

English Writing Performance of Grade 11 Students

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Abstract – This study looked into the English writing performance of the Grade 11 students of Malasiqui National High School, Malasiqui, Pangasinan for academic year 2017-2018. The study employed descriptive and correlational research design. Different statistical tools were used such as; frequency counts, average weighted mean, inter-rater reliability test, bivariate correlation and t-test. The data obtained were used to develop Strategic Intervention Materials that enhance students' performance in English writing.

The study revealed that of 70 respondents, 47 or 67.1% are aged 17-19 years; in sex, 44 or 62.9% are female; 31 or 44.3% and 28 or 40% of the respondents' fathers and mothers are high school graduates; 46 or 65.7% belong to families with below average family income; 35 or 50% of them read watt pad as their most preferred reading material; and 68 or 97.1% of the respondents completed their Junior High School from public schools. Students have "good" performance in writing proficiency test along mechanics (5.13), vocabulary (5.34), content (5.61) and "fair" (3.75) in grammar. The inter-rater reliability result among 5 raters is .720. Age was only found to be significantly related with English writing performance. In contrast, most preferred reading material has no significant difference. The proposed writing activities are for grammar (3.75) fair performance and mechanics 29 or 41.4% good performance.

From the results, the following conclusions were drawn: majority of the respondents belong to young adults, female dominated and whose parents are mostly high school graduate; family's monthly income is below average. Most of the respondents prefer watt pad as reading material and have completed Junior High School in public schools. The English writing performance of the Grade 11 students is good along mechanics, vocabulary, content, and fair in grammar. The profile variable age is significantly related and most preferred reading material has no significant difference in English writing performance of students. The researcher developed Strategic Intervention Materials to enhance English writing performance of students.

Keywords – Degree of satisfaction, Employability, Evaluation, Feedback, Trace study

I. INTRODUCTION

The present age is characterized by an accelerating explosion of knowledge. As the language of information, English has become important to academic, personal and professional advancement. To succeed in their academic studies and to perform effectively as the expert they dream of becoming, students must be able to possess proficient English writing performance. In the Philippines, the demands on the Filipino to be a skilled writer in this language for personal and ultimately for national development has become great, if not more significant.

Writing is the framework of our communication. It is incredibly pliable and can

use to give information, an opinion, a question or poetry. Words can take a bounty of forms within writing. That is why students should develop this writing competence to articulate themselves through the written word which can provide opportunity to share their knowledge in a meaningful and productive way. Developing written skills will enable students to learn how to compose ideas, organize their thoughts and arguments, support key points and share information. Acquiring these skills will also prepare students for their future academic and professional endeavors.

In an electronic world where verbal communication has become less frequently used, learning to write cohesive, structured manner allows individuals to convey their thoughts

effectively. Writing provides us with catharsis and a sense of accomplishment. Completing an excellent paper that a student has worked on promotes confidence and this is an essential element to personal productivity in all facets of education. When a student sees a piece of work that they have completed, this leads to positive emotions. Students work best when they are happy and feel positive about their achievements. This leads them to continue on a path of success.

Possessing proficient written skills is an essential aspect of education, as students must prepare for the transition from junior to senior high school education, as well as beyond this, for example, through employment, where possessing written skills is critical. This skill shows that performance in English writing is relevant to the life of every student.

Writing competence is the adequate ability of the students to compose words and from words into meaningful sentences and creates coherent paragraphs. Students who are suffering from difficulty in writing English cannot convey ideas and hardly express themselves in class. This writing problem can significantly influence the performances of the students in many disciplines specifically in English writing.

If students do not have enough ability and knowledge in written form, how can the students do the more complex activities? This problem creates impact in students' performances in different learning areas using English language as well as in the well-being of the students. Self-esteem and confidence in communication are also significantly affected. This skill can be either hated or feared by the students. Some hate it because they lack enough vocabulary and insufficient knowledge on how to express themselves in written form; some are somewhat fearful in putting their ideas together because of the inconsistency and improper use of the language.

Grammar rules and other English concepts are becoming useless if not applied and not used properly. Noam Chomsky's theory on

language cites that the most intricate structure is language. In studying language, one can discover many fundamental properties; cognitive structure, organization and also the genetic predisposition that provide the foundation for its development. So the process in learning the language is very complicated much more in determining different properties and language skills.

If the most fundamental skill in language is writing, students must learn this skill first before reinforcing other language skills. Writing is an individual solitary activity that needs attention and focus. Teachers must also provide reinforcement activities or drills that can help the students.

In contrast with Krashen's Theory of Language Acquisition (1998), stated that language acquisition does not require extensive use of conscious grammatical rules, and does not need the tedious drill. Comprehensible input is the crucial and necessary ingredient for the acquisition of language. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students want to hear. These methods do not force early production in the second language but allow students to produce when they are ready, recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

About writing, teachers must provide comprehensible input to the students who can motivate and provide necessary skills to help them develop their writing ability. Words of encouragement and sympathy can be a great help to boost the students' confidence in writing. Students' preparedness in learning the skill is also considered. Therefore, providing enough communicative opportunities and practices are essential to make the students enhance their writing skill that can improve their communication.

Communication is the act or process in using words, sounds, signs or behaviors to express or exchange information or to express

ideas, thoughts, and feelings to someone else. Communication has a vital role in human life. It facilitates the spread of knowledge and forms relationships between people. Go and Posecion (2011), stated that writing communication is an application of knowledge obtained from learning a language. It is an essential skill that students should develop. Students' writing ability is vital to their academic performances since the more significant part of the school activities from quizzes, examinations, assignments, reports, analysis and researches are all written. "Learning to write well is important, one of the most important things one does in education", say Glaizier and Paige (2003).

