

Writing Errors of Grade Nine Students: Basis for Sentence Writing Module

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Grammar Test: 90/100

Originality: 92/100

Gunning Fog Index: 11.45

Flesch Reading Ease: 44.62



ABSTRACT

This study determined the sentence writing errors of the grade nine students at Dolores National High School, Magalang, Pampanga, Philippines. Total enumeration (70) of grade nine students served as the respondents of the study. The holistic sentence rubric, California Education Language and Development Test (CELDT), was used in analyzing the written sentences of the respondents. Statistical tools such as mean, frequency and ranking, and T-Test Independent Variable were used. The findings revealed that both in pretest and posttest, capitalization was the most persistent sentence error in mechanical category and wrong word choice in the structural category. However, the use of preposition was the most persistent error under the grammatical category for pretest only since tense/form of verb became the most persistent error in posttest. The grade nine students' level of writing performance in pretest fell from emerging communication to basic communication in posttest after the conducted intervention. The respondents' most persistent sentence error in

pretest in each category had highly significant difference to their most persistent sentence error in posttest. It also revealed that the respondents' scores in pretest had highly significant difference to their scores in posttest. The sentence writing module was strongly agreed by the validators with an overall mean of 4.65.

Keywords: *Writing errors, grade nine students, sentence writing module, descriptive design, Philippines*

INTRODUCTION

The Philippine educational system has been using English as a medium of instruction from elementary to tertiary level. It is used as a tool for learning and a medium of communication (Quibol-Catabay, 2016).

Writing is a means of expressing thoughts, ideas and feelings in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within all structure (Hedge, 1988). Writing skills are important part of communication for the students throughout their academic life because it allows them to organize their feelings and ideas clearly as well as to convey meaning through well-constructed text (Afrin, 2016).

However, according to Al-Buainain (2007), writing is one of the most difficult and therefore frustrating subjects to teach particularly in English as a Second Language (ESL) program. It is especially difficult for non-native speakers because learners are expected to create written products that demonstrate their ability to organize the content, to address the correct audience as well as to demonstrate their linguistic ability (vocabulary, punctuation, spelling, etc.). Hence, it is important to learn and acquire effective and engaged writing skills.

It is also defined that writing is a struggle for a large segment of the population, and nearly 75% of the nation's children and adolescents are not able to produce texts that are judged to meet grade-level expectations (National Center for Education Statistics [NCES], 2012). Likewise, nearly one third of high school graduates are not ready for college-level composition courses (ACT, 2007).

In 2013, Cabansag investigated the written language proficiency of the laboratory high school students in a State University in Cagayan Valley, Philippines. He found out that most students were not very proficient in the use of mechanics particularly in capitalization and punctuation. In addition, most students commit persistent errors in their compositions such as the use of verbs, verb tenses, and rules in capitalization. This shows that Filipino students have weaknesses in their written language proficiency.

This phenomenon is not only experienced in the Philippines but also in other countries. Hussen (2015) assessed the students' composition writing problems in Bedeno Secondary School with special reference to grade ten students in focus. The identified paragraph writing problems of students are organization, unity, adequacy, grammar, punctuation, capitalization and spelling.

However, Gustilo and Magno (2012) investigated the sentence-level errors of freshman college students at De La Salle University, Manila, Philippines. They found out that sentence-level errors have a significant role in essay scores. Therefore, a good writer should learn first one of the most fundamental skills, an essential element of writing, is the ability to develop a good sentence before students push to write paragraphs and multi-paragraph compositions (Hinkel, 2012; Mayville, 2012; Eberhardt, 2013; & Gugin 2014).

Moreover, sentence structure is the level of text which consists of propositions (ideas) that convey information sentence by sentence. One by one, sentences communicate ideas that add up to make meaning. Crafting sentences that accurately convey the intended meaning is challenging, especially for struggling writers and English language learners (Hougen & Smartt, 2013).

The University of South Florida Writing Center (2013) identified common sentence problems and these are fragments, run-ons, and comma splices. Quibol-Catabay (2016) investigated the frequency and the types of sentence errors committed by the students in writing sentences in Cagayan State University, Andrews Campus, Tuguegarao City. She found out that the most frequent error committed by students is the use of sentence fragments which is under the structure category of sentence writing. Similarly, the studies of Lin (2002) and Hsin (2003) as cited by Chen (2006) found that sentence problems exist in the written essays of Taiwanese students such as sentence structures, fragmented sentences, and run-on sentences. Thus, sentence errors are still a serious problem when students are asked to write.

