Learning Activity Sheets in Scaffolding the Students' Writing Skills in English

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Abstract— Writing skills are one of the undeveloped abilities among students in learning English. This study aimed to determine the effectiveness of LAS (Learning Activity Sheets) in scaffolding the Grade 12 HUMSS students' writing skills. A true experimental design with randomized pretest and posttest was used, involving forty (40) students. The data was collected using the survey questionnaire and prewriting and post-writing activities and was analyzed using mean, standard deviation, percentage, and t-test. The findings revealed that LAS quality was high, with adequate pre- and post-writing skills in both control and experimental groups. The experimental group (using LAS scaffolding) exhibited significant improvement in content, structure, organization, vocabulary, grammar, and mechanics, and the control group (conventional approach) showed notable progress. The mean gain ratings for writing skills do not differ significantly between the two groups. This study concluded that the LAS quality is high and provides sufficient standard requirements that are relevant and acceptable for enhancing students' writing skills. Students' writing activities possessed good content, vocabulary, and mechanics skills.

Keywords— English language learning, learning activity sheets, scaffolding, senior high school, writing skills

I. INTRODUCTION

Writing ability is essential to everyone as it determines success. However, many students need help writing, especially in English. Common challenges include time constraints, lack of knowledge of structure and terminology in English, and difficulty with tasks. Using the Learning Activity Sheets (LAS), scaffolding is an effective approach to developing writing skills as it provides structured support through clues, modeling, encouragement, and example-giving (Al-Roomy, 2016). This method helps students become more autonomous in learning writing skills (Padmadewi & Artini, 2018). However, issues like ineffective ESL textbooks and lack of standardized writing instruction techniques contribute to persistent writing difficulties, as students often memorize and recall paragraphs without fully understanding the writing process (Hasan & Karim, 2019).

The Philippines English Proficiency Index (EPI) has dropped from 14th in 2018 to 20th in 2019 and 2022, indicating a decline in student competency. The country's English Proficiency Index (EPI) raises concerns in the education sector about addressing the issues immediately (Valderamma, 2019).

Studies on LAS primarily focused on invention-based design, contextualization, outdoor learning, guided inquiry learning models, knowledge competency of students, interactive multimedia, extending learning model, critical thinking skills, development and validation, utilization, grade distribution, scientific approach, and achievement on English subjects (Gerodias, 2023; Lacsa, 2022; Cantonjos & Janer, 2022; Gecobe & Rogel, 2022; Cajayon & Benavides, 2022; Andayani et al., 2021; Nurlaila & Lufri, 2021; Sayekti & Madjdi, 2021; Bariyah et al., 2018; Sukarmin et al., 2018; Wiratman et al., 2019; Simbolon et al., 2018). These studies heavily concentrated on other

fields like science and medicine and very few on language teaching. However, limited studies on LAS include scaffolding techniques to enhance students' writing skills.

T'boli National High School senior high school students struggle with writing skills in English and Filipino, particularly in paragraph construction and writing exercises based on the quarterly assessment. This difficulty is partly due to the modular learning approach during the COVID-19 pandemic. To address the learning gap caused by the pandemic, the DepEd South Cotabato Division developed contextualized LAS and simplified learning sheets to aid distance learners. These materials, created by selected teacher-writers and thoroughly evaluated, address the learning gaps (DepEd South Cotabato, 2023). However, studies have yet to be conducted to assess the usefulness of using LAS to scaffold students' writing skills.

Citing the above problems on students' writing skills difficulties and challenges, the researcher is interested in studying scaffolding writing skills using the LAS. The researcher is passionate and competent in conducting the research study utilizing the LAS as scaffolding in writing skills in English of Grade 12 HUMSS. Thus, the study contributed to the existing literature and filled the gaps in the lack of literature that backs up the students' writing skills using the LAS as a scaffolding technique.

This study determined the effectiveness of Learning Activity Sheets (LAS) in scaffolding the Grade 12 HUMSS students writing skills. It answered the following questions:

1. What is the level of LAS quality in terms of:

     1.1 concept presentation,

     1.2 examples, and

     1.3 activities?

2. What is the level of writing skills in English of Grade 12 HUMSS in Pre-Writing and Post-Writing activities in the control and experimental group through scaffolding in terms of:

     2.1 content,

     2.2 structure,

     2.3 organization,

     2.4 vocabulary,

     2.5 grammar, and

     2.6 mechanics?