Wafa (2012), stated that writing is regarded as a difficult skill and a very complicated task. This task is often attributed to its inherently complex characteristics which according (Graham and Rogers, 2008). Furthermore, language is an instrument people use to shape their ideas and to communicate with others. Also, English is the second language of Filipinos. It is used as medium of instructions in almost all subjects in the curriculum. Prakash (2005), remarked that there has never been a language that has been spoken by more people as a second than a first language.

Meanwhile, English language is a global lingua Franca. It is widely used by many countries, one of which is the Philippines. According to Zeeshan Naved 2015, Philippines has 56.63 percent or 57, 292,884 English language speakers. The Philippines is recognized globally as one of the English speaking nations with majority of its population having at least some degree of fluency in grammar. English is the language of commerce and law, technology as well as the primary medium of instruction in education (Power, 2005).

English language is essential to communication in our current time. That is why everyone needs to learn the language to get in touch on an international level. Speaking and writing will help us communicate with people from countries all over the world. English language is also essential to information

dissemination. On the internet, the majority of the websites are written and created in English. It is the primary language of the press: more newspapers and books are written in English than in any other language.

Today, English is spoken by more non-native speakers than native speakers of the language. The latter amount to an estimated number of 340 million (Ethnologue, 2005) while estimates of the number of non-native speakers vary substantially ranging from 350 million (Nettle & Romaine, 2002) up to over a billion speakers. It is a language used systematically in communication among people who do not share a mother tongue. Writing is especially difficult for non-native speakers because they are expected to create written products that demonstrate mastery of the issues mentioned earlier in a new language (Wells, 2008).

Based on English teachers' observations, students can hardly comprehend the lessons written in English since they are not using this language at home. It is not also used in daily conversation. They tend to use Tagalog and Pangasinan in conversing with their peers and teachers. Today, teachers in most Philippine high school classrooms complain that many students can pass a grammar test but cannot speak nor write meaningful sentences or paragraph. And in the advent of Information Technology, text messaging has even a more significant problem in written communication making students more careless about spelling, punctuation, and language rules (Pamintuan, 2004).

Otaala and Plattner, (2013), believed that insufficient English language competencies would cause a variety of problems for students such as having difficulty expressing themselves in English, following lectures, taking right notes during lectures, understanding academic texts, and writing coherent essays. In examinations and quizzes, many students failed because they cannot decode the questions very well and cannot express themselves adequately in English. Also, during class discussions and lectures, students who are poor in English will

get disinterested listening to teachers because they could not comprehend the different concepts. Furthermore, they lack communication skills to utilize during teaching-learning situations.

In short, many students can hardly recognize and comprehend printed symbols; much more do merely to complex oral and writing activities. This problem affects their academic performances. Much more, they cannot cope up with their lessons satisfactorily if not outstandingly. Students can write, but they cannot produce writing at high levels of skill, maturity, and sophistication. Few students can create precise, engaging, and coherent prose. It is less than a quarter can write convincing, elaborated responses with compelling language (Shanahan, 2008).

According to National Commission on Writing (2014), reading is a widely needed skill, but that writing is an elite skill. It is more than 90% of mid-career professionals indicate that writing is vital in their work. Writing is essential for success in higher education, yet more than 50% of first year college students have serious writing problems.

To become successful in their chosen career, students should learn first the basics of writing. That is to learn how to write sentences and later good compositions. Students should also not feel restless and embarrassed whenever they cannot assimilate lessons or not to construct good sentences. They should be supported and assisted in this endeavor.

To improve the performance of the students in writing, English teachers should know the students' capabilities and needs. So they can produce therapeutic and plan strategies to help and assist them. The question is, how could passion and commitment of English teachers be translated to high level of proficiency in writing English? There is no overnight solution for this. This proficiency can never be achieved in just one full-swoop. Teachers will undergo many processes and planning. They are to formulate strategies that could attain desirable level of proficiency of students.

The Department of Education is implementing various intervention programs to provide support to Filipino students falling behind in reading and writing. The Every Child a Reader Program (ECARP) will first measure the reading proficiency level of the students. According to Department of Education, ECARP aims to equip students in public schools with strategic reading and writing skills to make them independent young readers and writers. This intervention program is supported by the Executive Order 13166 signed by the President of the Philippines on August 11, 2000 entitled, "Improving Access to Services for Persons with Limited English Proficiency."

Malasiqui National High School caters to almost 4000 students coming from different barangays in Malasiqui, Pangasinan. Most of the students from different barangay high schools are lacking writing skills. This finding is also supported by the different writing results during the writing activities in English. Writing results show that most of the learners cannot construct compositions well in English. They have committed grammatical errors, improper use of vocabulary, inappropriate punctuations and misspelled words. That is why the researcher would like to find answers and solutions to eradicate the problem in English writing.

In the context of all previous ideas and insights in matters of English writing, it becomes imperative to determine the performance of grade 11 in English writing. In senior high school where students prepare themselves to go to college and will soon be seeking jobs after they graduate, must know how to communicate in both oral and written. Many writing skills are to be demanded in college so that the need to equip students with skills cannot be over-emphasized. Hence this study will be undertaken.

This study focused on the description and analysis of the performance in English writing to obtain baseline data which can be used in developing output writing activities to enhance the writing performance of the students. The subject of the study are the ICT-1 under (TVL-

Computer System Servicing) and BPP-1 under (TVL- Home Economics) Grade 11 students in Malasiqui National High School, the respondents are currently taking the Reading and Writing subject under the researcher who is an English teacher of the respondents. The study was conducted during the academic year 2017-2018. English writing performance is measured with a writing proficiency test that was administered to the respondents.

The profile variables which are correlated with the writing performance of the students are: age, sex, parents' educational attainment, monthly family income, most preferred reading material read at home and type of school Junior High School completed from.

II. OBJECTIVES OF THE STUDY

This study attempted to determine the performance on English Writing of the Grade 11 students of Malasiqui National High School, Malasiqui Pangasinan for the school year 2017-2018.

