

# Writing Competence of Senior high School Students of Cebu Technological University: Intervention for Scientific Writing Development

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**Abstract**— *This study described the present phenomenon of the writing skills of the senior high school students of Cebu Technological University. English Teachers and Language students responded to the alteration and implementation of the new curriculum to reach the demand of the society to be competent in communication and dealing people in various purpose of communication. As the twenty-first century approaches, the demand for high calibre of teachers got more sophisticated in the sense that the landscape of education in the global village is changed. English is a crazy language, that can give somehow to students a haze insights on its illogical structure. Currently, learning in English language requires a great effort with commitment and passion and much practice in organizing ideas under the scope of writing mechanics. Hence, every school develops young people a love for learning in writing. Academics are important but they are not everything there. Currently, the use of English is more necessary because digital information is in the four corners of the world and embraces the dynamism of business-environment. Thus, this study screened the product of the students under the new curriculum in the K +12. This provided an intensive writing development programme for the remedy of the writing challenges of the learners. Other authorities claimed that the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing which is even challenging for second language learners. Writing is primarily a person to person communication and it enhances the command of speaking and communication in other areas of discipline.*

**Keywords**— *writing skills, digital information, business-environment, grammatical rules and global village.*

## I. INTRODUCTION

Within the recent years in the demand for the relevance of writing competence, the learners in the 21<sup>st</sup> century magnify the core of interest in facing the global challenge in this era of digital information brought about by

technology in the context of communicative competence. Learners of different schools emanate the silhouette expectations in grasping the wisdom through writing. It is very empirical that majority of the learners at this moment have difficulties in writing and communication. This is supported by Alfaki (2015) that writing allows students to see their progress and get feedback from the teacher, and also allows teachers to monitor students and diagnose problems encountered. Indeed, it is very important to guide them and provide a glimpse of knowledge and skills in order to alleviate these academic ailments. More than ever before, students have indicated a greater need for more practical courses than for theoretical ones (Alcantara et al., 2003).

According to Espina 2003 as cited in Arapoff (1975) stated, that writing is a thinking process which is characterized by a purposeful selection and organization of experience. Hence, learners go through a writing experience or activity that does not apply grammatical rules. By implication, learning to write, therefore, means selecting and organizing experience in accordance with a certain purpose. Based on the concept of writing as a thought process, the teacher of writing is concerned with developing in the learner ability to marshal his ideas in such away the topic should be relevant to his purpose, at the same time to present them in a coherent and logical order. Writing is primarily a person to person communication and it enhances the command of speaking and communication in other areas of discipline. According to Vikash (2016) scientific writing is a demanding task and many students need more time than expected to finish their research articles. The assessment of writing competence of the students can contribute.

One of the major purposes of writing assessment is to provide feedback to students. Hence, feedback is crucial in writing. The 2004 Harvard Study of Writing concluded, "Feedback emerged as the hero and the anti-hero of our study—powerful enough to convince students that they could or couldn't do the work in a given field, to push them

toward or away from selecting their majors, and contributed, more than any other single factor, to students' sense of academic belonging or alienation".

### Objectives of the Study

This study determined the effectiveness of writing competence of the Cebu Technological University Senior High School Students. Specifically, it aims to:

1. determine the learners' writing competence in terms of:
  - 1.1. Syntactic structures
  - 1.2. Lexicon
  - 1.3. Spelling;
  - 1.4. Capitalization and punctuations
2. create an intervention to develop the writing competency of CTU Senior High Schools Students

## II. CONCEPTUAL FRAMEWORK

This study adopted the Linguistic Composition Theory which played an important role in providing empirical research into the writing process and serving composition pedagogy. As composition theories, there is

some dispute concerning the appropriateness of tying these two schools of thought together into one theory composition. It is now the common problems in the writing competency in which the learners had have a poor performance in the third macro skills in English which is writing. Learning and developing writing skills are considered a difficult task (Younes, 2015). Academic writing requires conscious effort and much practice in organization, language use and writing mechanics. According to Bahloul (2007) as cited by Albalawi that the main cause of spelling errors and one that seems to cause most learners of English a big problem in developing their spelling proficiency is the irregularity of the English writing system. The irregularity appears to confuse learners from different language backgrounds, including native speakers. The main cause of this irregularity is that, as Henderson as cited in Bani (2015) indicates, there is no one-to-one correspondence between the written word and its pronunciation. Hildreth (1962) also attributes many of the spelling difficulties that most learners of English have to the "inconsistencies in English word structure".

