

Implementation of project W.R.I.T.E.S. towards the development of the writing skills of Grade 12 GAS students

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Abstract: This study was conducted to determine the effect of the project W.R.I.T.E.S. (Writing, Reading, Interventions, To Enhance Writing Skills) on the writing skills of Grade 12 students. It used descriptive-quantitative design. It involved 14 Grade 12 students of Bascaran National High School. Purposive sampling was utilized in this study. The instruments used were the compositions of the students and a rubric adapted from Weir (1990) as basis of giving score to the respondents' written work. Statistical tools used were mean, percentage and t-test. Results revealed that there was positive impact of the intervention used to increase the level of writing proficiency of the participants. However, the percentage gain revealed that the intervention was effective to some categories particularly in grammar and organization while other sub-categories were partially effective. Results show that this project was an effective way of improving students' writing proficiency level and utilization of such is being recommended.

Keywords: Enhancement, Intervention, Writing Skills, Writing Proficiency Level

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INTRODUCTION

Communication is an essential part of daily life. According to Flores (2016), human society cannot function without it. Humans naturally communicate their feelings, thoughts, or ideas through various means—oral or written, verbal or nonverbal, intentional or unintentional. This ability is unique to humans. Sipacio and Balgos (2016) referenced Mccornack's (2014) definition of communication as the process of sharing and conveying messages or information from one person to another across different channels, contexts, media, and cultures. The context of communication can vary based on the purpose and the individuals involved. Sipacio and Balgos (2016) further noted that communication can occur through face-to-face interactions, phone conversations, group discussions, meetings or interviews, letter correspondence, class recitations, and more.

Learning English as a second language (L2) can be achieved in various ways, including writing, which helps learners articulate ideas they may struggle to express verbally. Academic writing is a crucial part of the curriculum from elementary to college, engaging students in diverse tasks to develop strong writing skills.

Despite government initiatives led by the Department of Education (DepEd), the quality of education in the Philippines is alarming. International surveys highlight that there is a declining performance, especially in Science, Mathematics, and English. Cerera (2017) noted that in 2015, the Philippines ranked second to last in the versant writing test among several regions with a mean score of 53. Conversely, it ranked second from the top in the

versant English test with a mean score of 59, though both scores were below the passing mark.

Furthermore, Hopkins International Partners (2017) reported that the English proficiency of Filipino college seniors is on par with high school students in Vietnam and Thailand. A sample of 10,000 Filipino graduating college students took the TOEIC and scored an average of B1, equivalent to high school standards in those countries. Unlike Vietnam and Thailand, the TOEIC is not mandatory in the Philippines.

Taking into the real classroom situation in the Philippines, Acoba (2019) found in his study that Grade 7 learners of PAIMA National High School have poor writing proficiency level particularly in the following areas namely organization and grammar, while they were rated very poor in mechanics and vocabulary in their narrative essays. This was supported by the study of Cutillion (2012). Results revealed that third year high school students have low proficiency level in writing essays. De Vera and Batalla (2019) also found out that sophomore Teacher Education students, under the Bachelor of Elementary Education (BEEd) program at Pangasinan State University, Sta. Maria Campus, Sta. Maria, Pangasinan have difficulty in writing. This writing difficulty ranges from moderately challenged to slightly challenged. They experience the least difficulty with content and the most difficulty with mechanics.

Educators particularly teachers in writing try to address the problem by employing some strategies or intervention in their classroom.

As to Dani's (2014) research, guided instruction is merely one of the various tactics that assist students in improving their writing skills. The results of the study showed that the students' writing skills had significantly improved, especially in the area of creating descriptive paragraphs. It also showed how the method of improving the subject's writing skills was causing learning behavior to increase in reaction to the encouraging comments.

Pesik (2010), in the meantime, carried out an experimental study to enhance the respondents' writing abilities, notably in free-style and creative writing, utilizing photography, music, and auto photography. The usage of multiple media boosts students' interest in their own compositions, as the author's research has found.

Lapitan (2012) looked at another way to help students become better writers by analyzing how the communicative strategy affected junior students at Solano High School's essay writing performance. According to his research, the respondents' writing performance was positively impacted by the communicative method. The study also found that when writing personal and issue essays, both the experimental and control groups encountered difficulties with topic development, supplying evidence or details to support the thesis statement, organizing ideas, utilizing a variety of transition words and vocabulary, expressing ideas in English, using figures of speech and idiomatic expressions, remembering verb tenses, and using proper grammar, punctuation, and spelling.

Based on the aforementioned situations, problems, and intervention, brought light in the conceptualization of this research--the Project W.R.I.T.E.S. (Writing and Reading Interventions To Enhance the writing Skills) of Grade 12 students of Bascaran National High School. This program aimed to bridge the gap in the writing problems of students. Modules and activities were used to help develop the writing skills of the students. In addition, explicit instruction was employed to have a deeper understanding on the process of writing.