3. Is there a significant difference in the writing skills of Grade 12 HUMSS students as manifested by each group in Pre-Writing and Post-Writing activities in the control and experimental group in terms of:

     3.1 content,

     3.2 structure,

     3.3 organization,

     3.4 vocabulary,

     3.5 grammar, and

     3.6 mechanics?

4. Is there a significant difference between the mean gain scores in the writing skills of the control and the experimental group?

Hypotheses

The alternative hypotheses of this study were tested at a 0.05 level of significance:

Ha1.There is no significant difference in the writing skills of Grade 12 HUMSS students as manifested by each group in Pre-Writing and Post-Writing activities in the control and experimental groups regarding content, structure, organization, vocabulary, grammar, and mechanics.

Ha2. There is no significant difference between the mean gain scores in the control and experimental groups' writing skills.

II.   METHOD

2.1 Participants

The respondents were forty (40) Grade 12 HUMSS students at T'boli NHS, taking Creative Nonfiction as a specialized subject during the School Year 2023-2024. Using the fishbowl technique, the group was randomly assigned to two types of strategies, one for the experimental and another for the control group, to determine the writing skills and students' performance. The experimental group comprised 20 students who were assigned using the LAS as a scaffolding technique, and the control group, which had 20 students, was assigned using the conventional method. Although all students under experimentation enjoyed the same set of activities per class, only the target respondents' pre- and post-writing scores were recorded to measure the degree of change.

2.2 Data Gathering Instrument

The research study used a true experimental design with a random assignment of participants to determine the writing skills performance of Grade 12 HUMSS students using the LAS as scaffolding. To determine the level of LAS evaluation, the researcher adapted and modified the survey questionnaire from the 2020 DepEd SLM Evaluation Guide and DepEd Order 001, series of 2021. The researcher also evaluated the Learning Activity Sheets using the Master Teachers and students. A 5-point Likert

scale was used, with 5 corresponding to strongly agree, 4 to agree, 3 to undecided, 2 to disagree, and 1 to strongly disagree.

Moreover, this research used two writing tests: prewriting, which checked the similarity level of the two groups, and postwriting, which tested students' writing skills after the treatment. Students were asked to write a creative nonfiction essay (memoir or travelogue) using descriptive and narrative development methods, choosing one of the topics given before treatment (prewriting) and after treatment (post-writing) (Sidky, 2019). In 60 minutes, students needed to write an essay of about 200 words consisting of three parts: introduction, supporting, and concluding paragraphs. The researcher also explains how the essay was scored in constructing the direction. The study utilized a scoring guide developed by Jacobs and adjusted by Pablo et al. (2018) and Ardillah (2014) to assess the writing proficiency of SHS HUMSS students. The scoring system comprises six factors: language or grammar, mechanics, organization, vocabulary and word choice, content and concepts, and structure.

2.3 Statistical Treatment

The pre and post-writing data was tabulated and subjected to statistical treatments. In describing the level of LAS quality evaluation, mean, and Standard Deviation (SD) were used. The mean and standard deviation determined the experimental and control groups' pre- and post-writing skills. SD was utilized to identify the students' writing difficulties. Furthermore, to determine the significant difference in the prewriting and post-writing mean scores and the significant difference in writing skills in content, structure, organization, vocabulary, grammar, and mechanics, a t-test was used. A T-test was also used to compare the two groups' mean gain scores in writing skills.

III. RESULTS AND DISCUSSION

This section discusses the results, analyses, and interpretations of the data gathered to answer the study's objectives. The results are presented in the succeeding tables with corresponding discussions and explanations.

3.1 Level of LAS Quality

The first research problem determines the level of LAS quality based on its concept presentation, examples, and activities. LAS are learning materials for teaching creative nonfiction writing to Grade 12 HUMSS students, which English teachers, including the researcher, developed.

