducing advanced writing techniques as a tool for the enhancement of writing skills to the Grade 9 students.

**Use of Learning Strategies**

Please rate your use of each learning strategy below on a scale between 1 to 5. Circle your choice.

- 1=never
- 2=seldom
- 3=sometimes
- 4=often
- 5=almost often

<b>General Writing Strategies</b>	
Often write in my native language.	1 2 3 4 5
Often write in English.	1 2 3 4 5
I write for pleasure in my first/second language.	1 2 3 4 5
Write notes, messages, letters, or reports in English.	1 2 3 4 5
Use a bilingual dictionary.	1 2 3 4 5
Use an English-English dictionary.	1 2 3 4 5
Use an English grammar book or handbook.	1 2 3 4 5
Read native English writing.	1 2 3 4 5
Use the English words I know in different ways.	1 2 3 4 5
<b>Before Writing</b>	
Review my class notes, handouts, and assignment requirements before beginning to write.	1 2 3 4 5
Consider the task or assignment and instructions carefully before writing.	1 2 3 4 5
Discuss what I am going to write with other students or my teacher.	1 2 3 4 5
Brainstorm and write down ideas before I begin to write.	1 2 3 4 5
Make plans and notes in my native language before writing.	1 2 3 4 5
Make an outline or plan in English.	1 2 3 4 5
Make a timetable for when I will do my writing.	1 2 3 4 5
Before writing the first draft, I do extra study outside the classroom to improve my writing.	1 2 3 4 5
Think of the relationships between what I already know and new things that I learn.	1 2 3 4 5
Look for vocabulary related to a topic that I will write about and try to remember the words.	1 2 3 4 5
Use a dictionary to check things I am not sure about before I write.	1 2 3 4 5
Use a grammar book to check things I am not sure about before I write.	1 2 3 4 5
<b>During Writing</b>	
Try to write in a comfortable, quiet place where I can concentrate.	1 2 3 4 5
Use my background knowledge (world) knowledge to help me develop my ideas.	1 2 3 4 5
Like to write in my native language first and then translate it into English.	1 2 3 4 5
Like to write a draft in my native language first and then translate it into English.	1 2 3 4 5
Look for content (ideas) as I am writing.	1 2 3 4 5
Look for organization as I am writing.	1 2 3 4 5
Like to change, or make my ideas clearer as I am writing.	1 2 3 4 5
Use a dictionary to check things I am not sure about when I write.	1 2 3 4 5
Use a grammar book to check things I am not sure about when I write.	1 2 3 4 5
If I can't think of an English word, I use a word or phrase that means the same thing.	1 2 3 4 5
Make up new words if I do not know the right ones in English when I am writing.	1 2 3 4 5
Make my writing assignments fun for myself.	1 2 3 4 5
Think about how learning to write well in English will help me succeed in my other courses.	1 2 3 4 5
Encourage myself by telling myself that I can do well.	1 2 3 4 5

Appendix F

NORMALITY TEST

	Tests of Normality		
	Shapiro-Wilk		
	Statistic	df	Sig.
Scientific Inquiry	.920	64	.000
Grades	.952	64	.014



Appendix G

EXPLICIT INSTRUCTION



## CURRICULUM



## VITAE

### Personal Information

**Name:** Whendell Jan Olaes Bulan

**Student Number:** 202011686

**Age:** 22

**Sex:** Male

**Birthdate:** December 02, 2001

**Birthplace:** Noveleta, Cavite

**Contact Number:** +639770244103

**Email Address:** 202011686@gordoncollege.edu.ph

**Course, Block, and Year:** Bachelor of Secondary Education - English 4I

**Mother's Name:** Angelina O. Bulan

**Occupation:** Domestic helper

**Father's Name:** Robert R. Bulan

**Occupation:** Care giver



### Educational Background

**Elementary:** San Gregorio Elementary School, San Antonio, Zambales (2013-2014)

**Junior High School:** T. R. Yangco Catholic Educational Institute, Zambales(2017-2018)

**Senior High School:** T. R. Yangco Catholic Educational Institute, Zambales (2019-2020)

**Tertiary:** Gordon College, Olongapo (2020-2024)