Statement of the problem

Generally, this study sought to investigate the effect of the Project W.R.I.T.E.S. (Writing and Reading Interventions To Enhance writing Skills) in the writing proficiency level of grade 12 GAS students of Bascaran National High school.

Specifically, it aimed to answer the given questions:

- 1) What is the writing proficiency level of the respondents in line with Grammar, Content, Vocabulary, Organization and Mechanics before and after the intervention?
- 2) Is there a significant difference between the pretest and posttest scores of the participants?
- 3) What is the percentage gain between the pretest and posttest scores along grammar, content, vocabulary, organization, and mechanics?

METHODOLOGY

Research design

This study utilized quantitative type of research. The experimental research design particularly the one-group pretest-posttest design was employed to study the effect of Project W.R.I.T.E.S. to the writing proficiency level of the participants. Also, it made use of descriptive-type of research design since it described the writing proficiency level of the participants.

Locale of the study and respondents

The study was conducted at Bascaran National High School. The respondents were 14 Grade 12 General Academic Strand (GAS) students, who were purposely chosen for the study .

Research instruments

The primary research instrument used was the students' written compositions. These were assessed using a rubric adapted from Weir (1990) to evaluate various aspects of writing proficiency, including Grammar, Content, Vocabulary, Organization, and Mechanics. The rubric was modified to fit the specific needs of the participants .

Data analyses procedure

The study utilized quantitative research methods, specifically the one-group pretest-posttest design to measure the effect of the Project W.R.I.T.E.S. Descriptive statistics, including mean and percentage, as well as t-tests, were used to analyze the data. Pre-assessment and post-assessment essays were rated using the adapted rubric, and the scores were compared to determine changes in proficiency levels .

FINDINGS AND DISCUSSION

Writing proficiency level of the respondents in line with grammar, content, vocabulary, organization and mechanics before and after the intervention

The results demonstrate that the writing proficiency levels of the participants differ for the pretest and posttest. For grammar (1.143), content (1.429), vocabulary (1.143), and organization (0.964), respondents' writing scores on the pretest were all below developing level; however, for subcategory mechanics (1.786), they were assessed as proficient. In the meantime, the proficiency level and mean scores on the posttest clearly increased. In grammar (2.000), content (2.071), vocabulary (1.871), and organization (1.786), participants

were classified as proficient; but, due to their advanced performance in their writing task, they received a high mechanics score (2.500). With a mean score of 7.108 on the pretest, participants' writing skill was generally considered to be growing; nevertheless, with a mean score of 10.228 on the posttest, participants were assessed as proficient.

These findings suggest that the intervention designed to raise the participants' writing proficiency had a beneficial effect. These findings were consistent with a study by Lapitan (2012), which found that using a communicative method when teaching writing improved students' writing abilities. Even though the current study employed clear directions, there were occasions where other communicative techniques

Significant difference between the pretest and posttest scores of the participants

The pretest and posttest mean scores for each participant are shown in the results, along with the p-value and its interpretation. Although the mean scores for each subcategory on the pretest and posttest differ, the p-value, which is less than 0.05, is nearly the same. In other words, the null hypothesis is disproved. The pretest and posttest differ significantly from one another. Therefore, W.R.I.T.E.S. is a successful endeavor.

Percentage gain between the pretest and posttest scores along grammar, content, vocabulary, organization, and mechanics

The findings present the mean difference of pre and posttest means scores of respondents in each subcategory. It is evidently shown above that grammar has the highest percentage gain with 85.7 % which means that the intervention met the expectations. It was followed by subcategory organization with gain percentage of 82.1% which means that expectations were met partially. While the last three categories content (64.3%), vocabulary (42.9%) and mechanics (71.4%) described to be with little mastery. This implies that the intervention may be effective to some categories particularly in grammar and organization while other subcategories are partially effective.

CONCLUSIONS AND RECOMMENDATION

The findings of the study indicate that the intervention significantly increased the writing proficiency levels of the participants, demonstrating that Project W.R.I.T.E.S. is effective. However, the degree of effectiveness varied across different categories, suggesting that the intervention's applicability largely depends on both the extent of its implementation and the participants' initial proficiency levels.

Based on the findings, the following recommendations were made. First, the Project W.R.I.T.E.S. should be implemented in other grade levels to help learners develop their writing skills. Second, English teachers should apply the same intervention with their students. Third, school administrators should facilitate pedagogical training for English teachers, particularly in Academic Writing or Basic Research Writing. Lastly, future researchers should conduct similar studies to explore the reasons behind the differences in percentage gains observed in each subcategory of the present study.

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