Table 1. Level of LAS Quality in terms of Concept Presentation

Indicators	Mean	SD	Verbal Description
All parts of the LAS are present and chronologically arranged.	4.55	0.60	Very High
Content is suitable to the student's level of development and understanding.	4.20	0.62	Very High
Objectives are congruent and aligned with the budgeted competencies.	4.15	0.37	High
Material contributes to the achievement of the subject area and grade/year level for which it is intended.	4.40	0.60	Very High
Concepts, examples, and activities are clear to the target user.	4.10	0.55	High
Section Mean	**4.28**	**0.55**	**Very High**

Table 1 shows the level of LAS quality in terms of its concept presentation, which is generally rated as Very High (M=4.28, SD= 0.55). The results indicate that the evaluators evaluated the LAS with Very High quality in presenting the concepts, arranged from the introduction to the assessment, to reflect students' understanding and intended to achieve the students' outcomes. Furthermore, the findings concluded that the LAS has a clear and logically structured presentation of concepts, making it a valuable tool for teachers to scaffold writing skills.

In particular, all parts of the LAS are present and arranged chronologically, which is very high (M=4.55, SD=0.60). Conversely, the high LAS concepts, examples, and activities are clear to the target user (M=4.10, SD=0.55). This means evaluators have found that the LAS is conceptually arranged in all its parts.

The findings align with Salandanan's (2018) ideas, highlighting the importance of clear concept presentation and organization in LAS. The logical and smooth flow of ideas, which aligns with the learner's experiences, provides the learner with progressive understanding and skills. Cajayon and Benavide (2022) also suggest that clear directions in learning activity sheets ensure students completely understand their goals.

Table 2. Level of LAS Quality in terms of Examples

Indicators	Mean	SD	Verbal Description
Examples demonstrate the concept.	4.35	0.49	Very High
The materials used are contextualized and localized so students can easily relate to them.	3.95	0.76	High
Examples are easy to follow.	3.85	0.67	High
Examples clarify or simplify the concept.	4.20	0.52	Very High
Realistic and appropriate.	4.05	0.51	High
Section Mean	**4.08**	**0.59**	**High**

Table 2 demonstrates the level of LAS Quality in terms of examples. Its mean suggested that examples are rated High (M=4.08, SD=0.59). The result indicates that the evaluators found out that the examples provided in the LAS possess high quality that established conceptual understanding, have clear goals, and are appropriate to the learning needs of students. The result implies that high-quality examples of LAS provide effective scaffolding for teaching writing skills through clear and simple examples during writing activities.

When taken individually, the LAS examples demonstrate that the concept is rated very high (M=4.35, SD=0.49). On the other hand, the LAS examples are easy to follow and obtained the lower score (M=3.85, SD= 0.67). The result means that the LAS is observed to be very high in the concepts, which have very high quality, while students find it stress-free to follow.

The present findings are relevant to Delos Reyes and Caballes's (2021) ideas, implying that the examples provided in the learning activity sheets provide rigorous preparation of learning experiences and high-quality learning examples that meet goals. These examples adhere to a design approach, and learning outcomes must be assessed during and after the activity to ensure that each example meets the required level of comprehension.

The level of LAS quality in terms of activities is presented in Table 3. The LAS activities are very high (M=4.21, SD=0.69). The result indicates that the activities included in the LAS have very high quality. The result means that the LAS provides simple and clear activities to help students develop their writing skills through critical and inquiry-based learning skills. The LAS allows teachers to facilitate teaching writing skills easily by having

adequate activities with clear goals and appropriate learning needs.

Table 3. Level of LAS Quality in terms of Activities

Indicators	Mean	SD	Verbal Description
Activities have the potential to arouse the interest of target students.	4.10	0.72	High
Activities are designed from simple to complex tasks.	4.25	0.64	Very High
Activities provide the development of high cognitive skills such as critical thinking, creativity, learning by doing, inquiry, and problem-solving.	4.25	0.64	Very High
Activities are designed to relate to students' personal experiences.	4.35	0.67	Very High
Activities measure the stated objectives.	4.10	0.79	High
Section Mean	**4.21**	**0.69**	**Very High**

When taken singly, activities related to students' personal experiences were rated very high (M=4.35, SD=0.67). Meanwhile, activities that can potentially arouse the interest of target students (M=4.10, SD=0.72) and activities that measure the stated objectives (M=4.10, SD=0.79) were rated high. This means that the activities provided are contextual based on students' experiences; however, the design of the activities was given the least priority in terms of students' interests and suitability to the objectives or competencies.