Specifically, it sought answers to the following questions:

1. What is the profile of the students in terms of:
 - a. age;
 - b. sex;
 - c. parent's educational attainment;
 - d. monthly family income;
 - e. most preferred reading material read at home; and
 - f. type of school Junior High School completed from?
2. What is the performance of the students in English writing along
 - a. mechanics;
 - b. vocabulary;
 - c. content, and
 - d. grammar?
3. Is there a significant relationship between the profile variables of the students and their performance in English writing?

4. Is there a significant difference in the English Writing Performance of the Grade 11 Students across age and most preferred reading material read at home?
5. What writing activities can be proposed to enhance the English writing performance of Grade 11 students?

Null Hypotheses

The hypotheses below were tested at .05 level of significance.

1. There is no significant relationship between the profile variables of the students and their performance on English writing.
2. There is no significant difference in the English Writing Performance of the Students across age, and most preferred reading material read at home.

III. METHODOLOGY OR MATERIALS AND METHODS

This study employed descriptive and correlational research where the English writing performances of the respondents were conducted and collected by the researcher and rated by the expert English raters. The correlation was used to find relationship between variables from the respondent's profile namely: age, sex, parents' educational attainment, monthly family income, most preferred reading material read at home and type of school Junior High School completed from. This type of research method is not simply amassing and tabulating facts but includes proper analysis, interpretation, comparisons, identifications of trends and relationships (Aggarwal, 2008). Correlational research, on the other hand, determines if there is a relationship or correlated variation between the two variables, a similarity between them, not a difference between their means (Waters, 2010).

The research methodology is appropriate in this study because the data which collected

determines the degree of relationships and differences between students' English writing performance across the following variables namely: age, sex, parents' educational attainment, monthly family income, most preferred reading material read at home and type of school Junior High School completed from.

The respondents of this study are composed of (36) ICT-1 students, and (34) BPP-1 students a total of seventy (70) respondents coming from Grade 11 Senior High School students who are enrolled as bonafide students of Malasiqui National High School, Malasiqui, Pangasinan during the academic year 2017 – 2018.

The researcher used cluster sampling—making use of all students in the two (2) sections of Grade 11 students she handles under Reading and Writing subject. The corresponding written works of these samples were taken for evaluation for this study.

In obtaining the relevant sets of data and information for this study, four sets of questionnaire were employed namely, the (1) Profile and the (2) 3 compositions for English Writing.

The profile was used to determine several of the learner-traits of all the respondents mostly on the basis of their socio-demographics namely: age, sex, parent's educational attainment, monthly family income, most preferred reading material read at home and type of school Junior High School completed from. The summary of the data obtained using this instrument, as well as their corresponding analyses and interpretation as an aid in answering the first question of the research problem. A copy of this instrument appeared in Appendix E.

The second instrument is composed of three (3) written essays of the Grade 11 students in determining their English writing competencies. The following compositions are adapted from the study of Adriano (2008) and the steps in writing process are from Becky L. Spivey, M.Ed. (2006).

Composition 1—the first composition entitled “Falling Asleep Anywhere”. It was a controlled activity where students copied an essay containing various mistakes in grammar, vocabulary, spelling and sentence structure. The errors are deliberately distributed in the essay for the students to recognize and correct all mistakes as they copy the selection. Students read the paragraph given. Identified and encircled the incorrect grammar, words and spelling before they rewrite the corrected paragraph.

Composition 2—the second composition entitled, “The Teenagers’ Morality”. This time, the students were given a guide question to answer about their insights in teenagers’ morality following the organization and content of their essay. In this essay the control is partial. Students constructed their own paragraphs by giving their honest insights about the teenager’s morality today. Students also shared their rough drafts and made suggestions to each other for the improvement of writing. They helped each other understand the paragraph by asking who, what, where, why and how questions. Finally, they looked for better words to express ideas and discussed among themselves how to make the writing clearer.

Composition 3—the third essay entitled, “Looking Forward to a Break from School” was an exposition. This was entirely free composition writing. The students were free to choose their own topic, to write their own title, to think out their own organization and to derive their own contents. When they have composed their title, they would be given a short review regarding how a good composition should be written. Students worked with the teacher and peers to correct all mistakes in grammar and spelling.

Writing composition is the most appropriate tool to use in gathering data regarding respondents’ English writing performance. The purpose of the research would not be directly explained to the participants since it can affect their responses if otherwise. The writing proficiency test was used to assess their writing ability. The data that were used in the study

came from the results of the English writing activities that were administered to the respondents. The information that obtained using this instrument was an aid of answering the second question of the research problem. A copy of this instrument appeared in Appendix F.

There were different activities provided and created personally by the researcher following the steps in writing process by Becky L. Spivey, M.Ed. (2006). These steps include prewriting, writing the first/rough draft, peer editing, revising, editing, writing the final draft and publishing.

Prewriting—is the first step; students brainstormed about the story of Lam-Ang. Each of them made a story web presenting the different parts of the story such as; characters, setting, plot and theme. Students were asked to write their explanation in a paper for the presentation of the output.

Writing the first/rough draft—is the second step; the researcher presented the first composition entitled “Falling Asleep Anywhere”. Students identified and encircled the incorrect grammar, words and spelling and rewrite the corrected essay.

Peer editing—is the third step; the researcher presented Composition 2 entitled, “The Teenagers’ Morality”. Students constructed their own paragraphs by giving their honest insights about teenager’s morality today. They also shared their rough/first drafts to their classmates and made suggestions for the betterment of the composition.

Revising—is the fourth step; using Composition 2 students used the suggestions from classmates to make additions or clarify details. Students tried to improve their writing on their own. The teacher also tried to give feedback at this stage.

Editing—is the fifth step; the researcher presented Composition 3 entitled, “Looking Forward to a Break from School”. Students chose their own topic, own title and own content

and organization. Students also worked with the teacher and peers to correct all mistakes.

