

Composition Writing Skills of Grade 8 Students

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Abstract: This study was conducted to determine the compositions writing skills of grade 8 students in Burgos National High School. Its specific problems centered on the profile of the grade 8 students of Burgos NHS, the extent of pre-writing activities that contribute to the development of the composition writing skills of the students, the extent of observance of the characteristics of composition written by high school students, and the significant difference in the observance of the characteristics of compositions written by the students across the profile variables, namely: sex, religion, latest grade in English, materials used and read at home, and exposure to various media.

The study utilized a descriptive-correlational method of research. The researcher employed questionnaire to gather data. The collected data were analysed and interpreted using frequency counts, percentages, mean, standard deviation, independent sample t-test, one-way ANOVA and two-way ANOVA.

This study suggests that the students are recommended to read and use journals, poetry and electronic media or web articles/internet to hone and to develop learner's competence in different language skills, especially writing. The English teachers should always see to it that the students accomplish pre-writing activities before writing their compositions as a requirement. The teacher should also consider what pre-writing activity could help the students to think of the best way on how to organize, imagine, and write their composition. And other studies should be conducted closely related to the observance of characteristics of themes written by the students across their profile variables to be updated and improved.

Keywords: Composition Writing Skills, Students' Writing Skills, Theme Writing Skills

INTRODUCTION

Language is the basis of all communication and the primary instrument of thought. It is also said to be the foundation of all human relationships. Our thoughts, values, and understandings are developed and expressed through language. Proficiency in the English Language enables people to access, process and keep abreast of information, to engage with the wider and more diverse communities. There are five macro skills in the English language, namely; reading, listening, speaking, viewing, and writing [1].

The process of writing is not just an outcome of thinking, it also helps to feed the thinking process, and to give rise to new insights and angles on the material you are talking. Students need and use writing for many purposes; such as to communicate, share knowledge, support comprehension and learning, and to explore feelings and beliefs. Unfortunately, observations and researches have shown an alarming number of Filipinos unable to express themselves sufficiently in English both here and abroad. More and more graduates, cannot write an essay or an ordinary letter in English. This is further evidenced by the decline in the performance of those taking government examinations. There are far too many students who do not write well enough to meet the expected standards in effective writing. Major problems exist in students' ability to write coherent text and to use the information to persuade. Indeed the written English proficiency of students has significantly deteriorated. It ultimately leads to a very dismal consequence that is, the quality of English writing proficiency of the students is getting poorer and poorer [2].

Cognizant to this fact, the researcher endeavoured to assess the composition writing skills of grade 8 students to determine their strengths and weaknesses that can serve as a basis for developing a contextualized task-based instructional material for composition writing.

OBJECTIVES OF THE STUDY

The study was conducted to; address the gap between composition writing skills, characteristics of composition written, and the strengths and weaknesses of composition written by Filipinos, and develop a contextualized task-based instructional material for composition writing. Recent results from observation and research indicate that major problems exist in students' ability to write coherent text and to use the information to persuade. Indeed the written English proficiency of students has significantly deteriorated. It ultimately leads to a very dismal consequence that is, the

quality of English writing proficiency of the students is getting poorer and poorer.

To this effort, this study aimed to determine the composition writing skills in terms of (1) the profile of Grade 8 students: a. sex; b. religion; c. latest grade in English; d. materials read at home; e. exposure to various media (2) extent of the following pre-writing activities contribute to the development of composition writing skills: a. free-writing; b. collaborative brainstorming; c. clustering; d. idea mapping (3) extent of observance of the following characteristics of composition written and (4) significant difference in the observance of the characteristics of the composition written.

MATERIALS AND METHODS

This study made use of the Mixed Method Design. This method provides researchers in various research disciplines [17] with alternative approaches in answering research questions. There were two groups of respondents in this study, the student respondents and the teacher respondents. The student respondents are composed 150 students from a total population of 238 grade 8 students consisting of 26 students from Carolus Linnaeus (Special Science Class), 40 students from Eagle, 40 from Dove, 46 from Owl, 43 from Quail and 43 from Oriole of Burgos National High School Burgos, Pangasinan during the school year 2017-2018 . The respondents were chosen randomly using stratified random sampling to test the composition writing skills of the grade 8 students. Majority of the student-respondents belong to a homogeneous class namely Special Science Class, first section regular class, and second section regular class while the remaining sections belong to a heterogeneous class.

The teacher respondents are composed of six English Teachers from Burgos National High School (BNHS) who were chosen using purposive sampling, and they will assess the student respondents' composition writing skills. The researcher considers these teachers as credible evaluators because of their long and unquestioned experiences in teaching English subjects.

The researcher collected data using survey questionnaire developed from the National Seminar-Workshop sponsored by the Department of Education in collaboration with the De La Salle University. It was revised to align the content to the problems of this study. Other methods of data collection used in this study were; compositions written and rubric.

