



Research Paper

Remedial Writing Composition Module And achievement Of grade 11 Senior High School Humanities and Social Sciences Students

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ABSTRACT

The Remedial Writing Composition Module is one of the strategies for non-proficient writers and also enhancement strategy among developing writers and poor writers which encourages them to love writing. It was conducted among the Grade 11 Senior High School Students of STI College Tacurong during the School Year 2018-2019. The study was conducted to determine the effectiveness of the module, which was evaluated in terms of its content, relevance, acceptability, and instructional quality. The level of the writing achievement of the students was evaluated in terms of reading sentences writing, paragraphs writing, and narrative writing. The significant difference on the students writing achievement and the mean gain scores between the control group and experimental group in the pre-test and in the post-test were tested.

Based on the results, the "Remedial Writing Composition Module" was excellent and passed the qualities expected by the target users, which composed of the reading and writing teachers and tutors. Based on the evaluation, the writing composition module met 91% and above quality standards. The experimental group who utilized the writing composition module got the highest mean compared to the control group, after they underwent an intensive intervention strategy. A significant improvement was revealed in the students' writing achievement after utilizing the module, which contained various activities such as the sentences writing, paragraphs writing, and narratives writing.

It is recommended that the "Remedial Writing Composition Module" should be adapted by STI College Tacurong and any other private and public schools and be integrated in their classroom program. Moreover, reading module should be utilized by the teachers during their class especially the reading and writing teachers during regular class or even remedial class.

Key words: Remedial writing, composition module, writing skills, students' achievement

Received 20 October, 2020; Accepted 04 November, 2020 © The author(s) 2020.

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I. INTRODUCTION

Writing is a very essential skill to be mastered among the learners. It is vital for every study to develop this skill because as part of his academic training, a Senior High School and college student is required to write research papers, summarize articles, and write book reports, movie reviews and other related activities which need the ability to write accurately and clearly. According to Nicosia (2015), one attempt to meet the challenge with the need to improve students' basic language skills in writing is to incorporate more writing assignments into classrooms across all discipline. On the other hand the learning of students is well facilitated when the teacher is on the right pace of teaching his/her students. By doing this, the researchers advocate the need to develop instructional materials such as modules to further help the learners acquire basic skills. It offers a bigger opportunity to those non-proficient and beginner writer to overcome their difficulties in writing composition. It also provides an avenue to facilitate them how to become an effective writers and serve as stepping stone to enhance their communication skills. Remedial Writing Composition Module is a designed instructional material aims to develop the writing deficiencies of Senior High School Students in Humanities and Social Science (HUMSS) at STI College Tacurong. The researchers believe that with the use of module, learners will be given

appropriate intervention strategies aligned to their capabilities and needs in writing. In this sense, teachers play the very significant role in helping their learners achieve and master the skill. Through this study, the researchers offered a module to address the continuous problem in composition writing even the respondents are already Senior High School. It served as remedial action to help students become better and effective writers who can be able to compose their ideas in a form of writing that somehow they can't express through verbal cues. Their teachers will serve as their tutor and facilitator the time this program will be used.

Generally, the study was also purposively made to answer the call for the need of instructional materials which help the students develop confidence in writing because a good hand at writing is apparently an edge in competitive world where ability and proficiency in English language is called for.

II. OBJECTIVES AND RESEARCH QUESTIONS

The study generally aimed to evaluate and determine the effectiveness of the researchers-developed Remedial Writing Composition Module and Students' Achievement of Grade-11 Humanities and Social Science (HUMSS). It is the intention of the study to:

1. To validate the research-developed instructional materials, in terms of its contents, relevance, acceptability, and instructional quality in reference to the experts' evaluation in the area.
2. To assess the writing composition skills and achievements in reference to the students' performance, and finally
3. To determine the effectiveness of the module in improving the academic achievement of Grade-11 HUMSS students in writing composition.

Specifically, the study sought to answer the following research questions:

1. What is the level of evaluation of the remedial writing composition module as strategy in developing student's writing in terms of its content, relevance, acceptability, and instructional quality as validated by English teachers specialized in the area of English writing?
2. What is the level of writing achievement of students in terms of sentence writing, paragraph writing, and narrative writing based on their test results?
3. Is there significant difference on the students' writing achievement between the control and experimental groups in the pre-test and post-test?
4. Is there a significant difference between the mean gain score of the control and experimental groups on their writing achievement?

METHODS

The study was conducted among the Grade-11 Humanities and Social Sciences (HUMSS) Senior High School Students of STI College Tacurong, Tacurong City, Sultan Kudarat, Philippines.

RESEARCH DESIGN

The study used the experimental research design particularly the pre-test and post-test to find out the effectiveness of the Writing Composition module to the HUMSS students. The Writing Achievement of the students was determined and assessed in terms of sentences writing, paragraphs writing, and narratives writing. The researchers also used the descriptive-evaluative research design to evaluate the researchers-made writing composition module in terms of its content, relevance, acceptability, and instructional quality.