The result of the study supports Valenzona's (2022) idea that the activities in learning activity sheets are clear, consistent, and appropriate to the subject and objectives. Tasks should be clearly defined for both the teacher and student materials. The information is accessible to varied abilities and achievement levels while encouraging student interaction.

Table 4 exhibits the summary of the level of LAS quality. It can be noted that when taken as a whole, LAS quality is high (M=4.19, SD=0.61). The result means that LAS quality is high, providing sufficient standard requirements that are relevant and acceptable for students' needs to develop writing skills. The result implies that the LAS quality contains effective concept presentation and activities but requires more examples. It aids students in

developing their writing skills through scaffolding techniques. It also provides teaching materials for language teachers to use as scaffolding in writing skills.

Table 4. Summary of the Level of LAS Quality

Indicators	Mean	SD	Verbal Description
1. Concept Presentation	4.28	0.55	Very High
2. Activities	4.21	0.69	Very High
3. Examples	4.08	0.59	High
Overall Mean	**4.19**	**0.61**	**High**

On the other hand, concept presentation (M=4.28, SD=0.55) and activities (M=4.21, SD=0.69) are very high, while examples (M=4.08, SD=0.59) possess high quality. The result indicates that the LAS has a very high quality on concept presentation and activities compared to the examples provided.

The present findings elaborate on the concepts, content, and examples of the learning activities sheets transform the principles of teaching and learning for the teaching strategies, developmental activities, and evaluative measures that complement the contents. The examples ensure that target MELCs per quarter are sufficiently covered and aligned. The vocabulary used, sentence and paragraph structures and topics presented are coherent from the modules (DepEd, 2021).

3.2 Level of Writing Skills in English of Grade 12 HUMSS in Prewriting and Post-Writing Activities through Scaffolding

The second research problem exhibits the level of writing skills in English of Grade 12 HUMSS in Pre- and Post-Writing activities in the control and experimental groups through scaffolding. Scaffolding denotes helpful exchanges between the teacher and student to aid, access meaning, and master the tasks and concepts.

Table 5 demonstrates that learning writing skills can enhance students' writing abilities by assessing their performance based on specific criteria. Grade 12 students' prewriting skills (M=2.73, SD=0.73) and post-writing skills (M=3.26, SD=0.48) are Adequate, with acceptable and satisfactory content, structure, organization, vocabulary, grammar, and mechanics. However, there was a notable improvement in students' content, organization, and mechanics skills. The study indicates that effective writing requires quality content, coherent structure, proficient language use, grammatical accuracy, and attention to mechanical conventions. Structuring was

provided to improve these skills using the Zone of Proximal Development (ZPD) theory.

Table 5. Level of Prewriting and Post-Writing Activities through Scaffolding of Control Group

Areas	Skills	Mean	SD	Verbal Description
Content	Prewriting	3.10	0.85	Adequate
	Post-writing	3.75	0.44	Good
Structure	Prewriting	2.60	0.82	Adequate
	Post-writing	2.95	0.51	Adequate
Organization	Prewriting	2.75	0.85	Adequate
	Post-writing	3.45	0.60	Good
Vocabulary	Prewriting	2.70	0.66	Adequate
	Post-writing	3.15	0.49	Adequate
Grammar	Prewriting	2.65	0.49	Adequate
	Post-writing	3.05	0.39	Adequate
Mechanics	Prewriting	2.55	0.69	Fair
	Post-writing	3.20	0.41	Adequate
Overall	**Prewriting**	**2.73**	**0.73**	**Adequate**
	Post-writing	**3.26**	**0.48**	**Adequate**

When taken singly, among the skills students, the content skills were observed to be adequate (M=3.10, SD=0.85) during the pretest. Meanwhile, their writing improved to good (M=3.75, SD=0.44). In content skills, the Grade 12 students developed their ideas. The result indicates that the student's essay connects with the topics but overlooks certain aspects; concepts should be further elaborated, and unnecessary details should be eliminated. Additionally, the LAS can be used as scaffolding for students' writing activities, particularly content skills.

The students' organization skills in prewriting (M=2.75, SD=0.85) and postwriting (M=3.45, SD=0.60) are Good. The results suggest that students can improve their organization skills, as their outputs show adequate titles, introductions, and conclusions. Although the essay's body is acceptable, evidence and ideas need development. Moreover, the sequence is logical, but transitional devices may be absent and misused.