The quantitative part of the study, the respondents answered a survey questionnaire and the qualitative part; the student respondents were chosen through stratified random sampling, while the teacher respondents were purposively selected. The researcher requested some samples of compositions written by the students and handed it over to the teacher-respondents for assessment and rating. Then, explanations were personally made to the students and teachers on how they will and on what they need to do. Further, the actual filling up of questionnaires by the students were done with the close supervision.

Lastly, all of the data that were gathered using different research instruments were analysed and interpreted.

RESULTS AND DISCUSSION

The results presented include an orderly discussion of the following: profile of the respondents from Burgos NHS, the extent of the following pre-writing activities contribute to the development of the composition writing skills of the students, the extent of observance of the characteristics of composition written by Grade 8 students, and the significant difference in the observance of the characteristics of compositions written by the students across the profile variables, namely: sex, religion, latest grades in English subject, materials read at home and exposure to various media.

Profile Attributes of the Grade 8 Students of Burgos NHS

Table 1 summarizes the number of the respondents according to the profile attributes: sex, religion, latest English grade, materials read at home, and exposure to various media. These identified demographic-scholastic variables are hypothesized to be related to the characteristics of the composition written by the respondents. A simple frequency counts and percentages were used in summarizing the data to underscore the proportion of students.

Table 1
Frequency and Percentage Distribution of the Grade 8 Students According to Selected Profile Variables
N=150

Table1: Frequency and Percentage Distribution of the Grade 8 Students According to Selected Profile Variables.			
Students' Profile		Frequency	Percentage
A. SEX	Male	63	48.00
	Female	87	52.00
	TOTAL	150	100

B. RELIGION	Roman Catholic	126	84.00
	Born Again	10	6.67
	Muslim		
	Iglesia ni Cristo	5	3.33
	Jehovah's Witness	2	1.33
		7	4.67
	Others		
TOTAL		150	100
C. LATEST GRADE IN ENGLISH	95-100	5	3.33
	89-94	45	30.00
	83-88	77	51.33
	77-82	21	14.00
	70-76	2	1.33
	TOTAL	150	100
D. MATERIALS READ/USED AT HOME			
1. BROADCAST MEDIA	Television	146	97.33
	Radio	71	47.33
*Multiple Response			
2. PRINT MEDIA	Textbooks	136	90.67
	Newspapers	42	28.00
	Magazines	73	48.67
	Journals	121	80.67
	Pamphlets	40	26.67
	Poetry	104	69.33
*Multiple Response			
3. ELECTRONIC MEDIA	Web Articles	129	86.00
*Multiple Response			
E. MEDIA EXPOSURE IN A DAY	0 -60 minutes	40	26.67
	61-120 minutes	45	30.00
	121-180 minutes	42	28.00
	181- 240 minutes	15	10.00
	Above 240 mins.	8	5.33
	TOTAL	150	100

A) Sex

It can be seen from the table that the Grade 8 female students generally outnumber the male students by a ratio of almost 4: 6, which means that for every ten students in Grade 8, six are female and four are male students. The actual frequency of random sampled Grade 8 students according to their gender is 63 for male students' equivalent to 42 percent and 87 for female students' equivalent to 58 percent.

B) Religion

With regards to religion of the student respondents, survey-results indicate that a significant majority are Roman Catholic comprising 84 percent of all the Grade 8 students. A far second is the Born Again Christian which accounts for only 6.67 percent and Iglesia ni Cristo students is a distant third with a 3.33 percent share.

C) Latest Grade in English

With regards to the English grades of the surveyed Grade 8 students, it can be observed that the majority of the students comprising 51.33 percent obtained an English grade ranging from 83 up to 88. These figures tend to imply that half of the Grade 8 students in Burgos National High School obtained a grade within this interval and can be considered as average.

D) Materials Read/Used at Home

These materials read and used at home were rated by the students through multiple responses which means that they are allowed to choose more than one answer option per question.

1. Broadcast Media

With regards to broadcast materials used at home, almost all or 97.33 percent of the student-respondents has declared the availability of television in their homes while the radio was stated to be available only on 47.33% of the respondents. To a certain extent, this finding would suggest that when it comes to broadcast media, the student-respondents prefer to learn things visually rather than just hearing it. Furthermore, with the technological advancement we find ourselves in, radio is becoming more and more displaced as the source of news and entertainment especially among the teenaged.