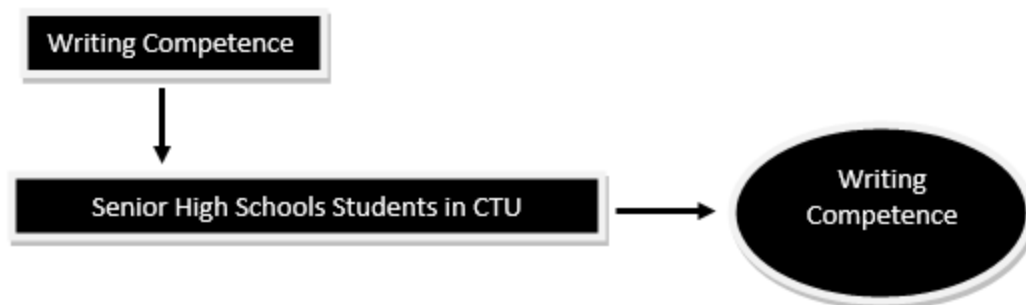


Fig.1: Conceptual Framework of the Study

### Significance of the Study

The result of this study is beneficial to the entrepreneurs of writing to wit: English teachers, senior high school students, researcher, and researchers.

**English Teachers.** The teachers would be benefited from the findings and output of this study as these would be used as basis for teaching the writing skills in simple manner. The findings would pave the way for in-depth study of the process of writing in order to facilitate a great writing product. The output of this study would allow the English teachers to create awareness on some ways in the development of writing skills through a creative methodology and techniques in dealing the delivery of the instructions in facilitating the writing competence to the 21<sup>st</sup> century learners. The teachers through the guidelines, would hopefully develop their own techniques and procedures in teaching writing with emphasis on the organization of ideas.

**Senior High School Students.** The output of this research would benefit the students in the writing a course, making the learning in the writing skills is fulfilling, thus, ultimately attaining comprehension on the development of writing. The findings of this study would develop and reawaken the interest and sense of enjoyment of every student towards what Galdon (2009) as cited in Arias 2012 identified as a significant human experience. This study would rekindle the inner chamber and cubicle of interest of every student's heart to understand the concept of writing as a means to combat any uncertainties they may encounter in their educational endeavour.

**Researcher.** in general, this study would be better appreciated, understood, and practiced by scholars. This study would simplify the most challenging skills in English, the writing. Writing skills are the foundation of expressing ideas through the organization of thoughts, unity of ideas and coherence of the paragraph in which students can see

the real meaning of the semantic pattern of every selection they wish to decode. This gives a wide range of skills in which the researcher can guide the students on how to develop the writing proficiency of the learner’s in the 21<sup>st</sup> century.

**Future Researchers.** This study will serve as an introductory reference for those English teachers that are aspiring to teach writing courses to students.

### III. METHODOLOGY

#### Research Design

This study used descriptive quantitative type of research to determine the writing competence of Cebu Technological University Senior High School Students. This study conducted in the different campuses focusing the area of writing competence. The gathered data was analyzed and interpreted

#### Sampling Technique

The participants of this study were the Senior High School Students of Cebu Technological University. The participants were identified through a purposive- random sampling technique on all senior high school students in Cebu Technological University. This guarantees that all possible samples that were taken from the population have the same probability of being chosen, which means, all the elements of the population have the same probability of being chosen.