On the other hand, the lowest skill in the pretest is mechanics (M=2.55, SD=0.69), which means it is fair. Meanwhile, it has improved to adequate (M=3.20, SD=0.41). The findings indicate that while students adhere to general writing rules, their outputs contain errors.

Spelling issues distract readers, and punctuation mistakes hinder the clarity of ideas.

The data also show that structure skills obtained a low score in the posttest (M=2.95, SD=0.51), which was described as adequate. This result suggests that students use general writing principles but have errors, and spelling problems distract the readers. Moreover, function errors interfere with the ideas of their output.

The present findings are relevant to Pratiwi's (2016) idea that writing requires mastering grammatical, rhetorical, conceptual, and judging elements, requiring students to develop motivation to improve speed and fluency.

Table 6. Level of Prewriting and Post-Writing Activities through Scaffolding of Experimental Group

Areas	Skills	Mean	SD	Verbal Description
Content	Prewriting	2.95	0.94	Adequate
	Post-writing	3.65	0.93	Good
Structure	Prewriting	2.60	1.23	Adequate
	Post-writing	3.10	1.07	Adequate
Organization	Prewriting	2.70	1.08	Adequate
	Post-writing	3.30	1.17	Adequate
Vocabulary	Prewriting	2.75	1.12	Adequate
	Post-writing	3.40	0.99	Good
Grammar	Prewriting	2.60	0.99	Adequate
	Post-writing	3.10	0.85	Adequate
Mechanics	Prewriting	2.55	0.83	Fair
	Post-writing	3.50	0.83	Good
Overall	**Prewriting**	**2.69**	**1.03**	**Adequate**
	Post-writing	**3.34**	**0.98**	**Adequate**

Table 6 presents the experimental group's prewriting and post-writing activities using scaffolding. The data shows Adequate overall scores in the prewriting (M=2.69, SD=1.03) and post-writing (M=3.34, SD=0.98), indicating students' adequate writing skills using LAS as the scaffolding in writing activities. The results show that the Grade 12 students have sufficient writing skills to improve their vocabulary, strengthen grammar, and construct ideas through written expression. In this manner, the theory of cognitive process supports that students' constant practice in writing skills has developed their ability to think aloud while working and writing independently.

Moreover, students' content, vocabulary, and mechanics improved significantly in their posttest, with scaffolding techniques demonstrating an understanding of the subject matter through appropriate support. When taken singly, students' content skills scored high in prewriting (M=2.95, SD=0.94) and post-writing (M=3.65, SD=0.93) activities, indicating improvement from adequate to good after utilizing LAS as scaffolding. However, some points were missed, ideas could develop, and extra venous materials were present. Overall, the essay addressed some issues but needed improvement. The prewriting skills in vocabulary (M=2.75, SD=1.12) and postwriting skills in mechanics (M=3.50, SD=0.83) are Good, with a variety, okay register, and a "fairly concise" style. The margin is correct, and the paper is generally neat and legible, but writing conventions, punctuation, and occasional spelling errors must be developed.

On the other hand, students' writing mechanics were Fair in prewriting activities (M=2.55, SD=0.83) and improved to a Good level in the post-writing activities (M=3.50, SD=0.83), despite having the lowest score in the pre-writing activity. The result indicates that students' mechanic skills need help with writing conventions or punctuation. Furthermore, their written output has occasional spelling errors; the left margin is accurate, and the page is tidy and readable. Spelling issues distract the readers' focus, while punctuation mistakes disrupt the clarity of the ideas.

Meanwhile, students' post-writing grammar scores are low (M=3.10, SD=0.85), indicating Adequate skill. This suggests that their grammar skills possess ideas that readers can grasp. However, their grammar problems, such as run-on sentences and fragments, are noticeable and negatively impact communication.