RESPONDENTS OF THE STUDY

The respondents of the study were the sixty (60) Humanities and Social Sciences (HUMSS) Grade-11 students enrolled during the School Year 2018-2019. The respondents were comprised of thirty (30) students in experimental group and other thirty (30) students in the control group who were chosen randomly.

The thirty (30) students under experimental group had undergone remedial writing composition classes from the month of October to January in which the Remedial Writing Composition Module for Grade-11 was used. The results of their achievements have become the basis for calculating the levels of writing proficiency presented in the study.

RESEARCH INSTRUMENT

The instruments used for this study were the researchers-made module in writing composition, the test instrument, and the validation instrument which was accomplished by a panel of evaluators who were English teachers from College University and Department of education.

The validation instrument was used to evaluate the effectiveness of the writing composition module by the panel of evaluators which were composed English teachers who were experts in their field of specialization. They evaluated the innovative strategy on its effectiveness in terms of content, relevance, acceptability, and

instructional quality. A survey instrument was patterned after Abelito (2018). A five-point Likert Scale type of questionnaire was employed in the study with corresponding interpretation.

The pre-test similar to the post-test which is a validated writing proficiency test was then administered to the subjects. It is comprised of picture stimulus and writing prompt that aided and directed the subjects in thinking of the possible responses that will suit the given title for which they will compose a write-up of free length depending upon their composition writing abilities.

The Writing Proficiency level of the subjects was determined and assessed in terms of sentences writing, paragraphs writing, and narratives writing. The composition were rated and described according to the McGraw-hillfour (4) rating Scale adapted from the module *Writer's Choice: Grammar and Composition* (2008).

DATA GATHERING PROCEDURE

The study was conducted during the writing time scheduled in school premises. It was conducted for three (3) months in the School year 2018-2019. The respondents used the writing materials provided by the researchers as the writing tool to enhance their writing achievement.

A researchers-made writing composition module was formulated as an assessment tool that dealt on the content, relevance, acceptability, and instructional quality of the module. The survey questionnaire was evaluated by the panel of evaluators. Eventually, the researchers formulated a writing proficiency test (Pre-test and Post-test) patterned on the writing composition module and was evaluated by the English teachers and College instructors intended to assess the students' writing achievement

The accomplished forms and data were collected, tallied, and tabulated. The results were analyzed and interpreted using the employed statistical analysis.

STATISTICAL TREATMENT

The mean was used to get the level of evaluation of the writing composition module in terms of content, relevance, instructional quality and acceptability and Mean was also used to describe the performance of the students in the pre-test and post-test from both control and experimental group.

Further, the t-test was used for the computation of the significant difference of the writing achievement of the students between the control and experimental groups in the pre-test and post-test and the significant difference between the mean gain scores of the control and experimental group on the writing performance of the students.

III. RESULTS

In table 1, presents the evaluation of the writing composition module in terms of content, relevance, acceptability and instructional quality having a verbal description of "Excellent" with a grand mean of 4.40. This indicates that the writing composition module has passed the qualities expected by the target users- the writing teacher and tutors and the writing module met the above quality standards.

It can be inferred that the module was developed properly to meet the needs of the students. The results support the idea of Bucjan (2011) the modules were very relevant and very useful for use in the class because these answer the need of the students to improve writing skills including the content, organization, mechanics or grammar rules, and other aspect of developmental writing.

In table 2, reveals the writing composition achievement of the control group and experimental group in the pre-test. All the variables were at the "beginner level" which means the respondents were poor in writing composition specifically in organizing ideas in logical way, describing the topic by means of providing supporting details, and grammar use like proper capitalization and punctuation. Teachers should conduct remedial session to improve the writing skills of the students.

The result implies that the students shall be required to undergo remedial session to improve their writing ability appropriate to their grade level. According to Nicosia (2015), one attempt to meet the challenge with the need to improve students' basic language skills in writing is to incorporate more writing assignments into classrooms across all disciplines. On the other hand, the learning of the students is well facilitated when the teacher is on the right pace of teaching his/her students.

In table 3, the writing achievement level of the control group and experimental group vary to each other as reflected on the results of their post- test.

In the control group, the result reveals that the level of writing achievements of the students remained to its initial level; however, it was evident that there was an increase of scores after three months even though they were isolated from intervention strategy. On the other hand, the respondents in the experimental group somehow improved their writing performance to the next level which is the "Developing level" after using the

research-made writing module. It can be claimed that the module being used in writing composition is effective and appropriate to the student proficiency level and experiences in writing.

Similar idea once stressed by Salandanan (2009) that the instructional materials offer the best means by which a teacher can provide direction in her student’s daily search for new understanding and verifications, particularly by the use of printed materials.

In table 4, reveals the t-test analysis on the writing achievement of the students in the pre-test scores between the control and experimental groups.