#### Data Gathering Procedures

The researcher presented a letter of transmittal to the campus director of CTU external campuses. Thereafter, the researcher submitted a letter to the respective advisers asking assistance regarding the study. The respondents of this study were the senior high school in the respective campuses. After that, the researcher gathered the profile of

the respondents used in the study. The researcher explained to the respondents the significance of the study, its purpose, effects and its confidentiality. The students were instructed to write a composition of about 150-200 words. They were told to describe the student’s greatest responsibility. This composition was craft from the idea of the 17 Goals in Education in Sustainable Development by 2030 (ESD).The written outputs were assessed using the levels of assessment and proficiency in K+12 curriculum The levels of assessment and competency were **B-Beginning-** struggling or have not acquired; **D-Developing-** minimum and needs help; **AP-Approaching Proficiency-**Fundamental-with little guidance from the teacher; **P-Proficient-**Fundamental- Independent; and **A-Advanced-** Exceeding-Automatic and Flexible. (Dep.Ed. Order No. 31, S.2012). The output of this study is a monograph that would help the learners to develop and enhance their writings skills.

The writing was done inside the classroom. Thus, after knowing the purpose, the researcher secured a written consent and distributes the criteria in measuring the written output of the students (WAM) Writing Assessment Measure.

#### Research Instrument

This study used the WAM (Writing Assessment Measurement) as criteria to assess the written output of the participants. The WAM is based on the structure and format of the Wechesler Objective Language Dimensions Written Expression subset (WOLD, Psychological Corporation, 1996), with modified dimensions that incorporate descriptors from the National Curriculum writing attainment. This is designed to assess narrative writing in response to a written prompt.

#### Writing Assessment Measure (WAM)

#### Elements and Making Criteria

Writing Assessment Measure (WAM)	
TIME GUIDELINE: Prompt 1:15 minutes Prompt 2:15 minutes DISCONTINUE RULE: Stop the student after 15 minutes of writing	
Elements and Criteria	Circle Score
Handwriting	
<ul style="list-style-type: none"> <li>• Writing is consistent fluent and cursive</li> <li>• Clear, neat and legible and may show evidence of joining handwriting.</li> <li>• Handwriting may vary in shape and size and is beginning to develop consistency.</li> <li>• Handwriting is indecipherable or difficult to read.</li> </ul>	4 3 2 1

<p>Spelling</p> <ul style="list-style-type: none"> <li>Evidence of correct spelling of complex words containing prefixes/ suffixes or irregular words e.g. souvenir, destruction, and conscious.</li> <li>Attempts to spell some complex or polysyllabic words using visual or phonetic strategies, e.g. 'safariye' for safari, 'adventerous' for adventurous.</li> <li>Spells the majority of high frequency common words correctly e.g. inside, because, while.</li> <li>Spells some common monosyllabic words correctly (e.g. mum, cat, bird). Uses phonic strategies to attempt to spell high frequency common words e.g. 'grat' for great, 'fhun' for fun.</li> </ul>	4 3 2 1
<p>Punctuation</p> <ul style="list-style-type: none"> <li>Uses a range of punctuation to clarity structure and create effect (e.g. speech marks, dashes, brackets, apostrophes, commas to demarcate sentences.)</li> <li>Secure use of full stops and capital letters. Uses punctuation in addition to capital letters and full stops, the majority are used correctly (e.g. question mark, exclamations marks, commas in lists).</li> <li>Evidence of accurate use of capital letters and full stops, however few there are (e.g. Sentence finishes with a full stop and next sentence begins with a capital letter).</li> <li>Shows awareness of how full stops are used in writing.</li> </ul>	4 3 2 1
<p>Sentence Structure and Grammar</p> <ul style="list-style-type: none"> <li>Secure control of complex sentences. Understands how clauses can be manipulated for effect. Able to use conditional and passive voice (e.g. having watched him eat a dog biscuit, she felt sick)</li> <li>Beginning to write extended sentences including subordinators (e.g. if, so, while, when, after). The basic grammatical structure of sentences usually correct (e.g. usually consistent and correct use of tenses and nouns and verbs agree).</li> <li>Beginning to use other conjunction to create compound sentences (e.g. because, but, so, then) and may be using multiple clauses (still mixing up tenses).</li> <li>Writes simple sentences which include the conjunction 'and'</li> </ul>	4 3 2 1
<p>Vocabulary</p> <ul style="list-style-type: none"> <li>Demonstrates use of well-chosen vivid &amp; powerful vocabulary to create effect (e.g. verbs, adjectives, adverbs)</li> <li>Varied use of adjectives, verbs and specific nouns (e.g. delicious for nice 'sauntered for went/poodle for dog)</li> <li>Some selection of interesting and varied verbs e.g. jumped, compare, guess.</li> <li>Uses simple vocabulary, appropriate to content. Writing is composed of simple nouns and verbs e.g. look, went, go, play, see</li> </ul>	4 3 2 1
<p>Organization and Overall Structure</p> <ul style="list-style-type: none"> <li>Paragraphs are well organized, based on themes and provides a cohesive text for the reader (e.g. paragraphs, subheadings, logically organized events).</li> <li>Uses paragraphs to organize writing, showing an identifiable structure. May be short sections.</li> <li>Themes are expanded upon and linked together in a series of sentences</li> <li>Communicates meaning but may fit from idea to idea and any themes that are expanded are done so in sentence.</li> </ul>	4 3 2 1