The study reveals that structure, organization, and grammar remain the same description from prewriting to post-writing activities despite the minimal increase in the mean scores. Limited face-to-face or contact time and lack of time for learning and discussing writing skills contribute to poor performance in writing assignments; hence, structure, organization, and grammar skills need enough time to practice their writing skills. This study confirms Cantonjos and Janer's (2022) findings that students in the experimental group received passing grades using the identified topic. However, most grade 11 students performed poorly when utilizing LAS and needed to satisfy the lesson's requirements. The lack of time for learning and discussing writing skills lessons hinders students' poor performance in writing assignments. Hence, the study suggests students should recognize problems and consider alternative face-to-face instruction options (Lacsa, 2022). Moreover, the findings of the study align

with the ideas of Rembulan et al. (2016) that grammar is an essential part of the English language writing skills that teaches students how to put words in sentences correctly, which helps them to become proficient in speaking, reading, writing, and creating coherent sentences.

3.3 Significant Difference in the Writing Skills of Grade 12 HUMSS Students in Prewriting and Post-Writing Activities

The third research problem determines whether there is a significant difference in the writing skills of Grade 12 HUMSS students in Prewriting and Postwriting activities in the control and experimental groups, focusing on content, structure, organization, vocabulary, grammar, and mechanics. The control group indicates that the traditional way of teaching writing skills to the students was applied.

Table 7. Results of the t-test Analysis between the Prewriting and Post-writing Skills of the Control Group

Areas	Pre-writing	Post-writing	df	t-stat	p-value
Content	3.10	3.75	19	3.58	0.0020
Structure	2.60	2.95	19	2.10	0.0493
Organization	2.75	3.45	19	3.20	0.0047
Vocabulary	2.70	3.15	19	2.65	0.0158
Grammar	2.65	3.05	19	3.56	0.0021
Mechanics	2.55	3.20	19	4.33	0.0004
Overall	**2.73**	**3.26**	**19**	**4.02**	**0.0007**

Note: p<.05, significant

Table 7 reveals the results of the t-test analysis between the prewriting and post-writing skills of the control group. The results indicate that students' writing skills in pre- and post-activities of the control group showed a significant difference (t-stat=4.02, p=0.0007), which was less than 0.05 significance level. Thus, the alternative hypothesis is accepted, indicating a significant difference in the writing skills of Grade 12 HUMSS students, as shown in the control group's content, structure, organization, vocabulary, grammar, and mechanics skills in prewriting and post-writing activities.

The result implies that students' writing skills from pre- and post-writing activities display significant improvement in their writing skills, with an increase in mean scores using the conventional writing method.

When taken singly, content (t-stat=3.58, p=0.0020), structure (t-stat=2.10, p=0.0493), organization (t-stat=3.20, p-0.0047), vocabulary (t-stat=2.65, p=0.0158), grammar (t-stat= 3.56, p=0.0021), and mechanics (t-stat=4.33,

p=0.0004) which are less than @0.05 show significant difference. The findings support the overall results, suggesting a difference in students' writing skills in the pre and post-writing activities.

The current findings support the concept proposed by Ponsapan and Patak (2021), indicating that students lacked five critical writing elements: content, organization, vocabulary, language use, and mechanics, before implementing the treatment. Moreover, Calanoga (2019) conducted a second survey to determine the most prevalent writing errors, focusing on grammar and mechanics. The mechanics and grammar usage that students struggle with the most, which coincidentally also is the focus of an incidental lecture. Incidental teaching was given to the students to improve their inadequate proficiency with mechanics and grammar.

Table 8. Results of the t-test Analysis between the Prewriting and Post-writing Skills of the Experimental Group

Areas	Pre-writing	Post-writing	df	t-stat	p-value
Content	2.95	3.65	19	4.77	0.0001
Structure	2.60	3.10	19	3.68	0.0016
Organization	2.70	3.30	19	4.49	0.0003
Vocabulary	2.75	3.40	19	4.95	0.0001
Grammar	2.60	3.10	19	3.68	0.0016
Mechanics	2.55	3.50	19	10.78	0.0000
Overall	**2.69**	**3.26**	**19**	**2.26**	**0.0360**

Note: p<.05, significant

The results of the t-test analysis between the prewriting and post-writing skills of the experimental group are displayed in Table 8. Students' writing skills in pre and post-activities in the experimental group using the scaffolding techniques show a significant difference (t-stat=2.26, p=0.0360<0.05 significance level). Thus, the alternative hypothesis is accepted, and hence, there is a significant difference in the writing skills of Grade 12 HUMSS students in the experimental group in content, structure, organization, vocabulary, grammar, and mechanics both in prewriting and post-writing activities.