In the book of Gass and Selinker (1994) as cited by Hourani (2008) on his study, they considered and identified steps followed in conducting an error analysis of learners in writing and these were collecting data, identifying errors, classifying errors, quantifying errors, analyzing source of error, and remediating for errors which involves drills and lessons for students.

According to Merriam-Webster Dictionary (2017), remediation is done to correct or improve something and it involves students who need special help to improve in a particular subject.

Reiss (2010) explored the effectiveness of a remedial intervention based on Tier 2 word meanings for students whose primary deficit is phonological. The study found that focusing on the teaching of word meaning enhanced the

remedial program due to the inclusion of a greater range of teaching strategies. Most of the students had improved in spelling and their attitude to writing was more positive at the end of the study. Several students showed improvement in written expression.

Furthermore, the Philippine education system mandates the program of remediation or intervention for the learners who have literacy weaknesses. DepEd. Order no. 39 series 2012 on Policy Guidelines on Addressing Learning Gaps and Implementing a Reading and Writing Program in Secondary Schools states that the results of the pre-assessment or diagnostic test indicate the areas of strength and development that should be the basis for designing appropriate intervention programs, i.e., whether for enrichment or remediation. Thus, priority attention should be given to areas of development as these may require immediate and even long-term interventions that unless provided will present obstacles to learning. However, a whole-class approach to bridging gaps is recommended once the deficiencies are common to all students. One of various forms of intervention that was provided is teacher modeling followed by guided practice and independent practice. Therefore, conducting remediation or intervention could help the learners in their writing difficulty.

In relation to this, the studies of Cabansag (2013), Hussen (2015), Gustino and Magno (2012), and Quibol-Catabay (2016) just focused on assessing the writing errors of the students. They did not consider remediation or intervention in the writing difficulties they found out. To fill the gap on these researches, this present study would like to develop a learning module as an intervention to elevate the students' level and minimize their writing errors (Al-Buainain, 2007) that will be based on the actual writing samples of students' sentence writing problems which is a primary instrument to utilize in identifying writing difficulties (Afrin, 2016).

The module consisted of lessons and tasks which were designed using scaffolding approach for English learners which is known for its effectiveness because it helped remedy the students in writing difficulties (Veerappan, Suan, & Sulaiman, 2011; Troja, 2014; Faraq, 2015; and Sinaga, Suhandi, & Liliyasi, 2015). Scaffolding is a step-by-step process that provides the learner with sufficient guidance until the process is learned, and then gradually removes the support to transfer the responsibility for completing the task to the student (Vernon, 2014).

Scaffolding in this module involved four parts of lesson or steps that shift responsibility to learners such as teacher modeling, guided practice, group collaboration, and independent practice (DepEd. Order no. 39 series 2012; Fisher & Frey, 2008).

FRAMEWORK

The learning/teaching theory that was used in this study is the theory of Lev Vygotsky which is known as the Social Constructivist Theory. The theory highlighted the essential role played by the social learning process and social interaction in the development of language and thought. Students need social support or scaffolding to improve their Zone of Proximal Development (ZPD). With this, teaching must be harmonized in some manner to the students' developmental level.

Furthermore, Social Constructivist Theory in education recommends successful learning and teaching that must be learner-centered. This means that learning is enriched when it is relevant to the socio-cultural context, interests, background, and needs of the learner. For this reason, it is important to develop a sentence writing module which is consisted of sentence writing lessons that provided proper scaffolding to students' learning and which are learner-centered.

The paradigm of the study (Figure 1) shows the administration of sentence writing pretest and posttest to determine the persistent sentence errors and sentence writing performance of the respondents with the use of error analysis and the adopted sentence holistic rubric from California English Language Development Test (CELDT).

The validated sentence writing module refers to the lessons on the most persistent sentence error of the respondents in pretest in every category that were designed using the scaffolding approach that was facilitated and discussed to the respondents.

Administration of the audio-visual prompt sentence writing posttest was done to determine the persistent sentence errors and sentence writing performance of the respondents after their exposure to the sentence writing module.

The results were used to compare the degree of difference on the most persistent sentence error and sentence writing performance of the respondents in pretest and posttest.