Final draft—is the sixth step; using their own compositions, students produced a copy of their writing with all corrections made from the editing stage and then discussed this final draft with the teacher. The teacher offered the last suggestions for improvement at this point.

Publishing—the seventh and last step; the writing process is finally at its ends. Students published their writing by making a copy in their interest handwriting or using a word processor.

The researcher followed this procedure accordingly to give a comprehensive data collection and written activities of the respondents. A copy of this instrument appeared in Appendix G.

All varied activities following the steps in writing process are indicated in the daily lesson log of the researcher to ensure that all activities are applicable and anchored in the curriculum guide and teaching guide. The daily lesson log indicated the content standards, performance standards, learning competencies, contents, learning resources, and procedures. The lessons were taken for eight days as it follows the procedure and process of Becky Spivey. A copy of this instrument appeared in Appendix H.

Another instrument was a scoring guide for the rating of the students’ written works. This was patterned after Laura Karl and Laurie Stevens Assessment instrument (2002) for students’ writing performances.

Based on the assigned task that was given by the researcher, the student’s written works assessed holistically by five (5) raters, who are Master Teachers and experts in teaching English who work in different schools. The written responses were rated on a scale with specific indicators. Specific performance characteristics describe the elements found in the responses at each score points. A copy of this instrument appeared in Appendix I.

A rubric showing the various items in grammar and the requisites for a good written composition was used. This rubric presented both descriptive and quantifiable assessment. All errors made in every essay were duly recorded. The average of the errors per item was taken and used for statistical treatment. A copy of this instrument appeared in Appendix J.

The scores given by the 5 (five) raters in each composition were averaged and tabled in each category such as; content, vocabulary, grammar and mechanics. There were 3 (three) compositions written by each respondent and carefully checked and scored according to the rubric of scoring.

Since there are 5 raters who checked expertly the students writing performances, the researcher used an inter-rater reliability test to know the degree of agreement among raters. It gives a score of how much homogeneity, or consensus, there is in the ratings provided by raters. It was found out that the inter-reliability result among 5 raters is 0.720 which is acceptable.

The researcher analysed and categorized all the errors committed by the respondents that served as bases in the formulation of the Strategic Intervention Material as an output of the study. A copy of this instrument appeared in Appendix K.

Great care was taken into consideration in choosing the raters. Criteria were based on educational attainment, field of concentration, and experience in teaching English writing.

Data collected were subjected to both basic and more complex statistical analyses. Research questions that merely require descriptive statistics (frequency count, percentages and average weighted mean) was done personally by the researcher, while the employment of more complex statistical treatments was done with the assistance of an accredited professional statistician who supervised and counter-checked the correctness in the use of the statistical tool and the register of the data for its analysis. The foregoing discussion relates the various data

treatments employed relative to each question in the research problem.

To answer problem number 1, frequency counts and percentages were used to describe and classify the students as to their profile variables. The data were collated and processed as such to be reflected in tables in the actual presentation of the findings in the pertinent section of this research outline to facilitate greater clarity and understanding on the part of the readers.

To answer problem number 2, the data obtained from the English writing proficiency test used average weighted mean. Five (5) raters checked the essay written by the respondents based on the criteria that were made to rate the essays in the written test to determine the performance on English writing along with content, mechanics, vocabulary, and grammar. The scores that were given by the five raters were averaged to determine the writing performance of the respondents. The performance on English writing of the students was measured by this scale indicator. To know the level of consistency among raters, the researcher used the Inter-rater reliability test was used. Cronbach's alpha is the statistical tool used to get the degree of agreement between and among the five (5) raters.

Performance on English Writing

Mean Range	Descriptive Equivalent
Below 2	Poor
3-4	Fair
5-6	Good
7-8	Very Good
9-10	Excellent

To answer problem number 3, Bivariate correlation analysis was used to test the relationship between the students' English writing performance and profile variables.

To answer problem number 4, t-test was used to get the significant difference in the English Writing Performance of the Grade 11 Students across age and most preferred reading material read at home.

To answer problem number 5, the results of the study were used to develop an output specifically, writing activities to enhance the English writing performance of the respondents.

VI. RESULTS AND DISCUSSION

PROFILE OF THE GRADE 11 STUDENTS

Table 1 shows the profile of the students which includes age, sex, parents' educational attainment, monthly family income, most preferred reading material read at home and type of school Junior High School completed from.

Age

It can be gleaned from the next table that out of the 70 respondents, 20 or 28.6 percent fall under the age bracket of 16 and below, 47 or 67.1 percent register under the bracket of 17-19, three or 4.3 percent is placed under the age bracket of 20 years and above. The result corroborates to Salvador's et.al (2015) study; he conducted study to determine the performance of College students in writing. Majority of the respondents belong to ages 16 to 20 years old as young adult students.

Table 1			
Profile of the Grade 11 Students of Malasiqui National High School			
Profile	Level	F	%
Age	16 and Below	20	28.6
	17 – 19	47	67.1
	20 and Above	3	4.3
Sex	Male	26	37.1
	Female	44	62.9
Father's Educational Attainment	Post Graduate	2	2.9
	College Graduate	7	10.0
	College Undergraduate	1	1.4
	High School Graduate	31	44.3
	High School Undergraduate	10	14.3
	Elementary Graduate	11	15.7
Mother's Educational Attainment	Elementary Undergraduate	8	11.4
	Post Graduate	1	1.4
	College Graduate	4	5.7
	College Undergraduate	5	7.1
	High School Graduate	28	40.0
	High School Undergraduate	13	18.6
Monthly Family Income	Elementary Graduate	12	17.1
	Elementary Undergraduate	7	10.0
	7,890 and Below	46	65.7
Most Preferred Reading Material Read at Home	P7891-P15,780	19	27.1
	P15,781-P31,580	5	7.1
	Magazines	10	14.3
Type of School Junior High School Completed	Dictionary	5	7.1
	Academic Books	6	8.6
	English Stories	8	11.4
	Newspapers	6	8.6
	Walt pad	35	50
Type of School Junior High School Completed	Public	68	97.1
	Private Non-Sec	2	2.9

Sex

The table also reveals the distribution of the students in terms of sex, which shows 26 or 37.1 percent are male and 44 or 62.9 percent are female. The extent of data obtained reveals that majority of the respondents are female. According to Philippine Statistics Authority (2018), the population of the Philippines is dominated by the female group. It is also cited in the study of Adriano (2008) that females dominated the males as concerned to their population and achievements in school.