With the students' exposure to broadcast media through television and radio, they may suffer from having low performance in their studies. Moreover, it

was reported that there over 4,000 studies which have been published on measuring the effects of television on children. The results of his study has shown a correlation between high rates of television viewing and aggressive and violent behavior, and lower academic performance. [3]

2. Print Media

When it comes to print media, survey-results showed that textbook was being read in the homes of 136 student-respondents accounting for 90.67%. This would mean that nine (9) out of every ten (10) Grade 8 students in Burgos National High School read and have textbooks available in their homes for references and whatever purpose it may serve them. This is followed by journals which are also used as reference materials by the 121 or 80.67 percent of the student-respondents. A distant third is a poetry which is read and used in the homes of 104 or 69.33 percent of the respondents. At the bottom of the list is pamphlet which is being read in the homes of only 40 students accounting for 26.67 percent. Based from this figure, it would be safe to say that only one (1) out of every four (4) Grade 8 students in BNHS read pamphlets in their homes for whatever purpose it may serve them. With the advent affordable netbooks coupled with the rising cost of printed reading materials, even the worthy newspaper which used to be the main source of news not long ago have lost quite a number of its readership.

The data imply that people can achieve their highest comprehensive level with the aid of print media. The findings supported a study that investigated the effect of print media use on children literacy development. The results revealed that use of print media in the classroom to teach reading and writing skills has a positive effect on reading and writing ability development. In other words, as the learners' knowledge of the language of the text grows, the reading fluency, text comprehension, and composition writing skill will increase. [4]

3. Electronic Media

Results of the sample survey conducted showed a very high proportion of Grade 8 students reading web articles to serve as references in their school work and to appease their thirst for knowledge in their area of interest. 129 out of the total number of 150 students or 86.67 percent are reading web articles that serve as their sources and references. To a large extent, this finding somehow corroborates the previous observation that usage of print reading materials is

media is the most common source of information and the widespread form of communication in the world, and it can also be noticed that the respondents are highly exposed to textbooks and electronic media like web articles which are searched through the internet, smartphone, and laptop.

declining – except for textbook which is needed by the students to pass their respective subjects. This figure also reveals that almost nine (9) for every ten (10) Grade 8 students read web articles for whatever purpose it may serve them.

Searching the internet through electronic media is very interesting. Research can be done, in a way that it is so much exciting for students. The digital technologies are shaping student writing in myriad ways and have also become helpful tools for teaching writing to middle and high school students. These teachers see the internet and digital technologies such as social networking sites, cell phones and texting, generally facilitating teens' personal expression and creativity, broadening the audience for their written material, and encouraging teens to write more often in more formats than may have been the case in prior generations. At the same time, they describe the unique challenges of teaching writing in the digital age, including the “creep” of informal style into formal writing assignments and the need to better educate students about issues such as plagiarism and fair use. [5]

E) Media Exposure in a day

As to how long the student was exposed to media in a day, the survey also included the average number of minutes the respondent is open and subjected to the various media described above (broadcast, print and electronic). Survey-results have indicated that most of the students (30%) are exposed 1 – 2 hours, followed by 28% of the students who are exposed 2 – 3 hours, followed by 26.67 of the students who admitted that they are exposed for less than an hour (0 – 1 hour).

A closer look at the table would reveal that a significant majority of the student-respondents (74.33%) are exposed to the media more than 1 hour, with the mean number of exposure hours recorded at 112.4 minutes. Performing a cross-tabulation technique between the variables English Grades and Minutes of Media Exposure, there was no statistical evidence to suggest that English Grade is related to media exposure.

Data show that the majority of the students are exposed to different types of media exposure. The findings can be attributed to the fact that broadcast

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Extent of Pre-writing Activities that contribute to the Development of Composition Writing Skills of the Students

Table 2
The Extent of Pre-writing Activities that Contribute the Development of Composition Writing Skills of the Students

Pre-Writing Activities	Mean
1. Free writing	3.25
2. Collaborative Brainstorming	3.83
3. Clustering	3.70
4. Idea Mapping	3.29
Extent of Contribution of Pre-writing Activities	3.52
	Highly Contributory

Table 2 portrays that the respondents rated highly contributory to the following pre-writing activities that contribute to the development of composition writing skills of the students, namely: collaborative brainstorming and clustering with a mean scale of 3.83 and 3.70, while free writing and idea mapping were rated as contributory.

In general, the respondents rated the pre-writing activities highly contributory with a mean scale of 3.52 that serves as the extent of the contribution of pre-writing activities to the development of theme writing skills of the students. A similar study [16] found out the extent of contribution of pre-writing activities to development of theme writing skills of the Education students in Pangasinan is moderately high.

A. The Extent of Contribution of Free Writing to the Development of Composition Writing Skills of the Students

Table 3
The Extent of Contribution of Free Writing to the Development of Composition Writing Skills of the Students

Legend:	Descriptive Equivalent
5	Extremely Contributory (EC)
4	Highly Contributory (HC)
3	Contributory (C)
2	Moderately Contributory (MC)
1	Not Contributory (NC)

The table shows that majority respondents rated contributory to the following indicators, namely: I write more ideas instantly with a frequency of 75 and a percentage of 50, I focus on one subject or topic with 68 respondents or 45.33 percent, I understand the written ideas clearly with a frequency of 61 and a percentage of 40.67, I construct paragraph smoothly with 60 respondents or 40 percent, and I revise the ideas easily with a frequency of 56 and a percentage of 37.33.