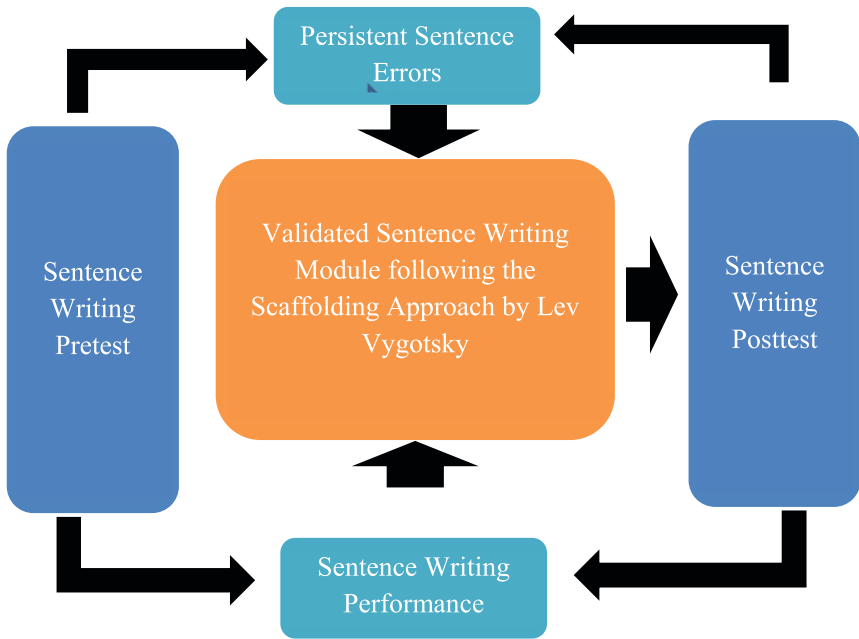


Figure 1. Paradigm of the study

OBJECTIVES OF THE STUDY

The study aimed to determine the sentence writing errors of grade nine students. Specifically, it aimed to answer the following questions: 1) What is the most persistent sentence error in terms of: 1.1) mechanics; 1.2) grammar; and 1.3) sentence structure? ; 2) How may the level of writing performance of the respondents in pretest and posttest be described; 3) Is there a significant difference between the most persistent error in pretest and posttest of the respondents in terms of mechanics, grammar, and sentence structure?; 4) Is there a significant difference between the pretest and posttest scores of the respondents?; and 5) How agreeable is the module as perceived by experts in terms of its learning objectives, learning content, organization and learning experiences?

Hypotheses

It is therefore hypothesized that there is no significant difference between the most persistent sentence error in the mechanical, grammatical, and structural

category in pretest and posttest of the respondents and there is no significant difference between the pretest and posttest scores of the respondents.

METHODOLOGY

The current study employed a descriptive-experimental method for it described the scores of the respondents in both sentence writing pretest and posttest. The experimental method determined the effectiveness of the proposed sentence writing module in respondents' most persistent error in each category and scores in sentence writing pretest and posttest.

Respondents

The population of the study consisted of 70 students who were in their grade nine of secondary education, aged between 14 to 15 years. Total enumeration was employed in this study. They were the grade nine classes being handled by the researcher as their English teacher. The sections were 9-Dalton with 36 students and 9-Aristotle with 34 students and both considered a heterogeneous group at Dolores National High School, Magalang, Pampanga Academic Year 2016-2017. The participating students were enrolled in English 9 which is taught five times a week for an hour a day starting from Monday to Friday. Their native language is Kapampangan but English is being taught as their second language. They were chosen since the researcher, as their English teacher, found out that the students were having difficulties in composing good sentences whenever the students were asked to write short compositions in English.

Furthermore, this study sought the assistance of three experts as validators for the intervention prepared by the researcher and two English teachers as validators for the checked, rated, and labeled errors of the written sentences of the students. The three validators are the teachers/professors who have Ed.D. or Ph.D. units and who have expertise related to Education/English. They validated the module in terms of its learning objectives, learning content, organization, and learning experience. The two module validators are active professors employed in Pampanga State Agricultural University and one is a DepEd elementary teacher. However, the other two validators that checked and rated written sentences are active English teachers in Justino Sevilla High School and Pampanga State Agricultural University.

Instruments

The writing samples were primary instrument that would show the actual performance and difficulties of students in sentence writing. The 9 minute audio-visual prompts entitled, "Harmony of Man and Environment" and "The Battle

With Grendel” from the DepEd Grade Nine Learner’s Material were used to watch and listen by the respondents in their sentence writing pretest and posttest.

To describe the performance of the respondents in their sentence writing in pretest and posttest, an adopted standardized sentence holistic rubric of California English Language Development Test (CELDT) prepared by California Department of Education (2012) was utilized.