Father's Educational Attainment

It can be gleaned from the table that of 70 respondents, two or 2.9 percent of them have fathers completed post graduate, seven or 10 percent of them have fathers attended and finished college, one or 1.4 percent who have attended, at most, some years in college but have not graduated in his degree, 31 or 44.3 percent of them have fathers who are, at most, high school graduates, ten or 14.3 percent of them have fathers who have attended some years in high school but not graduated, 11 or 15.7 percent of them have fathers who are elementary

graduate, and eight or 11.4 percent of them have fathers who have attended elementary but not graduated. This indicates that majority of the respondents fathers are high school graduate.

Mother's Educational attainment

As it appears in Table 1, one or 1.4 percent of them is a post graduate, four or 5.7 percent of them have mothers who are college graduate, five or 7.1 percent of them have mothers who are, attended some years in college but not graduated in their degree, 28 or 40 percent of them have mothers who are, at most, high school graduates, 13 or 18.6 percent of them have mothers who attended some years in high school but not graduated, 12 or 17.1 percent of them have mothers graduated in elementary, and seven or 10 percent of them have mothers who attended some years in elementary but not graduated. Results show that majority of the respondents' mothers are high school graduate.

Monthly Family Income

Table 1 reflects that, 46 or 65.7 percent of the respondents belong to families with a monthly family income earnings of below P 7,890, 19 or 27.1 percent of them belong to families whose monthly earnings are bracketed within P 7,891 – 15, 780, while a marginal of 5 or 7.1 percent belong to families with a monthly income ranging from P 15, 781 – 31, 560. While this study did not inquire further on the number of the members of the respondents' household so as to approximate the ratio of the family income over its beneficiaries within the family. The extent of the data obtained still reveals the larger majority belonging to the below average of income as to the income bracketing system established in the study.

Most Preferred Reading Materials Read at Home

As shown in Table 1, ten or 14.3 percent of the respondents read magazines, five or 7.1 percent of the respondents read dictionary, six or 8.6 percent of them read academic books, eight or 11.4 percent of them read English stories, six or 8.6 percent of them read newspapers, and 35 or 50 percent of the

respondents most preferred to read watt pad at home. This implies that majority of the respondents are reading watt pad during their vacant time at school and free time at home. They expressed their great desire in reading watt pad for entertainment. Watt pad is a global sensation in young adult literature. According to Allen Lau, Wattpad's co-founder (2016), it started as a mobile reading application which allowed people to share their writings. Lau believed that the younger generation are at such an age where they are more perceptive to new ideas and new concepts, and that's why it started taking off. As a social platform, watt pad grew through word of mouth between teenagers in several countries around the world. There are 25 million others also read and write on website, collectively having uploaded 40 million stories and spending a total of 41nb minutes on the website. Based on the given findings, this indicated that aside from watt pad, there are various reading materials students can avail whenever they are at home.

Type of School Junior High School Completed From

It can be gleaned from the table that 68 or 97.1 percent of the respondents are completed their Junior High School education in public schools and only two or 2.9 percent of the respondents completed in private non-sectarian school. It was found out that majority of the respondents came from public schools. The analysis further finds support in the study of Salem (2001) with regards to English Proficiency revealed that students who graduated from the private secondary schools have higher proficiency than those graduated from the public secondary schools.

PERFORMANCE OF THE STUDENTS ON ENGLISH WRITING

Table 2 presents the performance of the students on English writing.

Table 2.1
Performance of Students on English Writing
N=70

Score Range	Description	Mechanics		Vocabulary		Content		Grammar	
		F	%	F	%	F	%	F	%
9-10	Excellent	0	0	0	0	0	0	0	0
7-8	Very Good	0	0	0	0	1	1.4	5	7.1
5-6	Good	40	57.1	51	72.9	55	78.6	3	4.3
3-4	Fair	29	41.4	19	27.1	14	20.0	62	88.6
2 and Below	Poor	1	1.4	0	0	0	0	0	0
Overall Mean		5.13		5.34		5.61		3.75	

Mechanics. As indicated in the table, the score range 9-10 (excellent), 7-8 (very good), 5-6 (good), 3-4 (fair) and 2 and below means (poor). As Table 2 shows, none of the respondents got excellent and very good, 40 or 57.1 percent of the respondents are good, 29 or 41.4 percent of the respondents are fair, one or 1.4 percent of the respondent is in poor. The overall mean in mechanics is 5.13 which means in “good” performance. Data reveal that majority of the respondents are good in spelling, margining, indention, punctuations and capitalization.

Vocabulary. As Table 2 reflects, none of the respondents are in very good and excellent, 51 or 72.9 percent of the respondents are good, 19 or 27.1 percent of the respondents are fair, and none of them are poor. The overall mean in vocabulary is 5.34 which means in “good” performance. This shows that majority of the respondents are good in choosing appropriate words in writing compositions.

Content. As gleaned in Table 2, none of the respondents is excellent, one or 1.4 percent of the respondents is very good, 55 or 78.6 percent are good, 14 or 20 percent of them are fair and none of them is poor. The overall mean in content is 5.61 which means in “good” performance. This implies that most of the respondents are good in organizing their thoughts and ideas and able to follow the content and organization of the essays.