This only implies that free writing has a great impact on honing students' composition writing skills. Free writing has more benefits than just increasing writing fluency and making a habit of none editing while writing. Free writing is defined as writing any ideas or thoughts that come to mind in a given period without stopping. It is clear that practicing free writing helped with the increase in the students' English writing fluency. [6]

B. The Extent of Contribution of Collaborative Brainstorming to the Development of Composition Writing Skills of the Students

Indicators	EC 5	HC 4	C 3	MC 2	NC 1
1. I write more ideas instantly.	19	37	75	17	2
2. I understand the written ideas clearly.	15	50	61	22	2
3. I construct paragraph smoothly.	11	30	60	43	6
4. I focus on one subject or topic.	16	32	68	32	2
5. I revise the ideas easily.	19	46	56	26	3
Extent of Contribution of Free writing	3.25 – Contributory				

**Collaborative
Brainstorming****3.83-Highly Contributory**

Legend: Descriptive Equivalent (Refer to table 3)

Table 4
The Extent of Contribution of Collaborative
Brainstorming to the Development of Composition
Writing Skills of the Students

Indicators	EC 5	HC 4	C 3	MC 2	NC 1
1. We work in developing ideas in pairs or small groups efficiently.	60	49	34	6	1
2. We solicit more observations and questions instantly.	17	82	41	10	0
3. We figure out major and minor ideas and details readily.	24	65	48	12	1
4. We organize ideas easily.	30	67	43	10	0
5. We fix or correct mistakes directly.	37	66	36	9	1
Extent of Contribution of					

The table reveals that the respondents rated highly contributory to collaborative brainstorming as one of the pre-writing activities that contribute to the development of composition writing skills of the students with a weighted mean of 3.83, which is the highest weighted mean among the pre-writing activities.

Collaborative brainstorming may have contributed to the development of composition writing skills of the students as it brings the full experience and creativity for all the members of the group in writing. When individual group members get stuck with an idea, another member's creativity and experience can take the idea to the next stage. Group brainstorming can, therefore, develop their ideas and skills in writing in more depth level. [7]

C. The Extent of Contribution of Clustering to the Development of Composition Writing Skills of the Students

Table 5
The Extent of Contribution of Clustering to the
Development of Composition Writing Skills
of the Students

The Extent of Contribution of Idea Mapping to the
Development of Composition Writing Skills
of the Students

Indicators	EC 5	HC 4	C 3	MC 2	NC 1
1. I sort the ideas physically.	11	47	73	16	2
2. I observe ideas, details, and facts easily.	17	57	54	19	3
3. I literally rearrange ideas to find the most effective format.	15	49	61	24	1
4. I notice an informal graphic display of ideas.	4	25	70	44	7
5. I associate ideas freely.	22	50	66	10	2
Extent of Contribution of Idea Mapping	3.29-Contributory				

Legend: Descriptive Equivalent (Refer to table 3)

Legend: Descriptive Equivalent (Refer to table 3)

On the whole, the respondents rated clustering as highly contributory pre-writing activity that contributes to the development of theme writing skills of the students with a weighted mean of 3.7.

Furthermore, Clustering gave facilitative effect on the students' essay writing performance. It can be used in the early stages of planning an essay to find subtopics and to organize information that may contribute to students' writing skills. [8]

D. The Extent of Contribution of Idea Mapping to the Development of Composition Writing Skills of the Students

Table 6

The table depicts that the most of the respondents with a frequency of 57 and a percentage of 38 rated highly contributory on I observe ideas, details, and facts easily.

The table further depicts that the majority of the respondents rated contributory to the following indicators,

such as I sort the ideas physically with a frequency of 73 or 48.99 percent, I literally rearrange ideas to find the most effective format with a frequency of 61 or 40.67 percent, I notice an informal graphic display of ideas with a 70 respondents or 40.67 percent,

Indicators	EC	HC	C	MC	NC
	5	4	3	2	1
1. I think or imagine in a visual way.	58	62	23	5	2
2. I use pattern in connected circles.	33	52	56	8	1
3. I discover possible relations among facts and ideas.	14	68	55	13	0
4. I learn new ways of dividing or grouping information.	27	61	51	11	0
5. I see at a glance whether the plan is appropriate.	12	57	64	14	3
Extent of Contribution of Clustering	3.7– Highly Contributory				

and I associate ideas freely with the highest frequency of 66 or 44 percent..