This rubric was administered for non-native English speakers such as the respondents of this study. The researcher and validators were guided with the specific characteristics of this rubric where it assessed primarily the subject and predicate of the students’ sentence and other characteristics may be seen as well such as the content, response, grammar and syntax, articles, possessives, prepositions, or plural endings, vocabulary, spelling, and punctuation and/or capitalization of the students’ sentences. This instrument was for level starting grade two to twelve which was applicable to the respondents of this study who were in grade nine. It has four performance levels which are *no communication (0)*, *emerging communication (1)*, *basic communication (2)*, and *fully competent communication (3)* (See Appendix C for sentence holistic rubric pp.40-41).

Scale in gathering the grand mean of the students’ performance in sentence writing was interpreted as follows:

Numerical Rating	Descriptive Rating
2.50-3.00	Fully Competent Communication (FCC)
1.50-2.49	Basic Communication (BC)
0.50-1.49	Emerging Communication (EC)
0.00-0.49	No Communication (NC)

The sentence writing module served as the instrument in this study which covered the lessons of the most persistent sentence error in mechanical, grammatical, and structural category and these were the use of capitalization, use of prepositions, and word choice. The learning module followed the scaffolding approach of Lev Vygotsky where each lesson was patterned into four steps: focus lesson, guided practice, group collaboration, and independent practice (See Appendix I for sentence writing module pp.61-121).

For the validation of the learning module, the researcher modified the evaluation form of the Department of Education for the acceptability of the proposed sentence writing module. It consisted of the profile of the validators such as their names, designation, highest educational attainment, and the college/university they are affiliated with. They were asked to rate the module in terms of its learning objectives, learning content, organization, and learning

experience. They were guided with the numerical value with rating descriptions such as 5-Strongly Agree (SA), 4-Agree (DA), 3- Neutral (N), 2-Disagree (DA), 1- Strongly Disagree (SDA), and 0-Not Applicable (NA) (See Appendix G for evaluation form for the module pp.49-51).

Procedure

Pretest

At the initial stage of data collection, permission was sought from the principal of Dolores National High School Magalang, Pampanga for the chosen grade nine classes. For the pretest, it was administered to respondents on November 3, 2016. The audio-visual prompt entitled "Harmony of Man and Environment" was watched and listened first by the respondents for nine minutes. After that, the researcher asked the students to write ten sentences about the content or their reactions about the audio-visual prompt for 30 minutes. The writing samples of the students in pre-test were collected, corrected, and analyzed by the researcher and was validated by the two English teachers with the use of standardized sentence writing holistic rubric.

Identification of Errors

From the writing samples also, the most persistent sentence error in each category was identified through frequency count. Ranking of sentence errors determined the most persistent sentence error in each category of the respondents. The researcher considered and included all the errors committed by the respondents from the sentence writing samples of the students.

Development of Module

The most persistent sentence error in mechanical, grammatical and structural category were the lessons in developing a learning module and these were the use of capitalization, use of prepositions, and word choice. The lessons and activities were designed in a scaffolding approach with four parts or steps such as *teacher modeling* where the ideas of the lessons were explained; *guided practice* where the teacher helped the students in doing the activity; *group collaboration* where the students were grouped or paired in doing the activity; and *independent practice* where the student accomplished the activity alone.

Validation of the Module

When the module was done, the researcher sought the expertise of the validators with the modified evaluation form for the agreeability of the proposed sentence writing module. The comments and suggestions of the validators were

incorporated for the improvement of the module (See Appendix H pp.52-60 for evaluated validation sheet of the module).

Administration of the Module

After the validation, the researcher facilitated and discussed the sentence writing module to the respondents. Nine school days were allotted for the utilization of the lessons of the module starting January 3 until January 16, 2017 for one hour and twenty minutes each day (See Appendix Q page 132 for the schedule in administration of the module).

Posttest

When the module had been utilized, the researcher administered the posttest to the respondents to see if the learning module had an effect in the learners' performance and most persistent error in each category. The posttest was also like the pretest but this time, a different audio-visual prompt was used. It was entitled "The Battle with Grendel" which is 9 minutes as well. After that, 30 minutes was given to respondents to write ten sentences about the content or their reactions in the audio-visual prompt. The tests were checked, recorded, analyzed by the researcher and were validated by two English teachers and were compared to respondents' scores and most persistent sentence error in each category in the pretest. The post-test of the 36 students in 9-Dalton were verified by the first validator while the post-test of the 34 students in 9-Aristotle were verified by the second validator. The validators were guided with the tally and frequency sentence error sheet as well as sentence holistic grading sheet of the researcher and they were given separate sheets to write their counted tally and frequency of errors and also their score to each written sentence of the respondents which were then followed by the researcher.