Grammar. As data reveal in Table 2, none of the respondents are in excellent performance, five or 7.1 percent of them are very good, three or 4.3 percent of them are good, 62 or 88.6 percent of them are fair, and none of them is poor with the overall mean 3.75 which means in “fair” performance. This shows that majority of the respondents have a fair performance in grammar. Most of them are fair in using tenses, subject-verb agreement, parallelism and transitional aids.

Table 2.2 shows the descriptive statistics of the students’ performance on English writing proficiency test.

As gleaned in the next table, the minimum score of the respondents in all performances along mechanics, vocabulary, content and grammar is 3.32 which indicate that the performance is “fair”. However, the maximum score of the respondents in all competencies is 6.50 which is at “very good” performance. The overall mean of scores is 4.95. This implies that the overall performance on English writing of the Grade 11 students is “good”.

Table 2.2

**Descriptive Statistics of the Students’
Performance on English Writing
N=70**

Descriptive statistics	Overall Mean Score
Minimum	3.32
Maximum	6.50
Mean	4.95
95% Confidence Interval	
Lower Bound	4.80
Upper Bound	5.10
Standard Deviation	0.63
Skewness	-0.04
Std. Error(skewness)	0.29
Kurtosis	-0.07
Std. Error(kurtosis)	0.57

^{ns}Not significantly skewed/platykurtic

Furthermore, the Skewness and kurtosis were tested to be not statistically significant. This means that the assumption for symmetry is

acceptable and the mesokurtic condition can be safely assumed. Both symmetric and mesokurtic conditions are attributes of the normally distributed scores.

Figure 2 Histogram on the Performance of students on English writing.

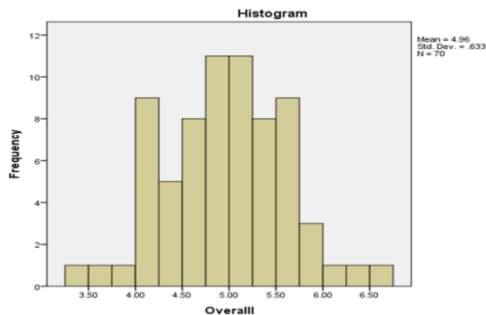


Figure 2 Histogram on the Performance of students on English writing.

Figure 2 shows the histogram that indicated the students' visual performance on English writing. The graph is in the normal curve which implies that the performance of the students in English writing may range from 4-6 which is at the "good" performance.

RELATIONSHIP BETWEEN THE PROFILE VARIABLES OF THE STUDENTS AND THEIR PERFORMANCE ON ENGLISH WRITING

Table 3 presents the relationship among the categories of the profile variables such as age, sex, father's educational attainment, mothers' educational attainment, monthly family income, most preferred reading material read at home and type of school Junior High School completed from. It also shows the correlation value and significance value on the correlation test. The test was performed using .05 level of significance and the hypothesis was tested in null form.

Table 3

Relationship Between the Profile Variables of the Students and their Performance on English Writing

Profile	Level of English Writing Competencies	
	r	Sig.
Age ^b	-0.213*	0.039
Sex ^a	0.039	0.343
Father's Educational Attainment ^b	-0.025	0.418
Mother's Educational Attainment ^b	-0.12	0.162
Monthly Family Income ^b	-0.022	0.429
Most Preferred Reading Material Read at Home ^c	0.437	0.086
Type of School Junior High School Completed ^c	0.057	0.892

Note: ^aPoint Biserial, ^bSpearman, ^cContingency Coefficient, *Significant at 5%

As data reveal in Table 3, age was found to be significantly ($p=.039$) and negatively related with Performance on English Writing. Therefore the null hypothesis is rejected and we can say that there is a significant relationship in the performance across age.

This implies that the age of the respondents has correlation value of -0.213 and the descriptive equivalent is low. This means that the age of the respondents affect their performance in English writing. The fact, that the result is inversed and unexpected. Students whose age ranges from 16-19 years old should be more enhanced and developed in writing; the result says otherwise, it is because some of the respondents who stopped from schooling for years and later have decided to go back in school. This result explains the inversed result of the study regarding age.

No other profile variables were found to be significantly related with the students' performance. Therefore, we can easily accept the null hypothesis since the level of significance is lesser than the significance value.

DIFFERENCE IN THE ENGLISH WRITING PERFORMANCE OF THE GRADE 11 STUDENTS ACROSS AGE AND MOST PREFERRED READING MATERIAL READ AT HOME

Table 4 on the next page presents the significant difference in the English writing performance of the Grade 11 students across age and most preferred reading material read at home.

Table 4

Difference in the English Writing Performance of the Students across Age and Most Preferred Reading Material Read At Home				
Profile ^a	Category	Mean	t _c	Sig.
Age	16 and Below	5.19	2.03*	.046
	17 and Above	4.86		
Most Preferred Reading Material Read at Home	Printed	4.85	-	.171
	Watt pad	5.06	1.38 ^{ns}	

Note: ^aCategories were merged due to minimum number of cases to some categories,

*Significant at 5% level, ^{ns}Not Significant

As gleaned in the Table 4, significant differences across categories of age based on t computed value of 2.03 with a significance value of .046 which is less than the level of significance of .05. Based on the value of the mean, age 16 and below performs better than those student aged 17 and above.

In contrast, significant differences across categories of most reading material read at home that was categorized in printed reading material

and watt pad based on t computed value of -1.38ns. and with a significance value of .171 which is more than the level of .05. This implies that there is no significant difference in the English writing performance of the students across most preferred reading material read at home.

THE PROPOSED ACTIVITIES TO ENHANCE THE ENGLISH WRITING PERFORMANCE OF GRADE 11 STUDENTS

Table 5 on the next page displays the grammar errors committed by the respondents which became basis of the development of the proposed writing activities to enhance the English writing of the Grade 11 students.