In light of the finding, the result depicts the usefulness of idea mapping to the writing teachers, the students, and the future researchers. For the writing teachers, the findings of the present study suggest some teaching practices. The teachers are suggested to consider mind mapping as an alternative strategy in brainstorming ideas to be implemented in their writing class as the students' perceived mind mapping as a fun, interesting, and motivating approach. On the other hand, for some teachers whose students are coming from the low economic status, it is suggested not to force the students to use a mind mapping as a strategy for brainstorming ideas. The teacher could also promote idea mapping with the use of software as the instructional media in the classroom that could catch the interest of the millennial. [9]

III. The Extent of Observance of the Characteristic of Composition

Legend:	Descriptive Equivalent
5	Extremely Observable (EO)
4	Highly Observable (HO)
3	Observable (O)
2	Moderately Observable (MO)
1	Not Observable (NO)

On Rhetorical Concerns. It can be inferred from the above findings that the students observed the

proper use of focus/pointedness, coherence/unity, sufficiency/development and values as evidenced by the above results. This could be attributed to the common tendency of the students to write all their ideas about the topic given thereby having focus/pointedness and sufficiency/development in their written composition and has an observable skill of indicating unity/coherence and values.

Looking at the table, there were some students who exhibited extremely and highly observable rhetorical concerns, but these were offset by frequencies in the moderately and not observable scale. Also, it can be seen that the largest proportion of students are in the “observable” bracket, except for the Coherence/Unity which shows that most of the students are in the “moderately observable” scale. Hence, as a result of this situation, the weighted mean (2.97) tilted towards the “observable scale.”

On Rhetorical Structure. Table 3 also reveals that the over-all weighted mean of respondents observing the indicators along rhetorical structure as indicated by the teacher respondents’ evaluation of “Observable” was 2.68. The results show that majority of the respondents organize their composition following the three parts of composition which are introduction, body, and conclusion.

It shows that when the students did not begin with a good introduction, then the body and the conclusion will also be weak since one is inseparable from the other. The results imply the need for helping the students develop compositions that satisfy the criteria for rhetorical structures. These criteria are along introduction, body, and conclusion.

On Sentence style and Structure. Table 3 likewise shows that the over-all weighted mean of respondents observing the proper use of the different

Table 7 : Extent of Observance of the different Characteristics of Composition written by Grade 8 Students					
CHARACTERISTICS OF COMPOSITION WRITTEN BY GRADE 8 STUDENTS	E0 5	HO 4	O 3	MO 2	NO 1
I Rhetorical Concerns	2.97				
a) Focus/Pointedness %	18 12.08	32 21.48	48 32.21	37 24.83	14 9.40
b) Coherence/Unity %	12 8.00	29 19.33	43 28.67	54 36.00	12 8.00
c) Sufficiency/Development %	16 10.67	26 17.33	46 30.67	52 34.67	10 6.67
d) Values %	24 16.00	31 20.67	46 30.67	37 24.67	12 8.00
II. Rhetorical Structure	2.68				
a) Introduction %	12 8.00	20 13.33	34 22.67	56 37.33	28 18.67
b) Body %	15 10.00	24 16.00	38 25.33	62 41.33	11 7.33
c) Conclusion %	16 10.67	21 14.00	34 22.67	57 38.00	22 14.67
III. Sentence Style Structure	2.78				
a) Sentence Structure %	8 5.33	36 24.00	39 26.00%	53 35.33	14 9.33
b) Sentence Consistency %	7 4.67	35 23.33	43 28.67%	54 36.00	11 7.33
c) Grammar Mechanics/Conventions %	2 1.33	40 26.67	40 26.67	49 32.67	19 12.67
IV. Paragraph Structure	2.83				
%	13 8.67	31 20.67	36 24.00	56 37.33	14 9.33
OVERALL EXTENT OF OBSERVANCE	2.82 - Observable				

indicators on sentence style and structure as indicated by the teacher respondents of “Observable” is 2.78. Majority of the students’ compositions were rated moderately observable regarding sentence style structure which includes sentence structure, sentence consistency, and grammar mechanics/conventions.

The results show that the students have fair performance in these areas of concern and further imply that the grade 8 students need to develop the skills of

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writing compositions that meet the criteria for acceptable sentence style and structure.

On Paragraph Structure. The last criteria indicate that most of the students were rated in the

“moderately observable” scale with a frequency of 56 and a percentage 37.33 —again pushing the weighted mean of 2.83 to an observable descriptive equivalent.

This stipulates that some of the paragraphs have the topic sentence and is “fitting” with or leading into another, using transition words or phrases, and some of the paragraphs have details generalization by using details and examples.

In summary, it can also be seen that in all of the criteria stated most of the students are tabulated in the “moderately observable” scale, effectively decreasing the overall weighted mean to 2.82, which implies that the observance of the characteristics of composition writing skills of grade 8 students is “Observable.”