The data gathered were analyzed and treated statistically using Mean to describe the scores of the respondents in pretest and posttest and also to describe the rate of the proposed agreeability of sentence writing module in terms of learning objectives, learning content, organization, and learning experience. Frequency and Ranking were used to determine the most persistent sentence error in each category and T-Test Independent Variable to identify if there was a significant difference between the most persistent sentence error in mechanical, grammatical, and structural category in pretest and posttest of the respondents and to identify if there was a significant difference between the scores of the respondents in the pretest and posttest.

RESULTS AND DISCUSSION

Table 1.1 Frequency distribution of errors encountered by the respondents in pretest and posttest under mechanical category

Errors	Pretest		Posttest	
	f	Rank	f	Rank
Punctuation	369	2	57	3
Spelling	148	3	102	2
Capitalization	487	1	154	1

Table 1.1 shows the frequency and rank of errors in pretest and posttest under mechanical category. It shows that the respondents' error in the use of capitalization ranked first in both pretest with 487 errors (*Sample: the people died because the climate change.*) and posttest with 154 errors (*Sample: The grendel was fight of beowulf.*). The use of punctuation ranked second in pretest with 369 errors (*Sample: Dont use dynamite to fishing*) while ranked third only in posttest with 57 errors (*Sample: Grendel eat the people*). Lastly, the error in spelling ranked third in pretest with 148 errors (*Sample: The ozone layer is distroid.*) and ranked second in posttest with 102 errors (*Sample: Grendel is screaming.*). It also presents that the numbers of respondents' mechanical errors in pretest were lessened in their posttest after the utilization of the module even though the use of capitalization was the only error that was given an intervention through the module since the researcher was delimited in choosing the most persistent sentence error in pretest under mechanical category (See Appendix R and S pp.133 and 138 for the sample checked pretest and posttest).

The findings revealed that the respondents' most persistent error in mechanical category was the use of capitalization with a total of 487 errors in pretest and 154 errors in posttest. This indicated that students are generally weak in the rules of capitalization based in frequency tabulation. Students are not well familiar with the different rules on capitalization. Considering that these students are already in their grade nine, it is expected that they are familiar with the different rules on capitalization but the findings revealed that they still do not. This is similar with the findings of Cabansag (2013) where capitalization as well is the most persistent written language error of his respondents under mechanical category.

Table 1.2 Frequency distribution of errors encountered by the respondents in pretest and posttest under grammatical category

Errors	Pretest		Posttest	
	f	Rank	f	Rank
Wrong Tense/Form of Verbs	128	2	201	1
Incorrect Use of Prepositions	153	1	83	2
Wrong Subject-Verb Agreement	105	4	44	6
Wrong Use/Lack of Articles	110	3	60	3
Incorrect Possessives	7	14	25	8
Incorrect Pluralization	16	9	1	15
Incorrect Pronoun Reference	45	6	3	12
Incorrect Linking Verbs	82	5	31	7
Lack of Relative Pronouns	8	13	0	16
Incorrect Conjunctions	38	7	9	10
Incorrect Adjectives	9	11	8	11
Incorrect Adverbs	6	15	11	9
Incorrect/Lack of Helping Verbs	33	8	46	5
Lack of Prefixes	1	18	0	16
Incorrect Plural Endings	5	17	0	16
Incorrect/Lack of Transitions	12	10	3	12
Incorrect Participles	6	15	0	16
Incorrect Pronouns	9	11	56	4
Incorrect Gerunds	1	18	3	12
Lack of Objects	1	18	0	16

Table 1.2 presents the grammatical errors committed by the respondents in sentence writing in pretest and posttest. It reveals that among the twenty identified errors in grammar, the significant errors were incorrect use of prepositions which ranked first in the pretest with 153 (*Sample: We need to be responsible and use the things that given to us **from** god*) and ranked second only with 83 in the posttest (*Sample: The lesson **on** that battle is always be brave.*), the wrong tense /form of verbs ranked second in pretest with 128 (*Sample: The factories **are cause** air pollution.*) and ranked first in posttest with 201(*Sample:*