Table 5
GRAMMAR ERRORS COMMITTED
N=70

Rules	E	%
1. Subject-Verb Agreement	33	47.14
2. Verb Tenses	30	42.86
3. Spelling	21	30
4. Use of Pronoun	16	22.86
5. Infinitives	15	21.43
6. Use of Adjective	11	15.71
7. Use of Preposition	10	14.29
8. Vocabulary-Diction	6	8.57
9. Use of Adverb	4	5.71
10. Punctuations	4	5.71
11. Capitalization	3	4.29
12. Use of Nouns	2	2.86
13. Article	2	2.86
14. Parallelism	1	1.43
15. Transitional side	1	1.43

Table 5 shows that regarding grammar, respondents were committed errors in subject-verb agreement with 33 or 47.14 percent, 30 or 42.86 percent in verb tenses, and 16 or 22.86 percent in the use of pronouns.

The following are samples of sentence errors in subject verb agreement which were committed by the respondents.

Student 8: "Some people does not use their smart phone in a good way."

Student 20: "She don't want to spend her time in resting."

Student 21: "She do everything."

As the researcher analysed the given sentence errors, the most common error committed by the respondents is the use of “do verbs.” This is under subject-verb agreement using to do as an action verb. In the sentence “Some people does not use their smart phone in a good way.” and “She do everything.” The respondents were committed errors in giving the correct verb in the sentence. The subject “some people” is plural so, it takes plural verb “do” and “she” as singular subject requires to have “does” a singular verb. Following the most common rule in subject-verb agreement that if the subject is plural, it takes plural verb but if the subject is singular, then the verb should also be singular.

It is also common to use do, does and did as auxiliary verbs (or helping verbs) together with another verb in its base form. This is used to create negative sentences, questions, or for adding emphasis. In sentence “She don’t want to spend her time in resting” violated the common rule that “she” as a singular subject requires to have a singular verb “doesn’t.”

The following are samples of sentence errors in verb tenses which were committed by the respondents.

Student 58: “I have not know the price of bread.”

Student 29: “When I am childhood, I promise to myself that someday I became a good and successful teacher.”

Student 66: “I will loving and caring them until they are old.”

The present perfect tense is oddly named because it is used to describe actions that began in the past. However, it is different from the simple past tense because quite often the actions being described are still continuing into the present. In the sentence, “I have not know the price of bread.” The error is the word “know”. The supposed verb for the sentence is “known” which agrees to the rule that present perfect tense has or have should be with the past participle (has or have + past participle.)

Another sentence with error is “When I am childhood, I promise to myself that someday I became a good and successful teacher.” The words I am childhood and became are errors committed in verb tense. There are types of verb tenses and some of them are simple past tense and simple future tense. The simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. The sentence begins with “When I am childhood,” it can be “When I was a child,” or “When I was little,” Be verbs (are am, are, is, was, were, been and being). “Be” verbs indicate a state of being. Since the respondent talked about a past event, it should be in past form. Likewise, the word became should be in future tense “will become” for the hint word “someday”, meaning it will just happen. The simple future refers to a time later than now, and expresses facts or certainty and finally, with the sentence “I will loving and caring them until they are old.” The verb should be “will love and care” and are is changed to “get”. The proper sentence should be “I will love and care them until they get old.” Remember the simple future (will or shall + base form of verb).

The following are the sentences with pronoun errors.

Student 42: “In this summer vacation me and family because I want travel and enjoy my vacation.”

Student 55: “To avoid our early pregnancy, we need to know your limitation to protect yourself.”

Student 48: “One guy came to there house.”

Pronouns have three cases: nominative (I, you, he, she, it, and they), possessive (my, your, his, her, and their), and objective (me, him, her, him, us, and them). In the sentence of student 42, the subject should be “I” rather than “me”. Since the respondent talked about their family vacation, the proper pronoun should be “our”. Moreover, in student 55 sentence, the word our should be deleted and changed “your” to our; put an s to

the word “limitation” and change “yourself” to “ourselves”. The sentence should be “To avoid early pregnancy, we need to know our limitations and to protect ourselves.”

Lastly, student 48 was committed an error using the word “there” that is supposed to be “their”. To master the differences between there and their, keep these simple rules: a.) There is a noun, an adverb, a pronoun, or an adjective, but it does not show possession. Only the word their (not there) shows possession. b.) Their is almost always followed by a noun. That is not true of the word “there,” which often stands alone as noun or pronoun.

On the same table, under mechanics, spelling has 21 or 30 percent errors committed, punctuations with 4 or 5.71 percent and capitalization with 3 or 4.29 percent committed errors.

These are sentences with misspelled words, improper punctuation and capitalization.

Student no. 19: “Off course, I’d finish my studies.”

Student no. 24: “Its so hard to understand why mother and father is not

here in my side.”

Student no. 24: “Its so hard to accepting that he is dead.”

Respondent no. 19 misspelled the word “of course” to “Off course” which can create another meaning. Likewise, student no. 24 was committed error in giving correct punctuation. Its, without an apostrophe, is the possessive of the pronoun it. It’s, with an apostrophe, is a contraction of it is or it has. So the correct word should be “It’s.”

These sentence errors which were committed by the respondents were the bases in the formulation of the proposed writing activities which is the output of the study that would enhance the students’ English writing performance. The learning material is attached in Appendix L.

The Strategic Intervention Material (SIM) has been developed by the researcher as an output based on her research findings. It can serve as an enhancement material to deepen the knowledge and understanding of Grade 11 students on grammar and mechanics. The parts include Guide, Activity, Assessment, Enrichment, Answer, and Reference Cards. Also the SIM has been made as handy resource material for easy access.

V. CONCLUSIONS AND RECOMMENDATIONS

This study dealt on the English writing performance of Grade 11 students who were enrolled in Reading and Writing subject for the second semester of the academic year 2017-2018.