Ideas	
<ul style="list-style-type: none"> <li>Ideas are creative and interesting in a way that engages the reader. Uses a range of strategies and techniques such as asides, comment, observation, anticipation, suspense, tension.</li> </ul>	4
<ul style="list-style-type: none"> <li>Ideas are imaginative and varied evidence of description detail about characters, settings, feelings, emotions, &amp; actions.</li> </ul>	3
<ul style="list-style-type: none"> <li>Ideas are developed to adding detail (e.g. is beginning to provide additional information or description beyond and simple list.)</li> </ul>	2
<ul style="list-style-type: none"> <li>Produces short sections of ideas which may be repetitive and limited in nature.</li> </ul>	1

**Research Participants**

The research participants of this study were the senior high school students of the different campuses of Cebu Technological University.

**Research Environment**

This study conducted in the following campuses, to wit: DaanBantayan, Tuburan, Carmen, Main Campus, Argao, Barili, and Moalbo-al.

**Results and Discussion**

Table.1: Scores and Level of Competence

Intellectual Composition: The Student's Greatest Responsibility		
School: Cebu Technological University		
Campus	Scores	Level of Competence
1	79	D-Developing
2	83	AP-Approaching Proficiency
3	78	D-Developing
4	79	D-Developing
5	80	AP-Approaching Proficiency
6	80	AP-Approaching Proficiency
7	81	AP-Approaching Proficiency

The table shows that three campuses, the level of competence of the writing competence of senior high school students were **D-Developing-minimum** and it needs help and four campuses, the level of competence of the writing competence of senior high school students were **AP- Approaching Proficiency – Fundamental**; this needs little guidance of the teacher.

Table.2: Significant Statements and Types of Error

Significant Statements/Common Errors in Writing	Types of Error
1. One of the greatest <i>responsibility are</i> to help the country maintained its beauty.	1. Responsibility to responsibilities; verb: is
2. My ambition in <i>these</i> life is to have a great job.	2. These: demonstrative pronoun
3. It <i>had</i> a beautiful impact if students will take a great responsibility.	3. Tense: has
4. In <i>student life</i> now a day it is impossible not to read some article on the internet.	4. Possessive case of noun: Students life and spelling
5. The students <i>is</i> busy in researching.	5. Verb: is
6. <i>The purpose of taking responsibility in the study of STEM can affect the future of the students.</i>	6. Syntactic and semantic Error (Vague Sentence)
7. As <i>a students</i> , I do not know how to see the beauty of taking those responsibilities.	7. Article: a and students: number in nouns