This could possibly mean that the students observe the oneness of idea in their composition. Their ideas stick together, and they respond pertinently to the topic. Their compositions had organized ideas and supplied transitional devices that signal the flow of ideas. Also, the compositions of the students were not free from illogical and awkward sentences thereby making their ideas difficult to understand. Most importantly, the students were able to write a composition observing the three major parts of a composition- introduction, body, and conclusion. [10]

IV. Significant Difference in the Observance of the Characteristics of Themes Written by the Students across Their Profile Variables

A. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across their Sex

Table 8
Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across their Sex

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concern vs Sex	0.58	0.55	Not Significant
Rhetorical Structure vs Sex	0.034	0.97	Not Significant
Sentence Style Structure vs Sex	0.85	0.39	Not Significant
Paragraph Structure vs Sex	0.53	0.59	Not Significant

It can be gleaned from the results that the research hypothesis which states that there is a significant difference in the observance of the characteristics of compositions written by the students across sex is rejected. This means that the observance characteristics of compositions written by the students are not different across their sex.

B. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across their Religion

Table 8
Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across their Religion

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concern vs Religion	0.77	0.54	Not Significant
Rhetorical Structure vs Religion	1.00	0.40	Not Significant
Sentence Style Structure vs Religion	0.14	0.96	Not Significant
Paragraph Structure vs Religion	0.31	0.86	Not Significant

The table results mean that the research hypothesis which states that there is a significant difference in the observance of the characteristics of compositions written by the students across religion is rejected. This means that the observance characteristics of compositions written by the students are not different across their religion.

C. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across their Latest Grades in English

Table 8
Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across their Latest Grades in English

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concern vs Latest Grades in English	19.49	*0.0001	Significant
Rhetorical Structure vs Latest Grades in English	19.56	*0.0001	Significant
Sentence Style Structure vs Latest Grades in English	23.58	*0.0001	Significant
Paragraph Structure vs Latest Grades in English	20.14	*0.0001	Significant

The table discloses that the difference of characteristics of compositions written by the students across their latest grade in English is highly significant.

The negative effect of grades on students' performance can also be explained through their influences on students' self-efficacy. Generally, self-efficacy and beliefs about one's competence are known to be influenced by prior outcomes. Feedback, therefore, has the potential of affecting self-efficacy. The present study revealed that presentation of grade resulted in decreased levels of self-efficacy, especially in student's skills in writing good composition. Students who were not shown their grade reported higher levels of test-specific self-efficacy than those to whom the grade was provided.

Multiple pairwise comparisons among the grade groups of the respondent-students will reveal that as the student's grade increases, their mean observance of the different characteristic of the composition also increases. [11]

A case in point is the students' observance of rhetorical concerns on their English composition

wherein obtaining their mean observance in relation to their grades and subjecting these data to LSD (Least Significant Difference) yielded the following table:

Grades	N	Mean Observance	Code
95-100	5	4.50	a
89-94	45	3.70	ab
83-88	77	2.70	c
77-82	21	2.11	cd
70-76	2	2.09	cde
Total	150		
Note:	Any Grade groups which has a common letter are declared as significantly different		

It can be seen from the table that as the grade increases so is the Mean Observance of their Rhetorical Concerns. Using the LSD test, it was found out that there was no sufficient statistical evidence to declare group "95 –100" and "89 –94" as significantly different. The same thing can also be said about the groups "83 –88", "77 – 82", and "70 – 76". From all these data, it can be said that students with a grade of "89 – 100" have a significantly different observance of rhetorical concerns in their English Composition to students who have a grade "70 – 88".

This observation can also be said for the rest of the composition characteristic, namely rhetorical structure, sentence style structure, and paragraph structure which were also found to have significant differences across age groups.

Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Materials Read/Used at Home

E. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Television as One of the Materials Used at Home

E. Significant Difference in the Observance of the Characteristics of Themes Written by the Students across Radio as One of the Materials Used at Home

Table 13

Significant Difference in the Observance of the Characteristics of Themes Written by the Students across Radio as One of the Materials Used at Home

Still, the table depicts that the observance of the characteristics of compositions written by the students across the radio as one of the materials used at home is not significant. Therefore, the research hypothesis which states that there is a significant difference in the observance of the characteristics of compositions written by the students across the radio as one of the materials used at home is rejected. This means that the observance characteristics of compositions written by the students are not different across radio as one of the materials used at home.

F. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Textbook as One of the Materials Read at Home

Table 14

Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Textbooks as One of the Materials Read at Home.

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concerns vs. Radio	1.19	0.23	Not Significant
Rhetorical Structure vs. Radio	1.49	0.13	Not Significant
Sentence Style and Structure vs. Radio	0.75	0.44	Not Significant
Paragraph Structure vs. Radio	0.83	0.40	Not Significant

Table 12

Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Television as One of the Materials Used at Homes

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concerns vs. Television	0.29	0.76	Not Significant
Rhetorical Structure vs. Television	0.47	0.63	Not Significant
Sentence Style and Structure vs. Television	1.08	0.28	Not Significant
Paragraph Structure vs. Television	1.01	0.30	Not Significant

The table still exposes that the characteristics of compositions by the students across the television as one of the materials used at home has no significant difference. Therefore, the research hypothesis which states that there is a significant difference in the observance of the characteristics of compositions written by the students across television is rejected. This means that the observance characteristics of the composition written by the students are not different across television as a material used at home.