When *Beowulf* **close** the door, the hand of Grendel was cut.). The wrong articles ranked third in both pretest with 110 (Sample: Decrease vehicle to avoid **a** accident.) and posttest with 60 (Sample: The warriors are drinking **a** alcohol.) followed by the subject-verb agreement with 105 errors in pretest (Sample: The people **was** the reason why the climate was change.) and with 44 errors in posttest (Sample: The warriors **was** singing.), and the incorrect linking verbs with 82 errors in pretest (Sample: The people **are** need abundant life.) and with 31 errors in posttest (Sample: *Beowulf* and **is** monster that fight.). However, the error in pronouns ranked eleventh only with nine errors in pretest (Sample: Farmers **they** hate El niño because their planting area dry is dry.) while it ranked fourth with 56 errors in posttest (Sample: *Beowulf* **he** cut the arm of Grendel.) The rest of the identified grammar errors had minimal number of errors in both pretest (1-45) and posttest (0-46) specifically the errors in possessives, pluralization, pronoun reference, relative pronouns, conjunctions, adjectives, adverbs, helping verbs, prefixes, plural endings, transitions, participles, gerunds and objects. It also reveals that most of the number of respondents' grammar errors in pretest were lessened in their posttest after the utilization of the module except for the wrong tense/form of verbs, possessives, adverbs, helping verbs, and pronouns which the number of errors increased in posttest. This is because these errors were not included in the learning module and it denotes that an error will remain persistent once there is no intervention made. The use of prepositions was the only error included in the module since the researcher was delimited in choosing the most persistent sentence error in pretest under the grammatical category.

The findings revealed that in terms of grammatical category, the incorrect use/lack of prepositions had the highest number of errors in pretest only with a total of 153 errors in pretest and became second only in posttest with 83 errors. However, the wrong tense/form of verbs became the most persistent sentence error in posttest with 201 errors while 128 errors only in pretest. The wrong articles were also a persistent error which had 110 errors in pretest and 60 errors in posttest. This implies that majority of the students do not know the correct preposition to use in the sentence even the common prepositions. The students are poor in the construction of grammar tense and they do not know what form of verb to use, and students do not use articles in the sentences as observed by the researcher. This only implies that they have inadequate knowledge on prepositions, tense/form of verbs, and articles. This finding is related with the study of Quibol-Catabay (2016); however the error in the use of prepositions ranked second only in grammatical category in her study probably because her respondents were more advanced in grade level since they were college students where in the present study, it ranked first in grammatical category in pretest since the respondents were high school students only. It is also similar to

the study of Cabansag (2013) that the wrong tense/form of verbs was a persistent language error of his respondents in grammar.

Table 1.3 Frequency distribution of errors encountered by the respondents in pretest and posttest under structural category

Errors	Pretest		Posttest	
	f	Rank	f	Rank
Fragments	27	2	5	3
Faulty Parallelism	10	5	3	4
Wrong word choice	344	1	101	1
Run-on sentences	14	3	1	6
Dangling modifier	2	8	1	6
Misplaced modifier	9	6	8	2
Comma splice	1	10	0	8
Loose Sentences	3	7	0	8
Choppy Sentences	11	4	0	8
Wordy Phrasing	2	8	2	5
Excessive Subordination	1	10	0	8

Table 1.3 presents the structural errors made by the students in writing sentences in pretest and posttest. It reflects that respondents' highest number of error was the wrong word choice with 344 mistakes in pretest (*Sample: Wrong disposal that causes the canals don't move.*) and 101 mistakes in posttest (*Sample: After the **fighting**, we celebrate **to won** with Grendel.*). The rest of the structural errors had only minimal number of errors both in pretest with 1 to 2 number of errors and posttest with 0 to 8 number of errors specifically the errors in fragments, parallelism, run-on sentences, dangling modifier, misplaced modifier, comma splice, loose sentences, choppy sentences, wordy phrasing and excessive subordination. This transpired because students did not use these structures while composing their sentences as observed by the researcher. It also reflects that the number of errors of the respondents in pretest under structural category was lessened in their posttest after the utilization of the module except for the error in wordy phrasing which remained the same number of error since the wrong word choice was the only error given an intervention through the module (See Appendix R and S pp.133 and 138 for the sample checked pretest and posttest).

The findings revealed that the wrong word choice was the most persistent error with a total of 344 errors in pretest and 101 errors in posttest. This signifies that students lack appropriate vocabulary to use in sentences despite of their

grade level. Good writing is all about good word choice and proper ordering of these words to attain accuracy. Wrong choice of words indicates inaccurate word choice involving words that are commonly misused. It may also refer to use of words that are misused because the writer does not understand the meaning of the words (Quibol-Catabay, 2016).

With these, it suggests the claim of Chen (2006) that sentence errors are still a serious problem when students are asked to write and Filipino students have weaknesses in their written language proficiency (Cabansag, 2013). However, the total number of errors in capitalization, preposition, and wrong word choice in pretest was lessened in their posttest after the utilization of the module which helped the students to minimize their written errors.