There is a significant change in students' writing skills before and after using LAS as a scaffolding technique in teaching writing skills. Thus, the findings reflect that LAS, as a writing scaffolding technique, significantly enhances students' writing skills and can be replicated by other language teachers as effective writing material. In

particular, when taken singly, content (t-stat=4.77, p=0.0010), structure (t-stat=3.68, p=0.0016), organization (t-stat=4.49, p-0.0003), vocabulary (t-stat=4.45, p=0.0001), grammar (t-stat= 3.68, p=0.0016), and mechanics (t-stat=10.78, p=0.0000) which are less than @0.05 show significant difference. The findings reveal differences in students' writing skills during pre- and post-writing activities.

Scaffolding, a combination of affective, metacognitive, and cognitive strategies, can help non-proficient students write much better, even though teaching writing to them can be difficult (Piamsai, 2020). Indeed, scaffolding instructions improve writing (Hasan & Karim, 2019). Structuring education prepares independent learning by providing continuous support and coaching, including scaffolding in writing through past knowledge, hints, examples, modeling, collaborative practice, and individual learning (Wadiana & Sabsiq, 2021).

3.4 Significant Difference between the Mean Gain Scores in the Writing Skills of the Control and the Experimental Group

The fourth research problem investigates the significant difference between the mean gain scores in the control and experimental groups' writing skills.

Table 9. Results of the t-test Analysis between the Mean Gain Scores in Writing Skills of the Control and Experimental Groups

Groups	Gained Scores	SD	Df	t-stat	p-value
Experimental	0.65	0.38	38	0.74	0.4632
Control	0.53	0.59			

Note: p<.05, significant

Table 9 presents the results of the t-test analysis between the mean gain scores in writing skills of the control and experimental groups. The mean gain scores of the writing skills in both control (Conventional method) and experimental (LAS Scaffolding) have no significant difference (t-stat=0.74, p=0.4632>@0.05). Thus, the alternative hypothesis, which states that there is a significant difference between the mean gain scores in the writing skills of the control and experimental groups, is rejected.

To amplify the results, traditional and scaffolding techniques in students' writing skills are the same. Furthermore, there are comparable results of the mean gain scores of the two groups in the writing guidelines on content, structure, organization, vocabulary, grammar, and mechanics. It can be concluded that students' writing skills in both groups significantly improved students' writing skills, with no significant differences observed between the two groups. However, scaffolding had a more significant impact on posttest performance. Spycher (2017) suggests that teachers should enhance students' writing skills by exposing them to academic writing styles, raising their awareness of writing conventions, and acquiring linguistic and rhetorical knowledge. Thus, scaffolding improves students' writing competence in descriptive text teaching through simple language, teacher-provided pictures, cooperative learning, and prior learning preparation (Pilu, 2015).

IV.   CONCLUSIONS

The LAS quality utilized by the teachers and students was high. It offers enough appropriate and appropriate standards to meet students' needs for learning writing skills. These standards include activities, high-concept presentations, and enough examples.

The grade 12 HUMMS students used strong language, mechanics, and topics in their writing activities. Their writing skills in language, structure, organization, and content are adequate and satisfactory. By focusing on crafting a purpose statement and providing the necessary support, the student's writing abilities using the scaffolding techniques show that they have a thorough comprehension of the material.

Students' writing skills from the control group's pre and post-writing activities display remarkable change due to the increase in their mean scores. Hence, the LAS is an effective scaffolding strategy for developing students' different skills in writing activities.

The mean gain scores in the writing skills of grade 12 HUMMS students, particularly on content, structure, organization, vocabulary, grammar, and mechanics, are similar for the control and experimental groups. Thus, employing the LAS as a scaffolding approach does not differ because the students' writing abilities in the control and experimental groups are the same.

Upon a thorough study of the findings, the study recommends enhancing the examples of Learning Activity Sheets by contextualizing and localizing in students' needs so students can relate easily. Senior High School teachers can use the LAS in creative nonfiction to enhance content, vocabulary, and mechanics. Setting a schedule for LAS use as a scaffolding technique is also recommended. School heads and DepEd officials may include other scaffolding techniques when conducting school-based seminars. The study was limited to the link between the

effectiveness of scaffolding techniques in LAS and writing skills in English; thus, another study may investigate other strategies to improve students' writing skills.

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