8. <i>In today's generation</i> the parents are also teaching their siblings on how to take responsibility.	8. Comma after "In today's generation"
9. The students should <i>reed</i> books.	9. Spelling: read
10. Every student has <i>there</i> own perception of what is responsibility.	10. Word choice/pronoun: their
11. The students must know the value the greet responsibility It is not easy to have a <i>greet</i> responsibility and most of the time we always have research.	11. Spelling: greet, Punctuation Mark, & Overloaded Sentences
12. My mother <i>is</i> told me that responsibility is important.	12. Verb: is and semantic and syntactic trouble
13. In my school, my teacher always telling me that learning is our <i>greetest</i> responsibility.	13. Spelling: greetest
14. We are <i>for</i> in the classroom that studies our lesson.	14. Spelling: for
15. <i>Our responsibility is not easy they call it great tasks.</i>	15. run-on sentences
16. My classmates were very <i>dilegent</i> and he <i>begun</i> to take a great responsibility in the community.	16. Spelling: dilegent and tense : begun
17. <i>Although</i> my friends are not so intelligent <i>but</i> they are responsible.	17. Grammar: connectives
18. The students in my school always try to improve their learning, skills in reporting and <i>responsible</i> .	18. responsibility: Faulty parallelism
19. <i>Many students visit the library of our school, where important books are placed only from 8:00 A.M to 7:00 PM.</i>	19. Misplaced and Dangling Modifiers (Syntax and Semantic Trouble)
20. <i>When it comes to the presentation of the environment student have their own style in embracing responsibility.</i>	20. omitted comma
21. Bad students <i>has</i> a bad <i>affect</i> in our country.	21. word choice: affect; Verb: has
22. Students are <i>more clearer</i> in their life's perception.	22. redundant: more clearer
23. <i>coz</i> my classmates are poor, they have reasons to escape responsibility.	23. Informality

The table shows the various errors of the senior high school students. These errors are the correct use of the verb, the spelling, the article, the redundancy, the word choice, the punctuations, the parallelism, the misplaced modifiers, and the syntax and semantic troubles. These error of the students will be corrected if the language teachers would provide an instructional materials that could help the students to develop the writing competence.

Table.3: Teacher's Comments

Teacher's Comment	Types of Error
1. Students had difficulties in generating ideas.	Cognitive Problem
2. Students had difficulties in organizing thoughts.	Cognitive Problem
3. Students had lacked a sense of audience.	Cognitive Problem
4. Students wrote very short sentences.	Graphomotor Problem
5. Students wrote slowly with great effort.	Graphomotor Problem
6. There are cohesion and coherence problems in their output and it lacks a sense of unity.	Paragraph Unity

The table shows the comments of the teachers from the written output of the students. The paragraph unity, graphomotor, and cognitive writing problems can be found on the monograph as a learning guide in writing of the students.

### Summary

This study determined the effectiveness of writing competence of the Cebu Technological University Senior High School Students. Specifically, it aims to:

1. determine the learners' writing competence in terms of :

- 1.1. Syntactic structures
- 1.2. Lexicon
- 1.3. Spelling;
- 1.4. Capitalization and punctuations

### Findings

The findings are presented according to the sequence of the sub-problems.

CTU Campuses	Language Features	Writing Competence
1	Syntax, Lexicon, Spelling, Capitalization and Punctuations	Developing
2	Syntax, Lexicon, Spelling, Capitalization and Punctuations	Approaching Proficiency
3	Syntax, Lexicon, Spelling, Capitalization and Punctuations	Developing
4	Syntax, Lexicon, Spelling, Capitalization and Punctuations	Developing
5	Syntax, Lexicon, Spelling, Capitalization and Punctuations	Approaching Proficiency
6	Syntax, Lexicon, Spelling, Capitalization and Punctuations	Approaching Proficiency
7	Syntax, Lexicon, Spelling, Capitalization and Punctuations	Approaching Proficiency

### IV. CONCLUSION

This study proved that the writing competence of Senior High School Students of Cebu Technological University showed that there are varieties of writing problems that classifies the competencies of the students' output., these are:. Writing problems and its mechanism, Syntactic problems, Paragraph development problems, and Cognitive problems.

#### Recommendations

In the icon of these results, the following recommendations are hereby presented, to wit:

1. The senior high school students should develop a good reading habit. Reading is a basic tool of learning that helps them increase their knowledge.
2. Essay writing practices are good exercise in the development and expansion of the students' writing ability.
3. Writing is a skill and students can acquired it through gradual practice.
4. Taking down notes and details may also be very helpful in developing the way the writers generate ideas.
5. Learners should not be apprehensive. They should be encouraged to go through writer's block and break it. This will guide them to be more open and imaginative and creative writers.

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