Table 2 Level of writing performance of the respondents in pretest and posttest

Sentence	Pretest		Posttest	
	Mean	DR	Mean	DR
Sentence 1	1.56	BC	1.71	BC
Sentence 2	1.63	BC	1.79	BC
Sentence 3	1.57	BC	1.86	BC
Sentence 4	1.47	EC	1.76	BC
Sentence 5	1.51	BC	1.89	BC
Sentence 6	1.41	EC	1.83	BC
Sentence 7	1.33	EC	1.81	BC
Sentence 8	1.40	EC	1.80	BC
Sentence 9	1.26	EC	1.73	BC
Sentence 10	1.27	EC	1.74	BC
Overall Mean	1.44	EC	1.79	BC

Legend:

Numerical Rating	Descriptive Rating
2.50-3.00	Fully Competent Communication (FCC)
1.50-2.49	Basic Communication (BC)
0.50-1.49	Emerging Communication (EC)
0.00-0.49	No Communication (NC)

Table 2 shows the level of writing performance of the respondents in pretest and posttest. It reveals that based from the ten written sentences of the respondents in pretest with their mean score, six fell on the level of emerging communication specifically sentences 4, 6, 7, 8, 9, and 10 (1.26-1.47). The other four sentences fell on the basic level of communication specifically sentences 1, 2, 3, and 5 (1.51-1.63). In the posttest, all ten sentences fell on the basic level of communication (1.71-1.89). It also reveals that the obtained overall mean of the ten sentences in pretest was 1.44 with a descriptive rating of emerging communication while the posttest gained 1.79 with a descriptive rating of basic communication.

The findings revealed that the level of sentence writing performance of the respondents in pretest was 1.44 which fell on the emerging level of communication. As reflected in the rubric, this means that most of the respondents' sentences contained a simple subject and a simple predicate and many errors were committed that might affect with meaning such as the errors in grammar and syntax, spelling, punctuation and/or capitalization. Also, the response contains awkward clauses and/or non-standard wording that affect meaning and articles, possessives, prepositions, or plural endings are often missing or incorrect. This implies that the sentence writing performance of the students was weak and not parallel with their grade level because they were already in their grade nine and they are expected to master this level but they still do not. However the obtained overall mean in posttest is 1.79 which fell on the basic level of communication. This means that most of the respondents' sentences had subject and predicate which were in the correct word order and had minimal errors only which do not affect the meaning of the sentence. This indicates that the sentence writing performance of the students in posttest has improved after the utilization of the module which suggests that the module helped the students to improve their performance in sentence writing. This is similar to the study of Reiss (2010) that conducting remedial intervention has increased the performance of the students in writing.

Table 3 Significant difference between the most persistent error of the respondents in pretest and posttest in every category

Variable		p-value Sig. (2-tailed)	Interpretation
Pretest Posttest	Mechanical Category	**0.000	Highly Significant
	Grammatical Category	**0.002	Highly Significant
	Structural Category	**0.000	Highly Significant

** highly significant at 1% level of significance

Table 3 shows the significant difference between the most persistent error of the respondents in pretest and posttest in every category. It reveals that the most persistent sentence error in pretest in every category was highly significant to the respondents' most persistent error in posttest with probability value of 0.000 for both mechanical and structural category while 0.002 p-value in grammatical category.

The findings revealed that the most persistent sentence error in pretest in every category had highly significant difference to the respondents' most persistent sentence error in posttest. This implies that the most persistent error in each category of the respondents in posttest was less persistent than their pretest errors. This also implies that the learning module significantly lessened the students' persistent errors in capitalization, use of preposition, and wrong word choice which suggests that remediation for sentence errors must be done when identifying errors (Gass and Selinker, 1994 as cited by Hourani, 2008) and the module that was designed in scaffolding approach helped remedy the students in their most persistent sentence error in every category (Veerappan et al., 2011; Troja, 2014; Faraq, 2015; and Sinaga et al., 2015).

Table 4. Significant difference between the scores of the respondents in pretest and posttest

Variable	p-value Sig. (2-tailed)	Interpretation
Pretest vs Posttest	**0.000	Highly Significant

** highly significant at 1% level of significance

The 4 shows the significant difference between the scores of the respondents in pretest and posttest. The scores of the respondents in pretest were highly significant to respondents' scores in posttest with a probability value of 0.000.