Table 15
Significant Difference in the Observance of the
Characteristics of Compositions Written by the
Students across Newspaper as
One of the Materials Read at Home

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concerns vs. Magazine	1.67	0.09	Not Significant
Rhetorical Structure vs. Magazines	2.10	0.03	Significant
Sentence Style and Structure vs. Magazine	1.10	0.27	Not Significant
Paragraph Structure vs. Magazine	1.02	0.30	Not Significant

The table still reveals that the observance of the characteristics of compositions written by the students across textbook as one of the materials read at home is not significant. Therefore, the research hypothesis which states that there is a significant difference in the observance of the characteristics of compositions written by the students across textbook as one of the materials read at home is rejected. This means that the observance characteristics of compositions written by the students are not different across the textbooks as one of the materials used at home.

G. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Newspaper as One of the Materials Read at Home

Compared Variables Compared Variables	F-value F-value	Sig. Sig.	Interpretation Interpretation
Rhetorical Concerns vs. Newspaper Textbook	0.64 80	0.10 42	Not Significant
Rhetorical Structure vs. Textbook			
Sentence Style and Structure vs. Structure vs. Textbook Newspaper	0.25	0.79	Not Significant

Still, the table indicates that the characteristics of compositions written by the students across newspaper as one of the materials read at home is not significant.

H. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Magazine as One of the Materials Read at Home

Table 15
Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Magazine as One of the Materials Read at Home

The table exposes rhetorical structure is significant at .05 level which signifies that magazines as one of the materials read at home is contributory to the observance of rhetorical structure in the latter's written compositions.

The table even reflects that the characteristics of compositions written by the students across magazines as one of the materials read at home is not significant at .05 level. Therefore, the research hypothesis which states that there is a significant difference in the observance of the characteristics of compositions written by the students across magazines

Table 15
Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Journal as One of the Materials Read at Home

*Highly Significant at .05 level

The table manifests that the observance of the characteristics of compositions written by the students across the journal as one of the materials they read at home is highly significant at .05 level.

as one of the materials read at home is rejected. This means that the observance characteristics of compositions written by the students are not different across magazines as one of the materials read at home.

H. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Journal as One of the Materials Read at Home

Enhancing EFL Learners' Writing Skill via Journal Writing benefits the journal writing as an extensive activity to nurture learners' writing motivation and boost their writing skill as well as to establish a close rapport between teachers and learners. Journal writing helps learners write better and better day by day since it provides learners with more opportunities to freely write about what they wish to whenever they feel like writing. The most obvious way you can help yourself to become a good writer is by writing. We strongly suggest that in addition to completing the tasks, you also keep your journal. Buy yourself a notebook, and try to write down some ideas every day, in English, about anything that

interests you. You will surprise yourself by producing pages and pages of writing [12].

J. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Pamphlet as One of the Materials Read at Home

Table 15
Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Pamphlet as One of the Materials Read at Home

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concerns vs. Pamphlet	1.57	0.11	Not Significant
Rhetorical Structure vs. Pamphlet	1.45	0.14	Not Significant
Sentence Style and Structure vs. Pamphlet	1.01	0.31	Not Significant
Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concerns vs. Paragraph Structure vs. Pamphlet Journal	5.77 0.84	*0.00 001.39	Highly Significant Not Significant
Rhetorical Structure vs. Journal	5.40	*0.00 01	Highly Significant
Sentence Style and Structure vs. Journal	5.54	*0.00 01	Highly Significant
Paragraph Structure vs. Journal	5.41s	*0.00 01	Highly Significant

The table even reflects that the characteristics of compositions written by the students across pamphlet as one of the materials read at home is not significant at .05 level.

K. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Poetry as One of the Materials Read at Home

Table 15

**Significant Difference in the Observance of the
Characteristics of Compositions Written by the
Students across Poetry as
One of the Materials Read at Home**

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concerns vs. Poetry	2.98	*0.00 33	Highly Significant
Rhetorical Structure vs. Poetry	3.24	*0.00 14	Highly Significant
Sentence Style and Structure vs. Poetry	3.24	*0.00 02	Highly Significant
Paragraph Structure vs. Poetry	3.26	*0.00 13	Highly Significant

*Highly Significant at .05 level

The table depicts that the observance of the characteristics of compositions written by the students across the poetry as one of the materials they read at home is highly significant at .05 level.

The same findings were gathered in the study entitled Impact and Import of Poetry in High School Pedagogy: A Study of Practice and Student Learning, where he discussed three reasons why poetry instruction is valuable. First, verse facilitates the development of essential language arts skills by challenging students with form and subject, as well as diverse levels of difficulty associated with textual analysis and interpretation. Additionally, poetry readily lends itself to instruction that addresses several speaking, listening, writing, and reading. Second, poetry offers students unique and interesting ways to express themselves, their voices, and their perspectives, providing the opportunity to develop their sense of self and identity. And finally, poetry provides texts that can be used for students across the range of language arts skills levels, offering a way to express complex ideas through sometimes simple and straightforward language. This aspect of poetry can make it appealing to readers at all levels of proficiency,

attracting students in ways that do not depend upon intellectual acumen or proficiency [13].