This research problem presupposed addressing several research questions in which pertinent data were obtained using the adopted compositions from the study of Adriano (2008) and rated holistically using a scoring rubric patterned after Laura Karl and Laurie Stevens Assessment Instrument (2002) for student’s writing performances. The data gathered were subsequently analysed using the appropriate statistical tools, of which the details of the results were tabulated and interpreted in the previous chapter. The following provides a summary of the salient points of the research findings:

1. **Profile of the Grade 11 Students**

Age. Of the 70 respondents, 20 or 28.6 percent are aged 16 and below, 47 or 67.1 percent are aged 17-19 years old, three or 4.3 percent are aged 20 years old and above.

Sex. Twenty-six or 37.1 percent are male and 44 or 62.9 percent are female.

Parents’ Educational Attainment. Two or 2.9 percent of the respondents’ fathers and one or 1.4 percent of their mothers are post graduates; seven or 10 percent of the respondents’ fathers and four or 5.7 percent of their mothers are college graduates; one or 1.4 percent and five or

7.1 percent of the respondents' fathers and mothers are college undergraduates; 31 or 44.3 percent and 28 or 40 percent of the respondents' fathers and mothers are high school graduates; ten or 14.3% of their fathers and 13 or 18.6 percent of their mothers are high school undergraduates; 11 or 15.7 percent of the respondents' fathers and 12 or 17.1 percent of their mothers are elementary graduates and eight or 11.4 percent of the respondents' fathers and seven or 10 percent of their mothers are elementary undergraduates.

Monthly Family Income. Majority of the students 46 or 65.7 percent belong to families with "below average family income" (P 7, 890 and below) 19 or 27.1 percent belong to families with monthly family income of P 7,891 – 15, 780 (low income but not poor), and five or 7.1 percent belong to a family with a monthly family income of P 15, 781 – 31, 560 (lower middle income).

Most Preferred Reading Material Read at Home. Ten or 14.3 percent preferred to read magazines, five or 7.1 percent read dictionary, six or 8.6 percent read academic books, eight or 11.4 percent read English stories, six or 8.6 percent read newspaper, 35 or 50 percent of them read watt pad.

Type of School Junior High School Completed from. Majority of the respondents completed their Junior High School from public schools with 68 or 97.1 percent and two or 2.9 percent of them are completed in a private non-sectarian school.

2. Students' Performance on English Writing

At an average, the students have a "good" performance in mechanics as indicated by the overall mean ratings obtained from the writing proficiency test which is 5.13. Same with the vocabulary, with the overall mean rating 5.34. The students also have a "good" performance in content with the overall mean rating of 5.61 and finally, the respondents have a "fair" performance in grammar with 3.75 overall mean.

The histogram which indicates a normal curve implies that, the performance level of the students in English writing may range from 4-6 which at the "good" level.

In addition, the minimum score of the respondents in all performances along with mechanics, vocabulary, content and grammar is 3.32 which is at "fair" performance. However, the maximum score of the respondents is 6.50 which is at "very good" performance. The overall mean of scores in all performances is 4.95. This implies that the performance on English writing of the Grade 11 students is "good".

Finally, the inter-rater reliability result is .720 which is acceptable. This implies that there is consistency among 5 raters in giving ratings to the students' writing performances.

3. Relationship Between the Profile Variables of the Students and Performance on English Writing

Only age was found to be significantly ($p=.039$) and negatively related with performance on English writing. No other profile variables were found to be significantly related with the students' performance.

4. Difference in the English Writing Performance of the students Across Age and Most preferred Reading material read at home

Significant differences across age based on t computed value of 2.03 with a significance value of .046 which is less the level of significance of .05. Based on the value of the mean, age 16 and below performs better than those student aged 17 and above. There is significant difference in the English writing performance of the Grade 11 students across age.

In contrast, significant differences across most reading material read at home in printed reading material and watt pad (online reading application) based on t computed value of -1.38ns. and with a significance value of .171 which is more the level of .05. This implies that

there is no significant difference in the English writing performance of the students across most preferred reading material read at home.

5. Proposed enhanced written activities for Grade 11 students

The proposed writing activities are for Grammar and Mechanics. The developed Strategic Intervention Materials (SIMs) contained topics and writing activities that can strengthen students' performance on English Writing. A SIM on Grammar which has fair performance with overall mean 3.75 and another SIM on writing Mechanics which has good performance but has 29 or 41.4 percent of respondents fair performance.

CONCLUSIONS

Based on the results of the investigation, the following conclusions are drawn:

1. Majority of the respondents belong to young adults, female dominated and whose parents are high school graduates and have low income. Most of the respondents prefer watt pad as their reading material and have completed Junior High School in public.
2. The English writing performance of the Grade 11 students is good.
3. The profile variable age is significantly related with the English writing performance of the Grade 11 students.
4. The profile variable most preferred reading material read at home has no significant difference in the English writing performance of the Grade 11 students.
5. From the results of the study, the researcher made a Strategic Intervention Material (SIM) for the enhancement of the performance of students in the area of writing.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are hereby offered:

1. The teacher should use variety of reading materials aside from watt pad, like newspapers, magazines, and academic books for both young and old that would help students develop more effective compositions and engage them in several reading and writing activities.
2. Instruction must give emphasis on grammar exercises and drills focused on the subject-verb agreement specifically on "do verbs", verb tenses and pronouns that would enhance the knowledge and ability of the students to use proper grammar in writing compositions. Likewise, there should be more relevant activities in the writing mechanics that can enhance students' ability on spelling, punctuations and capitalization to write more cohesive and proper compositions.
3. The results of the study may form the bases for the proposed writing activities which should fit the age levels of the students.
4. The proposed writing activities may be used by the school administrators and teachers in teaching English writing activities inside the classroom and in other related areas.

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