The study also showed that the scores of the respondents in pretest had highly significant difference to respondents' scores in posttest. This affirms that the posttest mean score of the respondents was significantly higher than their pretest mean score. This also affirms that the learning module that was designed in a scaffolding approach significantly improved the performance of the students in the use of proper capitalization, use of preposition, and correct word choice. This finding supports the claimed of Lev Vygostsky in his theory of Social Constructivism that the module that was based in the needs of the learners and was done with social interaction as part of the scaffolding approach enriched the learning experiences of the students.

Table 5. Module agreeability by the experts

Statement	Mean	Interpretation
I. Learning Objectives		
1. I clearly understood the objectives of the module.	5.00	SA
2. The objectives of the module are specific, achievable, and relevant.	5.00	SA
3. The expected results of the module are well-described.	4.67	SA
4. The objectives of the module are all achieved at the end of the lesson.	4.67	SA
II. Learning Content		
1. The Learning Content of the module is aligned with the objectives.	5.00	SA
2. The Learning Content of the module is suited to the needs of the learners.	4.67	SA
3. The Learning Content of the module is suited to the level of understanding of the learners.	4.67	SA
4. The Learning Content of the module is suited to the level of appreciation of the learners.	4.67	SA
5. The assignments given are useful and complement the objectives of the module.	3.00	N
III. Organization		
1. The module is well-organized in terms of content and flow.	5.00	SA
2. The activities in the module are sequenced in a logical manner.	5.00	SA
3. The time given in conducting the module is appropriate.	4.00	A
IV. Learning Experiences		
1. I believe my learners will enjoy the module's activities.	5.00	SA
2. I find the module challenging and stimulating.	4.67	SA
3. I believe the learning activities are completely aligned to the module's objectives.	4.67	SA
4. I find the activities essential to the needs of my learners.	4.67	SA
5. I find the learning activities easy to conduct but very meaningful.	5.00	SA
6. The materials needed in the module are easy to access.	4.33	SA
Overall Mean	4.65	SA

Legend:

Numerical Rating	Descriptive Rating
4.16-5.00	Strongly Agree (SA)
3.33-4.15	Agree (A)
2.50-3.32	Neutral(N)
1.67-2.49	Disagree (D)
0.84-1.66	Strongly Disagree (SD)
0.00-0.83	Not Applicable (NA)

Table 5 presents the agreeability of the module based on the mean rating of the assessment expressed by the evaluators in the questionnaire. It reveals that based on the mean score of each statement, the evaluators *strongly agreed* mostly with the statements in learning objectives, learning content, organization, and learning experiences of the module with 4.67-5.00 except with the fifth statement in learning content that the assignments given are useful and complement the objectives which was interpreted as *neutral* (3.00) because the module doesn't have assignments since it was only grounded in the four parts of the lesson in scaffolding approach and with the third statement in organization that the time given in conducting the module is appropriate which had an interpretation of *agree* (4.00) since the number of minutes in doing the activities was not indicated in the module because it was only given orally by the researcher. It also reveals that the obtained overall mean of the module was 4.65 which have a descriptive rating of *strongly agree* which reflected that the evaluators strongly agreed in terms of the learning objectives, learning content, organization and learning experiences of the module. This infers that the module was *strongly agreeable* to be utilized by the researcher to the respondents for the remediation that is mandated in DepEd. Order no. 39 series 2012 on Policy Guidelines on Addressing Learning Gaps and Implementing a Writing Program in Secondary Schools.

CONCLUSIONS

Based on the results of the study, the following conclusions were drawn: 1) the respondents are generally weak in sentence construction. This implies that the errors committed in sentence writing could also be due to their inadequate knowledge in English language; 2) the respondents lack knowledge in the use of the rules governing the correct capitalization and the use of prepositions; 3) most of the respondents have limited vocabulary on what appropriate words to use in the sentences; and 4) the respondents' sentence writing most persistent errors are lessened and eventually improve their sentence writing performance after utilizing the validated sentence writing module that was designed in scaffolding approach.

RECOMMENDATIONS

Considering the findings and conclusions, the following recommendations are hereby suggested: 1) The English teachers should educate and engage students further in the lessons of correct use of capitalization, prepositions, and word choice; 2) English teachers should keep on enhancing the sentence writing

performance of the students and they may integrate scaffolding approach in writing activities; 3) English teachers should further develop learning modules in sentence writing that are specially designed for students' weaknesses and that is based on an effective writing approach ; 4) Future researchers may consider conducting similar studies along with the present study; and 5) The sentence writing module may be adopted by the schools in Department of Education, Division of Pampanga to better improve the sentence writing performance of the students.

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