**L. Significant Difference in the Observance
of the Characteristics of Compositions Written by
the Students across Electronic Media**

**Table 15
Significant Difference in the Observance of the
Characteristics of Compositions Written by the
Students across Electronic Media**

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concerns vs. Poetry	2.98	*0.00 33	Highly Significant
Rhetorical Structure vs. Poetry	3.24	*0.00 14	Highly Significant
Sentence Style and Structure vs. Poetry	3.24	*0.00 02	Highly Significant
Paragraph Structure vs. Poetry	3.26	*0.00 13	Highly Significant

* Significant at .05 level

The table depicts that the observance of the characteristics of compositions written by the students across the electronic media (web articles/internet) as one of the materials they read at home is significant at .05 level

The researcher can concluded that in teaching the writing skill, using the information technology has a great impact not only on language education but preparing students for today's information society [14].

In connection, the computer technologies and the Internet are powerful tools for assisting language teaching because web technology is a part of today's social fabric, meaning language learners can now learn thorough writing e-mail and conducting online research. The findings of their study greatly imply that applying

the new approach in both teachings and assessing the writing skill is likely to get some positive results but surely, it is not the only way that teachers should follow or adopt. As a result, it is just right to claim that the use of the internet has a great impact on students' writing performances [15].

In summary, students can learn from the internet use to increase their basic skills and knowledge and can use this information technology for a variety of goals in the learning process and can serve as a resource to help them develop their writing performances.

M. Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Exposure to Various Media

Table 15
Significant Difference in the Observance of the Characteristics of Compositions Written by the Students across Exposure to Various Media

Compared Variables	F-value	Sig.	Interpretation
Rhetorical Concerns vs. Exposure to Various Media	1.39	0.23	Not Significant
Rhetorical Structure vs. Exposure to Various Media	2.19	0.07	Not Significant
Sentence Style and Structure vs. Exposure to Various Media	2.95	0.02	*Significant
Paragraph Structure vs. Exposure to Various Media	2.43	0.04	*Significant

* Significant at .05 level

On the subject of the duration of media exposure, only the characteristic on sentence style structure ($p = .0222$) and paragraph structure are found to be significantly different with the period of media exposure while rhetorical concerns and structure are not

significant. Subsequent analysis of the data using pairwise comparison test of ANOVA will lead to the conclusion that the longer the duration of media exposure, the more observable is the students characteristic of composition with regards to sentence style and paragraph structure.

The table depicts that the observance of the characteristics of compositions written by the students across the exposure to various media is not significant at .05 level. Therefore, the research hypothesis which states that there is a significant difference in the observance of the characteristics of compositions written by the students across the exposure to various media is rejected. This means that the observance characteristics of compositions written by the students are not different across the exposure to various media.

CONCLUSION AND RECOMMENDATION

From the preceding findings, the following conclusions are drawn:

1. Female student-respondents outnumbered the males. Majority of the respondents are Roman Catholic. Their grades in English subject range from 83-88. Most of the time for about sixty to one hundred twenty minutes, they preferably read textbooks and watch television.

2. Primarily, collaborative brainstorming was rated by most of the students as the pre-writing activity that contribute to the development of composition writing skills of the respondents. On the other hand, free writing, clustering and idea mapping are also

contributory pre-writing activities in the development of composition writing skills of the respondents.

3. Most of the respondents have observable rhetorical concerns, rhetorical structure, sentence style and structure, and paragraph structure in their written compositions.

4. There is no significant difference in the observance of characteristics of compositions written by the students across some of the profile variables, namely: sex, religion, and some materials used and read at home like TV, radio, textbook, newspaper, magazines, and pamphlet, and exposure to media. However, the latest grade in English was found highly significant, together with some of the materials used and read at home namely journal and poetry. On the other hand, electronic media or web articles/internet was

found to have a significant relationship in the observance of compositions written by the students.

Based on the above-mentioned findings and conclusions, the following recommendations are at this moment presented:

1. Students should be exposed on print media like journals and poetry, and electronic media to hone and to develop learner's competence in different language skills, especially writing.

2. The English teachers should always see to it that the students accomplish pre-writing activities before writing their compositions as a requirement. The teacher should also consider what pre-writing activity could help the students to think of the best way on how to organize, imagine, and write their composition.

3. The English teachers should add more activities or exercises that will enhance the composition writing skills of the students most especially in rhetorical structure, and sentence style and structure.

4. Other studies should be conducted closely related to the observance of characteristics of compositions written by the students across their profile variables to be updated and improved. A task-based instructional material should also be developed to help the students improve their composition writing skills among the observance of characteristics of compositions.

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