It can be seen in the table that the tabular value of 2.002 is taken from the book of (Basilio, et.al, 2003) with a degree of freedom equal to 58. It can be seen further, that all computed t-value are lower than the tabular value of 2.002 at 0.05 level of significance. This simply means that “there is no significant difference on the writing achievement of the students between the control group and the experimental group in the pre-test. This also infers that there was no intensive intervention strategy, which affected the student writing composition achievement.

The result illustrates that the writing achievement of the control group is closely as good to the writing achievement of the experimental group. It simply means that the writing achievement of both group were at the same level before the module was used to the experimental group.

The table 5 illustrates the t-test analysis on the post-test scores between the control and experimental groups.

Based on the result, all of the variables in the experimental group got the highest, which is comparable to the control group. This implies that “there is significant difference in the writing achievement of the students between the control and experimental groups in the post-test. It can be claimed that the experimental group exhibited better performance in writing compared to the control group. The instructional tool used was effective though the result of their writing achievements was not so high and impressive, but the students made to improve some basic concepts and technique necessary in effective writing.

It supports the idea of Satorre (2015) when she stated that composition writing is a process of practice before a student’s ideas fall to come out clearly and it demands a huge attention from teacher or mentor.

Finally, **the table 6** indicates that there is a significant difference between the control group and experimental group in their mean gain in writing achievement.

It was also gleaned in the table that the experimental group has a higher standard deviation than the control group. This simply indicates that the data are spread out over a wider range of values considering that the performance varies and the respondents are heterogeneous group. The finding also reveals that the computed t-value of 19.03 is greater than the tabular value of 2.002 at 0.05 level of significance. Hence, there is adequate evidence to assert that the experimental group has achieved a higher mean gain compared to the control group.

The finding can be claimed that the improvement of their writing achievement was not so excellent due to lack of vocabulary in organizing their ideas logically and effective use of supporting details to explain the topic. However, it was still evident that they managed to acquire basic concepts and techniques necessary for effective writing. Teachers are playing the biggest role of helping the students to acquire and develop their writing by utilizing new instructional materials (Fortune, 2009).

Similarly, Jacinto et. al (2014) concluded that in order to develop the language skills of a student, the traditional method of teaching should be enhanced to increase the level of performance of the students by integrating modularized institutional materials with activities, which used actual applications of principles.

Indicators	Mean	Verbal Interpretation
Content	4.30	Excellent
Relevance	4.50	Excellent
Acceptability	4.46	Excellent
Instruction Quality	4.32	Excellent
Grand Mean	4.40	Excellent

Table1. Level of Evaluation on the Content, Relevance, Acceptability, and Instructional Quality of the Remedial Writing Composition Module

Variables	Mean	Verbal Interpretation
Control	53.67	Beginner
Experimental	53.54	Beginner

Table2. Level of Writing Achievement of the Control Group and Experimental group in the Pre-test

Group	Mean	Verbal Interpretation
Control	56.67	Beginner
Experimental	68.17	Developing

Table3. Level of Writing Achievement of the Control Group and Experimental group in the Post-test

Group	N	Mean	Sd	DF	COMPUTED t	TABULAR Value
Control	30	56.67	6.83	58	15.33	2.002
Experimental	30	68.17	9.94			

Table4. Analysis on the Writing Achievement of the Students Between the Control and Experimental Groups in the Pre-test.

Table 5. Analysis on the Writing Achievement of the Students Between the Control and Experimental Groups in the Post-test.

Group	N	Mean Gain	Sd	DF	COMPUTED t	TABULAR Value
Control	30	3.01	3.14	58	19.03	2.002
Experimental	30	14.62	7.85			

Table 6. Mean Gain Scores between the Control and Experimental Groups.

IV. CONCLUSION

In the light of the results gained from statistical scrutiny and finding of the study, essential conclusions are drawn. The researchers-made module was effective and helpful in teaching writing composition in English as manifested in the writing achievements of the students who used the tool as intervention strategy. It was student-centered, simplified according to their level of writing abilities, and provided more exercises to practice their writing skills.

Generally, the study concluded that even the writing composition module passed the excellent qualities of its content as expected by the users, it is not a guarantee that the students writing achievement is also excellent. Since the writing achievement of the respondents from the experimental group was not so high and did not meet the highest rating of “excellent”, it can be asserted that the respondents themselves have problems in terms of writing composition.

Furthermore, the study concluded that the varied activities and techniques used in the module was effective and helpful to the learners, and the tandem of teaching and learning was evident allowing the students to work independently. This simply implied that the role of a teacher in facilitating the learners during the writing process was relevant to know their needs and progress. The module was also very important and effective to be used in the class because it answers the need of the students to improve their writing skill.

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Cristobal Millenes Ambayon. "Remedial Writing Composition Module and achievement of grade 11 Senior High School Humanities and Social Sciences Students." *Quest Journals Journal of Research in Humanities and Social Science*, vol. 08(11), 2020, pp. 01-06.